

2019

Graduate Catalog of Studies, 2018-2019

University of Arkansas, Fayetteville

Follow this and additional works at: <https://scholarworks.uark.edu/catalog-grad>

Citation

University of Arkansas, Fayetteville. (2019). Graduate Catalog of Studies, 2018-2019. *Graduate School Catalog of Studies*. Retrieved from <https://scholarworks.uark.edu/catalog-grad/18>

This Periodical is brought to you for free and open access by the Catalog of Studies at ScholarWorks@UARK. It has been accepted for inclusion in Graduate School Catalog of Studies by an authorized administrator of ScholarWorks@UARK. For more information, please contact scholar@uark.edu.

2018-19
GRADUATE
Catalog of Studies



UNIVERSITY OF
ARKANSAS

Table of Contents

General Information	5	Center for Statistical Research and Consulting	30
Contact Information	7	Center for the Utilization of Rehabilitation Resources for Education, Networking, Training and Services	31
Academic Calendar	9	Center of Excellence for Poultry Science	31
Board of Trustees	12	Chemical Hazards Research Center	31
Administrative Officers	13	Community Design Center	31
University Profile	14	Cybersecurity Center on Secure, Evolvable Energy Delivery Systems	31
Academic Resources and Facilities	15	David and Barbara Pryor Center for Arkansas Oral and Visual History	32
Center for Learning and Student Success	15	Diane D. Blair Center of Southern Politics and Society	32
Center for Multicultural and Diversity Education	15	Exercise Science Research Center	32
Information Technology Services	15	Family and Community Institute	32
Reasonable Accommodations	15	Garrison Financial Institute	32
Student Support Services	16	Garvan Woodland Gardens	32
Talent Search Programs	16	High Density Electronics Center	33
Testing Services	16	Information Technology Research Institute	33
University Libraries	16	Institute for Advanced Data Analytics	33
Upward Bound Programs	17	Institute for Nanoscience and Engineering	33
Online Education	18	Institute of Food Science and Engineering	34
Student Affairs	19	International Center for the Study of Early Asian and Middle Eastern Musics	34
Centers and Research Units	26	King Fahd Center for Middle East Studies	34
Arkansas Center for Space and Planetary Sciences	26	Mack-Blackwell National Rural Transportation Study Center	34
Arkansas High Performance Computing Center	26	Maritime Transportation Research and Education Centers	35
Arkansas Security Research and Education Institute	26	Membrane Research Center	35
Arkansas Water Resources Center	26	National Agricultural Law Center	35
Bessie Boehm Moore Center for Economic Education	27	National Center for Reliable Electric Power Transmission	36
Blockchain Center of Excellence	27	National Office of Research, Measurement and Evaluation Systems	36
Center for Advanced Spatial Technologies	27	Office for Studies on Aging	36
Center for Business and Economic Research	28	Office of Education Policy	36
Center for Communication and Media Research	28	Resiliency Center	36
Center for Children and Youth	28	Small Business and Technology Development Center	36
Center for Ethics in Journalism	28	Supply Chain Management Research Center	37
Center for Excellence in Logistics and Distribution	28	Terrorism Research Center	37
Center for Executive Education	29	Tesseract Center for Immersive Environments and Game Design	37
Center for Information Security and Reliability	29	Tyson Center for Faith and Spirituality in the Workplace	37
Center for Innovation in Healthcare Logistics	29	Graduate Catalog	38
Center for Interdisciplinary Study of Science and Arts	29	Contact Information	39
Center for Mathematics and Science Education	29	Programs of Study	41
Center for Power Optimization and Electro-Thermal Systems	30	Adult and Lifelong Learning (ADLL)	46
Center for Protein Structure and Function	30	Agricultural Economics and Agribusiness (AEAB)	49
Center for Social Research	30		

Agricultural and Extension Education (AEED)	54	Geosciences (GEOS)	176
Agricultural, Food and Life Sciences (AFLS)	56	German	183
Animal Science (ANSC)	56	Health, Human Performance and Recreation (HHPR)	183
Anthropology (ANTH)	60	Higher Education (HIED)	186
Art (ARTS)	64	History (HIST)	189
Asian Studies (AIST)	68	Horticulture (HORT)	197
Athletic Training (ATTR)	68	Human Environmental Sciences (HESC)	199
Biological Sciences (BISC)	71	Human Resource and Workforce Development Education (HRWD)	
Biological and Agricultural Engineering (BAEG)	76	202
Biomedical Engineering (BMEG)	80	Humanities (HUMN)	205
Career and Technical Education (CATE)	83	Industrial Engineering (INEG)	205
Cell and Molecular Biology (CEMB)	84	Interdisciplinary Studies	209
Chemical Engineering (CHEG)	87	Journalism and Strategic Media (JOUR)	209
Chemistry and Biochemistry (CHBC)	89	Kinesiology (KINS)	212
Civil Engineering (CVEG)	93	Mathematical Sciences (MASC)	213
Occupational Therapy, Clinical (OTPD)	97	Mechanical Engineering (MEEG)	217
Clinton School of Public Service (UACS)	102	Microelectronics – Photonics (MEPH)	220
Communication (COMM)	103	Modern Languages (MLAN)	225
Communication Disorders (CDIS)	106	Music (MUSC)	226
Community Health Promotion (CHLP)	108	Nursing (NURS)	237
Comparative Literature and Cultural Studies (CLCS)	111	Operations Management (OPMG)	246
Computer Science and Computer Engineering (CSCE)	118	Philosophy (PHIL)	252
Counselor Education (CNED)	123	Physical Education (PHED)	255
Creative Writing (CRWR)	128	Physical Science (PHSC)	255
Crop, Soil, and Environmental Sciences (CSES)	130	Physics (PHYS)	256
Curriculum and Instruction (CIED)	132	Plant Pathology (PLPA)	261
Design Studies (DSGN)	142	Plant Science (PTSC)	263
Education Policy (EDPO)	143	Political Science (PLSC)	266
Educational Leadership (EDLE)	144	Poultry Science (POSC)	270
Educational Technology (ETEC)	147	Psychological Science (PSYC)	273
Electrical Engineering (ELEG)	149	Public Administration and Nonprofit Studies (PADM)	276
Elementary Education (ELED)	154	Public Policy (PUBP)	278
Engineering Management (EMGT)	156	Recreation and Sport Management (RESM)	284
Engineering, College of (ENGR)	157	Rehabilitation, Human Resources and Communication Disorders	
English (ENGL)	158	(RHRC)	285
Entomology (ENTO)	166	Rural Sociology (RSOC)	295
Environmental Dynamics (ENDY)	168	Secondary Education (SEED)	295
Environmental Engineering (ENEG)	171	Social Work (SCWK)	295
European Studies (EUST)	172	Sociology and Criminology (SOCI)	299
Food Safety (FDFS)	172	Space and Planetary Sciences (SPAC)	302
Food Science (FDSC)	172	Spanish	304
French	175	Special Education (SPED)	306

Statistics and Analytics (STAN)	315	M.B.A./M.P.S. Program	389
Teacher Education (EDUC)	317	Supply Chain Management (SCMT)	389
Teaching English to Speakers of Other Languages (TESL)	320	Admission	392
Theatre (THTR)	321	Fees and General Information	400
World Languages, Literatures, and Cultures (WLLC) French-German-Spanish	324	Graduate Procedures	406
Certificate Programs	330	Objectives and Regulations	408
Advanced Instrumental Performance (MUSC)	330	Degree Requirements	433
African and African American Studies (AAST)	331	Service Learning	441
Applied Behavioral Analysis (APBA)	331	Graduate Council	442
Arkansas Curriculum/Program Administrator (ACPA)	332	Accreditations	443
Autism Spectrum Disorders (AUTS)	332	Graduate Faculty	444
Building-Level Administration	333	Appendix	471
Business (BUSN)	333	Courses of Instruction	474
Business Law (BLAW)	333	Accounting (ACCT)	476
Criminal Law (CRLW)	335	Adult and Lifelong Learning (ADLL)	477
Cross-Sector Alliances (CSAL)	336	African and African American Studies (AAST)	479
Cybersecurity (CYBR)	337	Agricultural Economics (AGEC)	479
District-Level Administration	337	Agricultural Education (AGED)	481
Educational Measurement (EDME)	337	Agricultural Mechanization (AGME)	482
Educational Psychology (EDPS)	338	Agricultural Statistics (AGST)	482
Educational Statistics and Research Methods (ESRM)	338	Animal Science (ANSC)	482
Enterprise Systems (ENTS)	341	Anthropology (ANTH)	484
Entrepreneurship (ENTR)	342	Apparel Merchandising and Product Development (AMPD)	486
Geospatial Technologies (GIST)	343	Applied Music (Class) (MUAC)	487
K-12 Online Teaching (ETEC)	343	Applied Music (Private Inst) (MUAP)	487
Project Management (OMPM)	343	Arabic (ARAB)	487
Statistics and Analytics (STAN)	344	Art (ARTS)	488
STEM Education for Early Childhood (STEM)	344	Art Education (ARED)	489
Sustainability (SUST)	344	Art History (ARHS)	489
Technical Writing and Public Rhetorics (TWRH)	345	Astronomy (ASTR)	490
Graduate School of Business	347	Athletic Training (ATTR)	490
Registration and Related Topics	363	Biological Engineering (BENG)	491
Degrees Offered	364	Biology (BIOL)	493
Accounting (ACCT)	365	Biomedical Engineering (BMEG)	496
Business Administration (BADM)	369	Career and Technical Education (CATE)	497
Economics (ECON)	376	Cell and Molecular Biology (CEMB)	497
Finance (FINN)	379	Chemical Engineering (CHEG)	497
Information Systems (ISYS)	381	Chemistry and Biochemistry (CHEM)	498
J.D./M.B.A. Program (JDMBA)	386	Civil Engineering (CVEG)	500
Management (MGMT)	386	Communication (COMM)	503
Marketing (MKTG)	388	Communication Disorders (CDIS)	505
		Computer Science and Computer Engineering (CSCE)	507

Counselor Education (CNED)	510	Master of Business Administration (MBAD)	564
Crop, Soil and Environmental Sciences (CSES)	512	Mathematics (MATH)	564
Curriculum and Instruction (CIED)	513	Mechanical Engineering (MEEG)	566
Economics (ECON)	519	Microelectronics-Photonics (MEPH)	568
Education Reform (EDRE)	520	Music Education (MUED)	569
Educational Foundations (EDFD)	521	Music Ensemble (MUEN)	570
Educational Leadership (EDLE)	521	Music History (MUHS)	571
Educational Statistics and Research Methods (ESRM)	523	Music Pedagogy (MUPD)	571
Educational Technology (ETEC)	524	Music Theory (MUTH)	572
Electrical Engineering (ELEG)	524	Nursing (NURS)	572
English (ENGL)	528	Operations Management (OMGT)	575
Entomology (ENTO)	530	Philosophy (PHIL)	579
Environmental Dynamics (ENDY)	531	Physical Education (PHED)	580
Ethnomusicology (MUSY)	532	Physics (PHYS)	580
European Studies (EUST)	532	Plant Pathology (PLPA)	582
Exercise Science (EXSC)	532	Plant Sciences (PTSC)	583
Extension Education (EXED)	533	Political Science (PLSC)	583
Finance (FINN)	533	Poultry Science (POSC)	585
Food Science (FDSC)	534	Psychology (PSYC)	587
French (FREN)	536	Public Administration (PADM)	588
General Engineering (GNEG)	537	Public Health (PBHL)	589
Geosciences (GEOS)	537	Public Policy (PUBP)	590
German (GERM)	541	Recreation and Sport Management (RESM)	590
Gerontology (GERO)	541	Rehabilitation Education (RHAB)	591
Graduate Education Courses (GRSD)	541	Rural Sociology (RSOC)	592
Greek (GREK)	541	Russian (RUSS)	592
Health, Human Performance and Recreation (HHPR)	542	Social Work (SCWK)	592
Health, Sport and Exercise Science	543	Sociology (SOCL)	594
Higher Education (HIED)	546	Space and Planetary Sciences (SPAC)	595
History (HIST)	547	Spanish (SPAN)	595
Horticulture (HORT)	553	Statistics (STAT)	596
Human Environmental Sciences (HESC)	554	Statistics and Analytics (STAN)	597
Human Resource and Workforce Development Education (HRWD)	555	Theatre (THTR)	597
Industrial Engineering (INEG)	556	U A Clinton School (UACS)	599
Information Systems (ISYS)	558	Walton College of Business (WCOB)	600
Japanese (JAPN)	560	World Languages, Literatures and Cultures (WLLC)	600
Journalism (JOUR)	560	World Literature (WLIT)	601
Kinesiology (KINS)	561	Glossary	602
Latin (LATN)	561	Index	606
Management (MGMT)	562		
Marketing (MKTG)	563		

General Information

Vision

By 2021, the University of Arkansas will be recognized as one of the nation's top 50 public research universities with nationally ranked departments and programs throughout the institution.

Quick Facts

- **Location:** Fayetteville, Arkansas
- **Founded:** 1871
- **Enrollment:** 27,194 (Fall 2016)
- **Average ACT:** 26
- **Average high school GPA:** 3.68
- **Mission:** The mission of the University of Arkansas is to provide an internationally competitive education for undergraduate and graduate students in a wide spectrum of disciplines; contribute new knowledge, economic development, basic and applied research and creative activity; and provide service to academic/professional disciplines and society, all aimed at fulfilling its public land-grant mission to serve Arkansas and beyond as a partner, resource, and catalyst.

History

Founded in 1871 as a land-grant college and state university, the University of Arkansas established its campus on a hilltop overlooking the Ozark Mountains. There were few facilities and little money that first academic year, but the eight students and three faculty members who gathered for the first classes in January 1872 showed the same dedication to learning and commitment to excellence that has carried the University of Arkansas into the 21st century.

More than 140 years later, the university's enrollment has passed 27,000, and its students represent all 50 states and 120 countries. The university is the state's foremost partner and resource for education and economic development. It serves as the major provider of graduate-level instruction in Arkansas. And its public service activities reach every county in Arkansas, throughout the nation, and around the world.

The University of Arkansas has 10 colleges and schools offering more than 200 academic programs including bachelor's degrees in 75 areas of study. The university maintains a low student-to-faculty ratio of 19:1 that promotes personal attention and mentoring opportunities. Individual classes may range from a large general-lecture class of more than 400 to a focused special-topics class of 4 or 5 students. U of A students are given the tools and encouragement needed to excel. Over the last 15 years, Arkansas students have become Rhodes, Gates Cambridge, Madison, Marshall, Goldwater, Fulbright, Boren, Gilman and Truman scholars. More than 120 students have received National Science Foundation Graduate Research Fellowships.

Students pursue a broad spectrum of academic programs leading to baccalaureate, master's, doctoral, and professional degrees, not only in traditional disciplines within arts, humanities, social sciences, and natural sciences, but also in the core professional areas of agricultural, food and life sciences; architecture; business; education; engineering; nursing; human environmental sciences; and law.

Students may also pursue a wide range of graduate degrees, including the Master's, the Educational Specialist, the Doctor of Education, and the Doctor of Philosophy.

As you make your way around campus, you're sure to notice something unique about many of the sidewalks. Historic Senior Walk showcases the names of more than 175,000 University of Arkansas graduates, grouped by year of graduation starting with the Class of 1876. A long tradition in both time and mileage, it's concrete proof of the university's commitment to students.

You won't be able to discover everything the university has to offer in a day, but here are a few attractions that you don't want to miss.

- **The Arkansas Union** — A primary gathering place for more than 40 years, the Arkansas Union serves as a place for students to attend educational and cultural events, access campus resources, eat, study and just meet friends between classes. The facility offers a food court, fitness center, technology center, bank, post office, Razorback shop, art gallery, theatre and much more.
- **Jim and Joyce Faulkner Performing Arts Center** — The university's old Field House, in which such legendary performers as Chuck Berry, Louis Armstrong and Peter, Paul and Mary have performed, was renovated recently into a 600-seat acoustically tuned performance hall. More than 200 musical concerts, operas and theatrical performances occur in the course of each year.
- **Chi Omega Greek Theatre** — The Chi Omega Greek Theatre, based on the designs of ancient Greece, is a popular place for concerts, pep rallies or just catching some rays between classes. Chi Omega, founded at the U of A in 1895 and now the largest women's fraternity in the nation, donated the Greek Theatre in 1930.
- **Fulbright Peace Fountain and Statue** — These two impressive landmarks commemorate the legacy of the late U.S. Senator J. William Fulbright, a graduate and former president of the University of Arkansas. Fulbright famously helped create the Fulbright Scholarship Program, the largest international exchange program of its kind. Internationally renowned architect E. Fay Jones, a U of A graduate and former dean of the School of Architecture, designed the Peace Statue.
- **Old Main** — This architectural centerpiece of campus opened for classes in 1875, making it the oldest building at the University of Arkansas. Visit the restored classrooms, take a closer look at the inner workings of the tower clock on the fourth floor and enjoy the shade of the trees on the Old Main Lawn.
- **The Inn at Carnall Hall** — Built in 1905, the first women's residence hall on campus is now a historic inn. The Inn at Carnall Hall is also home to the award-winning Ella's Restaurant and Lambeth Lounge, the perfect spot for a little R&R on campus.
- **The Fine Arts Center** — Designed by renowned architect Edward Durell Stone, the Fine Arts Center at the University of Arkansas was the first complex to integrate the fine arts — theatre, music and art — in one building with the intention that students from each discipline would be inspired by each other. The center houses the University of Arkansas Theatre, the Fine Arts Gallery and the Stella Boyle Smith Concert Hall.
- **Silas Hunt Memorial Sculpture** — Near Old Main, you'll find this tribute to the first black student to integrate a major Southern public university since Reconstruction. A veteran of World War II, Hunt was admitted without litigation into the University of Arkansas School of Law in 1948.
- **Pi Beta Phi Centennial Gate** — A new landmark, the gate serves as a formal entrance to the university's historic core. The striking entranceway was a gift, commemorating the first 100 years of Pi Beta Phi on campus.

- ***Il Porcellino*** — This wild boar statue with fountain is a replica of the original *Il Porcellino*, in Florence, Italy. The Italian title of the statue means “piglet” and comes from the local Florentine nickname for the statue. One of many Razorback tributes on campus!
- **Razorback Stadium/Hall of Champions Museum** — Donald W. Reynolds Razorback Stadium is one of the finest collegiate football facilities in the nation and home to the Jerry Jones/Jim Lindsey Hall of Champions Museum, located in the Frank Broyles Athletic Center. Bud Walton Arena houses two more athletic museums.
- **Walmart On Campus** — The nation’s first Walmart on Campus is also the smallest Walmart in the country. It’s located in the Garland Center, which also includes the U of A Bookstore as well as boutiques, salons and dining options.

The campus features many other landmarks and noteworthy facilities including the Clinton House, the small brick home on campus in which future President Bill Clinton and future Secretary of State Hillary Rodham Clinton lived while both served on the U of A’s law school faculty.

Fayetteville is routinely considered among the country’s finest college towns, and the area is regularly ranked as one of the best places in the United States to live, raise a family, work, play and retire. A thriving city of 77,000, Fayetteville is located in the hilly northwest corner of the state and has been named one of the top 5 cities in America the last two years by *U.S. News & World Report*.

Quickly gaining recognition as a nationwide center for arts and culture, the region is home to Crystal Bridges Museum of American Art. This world-class museum features a permanent collection of art spanning five centuries, from the Colonial era to the current day. The collection includes several works considered masterpieces. Crystal Bridges also offers miles of wilderness trails and a unique dining experience. If that’s not enough, admission is free. Another major cultural amenity, the Walton Arts Center, is located just two blocks from campus, where Broadway touring shows appear regularly.

Dickson Street, one of the state’s most popular entertainment districts, is also just a short walk from campus. A part of Fayetteville’s downtown historic district, Dickson Street offers a variety of restaurants, boutiques, galleries, and clubs unique to the area. Fayetteville’s historic square, College Avenue and the area around the Northwest Arkansas Mall are also great places for shopping and dining. The Fayetteville Farmers’ Market, an area tradition since 1974, was recently named one of “America’s Favorite Farmers’ Markets.”

Nearby Rogers offers the region’s newest open-air shopping experience with many of the nation’s most popular shops and eateries. And Eureka Springs, a Victorian mountain village known as the “Little Switzerland of the Ozarks,” offers more than 100 specialty shops and 70 restaurants about 45 minutes from campus.

Arkansas is a natural wonder of forests, mountains and lakes framed by picturesque rivers and streams. Some of the nation’s best outdoor amenities and most spectacular hiking trails are within a short drive of campus. Devil’s Den State Park is a short distance south of Fayetteville. Beaver Lake is 30 minutes to the northeast. Hawksbill Crag and the Buffalo National River, America’s first National River and one of the few remaining undammed rivers in the lower 48 states, are an hour’s drive to the east. The Razorback Greenway, a 36-mile bicycle route, runs from campus north to Bella Vista. Even closer to campus, Fayetteville’s Botanical Garden of the Ozarks offers another outdoor option.

Northwest Arkansas is one of the most economically stable regions in the nation and serves as the base of operations for Walmart, Tyson Foods Inc. and J.B. Hunt Transport Services. Because of their presence, many other corporations have established primary or secondary headquarters in the region. Their close proximity to the U of A campus, along with their executives’ and employees’ active involvement in university life, offers students and faculty exceptional opportunities for research partnerships, internships, and post-graduation employment.

The Northwest Arkansas Regional Airport has direct flights to most major metropolitan areas, including Atlanta, Chicago, Cincinnati, Charlotte, Dallas, Denver, Houston, Las Vegas, Los Angeles, Minneapolis, San Francisco, New York, Newark and Orlando; and, Fayetteville is within a day’s drive of several larger metropolitan areas, including Dallas, Kansas City, Little Rock, Memphis, St. Louis and Tulsa.

Contact Information

See the University of Arkansas Directory (<http://directory.uark.edu>) for a more comprehensive directory of offices and personnel.

Admissions

Undergraduate Admissions	232 Silas H. Hunt Hall	479-575-5346
School of Law Admissions	193 Waterman Hall	479-575-4504
Graduate School Admissions	213 Ozark Hall	479-575-6246
International Admissions	213 Ozark Hall	479-575-6246

Campus Tours & Visits

Office of Admissions	232 Silas H. Hunt Hall	479-575-5346
Graduate School Admissions	213 Ozark Hall	479-575-6246

Distance Education

Global Campus, School of Continuing Education and Academic Outreach	2 E. Center St., Fayetteville	479-575-6483
Toll Free		1-800-952-1165
Self-Paced (Correspondence) Courses		479-575-3647
Toll Free		1-800-638-1217
Online and Off-Campus Classes		479-575-6486
Toll Free		1-877-633-2267

Deans' Offices

Honors College	244 Ozark Hall	479-575-7678
Dale Bumpers College of Agricultural, Food and Life Sciences	E-202 Agricultural, Food and Life Sciences Bldg	479-575-2252
Fay Jones School of Architecture	240 Vol Walker Hall	479-575-4945
J. William Fulbright College of Arts & Sciences	525 Old Main	479-575-4801
Sam M. Walton College of Business	301 Business Building	479-575-5949
College of Education and Health Professions	324 Graduate Education Bldg.	479-575-3208
College of Engineering	4183 Bell Engineering Center	479-575-6012
Graduate School and International Education	213 Ozark Hall	479-575-4401
School of Law	166 Waterman Hall	479-575-4504

Enrollment Services

Vice Provost of Enrollment and Dean of Admissions	232 Silas H. Hunt Hall	479-575-3771
Global Campus, School of Continuing Education and Academic Outreach		
Vice Provost for Distance Education	2 E. Center St., 504 Global Campus	1-800-952-1165

Fee Payments

Student Accounts	Arkansas Union Room 213	479-575-5651
------------------	-------------------------	--------------

Financial Aid and Scholarships

Office of Financial Aid	114 Silas H. Hunt Hall	479-575-3806
Academic Scholarship Office	114 Silas H. Hunt Hall	479-575-4464

Greek Life

Walton Hall	Charles and Cappy Whiteside Greek Life Center	479-575-5001
-------------	---	--------------

Honors Programs

Honors College	244 Ozark Hall	479-575-7678
Dale Bumpers College of Agricultural, Food and Life Sciences	Dean's Office AFLS E-202	479-575-2252
Fay Jones School of Architecture	240 Vol Walker Hall	479-575-4945
J. William Fulbright College of Arts & Sciences	517 Old Main	479-575-2509
Sam M. Walton College of Business	WCOB 328	479-575-4622
College of Education and Health Professions	Office of the Associate Dean, GRAD 317	479-575-4205
College of Engineering	BELL 3189	479-575-5412

Housing

University Housing	410 Arkansas Avenue	479-575-3951
--------------------	---------------------	--------------

International Students

International Admissions	213 Ozark Hall	479-575-6246
International Students and Scholars	104 Holcombe Hall	479-575-5003

New Student Orientation

Admissions	232 Silas H. Hunt Hall	479-575-4200
International Students and Scholars	104 Holcombe Hall	479-575-5003
Graduate School	213 Ozark Hall	479-575-4401

Registration

Office of the Registrar	Main Office: 141 Uptown East (UPTE)	479-575-5451
	Campus Office: 146 Silas H. Hunt Hall (HUNT)	479-575-5451

ROTC

Air Force ROTC	319 Memorial Hall	479-575-3651
Army ROTC	207 Military Science Building	479-575-4251

Student Affairs

Vice Provost for Student Affairs and Dean of Students	325 Administration Building	479-575-5007
---	-----------------------------	--------------

Testing (ACT, CLEP, LSAT, GRE, etc.)

Testing Services	1435 W. Walton St., TEST 200	479-575-3948
------------------	------------------------------	--------------

Toll-Free Number

Toll-Free Number 1-800-377-8632

The following offices may be reached by dialing this toll-free number between 8 a.m. and 4:30 p.m. each weekday:

- Office of Admissions (undergraduate)
- Office of Scholarships and Financial Aid
- New Student Orientation

Transcripts, Academic Records

Office of the Registrar Main Office: 141 Uptown East (UPTE) 479-575-5451

Campus Office: 146 Silas H. Hunt Hall (HUNT) 479-575-5451

University Switchboard

University Switchboard 479-575-2000

Veterans Affairs

Veterans Resource and Information Center 632 Arkansas Union 479-575-8742

University of Arkansas

An office and building address from above 1 University of Arkansas Fayetteville, AR 72701 Area Code: 479

Academic Calendar

Summer 2018/May Intersession

May Intersession 2018 - (10 Class Days/1 Final Day)

Classes will meet on Saturday, May 19

Date	Description
May 14	Classes Begin
May 14	Last day to register, add a course, or change from audit to credit
May 15	Last day to drop without a mark of "W" or change from credit to audit
May 21	Last day to drop a May Intersession class with a "W"
May 24	Last day to officially withdraw from the May Intersession
May 24	Last day of classes for the May Intersession
May 25	Final Exams

Summer Session 2018 - 10 Week (48 Class Days)

Date	Description
May 28	Memorial Day Holiday
May 29	Classes Begin
May 31	Last day to register, add a course, or change from audit to credit
June 6	Last day to drop without a mark of "W" or change from credit to audit
July 4	Independence Day Holiday
July 13	Last day to drop a 10 Week class with a "W"
August 2	Last day to officially withdraw from the 10 Week session
August 3	Last day of classes for the 10 Week session

Summer Session 2018 - First 5 Week (24 Class Days)

Date	Description
May 28	Memorial Day Holiday
May 29	Classes Begin
May 30	Last day to register, add a course, or change from audit to credit
May 31	Last day to drop without a mark of "W" or change from credit to audit
June 20	Last day to drop a First 5 Week class with a "W"
June 28	Last day to officially withdraw from the First 5 Week session
June 29	Last day of classes for the First 5 Week session

Summer Session 2018 - Second 5 Week (24 Class Days)

Date	Description
May 28	Memorial Day Holiday
July 2	Classes Begin
July 3	Last day to register, add a course, or change from audit to credit
July 4	Independence Day Holiday
July 5	Last day to drop without a mark of "W" or change from credit to audit
July 25	Last day to drop a Second 5 Week class with a "W"
August 2	Last day to officially withdraw from the Second 5 Week session
August 3	Last day of classes for the Second 5 Week session

Summer Session 2018 - 8 Week (37 Class Days)

Date	Description
May 28	Memorial Day Holiday
May 29	Classes Begin
May 31	Last day to register, add a course, or change from audit to credit
June 4	Last day to drop without a mark of "W" or change from credit to audit
July 4	Independence Day Holiday
July 6	Last day to drop an 8 Week session class with a "W"
July 18	Last day to officially withdraw from the 8 Week session
July 19	Last day of classes for the 8 Week session

Fall 2018/August Intersession

August Intersession 2018 - (10 Class Days/1 Final Day)

Classes will meet on Saturday, August 11

Date	Description
August 6	Classes Begin
August 6	Last day to register, add a course, or change from audit to credit
August 7	Last day to drop without a mark of "W" or change from credit to audit
August 13	Last day to drop an August Intersession class with a "W"
August 16	Last day to officially withdraw from the August Intersession
August 16	Last day of classes for the August Intersession
August 17	Final Exams

Fall 2018 - (73 Class Days; 43 MWF, 30 TT)

Date	Description
August 20	Classes Begin
August 24	Last day to register, add a course, or change from audit to credit
August 31	Last day to drop without a mark of "W" or change from credit to audit
September 3	Labor Day Holiday
October 15-16	Fall Break (student break; University offices will be open)
October 29	Priority Registration for Spring 2019 begins for currently enrolled students
November 16	Last day to drop a full semester class with a "W"
November 21	Thanksgiving Break (student break; University offices will be open)
November 22-23	Thanksgiving Holiday
December 6	Last day to officially withdraw from all classes
December 6	Last day of classes for fall semester
December 7	Dead Day
December 10-13	Final Exams
December 15	Commencement

2019 Academic Calendar**January 2019/January Intersession****January Intersession 2019 - (8 Class Days/1 Final Day)****Classes will meet on Saturday, January 5**

Date	Description
January 2	Classes Begin
January 2	Last day to register, add a course, or change from audit to credit
January 3	Last day to drop without a mark of "W" or change from credit to audit
January 9	Last day to drop a January Intersession class with a "W"
January 10	Last day to officially withdraw from the January Intersession
January 10	Last day of classes for the January Intersession
January 11	Final Exams

Spring 2019 - (73 Class Days; 43 MWF, 30 TT)

Date	Description
January 14	Classes Begin
January 21	Martin Luther King Day
January 18	Last day to register, add a course, or change from audit to credit
January 28	Last day to drop without a mark of "W" or change from credit to audit
March 18-22	Spring Break Week

April 1	Priority Registration for Summer and Fall 2019 terms begins for currently enrolled students
April 19	Last day to drop a full semester class with a "W"
May 2	Last day to officially withdraw from all classes
May 2	Last day of classes for spring semester
May 3	Dead Day
May 6-9	Final Exams
May 10-11	Commencement
May 18	Law School Commencement

Summer 2019/May Intersession**May Intersession 2019 - (10 Class Days/1 Final Day)****Classes will meet on Saturday, May 18**

Date	Description
May 13	Classes Begin
May 13	Last day to register, add a course, or change from audit to credit
May 14	Last day to drop without a mark of "W" or change from credit to audit
May 20	Last day to drop a May Intersession class with a "W"
May 23	Last day to officially withdraw from the May Intersession
May 23	Last day of classes for the May Intersession
May 24	Final Exams

Summer Session 2019 - 10 Week (48 Class Days)

Date	Description
May 27	Memorial Day Holiday
May 28	Classes Begin
July 4	Independence Day Holiday
August 2	Last day of classes for the 10 Week session

Summer Session 2019 - First 5 Week (24 Class Days)

Date	Description
May 27	Memorial Day Holiday
May 28	Classes Begin
June 28	Last day of classes for the First 5 Week session

Summer Session 2019 - Second 5 Week (24 Class Days)

Date	Description
July 1	Classes Begin
July 4	Independence Day Holiday

August 2 Last day of classes for the Second 5
Week session

Summer Session 2019 - 8 Week (37 Class Days)

Date	Description
May 27	Memorial Day Holiday
May 28	Classes Begin
July 4	Independence Day Holiday
July 18	Last day of classes for the 8 Week session

Board of Trustees

The trustees of the University of Arkansas System are appointed by the governor of Arkansas to 10-year overlapping terms. The board sets policy for the University of Arkansas as well as other universities, colleges and institutes within the system.

Mark Waldrip, chair

Mark Waldrip of Moro is owner of East Arkansas Seeds Inc. and Armor Seed LLC, companies that develop and sell soybeans, wheat, rice and corn. He also owns and manages Waldrip Farms Inc., a several thousand acre family farm. Waldrip is a 1977 graduate of the University of Arkansas. His term expires in 2020.

John Goodson, vice chair

John Goodson of Texarkana is a law partner at Keil & Goodson, P.A. He earned his bachelor's degree in 1987 and law degree in 1989 from the University of Arkansas. His term expires in 2021.

Morril Harriman, secretary

Morril Harriman of Little Rock has served as Governor Mike Beebe's chief of staff since Beebe took office in 2007. Prior to that, Harriman served 16 years in the Arkansas Senate. He earned both his bachelor and law degrees from the University of Arkansas. His term expires in 2024.

Kelly Eichler, assistant secretary

Kelly Eichler of Little Rock is the public policy director for Gov. Asa Hutchinson. She previously served as a deputy prosecutor for Pulaski County and on the Arkansas Board of Corrections. She earned a bachelor's degree from the University of Arkansas and a law degree from the University of Arkansas at Little Rock Bowen School of Law. Her term expires in 2026.

David Pryor

David H. Pryor of Fayetteville is a former U.S. senator (1979-1997), Arkansas governor (1975-1979) and U.S. congressman (1967-1973). He is founding dean of the University of Arkansas Clinton School of Public Service and serves on the board of the Corporation for Public Broadcasting. His term expires in 2019.

Stephen Broughton

Dr. Stephen Broughton of Pine Bluff is a staff psychiatrist for the Southeast Arkansas Behavioral Health System. Broughton earned his bachelor's degree from the University of Arkansas at Pine Bluff and completed his medical education at the University of Arkansas for Medical Sciences. His term expires in 2022.

C.C. "Cliff" Gibson III

C.C. "Cliff" Gibson III of Monticello is founder of Gibson and Keith Law Firm and serves as county attorney for Drew County, Ark. The former president of the Monticello Economic Development Commission,

Gibson attended the University of Arkansas at Monticello and earned his Juris Doctor at the UALR Bowen School of Law. His term expires in 2023.

Sheffield Nelson

Sheffield Nelson of Little Rock is a retired president and chief executive office of Arkla Gas. He has served on the board of the Arkansas Department of Higher Education and the Arkansas Game and Fish Commission. Nelson earned his undergraduate degree from Arkansas State Teachers College, now the University of Central Arkansas, and his law degree from the University of Arkansas. His term expires in 2025.

Tommy Boyer

Tommy Boyer, of Fayetteville, graduated from the University of Arkansas, Fayetteville in 1964, where he was also an All-American basketball player. He retired from the Eastman Kodak Company in 1989, and founded Micro Images in Amarillo, Texas. Within two years, Micro Images had become the largest Kodak document imaging systems broker and reseller in the United States. Boyer was inducted into the Arkansas Business Hall of Fame in 2013 and the Arkansas Sports Hall of Fame in 2000. His term expires in 2027.

Steve Cox

Steve Cox of Jonesboro graduated from the University of Arkansas in 1982 after having earned All Southwest Conference and All America honors during his football career as a punter and kicker, later playing in the NFL for the Cleveland Browns and Washington Redskins. He rose through the ranks of banking before becoming a managing partner at Rainwater and Cox LLC, which oversees ownership and management of an array of commercial, hotel and agricultural properties. His term expires in 2018.

Administrative Officers

System Administration

President, University of Arkansas System — Donald Bobbitt, B.S., Ph.D.

Chancellor and Vice Chancellors

Chancellor, University of Arkansas — Joseph E. Steinmetz, B.S., M.A., Ph.D.

Provost and Executive Vice Chancellor for Academic Affairs — Jim Coleman, B.S., M.S., M.Phil., Ph.D.

Vice Chancellor for Economic Development, interim — Stacy L. Leeds, B.A., M.B.A., LL.M., J.D.

Vice Chancellor for Finance and Administration — Timothy J. O'Donnell, B.B.A.

Vice Chancellor for Government and Community Relations — Randy Massanelli, B.S.B.A.

Vice Chancellor for Intercollegiate Athletics — Hunter R. Yurachek, B.S., M.A.

Vice Chancellor for Student Affairs — Charles F. Robinson II, B.A., M.A., Ph.D.

Vice Chancellor for University Advancement — Mark Power, B.A.

Deans and Vice Provosts

Dean of Honors College — Lynda Coon, B.A., M.A., Ph.D.

Dean of Dale Bumpers College of Agricultural, Food and Life Sciences — Deacue Fields III, B.S., M.S., Ph.D.

Dean of Fay Jones School of Architecture and Design — Peter MacKeith, B.A., M.Arch.

Dean of J. William Fulbright College of Arts and Sciences — Todd Shields, B.A., M.A., Ph.D.

Dean of Sam M. Walton College of Business — Matt Waller, B.S., M.S., Ph.D.

Dean of College of Education and Health Professions — Michael T. Miller, B.A., M.S., Ed.D.

Dean of College of Engineering — John English, B.S.E.E., M.S.O.R., Ph.D.

Dean of Graduate School and International Education — Kimberly LaScola Needy, B.S.I.E., M.S.I.E., Ph.D.

Dean of School of Law — Margaret Sova McCabe, B.A., J.D.

Dean of Students — Melissa Harwood-Rom, B.A., M.F.A., M.S.Ag.E.

Dean of University Libraries — Carolyn Henderson Allen, B.S., M.S.

Dean of Admissions and Vice Provost for Enrollment Services — Suzanne McCray, B.A., M.A., Ph.D.

Vice Provost for Academic Affairs — Terry Martin, B.S.E.E., M.S.E.E., Ph.D.

Vice Provost for Distance Education — Donald Judges, B.A., J.D., Ph.D.

Vice Provost for Diversity and Inclusion — Yvette Murphy-Erby, B.A., M.S.W., Ph.D.

Vice Provost for Faculty Development and Enhancement — Ro Di Brezzo, B.S., M.S., Ph.D.

Vice Provost for Planning — Open

Vice Provost for Research and Innovation — Open

University Profile

Vision

By 2021, the University of Arkansas will be recognized as one of the nation's top public research universities with nationally ranked departments and programs throughout the institution.

Mission

The mission of the University of Arkansas is to provide an internationally competitive education for undergraduate and graduate students in a wide spectrum of disciplines; contribute new knowledge, economic development, basic and applied research and creative activity; and provide service to academic/professional disciplines and society, all aimed at fulfilling its public land-grant mission to serve Arkansas and beyond as a partner, resource, and catalyst.

History

Founded as a land-grant college and state university in 1871, the University of Arkansas opened its doors to students on January 22, 1872. Under the Morrill Land-Grant College Act of 1862, federal land sales provided funds for the new university, which was charged with teaching "agricultural and the mechanic arts," "scientific and classical studies," and "military tactics" to Arkansas scholars.

Statewide elections, held to establish bonds to help finance the university, eventually determined the school's location. Washington County and the city of Fayetteville submitted the highest bid, a total of \$130,000, to which was added a \$50,000 state appropriation for the benefit of the institution and \$135,000 from the sale of federal lands. With \$12,000 of this money, the university purchased a 160-acre farm, the homestead of William and Martha McIlroy, and established its campus on a hilltop overlooking the Ozark Mountains.

There were few facilities and little money that first academic year, but the eight students and three faculty members who gathered for classes in 1872 showed the same dedication to learning and commitment to excellence that has carried the University of Arkansas into the 21st century. Over the past 140 years, the university has developed into a mature institution with 10 schools and colleges, more than 1,100 full-time faculty members, and more than 26,000 students. It serves as the major provider of graduate-level instruction in Arkansas. The research and scholarly endeavors of its faculty make it an economic and cultural engine for the state. And its public service activities reach every county in Arkansas, throughout the nation, and around the world. Find out more about the university's history (<http://www.uark.edu/about/history.php>) or browse our timeline (<http://uark.edu/about/time-line.php>).

Today at the University of Arkansas Campus

Students pursue a broad spectrum of academic programs leading to baccalaureate, master's, doctoral, and professional degrees, not only in traditional disciplines within arts, humanities, social sciences, and natural sciences, but also in the core professional areas of agricultural, food and life sciences; architecture; business; education; engineering; nursing; human environmental sciences; and law.

The University of Arkansas houses more than 200 academic programs and offers bachelor's degrees in more than 75 areas of study. Students may also pursue a wide range of graduate degrees, including the

Master's, the Educational Specialist, the Doctor of Education, and the Doctor of Philosophy.

The Carnegie Foundation categorizes the University of Arkansas as a research institution with "very high research activity," placing the university among the top 2 percent of universities nationwide and in a class by itself within the state of Arkansas. *U.S. News and World Report* consistently ranks the university among the top tier of institutions of higher education. Faculty members perform cutting-edge research for which they annually win prestigious grants and awards, and the university encourages undergraduates to participate in the research process. Such opportunities enhance the learning process by providing hands-on experience in lab and research techniques, by developing students' abilities to implement, experiment, discover and teach, and by fostering a mentoring relationship early in students' academic careers.

Research programs involving both faculty and students serve as vital sources of information on the economic and social needs of Arkansas. In many fields, research performed at the University of Arkansas reaches beyond the state to provide insight and guidance on issues of national and international concern. The university provides extensive technical and professional services to varied groups and individuals throughout the state, helping to further Arkansas' economic growth. The university operates nationally respected self-paced (correspondence) courses; it assists other institutions in developing educational programs; it offers graduate programs, both cooperatively and singly, throughout the state; and it makes specialized campus resources such as computing services and library holdings available to other institutions in the state.

Classes at the university maintain a low average ratio of students to instructor, although individual classes may range from a large general-lecture class of 200 to a focused special-topics class of 4 or 5 students. University of Arkansas students are given the tools and encouragement needed to excel. Over the last 15 years, more than 200 undergraduate Arkansas students have become Rhodes, Gates Millennium, Madison, Marshall, Goldwater, Fulbright, Boren, Gilman and Truman scholars. More than 100 graduate students have received National Science Foundation Graduate Research Fellowships. Find out more about the university's numbers (<http://www.uark.edu/about/by-the-numbers.php>).

Academic Resources and Facilities

The University of Arkansas provides a variety of resources for students to enhance their ability to attend college, improve their studies in class, and aid their academic research as they advance through their curricula.

The programs and services listed at left provide advice, tools and inspiration for high school students; individual tutoring for students on campus and infrastructure such as libraries and technology support that offer University of Arkansas students ongoing support throughout their college careers.

Center for Learning and Student Success

The Center for Learning and Student Success is designed to provide assistance to all University of Arkansas students in meeting their academic goals. The center's goal is for every University of Arkansas student who needs or wants academic assistance to participate in the programs and services of the center without hesitation or barrier.

Over 10,000 students took advantage of the center's programs last year including:

- Tutoring in a variety of subjects (math, the sciences, world languages, business, economics, and other courses taught throughout the university);
- Writing Support;
- Supplemental Instruction in the sciences, economics, accounting, and data analysis;
- Academic Coaching;
- Self-help resources dealing with study skills, time management, test taking, anxiety reduction, and effective learning strategies;
- Study areas and access to state-of-the art computers.

The center partners with University Housing, Mullins Library, Mechanical Engineering, Sam M. Walton College of Business and the Multicultural Center to provide unique tutoring and other assistance to students in a variety of locations and formats. For all services or to make an appointment for tutoring, see class.uark.edu.

The center's primary location is in Gregson Hall. The majority of CLASS-Plus SI, tutoring and writing support is available from 9 a.m. to 9 p.m. Mondays through Thursdays, and from 9 a.m. to 3 p.m. Fridays. Tutoring is also available on Sunday afternoons in the Multicultural Center (Arkansas Union) and Mullins Library.

Contact CLASS-Plus by phone at 479-575-2885 or visit class.uark.edu.

Center for Multicultural and Diversity Education

The Center for Multicultural and Diversity Education provides academic, cultural and social programs intended to promote inclusiveness, foster achievement and assist in the development and advancement of a diverse student body.

The center is located on the fourth floor of the Arkansas Union in Room 404, and can be contacted at 479-575-8405 or by visiting multicultural.uark.edu.

Information Technology Services

At the University of Arkansas, you can expect a high level of IT support.

Essential technology services hosted by IT Services include email, the campus network, Wi-Fi, technical support, computer labs, printing and the online student information system (UACONnect). New or returning students can use the Get Started Tech Selector (<http://its.uark.edu/tech-selector/get-started.html>) to learn about online services and UARK account activation.

The secure Wi-Fi network (<http://its.uark.edu/internet/wireless>) requires a UARK username and password and provides full Internet access, while the UARK Guest Wi-Fi network provides limited access using any email address. The eduroam Wi-Fi network provides access to visitors from participating institutions and is available to UARK users when traveling to participating institutions.

UARK Gmail at email.uark.edu is the official email service for students and can be set up to work with various email apps and mobile devices. Students can visit the About Student Email (<http://its.uark.edu/email/gmail>) page for information on UARK Gmail features and instructions for setting up email on a mobile device. The official email service for faculty and staff is Microsoft Exchange (<http://its.uark.edu/email/exchange>).

General Access Computing Labs (GACLs) offer Windows and Mac computers for use by students, faculty and staff. GACL locations and hours of operation are available on the Computer Labs (<http://its.uark.edu/labs>) page. PrintSmart provides a student printing quota equivalent to 700 single-sided black and white pages per student per semester. Printing is available in GACLs and at QuickPrint stations around campus.

The Student Technology Center (<http://its.uark.edu/labs/student-tech-center>) offers high-end single and multi-user online gaming computers and multimedia hardware and software. Laptops, cameras and other digital equipment are available for checkout from the center. Equipment, recording studios and a team room can also be reserved in advance. The Arkansas Union computer lab also has a team room and a quiet room available for reservation.

The IT Help Desk (<http://its.uark.edu/help/help-desk>) provides technical support to students, faculty and staff over the phone at 479-575-2905 or online at AskIT.uark.edu. Technical support is also available in person at the Arkansas Union, Administrative Services Building and J.B. Hunt building during regular business hours.

Reasonable Accommodation for Students with Disabilities

The Center for Educational Access, 209 Arkansas Union, is the central campus resource for students who require reasonable accommodations in order to access the programs, services and activities offered through the University of Arkansas. The center's staff work in partnership with the individual student to communicate and facilitate any accommodation needs to faculty and staff. Accommodation determination is based in part on medical or psychological documentation provided to the Center for Educational Access by the student. Students must meet with one of the center's staff for an access plan meeting to discuss their needs and provide such documentation before any accommodations can be granted.

To register for services or for more information, contact the Center for Educational Access, University of Arkansas, 209 ARKU, Fayetteville, AR 72701, phone 479-575-3104 ; e-mail: ada@uark.edu; Web: Center for Educational Access (<http://cea.uark.edu>) (online request for services available).

Student Support Services

The department of Student Support Services is designed to provide a powerful combination of programs and services to students who are first-generation, and/or modest-income, and/or individuals with disabilities. The services provided by Student Support Services place an emphasis on individual assessment, counseling, advising, and skill building. Some of these services include: academic/financial/personal counseling, financial scholarships, social etiquette instruction, career and graduate school preparation, academic/cultural enrichment, assistance with tutoring, and mentorship. The overarching goal of the University of Arkansas Student Support Services program is to empower students, assist them in achieving academic excellence, and seeing them through to graduation.

Student Support Services is a department in the Division of Student Affairs. The office is located on the Garden Level of Gregson Hall. For more details, call Student Support Services at 479-575-3546 or visit the Student Support Services website (<http://sss.uark.edu>).

Talent Search Programs

College Project Talent Search, Educational Talent Search, and University Access Talent Search

Talent Search is an early intervention/educational opportunity program.

Serving students in grades 6-12, the program promotes skills and disseminates information necessary for successfully entering college and completing a baccalaureate degree. Emphasizing personal/career development, financial literacy, technological/academic skills, and ACT readiness through a developmental curriculum of college preparatory workshops, students are prepared for the rigors of higher education.

Campus visits, academic monitoring/advising, and guidance in the completion of college and financial aid applications are key components for participants and their families. Summer enrichment and campus-based events are also hosted as funding permits.

Talent Search is a federal TRIO program funded by the U.S. Department of Education. The University of Arkansas has three Talent Search grant projects which serve distinct target areas in Benton, Carroll, Crawford, Sebastian and Washington counties in Arkansas, and McDonald County, Missouri. At least two-thirds of students served by the programs must be low-income and in the first generation of their family to attend college. They exhibit academic potential and attend one of the 37 target schools served. For additional information and a full listing of target schools, visit the Talent Search website (<http://talentsearch.uark.edu>).

The Talent Search Programs office is located at the university's Uptown Campus East, 1083 E. Sain Street, UPT 128, Fayetteville, Arkansas. Call 479-575-3553 for more information.

Testing Services

Testing Services is charged with the responsibility of administering standardized academic tests at the University of Arkansas. The office administers such national tests as:

- the ACT Assessment

- the Law School Admission Test (LSAT)
- the Graduate Management Admission Test (GMAT)
- the Graduate Record Examination (GRE)
- the CLEP exams in addition to others throughout the year.

National testing companies determine testing dates and deadlines. Testing Services also offers a number of institutional tests such as the Test of English as a Foreign Language (TOEFL) and the Spoken Language Proficiency Test (SLPT). These tests are scheduled at various times as demand dictates. Test fees vary depending on the test.

To obtain a registration bulletin or information about exam dates and deadlines, please stop by the Testing Center at 97 N. Razorback Road (https://campusmap.uark.edu/?pnl_disp=Y&bldg_code=TEST&parklot=Y-Student-Faculty%2FStaff-Parking_Meters-ADA_Parking-Remote), Fayetteville, or call 479-575-3948.

Find out more at the Testing Services website (<http://test.uark.edu>).

University Libraries

The library system of the University of Arkansas, Fayetteville, includes the David W. Mullins Library, the main research facility on campus, and four branch libraries:

- The Robert A. and Vivian Young Law Library (<http://law.uark.edu/library>)
- The Fine Arts Library (<http://libinfo.uark.edu/FAL>)
- The Chemistry and Biochemistry Library (<http://libinfo.uark.edu/chemistry>)
- The Physics Library (<http://libinfo.uark.edu/physics>)

The spacious Helen Robson Walton Reading Room is Mullins Library's most popular quiet study area, but group study space and graduate student study space is also available. More than 200 databases and thousands of electronic journals are accessible from anywhere with a University ID. Librarians onsite assist in locating and using library resources, or students may send questions by email, phone, or 24/7 chat.

Subject librarians (<http://libinfo.uark.edu/info/specialists.asp>) are also available for one-on-one research consultations tailored to individual research questions, whether onsite, over the phone, or even remotely by video software. Librarians conduct orientation sessions on research methods and software throughout the semester and the Quality Writing Center (<http://qwc.uark.edu>) has a satellite location inside Mullins Library.

With 2.1 million volumes and more than 56,000 journal titles, students will find research material for every subject. Other resources in the collections include several thousand maps, manuscripts, and more than 33,000 audio and visual materials, including music scores, recordings, and movies, available through the Performing Arts and Media (<http://libraries.uark.edu/AV/default.asp>) Department on the lower-level of Mullins Library.

A full-service computer commons (GACL) is located on the lobby level of Mullins, complete with printing stations and state-of-the-art scanners. Laptops and iPads are available to check-out to take advantage of wireless access anywhere in the library. Visit the University Libraries website (<http://libinfo.uark.edu>) to learn more about services and collections, or access My Library (<https://library.uark.edu/patroninfo-S1>) to check accounts, renew books, request holds, or save catalog searches.

Items not owned by the University Libraries may be obtained through Interlibrary Loan (<http://libinfo.uark.edu/ill/default.asp>). Requested items

in electronic format will be sent directly to desktops, usually within 24 hours; physical items are held for pickup at the main service desk on the Lobby Level. The University Libraries have had official status as a United States government depository since 1907, and the Government Documents Department has been a depository for Arkansas state publications since 1993. The University Libraries' map collection and GIS (<http://libinfo.uark.edu/GIS/default.asp>) (geographic information systems) program, including a public GIS workstation equipped with ArcGIS Desktop Suite, are also available.

In Special Collections, students can read rare books from around the world; consult the largest book collection related to Arkansas; handle historic letters, diaries, magazines, and old photographs in the archives; and watch old black and white films made in or about the state. A number of digital collections and exhibits (<http://libinfo.uark.edu/eresources/digitalcollections.asp>) are available through the Special Collections website (<http://libinfo.uark.edu/SpecialCollections>). Special Collections also holds the University Archives, the Arkansas Collection, and the Arkansas Architectural Archives.

To stay up-to-date on the Libraries' programs, resources, and events, follow @UARKLibraries on Facebook, Twitter, Instagram, and Pinterest. For information concerning collections and services, please inquire at 479-575-4104 or refer@uark.edu. For any other questions, please contact the Dean's Office at 479-575-6702.

Upward Bound Programs

Upward Bound and Upward Bound Math and Science

Upward Bound (<http://ub.uark.edu>) and Upward Bound Math and Science are early intervention programs that help low-income and potential first-generation college students prepare for higher education. These programs bring high school students in grades 9 – 12 to the University of Arkansas campus on weekends and during the summer to receive instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. The programs also provide academic and social support through tutoring, counseling, mentoring, cultural enrichment, financial literacy, field trips, college planning, and financial aid assistance. For students just completing their senior year of high school, Upward Bound provides a summer residential bridge program that enables participants to earn up to six hours of college credit. Funding is provided through grants from the U.S. Department of Education.

Veterans Upward Bound

Veterans Upward Bound (<http://vub.uark.edu>) is designed to identify and serve the unique needs of veterans who are low-income and potential first-generation college students, who have the academic potential and desire to enter and succeed in a program of higher education. Eligible veterans must have completed a minimum of 180 days of active duty in the military and hold any discharge other than dishonorable, or discharged because of a service connected disability, a member or a reserve component of the U.S. Armed Forces called to active duty for a period of more than 30 days, or a member of a reserve component of the U.S. Armed Forces who served on active duty in support of a contingency operation on or after September 11, 2001. Services include Accuplacer testing, tutoring, guidance counseling, assistance in filing financial aid and VA benefit forms, academic/career advisement, test preparation for entrance exams, and courses in English, Spanish, math, science, and computer technology. Courses are offered days and evenings each semester. Funding is provided through a grant from the U.S. Department of Education. Call 479-575-2442 for more information.

The Upward Bound and Veterans Upward Bound offices are located at the university's Uptown Campus West, 1001 E. Sain St., Fayetteville.

Online Education

Donald P. Judges
Vice Provost for Distance Education
Global Campus
800-952-1165
globalcampus@uark.edu

Academic colleges and schools at the University of Arkansas provide flexible learning options through distance education and online learning options for undergraduate and graduate students. Traditional online courses, self-paced online (correspondence) courses, and online degree programs remove the barriers of time and distance. Support units provide the web-based resources and services necessary for distance and online students to reach their educational and professional goals.

Global Campus

The Global Campus (<http://globalcampus.uark.edu>), School of Continuing Education and Academic Outreach, serves as a portal for online, distance and professional education programs and courses provided by the University of Arkansas. Experienced staff members collaborate with the university's academic colleges and other academic units to develop and facilitate quality courses and programs that help students reach educational and professional goals.

State Authorization and Distance Education Beyond Arkansas

The University of Arkansas, Fayetteville delivers online education programs and courses throughout the United States and internationally. All programs have been approved by the Arkansas Department of Higher Education. Many states have prescribed an "authorization" process for out-of-state institutions delivering online programs to its state residents to ensure quality post-secondary education, to preserve the integrity of an academic degree and to instill greater consumer protection for its student citizens.

Authorization (sometimes referred to as "registration," "licensure," "approval," etc.) indicates that certain minimum standards have been met by the institution under the laws and regulations of that state. Authorization does not constitute an endorsement of any institution, course or degree program. Credits earned at an institution may not transfer to all other institutions.

The University of Arkansas, Fayetteville, through the Global Campus, has taken steps to protect its students and operations through nationwide compliance and has been granted authorizations, exemptions and waivers from many states. In other states, the University of Arkansas, Fayetteville can operate without such authorization because the state's laws do not pertain to a public institution, to an accredited institution or to the University of Arkansas activities in that state. More specific information about state authorization can be found at the University of Arkansas Online Web page (<http://online.uark.edu/about/state-authorization.html>). The Global Campus supports the university's development and delivery of online and distance education.

Student Affairs

The Division of Student Affairs supports students in pursuing knowledge, earning a degree, finding meaningful careers, exploring diversity, and connecting with the global community. We provide students housing, dining, health care resources, and create innovative programs that educate and inspire. We enhance the University of Arkansas experience and help students succeed, one student at a time.

The Office of the Vice Chancellor for Student Affairs provides leadership for the division and serves as a liaison to other administrative offices, faculty, and student governing groups. The office is a central source of information concerning university policies and procedures affecting student life and co-curricular programs and services.

The Office of the Dean of Students under the Vice Chancellor for Student Affairs emphasizes student advocacy while broadening the development of services and programs that address a range of student and campus needs. Departments in the Division of Student Affairs are dedicated to developing exceptional programs and services that enhance the University of Arkansas experience and enrich the quality of student life on campus. Staff members are available and willing to assist with any issue or question that a student, staff, or faculty member may have regarding student and campus life at the University of Arkansas. The office is available for the clarification of university policies and procedures, confidential consultation, personal and family crisis assistance for students, and referral to all campus and community services. The office also seeks to assist students and faculty members in cases of emergency or extenuating circumstances. Student Affairs staff members are firmly committed to addressing the challenges and individual needs of the University of Arkansas family.

Arkansas Union

The Arkansas Union is the community center of campus; serving students, faculty, staff, alumni, and guests. Through its facilities, programs, and services, the Arkansas Union is the place to build relationships, enrich academics, and experience campus life to the fullest. But more importantly, the Arkansas Union plays a pivotal role in putting University of Arkansas students first. It is home to essential student needs, such as food service, computer technology, student accounts, banking, and the Campus Card Office. The Arkansas Union provides social and educational programming space, as well as lounge and study areas. Additionally, recreational opportunities are available in the Arkansas Union, through the satellite fitness center, cinema, and Student Technology Center. Located inside the Arkansas Union are:

Retail Outlets

- ATMs (various banks)
- Au Bon Pain
- Catering and Dining Services
- Club Red Convenience Store
- Where the Wild Greens AR
- Passport Office
- PMC – Drop-Off Copy Center
- Razorback Shop
- U.S. Post Office
- Union Hair Care

Union Market

- Chick-fil-A
- BRIC Subs, Pizza, Pasta, Salads and Bakery
- True Burger
- Pei Wei
- Flying Burrito Co.

Facilities

- Anne Kittrell Art Gallery
- Computer Lab and Help Desk
- Verizon Ballroom
- International Connections Lounge
- Student Technology Center
- Meeting rooms
- Reception rooms
- Union Living Room
- Union Information Center
- Union Theatre
- University Recreation Fitness Center
- UP Theater

Student Services

- Academic Initiatives and Integrity
- Arkansas Union Administration & Event Services
- Associated Student Government
- Campus Card Office
- Career Development Center
- Center for Community Engagement
- Center for Educational Access
- Multicultural Center
- New Student and Family Programs
- Off-Campus Student Services
- Student Activities
- Treasurer's Office and Student Accounts
- University Productions

Campus Life

Center for Community Engagement

The purpose of the Center for Community Engagement is to promote civic engagement and leadership by connecting University of Arkansas students, faculty, and staff with nonprofit organizations in the Northwest Arkansas area and beyond.

In order to serve this purpose, the center maintains uark.givepulse.com (<http://volunteer.uark.edu>), which enables the University of Arkansas community to search for agencies and volunteer opportunities. It allows users to log volunteer hours, or "impacts," and earn opportunities for community recognition, such as the Presidential Volunteer Service Award and Chancellor's Community Service Award. Northwest Arkansas agencies and University of Arkansas registered student organizations also utilize the site to post service opportunities and recruit volunteers. Over 350 organizations and subgroups are registered on the site, such as Habitat for Humanity, Uark Cardinal Nights, and Potter's House Thrift.

Volunteer Action Center

The Center for Community Engagement also houses the Volunteer Action Center, a student-led volunteer coordination board with 45 members who are dedicated to active service in the community. Each year the Volunteer Action Center provides meaningful service opportunities through events and ongoing projects that engage the university and Northwest Arkansas communities. The Volunteer Action Center sponsors programs and events including the Jane B. Gearhart Full Circle Food Pantry, Make a Difference Day, Dream B.I.G. (Believing in Girls) Mentoring Program, VAC Literacy Program, and Razorback Food Recovery. The Jane B. Gearhart Full Circle Campus Food Pantry is a nationally recognized program; the pantry serves students, staff and their families. Requests and more information can be found at fullcircle.uark.edu.

Get involved in the following ways:

- Drop by the Center for Community Engagement, Arkansas Union, Room A643, and chat with the office's great staff and students.
- Look for service opportunities on uark.givepulse.com (<http://volunteer.uark.edu>) and log your hours. Just ten hours makes you a VAC member.
- Participate in events hosted by Volunteer Action Center and the Center for Community Engagement throughout the year.
- Become a Volunteer Action Center board member or weekly program volunteer. Applications are accepted each semester.

Greek Life

The Charles and Cappy Whiteside Greek Life Leadership Center facilitates the educational process and provides resources related to programs that strengthen the growth and development of students affiliated with fraternities and sororities on campus. The overall mission is to strengthen the academic, cultural, moral, and social development of students in Greek organizations; provide training in strengths-based leadership and other personal and social skills; promote involvement in extracurricular activities and community service projects; and promote Greek Life as a productive and viable lifestyle on campus. The Greek Life Leadership Center coordinates programs such as Recruitment, Greek Getaway, Greek Life Facilitators, and Greek Summit in collaboration with the Interfraternity Council, the National Pan-Hellenic Council, the Panhellenic Council, and the United Greek Council.

The Interfraternity Council (IFC), National Pan-Hellenic Council (NPHC), Panhellenic Council (PC) and United Greek Council (UGC) govern 16 national sororities and 19 fraternities. The officers and representatives of each council work with the staff of the Greek Life Leadership Center to provide positive programs and strengths-based leadership opportunities to the members of the Greek organizations. The Charles and Cappy Whiteside Greek Life Leadership Center is in Walton Hall 101; phone 479-575-5001 or fax 479-575-3531; Web: uagreeks.uark.edu.

New Student & Family Programs

The Office of New Student & Family Programs connects students and their families to the University of Arkansas campus and community by providing diverse, innovative programs and resources that support a successful collegiate experience. The department supports and collaborates on the following major initiatives:

- **Extended Orientation Programs:** R.O.C.K. Camp, R.O.C.K. Camp Adventure, Hog W.I.L.D. (Welcome, Involvement, Leadership and Diversity) Welcome Weeks, and Help-A-Hog

- **Parent & Family Programs:** Family Weekend, Spring Family Reunion, Regional Parents Clubs and the Parent Partnership Association
- **Leadership & Late Night Programs:** UARK Cardinal Nights, Emerging Leaders, Student Leader of the Month, and Diversity Leadership Institute
- **First Year Initiatives:** New Student Welcome & Burger Bash, First Year Photo Project, Alpha Lambda Delta First Year Honor Society, and AlcoholEdu for College

By providing transitional support for incoming students, their parents, and family members, our programs effectively promote the students' academic growth and support the mission of the university.

New Student & Family Programs is located in the Arkansas Union, Room A688; phone 479-575-5002; Web: nsfp.uark.edu.

Office of Student Activities

With a students-first philosophy, the Office of Student Activities provides an environment for involvement, empowerment, and collaboration through student organizations, programmatic experiences, and shared governance. The office maximizes the UA experience by advocating for all students, promoting intercultural understanding, and developing citizens who are prepared to positively impact their communities.

The Office of Student Activities, located in the Arkansas Union A665, is the central location for student organizations and activities for the university. The office can be reached at 479-575-5255 or visit the office's website at osa.uark.edu. The Office of Student Activities is responsible for the oversight and administration of the following areas:

Student Organizations

All student organizations must register annually with the Office of Student Activities. The Office of Student Activities provides student organizations with assistance and services to help them succeed. The office also assists student organizations in event planning, provides information on facility reservations and fundraising, trademark forms, mailboxes, and locker space, and offers educational workshops for students and advisers. A limited number of offices are also awarded annually in the Arkansas Union to organizations. In partnership with SOOIE, the Student Organization Outreach and Involvement Experience, fall and spring involvement fairs are offered to help registered student organizations connect with interested students.

Types of registered student organizations (RSOs):

- **Governing** – An organization whose primary purpose is to serve as a governing body for a large or specific constituency of students.
- **Honorary/Service** – An organization that requires a minimum grade point average as a prerequisite to membership and/or is affiliated with a national service or honorary organization.
- **International/Cultural** – An organization whose primary purpose is to provide a forum in which participants create awareness for a specific culture through educational, social, and recreational activities.
- **Professional** – An organization whose primary purpose is to provide a forum for participants to discuss and develop professional careers and/or is affiliated with a national or regional association.
- **Religious** – An organization whose primary purpose is to provide information and activities associated with one or more religions.
- **Special Interest** – An organization whose primary purpose is to provide an organized format for the practice and/or pursuit of a special or common interest.

- **Greek organizations** are also RSOs, but register through the Greek Life Office. These are organizations with Greek letters that are members of the National Interfraternity Council, the Panhellenic Council, National Pan-Hellenic Council, or the United Greek Council.

Student Government

As a result of a student-led process that saw the passage of both legislation and a student referendum, student governance at the University of Arkansas is now organized under the *Associated Students Supreme Constitution* into two, co-equal governing bodies: the Associated Student Government and the Graduate and Professional Student Congress. Both bodies are a part of the practice of shared governance at the university.

The Associated Student Government and is an undergraduate student-led organization that enables its members to have an active voice in the decisions and policy that directly affect undergraduate students at the university. Students involved in Associated Student Government have the opportunity to positively impact the quality of student life, work with and allocate student fees, provide a voice for student concerns as well as oversee programs and policies for undergraduate students. Through the executive, legislative, and judicial branches of student government students have the opportunity to work for and among their peers to make a difference on all levels of the university. Involvement levels and time commitment vary upon duties. Visit the ASG website at asg.uark.edu or the ASG office (Arkansas Union A669) to find out more.

As its name indicates, the Graduate and Professional Student Congress serves students who have earned a baccalaureate degree and are completing coursework for graduate certificates or degrees as well as professional practice doctoral programs. The congress works to advocate for the collective welfare of its constituents, manage and distribute student fee monies, represent the common interests of its constituents, and to speak with one voice the opinions of its members. Through its executive and legislative branches, the congress seeks to improve the lives, careers, and research of all graduate-professional students at the university. Involvement levels and time commitments vary upon duties. Visit the Graduate and Professional Student Congress website at gpsc.uark.edu or the its office (Arkansas Union A647) to find out more.

University Programs

University Programs is a volunteer student organization responsible for planning and coordinating more than 100 events annually for the campus community. University Programs provides students with cultural and educational experiences, entertainment, and fun. Eight committees, all made up of students, select, schedule and produce events such as concerts, movies, lectures, fine arts performances, gallery exhibitions, and daytime programs. Being a part of University Programs gives the student committee members leadership training and real opportunities to gain practical planning experience. Supported by a student activity fee, University Programs events are free to students.

For further information, visit the University Programs website at up.uark.edu.

University Career Development Center

The University Career Development Center (CDC) educates and empowers students to fulfill their career goals. All U of A students are welcome to take advantage of the center's valuable resources:

Career Advising: Career Counselors in the CDC are available to assist students who may need help selecting a college major, seeking career information, researching or exploring careers, preparing for their job search, or considering graduate school.

Career and Strength-Awareness Assessments: The STRONG Interest Assessment, FOCUS 2 and TypeFocus are career assessments that can help students make career decisions based on their interests and values. StrengthsQuest is an assessment which helps individuals discover their talents and strengths. After discovering their talents, the Career Center assists students in learning how to use their talents to achieve academic, career, and personal success.

Career Fairs: In partnership with academic areas on campus, the CDC hosts a number of career fairs each year to provide opportunities for students to connect with employers and to learn more about companies and organizations. These connections could lead to valuable internships or full-time employment.

Job Search Preparation: The CDC offers resume critiques, interview skills training, mock interviews, networking opportunities, career presentations and several professional development events throughout the academic year to prepare students for internships, co-ops or full-time jobs.

Cooperative Education Opportunities: Cooperative Education is a program that enables students to gain professional work experience in paid, degree-related positions. Co-op students earn credit, a competitive wage and valuable "real world" work experience.

Handshake: Handshake is the ultimate job and internship search tool for current UA students and recent graduates. Apply for 4000+ jobs or internships, view career fairs and events, schedule career advising appointments, and research companies all through Handshake.

Online Resources: Through the CDC's website, students have access to a multitude of resources including Optimal Resume which contains hundreds of resume templates, cover letter examples, and interview questions for students to practice and enhance their interviewing skills. Students can also view 1000+ CandidCareer short videos featuring various careers and advice from professionals in the field or view our "What Can I Do With This Major?" pages featuring common careers and helpful job search sites for each UA major. These are just a few of the many resources which can be found at career.uark.edu.

Career Track Razorbacks (formerly Professional Development Institute): This nationally recognized program creates opportunities for UA students to develop professional career-building skills. Participation in this program can help students gain the valuable skills which give them the competitive advantage in their job or graduate school search.

For more information, check out career.uark.edu.

The University Career Development Center is conveniently located in Arkansas Union Room 607, or call 479-575-2805.

Student Health and Wellness Center

Pat Walker Health Center supports students along their academic journey by providing access to professional and quality medical care, mental health care, wellness, health promotion and education.

As a department of the Division of Student Affairs, the health center strives to enrich academic and personal development by creating an

inclusive environment that promotes positive behavior and healthy lifestyle changes.

Students are strongly encouraged to maintain health insurance coverage. A university-sponsored student health insurance policy is available to all students, student spouses and dependent children. Enrollment and cost information can be found at health.uark.edu.

While the health center offers a variety of free programs and services, there are some charges associated for medical office visits and procedures, as well as individual counseling/psychiatry sessions. Medical services can be billed to insurance. For more information about health center billing and charges, go to the Insurance Billing page (<http://health.uark.edu/billing-insurance>).

Medical Care

Pat Walker Health Center offers high-quality and affordable medical care through its signature clinics and programs. All medical services are performed by board-certified physicians and advanced practice registered nurses. Appointments can be scheduled online via the Patient Portal at myhealth.uark.edu, or by calling 479-575-4451.

- **Primary Care Clinic** offers illness and injury diagnosis and treatment, laboratory services, minor surgery, nurse triage, nutrition consultations, orthopedic consultations and X-ray.
- **Allergy, Immunization and Travel Clinic** offers allergy desensitization, immunizations, international travel consultations and tuberculosis screenings.
- **Women's Clinic** provides comprehensive gynecological services with sensitivity to the unique needs of female clients.

Mental Health

Counseling and Psychological Services (CAPS) helps students navigate the pressures of college life and beyond with various evidence-based mental health services and programs. CAPS is staffed with licensed psychologists, counselors and social workers who work to help address common mental health issues and concerns that impact student success, such as anxiety, depression and stress.

CAPS offers services such as individual counseling, group counseling, psychiatry, emergency services, and case management. Although some services, such as ongoing individual counseling and psychiatry have minimal charges, most CAPS services and resources are offered at no charge beyond the student health fee. To learn more about CAPS services and programs, go to <http://health.uark.edu/mental-health/>.

24-hour emergency mental health services are available for all students.

To access CAPS services or 24-hour emergency services, call 479-575-5276.

Wellness and Health Promotion

Pat Walker Health Center's Department of Wellness and Health Promotion inspires, motivates and supports student wellness and holistic health through a variety of academic courses, outreach presentations and events, peer education, training and wellness coaching.

The health center cultivates a campus culture of wellness through programming and services related to positive psychology and resilience,

substance abuse prevention, sexual assault risk reduction, personal empowerment and lifestyle behavior change.

Employing a comprehensive holistic approach, Wellness and Health Promotion helps students maximize their personal and academic potential across eight essential dimensions of health and well-being – physical, intellectual, emotional, social, spiritual, occupational, environmental and financial.

Learn more about free Wellness services at health.uark.edu/wellness-health.

Accreditation

Pat Walker Health Center is accredited by Accreditation Association for Ambulatory Health Care.

CAPS is accredited by the International Association of Counseling Services.

The health center is located at 525 N. Garland Ave. If you have questions about specific services, call 479-575-4451; TTY 479-575-4124. Visit us online at health.uark.edu.

Housing and Dining

University Housing

University Housing is committed to providing a safe, comfortable, convenient, and reasonably priced living and learning environment that promotes student success.

Success on Campus

National research shows that academic success in the first year and beyond is directly linked to residing in an on-campus residence environment. The University of Arkansas recognizes the benefits that students receive from living on campus their first year.

Freshman Residency Requirement

All single students who are admitted to the university with a freshman classification and under 21 years of age are required to live on campus in a residence hall, or in their parent or legal guardian's permanent home.

Students who are admitted to the University of Arkansas as transfer students from another post-secondary institution, and who have completed at least 24 credit hours at that institution are not required to live on campus.

Requests for a newly admitted freshmen to live somewhere other than with parents or a legal guardian in their permanent home will not be approved under most circumstances.

Students planning to live with their parents or legal guardian in their permanent home should complete the Living with Parent Notification form prior to attending an orientation session.

Students requesting an exemption from the University of Arkansas Freshmen Residency Requirement (http://housing.uark.edu/Freshman_Residency_Requirement.php) should send all required paperwork to University Housing at least three weeks prior to attending an orientation session. This ensures the student receives approval or denial prior to attending orientation.

Failure to do so could cause long delays in the orientation process. Students who need a Living with Parent Notification Form or who wish to

apply for an exemption to the university's requirement for single freshmen to live on campus may refer to the information on the Housing website (<http://housing.uark.edu/Contracting/contracts.php>), call University Housing at 479-575-3951 or email housing@uark.edu.

Residence Hall Leadership

Residence Halls are managed by a full-time coordinator for residence education, or CRE, who has completed a master's degree program in higher education, counseling or a related degree. This individual is selected for his or her academic credentials and interest in helping others as well as his or her ability to work well with college students.

In addition, every area or floor is staffed by a resident assistant, or RA, who is an upper-class student with the knowledge to answer students' questions and help students find their own answers.

Counselors in residence (doctoral graduate assistants) provide short-term counseling for students living in the residence halls in response to personal, social, academic, and developmental needs.

Living Learning Communities

University Housing offers several innovative Living Learning Communities (http://housing.uark.edu/Residence_Education/Living_Learning), or LLCs, for students. These communities enhance student's academic success.

In an LLC, students get to live with peers who have similar interests, majors, or career plans. Living Learning Communities do not cost extra. LLC members have the opportunity to participate in fun experiences that connect learning in and out of the classroom.

Some of the initiatives include faculty-led events, major specific academic learning teams, more general thematic learning communities and other programs that assist students in their academic endeavors.

Living Facility Options

Living options include traditional halls, suites and apartments with designations of single-gender or co-ed. Rooms are available for visually or hearing-impaired students as well as those who are physically challenged (<http://housing.uark.edu/disability-accommodation.php>).

Residence hall entry/exit doors are secured and/or monitored 24 hours a day. Some entries are unlocked to accommodate offices housed in our facilities and classes that are held in our classrooms. Most, but not all, of these areas have interior doors that secure the living floors.

Residents are provided access via an electronic access system. Students should be careful not to allow non-residents to follow them into their residence hall. Residents are provided access via a fob issued when they check-in. Students are responsible for escorting all visitors and guests at all times.

Campus Dining

Each of the three separate dining facilities (http://housing.uark.edu/campus_communities/dining_rates.php) on campus is managed by Campus Dining Services and provides a natural setting for socializing with friends and enjoying a wide variety of high quality, nutritious meals. All students living in a residence hall, except those residing in summer school housing, are required to have a meal plan. There are several meal plans available to meet the needs of both on-campus and off-campus students.

Learn more about Campus Dining Services online at [campus dining services \(http://dineoncampus.com/razorbacks\)](http://dineoncampus.com/razorbacks).

Inclusion and Leadership Center for Multicultural and Diversity Education

The Center for Multicultural and Diversity Education provides academic, cultural and social programs intended to promote inclusiveness, foster achievement and assist in the development and advancement of a diverse student body.

The center is located on the fourth floor of the Arkansas Union in Room 404, and can be contacted at 479-575-8405 or by visiting multicultural.uark.edu.

Student Support Services

The department of Student Support Services is designed to provide a powerful combination of programs and services to students who are first-generation, and/or modest-income, and/or individuals with disabilities. The services provided by Student Support Services place an emphasis on individual assessment, counseling, advising, and skill building. Some of these services include: academic/financial/personal counseling, financial scholarships, social etiquette instruction, career and graduate school preparation, academic/cultural enrichment, assistance with tutoring, and mentorship. The overarching goal of the University of Arkansas Student Support Services program is to empower students, assist them in achieving academic excellence, and seeing them through to graduation.

Student Support Services is a department in the Division of Student Affairs. The office is located on the Garden Level of Gregson Hall. For more details, call Student Support Services at 479-575-3546 or visit the Student Support Services website (<http://sss.uark.edu>).

Talent Search

Talent Search is an early intervention/educational opportunity program.

Serving students in grades 6-12, the program promotes skills and disseminates information necessary for successfully entering college and completing a baccalaureate degree. Emphasizing personal/career development, financial literacy, technological/academic skills, and ACT readiness through a developmental curriculum of college preparatory workshops, students are prepared for the rigors of higher education.

Campus visits, academic monitoring/advising, and guidance in the completion of college and financial aid applications are key components for participants and their families. Summer enrichment and campus-based events are also hosted as funding permits.

Talent Search is a federal TRIO program funded by the U.S. Department of Education. The University of Arkansas has three Talent Search grant projects which serve distinct target areas in Benton, Carroll, Crawford, Sebastian and Washington counties in Arkansas, and McDonald County, Missouri. At least two-thirds of students served by the programs must be low-income and in the first generation of their family to attend college. They exhibit academic potential and attend one of the 37 target schools served. For additional information and a full listing of target schools, visit the Talent Search website (<http://talentsearch.uark.edu>).

The Talent Search Programs office is located at the university's Uptown Campus East, 1083 E. Sain Street, UPTe 128, Fayetteville, Arkansas. Call 479-575-3553 for more information.

Upward Bound

Upward Bound and Upward Bound Math and Science

Upward Bound (<http://ub.uark.edu>) and Upward Bound Math and Science are early intervention programs that help low-income and potential first-generation college students prepare for higher education. These programs bring high school students in grades 9 – 12 to the University of Arkansas campus on weekends and during the summer to receive instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. The programs also provide academic and social support through tutoring, counseling, mentoring, cultural enrichment, financial literacy, field trips, college planning, and financial aid assistance. For students just completing their senior year of high school, Upward Bound provides a summer residential bridge program that enables participants to earn up to six hours of college credit. Funding is provided through grants from the U.S. Department of Education.

Veterans Upward Bound

Veterans Upward Bound (<http://vub.uark.edu>) is designed to identify and serve the unique needs of veterans who are low-income and potential first-generation college students, who have the academic potential and desire to enter and succeed in a program of higher education. Eligible veterans must have completed a minimum of 180 days of active duty in the military and hold any discharge other than dishonorable, or discharged because of a service connected disability, a member or a reserve component of the U.S. Armed Forces called to active duty for a period of more than 30 days, or a member of a reserve component of the U.S. Armed Forces who served on active duty in support of a contingency operation on or after September 11, 2001. Services include Accuplacer testing, tutoring, guidance counseling, assistance in filing financial aid and VA benefit forms, academic/career advisement, test preparation for entrance exams, and courses in English, Spanish, math, science, and computer technology. Courses are offered days and evenings each semester. Funding is provided through a grant from the U.S. Department of Education. Call 479-575-2442 for more information.

The Upward Bound and Veterans Upward Bound offices are located at the university's Uptown Campus West, 1001 E. Sain St., Fayetteville.

Student Life

Reasonable Accommodations for Students with Disabilities

The Center for Educational Access, 209 Arkansas Union, is the central campus resource for students who require reasonable accommodations in order to access the programs, services and activities offered through the University of Arkansas. The center's staff work in partnership with the individual student to communicate and facilitate any accommodation needs to faculty and staff. Accommodation determination is based in part on medical or psychological documentation provided to the Center for Educational Access by the student. Students must meet with one of the center's staff for an access plan meeting to discuss their needs and provide such documentation before any accommodations can be granted.

To register for services or for more information, contact the Center for Educational Access, University of Arkansas, 209 ARKU, Fayetteville, AR 72701, phone 479-575-3104 ; e-mail: ada@uark.edu; Web: Center for Educational Access (<http://cea.uark.edu>) (online request for services available).

Off-Campus Student Services

Off-Campus Student Services (OCSS)

Off-Campus Student Services (formerly Off Campus Connections) provides friendly and helpful resources, services and programs for off-campus undergraduates. Off-campus students are defined as undergraduates not living in a residence hall, fraternity, or sorority house.

For information, visit the Off-Campus Student Services website (<http://occ.uark.edu>), make an appointment with a staff member in Arkansas Union Room 632, email iliveoff@uark.edu, or call 479-575-7351.

OCSS emphasizes two major priorities:

- Freshman Commuter Programs
- Off-Campus Living Education and Services

The University of Arkansas has more than 16,000 undergraduates living off-campus. Some off-campus students live near the university while others commute from hours away. Some students take advantage of online classes or majors and seldom visit campus. It is important that students living off-campus feel as welcome at the university as students living on-campus. Ongoing communication with off-campus students is important, so they know how to be an active part of the campus community as their schedule and other commitments allow. Additional challenges are faced by off-campus students and they need support from those who understand the differences they face.

Freshman Commuters are first-time, full-time, degree-seeking students who live at home with a parent or guardian during their first year of college. Off-Campus Student Services reaches out to more than 500 freshman commuters each summer and fall to share campus and academic resources, to provide opportunities to meet other cohort members, and to share mentorship and connection opportunities.

Finding a place to live is a basic need for many students after their freshman year. To help meet the needs of those students looking for housing near campus, OCSS provides the official, searchable off-campus housing website: offcampushousing.uark.edu. The website is free for student use, and properties on the site have an interest in student tenants. Off-Campus Living Fairs and educational resources are also offered on the site to prepare those who are planning to live on their own for the first time in our local community. Students can search for a roommate or someone to sublease when they plan to study abroad.

Off-Campus Meal Plans have proven important to student success. Meal plans of various prices have been designed to meet off-campus students' needs for eating while on campus for class, work, or other activities. Meal plans are available for purchase through a link provided on the Off-Campus Student Services website (<http://occ.uark.edu>). Around 4,000 meal plans are purchased each year by off-campus students. Having a meal plan encourages students to eat regular meals so they can better focus on academics. Meal plans are charged to a student's account, so costs may be covered with scholarships, financial aid awards, or paid out with tuition payments.

A friendly and comfortable Commuter Lounge — with a refrigerator, microwave, television, study tables and office spaces — is located on the Sixth Floor West of the Arkansas Union. Timely tips and information about jobs, deadlines, campus, and community life are shared through a weekly electronic newsletter published and emailed to off-campus undergraduates throughout the fall and spring semesters.

Off-Campus Student Services' desire is for each student living off-campus to feel an important part of the University of Arkansas, earn at least one degree, and have their name forever inscribed on the historic Senior Walk.

Office of Student Standards and Conduct

It is the vision of the Office of Student Standards and Conduct to foster a campus community that values citizenship, personal and civic responsibility, peer accountability, and care/concern for the university and surrounding communities.

The mission of the Office of Student Standards and Conduct (OSSC) is to create a safe and inclusive community by upholding the Code of Student Life, which promotes responsibility, accountability, and student learning through;

- Educational opportunities and outreach.
- The adjudication of Code of Student Life violations.
- Providing a consistent, fair, equitable, educational, student conduct process.
- The development of ethics and adherence to personal values.
- Education on the norms and values of the University of Arkansas.

Students who are interested in involvement with the All-University Conduct Board should contact the Director of OSSC at judicial@uark.edu. The All-University Conduct Board comprises faculty, staff, and students and is responsible for the adjudication of cases of alleged student misconduct as outlined in the Code of Student Life. This board is an advanced leadership opportunity for students who would like to gain valuable experience working with faculty and staff on an impartial peer review board.

For more information regarding the Code of Student Life, please see the Student Handbook at handbook.uark.edu. The Office of Student Standards and Conduct is located in Pomfret B 110, phone 479-575-5170; Web: ethics.uark.edu.

Veteran Resource and Information Center

The University of Arkansas Veterans Resource and Information Center contributes to the academic and professional success of current and prospective student veterans and their dependents by providing innovative resources and support; assisting with military educational benefits; and by serving as a central "Rally Point" for a seamless collaboration among various departments within the University of Arkansas, the U.S. Department of Veterans Affairs, and the diverse network of community partners supporting veterans.

Veterans and dependents of service members may be eligible to receive monthly educational assistance from the Veterans Administration while enrolled at the University of Arkansas. For more information, including GI Bill eligibility and scholarship opportunities, contact the Veterans Resource and Information Center at vric@uark.edu or 479-575-8742. Students may also visit the center at the Garland Center Shops, suites 115 and 116 or online at veteranscenter.uark.edu.

Student Media

The Office of Student Media administers and advises the official student media outlets of the university. These outlets are: the student newspaper, *The Arkansas Traveler*; the University of Arkansas yearbook, the *Razorback*; the student magazine, *The Hill*; the student television station, UATV; the student radio station, KXUA; and the student advertising agency, Main Hill Media. All provide a forum for student expression,

entertainment, news and information of interest to the campus community. Other than a small professional support staff, these groups are entirely staffed by student employees and volunteers, including editors and station managers. For more information, contact Student Media at 479-575-3406.

Centers and Research Units

Research programs are the means by which the university contributes to the generation of knowledge as well as to the preservation and dissemination of it. With nationally recognized programs in many areas and funding from government, industry, and other private sources, the research effort of the university is strong and diversified and provides special learning opportunities for students as discoveries are made.

In addition to the extensive work performed by faculty through individual and team efforts in academic departments, special programs of research are conducted by the university divisions described below.

Graduate students are likely to be involved in research conducted by these research units, but the university encourages undergraduates as well to pursue research in their areas of academic interest. Students who wish to engage in research of any kind should seek the guidance of their advisers and professors to identify research teams and projects. In addition to the extensive work performed by faculty through individual and team efforts in academic departments, special programs of research are conducted by faculty members and staff in many associated university research centers. The university invites students to learn more about these centers and the research opportunities they offer by visiting the websites or by contacting the individuals listed below.

Arkansas Center for Space and Planetary Sciences

Larry Roe, director
Mechanical Engineering Building, 204D
479-575-3750
csaps@uark.edu

Arkansas Center for Space and Planetary Sciences website (<http://spacecenter.uark.edu>)

The Arkansas Center for Space and Planetary Sciences is a research institute of the University of Arkansas, created by faculty from six departments, including Biological Sciences, Chemical Engineering, Chemistry and Biochemistry, Electrical Engineering, Geosciences, Mechanical Engineering, and Physics. Those departments, representing the J. William Fulbright College of Arts and Sciences and the College of Engineering, work closely with the Graduate School and the Honors College.

The center operates world-class research facilities and cutting-edge research projects. It houses the only university-based, large-scale planetary simulation chamber in the country along with major facilities for the analysis of extraterrestrial samples. Major research interests include the analysis of returned samples from space, the nature of Mars, and instrumentation for use in space. The center also operates a number of programs of interest to the university community, grade school teachers and students, and the public.

The space center administers master's and doctoral degree programs in space and planetary science. These provide a unique integrative interdisciplinary education and research training based on a suite of core courses spread across the departments and specialist courses appropriate to the student's specific interests. Professional development in communications, ethics and space policy is also included. Such training

gives graduates a competitive edge in today's space and planetary job market.

Additionally, the Departments of Biological Sciences, Geosciences and Physics offer space and planetary science as an option in their own graduate programs. Admission procedures are outlined on the space center Web site along with detailed information about the programs, the research areas, and current research projects.

Arkansas High Performance Computing Center

Rick McMullen, director
479-575-6794

Arkansas High Performance Computing Center website (<http://hpc.uark.edu>)

The Arkansas High Performance Computing Center is a campuswide provider of supercomputing resources for teaching and research by students and faculty. For nearly a decade, the university has strongly supported high-performance computing as a tool for enabling scientific discovery and making researchers more productive. With support from the university, the National Science Foundation and the state of Arkansas, the center has fielded two Top500 supercomputers and currently offers 4,985 cores, 13.4TB of memory, about 73 TFLOPS CPU peak performance, 93TB of long-term storage, 374TB of scratch storage, and 96TB of backup storage making it among the largest and most capable academic systems in the world. Staff members of the Arkansas High Performance Computing Center support a broad range of research programs in computational condensed matter physics, computational chemistry, nanotechnology and materials science, bioinformatics, astrophysics, and geospatial image analysis. The center also provides education and training in computational science, parallel programming and high-performance computer operations to provide both tools and skills needed in computationally intensive research.

Arkansas Security Research and Education Institute

Jia Di, director
523 J.B. Hunt Transport Services Center for Academic Excellence
479-575-5728

Co-directors: Chase Rainwater, Steve Ricke and Dale Thompson

The University of Arkansas is well-positioned to become a leader in the state and nation in contributing to the research for security solutions and the training of students to become future security workforce. The Arkansas Security Research and Education Institute covers four research thrusts of security: cyber, transportation, critical infrastructure, and food and water. Working closely with local industry, the institute initiates and facilitates multidisciplinary collaborations among departments and colleges, leveraging the research strengths in existing on-campus centers such as the Center for Information Security and Reliability, the Mack-Blackwell National Rural Transportation Center, the Center for Excellence in Logistics and Distribution, the National Center for Reliable Electric Power Transmission, and Center for Food Safety among others.

Arkansas Water Resources Center

Brian E. Haggard, director
479-575-4403

awrc@uark.edu

Arkansas Water Resources Center website (<https://arkansas-water-center.uark.edu>)

The Arkansas Water Resources Center, a unit of the Division of Agriculture, was established by Public Law in 1964. The Center utilizes scientific personnel and facilities of all campuses of the University of Arkansas System (and other Arkansas colleges and universities) in maintaining a water resources research program. The center supports specific research projects throughout Arkansas, which often provide research training opportunities for undergraduate and graduate students, and it disseminates information on water resources via publications and conferences. The center works closely with federal, state, municipal, educational, and other public groups concerned with water resources in development of its research, training, and dissemination programs.

Bessie Boehm Moore Center for Economic Education

Rita Littrell, director
RCED 217
479-575-2855

Bessie Boehm Moore Center for Economic Education website (<http://bmcee.uark.edu>)

The Bessie Boehm Moore Center for Economic Education, established in 1978 and located in the Walton College of Business, promotes an understanding of the American economy among the people of Arkansas. Its major efforts are directed to elementary and secondary school children. The center's faculty and staff hold workshops and seminars for public school teachers, conduct research in economic education, develop instructional materials, maintain a lending library, and sponsor adult economic educational programs for business, labor, industry, and the general community. In recent years, center personnel have been involved in educating teachers in transitional or developing economies about market economics. The center is officially certified by the Arkansas Council on Economic Education and the National Council on Economic Education.

Blockchain Center of Excellence

Paul Cronan and Rajiv Sabherwal, co-directors
Enterprise Systems, Walton College 204
479-575-4500
Email: cronan@uark.edu and rsabherwal@walton.uark.edu

Blockchain Center of Excellence Website (<https://walton.uark.edu/enterprise/blockchain.php>)

The Blockchain Center of Excellence develops educational materials for practitioners and educators involved in the use of blockchain technologies. Blockchain technology offers a secure, verifiable way to maintain an encrypted accounting ledger of business transactions across multinational borders. This could significantly affect the way that businesses account for business transactions and track products in multinational supply chains. Other promising applications of blockchain and cognitive analytics include financial services, interbank and intrabank fund transfers, insurance, and health care.

The development of blockchains will provide support and enhancement for the Sam M. Walton College of Business and world-class projects and research centers such as the McMillon Innovation Studio, the

Brewer Family Entrepreneurship Hub, the Sustainability Consortium, the Center for Retailing Excellence and the J.B. Hunt Innovation Center of Excellence.

Center for Advanced Spatial Technologies

Jackson Cothren, director
J.B. Hunt Center for Academic Excellence, Room 304
479-575-6159
info@cast.uark.edu

Center for Advanced Spatial Technologies website (<http://cast.uark.edu>)

The Center for Advanced Spatial Technologies (CAST) focuses on application of geospatial technologies in research, teaching, and service. These technologies include geomatics, GIS, GPS, remote sensing, photogrammetry, geospatial software and systems design, interoperability, and large (multi-terabyte) geospatial databases.

Established in 1991, CAST is a unit of the J. William Fulbright College of Arts and Sciences. CAST has a campus-wide focus, working with the departments of anthropology; architecture; crop, soil, and environmental science; biology; bioengineering; civil and industrial engineering; geosciences; entomology; and landscape architecture. Other related partners include the Environmental Dynamics Program, the Arkansas Water Resources Center, Mullins Library, and the Arkansas Archeological Survey.

CAST has been selected as a Center of Excellence by many corporations, including the Intergraph Corporation, Trimble Navigation Inc., the Oracle Corporation, Definiens Imaging, Sun Microsystems, Spatial Acquis, and PCI Geomatics. These and other corporate sponsors have provided more than \$22 million of in-kind support of the research teaching facilities of the center. The center has extensive hardware and software capabilities, including more than 100 high-performance workstations, multiple Linux, Windows XP and Solaris servers (combined seven terabyte of on-line disk), large-format plotters, mapping and survey-grade GPS, MSS instruments, spectroradiometers, terrestrial laser scanners, and an extensive inventory of software.

University of Arkansas undergraduate and graduate students have a wide range of geomatics courses available to them that utilize CAST facilities and laboratories. These courses, taken along with related courses in cartography, remote sensing, image interpretation, photogrammetry, surveying, and spatial statistics, provide the student with a range of career options. In addition to classroom instruction, CAST facilities are used by students in both undergraduate and graduate research projects. The internship program in Applied Spatial Information Technologies offers students an opportunity to gain hands-on experience in geospatial technologies.

CAST staff are engaged in research projects in a wide range of areas. A few recent research projects focused on areas such as the creation of a seamless, on-line spatial data warehouse; K-12 GIS education; soil survey by remote sensing; land-use/land-cover identification; remote sensing for historic resources; natural resources wetlands analyses; multi-sensor remote sensing for historic resources; and predicting red oak borer populations.

Center for Business and Economic Research

Mervin Jebaraj, director
WJWH 545
479-575-4151
cber@walton.uark.edu

Center for Business and Economic Research website (<http://cber.uark.edu>)

The Center for Business and Economic Research at the Sam M. Walton College of Business provides excellence in applied economic and business research to federal, state, and local government, as well as to businesses currently operating or those that desire to operate in the state of Arkansas. The Center further works to improve the economic opportunities of all Arkansans by conducting policy research in the public interest.

The Center was originally established as the Bureau of Business and Economic Research in 1943 to explore and report on economic, business, and social conditions in Arkansas. In addition to supporting research within the College, the Center supports economic development by providing economic and demographic data and analysis to business, government, and individuals. Over the years, the Center has grown to become a well-known point for communications and exchange of ideas, research, publications and data for universities, businesses, government, and individuals. In addition, the Center serves as a focal point in providing assistance to faculty and students in experimentation with their ideas and techniques in both theoretical and applied research.

Center for Communication and Media Research

Robert H. Wicks, director
KIMP 417
479-575-3046
rwicks@uark.edu

Center for Communication and Media Research website (<http://fulbright.uark.edu/departments/communication/center-for-communication-and-media-research>)

The Center for Communication and Media Research (CCMR) advances knowledge and supports scholarly and applied inquiry into the study of interpersonal, group, organizational, and media communication. The center sponsors outreach programs designed to help under-served populations, educational institutions, media companies, businesses, and non-profit organizations.

Multidisciplinary in nature, the center facilitates scholarship among allied disciplines such as journalism, law, business, political science, psychology, sociology, and computer science. Research topics include communication and advertising, dispute resolution, education, environmental concerns, family, health, information technology, legal concerns, life stages, media audiences, organizational concerns, politics, and religion.

Center for Children and Youth

Chris Goering, director
PEAH 305
479-575-4209

cgoering@uark.edu

Center for Children and Youth website (<http://cied.uark.edu/center-for-children-and-youth.php>)

The Center for Children and Youth is designed to address issues of intellectual growth, social development, literacy, the arts, and techniques for addressing generational or regional poverty issues. This will be accomplished through teacher professional development, pre-service education, research, as well as curriculum development and dissemination. The center was established by a generous gift of the Windgate Family Foundation in 2006 to the College of Education and Health Professions.

In 2010, the Center for Children and Youth hosted a national conference in Springdale, Ark., focused on the confluence of literacy and the arts. The conference featured speakers from the Kennedy Center for Performing Arts, Temple University, the National Council of Teachers of English, and local experts on arts integration approaches to teaching. Later in 2010, Dr. Chris Goering in the Curriculum and Instruction Department was appointed as the center's first director.

Center for Ethics in Journalism

Raymond McCaffrey,
Director
479-575-2626
Email: rmmccaff@uark.edu

Center for Ethics in Journalism website (<https://journalismethics.uark.edu>)

The Center for Ethics in Journalism is an outreach program of the School of Journalism and Strategic Media at the University of Arkansas' J. William Fulbright College of Arts and Sciences. The center fosters the study and practice of the journalistic principles of accuracy, fairness and service to the public in editorial/news; in broadcast, radio and television; and in advertising and public relations.

The University of Arkansas Center for Ethics in Journalism will play an integral role in shaping the future of journalism by educating students and professionals on the tenets of ethics, preparing them to employ those principles as a matter of course and teaching them to reach ethical decisions as routine and not exception.

Center for Excellence in Engineering Logistics and Distribution

Manuel D. Rossetti, director
BELL 4164
479-575-6756

Center for Excellence in Logistics and Distribution website (<http://celdi.org>)

The Center for Excellence in Logistics and Distribution (CELDi) is a multi-university, multidisciplinary, National Science Foundation sponsored Industry/University Cooperative Research Center located in the Department of Industrial Engineering. CELDi emerged in 2001 from The Logistics Institute (1994) to provide integrated solutions to logistics problems, through research related to modeling, analysis, and intelligent-systems technologies. Research endeavors are driven and sponsored by representatives from a broad range of member organizations, including

manufacturing, maintenance, distribution, transportation, information technology, and consulting. Partner universities include the University of Missouri, Clemson University, Virginia Tech and University of California Berkeley. This partnership among academic institutions and industry represents the effective integration of private and public sectors to enhance a U.S. competitive edge in the global market place.

CELDi helps industry partners excel by leveraging their supply chain to achieve a distinguishable, sustainable difference. Member companies realize a measurable return on their investment by creating competitive value chains in terms of cost and service quality. Through basic research, collaborative applied research with industry, technology transfer, and education, CELDi is a catalyst for developing the engineering logistics methodology necessary for logistics value chain optimization.

Center for Executive Education

Blythe Eggleston, associate director for executive education
WJWH 549
479-575-5871
execed@walton.uark.edu

Center for Executive Education website (<http://execed.uark.edu>)

The Center for Executive Education in the Sam M. Walton College of Business provides executive and middle management training opportunities designed to enhance quality in leadership, management decision making, and human resource skills and abilities for corporate and public clients. Programs are custom designed for individual clients. The center serves local, national, and multinational businesses. The center operates on a fee-for-service basis, and its activities are supported from fee-based revenues.

Center for Information Security and Reliability

Brajendra Panda, director
JBHT 504
479-575-2067
bpanda@uark.edu

Center for Information Security and Reliability website (<http://isr.csce.uark.edu>)

The center was established to promote education and research in the field of computer security and information assurance at University of Arkansas. The activities of this center includes, but not limited to the following: fostering multidisciplinary research, securing large-scale funding from federal, state, and other funding agencies, providing education and training to future work-force, increasing awareness in the field of information security and reliability by offering appropriate seminars and workshops.

Center for Innovation in Healthcare Logistics

Ed Pohl, director
BELL 4207
479-575-6029

Center for Innovation in Healthcare Logistics website (<http://cihl.center>)

Founded in March 2007, the Center for Innovation in Healthcare Logistics is located in the Department of Industrial Engineering and is an industry-

university partnership based at the University of Arkansas that leads a nationwide effort to identify and foster systemwide adoption of groundbreaking healthcare supply chain and logistics innovations. It has achieved a leading role in healthcare supply chain progress through:

- Intensive collaboration with a variety of healthcare providers, industry organizations, and healthcare supply chain leaders in vigorous data and opinion gathering, including pilot testing at partner sites.
- Objective engineering analysis of healthcare challenges and innovations, free of commercial or institutional interests, that leverages the university's broad background in engineering of logistics and supply chains.
- Avoiding "one-off" single-site investigations in favor of scalable projects with systemwide impact.
- Commitment to broad dissemination of findings from the center's investigations in presentations, reports and computer-based decision aids.

Center for Interdisciplinary Study of Science and the Arts

Elizabeth Hellmuth Margulis, co-director
ehm@uark.edu, 479-575-5763

Padma Viswanathan, co-director
pviswana@uark.edu

The Center for Interdisciplinary Study of Science and the Arts seeks to advance cohesion in campuswide research and teaching that integrates science and the arts. The center will facilitate collaboration, provide an outlet for the dissemination of interdisciplinary work at the University of Arkansas, incubate ideas that introduce students to interdisciplinary modes of thinking, lend a unique identity to arts programs at the university, help attract top students whose interests often bridge science and the arts, and build on an existing strength on campus.

Center for Mathematics and Science Education

Lynne Hehr, director
346 N. West Avenue, No. 102
479-575-3875

Center for Mathematics and Science Education website (<http://cmase.uark.edu>)

The Center for Mathematics and Science Education – a University of Arkansas K-16 education outreach facility within the College of Education and Health Professions – works in conjunction with the Arkansas Department of Higher Education as part of a network of twelve mathematics and science centers on university and college campuses around Arkansas. The main objectives of the center are to:

1. Provide science, mathematics and technology professional development for K-16 pre-service and in-service teachers;
2. Assist in statewide K-16 education initiatives;
3. Coordinate regionally beneficial grant-funded programs among universities and colleges for K-16 education;
4. Provide science, mathematics and technology educational materials, resources, and information to the K-16 community; and
5. Link common K-16 education allies throughout the state.

University Day, Science/Engineering Fairs, Springfest, and various K-16 teacher and student programs are conducted through the center. Day-to-day educational outreach information is sent to local, regional, and statewide constituencies through the center's website and various email listservs. The Center for Mathematics and Science Education is a host site for the federally sponsored Eisenhower National Clearinghouse and the Southwest Educational Development Laboratory Consortium. The center also serves as the Arkansas National Aeronautics and Space Administration Educator Resource Center, responsible for warehousing and disseminating NASA materials and providing regular updates on NASA programs and materials to the state.

Web pages specifically designed to provide a wealth of material resources and information available for public, private and home-school educators across the state can be accessed at the website.

Center for Power Optimization and Electro-Thermal Systems

The Center for Power Optimization and Electro-Thermal Systems is an engineering research center run by the University of Arkansas, the University of Illinois at Urbana Champaign, Stanford University and Howard University. These four universities include a multidisciplinary team that will create new paradigms for power flow in complex systems.

The center's long-term goal is to increase the power density of current mobile electrified systems by 10-100 times over current state-of-the-art systems. While ambitious, this would have a profound impact on a mobile electrified infrastructure of the United States and beyond. On-highway vehicles could save between 100-300 million liters of fuel per year and could nearly double the range of all-electric vehicles. Off-highway vehicles could save on the order of 100 billion liters of fuel since their electrification is starting from a less mature point than current on-highway vehicles. Similarly, aircraft could see 10-30 billion liters of fuel saved as well as prevention of up to 10 million tons of carbon dioxide from going into the high altitude atmosphere.

These economic and environmental impacts are just the beginning of the art of the possible with the achievement of the center's vision. This center is a multi-disciplinary center involving several fields of study including mechanical engineering, electrical engineering and physics. The center functions under the assumption that a single discipline could not achieve the goals set by this team and must integrate multiple disciplines and domains to achieve such success.

Center for Protein Structure and Function

Frank Millett and Roger Koeppel, co-directors
CHEM 119
479-575-4601

Center for Protein Structure and Function Website (<http://fulbright.uark.edu/departments/chemistry/research/center-for-protein-and-structure>)

The Center for Protein Structure and Function is an interdisciplinary unit for research and teaching within the departments of chemistry/biochemistry and biological sciences in the J. William Fulbright College of Arts and Sciences. The center raises funds from federal, state, and private sources and sponsors faculty- and student-initiated basic research on the folded structures of protein molecules, their dynamic properties, and their diverse functions in biological systems. The center has been

awarded funding from the National Science Foundation, the Arkansas Science and Technology Authority, and the National Institutes of Health.

Center for Social Research

Casey Harris, co-director
Patricia Herzog, co-director

Center for Social Research Website (<https://fulbright.uark.edu/departments/sociology/center-for-social-research>)

Since 1982 the Center for Social Research has provided research services to government agencies, communities and businesses. Located in the Department of Sociology, the center can conduct survey and public opinion research, impact assessment, evaluation and policy assessment. The center's staff can provide assistance with research methodology and design, sampling, data collection and analysis.

The center's professional staff has vast experience in virtually every aspect of social research. In addition, the center's resources include computer-assisted telephone interviewing facilities; extensive archival data holdings, including online access to the archival holdings of the Inter-University Consortium for Political and Social Research at the University of Michigan; and, in-house statistical analysis.

Center for Statistical Research and Consulting

Joon Jin Song, director
SCEN 309B
479-575-6319
csrc@uark.edu

The Center for Statistical Research and Consulting is a service and research unit of the University of Arkansas, administratively housed in Department of Mathematical Sciences, providing faculty and graduate students in the university with an environment for collaboration in research and instruction emphasizing statistical and quantitative approaches. It offers statistical consulting and statistical software support to faculty, staff, graduate and undergraduate students conducting research at the university. The center will extend this statistical support to the state of Arkansas, directly providing some consulting services but primarily acting as a conduit for industry, government, and non-profit organizations to engage campus faculty and graduate students in consulting opportunities. The community support activities from the center will stimulate and enhance campus research and instructional efforts as well as provide important services to organizations throughout the region.

The mission of the Center for Statistical Research and Consulting is to participate in research to provide high quality statistical input to high quality research projects, train statisticians to interact effectively with investigators from other disciplines, and encourage collaborative research between statisticians and investigators from other disciplines.

The center is a fee-for-service unit. The initial consulting meeting with a client is provided at no cost. All subsequent and follow-up visits will require financial support.

Center for Utilization of Rehabilitation Resources for Education, Networking, Training and Services

Robin Freeman, director
121 Cedar St.
Hot Springs, AR 71901
501-623-7700

CURRENTS website (<http://www.uacurrents.org>)

Established in 1974, this center provides human resource and organization development services for a broad audience in the rehabilitation and disability communities. Projects managed by CURRENTS vary in scope from state and local to regional and national levels. The center is housed on the campus of the Arkansas School for Mathematics, Sciences and the Arts, Hot Springs, Arkansas.

Center of Excellence for Poultry Science

Michael Kidd, director
POSC 114
479-575-3699

Center of Excellence for Poultry Science website (<https://poultry-science.uark.edu/poultry-science-research.php>)

With designation by the University of Arkansas Board of Trustees to make poultry science a center of excellence in the state's university system, the department of poultry science became a reality in 1992.

The Center of Excellence for Poultry Science is comprised of full-time poultry science faculty members, full-time USDA/ARS Poultry Research Group faculty members, graduate assistants, adjunct faculty, and poultry science departmental staff. The center receives multidisciplinary contributions from several university departments including animal science; biological and agricultural engineering; biological sciences; crop, soil, and environmental sciences; entomology; food science; industrial engineering; the School of Human and Environmental Sciences; and the UALR College of Pharmacy.

The Department of Poultry Science and the research group are housed in the John W. Tyson Building, which is a 112,000-square-foot, state-of-the-art laboratory and office complex that was completed the fall of 1995 on the U of A campus. In addition to the John W. Tyson Building on the main campus, the Center of Excellence for Poultry Science comprises the following facilities:

- FDA-licensed feed mill;
- 10,000-square-foot processing plant used for teaching processing techniques and for ongoing food safety research projects;
- 12,000-square-foot John Kirkpatrick Skeeles Poultry Health Laboratory, which holds the highest bio-safety rating (P3) available in the country;
- A poultry research farm facility including hatchery, genetics unit, pullet-rearing facility, battery brooder, caged layer house, broiler breeder houses and turkey houses;

- Four full-sized broiler houses equipped with computerized environmental control and data collection systems capable of commercial-type production research; and
- A broiler breeder research facility that includes two full-size broiler breeder houses, a pullet-rearing facility, and quality assurance building with offices, classroom, and egg holding capacity.

Chemical Hazards Research Center

Jerry Havens, director
BELL 3157
479-575-3857
jhavens@uark.edu

Chemical Hazards Research Center website (<http://www.cheg.uark.edu/4444.php>)

The Chemical Hazards Research Center determines the consequences of atmospheric release of potentially hazardous materials with a present emphasis on liquefied natural gas in transportation and storage operations. Computational models are used in conjunction with the wind tunnel at the center, which is presently the largest low-speed wind tunnel suited for such studies.

Community Design Center

Stephen Luoni, director
104 N. East Ave., Fayetteville, AR 72701
uacdc@uark.edu

U of A Community Design Center website (<http://uacdc.uark.edu>)

The mission of the University of Arkansas Community Design Center is to advance creative development in Arkansas through education, research, and design solutions that enhance the physical environment. As an outreach center of the Fay Jones School of Architecture and Design, the Community Design Center is developing a repertoire of new design methodologies applicable to community development issues in Arkansas, with currency at the national level. The center's design solutions introduce a multiple bottom line, integrating social and environmental measures into economic development. Integrative design solutions add long-term value and offer collateral benefits related to sustained economic capacity, enhanced ecologies, and improved public health. The design center also offers hands-on civic design experience to students who work under the direction of design professionals. The University of Arkansas Community Design Center was founded in 1995 and has provided design and planning services to more than 30 communities across Arkansas. The design center's planning has helped Arkansas communities and organizations to secure nearly \$62 million in grant funding to enact suggested improvements.

Cybersecurity Center on Secure, Evolvable Energy Delivery Systems

Alan Mantooth
Director
Bell Engineering 3175
479-575-7962
mantooth@uark.edu

Shannon Davis
Managing Director
CSRC 232
479-575-6877
sgdavis@uark.edu

The Cybersecurity Center on Secure, Evolvable Energy Delivery Systems researches and develops innovative cybersecurity technologies, tools and methodologies to advance the energy sector's ability to survive cyber attacks and incidents while sustaining critical functions. The center verifies and validates efficacy of the developed solutions and methodologies for transition to practice and commercialization in the energy sector. These solutions and methodologies will enhance the resilience of energy delivery infrastructure, which includes the electricity sub-sector and the oil and natural gas sub-sector.

The specific technical areas of research and development will focus on five areas:

- Secure grid control and operations.
- Secure emerging power grid components and services.
- Secure energy delivery system operation technology infrastructure.
- Cybersecurity management and visualization.
- Cybersecurity testing and validation.

David and Barbara Pryor Center for Arkansas Oral and Visual History

Randy Dixon, director
East Square Plaza
1 East Center Street, Suite 216
479-575-6829

Pryor Center website (<http://pryorcenter.uark.edu>)

The mission of the Pryor Center for Arkansas Oral and Visual History is to document Arkansas' rich history by collecting the "living memories" of those who have been witness to various aspects of the state's past. Using traditional oral history methodology, the center interviews individuals, transcribes those interviews, and maintains those collections for future generations. The center is responsible for preserving these memories and making them available to scholars and researchers interested in the culture and heritage of Arkansas. The center is located in East Square Plaza on the east side of the Fayetteville Square; to contact the center, call 479-575-6829, or visit the website.

Diane D. Blair Center of Southern Politics and Society

Angie Maxwell, director
MAIN 506-A
479-575-3356

Blair Center website (<https://blaircenter.uark.edu>)

The Blair Center, located in the Department of Political Science, is dedicated to fostering political scholarship, public service, civic consciousness, and the study of Southern politics, history and culture. The center supports graduate students studying topics relevant to the

South and hosts conferences and periodic speakers discussing issues relevant to Southern politics and society.

Exercise Science Research Center

HPER 321
479-575-6762
exercise@uark.edu

exercisescience.uark.edu

The Exercise Science Research Center is a student-centered facility with a unique dual purpose that includes research and educational components. Faculty from the kinesiology and exercise science programs coordinate research efforts of the center, which initiates and conducts research focused on health, exercise and physical performance. The center also provides education outreach programs for targeted groups with an emphasis on collaborative and cooperative programs with agencies in Arkansas and the region. The center also provides educational experiences for undergraduate and graduate students in the exercise science and kinesiology programs.

Family and Community Institute

Kevin Fitzpatrick, director
MAIN 211
479-575-3777
kfitzpa@uark.edu

Family and Community Institute Website (<http://sociology.uark.edu/3550.php>)

The Family and Community Institute is a joint effort of the University of Arkansas and the Harvey and Bernice Jones Center for Families in Springdale, Arkansas. The institute is a multidisciplinary research center in the J. William Fulbright College of Arts and Sciences that conducts basic and applied research, as well as policy-related studies on the critical issues facing families and communities in the region and the nation. The institute raises funds from federal, state, and private sources and sponsors applied research by faculty and students on the family and the community.

Garrison Financial Institute

Wayne Lee, executive director
RCED 205
479-575-4505

Garrison Financial Institute website (<http://gfi.uark.edu>)

The Garrison Financial Institute is an institute organized within the Sam M. Walton College of Business to advance financial education and knowledge through practice. Its mission is to enhance student learning through experience, foster research that extends and perfects best practices, and contribute to the economic development of the State of Arkansas and the welfare of its citizens. The center was founded in 2005.

Garvan Woodland Gardens

Bob Byers, garden director
550 Arkridge Road, PO Box 22240
Hot Springs National Park, AR 71913
1-800-366-4664
gardeninfo@garvangardens.org

Garvan Woodland Gardens website (<http://www.garvangardens.org>)

Garvan Woodland Gardens is the botanical garden of the University of Arkansas, established in 1993 by an endowment from Mrs. Verna C. Garvan. Her vision is the foundation of the Garden's mission to serve the public and provide teaching and research opportunities for the Department of Landscape Architecture and the Fay Jones School of Architecture and Design.

As early as 1985, the Department of Landscape Architecture was utilizing portions of the 210 acres on Lake Hamilton, in Hot Springs, AR, as a resource to teach local ecology and design principles. Teaching opportunities continue in these areas and currently feature urban forestry, wetland ecology, construction methods and materials, design implementation, and horticulture. Numerous designed features offer case studies for landscape architecture and architecture students as well as professionals, including the Asiatic Garden by David Slawson, a nationally recognized Japanese garden designer, and the Verna C. Garvan Pavilion, by internationally recognized architects Fay Jones and Maurice Jennings.

Research opportunities lie in wetland ecology and constructed wetland design, sustainable design, and therapeutic gardens. Ongoing public programs feature workshops on gardening techniques, bonsai collections, and perennials.

An annual symposium focuses on timely issues affecting the quality of life of people in Arkansas and the nation. Past topics include historic landscape preservation practice in Arkansas and sustainable golf course design.

Garvan Woodland Gardens is a member of the American Association of Botanical Gardens and Arboreta.

High Density Electronics Center

Simon Ang, director
HiDEC/ENRC 700
479-575-4627

HiDEC website (<http://www.hidec.uark.edu>)

The High Density Electronics Center (HiDEC) was established in 1991 as an interdisciplinary research program in advanced electronic packaging technologies, particularly the rapidly developing technology of multichip modules (MCMs), which allow electronic systems to be small, fast, and cheap.

With generous support from the Defense Advanced Research Projects Agency (DARPA), a large clean room was constructed, and an MCM fabrication facility, unique among universities, was installed. Current research programs focus on 3-D electronic packaging, high density laminate substrates, co-fired ceramic substrates for wireless applications, high temperature superconducting (HTSC) tunable filters, micro electromechanical systems (MEMS), and integrated passives development. The program is located in the Department of Electrical Engineering but involves faculty from six departments and more than 25 graduate students. Continuing funding comes from DARPA and several industrial sponsors. Significant national recognition has resulted from work performed at HiDEC.

HiDEC also houses the Center of Excellence for Nano-, Micro-, and Neuro-Electronics, Sensors and Systems (CENNESS).

Information Technology Research Institute

Eric Bradford, managing director
JPHT 409
479-575-4261

Information Technology Research Institute website (<http://itri.uark.edu>)

The Information Technology Research Institute is an interdisciplinary unit for research within the Sam M. Walton College of Business. The mission of the institute is to advance the state of research and practice in the development and use of information technology for enhancing the performance of individuals and organizations; provide a forum for multidisciplinary work on issues related to information technology; promote student interest in the study of information technology; and facilitate the exchange of information between the academic and business communities. The Information Technology Research Institute was established by a grant from the Walton Family Charitable Support Foundation.

Institute for Advanced Data Analytics

David Douglas, co-director
479-575-6114

Wanpracha Chaovalitwongse, co-director
479-575-5857

Mark Arnold, co-director
479-575-3351

Stored data doubles every two to three years and without extracting actionable value from the data, it serves as only an expense. Data analytics are the key to extracting value from the data. The application of analytics is the key basis for competition driving innovation and productivity growth. In response to the demand for this data ecosystem, a number of units on campus are conducting research related to data analytics and big data. The Institute for Advanced Data Analytics takes statistics and analytics to the next level, serving as the catalyst for big data research, innovation, and practice by partnering with organizations seeking solutions to their data problems. The institute's vision is to initiate and facilitate multidisciplinary collaborations among departments, colleges, and industry partners to help solve the emerging data and analytics research problems and implementation opportunities. Faculty and students at the institute work on these problems and opportunities.

Institute for Nanoscience and Engineering

Gregory Salamo, director
NANO 104
479-575-4187

Institute for Nanoscience and Engineering website (<http://nano.uark.edu>)

The Institute for Nanoscience and Engineering is based in the Nanoscale Material Science and Engineering Building, opened in 2011 with the state-of-the-art equipment and clean rooms necessary for building materials one atom at a time. The institute provides an interdisciplinary team of researchers in the fields of physics, engineering, chemistry and biology

whose mission, in part, is to develop businesses in Arkansas based on nanoscience and engineering.

Institute of Food Science and Engineering

Jean-Francois Meullenet, director
Food Science Building
2650 N. Young Ave., Fayetteville, AR 72704
479-575-4040

Institute of Food Science and Engineering website (<http://www.uark.edu/depts/ifse>)

The Institute of Food Science and Engineering and its three technology centers grew from the commitment of the University of Arkansas Division of Agriculture to finding creative ways to bring its expertise and resources to bear on specific problems and issues that affect productivity and growth in the food processing industry, with the mission of strengthening that critical component of the agricultural sector and the entire economy.

The institute assists industry by fostering cooperative, multidisciplinary efforts that provide research to solve problems, technology transfer to put new information to work, and education in skills needed by specific industries. Alliances between the institute and private industry devise solutions to identified problems. This demand-driven approach assures a direct, positive impact on the value-added processing of food products.

The Center for Food Processing and Engineering's primary objective is to facilitate research leading to value-added products and improving the efficiency and effectiveness of the processing of agricultural products. Activities of the Center for Food Safety and Quality seek to maintain or improve the safety of foods through production, harvest, processing, distribution, and storage. The main thrust of the Center for Human Nutrition is to develop new value-added functional foods with elevated levels of health-promoting compounds and ways to motivate people to include generous amounts of these foods in their daily diets. These efforts will assure food safety and improve the sensory and nutritional quality of food to meet the nutritional requirements and food preferences of a changing society.

The offices of the Institute of Food Science and Engineering are located in the Food Science Building at the Arkansas Agricultural Research and Extension Center.

International Center for the Study of Early Asian and Middle Eastern Musics

Rembrandt Wolpert, director
MUSC 201
479-575-4701
ceam@cavern.uark.edu

International Center for the Study of Early Asian and Middle Eastern Musics website (<http://www.uark.edu/ua/eeam>)

The International Center for the Study of Early Asian and Middle Eastern Musics, established in 2000, is a research center located in the Department of Music in the J. William Fulbright College of Arts and Sciences.

The center coordinates the international Tang Music Project and is linked with the Ancient Asian Music Preservation Project of the Library of Congress, a partnership that includes internships at the Library as well as an acquisitions program. The center also functions as the base for graduate training in historical ethnomusicology and related fields, specifically tailored toward early documented repertoires of ritual- and art-music and present day performance practices in historically significant musical traditions of Asia and the Middle East. The recovery of early Asian musics and the design of music-centered algorithms and their implementation in computer programs are central aspects of the center's research and teaching activities. The center works closely with both the Department of Music and the King Fahd Center for Middle East and Islamic Studies in sponsoring lectures, seminars, concerts, and workshops, and it collaborates in developing international ties to other institutions and in promoting student and performing-artist exchanges. For more information, contact Elizabeth Markham or Rembrandt Wolpert at 479-575-4702.

King Fahd Center for Middle East Studies

Todd Shields, interim director
MAIN 202
479-575-2175

King Fahd Center for Middle East Studies website (<http://mest.uark.edu>)

The King Fahd Center for Middle East Studies is an academic and research unit in the J. William Fulbright College of Arts and Sciences. It is an interdisciplinary and interdepartmental area studies center that offers diverse cultural, intellectual, and educational opportunities for the University of Arkansas community. Its functions include the promotion of research and teaching in interdisciplinary Middle East studies and global Islamic studies.

Through the King Fahd Middle East Studies Program, the center offers an undergraduate major in Middle East studies and supports graduate studies in Middle East-related departments and programs. Students of superior ability who are majoring in Middle East studies may apply for MEST scholarships to help fund their studies. The center also supports summer language study and research assistantships for graduate students and teaching and research by visiting scholars from affiliated universities and programs.

Through its core faculty, the center coordinates with university departments to offer a full range of Middle East courses, supports faculty research in Middle East and Islamic studies, engages in outreach activities, and supports an ambitious program of visiting speakers and workshops. The King Fahd Center currently maintains relationships with universities in Saudi Arabia, Jordan, Morocco, Tunisia, and Russia. The center also cooperates with the Aga Khan Humanities Program in Central Asia, the Middle East Institute in Washington, D.C., and the Elijah Center for the Study of Wisdom in World Religions in Jerusalem.

Mack-Blackwell National Rural Transportation Study Center

Heather Nachtmann, director
BELL 4190
479-575-5857

Mack-Blackwell National Rural Transportation Study Center website (<http://mackblackwell.uark.edu>)

The Mack-Blackwell National Rural Transportation Study Center was established by a grant from the U.S. Department of Transportation to provide educational opportunities and conduct research in the area of rural transportation. Additional support is received from the Arkansas Highway and Transportation Department.

The broad objective of the center is to improve the quality of life in rural areas through transportation. The educational objective is to provide graduates qualified to enter the transportation-related professions with the diversity of backgrounds needed to lead transportation development in the 21st century. Although housed within the Department of Civil Engineering, the Mack-Blackwell Center's activities are not limited to engineering. All disciplines related to or impacted by transportation participate in the center's research and educational activities.

Maritime Transportation Research and Education Centers

Heather Nachtmann
MarTREC Director
Bell 4190
Phone: 479-575-6021

martrec@uark.edu

The Maritime Transportation Research and Education Centers' theme is building economic competitiveness through efficient, resilient, and sustainable maritime and multimodal transportation systems. The centers' vision is to be recognized as the nation's premier source for expertise on maritime and multimodal transportation research and education. The MarTREC consortium consists of renowned maritime transportation researchers dedicated to transferable research and inclusive education and workforce development.

Maritime and multimodal transportation research is a national priority that is critical to future economic competitiveness. Waterborne freight directly and indirectly contributes to U.S. economic growth by contributing to economic value, earnings, and employment. The nation's waterways are used to transport approximately 20 percent of America's coal, 22 percent of U.S. petroleum products, and 60 percent of the nation's farm exports. Better information about economic benefits of waterborne freight can inform private and federal investment in port development and infrastructure improvements, which can increase competitive advantages without negatively affecting social and environmental outcomes.

It is anticipated that transportation agencies and private industry will be increasingly challenged to find highly qualified and technically trained employees in the coming years due to increased retirement rates, fewer entrants into the transportation field, and increased competition for skilled labor, engineers, and planners. The U.S. Department of Transportation-funded 21st Century Workforce Development Summit expressed concern that transportation agencies could face a workforce loss up to 50 percent by 2020. MarTREC is dedicated to transportation education and workforce development.

Membrane Research Center

Ranil Wickramasinghe
Director
Bell Engineering 3151

swickram@uark.edu

The mission of the University of Arkansas Membrane Research Center is promotion of educational and training opportunities in membrane science and technology especially for graduate students. Graduate students in the master's and doctoral programs will form the backbone of all research teams at the Membrane Research Center, and graduate students will conduct their thesis research through center projects.

A feature of the center's research projects is that every project will have at least one of the center's industrial sponsors as a project mentor.

The University of Arkansas Membrane Research Center will:

- Conduct fundamental and applied research in the field of membranes via innovative materials and processes to facilitate the use of membrane technology for current and emerging industrial applications.
- Help sustain U.S. technological leadership in membrane materials and membrane-based separation processes and accelerate commercialization by Center sponsors of novel, sustainable and innovative technologies.
- Provide undergraduate, graduate and postdoctoral researchers with a superior educational and research experience that will enable them to become productive and effective professionals in the membrane community.

An underlying emphasis in all of these efforts is the understanding that new membrane technologies will lead to enhanced sustainability in our technological operations.

National Agricultural Law Center

Harrison Pittman, director
WATR 107
479-575-7646
nataglaw@uark.edu

National Agricultural Law Center website (<http://www.NationalAgLawCenter.org>)

The National Agricultural Law Center is a federally funded agricultural law research and information center located at the University of Arkansas School of Law. Created in 1987, the center fulfills its mission by conducting and sponsoring objective and authoritative agricultural and food law research and by providing bibliographic and other resources on agricultural and food law.

The center works closely with the UA School of Law Graduate Program in Agricultural Law, an academic program that awards the Master of Laws degree in Agricultural Law. Selected students in the graduate program serve as research fellows at the center during their residency in the graduate program.

The center is the only one of its kind in the United States and has received national recognition. It recently enhanced its national reach by establishing a collaborative relationship with the Agricultural Law Center at Drake University School of Law in Des Moines, Iowa.

Publications and research assistance are available in print and through the website.

National Center for Reliable Electric Power Transmission

Alan Mantooth, executive director
2055 South Innovation Way
479-575-4838

National Center for Reliable Electric Power Transmission website (<http://ncrept.uark.edu>)

The National Center for Reliable Electric Power Transmission in the College of Engineering is located in a new building at the Arkansas Research and Technology Park. The center seeks to research and develop prototypes of advanced power electronics systems for applications in the power grid, including both protection and storage devices.

The center also serves as a test facility for advanced power electronic circuit and package designs for distribution-level voltages and high currents. The center is a unique educational resource for students interested in working in the power utility and power electronics sectors.

National Office of Research, Measurement, and Evaluation Systems

Sean Mulvenon, director
WAAX 302
479-575-5593
orme@cavern.uark.edu

The Office of Research, Measurement, and Evaluation, organized in 1998, is a research and service unit in the College of Education and Health Professions in the Department of Curriculum and Instruction. Its mission includes the analysis and dissemination of data to facilitate school improvement and reform in Arkansas. The faculty and staff of the office offer expertise in the areas of educational statistics, test and measurement theory, research design, standardized assessment, program evaluation, and policy analysis. The mission of the office is to conduct targeted educational research, drawing on the talents of faculty from several disciplines. The research conducted through the office addresses significant issues affecting the educators and students of the public schools of the state.

Office for Studies on Aging

Michelle Gray and Barbara Shadden, co-directors
HPER 321X
479-575-5262
aging@uark.edu

Office for Studies on Aging website (<http://coehp.uark.edu/osa>)

The Office for Studies on Aging in the College of Education and Health Professions was established in August 1999 to coordinate the resources of the university in addressing the needs of the aging population in Arkansas and beyond. The office was developed to be the center for research and study of the physical, social, and psychological aspects of the aging process drawing on a host of disciplines across campus. The office conducts research, provides services, and acts as an interface between the university and the variety of service modalities for the aging population. Initial efforts of the office are directed toward a variety of

issues facing older Americans to provide meaningful solutions so that the process of aging is a positive experience, both emotionally and physically.

Office of Education Policy

Gary Ritter, director
201 Graduate Education Building
479-575-3773

www.officeforeducationpolicy.org (<http://www.officeforeducationpolicy.org>)

The Office of Education Policy serves as a resource to state lawmakers, educators, administrators, and other leaders, providing them with current national, state, and regional research in education to support them in thoughtful decision-making concerning K-12 education in the state of Arkansas. The Office of Education Policy strives to look at pressing issues through the lens of academic research, bridging the gap between research and practice.

Resiliency Center

Marty Matlock
Executive Director for the Resiliency Center
Vol Walker Hall, suite 120
mmatlock@uark.edu

The mission of the University of Arkansas Resiliency Center, established in 2018, is to inspire current generations to better understand the interconnectedness of economic, social, and environmental systems; to integrate this understanding into knowledge and technological innovation through interdisciplinary research; and to transform the systems upon which our prosperity depends, to make our region, state, and world more resilient and sustainable.

The goal of the center will be to expand understanding of the resilient elements of food, water and urban systems that support economic and social prosperity for Arkansas and the world. The center will focus on the challenge of food and water systems to support human prosperity across local to global scales, and community design to support human health and community resilience. The Resiliency Center will leverage existing global research leadership within the University of Arkansas by strategic partnerships with business and industry supply chains to create more responsive and implementable solutions to complex challenges at the interface of food, water, and logistics.

The center will serve as a focal point for investigating new ways to quantify complex local-to-global processes that govern food, water and urban systems. The Resiliency Center will achieve this goal by coordinating interdisciplinary education, research, and outreach in food, water, and urban systems, with a focus on solving local problems that have global applications.

Small Business and Technology Development Center

Larry Brian, director
RCED 210
479-575-5148

Small Business and Technology Development Center website (<http://sbtfdc.uark.edu>)

The Walton College Arkansas Small Business and Technology Development Center is part of a national network of more than 1,000

small business development centers that provide small business training seminars, as well as free market research and consulting services from three full-time business consultants to startup and existing small businesses. The Arkansas system also provides the services of a free innovation and technology consultant for the state. The Walton College center operates as a regional office of the Arkansas Small Business and Technology Development Center half funded by the United States Small Business Administration and the Walton College located in the Donald W. Reynolds Center for Enterprise Development.

The Arkansas system serves all of Arkansas through the University of Arkansas at Little Rock's lead center and six regional offices located on college campuses throughout the state of Arkansas. Any for-profit small business intending to locate or currently located within the Walton College center's service area may receive free assistance. This center serves the following counties: Benton, Boone, Carroll, Madison, Marion, Newton, Searcy, and Washington.

Supply Chain Management Research Center

John Kent, director
WJWH 544
479-575-6107
jkent@walton.uark.edu

Supply Chain Management Research Center website (<http://scmr.uark.edu>)

The Supply Chain Management Research Center at the Sam M. Walton College of Business sponsors and promotes supply chain, logistics, and transportation research and education. Center faculty view the supply chain as the channel that integrates business processes from suppliers through end users, providing value-added products, services, and information. Supply chain management incorporates both inter- and intra-company logistics, transportation, and management systems.

The center undertakes research and training in all aspects of the supply chain. It has sponsored research on vendor-managed inventory, trained salespersons and developed systems for material requirements planning, and simulated supply chains for logistics executives. The center has a broad range of interests and capabilities and has close ties to and cooperative programs within the Walton College, such as the Center for Retail Excellence, the Information Technology Research Center and other centers at the university, such as the Logistics Institute in the College of Engineering. The Supply Chain Management Research Center is unique in that its capabilities span the technical and managerial arenas of supply chain management.

The center's Board of Directors includes representatives of firms such as ABF Freight Systems, American Freightways, Colgate-Palmolive, Federal Express, J.B. Hunt Transport, Pillsbury, Sunbeam, Tyson Foods, Unilever HPC, and Wal-Mart. The Board of Directors, along with notable supply chain professionals from business and academia, meet annually to discuss the state of the art in supply chain management and to provide advice and direction for the center.

For additional information about the Supply Chain Management Research Center at the Sam M. Walton College of Business contact the center at 479-575-7334.

Terrorism Research Center

Brent L. Smith, director

MAIN 228
479-575-3401
bls@uark.edu

Terrorism Research Center website (<http://trc.uark.edu>)

The Terrorism Research Center in the J. William Fulbright College of Arts and Sciences houses the American Terrorism Study, the nation's only comprehensive longitudinal database on American terrorism. Conducted in cooperation with the Federal Bureau of Investigation and sponsored by the U.S. Senate Judiciary Committee, the American Terrorism Study provides a record of federal terrorism cases resulting from indictment under an FBI "terrorism enterprise" investigation from 1980 to the present. The center is also engaged in several projects examining the spatial and temporal dimensions of terrorism, precursor and preparatory terrorist crimes, and prosecutorial and defense strategies in terrorism trials. The center's research is funded by the Department of Homeland Security through the Memorial Institute for the Prevention of Terrorism and the Department of Justice through the National Institute of Justice.

Tesseract Center for Immersive Environments and Game Design

David Fredrick, director
J.B. Hunt Center for Academic Excellence, Room 255
479-308-8362
tesseract.uark.edu

The core mission of the Tesseract Center is to create immersive, real-time visualization environments and serious games for instruction and research. The center will be fundamentally interdisciplinary, with collaborative projects and affiliated faculty from colleges across the University of Arkansas campus. The center provides the infrastructure to develop and support new academic endeavors including new academic and outreach programs, as well as an engine for innovation, entrepreneurship, and economic development through the creation of intellectual property and the fostering of connections with industry and corporations.

Tyson Center for Faith and Spirituality in the Workplace

WJWH 518
479-575-3721
jan002@uark.edu

Tyson Center for Faith and Spirituality in the Workplace website (<http://tfs.w.uark.edu>)

The center's vision is to be recognized as an international center networked with other international centers, where students, academics, practitioners, business leaders and faith leaders come together to understand the effects of faith and spirituality in the workplace and develop methodologies to help transform organizations in a way that has a positive impact on the world. The center teaches courses on faith and spirituality in the workplace, provides resources to businesses and community, and maintains a database of relevant research, including conducting its own case studies.

The Tyson Center for Faith and Spirituality in the Workplace was established by a grant from Tyson Foods Inc. and the Tyson Family Foundation in 2009.

Graduate Catalog

Welcome to the University of Arkansas

This catalog of studies is a comprehensive reference for your years of graduate study – a list of courses and degrees offered through the Graduate School at the University of Arkansas. It offers valuable information such as suggested and required degree plans and information about costs, scholarships and financial assistance, and campus resources. Read it with pleasure and with care.

The University of Arkansas is committed to your success. The faculty and staff are here to support you as you work to achieve your goals. Ask for help and advice whenever you need it. Take every opportunity to consult your academic adviser to ensure that you are taking advantage of courses and university resources that will help you reach your educational and career goals and graduate on time.

The University of Arkansas provides educational opportunities to all qualified students regardless of their economic or social status and will not discriminate on the basis of race, color, sex, creed, sexual orientation, disability, veteran's status, age, marital or parental status, or national origin.

Contact Information

See the University of Arkansas Directory (<http://directory.uark.edu>) for a more comprehensive directory of offices and personnel.

Admissions

Undergraduate Admissions	232 Silas H. Hunt Hall	479-575-5346
School of Law Admissions	110 Waterman Hall	479-575-3102
Graduate School Admissions	213 Gearhart Hall	479-575-6246
International Admissions	213 Gearhart Hall	479-575-6246

Campus Tours & Visits

Office of Admissions	232 Silas H. Hunt Hall	479-575-5346
Graduate School Admissions	213 Gearhart Hall	479-575-6246

Deans' Offices

Honors College	244 Ozark Hall	479-575-7678
Dale Bumpers College of Agricultural, Food and Life Sciences	E-202 Agricultural, Food and Life Sciences Bldg	479-575-2252
Fay Jones School of Architecture	Vol Walker Hall	479-575-4945
J. William Fulbright College of Arts & Sciences	525 Old Main	479-575-4801
Sam M. Walton College of Business	301 Business Building	479-575-5949
College of Education and Health Professions	324 Graduate Education Bldg.	479-575-3208
College of Engineering	4183 Bell Engineering Center	479-575-6012
Graduate School and International Education	213 Gearhart Hall	479-575-4401
School of Law	110 Waterman Hall	479-575-5601

Enrollment Services

Vice Provost of Enrollment and Dean of Admissions	232 Silas H. Hunt Hall	479-575-3771
---	------------------------	--------------

Fee Payments

Student Accounts	Arkansas Union Room 213	479-575-5651
------------------	-------------------------	--------------

Financial Aid and Scholarships

Office of Financial Aid	114 Silas H. Hunt Hall	479-575-3806
Academic Scholarship Office	101 Old Main	479-575-4464

Greek Life

Walton Hall	Charles and Cappy Whiteside Greek Life Center	479-575-5001
-------------	---	--------------

Honors Programs

Honors College	244 Gearhart Hall	479-575-7678
Dale Bumpers College of Agricultural, Food and Life Sciences	Dean's Office AFLS E-202	479-575-2252
Fay Jones School of Architecture	Vol Walker Hall	479-575-4945
J. William Fulbright College of Arts & Sciences	517 Old Main	479-575-2509

Sam M. Walton College of Business	WCOB 328	479-575-4622
College of Education and Health Professions	Office of the Associate Dean, GRAD 317	479-575-4205
College of Engineering	BELL 3189	479-575-5412

Housing

University Housing	410 Arkansas Avenue	479-575-3951
--------------------	---------------------	--------------

International Students

International Admissions	213 Gearhart Hall	479-575-6246
International Students and Scholars	104 Holcombe Hall	479-575-5003

New Undergraduate Student Orientation

Admissions	232 Silas H. Hunt Hall	479-575-4200
------------	------------------------	--------------

Registration

Office of the Registrar	Main Office: 141 Uptown East (UPTE)	479-575-5451
	Campus Office: 146 Silas H. Hunt Hall (HUNT)	479-575-5451

ROTC

Air Force ROTC	319 Memorial Hall	479-575-3651
Army ROTC	207 Military Science Building	479-575-4251

Self-Paced Online Courses

Correspondence Courses

Global Campus, School for Continuing Education and Academic Outreach	2 E. Center St., Fayetteville	479-575-3647
Toll Free		1-800-638-1217

Student Affairs

Vice Provost for Student Affairs and Dean of Students	325 Administration Building	479-575-5007
---	-----------------------------	--------------

Testing (ACT, CLEP, LSAT, GRE, etc.)

Toll-Free Number		1-800-377-8632
------------------	--	----------------

The following offices may be reached by dialing this toll-free number between 8 a.m. and 4:30 p.m. each weekday:

- Office of Admissions (undergraduate)
- Office of Scholarships and Financial Aid
- New Undergraduate Student Orientation

Transcripts, Academic Records

Office of the Registrar	Main Office: 141 Uptown East (UPTE)	479-575-5451
	Campus Office: 146 Silas H. Hunt Hall (HUNT)	479-575-5451

University Switchboard

University Switchboard 479-575-2000

Veterans Affairs

Veterans Resource and Information 632 Arkansas Union 479-575-8742
Center

University of Arkansas

An office and building address from 1 University of Arkansas Area
above Fayetteville, AR 72701 Code: 479

Programs of Study

The following graduate fields of study are offered by the Graduate School and the Graduate School of Business at the University of Arkansas:

Department of Accounting (ACCT)

- Master of Accountancy (p. 365) (ACCTMA)
- Ph.D. in Business Administration (p. 365) (ACCTPH)

Department of Agricultural Education, Communications, and Technology (AECT)

- M.S. in Agricultural & Extension Education (p. 54) (AEEDMS)

Department of Agricultural Economics and Agribusiness (AEAB)

- M.S. in Agricultural Economics (p. 49) (AGECMS)

Dale Bumpers College of Agricultural, Food and Life Sciences (AFLD)

- M.S. in Food Safety (p. 56) (FDFSMS)
- Ph.D. in Plant Science (p. 263) (PTSC) (interdisciplinary)

Department of Animal Science (ANSC)

- M.S. in Animal Science (p. 56) (ANSCMS)
- Ph.D. in Animal Science (p. 56) (ANSCPH)

Department of Anthropology (ANTH)

- M.A. in Anthropology (p. 60) (ANTHMA)
- Ph.D. in Anthropology (p. 60) (ANTHPPH)

School of Art (ARTS)

- M.F.A. in Art (p. 64) (ARTMFA)

Fulbright College of Arts and Sciences (ARSD)

- M.A. in Comparative Literature and Cultural Studies (p. 111) (CLCSMA) (interdisciplinary)
- Ph.D. in Comparative Literature and Cultural Studies (p. 111) (CLCSPH) (interdisciplinary)

Department of Biological and Agricultural Engineering (BAEG)

- M.S.B.E. in Biological Engineering (p. 76) (BENGMS)
- M.S.En.E. in Environmental Engineering (p. 171), in collaboration with Civil Engineering
- Ph.D. in Engineering (p. 157) (BENGPH)

Department of Biological Sciences (BISC)

- M.S. in Biology (p. 71) (BIOLMS)
- Ph.D. in Biology (p. 71) (BIOLPH)

Department of Biomedical Engineering (BMEG)

- M.S.B.M.E. in Biomedical Engineering (p. 80) (BMEGMS)
- Ph.D. in Engineering (p. 157) (BMEGPH)

Graduate School of Business

- M.Acc. in Accounting (p. 365)
- M.A. in Economics (p. 376)
- M.B.A. in Business Administration (p. 369)
- M.B.A./J.D. (p. 369), dual degree
- M.B.A./M.P.S. (p. 369) dual degree
- M.I.S. in Information Systems (p. 381)
- Ph.D. in Business Administration (p. 369)
- Ph.D. in Economics (p. 376)
- Graduate Certificates (non-degree) in the following:
 - Business (p. 369)
 - Enterprise Systems (p. 381)
 - Entrepreneurship (p. 369)

Ralph E. Martin Department of Chemical Engineering (CHEG)

- M.S.Ch.E. in Chemical Engineering (p. 87) (CHEGMS)
- Ph.D. in Engineering (p. 157) (CHEGPH)

Department of Chemistry & Biochemistry (CHBC)

- M.S. in Chemistry (p. 89) (CHEMMS)
- Ph.D. in Chemistry (p. 89) (CHEMPH)

Department of Civil Engineering (CVEG)

- M.S.C.E. in Civil Engineering (p. 93) (CVEGMS)
- M.S.En.E. in Environmental Engineering (p. 171) (ENEGMS)
- Ph.D. in Engineering (p. 157) (CVEGPH)

Department of Communication (COMM)

- M.A. in Communication (p. 103) (COMMMA)

Department of Computer Science & Computer Engineering (CSCE)

- M.S. in Computer Science (p. 118) (CSCEMS)
- MS.Cmp.E. in Computer Engineering (p. 118) (CENGMS)
- Ph.D. in Computer Science (p. 118) (CSCEPH)
- Ph.D. in Engineering (p. 157) (CENGPH)

Department of Crop, Soil and Environmental Sciences (CSES)

- M.S. in Crop, Soil & Environmental Sciences (p. 130) (CSESMS)
- Ph.D. in Crop, Soil & Environmental Sciences (p. 130) (CSESPH)

Department of Curriculum and Instruction (CIED)

- M.A.T. in Elementary Education (p. 154) (ELEDMA)
- M.A.T. in Teacher Education (p. 317) (EDUCMA)
- M.Ed. in Career and Technical Education (p. 83) (CATEME)
- M.Ed. in Curriculum and Instruction (p. 132) (CIEDME)
- M.Ed. in Educational Leadership (p. 144) (EDLEME)
- M.Ed. in Educational Technology (p. 147) (ETECME)
- M.Ed. in Elementary Education (p. 154) (ELEDME)
- M.Ed. in Special Education (p. 306) (SPEDME)

- M.Ed. in Teaching English to Speakers of Other Languages (p. 320) (TESLME)
- Ed.S. in Curriculum and Instruction (p. 132) (CIEDES)
- Ed.S. in Educational Leadership (p. 144) (EDLEES)
- Ed.D. in Educational Leadership (p. 144) (EDLEED)
- Ph.D. in Curriculum and Instruction (p. 132) (CIEDPH)
- Graduate Certificates (non-degree) in the following:
 - Applied Behavior Analysis (p. 306) (APBAGC)
 - Arkansas Curriculum/Program Administrator (p. 144) (ACPAMC)
 - Autism Spectrum Disorders (p. 306) (AUTSGC)
 - Building-Level Administration (p. 144) (PSBLMC)
 - District-Level Administration (p. 337) (PSDLMC)
 - K-12 Online Teaching (p. 147) (ETECCG)
 - STEM Education for Early Childhood (p. 344) (K-4) (STEMGC)

Department of Economics (ECON)

- M.A. in Economics (p. 376) (ECONMA)
- Ph.D. in Economics (p. 376) (ECONPH)

Department of Education Reform (EDRE)

- Ph.D. in Education Policy (p. 143) (EDPOPH)

Department of Electrical Engineering (ELEG)

- M.S.E.E. in Electrical Engineering (p. 149) (ELEGMS)
- Ph.D. in Engineering (p. 157) (ELEGPH)

College of Engineering (ENGR)

- M.S.E. in Engineering (p. 157) (ENGRME)
- Ph.D. in Engineering (p. 157) (ENGRPH)

Department of English (ENGL)

- M.A. in English (p. 158) (ENGLMA)
- M.F.A. in Creative Writing (p. 128) (CRWRMF)
- Ph.D. in English (p. 158) (ENGLPH)
- Graduate Certificate (non-degree) in Technical Writing and Public Rhetorics (p. 158) (TWRHGC)

Department of Entomology (ENTO)

- M.S. in Entomology (p. 166) (ENTOMS)
- Ph.D. in Entomology (p. 166) (ENTOPH)

Department of Finance (FINN)

- Ph.D. in Business Administration (p. 369) (BADMPH)

Department of Food Science (FDSC)

- M.S. in Food Science (p. 172) (FDSCMS)
- Ph.D. in Food Science (p. 172) (FDSCPH)

Department of Geosciences (GEOS)

- M.S. in Geography (p. 176) (GEOGMS)
- M.S. in Geology (p. 176) (GEOOLMS)
- Ph.D. in Geosciences (p. 176) (GEOSPH)
- Graduate Certificate in Geospatial Technologies (p. 176) (GISTGC)

Department of Health, Human Performance and Recreation (HHRP)

- M.A.T. in Athletic Training (p. 183) (ATTRMA)
- M.Ed. in Physical Education (p. 255) (PHEDME)
- M.Ed. in Recreation and Sport Management (p. 284) (RESMME)
- M.S. in Community Health Promotion (p. 108) (CHLPMS)
- M.S. in Kinesiology (p. 212) (KINSMS)
- O.T.D. in Clinical Occupational Therapy (p. 97) (OTPDDP)
- Ph.D. in Community Health Promotion (p. 108) (CHLPPH)
- Ph.D. in Health, Sport and Exercise Science (p. 543) (HSESPH)
- Ph.D. in Kinesiology (p. 212) (KINSPH)

Department of History (HIST)

- M.A. in History (p. 189) (HISTMA)
- Ph.D. in History (p. 189) (HISTPH)

Department of Horticulture (HORT)

- M.S. in Horticulture (p. 197) (HORTMS)
- See also Ph.D. in Plant Science (p. 263)

School of Human Environmental Sciences (HESC)

- M.S. in Human Environmental Science (p. 199) (HESCMS)

Department of Industrial Engineering (INEG)

- M.S. in Engineering Management (p. 156) (EMGTMS)
- M.S.I.E. in Industrial Engineering (p. 205) (INEGMS)
- M.S.O.M in Operations Management (p. 246) (OPMGMS)
- Ph.D. in Engineering (p. 157) (INEGPH)

Interdepartmental Degree Program

- Ph.D. in Food Science (p. 172) (ANSC, FDSC, HESC, HORT)

Interdisciplinary Studies that span colleges

- M.Des. in Design Studies (p. 142) (DSGNMDS)
- M.S. in Cell & Molecular Biology (p. 84) (CEMBMS)
- M.S. in Microelectronics-Photonics (p. 220) (MEPHMS)
- M.S. in Space & Planetary Sciences (p. 302) (SPACMS)
- M.S. in Statistics and Analytics (p. 315) (STANMS)
- Ph.D. in Cell & Molecular Biology (p. 84) (CEMBPH)
- Ph.D. in Environmental Dynamics (p. 168) (ENDYPH)
- Ph.D. in Microelectronics-Photonics (p. 220) (MEPHPH)
- Ph.D. in Public Polic (p. 278)y (PUBPPH)
- Ph.D. in Space & Planetary Sciences (p. 302) (SPACPH)
- Graduate Certificates
 - African and African American Studies (p. 331) (AASTGC)
 - Cross-Sector Alliances (p. 336) (CSALGC)
 - Sustainability (p. 344) (SUSTGC)

Department of Information Systems (ISYS)

- M.I.S. in Information Systems (p. 381) (INSYMI)
- Ph.D. in Business Administration (p. 381) (ISYSYPH)

School of Journalism and Strategic Media (JOUR)

- M.A. in Journalism (p. 209) (JOURMA)

Department of Management (MGMT)

- Ph.D. in Business Administration (p. 386) (MGMPH)
- Graduate Certificate in Entrepreneurship (p. 369) (ENTRGC)

Department of Marketing (MKTG)

- Ph.D. in Business Administration (p. 388) (MKTGPH)

Department of Mathematical Sciences (MASC)

- M.A. in Secondary Mathematics (p. 213) (SMTHMA)
- M.S. in Mathematics (p. 213) (MATHMS)
- Ph.D. in Mathematics (p. 213) (MATHPH)

Department of Mechanical Engineering (MEEG)

- M.S.M.E. in Mechanical Engineering (p. 217) (MEEGMS)
- Ph.D. in Engineering (p. 157) (MEEGPH)

Department of Music (MUSC)

- M.M. in Music (p. 226) (MUSCMM)
- Graduate Certificate
 - Advanced Instrumental Performance (p. 226) (non-degree) (MUSCGC)

School of Nursing (NURS)

- M.S.N. in Nursing (p. 237) (NURSMS)
- D.N.P. in Nursing (p. 237) (NURSDP)

Program in Operations Management (OPMG)

- M.S.O.M. in Operations Management (p. 246) (OPMGMS)
- Graduate Certificate
 - Project Management (p. 343) (OMPMGC)

Department of Philosophy (PHIL)

- M.A. in Philosophy (p. 252) (PHILMA)
- Ph.D. in Philosophy (p. 252) (PHILPH)

Department of Physics (PHYS)

- M.S. in Physics (p. 256) (PHYSMS)
- Ph.D. in Physics (p. 256) (PHYSPH)

Department of Plant Pathology (PLPA)

- M.S. in Plant Pathology (p. 261) (PLPAMS); See also Ph.D. in Plant Science (p. 263)

Department of Political Science (PLSC)

- M.A. in Political Science (p. 266) (PLSCMA)
- M.P.A. in Public Administration (p. 276) (PADMMP)
- J.D./M.A. Program (p. 267), dual degree
- J.D./M.P.A. Program (p. 277), dual degree

Department of Poultry Science (POSC)

- M.S. in Poultry Science (p. 270) (POSCMS)
- Ph.D. in Poultry Science (p. 270) (POSCPH)

Department of Psychological Science (PSYC)

- M.A. in Psychology (p. 273) (PSYCMA)
- Ph.D. in Psychology (p. 273) (PSCYPH)

Department of Rehabilitation, Human Resources, and Communication Disorders (RHRC)

- M.Ed. in Adult and Lifelong Learning (p. 46) (ADLLME)
- M.Ed. in Higher Education (p. 186) (HIEDME)
- M.Ed. in Human Resource and Workforce Development Education (p. 202) (HRWDME)
- M.S. in Communication Disorders (p. 106) (CDISMS)
- M.S. in Counseling (p. 123) (CNSLMS)
- Ed.D. in Adult and Lifelong Learning (p. 46) (ADLLED)
- Ed.D. in Higher Education (p. 186) (HIEDED)
- Ed.D. in Human Resource and Workforce Development Education (p. 202) (HRWDED)
- Ph.D. in Counselor Education (p. 123) (CNEDPH)
- Ph.D. in Educational Statistics and Research Methods (p. 338) (ESRMPH)
- Graduate Certificates (non-degree) in the following:
 - Educational Measurement (p. 338) (EDMEMC)
 - Educational Program Evaluation (p. 338) (EDEVMC)
 - Educational Psychology (p. 338) (EDPSMC)
 - Educational Statistics and Research Methods (p. 338) (EDSTMC)

School of Social Work (SCWK)

- M.S.W. in Social Work (p. 295) (SCWKMS)
- See also the J.D./M.S.W. dual degree (p. 296) program

Department of Sociology and Criminology (SOCI)

- M.A. in Sociology (p. 299) (SOCIMA)

Department of Supply Chain Management

- Ph.D. in Business Administration (p. 389) (BADMPH)

Department of Theatre (THTR)

- M.F.A. in Theatre (p. 321) (THTRMF)

Department of World Languages, Literatures and Cultures (WLLC)

- M.A. in World Languages (p. 324) (MLANMA)
- M.A. in Spanish (p. 324) (SPANMA)

University of Arkansas Clinton School of Public Service (UACS)

- M.P.S. in Public Service (p. 102) (UACSMP)
- See also the M.B.A./M.P.S. dual degree (p. 369) program

The following master's programs and specialist fields of study are offered by the Graduate School and the Graduate School of Business at the University of Arkansas:

- Accounting (p. 365), M.Acc. (ACCTMA)

- Adult and Lifelong Learning (p. 46), M.Ed. (ADLLME)
- Agricultural and Extension Education (p. 54), M.S. (AEEDMS)
- Agricultural Economics (p. 49), M.S. (AGECMS)
- Agricultural, Food and Life Sciences (p. 56), M.S. (AFLSMS)
- Animal Science (p. 56), M.S. (ANSCMS)
- Anthropology (p. 60), M.A. (ANTHMA)
- Art (p. 64), M.F.A. (ARTMFA)
- Athletic Training (p. 183), M.AT. (ATTRMA)
- Biological Engineering (p. 76), M.S.B.E. (BENGMS)
- Biology (p. 71), M.S. (BIOLMS)
- Biomedical Engineering (p. 80), M.S.B.M.E. (BMEGMS)
- Career and Technical Education (p. 83), M.Ed. (CATEME)
- Cell and Molecular Biology (p. 84), M.S. (CEMBMS)
- Chemical Engineering (p. 87), M.S.Ch.E. (CHEGMS)
- Chemistry (p. 89), M.S. (CHEMMS)
- Civil Engineering (p. 93), M.S.C.E. (CVEGMS)
- Communication (p. 103), M.A. (COMMMMA)
- Communication Disorders (p. 106), M.S. (CDISMS)
- Community Health Promotion (p. 108), M.S. (CHLPMS)
- Comparative Literature and Cultural Studies (p. 111), M.A. (CLCSMA)
- Computer Science (p. 118), M.S. (CSCEMS)
- Computer Engineering (p. 118), MS.Cmp.E. (CENGMS)
- Counseling (p. 123), M.S. (CNSLMS)
- Creative Writing (p. 128), M.F.A. (CRWRMF)
- Crop, Soil and Environmental Sciences (p. 130), M.S. (CSESMS)
- Curriculum and Instruction (p. 132), M.Ed. (CIEDME)
- Curriculum & Instruction (p. 132), Ed.S. (CIEDES)
- Design Studies (p. 142), M.Des. (DSGNMDS)
- Economics (p. 376), M.A. (ECONMA)
- Educational Leadership (p. 144), M.Ed. (EDLEME)
- Educational Leadership (p. 144), Ed.S. (EDLEES)
- Educational Technology (p. 147), M.Ed. (ETECME)
- Electrical Engineering (p. 149), M.S.E.E. (ELEGMS)
- Elementary Education (p. 154), M.A.T. (ELEDMA)
- Elementary Education (p. 154), M.Ed. (ELEDME)
- Engineering (p. 157), M.S.E. (ENGRME)
- Engineering Management (p. 156), (EMGTMS)
- English (p. 158), M.A. (ENGLMA)
- Entomology (p. 166), M.S. (ENTOMS)
- Environmental Engineering (p. 171), M.S.En.E. (ENEGMS)
- Food Safety (p. 56), M.S. (FDFSMS)
- Food Science (p. 172), M.S. (FDSCMS)
- French (p. 324), M.A. (FRENMA)
- Geography (p. 176), M.S. (GEOGMS)
- Geology (p. 176), M.S. (GEOLMS)
- German (p. 324), M.A. (GERMMA)
- Higher Education (p. 186), M.Ed. (HIEDED)
- History (p. 189), M.A. (HISTMA)
- Horticulture (p. 197), M.S. (HORTMS)
- Human Environmental Science (p. 199), M.S. (HESCMS)
- Human Resource and Workforce Development Education (p. 202), M.Ed. (HRWDME)
- Industrial Engineering (p. 205), M.S.I.E. (INEGMS)
- Information Systems (p. 381), M.I.S. (INSYMI)
- Journalism (p. 209), M.A. (JOURMA)
- Kinesiology (p. 212), M.S. (KINSMS)
- Mathematics (p. 213), M.S. (MATHMS)
- Mechanical Engineering (p. 217), M.S.M.E. (MEEGMS)
- Microelectronics-Photonics (p. 220), M.S. (MEPHMS)
- Music (p. 226), M.M. (MUSCMM)
- Nursing (p. 237), M.S.N. (NURSMS)
- Operations Management (p. 246), M.S.O.M (OPMGMS)
- Philosophy (p. 252), M.A. (PHILMA)
- Physical Education (p. 255), M.Ed. (PHEDME)
- Physics (p. 256), M.S. (PHYSMS)
- Plant Pathology (p. 261), M.S. (PLPAMS)
- Political Science (p. 266), M.A. (PLSCMA)
- J.D./M.A. dual degree (p. 267), Political Science Program
- Public Administration (p. 276), M.P.A. (PADMMP)
- J.D./M.P.A. dual degree (p. 277), Public Administration Program
- Public Service (p. 102), M.P.S. (UACSMP)
- Poultry Science (p. 270), M.S. (POSCMS)
- Psychology (p. 273), M.A. (PSYCMA)
- Recreation and Sport Management (p. 284), M.Ed. (RECRME)
- Secondary Mathematics (p. 213), M.A. (SMTHMA)
- Social Work (p. 295), M.S.W. (SCWKMS)
- J.D./M.S.W. dual degree (p. 296), Social Work Program
- Sociology (p. 299), M.A. (SOCIMA)
- Space and Planetary Sciences (p. 302), M.S. (SPACMS)
- Spanish (p. 324), M.A. (SPANMA)
- Special Education (p. 306), M.Ed. (SPEDME)
- Statistics and Analytics (p. 315), M.S. (STANMS)
- Teacher Education (p. 317), M.A.T. (EDUCMA)
- Teaching Education to Speakers of Other Languages (p. 320) (TESLME)
- Theatre (p. 321), M.F.A. (THTRMF)

The following doctoral programs are offered by the Graduate School and the Graduate School of Business at the University of Arkansas:

Department of Accounting

- Ph.D. in Business Administration (p. 365) (BADMPH)

Department of Animal Science

- Ph.D. in Animal Science (p. 56) (ANSCPH)

Department of Anthropology

- Ph.D. in Anthropology (p. 60) (ANTHPH)

Department of Biological & Agricultural Engineering (BAEG)

- Ph.D. in Engineering (p. 76) (BENGPH)

Department of Biological Sciences (BISC)

- Ph.D. in Biology (p. 71) (BIOLPH)

Department of Biomedical Engineering (BMEG)

- Ph.D. in Engineering (p. 80) (BMEGPH)

Graduate School of Business

- Ph.D. in Business Administration (p. 369)
- Ph.D. in Economics (p. 376)

Department of Chemical Engineering (CHEG)

- Ph.D. in Chemical Engineering (p. 87) (CHEGPH)

Department of Chemistry & Biochemistry (CHBC)

- Ph.D. in Chemistry (p. 89) (CHEMPH)

Department of Civil Engineering (CVEG)

- Ph.D. in Engineering (p. 93) (CVEGPH)

Department of Computer Science & Computer Engineering (CSCE)

- Ph.D. in Computer Science (p. 118) (CSCEPH)
- Ph.D. in Engineering (p. 118) (CENGPH)

Department of Crop, Soil & Environmental Sciences (CSES)

- Ph.D. in Crop, Soil & Environmental Sciences (p. 130) (CSESPH)

Department of Curriculum & Instruction (CIED)

- Ed.D. in Educational Leadership (p. 144) (EDLEED)
- Ph.D. in Curriculum & Instruction (p. 132) (CIEDPH)

Department of Economics (ECON)

- Ph.D. in Economics (p. 376) (ECONPH)

Program in Educational Statistics & Research Methods (ESRM)

- Ph.D. in Educational Statistics & Research Methods (p. 338) (ESRMPH)

Department of Education Reform (EDRE)

- Ph.D. in Education Policy (p. 143) (EDPOPH)

Department of Electrical Engineering (ELEG)

- Ph.D. in Electrical Engineering (p. 149) (ELEGPH)

College of Engineering (ENGR)

- Ph.D. in Engineering (p. 157) (ENGRPH)

Department of English (ENGL)

- Ph.D. in English (p. 158) (ENGLPH)

Department of Entomology (ENTO)

- Ph.D. in Entomology (p. 166) (ENTOPH)

Department of Finance (FINN)

- Ph.D. in Business Administration (p. 379) (BADMPH)

Department of Food Science (FDSC)

- Ph.D. in Food Science (p. 172) (FDSCPH)

Department of Geosciences (GEOS)

- Ph.D. in Geosciences (p. 176) (GEOSPH)

Department of Health, Human Performance and Recreation (HHRP)

- O.T.D. in Clinical Occupational Therapy (p. 97) (OTPDDP)
- Ph.D. in Community Health Promotion (p. 108) (CHLPPH)
- Ph.D. in Health, Sport and Exercise Science (p. 543) (HSEHPH)
- Ph.D. in Kinesiology (p. 212) (KINSPH)

Department of History (HIST)

- Ph.D. in History (p. 189) (HISTPH)

Department of Industrial Engineering (INEG)

- Ph.D. in Engineering (p. 205) (INEGPH)

Interdepartmental Degree Program

- Ph.D. in Food Science (p. 172) (ANSC, FDSC, HESC, HORT)

Interdisciplinary Studies

- Ph.D. in Cell and Molecular Biology (p. 84) (CEMBPH)
- Ph.D. in Comparative Literature and Cultural Studies (p. 111) (CLCSPH)
- Ph.D. in Environmental Dynamics (p. 168) (ENDYPH)
- Ph.D. in Microelectronics-Photonics (p. 220) (MEPHPH)
- Ph.D. in Plant Science (p. 263) (PTSCPH)
- Ph.D. in Public Policy (p. 278) (PUBPPH)
- Ph.D. in Space & Planetary Sciences (p. 302) (SPACPH)

Department of Information Systems (ISYS)

- Ph.D. in Business Administration (p. 381) (BADMPH)

Department of Management (MGMT)

- Ph.D. in Business Administration (p. 386) (BADMPH)

Department of Marketing (MKTG)

- Ph.D. in Business Administration (p. 388) (BADMPH)

Department of Mathematical Sciences (MASC)

- Ph.D. in Mathematics (p. 213) (MATHPH)

Department of Mechanical Engineering (MEEG)

- Ph.D. in Engineering (p. 217) (MEEGPH)

Eleanor Mann School of Nursing

- D.N.P. in Nursing (p. 237) (NURSDP)

Department of Philosophy (PHIL)

- Ph.D. in Philosophy (p. 252) (PHILPH)

Department of Physics (PHYS)

- Ph.D. in Physics (p. 256) (PHYSPH)

Department of Political Science (PLSC)

- J.D./M.A. Program (p. 267), dual degree
- J.D./M.P.A. Program (p. 267), dual degree

Department of Poultry Science (POSC)

- Ph.D. in Poultry Science (p. 270) (POSCPH)

Department of Psychological Science (PSYC)

- Ph.D. in Psychology (p. 273) (PSCYPH)

Department of Rehabilitation, Human Resources, & Communication Disorders (RHRC)

- Ed.D. in Adult and Lifelong Learning (p. 46) (ADLLED)
- Ed.D. in Higher Education (p. 186) (HIEDED)
- Ed.D. in Human Resource and Workforce Development Education (p. 202) (HRWDED)
- Ph.D. in Counselor Education (p. 123) (CNEDPH)
- Ph.D. in Educational Statistics and Research Methods (p. 338) (ESRMPH)

Department of Supply Chain Management

- Ph.D. in Business Administration (p. 389) (BADMPH)

The following graduate certificate programs are offered by the University of Arkansas Graduate School:

Graduate School of Business

- Business (p. 369)
- Enterprise Systems (p. 381)
- Entrepreneurship (p. 369)

Department of Computer Science and Computer Engineering (CSCE)

- Cybersecurity (p. 337) (CYBRGC)

Department of Curriculum & Instruction (CIED)

- Applied Behavior Analysis (p. 306) (APBAMC)
- Arkansas Curriculum/Program Administrator (p. 332) (ACPAMC)
- Autism Spectrum Disorders (p. 306) (AUTSMC)
- Building-Level Administration (p. 333) (PSBLMC)
- District-Level Administration (p. 337) (PSDLMC)
- K-12 Online Teaching (p. 147) (ETECGC)
- STEM Education for Early Childhood (p. 344) (K-4)

Department of English

- Technical Writing and Public Rhetorics (p. 158) (TWRHGC)

Program in Educational Statistics & Research Methods (ESRM)

- Educational Measurement (p. 338) (EDMEMC)
- Educational Psychology (p. 338) (EDPSMC)
- Educational Statistics & Research Methods (p. 338) (EDSTMC)

Department of Geosciences

- Geospatial Technologies (p. 176) (GISTGC)

Interdisciplinary Studies

- African and African American Studies (p. 331) (AASTGC)
- Cross-Sector Alliances (p. 336) (CSALGC)
- Sustainability (p. 344) (SUSTGC)

Department of Music (MUSC)

- Advanced Instrumental Performance (p. 226) (non-degree) (MUSCGC)

Program in Operations Management

- Project Management (p. 343) (OMPMGC)

School of Law

- Business Law (p. 333) (BLAWGC)
- Criminal Law (p. 335) (CRLWGC)

Adult and Lifelong Learning (ADLL)

Kenda Grover
ADLL M.Ed. Program Coordinator
104 Graduate Education Building
479-575-2675
Email: kgrover@uark.edu

Kit Kacirek
ADLL Ed.D. Program Coordinator
120 Graduate Education Building
479-575-4875
Email: kitk@uark.edu

Adult and Lifelong Learning Website (<http://adll.uark.edu>)

Degrees Conferred:

M.Ed., Ed.D. (ADLL)

The Adult and Lifelong Learning curriculum is designed to prepare scholars/practitioners for instructional leadership roles. Coursework focuses on the assessment, design, and implementation of educational programs for adult learners across diverse developmental stages. Adult and Lifelong Learning scholars/practitioners work with specialized groups of adults including those with less than secondary (high school equivalent) education, adult learners in postsecondary education, participants in educational programs offered by community and nonprofit agencies, and participants in professional education programs.

Graduates of the degrees in Adult and Lifelong Learning are employed as instructors, coordinators, and directors of adult education and lifelong learning programs within adult literacy and general education, leisure learning, community and nonprofit organizations, extension education, military education, postsecondary education, and continuing professional education programs.

Requirements for M.Ed. in Adult and Lifelong Learning

Prerequisites for Acceptance to the Master of Education Degree

Program: In addition to submitting an application for admission and an application fee to the Graduate School, students must meet all graduate

school requirements for admission with the exception of standardized tests. All students seeking admission to the M.Ed. program in Adult and Lifelong Learning must submit (1) a program application that is located on the ADLL website (<http://adll.uark.edu>), and (2) a current resume.

Requirements for the Master of Education (M.Ed.) Degree: (Minimum 33 hours)

Completion of 3 semester hours in the area of research and statistics	3
ESRM 5013 Research Methods in Education or ESRM 53: Statistics in Education and Health Professions	
Completion of 15 semester hours of Adult Education Core	15
ADLL 5113 Perspectives in Adult Education	
ADLL 5123 Principles and Practices of Adult Learning	
ADLL 5133 Curriculum Development in ABE and ASE	
ADLL 5143 Instructional Strategies and Assessment in Adult Education	
ADLL 5153 Organization and Administration of Adult and Lifelong Learning Programs	
Completion of 12 semester hours of Adult and Lifelong Learning electives	12
Choose from among:	
ADLL 5163 Managing Change in Adult and Lifelong Learning	
ADLL 5173 Program Planning	
ADLL 5183 Technology and Innovation in Adult Learning	
ADLL 5193 Seminar in Adult and Lifelong Learning	
ADLL 5213 Adult and Lifelong Learning Internship	
Completion of 3 hours of Capstone Course	3
ADLL 5223 Adult and Lifelong Learning Applied Project	
A cumulative grade point average of at least 3.00 on all course work for the degree. No grades below "C" will be accepted toward this degree.	
Satisfactory performance on a written comprehensive examination in ADLL 5223 Adult and Lifelong Learning Applied Project, the capstone course for the degree program.	
Total Hours	33

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Requirements for Ed.D. in Adult and Lifelong Learning

Prerequisites for Acceptance to the Doctor of Education Degree Program:

The Ed.D. in Adult and Lifelong Learning is a cohort-based program; applications are accepted approximately four months prior to the beginning of each cohort cycle. Cohort cycles begin approximately every two years. The anticipated timeline for program cohorts and application deadlines will be posted on the program's website (<http://adll.uark.edu>).

Students seeking admission to the Ed.D. program in Adult and Lifelong Learning must complete procedures that include (1) prior admission to the University of Arkansas Graduate School, which requires a separate application process; (2) a completed Adult and Lifelong Learning Application for Admission form; (3) a current resume or vitae; (4) an autobiographical sketch; (5) a Graduate Record Examination (GRE)

score; and (5) a personal interview with members of the Adult and Lifelong Learning faculty.

Adult and Lifelong Learning faculty consider several factors when reviewing applicants for admission to the program, including professional experience related to adult and lifelong learning, demonstration of interest in a career in adult education and lifelong learning, grade point average on all graduate work completed, and Graduate Record Examination (GRE) composite scores (verbal, quantitative, and analytical writing) that demonstrate the student's ability to effectively perform academically at the doctoral level (test scores usually no lower than the 50th percentile).

Requirements for the Doctor of Education Degree: (Minimum 96 hours)

Completion of 15 semester hours in the area of research and statistics	15
ESRM 6403 Educational Statistics and Data Processing	
ADLL 6413 Quantitative Reasoning II in Adult and Lifelong Learning or ESRM 662: Techniques of Research in Education	
ADLL 6423 Qualitative Reasoning in Adult and Lifelong Learning or ESRM 65: Qualitative Research	
ADLL 6433 Program Evaluation or ESRM 661: Evaluation of Policies, Programs, and Projects	
ADLL 6443 Adult and Lifelong Learning Dissertation Seminar	
Completion of 21 semester hours of Adult and Lifelong Learning Core	21
ADLL 6113 Advanced Adult Learning Theory	
ADLL 6123 Leadership and Ethics in Adult and Lifelong Learning	
ADLL 6133 Analysis of International Adult and Lifelong Programs	
ADLL 6143 Instructional Adaptation and Innovation in Adult and Lifelong Learning	
ADLL 6153 Policy and Public Governance of Adult and Lifelong Learning Programs	
ADLL 6163 Adult Development and Psychology	

Completion of Adult and Lifelong Learning Electives (as needed to meet degree hour requirements)

ADLL 6173 Current Issues	
ADLL 6313 Independent Study ¹	
Completion of 18 semester hours of Dissertation Research	18
ADLL 700V Doctoral Dissertation	

A minimum grade point average of 3.25 on all course work presented as part of the degree program.

Satisfactory completion of all requirements governing the candidacy examination, the dissertation, and the final oral dissertation defense.

¹ Students who do not hold a master's degree in adult education may select applicable electives from course work in the M.Ed. Adult and Lifelong Learning program or may take courses from related areas of study with adviser consent.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Grover, Kenda Shea, Ed.D. (University of Arkansas), M.S., B.A. (Northeastern State University), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2003.

Kacirek, Kit, Ed.D., M.Ed. (University of Arkansas), B.S. (University of Texas), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 1997.

Roessger, Kevin, Ph.D., M.S., B.A. (University of Wisconsin-Milwaukee), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2016.

Courses

ADLL 5113. Perspectives in Adult Education. 3 Hours.

Historical overview of the evolving field of adult education and lifelong learning in responsibilities of adult education providers and reviews the expansion of adult and lifelong learning opportunities associated with societal and demographic shifts.

ADLL 5123. Principles and Practices of Adult Learning. 3 Hours.

Overview of the adult learner including characteristics, motivation for participating in learning, and strategies for developing educational programs for diverse adult populations.

ADLL 5133. Curriculum Development in ABE and ASE. 3 Hours.

Curriculum development in Adult Basic Education (ABE) and Adult Secondary Education (ASE) settings including the various educational functioning levels, measures to assess student levels, selection of teaching materials, and development of curriculum utilizing instructional standards for ABE and ASE programs.

ADLL 5143. Instructional Strategies and Assessment in Adult Education. 3 Hours.

Selection and utilization of materials and instructional methods for use in adult learning settings. Evaluative strategies to develop or select appropriate tools and techniques predicated upon the needs and goals of adult learners.

ADLL 5153. Organization and Administration of Adult and Lifelong Learning Programs. 3 Hours.

Legal, ethical, staffing, and financial considerations for the development and implementation of programs for adult and lifelong learners in various programs including literacy centers, GED centers, community education, lifelong/leisure learning, and postsecondary education.

ADLL 5163. Managing Change in Adult and Lifelong Learning. 3 Hours.

Strategies for planning, organizing, and facilitating change in programs that serve adult learners from diverse populations, across varied developmental stages and geographic locations. Discussion of social change that has impacted adult education and analysis of change models relevant to individuals, groups and organizations.

ADLL 5173. Program Planning. 3 Hours.

Program development process for adult and lifelong learners. Overview of assessment, developing program objectives, identifying resources, and designing program plans.

ADLL 5183. Technology and Innovation in Adult Learning. 3 Hours.

Techniques for designing, developing, implementing, and assessing technology-mediated adult and lifelong learning programs. Discussion of issues relevant to the use of innovative strategies for delivering instruction via emerging technologies and their potential impact on content and learning outcomes.

ADLL 5193. Seminar in Adult and Lifelong Learning. 3 Hours.

Seminars focused on topics related to adult and lifelong learning.

ADLL 5213. Adult and Lifelong Learning Internship. 3 Hours.

Internship in adult and lifelong learning settings.

ADLL 5223. Adult and Lifelong Learning Applied Project. 3 Hours.

Development and Implementation of a project focused on adult and lifelong learning. Consent of advisor/instructor required. May be repeated for up to 9 hours of degree credit.

ADLL 5233. Independent Study. 3 Hours.

Provides students with an opportunity to pursue special study in adult and lifelong learning. May be repeated for up to 6 hours of degree credit.

ADLL 6113. Advanced Adult Learning Theory. 3 Hours.

Advanced study of theories and models of adult and lifelong learning with an emphasis on current trends, recent research, and issues affecting the field. Issues covered will include critical theory and advancements in neuroscience and cognition as they relate to adult learning and lifespan development.

ADLL 6123. Leadership and Ethics in Adult and Lifelong Learning. 3 Hours.

This doctoral course focuses on leadership principles and ethical considerations that are critical to developing and sustaining adult education programs that benefit individuals, organizations, and communities. Course content will include case study analysis and lectures from scholar-practitioners from the field.

ADLL 6133. Analysis of International Adult and Lifelong Programs. 3 Hours.

Survey of the historical and philosophical events which have shaped adult and lifelong learning worldwide. Discussion of issues affecting adult education and lifelong learning including globalization, educational access, and variance in national policies.

ADLL 6143. Instructional Adaptation and Innovation in Adult and Lifelong Learning. 3 Hours.

An overview of teaching and learning methods, styles, and techniques which are applicable when facilitating adult learners across diverse settings. Content to include teaching and learning style assessment, accommodating learning styles, physical and learning disabilities, language differences and cultural norms.

ADLL 6153. Policy and Public Governance of Adult and Lifelong Learning Programs. 3 Hours.

Policy analysis and public governance issues in adult and lifelong learning with emphasis on state and federal programs. Discussions of how to evaluate, design, and implement policy focused on promoting adult and lifelong learning activities in a myriad of organizations. Overview of trends and current issues related to policy and public governance of adult and lifelong learning.

ADLL 6163. Adult Development and Psychology. 3 Hours.

Focus on adult developmental psychology with emphasis on lifespan development and specific issues related to learning in the various stages of adulthood. Work-life balance, meaning of work, generational issues.

ADLL 6173. Current Issues. 3 Hours.

Exploration and discussion of current issues relative to adult education and lifelong learning. Focus on the review and application of current research as it relates to practice. May be repeated for up to 6 hours of degree credit.

ADLL 6183. Organization Development, Learning, and Change. 3 Hours.

Using a system perspective, this course examines the theories and practices associated with organization development, learning and change to understand the dynamic nature of organizational life. This course examines the structural frame, the human resource frame, the political frame, and the symbolic frame that influences organizational behavior and learning. The course investigates strategies and best practices for managing and leveraging this dynamism to build organizational capacity and improve performance.

ADLL 6213. Signature Pedagogy: Teaching and Learning in Community Colleges. 3 Hours.

Using a learning-centered change model, this course examines how community colleges can shift from a traditional teaching-centered paradigm to one that is learning-centered. This course examines the context of the learning college, strategic planning for a learning-outcomes approach to governance, the role of student development and technology in the learning college, and implementing and assessing learning-centered strategies.

ADLL 6223. Workforce and Community Development. 3 Hours.

This course provides an overview of how community colleges influence workforce, economic, and community development through their education missions. The course will examine the community college's expanding role in economic and community development through workforce development programs. Emphasis will be placed on program structure, best practices in program development, and partnerships and collaboration with various stakeholders.

ADLL 6233. Survey and Significance of the American Community College. 3 Hours.

A comprehensive overview of the American community college, its history, its ever-evolving purpose and the challenges it faces. Course content will focus on the administrators and faculty who lead, the students they serve, and components such as developmental education, integrative education and transfer education. Discussion will include occupational and community education and issues related to accountability. Special attention will be paid to how this unique and complex institution remains relevant and significant to the community.

ADLL 6243. Current Trends in Community Colleges. 3 Hours.

This course examines environmental factors that influence the organization and administration of community colleges. Trends related to funding, policy, staffing, and workforce development are examined and contextualized to the evolving community college mission.

ADLL 6253. Professional Development in Adult and Lifelong Learning. 3 Hours.

This course examines career planning and development, performance management, and professional development in various settings. The focus of the course will be on concepts associated with Human Resource Development (HRD) and developing employees within an organization, as well as leading adults in transition in the community and in educational settings through the process of making career decisions.

ADLL 6313. Independent Study. 3 Hours.

Independent study of topics in adult and lifelong learning.

ADLL 6403. Quantitative Reasoning I for Adult Educators. 3 Hours.

Introduction to quantitative reasoning for educators and researchers in adult education. Topics include applying the hypothetico-deductive research process, describing data using statistical terminology, building statistical models, presenting data meaningfully, and using SPSS to analyze data from practical research problems. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory.

ADLL 6413. Quantitative Reasoning II in Adult and Lifelong Learning. 3 Hours.

Methodologies for designing descriptive, correlational, and experimental studies. Development of research questions, definition of variables, selection or development of instruments, data collection, analysis, interpretation and reporting of research results. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or equivalent.

ADLL 6423. Qualitative Reasoning in Adult and Lifelong Learning. 3 Hours.

Methodologies for designing qualitative research studies in adult and lifelong learning settings. Selection of the appropriate qualitative tradition, selection of research subjects, development of data collection protocols, field work strategies, data analysis, data interpretation and presentation of data results. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory.

ADLL 6433. Program Evaluation. 3 Hours.

Overview of evaluation strategies in adult and lifelong learning programs that include: development of evaluation questions, selection or development of instrumentation, data collection methods, data analysis, and reporting of evaluation results. Emphasis on practical and ethical issues associated with evaluation processes. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or ADLL 6413 or ADLL 6423, or equivalent.

ADLL 6443. Adult and Lifelong Learning Dissertation Seminar. 3 Hours.

Development of dissertation proposal. Formation of research question, selection of methodologies, development of problem statement, research questions, and identification of research variables, constructs of phenomena. Identification of data collection and data analysis procedures. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or ADLL 6413 or ADLL 6423 or ADLL 6433, or equivalent.

ADLL 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Agricultural Economics and Agribusiness (AEAB)

Steve A. Halbrook
Department Head
217 Agriculture Building
479-575-2256
Email: halbrook@uark.edu (halbrook@uark.edu)

Daniel V. Rainey
Adviser of Studies
217 Agriculture Building
479-575-5584
Email: rainey@uark.edu

Agricultural Economics and Agribusiness Website (<http://agribus.uark.edu>)

Degree Conferred:

M.S. in Agricultural Economics (AGEC)

Areas of Concentration: Agricultural Economics, Agribusiness, International Agribusiness.

Primary Areas of Faculty Research: Agribusiness, agricultural cooperatives, agricultural finance, agricultural marketing, agricultural outlook, agricultural policy, agricultural production, applied econometrics, delta crops (rice, soybeans, wheat, cotton), economic development, farm management, food policy, food marketing, global marketing, integrated pest management, international trade, managerial economics, market infrastructure and development, natural resource management, product development, production economics, public finance, risk management.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

M.S. in Agricultural Economics with Agricultural Economics Concentration

Admission Requirements: All applicants to the graduate program must submit official scores from either the Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT), although GRE scores are preferred.

Requirements for the Master of Science Degree in Agricultural Economics (Thesis): (Minimum 31 hours.)

Prerequisites to the Thesis Concentration:

Prerequisites to the Thesis Concentration

Six semester hours of mathematics (College Algebra and Survey of Calculus or above)	6
Three semester hours of statistics	3
Six semester hours of upper level (junior or senior) micro- and macro-economic theory	6
Three semester hours of upper-level management	3
Three semester hours of upper-level marketing	3
Three semester hours of introductory accounting.	3
Total Hours	24

Core Requirements

AGEC 5103	Agricultural Microeconomics	3
AGEC 5403	Quantitative Methods for Agribusiness	3
AGEC 5613/ ECON 6613	Econometrics	3
AGEC 5623	Quantitative Food and Agricultural Policy Analysis	3
AGEC 600V	Master's Thesis	6
AGEC 5011	Seminar	1
Agricultural Economics Electives		6

Students must take six hours of other graduate courses in Agricultural Economics.

Controlled Electives 6

- Other graduate courses in Agricultural Economics
- Graduate courses in the Walton College of Business
- Other graduate courses

Other Requirements

A minimum of 16 hours of Agricultural Economics.
A maximum of 9 hours of AGECEC graduate-level courses may be completed from a) those courses also offered as 4000-level undergraduate classes, and/or b) courses numbered 4000 or lower that do not have a corresponding graduate offering.

Total Hours	31
--------------------	-----------

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

M.S. in Agricultural Economics with Agribusiness Concentration

Requirements for the Master of Science Degree in Agricultural Economics (Agribusiness Concentration, Non-thesis): (Minimum 31 hours)

Prerequisites to the Non-thesis Concentration:

Six semester hours of mathematics (College Algebra and Survey of Calculus or Finite Mathematics or above)	6
Three semester hours of statistics	3
Six semester hours of lower division economic theory (micro & macro)	6
Three semester hours of upper-level management	3
Three semester hours of upper-level marketing	3
Three semester hours of introductory accounting	3
Total Hours	24

Core Requirements

Choose one of the following:	3	
AGEC 5113	Agricultural Prices and Forecasting	
AGEC 5073	Basis Trading: Applied Price Risk Management	
AGEC 5303	Agricultural Marketing Theory	
AGEC 5083	Basis Trading: Case Study	
AGEC 5603	Food Economics and Health (AGEC 5603 may only be used once to meet program requirements)	
AGEC 5011	Seminar	1
AGEC 5103	Agricultural Microeconomics	3
Choose one of the following:	3	
AGEC 5123	AgriBusiness Entrepreneurship	
AGEC 5143	Financial Management in Agriculture	
AGEC 5043	Agricultural Finance	
AGEC 5213	Agricultural Business Management	
AGEC 5413	Agribusiness Strategy	
AGEC 5403	Quantitative Methods for Agribusiness	3

Take two of the following courses: 6

AGEC 5063	Agricultural and Rural Development	
AGEC 5233	Political Economy of Agriculture and Food	
AGEC 5223	International Agricultural Trade and Commercial Policy	
AGEC 5153	The Economics of Public Policy	
AGEC 5133	Agricultural and Environmental Resource Economics	
AGEC 5623	Quantitative Food and Agricultural Policy Analysis	
AGEC 5603	Food Economics and Health (AGEC 5603 may only be used once to meet program requirements)	

Controlled Electives 12

AGEC 503V	Internship in Agricultural Economics	
Other Graduate Courses in Agricultural Economics		
Graduate Courses in the Walton College of Business		
Other Graduate Courses		

Other Requirements

A maximum of 9 hours of AGECEC graduate-level courses may be completed from a) those courses also offered as 4000-level undergraduate classes, and/or b) courses numbered 4000 or lower that do not have a corresponding graduate offering.

Minimum of 16 hours in Agricultural Economics	
Total Hours	31

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

M.S. in Agricultural Economics with Atlantis Concentration

Requirements for the Master of Science Degree in Agricultural Economics (U.S.-E.U. Atlantis Double Degree in Agricultural Economics and Rural Development Concentration): Thesis (Minimum 31 hours)

Participation in this two-year program includes U.S. students from the University of Arkansas and E.U. students from a consortium of five universities in Europe (University of Ghent, Ghent, Belgium; Humboldt University, Berlin, Germany; National Institute of Advanced Training and Research in Food and Agronomy, Rennes, France; University of Pisa, Pisa, Italy; and the Slovak University of Agriculture, Nitra, Slovakia). The program includes five academic terms (four semesters and one summer). U.S. students enroll for at least two terms at the University of Arkansas and for at least two terms at two E.U. universities in the European consortium. E.U. students enroll for at least two terms at two E.U. universities in the European consortium and at least two terms at the University of Arkansas. Study in both the U.S. and E.U. includes three semesters of graduate coursework, completion of a case study or internship during the summer, and one semester of joint thesis research supervised by U.S. and E.U. faculty. All coursework is in English in both the U.S. and E.U. Class enrollment for all students remains at their home university. University of Arkansas students earn credit for AGEC 502V Special Topics for courses taken at E.U. universities. Upon successful completion of the program, students receive an M.S. degree in agricultural economics from the University of Arkansas, and an M.S. degree in rural development from the consortium of E.U. universities.

Prerequisites to the Atlantis Concentration:

Six hours of mathematics (college algebra or above)	6
Three hours of statistics	3
Three hours of economic principles	3
Six hours of courses in agricultural economics, rural development, social sciences, or agriculture and agribusiness-related courses.	6
Total Hours	18

Core Requirements

Coursework from each of the following areas:	
Quantitative Analysis or Research Methods	3
Management or Marketing	3
Policy or Analysis of Public Sector Issues	3
Six hours of master's thesis	6
AGEC 5011 Seminar	1

Controlled Electives 15

Other graduate courses in Agricultural Economics	
Other graduate courses approved by the student's advisory committee	

Other Requirements

Minimum of 16 hours in Agricultural Economics	
Maximum of 15 hours of transfer courses from an inventory of classes offered in the Atlantis consortium of EU universities to satisfy core requirements and/or controlled electives.	

M.S. in Agricultural Economics with International Agribusiness Concentration

Requirements for the Master of Science Degree in Agricultural Economics (International Agribusiness Concentration, Non-thesis):(Minimum 31 hours.)

Note: Participation in this program includes University of Ghent (Belgium), and University of Arkansas (UA) students. Students may study either semester at the UA campus and the other semester at the University of Ghent in Belgium, West Europe. Classes for UA students taken at the University of Ghent are in English. The summer may be spent completing an agribusiness internship or special problem, but enrollment remains at the host institution. UA students earn credits in AGEC 502V Special Topics for courses taken at Ghent.

Prerequisites to the Non-thesis Concentration:

Six semester hours of mathematics (College Algebra and Survey of Calculus or Finite Mathematics or above)	6
Three semester hours of statistics	3
Six semester hours of lower division economic theory (micro & macro)	6
Three semester hours of upper-level management	3
Three semester hours of upper-level marketing	3
Three semester hours of introductory accounting.	3
Total Hours	24

Core Requirements

AGEC 5403 Quantitative Methods for Agribusiness	3
AGEC 5413 Agribusiness Strategy	3
AGEC 5143 Financial Management in Agriculture	3
or AGEC 5043 Agricultural Finance	
or AGEC 5213 Agricultural Business Management	
AGEC 5153 The Economics of Public Policy	3
or AGEC 5233 Political Economy of Agriculture and Food	
or AGEC 5133 Agricultural and Environmental Resource Economics	
or AGEC 5603 Food Economics and Health	
AGEC 5303 Agricultural Marketing Theory	3
AGEC 5011 Seminar	1

Agribusiness Management (University of Ghent Electives)

Select the equivalent of 12 semester hours from the following:	12
AGEC 502V Special Topics	1-3
Sociological Perspectives of Rural Development (3 credits)	
AGEC 502V Special Topics	1-3
Micro-economic Theory and Farm Management (3 credits)	
AGEC 502V Special Topics	1-3
Rural Project Management (3 credits)	
AGEC 502V Special Topics	1-3
Agricultural and Rural Policy (3 credits)	
AGEC 502V Special Topics	1-3
Rural Development and Agriculture (3 credits)	
AGEC 502V Special Topics	1-3
Development Economics (3 credits)	
AGEC 502V Special Topics	1-3
Agricultural Economics of Developing Countries (2 credits)	
AGEC 502V Special Topics	1-3

Advanced Marketing and Agribusiness Management (3 credits)		
AGEC 502V	Special Topics	1-3
Applied Rural Economic Research Methods (3 credits)		
AGEC 502V	Special Topics	1-3
Applied Statistics (3 credits)		
AGEC 502V	Special Topics	1-3
Food Marketing and Consumer Behavior (3 credits)		
AGEC 502V	Special Topics	1-3
Scientific Communications on Rural Development (2 credits)		
AGEC 502V	Special Topics	1-3
Econometrics (2 credits)		
AGEC 502V	Special Topics	1-3
Economics and Management of Natural Resources (2 credits)		
AGEC 502V	Special Topics	1-3
The European Union's International Development Policy (3 credits)		
Controlled Electives		3
AGEC 503V	Internship in Agricultural Economics	
Other graduate courses in Agricultural Economics		
Graduate courses in the Walton College of Business		
Other graduate courses		
Other Requirements		
A maximum of 9 hours of AGEC graduate-level courses may be completed from a) those courses also offered as 4000-level undergraduate classes, and/or b) courses numbered 4000 or lower that do not have a corresponding graduate offering.		
Minimum of 16 hours of Agricultural Economics		
AGEC 502V	Special Topics	1-3

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Graduate Faculty

Ahrendsen, Bruce L., Ph.D., M.S. (North Carolina State University), B.S. (Iowa State University), Professor, 1990.

Bryant, Kelly J., Ph.D. (Texas A&M), M.S., B.S. (University of Arkansas), Professor, 1993.

Cochran, Mark J., Ph.D., M.S. (Michigan State University), B.S. (New Mexico State University), Professor, 1982.

Dixon, Bruce Lawrence, Ph.D., M.S. (University of California-Davis), B.A. (University of California-Santa Barbara), Professor, 1984.

Durand-Morat, Alvaro, Ph.D., M.S. (University of Arkansas), B.S.E. (National University of Entre Rios), Assistant Professor, 2016.

Fang, Di, Ph.D., W.P. (Arizona State University), B.A. (Nankai University), Assistant Professor, 2015.

Goodwin, Harold L., Ph.D., M.S., B.S. (Oklahoma State University), Professor, 1996.

Halbrook, Steve A., J.D. (Drake University), Ph.D. (Iowa State University), B.A. (University of Arkansas), Professor, 2008.

Huang, Quiqiong, Ph.D. (University of California-Davis), B.S. (Remin University of China), Professor, 2013.

Kemper, Nathan, M.S., B.S. (University of Arkansas), Clinical Professor, 2014.

Kovacs, Kent F., Ph.D. (University of California-Davis), B.A. (Vassar College), Associate Professor, 2012.

Luckstead, Jeff A., Ph.D. (Washington State University), M.S., B.S. (University of Idaho), Associate Professor, 2013.

McKenzie, Andrew Malcolm, Ph.D. (North Carolina State University), M.Sc. (Stirling University), B.Admin. (University of Dundee), Professor, 1998.

Miller, Wayne P., Ph.D. (University of Wisconsin), M.S. (University of Illinois), B.S. (Purdue University), Extension Professor, 1992.

Nalley, Lawton Lanier, Ph.D. (Kansas State University), M.S. (Mississippi State University), B.S. (The Ohio State University), Professor, 2008.

Nayga, Rudy, Ph.D. (Texas A&M University), M.S. (University of Delaware), B.S. (Foreign Institution), Distinguished Professor, 2009.

Popp, Michael P., Ph.D. (Colorado State University), M.B.A. (University of Colorado-Boulder), B.Comm. (University of Manitoba), Professor, 1998.

Popp, Jennie Sheerin, Ph.D., M.S. (Colorado State University), B.S. (University of Scranton), Professor, 1998.

Rainey, Daniel V., Ph.D., M.S. (Purdue University), B.S.A. (University of Arkansas), Associate Professor, 2000.

Rainey, Ronald L., Ph.D., M.S., B.S.A. (University of Arkansas), Professor, 1993.

Rumley, Elizabeth Rebecca, LL.M. (University of Arkansas), J.D. (University of Toledo), B.A. (Michigan State University), Research Assistant Professor, 2008.

Rumley, Rusty W., J.D. (University of Oklahoma), Research Assistant Professor, 2009.

Thomsen, Michael R., Ph.D. (University of Minnesota-Morris), M.S., B.S. (Utah State University), Professor, 1998.

Wailes, Eric J., Ph.D. (Michigan State University), B.S. (Cornell University), Distinguished Professor, 1980.

Watkins, Kenton Bradley, Ph.D. (Oklahoma State University), M.S., B.A. (University of Arkansas), Professor, 2002.

Courses

AGEC 500V. Special Problems. 1-3 Hour.

Individual reading and investigation of a special problem in agricultural economics not available under regular courses, under the supervision of the graduate faculty. Prerequisite: Graduate standing.

AGEC 5011. Seminar. 1 Hour.

Presentation and discussion of graduate student research. Formal presentations are made by all graduate students. Consideration given to research design, procedures, and presentation of results. Prerequisite: Graduate standing.

AGEC 502V. Special Topics. 1-3 Hour.

Advanced studies of selected topics in agricultural economics not available in other courses. Prerequisite: Graduate standing. May be repeated for degree credit.

AGEC 503V. Internship in Agricultural Economics. 1-3 Hour.

On-the-job application of skills developed in the M.S. program.

AGEC 5043. Agricultural Finance. 3 Hours.

(Formerly AGEC 4143.) Methods and procedures whereby agricultural firms acquire and utilize funds required for their successful operation. Emphasis is placed upon role of finance and financial planning and consideration is given to an understanding of financial firms serving agriculture. Graduate degree credit will not be given for both AGEC 4143 and AGEC 5043. Prerequisite: (AGEC 1103 or ECON 2023) and (AGEC 2103 or ECON 2013) and (AGEC 2142 or AGEC 2143 or ACCT 2013 or WCOB 1023).

AGEC 5053. Advanced Farm Business Management. 3 Hours.

(Formerly AGECE 4403.) Principles and procedures of decision making as applied to the allocation of resources in the farm business for profit maximization. Emphasis is placed on use of principles of economics and their application to the decision making process. Includes exercises on the application of principles to specific farm management problems. Graduate degree credit will not be given for both AGECE 4403 and AGECE 5053. Prerequisite: AGECE 3403 and AGME 2903 or equivalent.

AGEC 5063. Agricultural and Rural Development. 3 Hours.

(Formerly AGECE 4163.) Examination of agricultural and rural development issues in less developed countries. Alternative agricultural production systems are compared, development theories examined, and consideration given to the planning and implementation of development programs. Graduate degree credit will not be given for both AGECE 4163 and AGECE 5063. Prerequisite: AGECE 1103 (or ECON 2023).

AGEC 5073. Basis Trading: Applied Price Risk Management. 3 Hours.

(Formerly AGECE 4373.) Use of futures markets as risk shifting institutions. Students design and implement hedging and cross hedging strategies for grain farmers, country elevators, soybean crushers, poultry firms, etc. Spreadsheets and statistical techniques are used to develop optimal hedging ratios. Graduate degree credit will not be given for both AGECE 4373 and AGECE 5073. Prerequisite: AGECE 3373 or consent of instructor.

AGEC 5083. Basis Trading: Case Study. 3 Hours.

(Formerly AGECE 4383.) This course provides an opportunity to apply principles learned in AGECE 4373 to grain merchandising using the case study approach. The course will involve in-class meetings supplemented with faculty-directed group-based learning experiences involving professional grain merchandisers. Group activities will follow the traditional case study method. Graduate degree credit will not be given for both AGECE 4383 and AGECE 5083. Prerequisite: AGECE 4373 or AGECE 5073 (formerly AGECE 4373).

AGEC 5103. Agricultural Microeconomics. 3 Hours.

Masters-level training in agricultural microeconomic theory and its application to food, agriculture and the environment. The course covers behavior of firms, households and markets, in more depth and rigor than encountered in undergraduate courses. Theories are explained and then applied to relevant food, agricultural, environment and resource issues.

AGEC 5113. Agricultural Prices and Forecasting. 3 Hours.

(Formerly AGECE 4113.) Price theory and techniques for predicting price behavior of general economy and price behavior of individual agricultural products will be analyzed. Provides practice in the application of economics and statistics to agricultural price analysis. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both AGECE 4113 and AGECE 5113. Prerequisite: (AGECE 1103 or ECON 2023), AGECE 2403, (AGST 4023 or STAT 2303 or WCOB 1033) and MATH 2053.

AGEC 5123. AgriBusiness Entrepreneurship. 3 Hours.

(Formerly AGECE 4323.) Agribusiness entrepreneurship is the process of bringing food or rural-based products and services from conceptualization to market. The course presents the opportunities, problems and constraints facing individuals and firms operating in rural or isolated markets while emphasizing the steps in conceptualization, development, marketing, and delivery-selling of agribusiness rural products. Graduate degree credit will not be given for both AGECE 4323 and AGECE 5123. Prerequisite: AGECE 1103 or equivalent.

AGEC 5133. Agricultural and Environmental Resource Economics. 3 Hours.

An economic approach to problems of evaluating private and social benefits and costs of altering the environment. Emphasis given to the interaction of individuals, institutions, and technology in problems of establishing and maintaining an acceptable level of environmental quality. Prerequisite: Minimum of 3 hours Agricultural Economics or Economics at 3000 level or higher or PhD standing.

AGEC 5143. Financial Management in Agriculture. 3 Hours.

Covers advanced topics in agricultural finance. The general focus of the course is the financial management of non-corporate firms. Covers the basic tools of financial analysis including financial arithmetic, asset evaluation under risk, and financial analysis and planning using econometric models. Such topics covered include management of current assets, capital budgeting, capital structure, and institutions involved in agricultural finance. Prerequisite: Graduate standing.

AGEC 5153. The Economics of Public Policy. 3 Hours.

This class will examine the impact of public policy on agricultural and other business sectors as well as households and individuals, particular in rural areas. Emphasis will also be placed on analyzing the potential impact of future policy changes. The course will focus on the application of welfare criteria and economic analyses to the problems and policies affecting resource adjustments in agriculture and rural communities. Prerequisite: Graduate standing.

AGEC 5203. Agribusiness Marketing Management. 3 Hours.

(Formerly AGECE 4303.) Marketing concepts will be developed and applied to the global food and fiber system. The course will use both commodity and product marketing principles and economic theory to analyze varied marketing situations. Case studies will be used to demonstrate the role that demand analysis and consumer behavior play in market management. Graduate degree credit will not be given for both AGECE 4303 and AGECE 5203. Prerequisite: AGECE 2303 and AGECE 3303.

AGEC 5213. Agricultural Business Management. 3 Hours.

(Formerly AGECE 4313.) The planning, organizing, leading and controlling functions of management as they relate to agricultural business firms. Marketing of value-added products, budgeting, organizational structure, cost control, financial statements, capital budgeting and employee supervision and motivation. Case studies are used to teach communication and decision-making skills. Graduate degree credit will not be given for both AGECE 4313 and AGECE 5213. Prerequisite: (AGECE 2142 and AGECE 2141L) or AGECE 2143 or equivalent, AGECE 2303 or equivalent.

AGEC 5223. International Agricultural Trade and Commercial Policy. 3 Hours.

(Formerly AGECE 4623.) Analysis of agricultural market competition and performance in a global economy. The impact of domestic and international agricultural policies on domestic and international markets and welfare. Economic principles applied to the interaction of economic events in the world food economy. Graduate degree credit will not be given for both AGECE 4623 and AGECE 5223. Prerequisite: (AGECE 1103 or ECON 2023) and (AGECE 2103 or ECON 2013).

AGEC 5233. Political Economy of Agriculture and Food. 3 Hours.

(Formerly AGECE 4613.) Agricultural and food policies are studied from domestic and international perspectives. Laws, regulations, decisions and actions by governments and other institutions are examined in terms of rationale, content, and consequences. Economic and political frameworks are used to assess policies in terms competitive structure, operation, and performance of farming and food systems. Graduate degree credit will not be given for both AGECE 4613 and AGECE 5233. Prerequisite: (AGECE 1103 or ECON 2023) and (AGECE 2103 or ECON 2013) and (PSYC 2003 or SOCI 2013 or HESC 2603).

AGEC 5303. Agricultural Marketing Theory. 3 Hours.

Survey of the structure of agricultural product and factor markets including a critique of theoretical analyses of industry structure, conduct and performance; and a review of market structure research in agricultural industries. Prerequisite: Graduate standing.

AGEC 5403. Quantitative Methods for Agribusiness. 3 Hours.

Application of quantitative techniques used to support managerial decision-making and resource allocation in agricultural firms. Provides exposure to mathematical and statistical tools (regression analysis, mathematical programming, simulation) used in economic analysis in agriculture. Emphasis is placed on computer applications with conceptual linkage to economic theory. Prerequisite: Graduate standing.

AGEC 5413. Agribusiness Strategy. 3 Hours.

Addresses problems of strategy formulation in agribusiness emphasizing current problems and cases in agriculture. Surveys modern and classic perspectives on strategy with applications to agribusiness. Examines the development of firm level strategies within the structure and competitive environment of agricultural firms and industries. Prerequisite: Graduate standing.

AGEC 5603. Food Economics and Health. 3 Hours.

This course provides an advanced overview of selected topics in food economics, food and nutrition policy and the interface between nutrition programs and health policy. Students will develop an understanding of economic and policy concepts of food, nutrition, and health. The course emphasizes analytical tools that can be applied to study issues in food, nutrition, and health facing the US and world populations. Prerequisite: Graduate standing.

AGEC 5613. Econometrics. 3 Hours.

Use of economic theory and statistical methods to estimate economic models. The single equation model is examined emphasizing multicollinearity, autocorrelation, heteroskedasticity, binary variables and distributed lags and model specification. Prerequisite: MATH 2043 and knowledge of matrix methods, (which may be acquired as a corequisite), and (AGEC 1103 or ECON 2023) and (AGEC 2403 or AGST 4023 or STAT 2303 or WCOB 1033).

AGEC 5623. Quantitative Food and Agricultural Policy Analysis. 3 Hours.

Introduction to applied analysis of domestic and international food and agricultural policies using quantitative tools. This course will provide hands-on experience with simulation modeling in microeconomics. An emphasis is placed on policy analysis through computer applications with theoretical underpinnings. Corequisite: Lab component. Prerequisite: (AGEC 5103 and AGEC 5403) or instructor consent.

AGEC 5713. Food Safety Law. 3 Hours.

This course provides students with an introduction to food law and policy, history of food regulation, the organization of federal food law and regulatory agencies, government inspection and enforcement powers, food safety standards, food labeling, food advertising and product liability. Web-based course.

AGEC 5723. Bioenergy and Resource Economics. 3 Hours.

This course surveys the allocation and conservation of natural resources from a perspective of optimal use and the sustainability of resources. The development and distribution issues relating to energy, land, water, and other resource areas are addressed in the course, with emphasis placed on the bioproducts and bioenergy concerns.

AGEC 5733. Bioenergy Economics and Sustainability. 3 Hours.

This course will provide an understanding of the economic issues relating to overall supply chains producing bioenergy and bio-based products. The course will address the economic, sustainability and social dimensions of these industries.

AGEC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

AGEC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Agricultural and Extension Education (AEED)

George Wardlow
Department Head
E108 Agricultural, Food, and Life Sciences Building
479-575-2035
Email: wardlow@uark.edu

Donna L. Graham
Graduate Coordinator
E108 Agricultural, Food, and Life Sciences Building
479-575-2035

Email: dgraham@uark.edu

Agricultural and Extension Education website (<http://agricultural-education-communications-and-technology.uark.edu/graduate-studies>)

Degrees Conferred:

M.S. (AEED)

Areas of Study: Agricultural education, communication, technology, or extension education, and a technical area.

Primary Areas of Faculty Research: Agricultural teacher education; extension and non-formal education; agricultural systems technology management; and agricultural communications.

M.S. in Agricultural and Extension Education

Prerequisites to Degree Program: Bachelor's degree in a closely allied field. Some deficiency courses may be assessed depending on the background and educational objectives of the student. Applicants must be admitted to the Graduate School and must have a) satisfactory undergraduate preparation in related fields of study and b) satisfactory GRE or MAT scores. In addition, applicants must submit three letters of recommendation and a writing sample.

Requirements for the Master of Science (M.S.) Degree: This program requires 33 semester hours, with a choice of either a thesis or non-thesis option. There are 12 hours of core courses consisting of AGED 5463 Research Methodology in the Social Sciences, AGED 5473 Interpreting Social Data in Agriculture, AGED 5483 Technical Communication in the Social Sciences, and AGED 5053 Philosophy of Agricultural and Extension Education. Additionally, students in the thesis option complete a written thesis, AGED 600V (six hours). Students in the non-thesis option complete a three-hour special problem, AGED 510V. The remaining hours (15 for the thesis option, 18 for the non-thesis option) may be taken in a technical area or agricultural and extension education courses. The thesis will focus on a research problem that bridges agricultural education, communication, technology or extension education, with the technical area.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Graduate Faculty

Cox, Casandra Kay, M.S., B.S. (University of Arkansas), Instructor, Department of Agricultural Education, Communications and Technology, 2003.

Edgar, Don, Ph.D. (Texas A&M University), M.S., B.S. (Tarleton State University), Associate Professor, Department of Agricultural Education, Communications and Technology, 2008.

Graham, Donna Lucas, Ph.D. (University of Maryland-College Park), M.Ed., B.S. (University of Arkansas), University Professor, Department of Agricultural Education, Communications and Technology, 1985.

Johnson, Donald M., Ph.D. (University of Missouri-Columbia), M.A., B.S. (Western Kentucky University), Professor, Department of Agricultural Education, Communications and Technology, 1993.

Miller, Jefferson Davis, Ph.D., M.A. (Oklahoma State University), B.A. (Northeastern State University), Professor, Department of Agricultural Education, Communications and Technology, 2001.

Rucker, Kathryn Jill, Ph.D., M.B.A., B.S. (Oklahoma State University), Assistant Professor, Department of Agricultural Education, Communications and Technology, 2013.

Shoulders, Kate, Ph.D. (University of Florida), M.S., M.A. (Murray State University), Associate Professor, Department of Agricultural Education, Communications and Technology, 2012.

Wardlow, George W., Ph.D. (The Ohio State University), M.Ed., B.S. (University of Missouri-Columbia), Professor, Department of Agricultural Education, Communications and Technology, 1992.

Courses

AGED 5001. Seminar. 1 Hour.

Presentations and discussion of graduate student research as well as review of current literature and topics of current interest by students and faculty. All graduate students will make at least one formal presentation. Prerequisite: Graduate standing.

AGED 5013. Advanced Methods in Agricultural Mechanics. 3 Hours.

Emphasis on shop organization and management, courses of study, unit shop instruction, and development of skills in agricultural mechanics.

AGED 5033. Developing Leadership in Agricultural Organizations. 3 Hours.

Organizational concepts of leadership; administrative styles and structures; leadership for boards, committees, governmental bodies, and review of societal and political processes. Prerequisite: Graduate standing.

AGED 5053. Philosophy of Agricultural and Extension Education. 3 Hours.

An examination and analysis of social and economic events leading to the establishment and maintenance of federal, state, county, and local agricultural education programs. Lecture 3 hours per week. Prerequisite: Graduate standing.

AGED 510V. Special Problems. 1-6 Hour.

Individual investigation of a special problem in agricultural education which is not available through regular courses. These will be directed by a member of the graduate faculty. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

AGED 5113. Undergraduate Researchers Improving Student Experiences. 3 Hours.

To engage students in the social sciences in action research that serves to solve a problem or answer a question within the student's academic field through scientific inquiry. All students will work with professionals, commonly outside of the university, within their discipline to conduct their action research in order to solve a problem experienced by that professional. Students may work in teams or individually to complete the overall purpose of the course. Prerequisite: AGED 5463 or HESC 5463 or other instructor approved Research Methods course.

AGED 5143. Electronic Communications in Agriculture. 3 Hours.

(Formerly AGED 4143.) An overview of communication technology in the agricultural, food and life sciences. Graduate degree credit will not be given for both AGED 4143 and AGED 5143.

AGED 5153. Survey of Leadership Theory in Agriculture. 3 Hours.

(Formerly AGED 4153.) An interdisciplinary analysis of current issues in the practice of leadership in a contemporary and changing society, particularly as they affect agricultural organizations and issues. Discussions of leadership theory, roles of leaders, skills for effective leadership, diversity issues, and followership will challenge students to think critically about leadership, enhance personal leadership performance and potential, and prepare for or expand leadership roles, and to become innovative and productive in dealing with challenges facing agricultural organizations today. Graduate degree credit will not be given for both AGED 4153 and AGED 5153. Prerequisite: AGED 3153.

AGED 5163. Leadership Analysis Through Film. 3 Hours.

(Formerly AGED 4163.) Films are a catalyst (Clemens, 1999). They make you laugh, cry, cheer, and think. Flaum (2002) stated leadership is best learned in the leadership moment. Moreover, the principles of Andragogy advocate adult learners best learning when there is a practical application of the learning subject. Therefore, this course builds upon the study of leadership theory by allowing students to analyze, reflect, synthesize, and apply leadership theories, models and concepts in the context of film. The course materials encourage students to reflect, synthesize, analyze, and apply the information learned from major leadership theories and apply them to various scenarios and situations demonstrated in selected films. Graduate degree credit will not be given for both AGED 4163 and AGED 5163.

AGED 520V. Special Topics in Agricultural and Extension Education. 1-4 Hour.

Topics not covered in other courses or a more intensive study of specific topics in agriculture education. Prerequisite: Graduate standing. May be repeated for degree credit.

AGED 5243. Graphic Design in AFLS. 3 Hours.

(Formerly AGED 4243.) This course provides students with graphic design and software skills specific to industries in Agriculture, Food, and Life Sciences. Students will learn to use industry-standard software (InDesign, Photoshop, Illustrator, Microsoft Excel, etc.) to prepare text and graphics and package them for use in print production. Graduate degree credit will not be given for both AGED 4243 and AGED 5243. Prerequisite: AGME 2903 or ISYS 1123 or equivalent.

AGED 5343. Communication Campaigns in Agriculture. 3 Hours.

(Formerly AGED 4343.) Students will develop understanding of the principles, practices and applications of social marketing, integrated marketing communications, advertising and public relations as they pertain to developing communication campaign strategies for the agricultural industry. Students will develop a communication campaign for an agricultural company and/or entity focused on a specific product or service. Graduate degree credit will not be given for both AGED 4343 and AGED 5343. Prerequisite: Graduate standing.

AGED 5363. Educational Delivery Techniques. 3 Hours.

Students will learn to apply teaching and learning theory in the development of engaging instruction delivered through electronic media. The goal of the course is not to make experts in "programming" or "theory", but rather to prepare students with the knowledge/practical skills necessary to deliver curriculum through various methods. Prerequisite: Graduate standing.

AGED 5443. Principles of Technological Change. 3 Hours.

(Formerly AGED 4443.) This course introduces a structured approach for dealing with the organizational and human aspects of technology transition, including the key concepts of resistance and change management, organizational change, communications, and processes by which professional change agents influence the introduction, adoption, and diffusion of technological change. This course may be offered as a web-based course. Graduate degree credit will not be given for both AGED 4443 and AGED 5443.

AGED 5463. Research Methodology in the Social Sciences. 3 Hours.

Logical structure and the method of science. Basic elements of research design; observation, measurement, analytic method, interpretation, verification, presentation of results. Applications to research in economic or sociological problems of agriculture and human environmental sciences. Prerequisite: Graduate standing. This course is cross-listed with HESC 5463.

AGED 5473. Interpreting Social Data in Agriculture. 3 Hours.

The development of competencies in analyzing, interpreting and reporting the results of analyses of social science data in agriculturally related professions. Students will select appropriate analysis techniques and procedures for various problems, analyze data, and interpret and report the results of statistical analyses in narrative and tabular form.

AGED 5483. Technical Communication in the Social Sciences. 3 Hours.

This course will provide students with the basic principles and techniques in communicating social science information relevant to human subject research in agriculture, natural resources, and life sciences to the general public. Communication processes covered in the course include audience identification, writing, editing, and production of social science-based materials for popular and refereed publications. Focus will also be placed on thesis preparation and writing and research manuscript development and dissemination of social science research. Web delivered course. Prerequisite: Graduate standing.

AGED 550V. College Teaching in Agriculture and Related Disciplines. 1-3 Hour.

For students who are pursuing graduate degrees where emphasis is on preparation for a research career, but who also may desire or expect to teach. Provides theory and practice in planning and executing a college-level course.

AGED 5543. Ag Publications. 3 Hours.

(Formerly AGED 4543.) Students produce a magazine through classroom study mirroring a professional magazine staff and are provided an opportunity for their writing, advertisements, photographs and artwork to be published in the magazine. By using computer applications, students integrate various skills including writing, editing and layout in agricultural publications. Graduate degree credit will not be given for both AGED 4543 and AGED 5543.

AGED 5563. Thesis Proposal Development. 3 Hours.

The purpose of this course is to assist graduate students in the preparation of their thesis research proposal. Students will produce the first three chapters of their thesis by the end of the course. Prerequisite: AGED 5463 or HESC 5463.

AGED 5632. Teaching Diverse Populations in Agricultural and Extension Education. 2 Hours.

(Formerly AGED 4632.) This course is designed to provide pre-service teachers of agriculture with an understanding of teaching diverse populations as applied to problems of practice in agricultural and extension education. Graduate degree credit will not be given for both AGED 4632 and AGED 5632.

AGED 575V. Internship in Agricultural Education. 1-6 Hour.

Scheduled practical field experiences under supervision of a professional practitioner in off-campus secondary school systems. Emphasis includes classroom preparation, teaching, and student evaluation.

AGED 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

Agricultural, Food and Life Sciences (AFLS)

Michael R. Evans
Interim Associate Dean, Dale Bumpers College of Agricultural, Food and Life Sciences
AFLS E115
479-575-4445
Email: mrevans@uark.edu

Kristin Seals
Program Coordinator
AFLS D112
479-575-3163
Email: kdseals@uark.edu

Degree Conferred:

M.S. in Food Safety (FDSF)

Program Description: The Master of Science in Food Safety is designed to prepare students for higher positions in the food industry. The program provides a subject matter core of courses in food microbiology, sanitation,

food processing, epidemiology, food law, HACCP applications, human diseases, and other quality control areas facing the food industry.

The M.S. in Food Safety (<https://online.uark.edu/programs/master-science-food-safety.php>) is offered online through the University of Arkansas Global Campus.

Requirements for M.S. in Food Safety

Master of Science Program: The Master of Science in Food Safety is designed to prepare students for higher positions in the food industry.

The program provides a subject matter core of courses in food microbiology, sanitation, food processing, epidemiology, food law, HACCP applications, human diseases, and other quality control areas facing the food industry.

The Master of Science in Food Safety program requires a total of 30 hours of graduate-level work. Each student will complete one three-hour special problem in which a technical paper will be developed. This requirement may be satisfied by an approved thesis project in the Poultry or Food Science department. No more than a total of nine hours of thesis, special problems and internships are recognized for degree requirements with no more than a total of six hours of special problems and internships. Each special problem course should be limited to three hours of credit. An oral examination over all course work and the special problem project or thesis is required.

The student's advisory committee will outline the total program of study and will also determine if any course deficiencies should be addressed. An applicant must meet all of the requirements for admission to the Graduate School. The program's steering committee provides guidelines for student admission and establishes degree requirements. The student and the Program Coordinator, with approval of the Dean of the Graduate School, select a major adviser. The major adviser, in consultation with the student, will recommend additional faculty members to serve on the student's advisory committee, including one member from the program steering committee.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Courses

AFLS 501V. Special Topics. 1-3 Hour.

Studies of selected topics not covered in other courses. May be repeated for up to 6 hours of degree credit.

Animal Science (ANSC)

Michael Looper
Department Head
B114 AFLS
479-575-4351
Email: looper@uark.edu (looper@uark.edu)

Charles Rosenkrans, Jr.
Graduate Admissions Chair
B-107E AFLS
479-575-4376
Email: crosenkr@uark.edu

Department of Animal Science Website (<http://animal-science.uark.edu>)

Degrees Conferred:

M.S., Ph.D. (ANSC)

Areas of Study: Graduate studies in subject matter areas of genetics, nutrition, parasitology, meats and physiology may be pursued. Beef cattle, dairy cattle, swine, sheep, and laboratory animals are available for research programs in the Animal Science Department.

Primary Areas of Faculty Research: Animal nutrition; animal physiology; animal breeding (genetics); meat science (muscle biology); parasitology.

M.S. in Animal Science

Prerequisites to Degree Programs: The student pursuing a program for a Master of Science degree must meet all general requirements of the Graduate School. In addition, the student must have completed the B.S. degree, preferably in a college or university with a major or equivalent in one of the areas of the Animal Science Department. Applicants must submit three letters of recommendation. All applicants must submit scores on the Graduate Record Examinations.

For acceptance into a course of study leading to the Ph.D. degree, a grade-point average of 3.00 on all previous graduate work and three letters of recommendation are required. All applicants must submit scores on the Graduate Record Examinations. Students accepted into the Ph.D. program without a M.S. must have a 3.20 cumulative grade-point average on all undergraduate work. The student will have a minimum of 24 hours post-baccalaureate work and 18 hours of dissertation at the end of the program.

Requirements for the Master of Science Degree: (Minimum 30 hours.)

Thesis Option. The thesis option requires a minimum of 24 hours of graduate course work, plus six hours of thesis research credit. The student and adviser will prepare a program of work that may include additional undergraduate basic courses and at least 24 semester hours of studies plus the successful completion and defense of a thesis and submission of one research paper suitable for submission to a peer reviewed professional journal. The defense of the thesis will consist of an oral defense administered by the graduate adviser and the thesis committee. Any deficiencies in undergraduate major requirements or prerequisites for advanced courses may be included in the student's program in addition to the 24 hours.

Non-thesis Option. The non-thesis option requires the completion of the plan of study outlined below, and successful performance on a final exam, but does not require the preparation of a thesis.

Requirements for application and admission to the non-thesis option:

- Applicants must meet the admission requirements of the University of Arkansas Graduate School. All applicants must submit scores on the GRE.
- An undergraduate B.S. degree in Animal Science or a closely related field of study, OR
- B.S. degree in another field with strong emphasis in the area of biological sciences (deficiency courses in addition to the prescribed 30 hour plan of study may be required).
- B.S. applicants without a strong background in biological sciences may be considered for admission to the program, but will be required to complete deficiency courses, as determined by the graduate admissions committee, in addition to the prescribed 30 hour plan of study.

Students must be accepted by a graduate adviser to begin the non-thesis program. The graduate adviser and the student's graduate committee will administer the non-thesis program. Degree requirements will be completed when the student has satisfactorily completed course work that meets the requirement for the non-thesis degree as listed below, and has satisfactorily completed a final exam. Students must have a final GPA # 2.85 to graduate from the program.

Non-Thesis M.S. Program Requirement: 30 hours minimum

Core Courses: 18-19 hours

Basic Program Core: 4 Hours

ANSC 5901	Seminar	1
AGST 5023	Principles of Experimentation	3
STAT 4003 & STAT 4001L	Statistical Methods and Statistics Methods Laboratory	4
ESRM 5393	Statistics in Education and Health Professions	3
ESRM 6403	Educational Statistics and Data Processing	3

OR, any graduate level statistics course approved by the advisory committee.

Animal Science Core Courses: 8-9 Hours

Genetics: 3 hours

ANSC 5123 Advanced Animal Genetics

ANSC 5133 Quantitative Inheritance

Nutrition: 3 hours

Any 5000 level or higher nutrition class in ANSC

Physiology: 2-3 Hours

ANSC 5923 Brain & Behavior

ANSC 5932 Cardiovascular Physiology of Domestic Animals

ANSC 5942 Endocrine Physiology of Domestic Animals

ANSC 5952 Respiratory Physiology of Domestic Animals

ANSC 5962 Gastrointestinal/Digestive Physiology of Domestic Animals

ANSC 5972 Renal Physiology

ANSC 6833 Reproduction in Domestic Animals

ANSC Electives: 9 Hours

Any graduate-level course in ANSC

General Electives: 9 Hours

CHEM 3813 Elements of Biochemistry 3

(Note: Graduate School approval is required.)

GRSD 5003 The Professoriate: Teaching, Learning and Assessment 3

Any 5000 or 6000 level course in departments within AFLS or in BIOL, CHEM, ESRM, or STAT

OR any graduate-level course approved by the graduate advisory committee.

Other program requirements

No more than two credit hours of seminar can be included in the 30 credit hour total.

At least 15 credits of ANSC courses must be at the 5000 level or above.

Non-thesis programs may include no more than three (3) hours of special problems in the minimum 30-credit hour requirement.

No more than six (6) hours of 4000-level graduate courses may be counted toward the 30-credit hour requirement.

Students are expected to meet with the graduate mentor at least once per semester.

Students are required to complete the annual graduate student progress report.

Transition Between M.S. Programs: A student can transition from the non-thesis to a thesis program with the approval of the graduate adviser and the department head. A student desiring to transition from the thesis to the non-thesis program must have the approval of the graduate adviser, the M.S. thesis committee, the department head, and the graduate dean. In addition, no credit will be granted for thesis hours, and a maximum of six hours of course work completed at the time of transition can be counted in the non-thesis degree program. Students in the non-thesis option are not eligible for departmental assistantships.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Animal Science

Requirements for the Doctor of Philosophy Degree: In addition to the general requirements of the Graduate School, the requirements will consist of a program of research, appropriate course work and seminars as specified by the student's graduate committee, as well as a dissertation and two research papers acceptable to the dissertation committee.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Ahrens, Chelsey, Ph.D. (Texas Tech), M.S. (University of Georgia), B.S.A. (University of Arkansas), Assistant Professor, 2015.

Apple, Jason, Ph.D., M.S. (Kansas State University), B.S.A. (Oklahoma State University), Professor, 1995.

Bailey, Clayton, Ph.D. (University of Arizona), M.S., B.S. (University of Arkansas), Adjunct Assistant Professor, 2015.

Beck, Paul Arthur, Ph.D. (University of Arkansas), M.S., B.S. (Oklahoma State University), Professor, 1997.

Coffey, Ken, Ph.D. (University of Missouri-Columbia), M.S. (University of Kentucky), B.S. (University of Tennessee), Professor, 1996.

Gadberry, M. Shane, Ph.D., M.S., B.S. (University of Arkansas), Associate Professor, 2006.

Huang, Yan, Ph.D. (University of Wyoming), M.S. (Dankook University), B.S. (China Agricultural University), Assistant Professor, 2015.

Jennings, John A., Ph.D. (University of Missouri), M.S. (University of Arkansas), B.S. (Southwest Missouri State University), Professor, 1998.

Jogan, Kathleen, Ed.D., M.S. (University of Arkansas), B.S. (Ursinus College), Instructor, 2015.

Kegley, Beth, Ph.D., M.S. (North Carolina State University), B.S. (Virginia Polytech Institute and State University), Professor, 1996.

Koltes, Dawn A., Ph.D. (Iowa State University), Adjunct Assistant Professor, 2015.

Kutz, Bryan Richard, M.S. (Western Kentucky University), B.S. (Oklahoma State University), A.S. (Northern Oklahoma College), Instructor, 1997.

Looper, Michael L., Ph.D. (Oklahoma State University), M.S., B.S. (University of Arkansas), Professor, 2011.

Maxwell, Charles, Ph.D. (University of Wisconsin-Madison), M.S., B.S. (University of Georgia), Professor, 1996.

Nugent, Russell A., Ph.D., M.S. (Virginia Polytechnic Institute and State University), B.S. (Pennsylvania State University), Adjunct Professor, 2011.

Philipp, Dirk, Ph.D. (Texas Tech University), M.S., B.S. (University of Leizig, Germany), Associate Professor, 2007.

Pohlman, Fred W., Ph.D. (Kansas State University), M.S. (University of Tennessee), B.S. (University of Missouri-Columbia), Professor, 1997.

Potter, Daniel S., M.N.A.S., B.S. (Missouri State University), Instructor, 2016.

Powell, Jeremy G., Ph.D. (University of Arkansas), D.V.M. (Oklahoma State University), B.S. (University of Arkansas), Professor, 2009.

Roeder, Richard A., Ph.D., M.S. (Texas A&M University), B.A. (Glassboro State College), Professor, 2002.

Rorie, Rick, Ph.D. (Louisiana State University), M.S., B.S. (University of Arkansas), Professor, 1989.

Rosenkrans, Charles F., Ph.D. (Kansas State University), M.S., B.S. (University of Missouri-Columbia), Professor, 1991.

Russell, Mark, Ed.D. (Texas Tech University), M.S., B.S. (Colorado State University), Assistant Professor, 2010.

Shanks, Bruce C., Ph.D. (South Dakota State University), M.S. (Montana State University), B.S. (Missouri State University), Adjunct Assistant Professor, 2011.

Ward, Heidi, Ph.D. (University of Oklahoma), D.V.M. (Oklahoma State University), B.S. (University of Oklahoma), Assistant Professor, 2015.

Wistuba, Troy, Ph.D. (University of Arkansas), M.S., B.S. (Kansas State University), Adjunct Assistant Professor, 2014.

Yazwinski, Tom, Ph.D. (North Carolina State University), M.S. (University of Maine), B.S. (University of Vermont), Adjunct University Professor, 1977.

Zhao, Jiangchao, Ph.D. (University of Wisconsin-Madison), M.S., B.S. (China Agricultural University), Assistant Professor, 2015.

Courses

ANSC 500V. Special Problems. 1-6 Hour.

Work in special problems of animal industry. May be repeated for up to 6 hours of degree credit.

ANSC 5013. Domestic Animal Energetics. 3 Hours.

Physical, physiological and biochemical aspects of energy metabolism of domestic animals and their applications to livestock production. Lecture 3 hours per week. Prerequisite: Graduate standing.

ANSC 5023. Legal Issues in Animal Agriculture. 3 Hours.

(Formerly ANSC 4123.) An issues-oriented course focusing on the legal issues involved in the production of poultry, swine and livestock. Emphasis will center on the laws, regulations and policy arguments involved in animal confinement, antibiotic use, humane slaughter and veterinary medicine, along with other related issues. The wide range of regulation- from local to state to federal, depending on the issue- will be studied and discussed. Graduate degree credit will not be given for both ANSC 4123 and ANSC 5023.

ANSC 5052. Cow-Calf Management. 2 Hours.

(Formerly ANSC 4252.) Systems of cow-calf management including the practical application of the principles of breeding, feeding, and management to commercial and purebred beef cattle under Arkansas conditions. Graduate degree credit will not be given for both ANSC 4252 and ANSC 5052.

ANSC 510V. Special Topics in Animal Sciences. 1-4 Hour.

Topics not covered in other courses or a more intensive study of specific topics in animal sciences. Prerequisite: Graduate standing. May be repeated for degree credit.

ANSC 5123. Advanced Animal Genetics. 3 Hours.

Specialized study of animal genetics. Lecture 3 hours per week. Prerequisite: ANSC 3123.

This course is cross-listed with POSC 5123.

ANSC 5133. Quantitative Inheritance. 3 Hours.

Advanced study of the genetic basis of variation and the genetic control of quantitative traits in populations. Lecture 3 hours per week. Prerequisite: ANSC 3133.

ANSC 5143. Biochemical Nutrition. 3 Hours.

Interrelationship of nutrition and physiological chemistry; structure and metabolism of physiological significant carbohydrates, lipids, and proteins; integration of metabolism with provision of tissue fuels; specie differences in regulatory control of tissue and whole body metabolism of nutrients. Prerequisite: CHEM 3813.

This course is cross-listed with POSC 5143.

ANSC 5152. Protein and Amino Acid Nutrition. 2 Hours.

Students will be introduced to the basic processes of protein digestion, amino acid absorption, transport, metabolism, and utilization along with how biochemical function of proteins and their dynamic state affect nutritional status for animals and man. Prerequisite: CHEM 3813.

This course is cross-listed with POSC 5152.

ANSC 5163. Companion Animal Nutrition. 3 Hours.

This course is designed to focus on the digestive anatomy, physiology, and nutrient metabolism of non-herbivorous companion animals, primarily dogs and cats. Topics discussed will also include an overview of the pet food industry, its regulations and commonly utilized ingredients. Students will gain a deeper understanding of nutrition as it relates to life stages and various disease states that can affect both dogs and cats. This course will require a Saturday trip to one or two off campus facilities. Prerequisite: ANSC 3143 or POSC 4343.

ANSC 5253. Advanced Livestock Production. 3 Hours.

Comprehensive review of recent advances in research relative to the various phases of livestock production.

ANSC 5262. Swine Production. 2 Hours.

(Formerly ANSC 4262.) Methods in producing purebred and commercial swine with specific emphasis on the management programs needed for profitable pork production in Arkansas. Graduate degree credit will not be given for both ANSC 4262 and ANSC 5262.

ANSC 5272. Sheep Production. 2 Hours.

(Formerly ANSC 4272.) Purebred and commercial sheep management emphasizing the programs of major importance in lamb and wool production in Arkansas. Graduate degree credit will not be given for both ANSC 4272 and ANSC 5272.

ANSC 5283. Horse Production. 3 Hours.

(Formerly ANSC 4283.) Production, use and care of horses and ponies including breeding, feeding, handling, and management. Lecture 2 hours, laboratory 3 hours per week. Graduate degree credit will not be given for both ANSC 4283 and ANSC 5283. Corequisite: Lab component.

ANSC 5452. Milk Production. 2 Hours.

(Formerly ANSC 4452.) Principles of breeding, feeding, and management of dairy cattle will be studied. Graduate degree credit will not be given for both ANSC 4452 and ANSC 5452.

ANSC 5482. Companion Animal Management. 2 Hours.

(Formerly ANSC 4482.) The study and application of principles of domestication, nutrition, reproduction, parasitology, diseases, behavior, and husbandry management to companion animals. Dogs, cats, and exotic animals will be the species of primary interest. Practical problems of care and management of these species will be solved. Graduate degree credit will not be given for both ANSC 4482 and ANSC 5482. Prerequisite: BIOL 1543 or equivalent or consent of instructor.

ANSC 5553. Forage-Ruminant Relations. 3 Hours.

Advanced chemical, physical, and botanical characteristics of forage plants, the dynamics of grazing, intake and digestion, and techniques of measuring forage utilization and systems analysis at the plant-animal interface. Lecture 3 hours per week. CSES 1203 recommended. Prerequisite: ANSC 3143. This course is cross-listed with CSES 5553.

ANSC 5652. Stocker-Feedlot Cattle Management. 2 Hours.

(Formerly ANSC 4652.) Production and management systems for stocker and feed-lot cattle including practical applications of forage systems, feeding, health management and economics of production of these livestock. Graduate degree credit will not be given for both ANSC 4652 and ANSC 5652.

ANSC 5743L. Advanced Analytical Methods in Animal Sciences Laboratory. 3 Hours.

Introduction into theory and application of current advanced analytical techniques used in animal research. Two 3-hour laboratory periods per week. This course is cross-listed with POSC 5743L.

ANSC 5853. Advanced Meats Technology. 3 Hours.

An intensive study of processed meats, relating the science, technology, and quality of further processed meat and poultry products. Product development, sensory and chemical analysis, microbiology, nutritional aspects, and product labeling are covered. Prerequisite: POSC 4314 or ANSC 3613.

ANSC 5901. Seminar. 1 Hour.

Critical review of the current scientific literature pertaining to the field of animal science. Oral reports. Lecture 1 hour per week. Prerequisite: Senior standing.

ANSC 5923. Brain & Behavior. 3 Hours.

Covers cellular through neural systems, major brain functions and comparative neuroanatomy. Topics include ion channels, membrane and action potentials, synaptic integration, neurotransmitters, major brain regions of mammals and birds, sensory systems and the autonomic nervous systems, neuroendocrine system, and control by the brain of critical functions and behavior. Lecture 3 hours per week. Prerequisite: (ANSC 3032 or POSC 3032) or (ANSC 3042 or POSC 3042) or PSYC 2003 or BIOL 2213 or BIOL 2443 or BIOL 2533. This course is equivalent to POSC 5923.

ANSC 5932. Cardiovascular Physiology of Domestic Animals. 2 Hours.

Cardiovascular physiology, including mechanisms of heart function and excitation, and blood vessel mechanisms associated with the circulatory system in domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component. Prerequisite: (POSC 3032 or ANSC 3032) and (POSC 3042 or ANSC 3042). This course is cross-listed with POSC 5932.

ANSC 5942. Endocrine Physiology of Domestic Animals. 2 Hours.

Endocrine physiology, including mechanisms of hormone secretion, function, and regulation. Mechanisms associated with the endocrine system will be discussed for domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (or first 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component. Prerequisite: (POSC 3032 or ANSC 3032) and (POSC 3042 or ANSC 3042). This course is cross-listed with POSC 5942.

ANSC 5952. Respiratory Physiology of Domestic Animals. 2 Hours.

Respiratory physiology, including mechanisms of lung function and gas exchange. Mechanisms associated with the interaction of the respiratory system with other bodily systems in domestic animals and poultry will be discussed. Lecture 3 hours; drill 1 hour per week for first 8 weeks of semester. Pre- or Corequisite: CHEM 3813. Corequisite: Drill component. Prerequisite: (POSC 3032 or ANSC 3032) and (POSC 3042 or ANSC 3042). This course is cross-listed with POSC 5952.

ANSC 5962. Gastrointestinal/Digestive Physiology of Domestic Animals. 2 Hours.

Gastrointestinal and hepatic physiology, including mechanisms of digestion, absorption of nutrients with emphasis on cellular control mechanisms in domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component. Prerequisite: (POSC 3032 or ANSC 3032) and (POSC 3042 or ANSC 3042). This course is cross-listed with POSC 5962.

ANSC 5972. Renal Physiology. 2 Hours.

Renal physiology, including mechanisms of renal clearance with emphasis on cellular control mechanisms in domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component. Prerequisite: (POSC 3032 or ANSC 3032) and (POSC 3042 or ANSC 3042). This course is cross-listed with POSC 5972.

ANSC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

ANSC 6123. Advanced Food Animal Wellbeing. 3 Hours.

Advances in fundamentals of animal welfare including animal health, animal handling, food safety and productivity. Prerequisite: ANSC 2213 or BIOL 4833 or instructor consent.

This course is cross-listed with POSC 6123.

ANSC 6143. Minerals in Animal Nutrition. 3 Hours.

Mineral nutrients, their sources and functions, as related to nutrition of domestic animals. Lecture 3 hours per week. Prerequisite: ANSC 3143 or POSC 4343.

ANSC 6243. Ruminant Nutrition. 3 Hours.

Anatomy and physiology of the rumen. The nutrient requirements of microbial organisms and the relation of microbial digestion in the rumen to the nutrition of cattle, sheep and other ruminants. Lecture 3 hours per week. Prerequisite: Graduate standing.

ANSC 6343. Vitamin Nutrition in Domestic Animals. 3 Hours.

The vitamins required by domestic animals with emphasis upon their role in animal nutrition, physiological functions, and consequences of failure to meet the requirement of the animal. Lecture 3 hours per week. Prerequisite: ANSC 3143 (or POSC 4343) and CHEM 3813.

This course is cross-listed with POSC 6343.

ANSC 6833. Reproduction in Domestic Animals. 3 Hours.

Comprehensive review of current theory of reproductive function in domestic animals. Lecture 3 hours per week. Prerequisite: ANSC 3433.

ANSC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Anthropology (ANTH)

Justin Nolan
Department Chair
330 Old Main
479-575-2508
Email: jmnolan@uark.edu

JoAnn D'Alisera
Vice Chair/Director of Graduate Studies
330 Old Main
479-575-2508
Email: dalisera@uark.edu

Anthropology Department Website (<http://anth.uark.edu>)

Degrees Conferred:

M.A., Ph.D. (ANTH)

Areas of Study: Archeology; biological/physical anthropology, and cultural anthropology.

Primary Areas of Faculty Research: The biological anthropology faculty studies the present and past nature and evolution of humans and other primates. Faculty specializations are evolutionary theory, paleoanthropology, dental analysis, bioarcheology, comparative morphometrics. The cultural anthropology program focuses on such issues as gender, class, religion, and public culture as shaped by history and migration. Faculty area specialties include North America, Latin America, the Middle East, and Africa. Training is offered in popular memory, material culture, religion, performance studies, sociolinguistics, ethnobiology, medical anthropology, and popular culture. The archeology faculty is particularly strong in the U.S. Southeast, Great Plains, and the Middle East. Their research interests range from ethnohistory to lithic analysis, Quaternary environments, ground-based geophysical and satellite remote sensing, applications of geographical information systems technology, quantitative techniques, mortuary studies, historical archeology, and ecology. A major emphasis, in collaboration with the Arkansas Archeological Survey, is public archeology.

M.A. in Anthropology

Prerequisites to Degree Program: Applicants must be admitted to the Graduate School and meet the following requirements: 1) satisfactory undergraduate preparation in anthropology, 2) three letters from persons competent to judge applicant's potential for graduate studies, 3) satisfactory GRE scores, and 4) a completed departmental application. Students who do not meet these requirements may be admitted conditionally. Students with course deficiencies may enroll concurrently in graduate courses.

Requirements for the Master of Arts Degree: (Minimum 30/36 hours, depending on option chosen.) A student may choose one of three options to satisfy the requirements for a Master of Arts degree in anthropology:

Anthropology M.A. with Thesis:(Minimum 30 hours.) A minimum of 24 semester hours of course work including distribution requirements specified by the department, six semester hours of thesis, and an oral examination conducted by the candidate's faculty committee.

Anthropology M.A. with Internship: A minimum of 30 semester hours of course work including distribution requirements specified by the department, six hours of internship, evidence of research ability, and an oral exam conducted by the candidate's faculty committee.

Anthropology M.A. without Thesis: Thirty-six semester hours including distribution requirements specified by the department and an oral examination conducted by the candidate's faculty committee.

A list of courses that meet the general distribution requirement is available from the departmental chair. A minimum of 21 graduate hours in anthropology is required in all three options.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Anthropology

Requirements for the Doctor of Philosophy Degree:(Minimum of 42 hours, including 18 hours of dissertation.)

Admission Requirements: Applicants are generally required to have a master's degree in anthropology (or the equivalent) and demonstrate competence in the subfields of archeology, biological anthropology, and cultural anthropology. A student who begins doctoral study with an M.A. from another university must take the courses required for the M.A. here that were not taken elsewhere, but these deficiency courses may, with the consent of the student's advisory committee, count toward the 24-hour course requirement. Applicants without a master's degree in anthropology (or its equivalent) but with exceptionally strong qualifications may be admitted directly into the Ph.D. program at the discretion of the department faculty.

Advisory Committee: During the first semester of study, all students will be assigned an advisory committee that will determine their particular programs. Students will select a subfield of specialization (archeology, biological anthropology, or cultural anthropology).

Foreign Language Requirement: Students are required to demonstrate competence in a foreign language.

Course Requirements: Students in the doctoral program are required to complete 24 semester hours of course work for graduate credit beyond the M.A. degree. This work will include four seminar courses to include at least one class in archeology, biological anthropology, and cultural anthropology. To strengthen and support an area of expertise, a student may take up to six hours of graduate course work in other departments. Subject to the approval of the student's adviser, these hours will count toward the 24-hour course requirement for the degree.

Candidacy Examinations: A student must complete Graduate School residence requirements and departmental course requirements before taking the written candidacy examinations. Students will notify their committees of their intention to take the examination, and their advisory committee will construct the examination questions. The exams will be taken on campus over a period of three days. The areas that will be examined are discussed in the department's Graduate Student Handbook.

The student's advisory committee, in consultation with other faculty as needed, will evaluate the written answers. The student's advisory committee chair will meet with the student and provide relevant feedback, including any weaknesses in the written examination that might need to be addressed in the oral examination.

The committee chair will then schedule an oral exam with the student's advisory committee. After the oral exam, the advisory committee will meet and make one of the following recommendations:

1. The student has demonstrated the knowledge, skills, and abilities to proceed with his/her dissertation. The student is then admitted to candidacy.
2. Remedial work is necessary. Remedial work may include taking portions of the qualifying exam again, writing another paper, taking an additional course or independent study, or other options as appropriate. Upon successful completion of this remedial work, the student will be admitted to candidacy.
3. The student is not admitted to candidacy.

The committee recommendations will be communicated in writing to the student and to the department chair, and the Graduate School will be notified in writing by the department chair when students have passed their candidacy examinations.

Proposal Defense: Upon admission to candidacy, students will select a dissertation committee with a major professor as chair to direct the

research and writing. Under direction of the major professor, candidates will develop programs of reading in the general areas and research techniques pertinent to preparing their dissertations. To demonstrate competence in this preparation, the dissertation committee will conduct an oral proposal defense. This proposal defense must be taken no later than the end of the fall or spring semester after completing the written qualifying examinations.

Dissertation and Dissertation Defense: Students will demonstrate a capacity for independent research by writing an original dissertation on a topic within their subfield of specialization. Within the time limits specified by the Graduate School, students must submit a dissertation acceptable to their dissertation committee. Students' final examinations will be oral and primarily a defense of their dissertations.

Teaching Requirement: Although the Doctor of Philosophy degree is primarily a research degree, communication skills are critical to professional development. Therefore, each doctoral candidate will be required to engage in teaching activities before completion of the program.

Faculty members located off-campus are available for research and individual guidance in any of these options. They may also chair and serve on student committees.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Environmental Dynamics: Anthropology participates in the interdisciplinary Ph.D. program in Environmental Dynamics (p. 168).

Common Market: Through an agreement with the Academic Common Market (p. 471), residents of certain Southern states may qualify for graduate enrollment in this degree program as in-state students for fee purposes.

Graduate Faculty

- Brandon, Jamie**, Ph.D. (University of Texas), M.A. (University of Arkansas), B.A. (University of Memphis), Associate Research Professor, 2014.
- D'Alisera, JoAnn**, Ph.D., A.M. (University of Illinois-Urbana-Champaign), B.A. (State University of New York at New Paltz), Associate Professor, 1999.
- Delezene, Lucas**, Ph.D., M.A. (Arizona State University), B.S. (Emory University), Instructor, 2011.
- Erickson, Kirstin C.**, Ph.D., M.A. (University of Wisconsin-Madison), B.A. (St. Olaf College), Associate Professor, 2001.
- Kay, Marvin**, Ph.D. (University of Colorado-Boulder), M.A., B.A. (University of Missouri-Columbia), Professor, 1980.
- Kvamme, Kenneth L.**, Ph.D. (University of California-Santa Barbara), M.A., B.A. (Colorado State University), Professor, 1999.
- Marion, Jonathan S.**, Ph.D., M.A. (University of California-San Diego), B.A. (University of Redlands), Associate Professor, 2012.
- Natarajan, Venkatesan Ram**, Ph.D., M.A. (New York University), B.A. (Johns Hopkins University), Assistant Professor, 2015.
- Nolan, Justin Murphy**, Ph.D., M.A. (University of Missouri-Columbia), B.A. (Westminster College), Associate Professor, 2002.
- Plavcan, Joseph M.**, Ph.D., B.A. (Duke University), Professor, 2001.
- Rose, Jerry**, Ph.D., M.A. (University of Massachusetts), B.A. (University of Colorado), University Professor, 1976.
- Sabo, George**, Ph.D., M.A., B.S. (Michigan State University), Professor, 1980.

Stoner, Wesley, Ph.D., M.A. (University of Kentucky), B.A. (Pennsylvania State University), Assistant Professor, 2014.

Swedenburg, Ted R., Ph.D., M.A., (University of Texas at Austin), B.A. (University of Beirut), Professor, 1996.

Terhune, Claire E., Ph.D., M.A. (Arizona State University), B.A., B.S. (College of Charleston), Assistant Professor, 2013.

Ungar, Peter S., Ph.D., M.A. (State University of New York at Stony Brook), B.A. (State University of New York, Binghamton), Distinguished Professor, 1995.

Vining, Benjamin R., Ph.D., M.A. (Boston University), B.A. Colgate University, Assistant Professor, 2016.

Courses

ANTH 500V. Advanced Problems in Anthropology. 1-18 Hour.

Individual research at graduate level on clearly defined problems or problem areas. May be repeated for up to 18 hours of degree credit.

ANTH 5043. Advanced Vector Geographic Information Systems. 3 Hours.

Advanced vector operations and analysis. Topics will include topological analysis, network analysis, geocoding, conflation, implications of source and product map scale, map generation, error mapping, and cartographic production. Prerequisite: ((ANTH 4563 or ANTH 5563 (formerly ANTH 4563)) or ((GEOS 4583 or GEOS 5583 (formerly GEOS 4583)) or equivalent.

This course is cross-listed with GEOS 5033.

ANTH 5053. Quaternary Environments. 3 Hours.

An interdisciplinary study of the Quaternary Period including dating methods, deposits, soils, climates, tectonics, and human adaptation. Lecture 2 hours, laboratory 2 hours per week.

This course is cross-listed with ENDY 5053, GEOS 5053.

ANTH 5063. Popular Culture. 3 Hours.

(Formerly ANTH 4033.) Study of national and international varieties of popular culture, including music, dance, fashion, and the media. Emphasis will be given to both ethnographic approaches, which focus on the investigation of production and consumption of cultural forms and to cultural studies approaches, which see culture as a terrain of struggle. Graduate degree credit will not be given for both ANTH 4033 and ANTH 5063.

ANTH 5093. The Archeology of Death. 3 Hours.

(Formerly ANTH 4093.) Study of the analysis and interpretation of archeological mortuary remains and sites. Key archeological and anthropological sources that have influenced major theoretical developments are reviewed. Graduate degree credit will not be given for both ANTH 4093 and ANTH 5093.

ANTH 5103. Applications of Cultural Method and Theory. 3 Hours.

Review of the nature and history of cultural anthropology; recent theories and practical implications and applications of various methods of acquiring, analyzing and interpreting cultural anthropological data.

ANTH 5113. Anthropology of the City. 3 Hours.

Examines cities as both products of culture, and sites where culture is made and received. Explores the implications of several pivotal urban and cultural trends and the way in which representations of the city have informed dominant ideas about city space, function, and feel.

ANTH 5123. Ancient Middle East. 3 Hours.

(Formerly ANTH 4123.) The archeology of the ancient Middle East with emphasis upon the interaction of ecology, technology and social structure as it pertains to domestication and urbanization. Graduate degree credit will not be given for both ANTH 4123 and ANTH 5123.

ANTH 5133. Settlement Archaeology. 3 Hours.

(Formerly ANTH 4133.) Focuses on the historical development of settlement archeology, the methods of site survey and discovery within regions, ecological and social theories that underlie patterns of human land use and distribution, methods of site location analysis, and descriptive and predictive site location modeling. Graduate degree credit will not be given for both ANTH 4133 and ANTH 5133.

ANTH 5143. Ecological Anthropology. 3 Hours.

(Formerly ANTH 4143.) Anthropological perspectives on the study of relationships among human populations and their ecosystems. Graduate degree credit will not be given for both ANTH 4143 and ANTH 5143.

ANTH 5153. Topics in Anthropology. 3 Hours.

Graduate level seminar with varied emphasis on topics relating to cultural anthropology. May be repeated for degree credit.

ANTH 5203. Applications of Archeological Method and Theory. 3 Hours.

Review of the nature and history of archeology; recent theories and practical implications and applications of various methods of acquiring, analyzing, and interpreting archeological data.

ANTH 5243. Archeology of the Midsouth. 3 Hours.

(Formerly ANTH 4243.) Survey of prehistoric and protohistoric cultures of the lower Mississippi Valley and adjacent regions. Graduate degree credit will not be given for both ANTH 4243 and ANTH 5243.

ANTH 5256. Archeological Field Session. 6 Hours.

(Formerly ANTH 4256.) Practical field and laboratory experiences in archeological research. Graduate degree credit will not be given for both ANTH 4256 and ANTH 5256.

ANTH 5263. Indians of Arkansas and the South. 3 Hours.

Study of the traditional lifeways and prehistoric backgrounds of Indians living in the southern United States, including Arkansas.

ANTH 5273. Photography for Fieldwork. 3 Hours.

(Formerly ANTH 4273.) This class explores the use of photographic images as both data and representational tools in anthropological research, emphasizing the ethical, theoretical, and methodological issues involved. Graduate degree credit will not be given for both ANTH 4273 and ANTH 5273.

ANTH 5283. Survey in Ethnographic Film. 3 Hours.

(Formerly ANTH 4283.) Survey of the development and evolution of ethnographic film, based on class screenings to build familiarity, vocabulary, and literacy with this branch of visual anthropology. Graduate degree credit will not be given for both ANTH 4283 and ANTH 5283.

ANTH 5293. Identity and Culture in the U.S.-Mexico Borderlands. 3 Hours.

(Formerly ANTH 4263.) An exploration of the interplay between Latino/a, Mexican, Anglo, and Native American identities and cultures along the U.S.-Mexico border. Course examines identity formation, hybridity, social tension, marginalization, race and gender, from an anthropological perspective, paying special attention to the border as theoretical construct as well as material reality. Graduate degree credit will not be given for both ANTH 4263 and ANTH 5293.

ANTH 5303. Applications of Method and Theory in Biological Anthropology. 3 Hours.

Review of the nature and history of biological anthropology; recent theories and the practical implications and applications of various methods of acquiring, analyzing, and interpreting data.

ANTH 5313. Laboratory Methods in Archeology. 3 Hours.

(Formerly ANTH 4353.) Theory and practice of describing, analyzing, and reporting upon archeological materials. Graduate degree credit will not be given for both ANTH 4353 and ANTH 5313.

ANTH 535V. Topics in Physical Anthropology. 1-6 Hour.

Graduate level seminar with varied emphasis on topics relating to physical anthropology. May be repeated for degree credit.

ANTH 5363. Museums, Material Culture, and Popular Imagination. 3 Hours.

(Formerly ANTH 4363.) Museums as ideological sites and thus as sites of potential contestation produce cultural and moral systems that legitimate existing social orders. This course will focus on strategies of representation and the continuous process of negotiating social and cultural hierarchies with and through objects that are displayed. Graduate degree credit will not be given for both ANTH 4363 and ANTH 5363.

ANTH 5413. Bioarcheology Seminar. 3 Hours.

Intensive coverage of bioarcheological method and theory with the context of both academic and cultural resources management research.

ANTH 5423. Human Evolutionary Anatomy. 3 Hours.

Paleobiologists reconstruct past lifeways and systematic relationships of our ancestors using comparative studies of bony morphology and associated soft tissues. This course surveys methods and theories used to infer function and phylogeny, and details relevant aspects of the anatomy of humans, living great apes, and fossil human ancestors. Prerequisite: ANTH 1013 and BIOL 1543.

This course is cross-listed with BIOL 5423.

ANTH 5443. Cultural Resource Management I. 3 Hours.

Concentrated discussion of management problems relative to cultural resources, including review and interpretation of relevant federal legislation, research vs. planning needs, public involvement and sponsor planning, and assessment of resources relative to scientific needs. No field training involved; discussion will deal only with administrative, legal, and scientific management problems.

ANTH 5473. Descriptive Linguistics. 3 Hours.

A scientific study of language with primary emphasis on modern linguistic theory and analysis. Topics include phonology, morphology, syntax, semantics, language acquisition, and historical development of world languages.

This course is cross-listed with WLLC 5463, ENGL 5463.

ANTH 548V. Individual Study of Anthropology. 1-6 Hour.

(Formerly ANTH 448V.) Reading course for advanced students with special interests in anthropology. Graduate degree credit will not be given for both ANTH 448V and ANTH 548V. May be repeated for up to 6 hours of degree credit.

ANTH 5513. African Religions: Gods, Witches, Ancestors. 3 Hours.

(Formerly ANTH 4513.) An exploration of African religions from a variety of anthropological perspectives, exploring how religious experience is perceived and interpreted by adherents, highlighting the way in which individual and group identities are constructed, maintained and contested within religious contexts. Readings reflect the vast diversity of religious life in Africa. Graduate degree credit will not be given for both ANTH 4513 and ANTH 5513.

ANTH 5523. Dental Science. 3 Hours.

(Formerly ANTH 4523.) Introduction to the study of the human dentition including its anatomy, morphology, growth and development, and histology. Graduate degree credit will not be given for both ANTH 4523 and ANTH 5523.

ANTH 5553. Introduction to Raster GIS. 3 Hours.

(Formerly ANTH 4553.) Theory, data structures, algorithms, and techniques behind raster-based geographical information systems. Through laboratory exercises and lectures multidisciplinary applications are examined in database creation, remotely sensed data handling, elevation models, and resource models using boolean, map algebra, and other methods. Credit will not be given for both ANTH 4553 and ANTH 5553.

This course is cross-listed with GEOS 5453.

ANTH 5563. Vector GIS. 3 Hours.

(Formerly ANTH 4563.) Introduction to geographic information systems (GIS) applications in marketing, transportation, real estate, demographics, urban and regional planning, and related areas. Lectures focus on development of principles, paralleled by workstation-based laboratory exercises using mainstream GIS software and relational databases. Credit will not be given for both ANTH 4563 and ANTH 5563.

This course is cross-listed with GEOS 5583.

ANTH 5583. Peoples and Cultures of Sub-Saharan Africa. 3 Hours.

(Formerly ANTH 4583.) An exploration of the people and places of Africa from a variety of anthropological perspectives. Classic and contemporary works will be studied in order to underscore the unity and diversity of African cultures, as well as the importance African societies have played in helping us understand culture/society throughout the world. Credit will not be given for both ANTH 4583 and ANTH 5583.

ANTH 5593. Introduction to Global Positioning Systems and Global Navigation Satellite Systems. 3 Hours.

(Formerly ANTH 4593.) Introduction to navigation, georeferencing, and digital data collection using GPS and GNSS receivers, data loggers, and laser technology. Components of NavStar GLONASS, Beidou and other global positioning system are used in integration of digital information into various GIS platforms with emphasis on practical applications. Credit will not be given for both ANTH 4593 and ANTH 5593. This course is cross-listed with GEOS 5293.

ANTH 5603. Landscape Archaeology. 3 Hours.

(Formerly ANTH 4603.) This course provides an introduction to the methods and theories of landscape archaeology. Topics include archaeological survey techniques, environmental and social processes recorded in the archaeological landscape, and analysis of ancient settlement and land use data to reveal changes in population, resource utilization, and environmental relationships. Credit will not be given for both ANTH 4603 and ANTH 5603.

ANTH 561V. Field Research in Archeology. 1-6 Hour.

Directed graduate level archeological fieldwork. May be repeated for up to 6 hours of degree credit.

ANTH 5623. Primate Adaptation and Evolution. 3 Hours.

(Formerly ANTH 4613.) Introduction to the biology of the order of Primates. This course considers the comparative anatomy, behavioral ecology and paleontology of our nearest living relatives. Credit will not be given for both ANTH 4613 and ANTH 5623.

ANTH 5633. Archeological Prospecting & Remote Sensing. 3 Hours.

(Formerly ANTH 4633.) Ground-based geophysical, aerial, and other remote sensing methods are examined for detecting, mapping, and understanding archeological and other deposits. These methods include magnetometry, resistivity, conductivity, radar, aerial photography, thermography, and multispectral scanning. Requires computer skills, field trips, and use of instruments. Credit will not be given for both ANTH 4633 and ANTH 5633.

ANTH 5653. GIS Analysis and Modeling. 3 Hours.

(Formerly ANTH 4653.) Unlike conventional GIS courses that focus on studying "where", this course will teach students to address beyond "where" using various GIS analysis and modeling techniques to explore "why" and "how". The course will provide theoretical and methodological reviews of the principles of cartographic modeling and multi-criteria decision-making. Credit will not be given for both ANTH 4653 and ANTH 5653.

This course is cross-listed with GEOS 5653, ENDY 5043.

ANTH 5703. Mammalian Evolution and Osteology. 3 Hours.

(Formerly ANTH 4703.) This course will focus on describing the evolutionary history of mammals, a group of vertebrates that include over 5,000 species in 29 orders, and will provide an overview of living species and their identifying features. Credit will not be given for both ANTH 4703 and ANTH 5703. Prerequisite: ANTH 1013 and ANTH 1011L, BIOL 1543 and BIOL 1541L, or instructor consent.

ANTH 5803. Historical Archeology. 3 Hours.

(Formerly ANTH 4803.) Review of the development of historical archeology and discussion of contemporary theory, methods, and substantive issues. Lab sessions on historic artifact identification and analysis. Graduate degree credit will not be given for both ANTH 4803 and ANTH 5803.

ANTH 5813. Ethnographic Approaches to the Past. 3 Hours.

(Formerly ANTH 4813.) Review of the uses of ethnographic data in the reconstruction and interpretation of past cultures and cultural processes, with particular emphasis on the relationships between modern theories of culture and archeological interpretation. Credit will not be given for both ANTH 4813 and ANTH 5813.

ANTH 582V. Applied Visual Research. 1-6 Hour.

(Formerly ANTH 482V.) This class provides hands-on skill and training conducting visually informed fieldwork designed to help represent unique cultural settings, experience, and heritage. Credit will not be given for both ANTH 482V and ANTH 582V.

ANTH 5863. Quantitative Anthropology. 3 Hours.

(Formerly ANTH 4863.) Introductory statistics course for anthropology students examines probability theory, nature of anthropological data, data graphics, descriptive statistics, probability distributions, test for means and variances, categorical and rank methods, ANOVA, correlation and regression. Lectures focus on theory methods; utilize anthropological data and a statistical software laboratory. Credit will not be given for both ANTH 4863 and ANTH 5863. This course is cross-listed with GEOS 5863.

ANTH 5903. Seminar in Anthropology. 3 Hours.

(Formerly ANTH 4903.) Research, discussion, and projects focusing on a variety of topics. Credit will not be given for both ANTH 4903 and ANTH 5903. May be repeated for up to 12 hours of degree credit.

ANTH 5913. Topics of the Middle East. 3 Hours.

(Formerly ANTH 4913.) Covers a special topic or issue. Credit will not be given for both ANTH 4913 and ANTH 5913. May be repeated for up to 9 hours of degree credit.

ANTH 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

ANTH 6033. Society and Environment. 3 Hours.

This course examines the complex interrelationships between human societies and the natural environment. Drawing on diverse and interdisciplinary perspectives in archaeology, ethnography, history, geography, and palaeo-environmental studies, readings and discussion will explore the co-production of social and environmental systems over time. May be repeated for degree credit. This course is cross-listed with ENDY 6033.

ANTH 610V. Internship. 1-18 Hour.

Internship. May be repeated for up to 18 hours of degree credit.

ANTH 6813. Seminar: Cultural Anthropology. 3 Hours.

Variable topics in Anthropology will be explored in depth. May be repeated for up to 9 hours of degree credit.

ANTH 6823. Seminar: Archeology. 3 Hours.

Various topics in Archeology will be explored in depth. May be repeated for up to 9 hours of degree credit.

ANTH 6833. Seminar: Biological Anthropology. 3 Hours.

Various topics in Biological Anthropology will be explored in depth. May be repeated for up to 9 hours of degree credit.

ANTH 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Art (ARTS)

Jeannie Hulén
Interim Director of the School of Art
116 Fine Arts Center
479-575-5202

Kristin Musgnug
Director of Graduate Studies
116 Fine Arts Center
479-575-5202
Email: kmusgnug@uark.edu (Kristin Musgnug Rebecca Drolen Directors of Graduate Studies 116 Fine Arts Center 479-575-5202 E-mail)

School of Art Website (<http://art.uark.edu>)

Degree Conferred:

M.F.A. (ART)

Program Description: The objective of the program of study leading to the degree of Master of Fine Arts in art shall be professional achievement of high order, a knowledge of art history and criticism, the development of a fundamental grasp and understanding of the professional field of art and its relationship to supporting fields of knowledge, as well as the satisfactory completion of course work and other degree requirements. The program of study will vary depending upon the art medium areas selected for the creative work and the goals of the individual graduate student. The Master of Fine Arts degree in art is considered to be the terminal degree in studio art and is awarded in recognition of professional development in the visual arts as evidenced by a period of successful post-bachelor's degree study. The M.F.A. degree is recognized as preparatory to studio art teaching positions at institutions of higher education.

Areas of Study: Major areas of study include drawing, painting, sculpture, design, printmaking, ceramics, and photography.

M.F.A. in Art

Prerequisites to Degree Programs: An earned bachelor's degree with an art major concentration or its equivalent. Consideration will be given to applicants without an art major concentration who present evidence of proficiency in creative work in the visual arts.

Acceptance to the M.F.A. degree program requires a two-semester art history survey or its equivalent. Failing to meet this requirement, the M.F.A. student is required to complete the appropriate semesters of survey of art history for non-graduate credit.

In addition to the requirements for admission to the Graduate School, the applicant must also submit the following materials to the School of Art: transcripts of college level work; at least three letters of reference concerning art work, work habits, and potential for graduate study in art; a portfolio of art works; a personal statement concerning background, conceptual and technical development, and goals for graduate study in visual art; and an application form obtained from the School of Art on request.

Requirements for the Master of Fine Arts Degree: Completion of a minimum of 60 semester credit hours and a minimum of six regular semesters in residence (not to include summer terms).

1. A minimum of 42 credit hours in studio courses:
 - a. A minimum focused study area of a total of 24 credit hours. For each semester in residence, excluding summers and the final semester, M.F.A. candidates must enroll in a minimum of three hours in their focused study area as advised by their media area adviser.
 - b. One semester of ARTS 5923 MFA First Year Seminar, to be taken in the fall semester of the first year of study, and one semester of ARTS 5933 MFA Second Year Seminar, to be taken in the fall semester of the second year of study (total of 6 credit hours).
 - c. A minimum of 12 Studio Art Elective credit hours. These may include 3 credit hours in excess of the required 12 hours of Art History and/or criticism. Up to 6 credit hours in graduate courses taken outside the School of Art may be included, with prior approval. Students electing to take only 9 hours of Art History will complete 15 hours of electives.
2. Art History requirement: While in the M.F.A. program, the student is required to complete a minimum of 12 hours of art history. Students admitted to the program with 12 or more hours of prior college level art history courses may elect to take only 9 hours of Art History. Requirements include:
 - a. Six hours of elected art history courses. (Three hours for students with 12 or more hours of prior college level art history)
 - b. ARHS 4933 Contemporary Art
 - c. ARHS 4763 Seminar in Critical Theory
3. In the final year prior to graduation, the M.F.A. candidate must demonstrate satisfactory progress toward the M.F.A. exhibition thesis by meeting regularly with the thesis chair and committee, as well as faculty and peers in the M.F.A. candidate's media area.
4. The required final semester in the M.F.A. program is to be devoted to work on the M.F.A. exhibition, ARTS 601V (6 credit hours), the production and presentation, under the direction of a graduate committee, of a one-person exhibition of art work. The M.F.A. candidate will be responsible for making one acceptable digital presentation of the exhibition and exhibition statements, which will be retained by the School of Art and the University Library.

The final semester must be completed during a regular school year. During this final semester, the M.F.A. candidate may enroll for three additional credit hours in electives if the candidate does not hold a graduate assistantship. The M.F.A. candidate holding an assistantship may not take additional credits in the final semester.

In addition to the requirements listed above, the M.F.A. program in Art also requires:

1. **Graduate Critiques:** All M.F.A. students are required to participate in regular reviews critiquing their artworks. These reviews involve both a mid-term critique conducted by several faculty members and a final critique attended by a selected group of School of Art Graduate faculty and M.F.A. students. After M.F.A. students receive Candidacy, their participation is still required although they will no longer need to present their artwork for review.
2. **Candidacy Application and Review:** After completion of four semesters in the M.F.A. degree program, the student will make application to be a candidate for completion of the M.F.A. degree. A committee of graduate faculty members will conduct a formal review

of the applicant's work and progress in the program. The awarding of candidacy will be dependent upon a three-fourths majority vote by the student's graduate faculty committee based on the following criteria: 1) a demonstrated formal and technical proficiency in the applicant's major studio area; 2) conceptual development as demonstrated by growth in ideas supporting the applicant's creative research; 3) an ability to locate their research in the context of issues and practices within contemporary and historical art issues; and 4) the ability to communicate the intention and basis of their research in coherent written and verbal form. At least two regular semesters of residence must be completed after acceptance as a degree candidate. Students who do not pass the Candidacy Review will be allowed one additional Candidacy Review, held during the following regular semester. Students failing to pass Candidacy the second time will be dismissed from the program.

3. **Graduate Committee and Major Adviser:** When the student has been accepted as a degree candidate, the student will select a major adviser from the graduate art faculty. The major adviser will serve as adviser to the student in planning the completion of the program of study. At least one semester before graduation, a four- or five-member committee of graduate art faculty will be selected. The student's major adviser will be chairperson of this committee, and one member of the graduate committee will represent the art history area. The degree candidate may select one additional committee member from a discipline outside the School of Art.

Graduate Faculty

Andree, David, M.F.A. (State University of New York), B.F.A.

(Minneapolis College of Art and Design), Visiting Assistant Professor, 2015.

Andree, Kara M., M.F.A. (State University of New York at Buffalo), B.F.A. (Minneapolis College of Art and Design), Instructor, 2016.

Callander, Adrienne, M.F.A. (Rutgers University), B.A. (Reed College), Visiting Assistant Professor, 2017.

Callander, Neil, M.F.A. (Rutgers University), B.F.A. (Indiana University at Bloomington), Assistant Professor, 2017.

Chioffi, David Charles, M.A. (Wesleyan University), B.F.A. (The Rochester Institute of Technology), Associate Professor, 2013.

Cirgin, Benjamin, M.F.A. (California College of Arts), B.F.A. (Indiana University), Instructor, 2016.

DeWitt, Dylan, M.F.A. (Yale University), Assistant Professor, 2014.

Drolen, Rebecca, M.F.A., B.A. (Indiana University, Bloomington), Visiting Assistant Professor, 2015.

Edwards, Vincent A., M.F.A. (Herron School of Art and Design), B.F.A. (Indiana University), Instructor, 2016.

Grant, Alphonso W., Ph.D. (Pennsylvania State University), Assistant Professor, 2017.

Hanson, Alexander J., M.F.A. (University of Iowa), Instructor, 2015.

Hapgood, Thomas Layley, M.F.A., B.A. (University of Arizona), Associate Professor, 2005.

Hulen, Jeannie, M.F.A. (Louisiana State University), B.F.A. (Kansas City Art Institute), Associate Professor, 2002.

Jacobs, Lynn Frances, Ph.D., M.A. (New York University), B.A. (Princeton University), Distinguished Professor, 1989.

King, Sam, M.F.A. (Indiana University at Bloomington), B.F.A. (University of Tulsa), Assistant Professor, 2011.

Lane, Marty Maxwell, M.G.D. (North Carolina State University), B.F.A. (University of Illinois at Chicago), Assistant Professor, 2014.

LaPorte, Angela M., Ph.D. (Pennsylvania State University), M.A. (Arizona State University), B.S. (La Roche College), Professor, 1998.

Lee, Amanda, M.F.A. (Indiana University), B.A. (University of Washington), Instructor, 2016.

Levenson, Abra, Ph.D., M.A.(Princeton), B.A. (University of California, Berkeley), Assistant Professor, 2018.

Lopez, Linda Nguyen, M.F.A. (University of Colorado-Boulder), B.F.A. (California State University-Chico), Instructor, 2012.

Maizels, Michael, Ph.D. (University of Virginia), M.A. (University of Chicago), B.A. (University of Southern California), Assistant Professor, 2016.

McConnell, Mathew S., M.F.A. (University of Colorado-Boulder), B.F.A. (Valdosta State University), Associate Professor, 2011.

Mitchell, Marc E., M.F.A. (Boston University), Assistant Professor, 2014.

Morrissey, Sean P., M.F.A. (University of Nebraska-Lincoln), B.F.A. (Bowling Green State University), Assistant Professor, 2014.

Musnug, Kristin Ann, M.F.A. (Indiana University at Bloomington), B.A. (Williams College), Associate Professor, 1991.

Pulido Rull, Ana, Ph.D., M.A. (Harvard University), B.A. (National Autonomous University of Mexico), Assistant Professor, 2012.

Ramirez, Kasey, M.F.A. (Indiana University, Bloomington), B.F.A. (Rhode Island School of Design), Instructor, 2015.

Springer, Bethany Lynn, M.F.A. (University of Georgia), B.A. (Virginia Polytechnic Institute and State University), Associate Professor, 2006.

Sytsma, Janine A., Ph.D. (University of Wisconsin-Madison), M.A. (University of Denver), B.A. (Arizona State University), Assistant Professor, 2016.

Wiseman, Cindy, M.F.A. (New Mexico State University), B.F.A. (University of Arkansas), Instructor, 2009.

Yoon, InJeong, Ph.D. (University of Arizona), Assistant Professor, 2017.

Art History Courses

ARHS 4563. Pre-Columbian Art. 3 Hours.

An introduction to pre-Columbian art from Mexico (3000 BC- 1521 AD) through a survey of works of art from different media: sculpture, architecture, and mural painting. Topics examined include: sacred images, political uses of sculpture, architecture and cosmogony, as well as the relationship between the material and content.

ARHS 4573. Artists of New Spain. 3 Hours.

An overview of colonial art in colonial New Spain. Focused on native agency, social function of art, and cross-cultural communication. Topics include indigenous materials and techniques, the use of images in legal contexts, and ritual liturgy. Some consideration will be given to artworks from the viceroyalty of Peru.

ARHS 4763. Seminar in Critical Theory. 3 Hours.

Study of critical theory as it relates to problems in modern and contemporary art. Prerequisite: Nine credit hours of ARHS coursework.

ARHS 4773. History of New Media Art. 3 Hours.

Examines the history of "new media" art in relation to larger shifts in technology, philosophy and politics. Beginning in the 19th century, the course explores the development of photography, film, video, performance, sound and digital art through the 20th century. Culminates with an examination of contemporary practice. Prerequisite: ARHS 2923 and 3 hours of 3000 level and above art history coursework.

ARHS 4813. The History of Photography. 3 Hours.

Survey of photography from 1685 to present.

ARHS 4823. History of Graphic Design. 3 Hours.

Survey of graphic design history from 1850 to the present. Prerequisite: ARHS 2923.

ARHS 4833. Ancient Art. 3 Hours.

Study of selections from the visual arts of Mesopotamia, Egypt, Greece, or Rome. Prerequisite: ARHS 2913.

ARHS 4843. Medieval Art. 3 Hours.

Study of Early Christian, Byzantine, Early Medieval, Romanesque, and Gothic styles. Prerequisite: ARHS 2913.

ARHS 4853. Italian Renaissance Art. 3 Hours.

Study of Proto-Renaissance, Early, High Renaissance, and Mannerist styles in Italy. Prerequisite: ARHS 2923.

ARHS 4863. Northern Renaissance Art. 3 Hours.

Study of Late Gothic and Renaissance styles in the Netherlands, Germany, and France. Prerequisite: ARHS 2923.

ARHS 4873. Baroque Art. 3 Hours.

Study of art styles of the 17th century, primarily in Italy, Spain, France, Flanders, and the Netherlands. Prerequisite: ARHS 2923.

ARHS 4883. 18th and 19th Century European Art. 3 Hours.

Study of eighteenth- and nineteenth-century art and architecture in Europe. Prerequisite: ARHS 2923.

ARHS 4893. 20th Century European Art. 3 Hours.

Study of the major styles and movements of the century, including Cubism, Fauvism, German Expressionism, and Surrealism. Prerequisite: ARHS 2923.

ARHS 4913. American Art to 1860. 3 Hours.

The visual arts in the United States from Colonial times through 1860. Prerequisite: ARHS 2923.

ARHS 4923. American Art 1860-1960. 3 Hours.

The visual arts in the United States from the onset of the American Civil War through the Cold War Era. Prerequisite: ARHS 2923.

ARHS 4933. Contemporary Art. 3 Hours.

Study of styles and major trends in the visual arts since 1960. Prerequisite: ARHS 2923.

ARHS 4953. Art Museum Studies. 3 Hours.

A survey of the history and function of the art museum and an introduction to museum work. Investigation of collections and collections management, conservation, exhibitions, education and public programs, museum management, and contemporary issues which effect the museum profession. Prerequisite: ARHS 2913 and ARHS 2923, or graduate Art MFA standing.

ARHS 4973. Seminar in Art History. 3 Hours.

Special studies of periods and styles of art. Prerequisite: 9 hours of Art History. May be repeated for up to 6 hours of degree credit.

ARHS 4983. Special Topics in Art History. 3 Hours.

Subject matter not covered in regularly offered courses, and relating to the history of art before the nineteenth century. May be repeated for different topics. Prerequisite: ARHS 2913 or ARHS 2923. May be repeated for up to 9 hours of degree credit.

ARHS 4993. Special Topics in Modern Art. 3 Hours.

Subject matter not covered in regularly offered courses, and relating to the history of art from the nineteenth century to the present. May be repeated for different topics. Prerequisite: ARHS 2923. May be repeated for up to 9 hours of degree credit.

ARHS 5793. Making the Museum: History, Theory and Practice. 3 Hours.

Presents a broad overview of the institutional history and the contemporary professional practice of the museum world. Features numerous visiting lectures from a working professionals from the local area and nationwide institutions.

ARHS 6413. Greek Art and Archaeology. 3 Hours.

Greek Art and Archaeology focuses on how visual and material culture shaped and were shaped by Greek society (religion, politics, military, economy, gender, etc.) from the Bronze Age through the Hellenistic period. Masterpieces of Greek art are analyzed alongside the material remains of everyday Greeks in civic and domestic spaces.

ARHS 6423. Roman Art and Archaeology. 3 Hours.

Roman Art and Archaeology focuses on how visual and material culture shaped and were shaped by Roman society (religion, politics, economy, gender, ethnicity, etc.) from the Iron Age through the Late Antique period. We encounter famous masterpieces, but also the material remains of everyday Romans in civic and domestic spaces.

ARHS 6933. Graduate Research In Art History. 3 Hours.

Independent study in specific areas of art history and criticism.

ARHS 6943. Seminar: Critical Thought in Art. 3 Hours.

Explore topics of concern to the studio artist involving underlying concepts and purposes of art as well as models and methods for the analysis of art. Course based on discussions of selected readings, prepared papers and seminar reports. Prerequisite: graduate standing. May be repeated for up to 3 hours of degree credit.

Art Courses

ARTS 4023. Figure Drawing II. 3 Hours.

Advanced study of the figure with emphasis on figure structure and its relationship to pictorial form in drawing. Prerequisite: ARTS 2013.

ARTS 4303. Professional Development and Seminar. 3 Hours.

Preparation of students for professional practice and job seeking. Development of online and print portfolio and other collateral. Contemporary design practice through discussions, reading, writing, guest speakers and studio visits. Emphasis on assisting each student in preparing for their unique future. Prerequisite: ARTS 3383 and ARTS 3393 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4313. Interactive Language. 3 Hours.

Advanced course utilizing interactive languages to create responsive experiences for the web, touch screens. Exploration of the intersection of linear and non-linear design experiences in the application of motion to web. Prerequisite: ARTS 3383 and ARTS 3393 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4323. Technology in Context. 3 Hours.

Advanced course focusing on speculative explorations in the world of interaction design. Much of the work will be touch and gesture based and dealing with the built environment. Application of knowledge about proper workflow and execution in an advanced way. Prerequisite: ARTS 4303 and ARTS 4313 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4343. Identity Systems. 3 Hours.

Advanced identity design course emphasizing creating cohesive messaging systems that cover a wide range of media. Creation of identity systems that are based on research and appropriate to content, context and audience. Media may span environmental, motion, print, web and packaging. Prerequisite: ARTS 4303 and ARTS 4313 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4353. Human Centered Design. 3 Hours.

Research-based studio introducing design methods that focus on an audience centric process. Exposure to communication theory, modes of persuasion, sustainability, how to design for niche audiences. Prerequisite: ARTS 4303 and ARTS 4313 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4363. Design Co-op. 3 Hours.

Collaboration with an organization, or design firm, providing opportunity to address problems existing outside of the classroom with the focus shifting between design for good initiatives. Collaboration, research, problem seeking and solving will be addressed. Prerequisite: ARTS 4323, ARTS 4343, and ARTS 4353 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4373. Advanced Typography. 3 Hours.

Culminating typography course, exploration of typography at an advanced level through a variety of projects. Projects may range from type design to type in motion to complex publication design. Exhibition of the utmost professional ideation, process, execution and craft expected. Prerequisite: ARTS 4323, ARTS 4343, and ARTS 4353 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4383. Degree Project. 3 Hours.

Capstone course requiring completion of a self-directed project through in-depth research, writing and making, offering an opportunity to specialize prior to entering the job market. Prerequisite: ARTS 4323, ARTS 4343, and ARTS 4353 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4513. Technical Ceramics. 3 Hours.

Advanced study of ceramic materials and processes. Clay composition, clay body formulation and analysis, glaze composition and formulation, firing methods (low, mid, and high-temperature gas, electric and atmospheric firings), and kiln design will be covered in depth. Prerequisite: ARTS 4503.

ARTS 4663. Visual Design: Motion Design. 3 Hours.

In this course, students will explore motion graphic design as it combines 2D and 3D animation, typography, video footage photography and sound. The projects will explore elements of storytelling, moving compositions and animation principles that focus on Web delivery, using mainly Apple Final Cut Pro and Adobe After Effects. Prerequisite: ARTS 3363.

ARTS 469V. Special Problems In Interactive Design. 1-6 Hour.

Students work on special projects on an individual basis with instructor, exploring innovative interface design, in-depth projects potentially exploring solutions to and awareness of social issues, with various types of media, from DVD and digital video to Web and motion graphics. Cross-discipline collaboration is encouraged. Prerequisite: ARTS 4613 and ARTS 4623. May be repeated for up to 6 hours of degree credit.

ARTS 4813. Digital Photography. 3 Hours.

Introduction to digital photography production, techniques and theory. Digital input from scanning (flatbed & slide/negative), digital cameras, video and internet sources. Computer assisted manipulation of imagery for correction and abstraction. Output to a digital printing systems, analog systems (film recorder), servers and Internet. Prerequisite: ARTS 3803.

ARTS 4833. Advanced Black and White Photography. 3 Hours.

Advanced black and white theory, practice and techniques including: Zone System, large format camera and studio lighting. Prerequisite: ARTS 3803.

ARTS 484V. Special Problems in Photography. 1-6 Hour.

Individual instruction for advanced undergraduates and graduate students. Special projects in photography designated by students in collaboration with faculty. Prerequisite: ARTS 3803 and (ARTS 3813 or ARTS 4823 or ARTS 4833). May be repeated for up to 6 hours of degree credit.

ARTS 4883. Bookmaking. 3 Hours.

Introduction to the creation of unique, limited edition artist's bookworks -- with emphasis on technical knowledge and conceptual understanding of the book form as a means of artistic expression.

ARTS 493V. Fine Arts Gallery Internship. 1-3 Hour.

Study all aspects of operating the Fine Arts Gallery. Research and preparation for exhibitions, organize and install exhibits, care of art works, create and distribute publicity, arrange interviews with newspapers, and other media.

ARTS 494V. Graphic Design Internship. 1-6 Hour.

Credit for practical experience gained through internship in graphic design. Report required from intern and field supervisor on progress and significant accomplishments. 3 credit hours per semester. Prerequisite: Any 4000 level ARTS visual design course except ARTS 4343. May be repeated for up to 6 hours of degree credit.

ARTS 5013. Graduate Drawing. 3 Hours.

Graduate level study of drawing materials and techniques. Prerequisite: Graduate standing.

ARTS 5913. Graduate Seminar in Studio Art. 3 Hours.

Special seminars at the graduate level in Studio Art. Subject matter changes depending on student interest and faculty expertise. Prerequisite: Admission to MFA program. May be repeated for up to 6 hours of degree credit.

ARTS 5923. MFA First Year Seminar. 3 Hours.

Introduction to graduate level study in art, including pedagogy related to teaching art at the college level. Topics to be covered include: development of research interests, critical thinking within studio practice, situating work in the contemporary context, expectations at the graduate level, and an introduction to techniques and theories of studio art education. Prerequisite: Admission to MFA program.

ARTS 5933. MFA Second Year Seminar. 3 Hours.

Preparation for a professional art practice. Examination of theoretical and practical aspects of career development for contemporary artists. Prerequisite: ARTS 5923.

ARTS 601V. Master of Fine Arts Exhibition. 1-6 Hour.

Production and presentation of a one person exhibition of art work. The M.F.A. candidate will be responsible for making three acceptable slide sets of the exhibition and exhibition statements. Prerequisite: M.F.A. candidacy.

ARTS 602V. Graduate Drawing. 1-6 Hour.

Individual problems in drawing techniques. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6033. Graduate Drawing Studio. 3 Hours.

Intensive studio practice in drawing combined with reading, writing, and discussion of relevant contemporary issues in the fields of painting and drawing. Includes regular critiques, both with the group and in individual consultations with the instructor. Prerequisite: Admission to MFA program in Studio Art. May be repeated for up to 18 hours of degree credit.

ARTS 612V. Graduate Painting. 1-6 Hour.

Individual problems in painting techniques. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6133. Graduate Painting Studio. 3 Hours.

Intensive studio practice in painting combined with reading, writing, and discussion of relevant contemporary issues in the fields of painting and drawing. Includes regular critiques, both with the group and in individual consultations with the instructor. Prerequisite: Admission to MFA program in Studio Art. May be repeated for up to 18 hours of degree credit.

ARTS 622V. Graduate Sculpture. 1-6 Hour.

Individual problems in sculpture techniques. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6233. Graduate Sculpture Studio. 3 Hours.

Intensive studio practice in sculpture combined with reading, writing, and discussion of relevant contemporary issues in the field of sculpture and new media. Includes regular critiques, both with the group and in individual consultations with the instructor. Prerequisite: Admission to MFA program in Studio Art. May be repeated for up to 18 hours of degree credit.

ARTS 632V. Graduate Design. 1-6 Hour.

Individual problems in two and three dimensional design. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6333. Graduate Graphic Design Studio. 3 Hours.

Research-based studio which introduces students to design methods, focusing on an audience-centric process. This exploratory study will provide both artists and designers a broader perspective into creating work that strongly resonates with audiences. Through reading, writing, discussion, critique, and research, students will examine and question contemporary discourse. May be repeated for up to 18 hours of degree credit.

ARTS 642V. Graduate Printmaking. 1-6 Hour.

Individual problems in printmaking techniques. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6433. Graduate Printmaking Studio. 3 Hours.

Intensive studio practice in printmaking combined with reading, writing, and discussion of relevant contemporary issues in the fields of printmaking. Includes regular critiques, both with the group and in individual consultations with the instructor. Prerequisite: Admission to MFA program in Studio Art. May be repeated for up to 18 hours of degree credit.

ARTS 652V. Graduate Ceramics. 1-6 Hour.

Individual problems in ceramic techniques. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6533. Graduate Ceramics Studio. 3 Hours.

Discussion of contemporary ceramics issues in tandem with the development of a cohesive body of work. Students lead their own explorations, technically and conceptually, while working toward a professional standard of output. Includes regular critiques, with the class and individually with the instructor. Any ceramic processes may be used. Prerequisite: MFA Studio Art Graduate Standing. May be repeated for up to 18 hours of degree credit.

ARTS 682V. Graduate Photography. 1-6 Hour.

Individual problems in photography. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6833. Graduate Photography Studio. 3 Hours.

Intensive studio practice with reading and discussion of contemporary issues in photography for MFA students. Prerequisite: Admission to MFA program in Art. May be repeated for up to 18 hours of degree credit.

ARTS 695V. Special Topics. 1-6 Hour.

Subject matter not covered in other courses. Prerequisite: Graduate standing. May be repeated for up to 12 hours of degree credit.

Asian Studies (AIST)

Ka Zeng
Chair of Studies
428 Old Main
479-575-3356

Courses

JAPN 4313. Language and Society of Japan (Fa). 3 Hours.

The primary objective of this course is to investigate the way the Japanese language reflects the beliefs and custom of the Japanese people as a social group. For comparison purposes, this course makes reference to studies in American language and culture. Proficiency in Japanese not required. Prerequisite: Junior standing.

JAPN 4333. Professional Japanese I: Business Writing (Sp). 3 Hours.

This course aims to familiarize the students with formats, vocabulary, and expressions in Japanese business correspondence. Emphasizes career-ready Japanese language proficiency. Prerequisite: JAPN 3116 or equivalent Japanese proficiency.

Athletic Training (ATTR)

Matthew S. Ganio
Department Head
306 HPER Building
479-575-2857

Steve Dittmore
Assistant Department Head
306C HPER Building
479-575-6625
Email: dittmore@uark.edu

Health, Human Performance and Recreation Website (<http://hhpr.uark.edu>)

Degrees Conferred:

M.At. in Athletic Training (ATTR)

Program Description: The Master of Athletic Training degree program prepares individuals for employment as athletic trainers for high school, college, professional sports organizations and private clinics. The Master of Athletic Training degree requires 56-59 credit hours of course work to graduate.

M.At. in Athletic Training

Prerequisites to Athletic Training Degree Program: For acceptance to the Master of Athletic Training degree program, in addition to the general requirements for admission to the Graduate School, an undergraduate degree in kinesiology or in a related field and the following admission standards: an overall undergraduate GPA of 3.00 or if the overall undergraduate GPA is between 2.70 and 2.99, the student must have a 3.00 GPA on the last 60 hours of undergraduate course work (excluding student teaching), or a GRE score of 1000 on the verbal and quantitative parts of the general test.

Requirements for the Master of Athletic Training Degree:

Candidates for the Master of Athletic Training degree must complete 53 semester hours of graduate work and an independent research project or thesis. A graduate GPA of 3.0 or better is required for graduation. In addition, all degree candidates must successfully complete the required athletic training competencies and proficiencies as mandated by the accrediting body.

The Master of Athletic Training:

The student is offered the opportunity to interact with high quality researchers/teachers in the field of exercise science throughout the two and half years of course work, clinical rotations, and the research thesis, project or case study. Employment opportunities for graduates include serving as health care professionals for sports medicine clinics and hospitals. Other employment opportunities include professional teams as well as university, college, and secondary school athletic teams. This athletic training program is a pre-certification program in athletic training and is not intended for students who are already eligible to sit for the BOC examination. This is a full-time graduate program that begins in July each year, and requires considerable clinical experience as part of the requirements for graduation. This is a competitive master's program that requires admission to the HHRP department and the Graduate Athletic Training Education Program.

Deficiency/Prerequisite Courses for Admission to the Master of Athletic Training: Students desiring admission to the athletic training education program must complete the following deficiency/prerequisite courses prior to admission:

NUTR 1213	Fundamentals of Nutrition	3
EXSC 3393	Prevention and Care of Athletic Injuries	3
EXSC 3153	Exercise Physiology	3
EXSC 3353	Mechanics of Human Movement	3
BIOL 2213 & BIOL 2211L	Human Physiology (ACTS Equivalency = BIOL 2414 Lecture) and Human Physiology Laboratory (ACTS Equivalency = BIOL 2414 Lab)	4

BIOL 2443 & BIOL 2441L	Human Anatomy (ACTS Equivalency = BIOL 2404 Lecture) and Human Anatomy Laboratory (ACTS Equivalency = BIOL 2404 Lab)	4
------------------------	--	---

If the above courses were obtained at a college/university other than the University of Arkansas, course syllabi/outlines for courses that are requested to meet the requirements must be submitted to the Program Director of Athletic Training Education for approval. It is imperative that students have the equivalent of the above undergraduate deficiencies/prerequisites to satisfy the competencies set forth by the National Athletic Trainers' Association Board of Certification. Students will be assigned to complete the above deficiency/prerequisite courses if no evidence of the above courses is presented.

Students who desire consideration for admission to the athletic training education program must submit the following information:

1. Current CPR/First Aid Certification;
2. Each student must provide evidence of a preprogram physical examination based on the University of Arkansas athletic training education program's technical standards by a board certified physician;
3. Evidence of immunizations (mumps, measles, rubella, tetanus, and diphtheria);
4. Hepatitis B vaccination or waiver prior to beginning the clinical field base experience (the University of Arkansas Student Health Center offers the Hepatitis B vaccination for \$120.00 for all three shots);
5. A current tuberculosis screening test;
6. A minimum of 50 hours of observation under the direct supervision of a BOC certified athletic trainer;
7. Three professional letters of recommendation;
8. Completion of the University of Arkansas Graduate School Application (because of national accreditation standards/guidelines, admission into the athletic training education program is selective, and therefore, admission to the Graduate School of the University of Arkansas does not guarantee admission into the Athletic Training Education Program);
9. Completion of the Athletic Training Education Program Application (see athletic training Web site);
10. An official copy of all transcripts; and
11. All prospective students must satisfy required athletic training technical standards that are listed below.

Athletic Training Education Technical Standards: Because the Master of Athletic Training degree and BOC certification signifies that the holder is a clinician prepared for entry into the practice of athletic training within a variety of employment and education settings, it follows that graduates must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Therefore, the students must meet technical standards before being admitted to the Athletic Training Education Program. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation for Athletic Training Education (CAATE)). Applicants who may not meet these technical standards are encouraged to contact the Program Director of Athletic

Training Education, 303 HPER Building, University of Arkansas. The following are the technical standards:

1. Candidates must be able to actively learn from observations, demonstrations, and experiments in the basic sciences.
2. Candidates must be able to learn to analyze, synthesize, solve problems, and reach assessment and therapeutic judgments distinguished from the norm.
3. Candidates must have sufficient sensory function and coordination to perform appropriate physical examinations using acceptable techniques.
4. Candidates must be able to relate effectively to athletes and the physically active and to establish sensitive, professional relationships with them.
5. Candidates are expected to be able to communicate the results of the assessment to the injured or ill exerciser, to responsible officials, to parents or guardians, and to colleagues with accuracy, clarity, and efficiency.
6. Candidates are expected to learn and perform routine prevention, assessment, emergency care, and therapeutic procedures.
7. Candidates are expected to be able to display good judgment in the assessment and treatment of injured or ill athletes and physically active individuals.
8. Candidates must be able to learn to respond with precise, quick, and appropriate action in emergency situations.
9. Candidates are expected to be able to accept criticism and respond by appropriate modification of behavior.
10. Candidates are expected to possess the perseverance, diligence, and consistency to complete the athletic training degree curriculum as outlined and sequenced, to attempt BOC certification within the year of program completion, and to enter the practice of athletic training.

Prospective students are required to consult the athletic training website (<http://kins.uark.edu/atep>) for information concerning application procedures and specific policies and procedures of the athletic training education program. Following the deadline for application acceptance, the athletic training selection committee, which is comprised of the two athletic training faculty and the HHPR graduate coordinator, will evaluate and rate each applicant. This rating is determined by a 5 point Likert scale and written verbal comments in the areas of GPA, work experience, letters of recommendation, and writing ability (essay requirement). Once a determination has been rendered concerning the applicant's desire for admission, a formal letter noting acceptance, denial, or placement on a wait-list will be sent to the applicant from the Program Director.

The University of Arkansas Graduate School transfer of credit policy will apply if a student desires to transfer credit hours from another institution into the athletic training education program (see transfer credit policy for the Master of Science Degree Program located in the Graduate Catalog).

Athletic Training: (56-59 hours)

Required Research Component (3 hours)

ESRM 5393	Statistics in Education and Health Professions	3
or ESRM 6403	Educational Statistics and Data Processing	

HHPR Required Courses (50 hours)

ATTR 5213	Athletic Training Clinical I - Application of Athletic Preventive Devices	3
ATTR 5223	Athletic Training Clinical II - Emergency Procedures	3

ATTR 5232	Athletic Training Clinical III - Lower Extremity Evaluation	2
ATTR 5242	Athletic Training Clinical IV - Evaluation of Upper Extremity	2
ATTR 5262	Athletic Training Clinical V - Rehabilitation Lab	2
ATTR 5272	Athletic Training Clinical VI - Athletic Training Seminar	2
ATTR 5313	Clinical Anatomy for Athletic Trainers	3
ATTR 5363	Evaluation Techniques of Athletic Injuries - Upper Extremity	3
ATTR 5373	Evaluation Techniques of Athletic Injuries - Lower Extremity	3
ATTR 5403	Pathophysiology and Treatment I	3
ATTR 5413	Pathophysiology and Treatment II	3
ATTR 5453	Therapeutic Modalities in Athletic Training	3
ATTR 5463	Therapeutic Exercise and Rehabilitation of Athletic Injuries	3
ATTR 5473	Administration in Athletic Training	3
ATTR 5493	Evidence-Based Practice in Athletic Training	3
EXSC 5323	Biomechanics I	3
EXSC 5593	Practicum in Laboratory Instrumentation	3
EXSC 5643	Advanced Psychology of Sports Injury and Rehabilitation	3
Required Project or Thesis (3-6 hours)		
KINS 589V	Independent Research	3-6
or KINS 600V	Master's Thesis (Sp, Su, Fa)	
Total Hours		56-59

Courses

ATTR 5213. Athletic Training Clinical I - Application of Athletic Preventive Devices. 3 Hours.

This course will serve as an introduction to the athletic training clinical program. Procedures and policies of the clinical program and application of athletic preventive devices will be included as well. Prerequisite: Admission to the graduate program in athletic training.

ATTR 5223. Athletic Training Clinical II - Emergency Procedures. 3 Hours.

This course will serve as a process for monitoring student's progression of athletic training competencies, acquire clinical hours under the direct supervision of a certified athletic trainer, and reinforce and instruct new emergency procedures. Prerequisite: ATTR 5213.

ATTR 5232. Athletic Training Clinical III - Lower Extremity Evaluation. 2 Hours.

This course will serve as a process for monitoring student's progression of athletic training proficiencies, acquire clinical hours under the direct supervision of a certified athletic trainer, and reinforce the evaluation skills of gait, lower extremity, and spine/pelvis. Prerequisite: ATTR 5223.

ATTR 5242. Athletic Training Clinical IV - Evaluation of Upper Extremity. 2 Hours.

This course will serve as a process for monitoring student's progression of athletic training competencies, acquire clinical hours under the direct supervision of a certified athletic trainer, and reinforce the evaluation skills of the upper extremities, head, neck, and posture. Prerequisite: ATTR 5232.

ATTR 5262. Athletic Training Clinical V - Rehabilitation Lab. 2 Hours.

This course will serve as a process for monitoring student's progression of athletic training competencies, acquire clinical hours under the direct supervision of a certified athletic trainer, and reinforce techniques and applications of therapeutic exercise and rehabilitation.

ATTR 5272. Athletic Training Clinical VI - Athletic Training Seminar. 2 Hours.

This course will serve as a process for monitoring student's progression of athletic training competencies, acquire clinical hours under the direct supervision of a certified athletic trainer, and serve as a capstone course validating the athletic training clinical proficiencies and prepare students for the NATABOC certification exam and future employment. Prerequisite: ATTR 5262.

ATTR 5313. Clinical Anatomy for Athletic Trainers. 3 Hours.

Instruction of human anatomy for the athletic training professional using lecture, diagrams, textbook readings, and demonstrations. Focus will be placed on anatomy of structures related to athletic injuries; and can be used in the evaluation, treatment, and rehabilitation of injuries in a variety of athletic training settings. Prerequisite: Acceptance into the graduate athletic training program or instructor consent.

ATTR 5363. Evaluation Techniques of Athletic Injuries - Upper Extremity. 3 Hours.

Use of scientific assessment methods to recognize and evaluate the nature and severity of athletic injuries to the upper extremities, trunk, and head. Prerequisite: Admission to graduate athletic training program.

ATTR 5373. Evaluation Techniques of Athletic Injuries - Lower Extremity. 3 Hours.

Use of scientific assessment methods to recognize and evaluate the nature and severity of athletic injuries to the hip and lower extremities. Prerequisite: Admission to graduate athletic training program.

ATTR 5403. Pathophysiology and Treatment I. 3 Hours.

This course will provide knowledge, skills, and values that the entry-level athletic trainer must possess to prevent, recognize, treat, advise on medications for and, when appropriate, refer general medical conditions and disabilities of physically active individuals. Prerequisite: Admission to the athletic training program.

ATTR 5413. Pathophysiology and Treatment II. 3 Hours.

This course will provide knowledge, skills, and values that the entry-level athletic trainer must possess to prevent, recognize, treat, advise on medications for and, when appropriate, refer general medical conditions and disabilities of physically active individuals. Prerequisite: ATTR 5403.

ATTR 5453. Therapeutic Modalities in Athletic Training. 3 Hours.

Contemporary therapeutic modalities used in managing athletic injuries. Modalities covered are classified as thermal agents, electrical agents, or mechanical agents. Emphasis is placed on their physiological effects, therapeutic indications (and contraindications), and clinical application. Prerequisite: Admission to graduate athletic training program.

ATTR 5463. Therapeutic Exercise and Rehabilitation of Athletic Injuries. 3 Hours.

A systematic approach to exercise program development, techniques, indications and contraindications of exercise, and progression as related to athletic injury, prevention, and return to play guidelines. Prerequisite: Admission to graduate athletic training program.

ATTR 5473. Administration in Athletic Training. 3 Hours.

Administrative components of athletic training. Basic concepts of legal liability, leadership and management principles, financial management, day to day scheduling and supervision, maintenance, and general administration. Prerequisite: Admission to graduate athletic training program.

ATTR 5483. Medical Conditions in Athletic Training. 3 Hours.

This course will provide a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity. Prerequisite: Admission to the graduate athletic training program or permission of instructor.

ATTR 5493. Evidence-Based Practice in Athletic Training. 3 Hours.

In-depth analysis of current literature, research, case studies, and musculoskeletal evaluation and rehabilitation directed toward musculoskeletal injuries of the physically active. Prerequisite: Admission into the Athletic Training Education Program.

Biological Sciences (BISC)

David S. McNabb
Department Chair
601 Science-Engineering Building
479-575-3787
Email: dmcnabb@uark.edu

Michelle Evans-White
Graduate Coordinator
623 Science-Engineering Building
479-575-4706
Email: mevanswh@uark.edu

Department of Biological Sciences Website (<http://fulbright.uark.edu/departments/biology>)

Degrees Conferred:

M.S., Ph.D. in Biology (BIOL)

Program Description: The graduate programs in Biological Sciences offer opportunity for advanced study and research to students who desire a comprehensive view of biological sciences. Accomplishment is judged by competence and a developing sense of responsibility for the advancement of knowledge rather than the fulfillment of routine requirements. The faculty requires of all candidates for advanced degrees a period of study in residence, advanced competence in the chosen area of expertise, satisfactory introduction to allied subjects, the ability to communicate at a scholarly level, and a satisfactory performance in examinations.

Primary Areas of Faculty Research: Cell and molecular biology (biotechnology, cellular physiology, functional genomics, gene regulation, immunology, developmental biology, molecular genetics, pathogenic microbiology); ecology and evolutionary biology (animal behavior, aquatic ecology, animal and plant physiology, conservation biology, community ecology, exobiology, fisheries biology, limnology, molecular systematics, mycology, physiological ecology, plant morphology, population and quantitative genetics, taxonomy, vertebrate biology — herpetology, ichthyology, mammalogy, ornithology — and wildlife management).

M.S. in Biology

Admission to Degree Program: Applicants who wish to study for advanced degrees are expected to present a minimum of 18 hours of biological science. These normally will include training in the three areas of the Biology Subject test of the Graduate Record Examinations: a) cellular and molecular biology, b) organism biology, and c) ecology, evolution, and population biology. Applicants lacking experience in any of the above areas will be expected to broaden their biological training and may be assigned specific course work to fulfill this requirement. Students lacking a total of 18 hours of biological sciences may be admitted on a conditional basis and are not eligible for assistantships. All students applying for admission to the graduate program must provide scores on the verbal, quantitative, and analytical writing sections of the Graduate Record Examinations. Those scores, along with transcripts and three letters of recommendation, will be used in evaluating applications of students applying for assistantships.

All students must have a major professor to enter the graduate program in biological sciences. Ultimately each candidate will have a committee composed of members of the graduate faculty and the student's major professor. Students must also fulfill the Graduate School's residency requirements, which are stated elsewhere in this catalog.

All students are required to earn credit in two graduate seminars. Additional seminar requirements may be specified by the major professor in conjunction with the graduate committee. Students are required to present a research seminar prior to the oral thesis or dissertation defense.

Requirements for the Master's Degree: The Master of Science degree requires 30 semester hours of graduate credit specified by the department to include at least 24 semester hours of course credit and thesis research. Any student who receives a grade of "D" or "F" in any graduate-level course will be subject to dismissal following review by the Graduate Studies Committee. Master of Science students are required to enroll in BIOL 600V for 6 hours of credit and to submit a scholarly thesis based on field and/or laboratory research. A specific coursework program will be selected under the guidance of the student's major professor and graduate committee. An oral comprehensive examination is required of all candidates, including a defense of the thesis, which will follow their research seminar.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Biology

Specific Requirements for the Doctor of Philosophy Degree: There are no formal course requirements for doctoral students, except that all graduate students in biology are required to earn credit in two graduate seminars. However, students complete a minimum of 72 graduate semester hours if entering the Ph.D. program without a master's degree, or 42 graduate semester hours beyond the master's degree. A minimum of 18 hours must be taken in dissertation credit; these will count in the minimums mentioned in the previous sentence. Any student who receives a grade of "D" or "F" in any graduate-level course will be subject to dismissal following review by the Graduate Studies Committee. Any student receiving more than two grades of "C" in courses of two or more credit hours is no longer eligible for the Ph.D. degree, but may elect to complete an M.S. degree in the program. The Ph.D. is granted not only for fulfillment of technical requirements, but also for development and possession of a critical and creative ability in science and fruitful expression of imagination. Evidence of this is given in the dissertation that the candidate prepares, which constitutes an original research contribution to the fields of the biological sciences.

The Graduate School requires two examinations of all students pursuing the Doctor of Philosophy degree. These examinations are designed to assist students in developing the ability to communicate at a scholarly level and to show they have attained intellectual mastery of knowledge relating to the biological sciences. The first examination, the Candidacy Examination, contains questions related to the student's field of interest and such other areas as the doctoral committee may specify. This examination is given by the doctoral advisory committee in two parts, written and oral. The written and oral portions of the candidacy examination must be completed within the first three calendar years in the program. Satisfactory performance on this examination will be indicated by either pass or fail as determined by the doctoral committee. In the event of failure, the examination may be repeated at the discretion of the doctoral committee. In no case may the candidacy examination be taken more than twice. Notification to the Graduate School of failure to pass the Candidacy Examination means that the student is dismissed from the

Ph.D. program, and the student is not eligible for readmission into the Biology program to pursue the Ph.D. degree. The second examination, the oral Final Examination, preceded by a research seminar, is primarily concerned with the candidate's dissertation and is taken at the end of the candidate's program.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Alrubaye, Adnan Ali Khalaf, Ph.D., M.Ed. (University of Arkansas), M.S., B.V.M. (University of Baghdad, Iraq), Clinical Assistant Professor, 2013.

Alverson, Andrew James, Ph.D. (University of Texas at Austin), M.S. (Iowa State University), B.S. (Grand Valley State University), Assistant Professor, 2012.

Barabote, Ravi Damodar, Ph.D. (Texas Tech University), M.S. (Madurai Kamaraj University, Madurai, India), B.S. (Osmania University, Hyderabad, India), Assistant Professor, 2012.

Beaulieu, Jeremy M., Ph.D. (Yale University), M.S., B.S. (California Polytechnic State University), Assistant Professor, 2016.

Beaupre, Steven J., Ph.D. (University of Pennsylvania), M.S., B.S. (University of Wisconsin), Professor, 1995.

Catanzaro, Donald G., Ph.D. (University of Arkansas), A.B. (University of California, Los Angeles), Research Assistant Professor, 2014.

Ceballos, Ruben M., Ph.D. (University of Montana), M.A. (University of Alabama-Birmingham), B.S. (University of Alabama-Huntsville), Assistant Professor, 2016.

Coleman, James S., Ph.D., M.S., M.Phil (Yale University), B.S. (University of Maine), Professor, 2017.

Douglas, Michael Edward, Ph.D. (University of Georgia), M.S., B.S. (University of Louisville), Professor, 2011.

Douglas, Marlis R., Ph.D., M.S., B.S. (University of Zurich), Professor, 2012.

Du, Yuchun, Ph.D. (Kagoshima University, Japan), B.S. (Shaanxi University of Technology, China), Associate Professor, 2007.

DuRant, Sarah Elizabeth, Ph.D. (Virginia Polytechnic Institute and State University), B.S. (University of South Carolina), Assistant Professor, 2017.

Durdik, Jeannine M., Ph.D. (Johns Hopkins University), B.S. (Purdue University), Professor, 1994.

Etges, William J., Ph.D. (University of Rochester), M.S. (University of Georgia), B.S. (North Carolina State University), Professor, 1987.

Evans, Timothy A., Ph.D. (Indiana University), B.S. (Slippery Rock University), Assistant Professor, 2013.

Evans-White, Michelle Allayne, Ph.D. (University of Notre Dame), M.S., B.S. (Kansas State University), Associate Professor, 2008.

Goforth, Robyn, Ph.D., B.S. (University of Arkansas), Research Assistant Professor, 2001.

Henry, Ralph Leroy, Ph.D., M.S. (University of Florida), B.S.E. (University of Kansas), Distinguished Professor, 1996.

Ivey, Mack, Ph.D., B.S. (University of Georgia), Associate Professor, 1992.

Iyer, Shilpa, Ph.D. (University of Georgia), M.Sc., B.Sc. (University of Pune, India), Assistant Professor, 2016.

Kral, Timothy Alan, Ph.D. (University of Florida), B.S. (John Carroll University), Professor, 1981.

Lehmann, Michael Herbert, Ph.D., Diploma in Biology (Philipps University of Marburg, Germany), Associate Professor, 2002.

Lessner, Daniel J., Ph.D. (University of Iowa), B.S. (University of Wisconsin-Stevens Point), Associate Professor, 2008.

Lewis, Jeffrey A., Ph.D. (University of Wisconsin-Madison), B.S. (University of California-Santa Barbara), Assistant Professor, 2013.

Magoulick, Daniel D., Ph.D. (University of Pittsburgh), M.S. (Eastern Michigan University), B.S. (Michigan State University), Research Professor, 2000.

McNabb, David S., Ph.D. (Louisiana State University Health Sciences Center), B.S. (University of Texas at Arlington), Associate Professor, 2000.

Naithani, Kusum, Ph.D. (University of Wyoming), M.Sc. (G.B. Pant University of Agriculture and Technology-India), B.Sc. (University of Lucknow-India), Assistant Professor, 2014.

Nakanishi, Nagayasu, Ph.D. (University of California, Los Angeles), B.S. (University of California, San Diego), Assistant Professor, 2017.

Pinto, Ines, Ph.D. (Louisiana State University Health Sciences Center), M.S., B.S. (University of Chile), Associate Professor, 2000.

Rhoads, Douglas Duane, Ph.D. (Kansas State University), M.A., B.A. (Wichita State University), University Professor, 1990.

Siepielski, Adam M., Ph.D. (University of Wyoming-Laramie), M.S. (New Mexico State University), B.S. (Pennsylvania State University-University Park), Assistant Professor, 2015.

Smith, Kimberly G., Ph.D. (Utah State University), M.S. (University of Arkansas), B.S. (Tufts University), Distinguished Professor, 1981.

Spiegel, Frederick W., Ph.D. (University of North Carolina at Chapel Hill), B.A. (Drew University), Distinguished Professor, 1982.

Stephenson, Steven Lee, Ph.D., M.S. (Virginia Polytechnic Institute and State University), B.S. (Lynchburg College), Research Professor, 2003.

Tipsmark, Christian K., Ph.D., M.S. (University of Southern Denmark), Associate Professor, 2010.

Walker, James M., Ph.D. (University of Colorado-Boulder), M.S., B.S. (Louisiana Polytechnic Institute), Professor, 1965.

Westerman, Erica L., Ph.D. (Yale University), M.Sc. (University of New Hampshire), B.S. (Yale University), Assistant Professor, 2016.

Willson, John David, Ph.D. (University of Georgia), B.S. (Davidson College), Assistant Professor, 2012.

Courses

BIOL 4013. Insect Behavior and Chemical Ecology. 3 Hours.

Basic concepts in insect senses and patterns of behavioral responses to various environmental stimuli. Previous knowledge of basic entomology is helpful, but not required. Lecture 2 hours, laboratory/discussion 2 hours per week. Corequisite: Lab component.

This course is cross-listed with ENTO 4013.

BIOL 4024. Insect Diversity and Taxonomy. 4 Hours.

Principles and practices of insect classification and identification with emphasis on adult insects. Corequisite: Lab component. Prerequisite: ENTO 3013.

This course is cross-listed with ENTO 4024.

BIOL 4053. Insect Ecology. 3 Hours.

To develop understanding of important ecological concepts through study of dynamic relationships among insects and their environment. To become familiar with the literature of insect ecology, and interpretation and critique of ecological research. Previous knowledge of basic entomology and/or ecology will be assumed. Corequisite: Lab component.

This course is cross-listed with ENTO 4053.

BIOL 4104. Taxonomy of Flowering Plants. 4 Hours.

Identifying, naming, and classifying of wildflowers, weeds, trees, and other flowering plants. Emphasis is on the practical aspects of plant identification. Lecture 3 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: BIOL 1613 and BIOL 1611L and BIOL 2323 and BIOL 3023.

BIOL 4114. Dendrology. 4 Hours.

Morphology, classification, geographic distribution, and ecology of woody plants. Lecture 3 hours, laboratory 3 hours per week, and fieldtrips. Prerequisite: BIOL 3863.

BIOL 4122. Food Microbiology. 2 Hours.

The study of food microbiology including classification/taxonomy, contamination, preservation and spoilage of different kinds of foods, pathogenic microorganisms, food poisoning, sanitation, control and inspection and beneficial uses of microorganisms. Prerequisite: BIOL 2013 and BIOL 2011 or BIOL 2533. This course is cross-listed with FDSC 4122.

BIOL 4163. Dynamic Models in Biology. 3 Hours.

Mathematical and computational techniques for developing, executing, and analyzing dynamic models arising in the biological sciences. Both discrete and continuous time models are studied. Applications include population dynamics, cellular dynamics, and the spread of infectious diseases. Prerequisite: MATH 2554. This course is cross-listed with MATH 4163.

BIOL 4234. Comparative Physiology. 4 Hours.

Comparison of fundamental physiological mechanisms in various animal groups. Adaptations to environmental factors at both the organismal and cellular levels are emphasized. Lecture 3 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: BIOL 2533 and CHEM 3613 and (CHEM 3611L or CHEM 3612M).

BIOL 4333. Biotechnology in Agriculture. 3 Hours.

Discussion of the techniques, applications, and issues of biotechnology as it is being used in modern agriculture. Coverage includes the basics of molecular biology, production of transgenic plants and animals, and new applications in the agricultural, food, and medical marketplace. Lecture and discussion, 3 hours per week. This course is cross-listed with PLPA 4333.

BIOL 4613. Primate Adaptation and Evolution. 3 Hours.

Introduction to the biology of the order Primates. This course considers the comparative anatomy, behavioral ecology and paleontology of our nearest living relatives. Prerequisite: BIOL 3023 or ANTH 1013.

This course is cross-listed with ANTH 4613.

BIOL 4693. Forest Ecology. 3 Hours.

Introduction to the various biological, ecological and historical aspects of forest communities, with particular emphasis on the forests of the central and southeastern United States. Prerequisite: BIOL 3863.

BIOL 4711L. Basic Immunology Laboratory. 1 Hour.

Basic immunology laboratory. Corequisite: BIOL 4713.

BIOL 4734. Wildlife Management Techniques. 4 Hours.

To familiarize students with techniques used in the management of wildlife populations. Students will be exposed to field methods, approaches to data analysis, experimental design, and how to write a scientific paper. Management applications will be emphasized. Lecture 3 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: BIOL 3863.

BIOL 4774. Biometry. 4 Hours.

Students learn biological statistics and experimental design by actually designing experiments and analyzing data, as well as through lecture, discussion, reading, writing, and problem solving. Lecture 3 hours, laboratory 3 hours each week. Corequisite: Lab component. Prerequisite: STAT 2023 or equivalent, BIOL 3863.

BIOL 4793. Introduction to Neurobiology. 3 Hours.

Exploration of the neurological underpinnings of perception, action, and experience including: how sense receptors convert information in the world into electricity, how information flows through the nervous systems, how neural wiring makes vision possible, how the nervous system changes with experience, and how the system develops. Prerequisite: BIOL 2533.

BIOL 480V. Special Topics in Biological Sciences. 1-6 Hour.

Consideration of new areas of biological sciences not yet treated adequately in other courses. Prerequisite: 8 hours of biological sciences. May be repeated for degree credit.

BIOL 485V. Field Ecology. 1-3 Hour.

Project oriented approach employing current field and laboratory techniques, experimental design, and data analysis. Field trip is required.

BIOL 4863. Analysis of Animal Populations. 3 Hours.

Basic principles of design and analysis for population studies of fish and wildlife species. Students will be instructed in the use of the latest software for estimating population parameters. Focus will be on both concepts and applications. Management applications of estimated parameters will be emphasized. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: BIOL 3863.

BIOL 496V. Culture and Environment: Field Studies. 1-6 Hour.

May be taken by students participating in overseas study programs or other domestic field study programs approved by the department. May be repeated for up to 12 hours of degree credit.

BIOL 5001. Seminar in Biology. 1 Hour.

Discussion of selected topics and review of current literature in any area of the biological sciences. May be repeated for up to 2 hours of degree credit. This course is cross-listed with CEMB 5911.

BIOL 5003. Laboratory in Prokaryote Biology. 3 Hours.

Laboratory techniques in prokaryote culture, identification, physiology, metabolism, and genetics. Laboratory 6 hours per week. Prerequisite: BIOL 3123.

BIOL 5133. Insect Molecular Genetics. 3 Hours.

A hands on course in insect molecular genetic techniques including molecular diagnostics and population genetics. Students will learn how to apply advanced molecular genetic methodologies and Internet database resources to insects that they are using for their graduate research. This course is cross-listed with ENTO 5133.

BIOL 5143. Advanced Methods in Microscopy. 3 Hours.

Stand alone course on laboratory methods emphasizing techniques in modern microscopy. Individual research project required. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

BIOL 5153. Practical Programming for Biologists. 3 Hours.

Hands-on instruction in the fundamentals of biological computing. Students learn how to set up a Unix work station, work from the command line, install software, build databases, and program in Perl, a popular scripting language for biological applications. Most examples focus on the analysis of genomic data.

BIOL 5174. Conservation Genetics. 4 Hours.

Covers concepts of biodiversity identification and illustrates how genetic data are generated and analyzed to conserve and restore biological diversity. Prerequisite: BIOL 3023, BIOL 3863 and STAT 2023 (or equivalent) and graduate standing.

BIOL 5213. Biological Regulation and Subcellular Communication. 3 Hours.

Combines lectures, review of primary literature, student presentations, and small group discussions to explore a diversity of topics related to mechanisms of biological regulation and subcellular communication. Prerequisite: Graduate standing.

BIOL 5233. Genomics and Bioinformatics. 3 Hours.

Principles of molecular and computational analyses of genomes. Prerequisite: BIOL 2533 or BIOL 2323.

BIOL 5263. Cell Physiology. 3 Hours.

In-depth molecular coverage of cellular processes involved in growth, metabolism, transport, excitation, signaling and motility, with emphasis on function and regulation in eukaryotes, primarily animals. Prerequisite: BIOL 2323, BIOL 2533, BIOL 2531L, CHEM 3813, and PHYS 2033.

BIOL 5273. Endocrinology. 3 Hours.

In endocrinology we study hormonal integration of living processes at all levels from molecule to organism. We will work with the mechanisms of hormone action, the endocrine control axes and hormones physiological role. The course will include paper discussions and student presentations on topics of special interest.

BIOL 5303. Plant Physiology. 3 Hours.

Introductory course in plant physiology focusing on cellular processes that support the metabolic, developmental, and reproductive needs of plants. Prerequisite: 3 hours of cell biology or biochemistry.

BIOL 5313. Molecular Cell Biology. 3 Hours.

In-depth molecular coverage of transcription, cell cycle, translation, and protein processing in eukaryotes and prokaryotes. Prerequisite: BIOL 2533 and BIOL 2323 and CHEM 3603 and CHEM 3601L and CHEM 3613 and CHEM 3611L.

BIOL 5323. Comparative Neurobiology. 3 Hours.

Exploration of modern research approaches to understanding the development and function of animal nervous systems, with emphasis on molecular and cellular approaches in non-human animal models commonly used in biomedical research. Format combines lectures, group discussions, and student presentations using examples from the primary neurobiology literature. Prerequisite: Graduate standing.

BIOL 5343. Advanced Immunology. 3 Hours.

Aspects of innate, cell-mediated, and humoral immunity in mammalian and avian species. Molecular mechanisms underlying the function of the immune system are emphasized. A course in Basic Immunology prior to enrollment in Advanced Immunology is recommended but not required. Lecture 3 hours per week. This course is cross-listed with POSC 5343.

BIOL 5352L. Immunology in the Laboratory. 2 Hours.

Laboratory course on immune-diagnostic laboratory techniques and uses of antibodies as a research tool. Included are cell isolation and characterization procedures, immunochemistry, flow cytometry, ELISA and cell culture assay systems. Laboratory 6 hours per week. Prerequisite: POSC 5343 or BIOL 5343. This course is cross-listed with POSC 5352L.

BIOL 5353. Ecological Genetics/genomics. 3 Hours.

Analysis of the genetics of natural and laboratory populations with emphasis on the ecological bases of evolutionary change. Prerequisite: BIOL 2323 and BIOL 2321L, BIOL 3023 and MATH 2554 and STAT 2023 or equivalents.

BIOL 5404. Comparative Botany. 4 Hours.

A comparative approach to organisms classically considered to be plants with emphasis on morphology, life history, development, and phylogeny. Three hours lecture, 4 hours lab per week. Corequisite: Lab component. Prerequisite: Graduate standing.

BIOL 5414. Mycology. 4 Hours.

Form and function of the fungi. Lecture 2 hours, laboratory 4 hours per week. Corequisite: Laboratory component.

BIOL 5423. Human Evolutionary Anatomy. 3 Hours.

Paleobiologists reconstruct past lifeways and systematic relationships of our ancestors using comparative studies of bony morphology and associated soft tissues. This course surveys methods and theories used to infer function and phylogeny, and details relevant aspects of the anatomy of humans, living great apes, and fossil human ancestors. Prerequisite: ANTH 1013 and BIOL 1543. This course is cross-listed with ANTH 5423.

BIOL 5433. Principles of Evolution. 3 Hours.

Advanced survey of the mechanisms of evolutionary change with special emphasis on advances since the Modern Synthesis. Historical, theoretical, and population genetics approaches are discussed. Recommended: BIOL 3023 and BIOL 2321L and BIOL 3861L. Prerequisite: BIOL 2323 and BIOL 3863.

BIOL 5463. Physiological Ecology. 3 Hours.

Interactions between environment, physiology, and properties of individuals and populations on both evolutionary and ecological scales. Prerequisite: BIOL 3863 and BIOL 4234.

BIOL 5511L. Population Ecology Laboratory. 1 Hour.

Demonstration of the models and concepts from BIOL 5513. Pre- or Corequisite: BIOL 5513.

BIOL 5513. Population Ecology. 3 Hours.

Survey of theoretical and applied aspects of populations processes stressing models of growth, interspecific interactions, and adaptation to physical and biotic environments. Corequisite: BIOL 5511L. Prerequisite: BIOL 3863.

BIOL 5523. Plant Ecology. 3 Hours.

To develop understanding of important ecological concepts through study of dynamics relationships among plants and their environment. To become familiar with the literature of plant ecology, and interpretation and critique of ecological research. Prerequisite: BIOL 3863.

BIOL 5524. Developmental Biology with Laboratory. 4 Hours.

An analysis of the concepts and mechanisms of development emphasizing the experimental approach. Students may not receive degree credit for both BIOL 5543 Developmental Biology and BIOL 5524 Developmental Biology with Laboratory. Corequisite: Lab component.

BIOL 5534. Biochemical Genetics. 4 Hours.

Lectures and laboratories based on modern molecular genetic techniques for analyses of eukaryotes and manipulation of prokaryotes. A hands-on course in recombinant DNA techniques: laboratory practices in gene identification, cloning, and characterization. Lecture 2 hours, laboratory 6 hours per week. Corequisite: Lab component. Prerequisite: BIOL 2323 (or equivalent) and CHEM 3813 (or equivalent).

BIOL 5543. Developmental Biology. 3 Hours.

An analysis of the principles and mechanisms of development emphasizing the embryonic and postembryonic development of animals. Degree credit will not be allowed for both BIOL 5543 and BIOL 5524.

BIOL 5553. Astrobiology. 3 Hours.

Discusses the scientific basis for the possible existence of extraterrestrial life. Includes the origin and evolution of life on Earth, possibility of life elsewhere in the solar system (including Mars), and the possibility of life on planets around other stars. Prerequisite: Instructor consent.

This course is cross-listed with SPAC 5553.

BIOL 5563. Cancer Biology. 3 Hours.

An introduction to the fundamentals of cancer biology. Prerequisite: BIOL 2533. May be repeated for up to 6 hours of degree credit.

BIOL 5634. Wetlands Ecology and Management. 4 Hours.

To familiarize students with the ecology and management of wetlands. Students will be exposed to the characteristics of wetlands, the environmental factors that produce wetland types, and the management techniques used to meet desired wetland goals. Primary lecture topics will include: wetland definition, wetlands of the world, wetland status, trends, laws, wetland hydrology, wetland soils, wetland plants, wetland plant adaptations, wetland ecosystem development, and wetland management. Lecture 2 hours, Laboratory 3 hours per week. Prerequisite: BIOL 3863.

BIOL 5643. Eukaryote Phylogeny. 3 Hours.

Molecular analysis of the eukaryotic tree of life, phylogenetic tree reconstruction, and eukaryote diversity and evolutionary relationships.

BIOL 5703. Mechanisms of Pathogenesis. 3 Hours.

A survey of events causing human disease at the molecular, cellular and genetic levels. Seeks to develop an appreciation that both the tricks pathogens use and the body's own defenses contribute to pathology.

BIOL 5713. Basic Immunology. 3 Hours.

A general overview of Immunity with emphasis on the underlying cellular, molecular and genetic events controlling immune reactions. Reading of the primary literature on disease states involving the immune system.

BIOL 5723. Fish Biology. 3 Hours.

Morphology, classification, life histories, population dynamics, and natural history of fishes and fish-like vertebrates. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: 12 hours of biological sciences.

BIOL 5734. Protistology. 4 Hours.

The biology of eukaryotes other than animals, land plants, and fungi with emphasis on morphology and modern approaches to phylogenetic systematics. Three hours lecture, four hours lab/week. Involves writing term papers. Corequisite: Lab component.

BIOL 5743. Herpetology. 3 Hours.

Morphology, classification and ecology of amphibians and reptiles. Lecture 2 hours, laboratory 1 hour per week. Corequisite: Lab component.

BIOL 5753. General Virology. 3 Hours.

An introduction to viral life-cycles, structure, and host cell interactions. Emphasis placed on molecular and biochemical aspects of virology. Two hour lecture and one hour discussion. Prerequisite: BIOL 2533 and BIOL 2323.

BIOL 5763. Ornithology. 3 Hours.

Taxonomy, morphology, physiology, behavior, and ecology of birds. Lecture, laboratory, and field work. Corequisite: Lab component. Prerequisite: 10 hours of biological sciences.

BIOL 5783. Mammalogy. 3 Hours.

Lectures and laboratory dealing with classification, morphology, distribution, ecology, behavior, and physiology of mammals. Two hours lecture, 4 hours laboratory. Corequisite: Lab component.

BIOL 580V. Special Topics in Biological Sciences. 1-6 Hour.

Consideration of new areas of biological sciences not yet treated adequately in other courses. Prerequisite: 8 hours of biological sciences. May be repeated for up to 6 hours of degree credit.

BIOL 5814. Limnology. 4 Hours.

Physical, chemical and biological conditions of inland waters. Lecture 3 hours per week, laboratory arranged. Corequisite: Lab component. Prerequisite: (CHEM 1123 and CHEM 1121L) or equivalent and 12 hours of biological sciences.

BIOL 5833. Animal Behavior. 3 Hours.

Organization, regulation, and phylogeny of animal behavior, emphasizing vertebrates. Lecture, laboratory, and field work. Corequisite: Lab component.

BIOL 5843. Conservation Biology. 3 Hours.

The study of direct and indirect factors by which biodiversity is impacted by human activity. It is a synthetic field of study that incorporates principles of ecology, biogeography, population genetics, economics, sociology, anthropology, philosophy, geology, and geography. Prerequisite: BIOL 3863.

BIOL 5844. Community Ecology. 4 Hours.

Survey of theoretical and applied aspects of community processes stressing structure, trophic dynamics, community interactions, and major community types. Corequisite: Lab component. Prerequisite: BIOL 3863.

BIOL 585V. Field Ecology. 1-3 Hour.

Project-oriented approach employing current field and laboratory techniques, experimental design and data analysis. Field trip is required. May be repeated for degree credit.

BIOL 5873. Microbial Molecular Genetics and Informatics. 3 Hours.

Fundamentals of microbial genomics and bioinformatics. Course covers microbial genetics, genetic structure, genome organization, proteome organization, approaches for the analysis of DNA, RNA, and proteins, cellular metabolic pathways, genetic regulation, small RNA molecules, functional genomics, metagenomics, and bioinformatics approaches for analysis of microbial genomes. Prerequisite: Graduate status.

BIOL 5914. Stream Ecology. 4 Hours.

Current concepts and research in lotic ecosystem dynamics. Lecture, laboratory, field work and individual research projects required. Corequisite: Lab component. Prerequisite: 3 hours of ecology-related coursework.

BIOL 5933. Global Biogeochemistry: Elemental Cycles and Environmental Change. 3 Hours.

This course explores the chemical, biological, and geological processes occurring within ecosystems. An understanding of these processes is used to investigate how they form the global biogeochemical cycles that provide energy and nutrients necessary for life. Class discussions focus on global change and the effects of more recent anthropogenic influences. Prerequisite: 3 hours of chemistry or biochemistry and ecology.

BIOL 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

BIOL 6113. Insect Physiology. 3 Hours.

General and comparative physiology of insects. Previous knowledge of basic entomology is helpful, but not required. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component.

This course is cross-listed with ENTO 6113.

BIOL 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Biological and Agricultural Engineering (BAEG)

Lalit Verma
Department Head
203 Engineering Hall
479-575-2351
Email: lverma@uark.edu

Biological and Agricultural Engineering Website (<http://bio-ag-engineering.uark.edu>)

Degrees Conferred:

M.S.B.E. (BENG) in Biological Engineering
M.S.En.E. (ENEG) in Environmental Engineering, in collaboration with Civil Engineering (See Environmental Engineering (p. 171))
Ph.D. (BENG) in Engineering (See Engineering (p. 157))

Biological Engineering (BENG) (M.S.B.E.)

Primary Areas of Faculty Research: The biological and agricultural engineering program is unique in that it is linked administratively to the College of Engineering and the Division of Agriculture. At present, the department is experiencing growth in teaching, research and service. In particular, departmental research continues to strengthen and expand in its two broad areas of concentration:

Biotechnology Engineering – Biotechnology at the micro- and nano-scale, food processing, food safety and security, bio-energy, developing new products from biomaterials, biotransformation to synthesize industrial and pharmaceutical

products, bioinstrumentation, bio-nano interfacing and molecular self-assembly, bio-nano plasmonics, and bio-nano sensing.

Ecological Engineering – Integrates ecological principles into the design of sustainable systems to treat, remediate, and prevent pollution to the environment. Applications include mathematical modeling of watershed process, stream restoration, watershed management, water and wastewater treatment design, ecological services management, urban greenway design and enclosed ecosystem design.

M.S.B.E. in Biological Engineering

Admission to the Degree Program: Admission to the Biological Engineering graduate program is a three-step process. First, the prospective student must be admitted to graduate standing by the University of Arkansas Graduate School. Second, the student must be accepted into the department's program, which depends on transcripts, recommendations, a statement of purpose, and the following additional requirements:

Students with an ABET-accredited or equivalent Engineering Degree

- Students seeking admission to an M.S. program from a B.S. degree in engineering:

1. A score on the Graduate Record Examination (GRE) (<http://www.gre.org/ed>) to meet the Graduate School requirement of a standardized exam.
2. For students whose first language is not English, a demonstration of English-language proficiency which meets the requirements of the Graduate School.
3. GPA of 3.00 or higher on the last 60 hours of a B.S. degree or B.S. and/or M.S. degrees.
4. B.S. degree in engineering from an ABET accredited program or equivalent.

Students without an Engineering Degree

- Students to an M.S. program from a non-engineering B.S. degree:

1. A score on the Graduate Record Examination (GRE) (<http://www.gre.org/ed>) to meet the Graduate School requirement of a standardized exam.
2. For students whose first language is not English, a demonstration of English-language proficiency which meets the requirements of the Graduate School.
3. GPA of 3.00 or higher on the last 60 hours of a BS degree.
4. Completion of 18 hours of engineering course work.

Finally, a member of the faculty who is eligible (graduate status of group II or higher) must agree to serve as the major adviser to the prospective student.

Detailed requirements are in the Biological and Agricultural Engineering Department Graduate Student Handbook, available at baeg.uark.edu.

Requirements for the Master of Science Degree: (Minimum 30 hours) In addition to the requirements of the Graduate School and the graduate faculty in Engineering, the following departmental requirements must be satisfied for the M.S.B.E. degree:

1. Students with an engineering B.S. degree: All students are required to complete not less than 24 semester hours of course work acceptable

to the committee and a minimum of six semester hours of thesis. Of the 24 hours required for the M.S. degree, no more than 12 semester hours of course work presented for the MS degree can be at the 4000 level.

2. Students with a non-engineering B.S. degree: In addition to the requirement in 1, students must complete 18 hours of deficiency engineering course work to demonstrate engineering competence.
3. Earn a minimum cumulative grade-point average of 3.0 on all graduate courses attempted. The minimum acceptable grade on a graduate course is "C."
4. Prior to acceptance into the program a candidate must, in consultation with the department head, identify a professor who is willing to serve as the major professor. During the first semester, the candidate must, in consultation with the major professor and department head, select a graduate committee. The candidate will, in consultation with the committee, prepare a written graduate program of study that will achieve the candidate's objectives.
5. Satisfactorily pass a written thesis research proposal at least one semester before completing all other requirements. Students may retake a failed proposal defense once, contingent upon approval of the student's advisory committee. A student who fails the proposal defense twice will be terminated from the program.
6. Satisfactorily pass a final oral examination and complete and submit a thesis.
7. Candidates must prepare a paper suitable for submission to a refereed journal from research done for a thesis.

Detailed requirements are in the Biological and Agricultural Engineering Department Graduate Student Handbook, available at bio-ag-engineering.uark.edu.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Engineering

Admission to the Degree Program: Admission to the Biological Engineering graduate program is a three-step process. First, the prospective student must be admitted to graduate standing by the University of Arkansas Graduate School. Second, the student must be accepted into the department's program, which depends on transcripts, recommendations, a statement of purpose, and the following additional requirements:

Students with an ABET-accredited or equivalent Engineering Degree

- Students seeking admission to the Ph.D. program who have a B.S. and M.S. degree in engineering:
 1. A score on score of 301 or above (verbal and quantitative) on the Graduate Record Examination (GRE) (<http://www.gre.org/>ed) to meet the Graduate School requirement of a standardized exam. .
 2. A TOEFL score of at least 550 (paper-based) or 213 (computer-based) or 80 (Internet-based). For students This requirement is waived for applicants whose first native language is not English, English or who earn a demonstration of English-language proficiency which meets the requirements of the Graduate School. Bachelor's or Master's degree from a a U.S. institution.
 3. GPA of 3.00 or higher on the last 60 hours of a B.S. degree or B.S. and/or M.S. degrees.

4. B.S. degree in engineering from an ABET-accredited program or equivalent.

- Students to a Ph.D. program directly from a B.S. degree in engineering:

1. A score on the Graduate Record Examination (GRE) to meet the Graduate School requirement of a standardized exam.
2. A score of 307 or above (verbal and quantitative) on the GRE.
3. A TOEFL score of at least 550 (paper-based) or 213 (computer-based) or 80 (Internet-based).For students This requirement is waived for applicants whose first natielanguage is not English, English or who earn a demonstration of English-language proficiency which meets the requirements of the Graduate School.
4. Bachelor's or master's degree from a U.S. institution.
5. A cumulative GPA of 3.5 or above for undergraduate work.
6. B.S. degree in engineering from an ABET-accredited program or equivalent.

Students without an Engineering Degree

- Students seeking admission to a Ph.D. program from non-engineering B.S. plus M.S. degrees:

1. A score on the Graduate Record Examination (GRE) to meet the Graduate School requirement of a standardized exam.
2. A score of 301 or above (verbal and quantitative) on the GRE.
3. A TOEFL score of at least 550 (paper-based) or 213 (computer-based) or 80 (Internet-based). For students This requirement is waived for applicants whose first natielanguage is not English, English or who earn a demonstration of English-language proficiency which meets the requirements of the Graduate School.
4. Bachelor's or master's degree from a U.S. institution.
5. GPA of 3.00 or higher on the last 60 hours of B.S. and/or M.S. degrees.
6. Completion of 18 hours of engineering course work.

- Students to a Ph.D. program directly from a non-engineering B.S. degree:

1. A score on the Graduate Record Examination (GRE) to meet the Graduate School requirement of a standardized exam.
2. A score of 307 or above (verbal and quantitative) with 155 (quantitative) and 4.5 or above in writing on the GRE.
3. A TOEFL score of at least 580 (paper-based) or 237 (computer-based) or 92 (Internet-based). For students This requirement is waived for applicants whose first native language is not English, English or who earn a demonstration of English-language proficiency which meets the requirements of the Graduate School.
4. Bachelor's or master's degree from a U.S. institution.
5. A cumulative GPA of 3.5 or above for undergraduate work.
6. Completion of 18 hours of engineering course work.

Finally, a member of the faculty who is eligible (graduate status of group II or higher) must agree to serve as the major adviser to the prospective student.

Detailed requirements are in the Biological and Agricultural Engineering Department Graduate Student Handbook, available at baeg.uark.edu.

Requirements for the Doctor of Philosophy Degree: (Minimum 78 hours). In addition to the requirements of the Graduate School, the

department follows the College of Engineering's requirements with an additional requirement:

1. Students entering directly with an engineering B.S. degree: All students must complete a minimum of 78 semester hours of graduate-level credit beyond the engineering bachelor's degree, including a minimum of 48 semester hours of course work and a minimum of 30 semester hours of dissertation research credits. Of the 78 hours required for the Ph.D. degree, up to 12 semester hours of 4000-level courses may be taken in the first 30 semester hours of course work. The remaining credits (minimum of 66 semester hours, 36 semester hours of coursework and 30 semester hours of dissertation) must be at the 5000 level or above.
2. Students entering with a master's degree: Upon recommendation of the student's advisory committee, a student who has entered the Ph.D. program after a master's degree may receive credit for up to 30 semester hours toward the required 78 credit hours. If the 30 hours includes master's thesis research, the advisory committee may credit up to 6 hours of thesis research toward the minimum dissertation research requirement. All subsequent coursework presented for the PhD degree must be at the 5000 level or above.
3. Students with a non-engineering B.S. degree: In addition to the requirements in 1 and 2 above, students must complete 18 hours of deficiency engineering course work to demonstrate engineering competence.
4. Complete a minimum of nine semester credit hours of coursework in a set of coherent courses in a related subject area approved by the student's advisory committee.
5. Earn a minimum cumulative grade-point average of 3.0 on all graduate courses attempted. The minimum acceptable grade on a graduate course is "C."
6. Satisfactorily pass a preliminary examination (Note that the Engineering College defines this examination as a qualifying examination). After completing the course requirements the prospective candidate must take the preliminary examination. Students may retake a failed preliminary exam once, contingent upon approval of the student's advisory committee. A student who fails the preliminary examination twice will be terminated from the program.
7. Satisfactorily pass a proposal defense. The prospective candidate must present the dissertation research proposal to the advisory committee after completing the preliminary examination, and at least one year before completing all other requirements. Students may retake a failed proposal defense once, contingent upon approval of the student's advisory committee. A student who fails the proposal defense twice will be terminated from the program.
8. Satisfactorily pass a final comprehensive oral examination and complete and submit a dissertation.
9. Candidates must prepare a paper suitable for submission to a refereed journal from research done for a dissertation.

Detailed requirements are in the Biological and Agricultural Engineering Department Graduate Student Handbook, available at bio-ag-engineering.uark.edu.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Costello, Thomas A., Ph.D. (Louisiana State University), M.S.Ag.E., B.S.Ag.E. (University of Missouri-Columbia), Associate Professor, 1986.

Haggard, Brian Edward, Ph.D. (Oklahoma State University), M.S. (University of Arkansas), B.S. (Missouri University of Science and Technology), Professor, 2006.

Henry, Christopher Garrett, Ph.D. (University of Nebraska-Lincoln), M.S., B.S. (Kansas State University), Assistant Professor, 2011.

Kim, Jin-Woo, Ph.D. (Texas A&M University), M.S. (University of Wisconsin-La Crosse), B.S. (University of Iowa), Professor, 2001.

Li, Yanbin, Ph.D. (Pennsylvania State University), M.S. (University of Nebraska-Lincoln), B.S. (Shenyang Agricultural University), Distinguished Professor, 1989.

Liang, Yi, Ph.D. (University of Alberta, Canada), M.S., B.S. (China Agricultural University, Beijing, China), Associate Professor, 2007.

Loewer, Otto J., Ph.D. (Purdue University), M.S. (Michigan State University), B.S. (Louisiana State University), Professor, 1996.

Matlock, Marty D., Ph.D., M.S., B.S. (Oklahoma State University), Professor, 2001.

Osborn, G. Scott, Ph.D. (North Carolina State University), M.S., Ag.E., B.S. (University of Kentucky), Associate Professor, 2001.

Runkle, Benjamin R.K., Ph.D., M.S. (University of California–Berkeley), B.S. (Princeton University), Assistant Professor, 2014.

Sadaka, Sammy, Ph.D. (Dalhousie University, Canada, and Alexandria University, Egypt), M.S., B.S. (Alexandria University, Egypt), Assistant Professor, 2007.

Sullivan, Bailey A., Ph.D. (Texas A&M University), M.S., B.S. (Kansas State University), Instructor, 2015.

VanDevender, Karl, Ph.D. (University of Arkansas), M.S., B.S. (Mississippi State University), Professor, 1995.

Verma, Lalit R., Ph.D. (University of Nebraska-Lincoln), M.S. (University of Montana), B. Tech. (J.N. Agricultural University, Jabalpur, India), Professor, 2000.

Zhu, Jun, Ph.D. (University of Illinois at Urbana-Champaign), M.S., B.S. (Zhejiang University, Hangzhou, China), Professor, 2013.

Courses

BENG 4123. Biosensors & Bioinstrumentation. 3 Hours.

Principles of biologically based sensing elements and interfacing techniques. Design and analysis methods of biosensing and transducing components in bioinstrumentation. Applications of biosensors and bioinstrumentation in bioprocessing, bioenvironmental, biomechanical and biomedical engineering. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: BIOL 2013 or BIOL 2533 and BENG 3113.

BENG 452V. Special Topics in Biological Engineering. 1-6 Hour.

Special topics in biological engineering not covered in other courses. Prerequisite: Engineering student. May be repeated for up to 8 hours of degree credit.

BENG 500V. Advanced Topics in Biological Engineering. 1-6 Hour.

Special problems in fundamental and applied research. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

BENG 5103. Advanced Instrumentation in Biological Engineering. 3 Hours.

Applications of advanced instrumentation in biological systems. Emphasis on updated sensing and transducing technologies, data acquisition and analytical instruments. Lecture 2 hours, lab 3 hours per week. Corequisite: Lab component. Prerequisite: BENG 3113.

BENG 5253. Bio-Mems. 3 Hours.

Topics include the fundamental principles of microfluidics, Navier-Stokes Equation, bio/abio interfacing technology, bio/abio hybrid integration of microfabrication technology, and various biomedical and biological problems that can be addressed with microfabrication technology and the engineering challenges associated with it. Lecture 3 hour per week. Prerequisite: MEEG 3503 or CVEG 3213 or CHEG 2133. This course is cross-listed with MEEG 5253.

BENG 5303. Fundamentals of Biomass Conversion. 3 Hours.

Web-based overview of the technology involved in the conversion of biomass to energy, including associated sustainability issues. Overview of biomass structure and chemical composition; biochemical and thermochemical conversion platforms; issues, such as energy crop production related to water consumption and soil conservation. Further topics include: biomass chemistry, logistics and resources; biological processes; and thermochemical processes. Two web-based lectures/meetings per week. Prerequisite: Graduate standing or instructor consent.

BENG 5313. Fundamentals of Bioprocessing. 3 Hours.

This course covers the fundamentals of mass and energy balances, fluid dynamics, heat and mass transfer, as applied to Bioprocessing. The microbial growth, kinetics and fermenter operation as applicable to Bioprocessing will be covered in this course. Industrial Bioprocessing case studies that involve the integration of the course contents will be discussed. This course is offered on-line in collaboration with the AG*IDEA consortium of land grant universities. The principal instructor will be a non-UA faculty member at a participating university. Prerequisite: MATH 2554, CHEM 3813, and PHYS 2054.

BENG 5323. Bioseparations. 3 Hours.

Study of separations important in food and biochemical engineering such as leaching, extraction, expression, absorption, ion exchange, filtration, centrifugation, membrane separation, and chromatographic separations. This course is offered on-line in collaboration with the AG*IDEA consortium of land grant universities. The principal instructor will be a non-UA faculty member at a participating university. Prerequisite: Instructor Consent.

BENG 5333. Biochemical Engineering. 3 Hours.

The analysis and design of biochemical processing systems with emphasis on fermentation kinetics, continuous fermentations, aeration, agitation, scale up, sterilization, and control. This course is offered on-line in collaboration with the AG*IDEA consortium of land grant universities. The principal instructor will be a non-UA faculty member at a participating university. Prerequisite: Instructor Consent Required.

BENG 5343. Advanced Biomass Thermochemical Conversion. 3 Hours.

Advanced study, evaluation, and application of thermochemical conversion pathways in biofuel production. Specific topics include biomass gasification, pyrolysis, liquefaction, and heterogeneous catalysts. This course is offered on-line in collaboration with the AG*IDEA consortium of land grant universities. The principal instructor will be a non-UA faculty member at a participating university. Prerequisite: Instructor Consent.

BENG 5351. Sustainability Seminar. 1 Hour.

Topics in environmental sustainability, green engineering, life cycle analysis, sustainable development and sustainability science. This course is offered on-line in collaboration with the AG*IDEA consortium of land grant universities. The principal instructor will be a non-UA faculty member at a participating university. Prerequisite: CHEM 1123.

BENG 5613. Simulation Modeling of Biological Systems. 3 Hours.

Application of computer modeling and simulation of discrete-event and continuous-time systems to solve biological and agricultural engineering problems. Philosophy and ethics of representing complex processes in simplified form. Deterministic and stochastic modeling of complex systems, algorithm development, application limits, and simulation interpretation. Emphasis on calibration, validation and testing of biological systems models for the purposes of system optimization, resource allocation, real-time control and/or conceptual understanding. Prerequisite: ((AGST 4023 or AGST 5023 (formerly AGST 4023) or STAT 4003 or INEG 2313.

BENG 5623. Life Cycle Assessment. 3 Hours.

This course will examine the process and methodologies associated with life cycle analysis (LCA). The course will explore the quantitatively rigorous methodology for life cycle inventory (LCI), LCA and life cycle impact assessment (LCIA). This course is offered on-line. The principal instructor will be a UA faculty member.

BENG 5633. Linkages Among Technology, Economics and Societal Values. 3 Hours.

Addresses how macro-level change is influenced by the linkages among technology, economics and societal values. Three major course initiatives: 1) Developing a conceptual model for understanding how macro-level change has occurred over history; 2) Examining recorded history in order to develop a contextual appreciation for Society's current situation; and 3) Using statistical data to identify six overriding world trends that are likely to greatly impact society's goal of achieving sustainable prosperity and well-being in the foreseeable future. Prerequisite: Graduate standing or instructor permission.

This course is cross-listed with OMG 5633.

BENG 5703. Design and Analysis of Experiments for Engineering Research. 3 Hours.

Principles of planning and design of experiments for engineering research. Propagation of experimental error. Improving precision of experiments. Analysis of experimental data for optimal design and control of engineering systems using computer techniques. Students must have an introductory background in statistics. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component.

BENG 5733. Advanced Biotechnology Engineering. 3 Hours.

Applications of the principles of bioprocess/biochemical engineering to microbiological and biomedical problems. Topics include applied enzymology, metabolic engineering, molecular genetics and control, and bioinformatics and nanobiotechnology in addition to classical applied enzyme and cell-growth kinetics and advanced bioreactor design. Prerequisite: BENG 3733 or BENG 4703 or BENG 5743 or equivalent.

BENG 5743. Biotechnology Engineering. 3 Hours.

Introduction to biotechnology topics ranging from principles of microbial growth, mass balances, bioprocess engineering as well as emerging principles in the design of biologically based microbial and enzymatic production systems. Application areas such as biofuels, and fine and bulk chemical production. Lecture 2 hours, laboratory 3 hours per week. Students may not earn credit for both BENG 5743 and BENG 4703. Prerequisite: Graduate standing. Corequisite: Lab component.

BENG 5801. Graduate Seminar. 1 Hour.

Reports presented by graduate students on topics dealing with current research in biological engineering. Prerequisite: Graduate standing.

BENG 5923. Nonpoint Source Pollution Control and Modeling. 3 Hours.

Control of hydrologic, meteorologic, and land use factors on nonpoint source (NPS) pollution in urban and agricultural watersheds. Discussion of water quality models to develop NPS pollution control plans and total maximum daily loads (TMDLs), with consideration of model calibration, validation, and uncertainty analysis. Prerequisite: CVEG 3223.

BENG 5933. Environmental and Ecological Risk Assessment. 3 Hours.

Process and methodologies associated with human-environmental and ecological risk assessments. Environmental risk assessments based on human receptors as endpoints, addressing predominantly abiotic processes. Ecological risk assessments based on non-human receptors as endpoints. Approach using hazard definition, effects assessment, risk estimation, and risk management. Application of methods to student projects to gain experience in defining and quantifying uncertainty associated with human perturbation, management and restoration of environmental and ecological processes.

BENG 5953. Ecological Engineering Design. 3 Hours.

Design of low impact development techniques to enhance ecological services, reduce peak runoff, and capture sediments, nutrients and other pollutants resulting from urban development. Techniques may include: bio-swales, retention basins, filter strips. Design of sustainable ecological processes for the treatment and utilization of wastes/residues. Techniques may include: direct land application to soils/crops, composting systems, lagoons and constructed wetlands. Design goals include optimization of ecological services to maintain designated uses of land, water and air; including enhancement of habitat for wildlife and recreation, and the discovery of economically viable methods for co-existence of urban and agricultural land uses. Lecture 3 hours per week. Students may not earn credit for both BENG 5953 and BENG 4923.

BENG 600V. Master's Thesis. 1-6 Hour.

Graduate standing required for enrollment. May be repeated for degree credit.

BENG 700V. Doctoral Dissertation. 1-18 Hour.

Candidacy is required for enrollment. May be repeated for degree credit.

Biomedical Engineering (BMEG)

Raj Raghavendra Rao
Professor and Department Head
120 John A. White Jr. Engineering Hall
479-575-8610
Email: bmegrad@uark.edu

Kartik Balachandran
Graduate Coordinator
120 John A. White Jr. Engineering Hall
479-575-2005
Email: bmegrad@uark.edu

Biomedical Engineering website (<http://www.engr.uark.edu/bmeg>)

Degrees Conferred:

M.S.B.M.E. (BMEG)
Ph.D. (BMEG) in Engineering (See Engineering (p. 157))

Primary Areas of Faculty Research: Bioimaging and biosensing; bioinformatics and computational biology; tissue engineering and biomaterials; bio-MEMS/nanotechnology.

Program Objectives: The objectives of the M.S.B.M.E. program are to prepare graduates for careers in biomedical engineering practice with government agencies, engineering firms, consulting firms or industries and to provide a foundation for continued study at the post-master's level.

M.S.B.M.E. in Biomedical Engineering

Admission to Degree Program: Admission to the M.S.B.M.E. is a two-step process. First, the prospective student must be admitted to graduate standing by the University of Arkansas Graduate School (see "The Graduate School: Objectives, Regulations, Degrees" in this catalog or visit grad.uark.edu for details). Second, the student must be admitted to the Department of Biomedical Engineering on the basis of academic transcripts, standardized test scores, three letters of recommendation and a statement of purpose. Students with a non-engineering degree or a non-ABET-accredited engineering degree must demonstrate completion of the Minimum Admission Criteria for non-Engineering Majors prior to being admitted. Complete details for admission may be obtained in the applicable program section from the Biomedical Engineering website (<http://bmeg.uark.edu>) as well as in the BMEG graduate program handbook. A general summary of admission requirements is given below:

1. A B.S. or M.S. degree in engineering or engineering equivalent or completion of the minimum admission criteria for non-engineering majors (see below) with a GPA of at least 3.0.
2. A GPA of 3.0 or higher on the last 60 hours of the baccalaureate degree.
3. A GRE score of 302 or above (verbal and quantitative).
4. A TOEFL score of at least 213 (computer-based) or 80 (internet based). This requirement is waived for applicants whose native language is English or who earn a bachelor's or master's degree from a U.S. institution.
5. A member of the faculty who is eligible (graduate status of group III or higher) must agree to serve as the Major Adviser to the prospective student.

Minimum Admission Criteria for non-Engineering Majors: Prior to gaining admission into the M.S.B.M.E. program, students with a non-engineering degree or a non-ABET-accredited engineering degree must demonstrate completion of the following coursework with a GPA of at least 3.0: 3 courses in Mathematics (selected from Calculus I, Calculus II, Calculus III, Linear Algebra, and/or Differential Equations), 2 courses of University-level Biology, 2 courses of University-level Chemistry, and 2 courses of University-level (calculus-based) Physics. In addition, students will be required to enroll and complete one of the following courses to provide adequate background in Engineering Design (BMEG2904 – Biomedical Instrumentation, BMEG3634 – Biomaterials, BMEG3124 – Biomedical Signals and Systems, or BMEG3824 – Biomolecular Engineering). Students should consult the Graduate Coordinator for a complete list of courses that satisfy the Minimum Admission Criteria.

Complete details for admission may be obtained in the applicable program section from the B (<http://bmeg.uark.edu>) Biomedical Engineering (<http://bmeg.uark.edu>) website (<http://bmeg.uark.edu>) as well as in the BMEG graduate program handbook.

Requirements for M.S. Degree in Biomedical Engineering: Both thesis and non-thesis options are available for the M.S.B.M.E. degree. In general, students pursuing the thesis option are supported by research or teaching assistantships and conduct research under the guidance of a major adviser. Students pursuing the non-thesis options are typically not sponsored. For either option, all course work must be approved by the student's program advisory committee. The cumulative grade-point average on all graduate courses presented for the degree must be at least 3.0. A general summary of degree requirements is given below. More detailed information may be obtained from the B (<http://bmeg.uark.edu>) Biomedical Engineering (<http://bmeg.uark.edu>) website (<http://bmeg.uark.edu>) as well as in the BMEG graduate program handbook.

- **Thesis Option:** 24 hours of graduate-level course work, including 5 hours of Biomedical Engineering Graduate Core as identified below, at least 6 additional hours of graduate-level classes in Biomedical Engineering, plus six hours of research resulting in a written master's thesis. Candidates must pass a comprehensive final examination that will include an oral defense of the master's thesis. The examination is prepared and administered by the student's master's thesis committee.
- **Non-thesis Option:** 30 hours of graduate-level course work including 5 hours of Biomedical Engineering Graduate Core as identified below, and at least 6 additional hours of graduate-level classes in Biomedical Engineering.

Biomedical Engineering Graduate Core:

BMEG 5103	Design and Analysis of Experiments in Biomedical Research	3
BMEG 5801	Graduate Seminar I	1
BMEG 5811	Graduate Seminar II	1

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Engineering

Program Description: The Ph.D. Degree in Engineering with a concentration in Biomedical Engineering is an interdisciplinary research degree awarded through the College of Engineering in cooperation with the Graduate School (at the University of Arkansas, there is a common Ph.D. degree for all engineering disciplines). The Ph.D. degree is earned through advanced coursework and in-depth, specialized research. Graduates from this program will be well-prepared for careers in academia, industry or government or as entrepreneurs in technology-based start-up companies.

Admission to Degree Program: Admission into the Ph.D. program with a concentration in Biomedical Engineering is a two-step process. First, the prospective student must be admitted to graduate standing by the University of Arkansas Graduate School (see "The Graduate School: Objectives, Regulations, Degrees" in this catalog or visit grad.uark.edu for details). Second, the student must be admitted to the Department of Biomedical Engineering on the basis of academic transcripts, standardized test scores, three letters of recommendation, and statement of purpose. All students in the Ph.D. program are offered either a research or teaching assistantship. A member of the faculty who is eligible (graduate faculty status of Group I), must agree to serve as the major adviser to the prospective student. Because of the multidisciplinary nature of Biomedical Engineering, students holding either Engineering or non-Engineering degrees are eligible to apply. Eligibility criteria are outlined below:

- **Engineering Academic Background:** Students with a B.S. or M.S. degree in engineering or engineering equivalent are eligible to apply for the Ph.D. program.
- **Non-engineering Academic Background:** Students with a non-engineering degree must fulfill the admission requirements for the Master of Science in Biomedical Engineering (M.S.B.M.E.) including the Minimum Admission Criteria for non-Engineering Majors (see admission requirements for the M.S.B.M.E.). Students with a non-engineering background may be admitted directly into the Ph.D. program; however, it is recommended that students first complete the M.S.B.M.E. degree before entering the Ph.D. program.

Complete details for admission may be obtained in the applicable section from the B (<http://bmeg.uark.edu>) Biomedical Engineering (<http://bmeg.uark.edu>) website (<http://bmeg.uark.edu>) as well as in the BMEG graduate program handbook.

Degree Requirements for the Doctor of Philosophy in Engineering with a concentration in Biomedical Engineering: In addition to the requirements of the Graduate School and the College of Engineering, candidates must meet the following requirements:

1. Develop a Plan of Study within the first year after matriculation.
2. Complete an Annual Progress Report for each subsequent year of study.

3. Complete at least 42 hours of course work beyond the B.S. degree.
 - a. For B.S. to Ph.D. candidates, a minimum of 50 percent of the first 30 hours, and all of the remaining hours of course work, must be at the 5000 level or above.
 - b. For M.S. to Ph.D. candidates, all course work must be at the 5000 level or above.
4. The cumulative grade-point average on all graduate courses presented for the degree must be at least 3.0. Upon recommendation of the student's Program Advisory Committee, a student who has entered the Ph.D. program after an M.S. degree in engineering may receive credit for up to 24 hours of course work. See Coursework Requirements, below, for additional details.
5. Complete 30 hours of dissertation. Upon recommendation of the student's Program Advisory Committee, a student who has entered the Ph.D. program after an M.S. degree in engineering may receive credit for up to six hours of thesis research toward the dissertation requirement.
6. Satisfactorily pass both a written and oral candidacy examination administered by the student's Program Advisory Committee. Details of the candidacy exam are found in the BMEG graduate program handbook.
7. Assist in departmental teaching for two semesters.
8. Submit and defend the final dissertation to the student's Dissertation Committee.

Coursework Requirements: Students are required to complete 42 credit hours of coursework beyond the B.S. degree in engineering or equivalent in the following four categories.

Biomedical Engineering Graduate Core (5 hours)		5
BMEG 5103	Design and Analysis of Experiments in Biomedical Research	
BMEG 5801	Graduate Seminar I	
BMEG 5811	Graduate Seminar II	

Life Science – minimum of six hours approved by the student's Program Advisory Committee

Engineering Electives – minimum of nine hours approved by the student's Program Advisory Committee

BMEG Electives – minimum of six hours of graduate-level classes in Biomedical Engineering approved by the student's Program Advisory Committee

Detailed degree requirements may be obtained in the applicable program section from the B (<http://bmeg.uark.edu>) Biomedical Engineering (<http://bmeg.uark.edu>) website (<http://bmeg.uark.edu>) as well as in the Biomedical Engineering graduate program handbook.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Balachandran, Kartik, Ph.D., M.S. (Georgia Institute of Technology), B.S. (National University of Singapore), Assistant Professor, 2012.

Jensen, Morten O., Ph.D. (University of Aarhus, Denmark), M.Sc. (Georgia Institute of Technology), Associate Professor, 2014.

Jensen, Hanna Katariina, Ph.D. (University of Oulu, Finland), Research Assistant Professor, 2015.

Kim, Myunghye Michelle, Ph.D., B.S. (University of Texas at Austin), Clinical Assistant Professor, 2013.

Muldoon, Timothy J., M.D. (Baylor College of Medicine), Ph.D. (Rice University), B.S. (Johns Hopkins University), Assistant Professor, 2012.

Puvanakrishnan, Priyaveena, Ph.D. (University of Texas at Austin), Instructor, 2015.

Qian, Xianghong, Ph.D., M.Phil. (George Washington University), B.S. (Nanjing University, P.R. China), Professor, 2011.

Quinn, Kyle P., Ph.D. (University of Pennsylvania), B.S. (University of Wisconsin), Assistant Professor, 2014.

Rajaram, Narasimhan, Ph.D. (University of Texas, Austin), B.E. (Anna University, India), Assistant Professor, 2014.

Rao, Raj R., Ph.D. (University of Georgia), M.S. (University of Texas), M.Sc., B.E. (Birla Institute of Technology and Sciences, India), Professor, 2016.

Wolchok, Jeffrey Collins, Ph.D. (University of Utah), M.S., B.S. (University of California at Davis), Associate Professor, 2011.

Courses

BMEG 5103. Design and Analysis of Experiments in Biomedical Research. 3 Hours.

An advanced course covering sample size estimation with power calculations, protection of vertebrate animals and human subjects, factorial design, multivariate analysis of variance, parametric and non-parametrics data analysis, Kaplan-meier analysis, and post-test correction of multiple comparisons as related to biomedical data. Prerequisite: MATH 2584 and BMEG 3653 or equivalents.

BMEG 5203. Mathematical Modeling of Physiological Systems. 3 Hours.

Application of numerical methods and mathematical techniques to physiological systems. Cellular physiology topics include models of cellular metabolism, diffusion, membrane potential, excitability, calcium dynamics and intercellular signalling. Cardiovascular system topics include models of blood cells, oxygen transport, cardiac output, cardiac regulation, and circulation. Other physiology topics include respiration, muscle, vision, hearing, voice, and speech. Prerequisite: MATH 2584 or BMEG 3653 or BMEG 4623 or equivalents.

BMEG 5213. Tissue Mechanics. 3 Hours.

The purpose of this course is to introduce students to non-linear biomechanics of soft tissues such as skin, bladder, blood vessels, and the brain. Topics covered: Tissue mechanics: continuum biomechanics, tensor analysis, kinematics of continua, balance laws. Governing physics of mechanics as applied to soft tissues. Various constitutive relations will be discussed: linear elastic, hyperelastic, viscoelastic, poroelastic, and inelastic materials with internal variables. Cannot receive credit for both BMEG 4213 and BMEG 5213. Prerequisite: BMEG 2813 and BMEG 4623 or equivalents.

BMEG 5313. Advanced Biomaterials and Biocompatibility. 3 Hours.

From Absorbable sutures to Zirconium alloy hip implants, biomaterials science influences nearly every aspect of medicine. This course focuses on the study of different classes of biomaterials and their interactions with human tissues. Prerequisite: BMEG 3634 and BMEG 4623 or equivalents.

BMEG 5413. Tissue Engineering. 3 Hours.

This course introduces Tissue Engineering approaches at genetic and molecular, cellular, tissue, and organ levels. Topics include cell and tissue in-vitro expansion, tissue organization, signaling molecules, stem cell and stem cell differentiation, organ regeneration, biomaterial and matrix for tissue engineering, bioreactor design for cell and tissue culture, dynamic and transportation in cell and tissue cultures, clinical implementation of tissue engineered products, and tissue-engineered devices. Students may not earn credit for both BMEG 5413 and BMEG 4413. Corequisite: Lab component. Prerequisite: BIOL 2533 and BMEG 3824.

BMEG 5423. Regenerative Medicine. 3 Hours.

The course covers five broad areas: Biological and molecular basis for regenerative medicine, tissue development, regenerative medicine and innovative technologies, clinical applications of regenerative medicine, and regulation and ethics.

Prerequisite: BIOL 2533 and BMEG 3824 or equivalents.

BMEG 5513. Biomedical Optics and Imaging. 3 Hours.

This course will provide students with a fundamental understanding of various biomedical imaging modalities. Topics will include: Basics of light-tissue interaction - absorption, fluorescence, elastic and inelastic scattering; Computational and analytical models of light propagation to quantify tissue optical properties; Optical imaging techniques - spectroscopy, tomography, and laser speckle with potential clinical applications; and Clinical imaging modalities and recent advances - X-ray, Magnetic Resonance Imaging (MRI), Positron Emission Tomography (PET), Computed Tomography (CT), Ultrasound imaging, and Photoacoustic imaging.

At the end of this course, students should have a good understanding of optical imaging, spectroscopy, and non-optical imaging modalities, specific anatomical sites that they are best suited for, and the trade-offs between imaging depth and resolution. Students may not receive credit for both BMEG 4513 and BMEG 5513.

BMEG 5523. Biomedical Data and Image Analysis. 3 Hours.

This course focuses on an introduction to image processing and analysis for applications in biomedical research. After a review of basic MATLAB usage, students will learn fundamental tools for processing and analyzing data from a variety of subdisciplines within biomedical engineering. Topics include: filtering, thresholding, segmentation, morphological processing, and image registration. Through exercises involving 1D, 2D, and 3D data, students will develop problem-solving skills and a knowledge base in MATLAB required for customized quantitative data analysis. Students may not receive credit for both BMEG 4523 and BMEG 5523. Prerequisite: Graduate standing.

BMEG 560V. Advanced Individual Study. 1-6 Hour.

Individual study and research of a topic mutually agreeable to the student and faculty member. Prerequisite: Graduate standing.

BMEG 570V. Advanced Special Topics. 1-6 Hour.

Consideration of current biomedical engineering topics not covered in other courses. Prerequisite: Graduate standing. May be repeated for up to 15 hours of degree credit.

BMEG 5713. Cardiovascular Physiology and Devices. 3 Hours.

Understanding etymology of disease while creating solutions and dedicated devices is the primary focus of biomedical engineering. This course describes an interdisciplinary approach of the clinical and engineering worlds to develop devices for treating cardiovascular disease. The first part of the course will be a thorough review of the relevant anatomic and physiological considerations important for developing devices. Understanding these considerations from an engineering perspective to inform device development will be the second part of the course. Students may not receive credit for both BMEG 4713 and BMEG 5713. Prerequisite: Graduate standing.

BMEG 5800. Graduate Seminar I. 0 Hours.

A weekly seminar series comprised of presentations by invited speakers and graduate students as well as didactic instruction in relevant topics including research ethics, authorship, biosafety and the use of animals in biomedical research. Prerequisite: BMEG 5801. May be repeated for up to 8 hours of degree credit.

BMEG 5801. Graduate Seminar I. 1 Hour.

A weekly seminar series comprised of presentations by invited speakers and graduate students as well as didactic instruction in relevant topics including research ethics, authorship, biosafety and the use of animals in biomedical research.

BMEG 5810. Graduate Seminar II. 0 Hours.

A weekly seminar series comprised of presentations by invited speakers and graduate students as well as didactic instruction in relevant topics including professional development, career options, effective communication, technology transfer, clinical translation and intellectual property. Prerequisite: BMEG 5811. May be repeated for up to 8 hours of degree credit.

BMEG 5811. Graduate Seminar II. 1 Hour.

A weekly seminar series comprised of presentations by invited speakers and graduate students as well as didactic instruction in relevant topics including professional development, career options, effective communication, technology transfer, clinical translation and intellectual property.

BMEG 5953. Fundamentals of Fracture and Fatigue in Structures. 3 Hours.

The course will cover the concepts of linear-elastic, elastic-plastic and time-dependent Fracture Mechanics as applied to fracture in a variety of materials, structures, and operating conditions. The examples will include fracture in large components such as aircraft, bridges and pressure vessels and also in bones and in soft materials and human tissue. Prerequisite: Graduate standing in Civil, Mechanical or Biomedical Engineering or consent of the instructor.

This course is cross-listed with MEEG 5953, CVEG 5953.

BMEG 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

BMEG 700V. Doctoral Dissertation. 1-6 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Career and Technical Education (CATE)

Betsy Orr

Program Coordinator

315 Peabody Hall

479-575-6430

Email: borr@uark.edu (wavering@uark.edu)

Career and Technical Education Program Page (<http://cate.uark.edu/masters>)

See Curriculum and Instruction (p. 132) for full departmental faculty listing.

Degrees Conferred:

M.Ed. in Career and Technical Education (CATE)

Program Description: The degree of Master of Education in Career and Technical Education is available for students who possess a bachelor's degree in business, family and consumer sciences, or technology education or a related field in any of those areas. Candidates may choose one of two options. Option 1 is designed for the candidate who has a bachelor's degree in a related field in career and technical education and is interested in obtaining Arkansas teacher licensure. Option 2 is designed to meet the needs of current professionals in the field who desire to attain further education and an advanced degree in career and technical education.

Primary Areas of Faculty Research: Business technology, family and consumer sciences education, technology education, and STEM.

M.Ed. in Career and Technical Education

Admission to the Master of Education Degree : For acceptance to the master's degree program in career and technical education, the

candidate must meet all general requirements of the Graduate School, an undergraduate program in career and technical education (business education, family and consumer science education, technology education) or in a related field. Additional prerequisites prescribed by the program area are: passing scores for Praxis I and Praxis II: Content and a successful interview by CATE faculty.

Requirements for the Master of Education Degree: (Minimum 33 hours)

Candidates for the master's degree in career and technical education must complete nine hours of core courses and 24 hours of professional education courses. In addition to the program requirements listed below, all degree candidates must successfully complete a written comprehensive examination.

Required Core Courses	9
Choose one course from the following:	3
ESRM 5013 Research Methods in Education	
ESRM 5393 Statistics in Education and Health Professions	
Choose one course from the following:	3
EDFD 5373 Psychological Foundations of Teaching and Learning	
EDFD 5573 Life-Span Human Development	
Choose one course from the following:	3
EDFD 5303 Historical Foundations of Modern Education	
EDFD 5353 Philosophy of Education	
Required Professional Education Courses	24
Option 1:	
CATE 5003 Introduction to Professionalism	
CATE 4023 Classroom Management	
CATE 5013 Teaching Strategies	
CATE 5016 Cohort Teaching Internship	
CATE 5033 Assessment/Program Evaluation	
Option 2	
CATE 5543 Technology for Teaching and Learning	
CATE 5573 Instructional Materials	
Six semester hours selected with adviser's consent	6
Three semester hours of other professional education courses	3

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Graduate Faculty

Carter, Vinson R., Ph.D., M.A.T., B.S. (University of Arkansas), Assistant Professor, Department of Curriculum and Instruction, 2008.

Daugherty, Michael, Ed.D., M.S., B.S. (Oklahoma State University), Professor, Department of Curriculum and Instruction, 2005.

Orr, Betsy, Ed.D., M.Ed. (University of Arkansas), B.A. (University of Arkansas at Monticello), Associate Professor, Department of Curriculum and Instruction, 1989.

Courses

CATE 4023. Classroom Management. 3 Hours.

Theory and techniques in classroom management, including professional ethics and school policies related to students, faculty and programs. Prerequisite: CATE 3103.

CATE 4073. Introduction to Teaching Programming in the Secondary Schools. 3 Hours.

This course provides an introduction to the foundations of teaching methods for computer programming in the secondary schools. Methods of computer programming instruction will include teaching strategies in coding, developing computational thinking, problem-solving skills, and applying key programming concepts. This is an introductory level course. No prerequisites are required.

CATE 5003. Introduction to Professionalism. 3 Hours.

This course examines the principles and concepts of professionalism in the teaching profession, with an emphasis on developing professional concepts in the profession. Added emphasis is on career and technical education organizations. Prerequisite: Admission to the CATE teacher education program.

CATE 5013. Teaching Strategies. 3 Hours.

This course is designed to offer a variety of ideas and experiences concerning methods of teaching, planning and presenting instruction.

CATE 5016. Cohort Teaching Internship. 6 Hours.

A minimum of 12 weeks will be spent in an off-campus school, at which time the intern will have an opportunity under supervision to observe, to teach, and to participate in other activities involving the school and the community. Prerequisite: Admission to the College of Education and Health Professions Teacher Education and CATE Master's program.

CATE 5033. Assessment/Program Evaluation. 3 Hours.

An introduction to constructing, evaluating, and interpreting tests; descriptive and inferential statistics; state competency testing; and guidelines for state program evaluations. Prerequisite: Graduate standing.

CATE 5443. Teaching Career Development in Public Schools. 3 Hours.

This course provides a study of curricula, methods, and techniques involved in teaching career development as related to the 16 occupational clusters. Successful completion of this course is required for licensed teachers to earn their 418 Career Development endorsement. Corequisite: Lab component.

CATE 5453. Methods of Teaching Middle School Career Development. 3 Hours.

Provides a survey of types and sources of occupational information and methods of providing occupational-oriented experiences. Designed for teachers and future teachers of career orientation and is 1 of 2 required courses for vocational career orientation.

CATE 5463. Applications in Career Orientation. 3 Hours.

Student is introduced to various teaching methods and techniques of managing hands-on activities in career orientation class setting.

CATE 5503. Trends and Issues in Technology Education. 3 Hours.

A comprehensive technology education methods course pertaining to the teaching of standards-based curriculum materials.

CATE 5543. Technology for Teaching and Learning. 3 Hours.

A study of computer technology as it relates to teacher education. This course concentrates on knowledge and performance and includes hands-on technology activities that can be incorporated in an educational setting. Students interact with the instructor and other students via BlackBoard and engage in weekly discussions and acquire hands-on computer technology experience.

CATE 5573. Instructional Materials. 3 Hours.

A comprehensive course designed to give students the opportunity to understand, prepare, and test materials leading toward excellence in instruction. The focus of this course is the design and development of instructional media and materials utilizing different multimedia and software for use in educational programs. This includes the development of computer based, general instructional materials.

CATE 5803. Teaching Apparel Production to Secondary Students. 3 Hours.

This course prepares students to teach apparel production concepts to students in secondary school settings. Topics to be covered include clothing selection, textiles, clothing care and laundry, clothing construction, and careers and technology. Problem- and project-based learning will provide the foundation for content delivery in this course. The focus on this course is on preparing preservice teachers in secondary schools to teach apparel production utilizing a variety of teaching methods.

Cell and Molecular Biology (CEMB)

Douglas Rhoads
Director
Email: drhoads@uark.edu

Adnan Al-Rubaye
Associate Director
Email: aakhalaf@uark.edu

Julie Brogan
Interdisciplinary Secretary
213 Gearhart Hall
479-575-4401
Email: jbrogan@uark.edu

Cell and Molecular Biology Program Website (<http://cemb.uark.edu>)

Degrees Conferred:

M.S., Ph.D. (CEMB)

Program Description: Cell and Molecular Biology is an interdisciplinary graduate program incorporating faculty from 17 departments and four colleges in the University of Arkansas system. Graduate studies may be pursued in any area of cell or molecular biology for which there is faculty expertise.

Primary Areas of Faculty Research: The study of various aspects of cell function, structure, metabolism, and chemical functions on, within, and between cells; the study of biomolecular interactions; the relationships between biomolecular reactions and observed cellular properties; molecular genetics, protein chemistry, biological structures; as well as the use of molecular detection methods to detect or characterize biological states in prokaryotes, eukaryotes, systematics, forensics, or health care.

M.S. in Cell and Molecular Biology

Admission to Degree Program: All applicants must have a B.A. or B.S. in a basic or applied science. Applicants must present Graduate Record Examination scores for the Verbal and Quantitative tests, and the GRE writing instrument. For admission, a student must have a sponsoring faculty member. The sponsoring faculty member will submit probable thesis subjects to the Program Committee prior to acceptance of the student. Once an applicant has been approved by the Program Committee, applications are forwarded to the Graduate School for application for admission to the Graduate School. Admitted and sponsored students will be responsible for the Graduate School's application fee unless paid by the department of the sponsoring faculty member. When deemed appropriate by the Director and Program Advisory Committee, the Cell and Molecular Biology program will allow a qualified applicant to be admitted to complete research rotations through up to three designated research laboratories during his/her first semester enrolled in the Cell and Molecular Biology graduate program. Admission for research rotations is contingent up: 1) Stipend support has been

guaranteed for the student during the rotation semesters; and 2) the Cell and Molecular Biology faculty designated for the rotation have agreed to host the student during this period. After the rotation period, the student must obtain a faculty research sponsor.

Requirements for the Master of Science Degree: For the M.S. degree, the Graduate School and/or the program requires 30 semester hours, a comprehensive examination, a cumulative GPA of 3.00, and a minimum residence of 30 weeks. Any student who receives a grade of "F" in any graduate-level course will be subject to dismissal following review by the Program Advisory Committee. All candidates for the M.S. must complete a minimum of 24 hours of post-baccalaureate graduate credits not including seminar and thesis credit hours (18 hours plus CHEM 5813 and CHEM 5843) in Cell and Molecular Biology-approved courses and 6 hours of thesis research. In addition, all candidates who are considered full-time must enroll every fall and spring semester in a Cell and Molecular Biology designated seminar course. Graduate advisory and thesis committees will consist of at least three program faculty representing at least two different departments. With the approval of the student's Graduate Advisory Committee, up to 6 hours of alternative graduate courses may be used to satisfy the 24 hours of course work. All M.S. candidates must complete a thesis based on their research and pass a comprehensive oral examination based on the thesis. Examination and approval of the thesis is by the student's Graduate Thesis Committee. Just prior to the Final Examination, the M.S. candidate will present a public seminar announced to all Cell and Molecular Biology faculty and students.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Cell and Molecular Biology

Requirements for the Doctor of Philosophy Degree: Candidates for the Ph.D. must complete 18 hours of dissertation research. Students wishing to bypass the M.S. for a Ph.D. must complete the same 24 hours of course work in Cell and Molecular Biology-approved course work as for the M.S. degree, plus a minimum of 18 hours of dissertation research. In addition, all candidates who are considered full-time must enroll every fall and spring semester in a Cell and Molecular Biology designated seminar course. Graduate advisory and dissertation committees will consist of at least four program faculty representing at least two different departments. With the approval of the student's Graduate Advisory Committee, up to 6 hours of alternative graduate courses may be used to satisfy the 24 hours of course work. Any student who receives a grade of "D" or "F" in any graduate-level course will be subject to dismissal following review by the Program Advisory Committee. Any student receiving more than two grades of "C" in courses of two or more credit hours is no longer eligible for the Ph.D., but may elect to complete an M.S. degree in the program

Candidates for the Ph.D. who do not meet the requirement for proficiency in spoken English at the time of admission must demonstrate proficiency in spoken English through a university-accepted examination prior to their candidacy exam. English proficiency courses are available at the University of Arkansas to help in this effort. Meeting this language requirement will not only prepare candidates for communication in oral examinations, research groups, national meetings, and interviews, but will also (in conjunction with the written language evaluation) enable students to serve as teaching assistants, providing an alternative mechanism for support in the event that other support is unavailable.

All Ph.D. students must complete the Candidacy Examination. The Candidacy Examination for the Ph.D. will consist of the writing of an original research proposal using the guidelines for a federally funded post-doctoral fellowship (e.g., NIH, NSF, USDA) and an oral examination over

the proposal, related subjects, and general knowledge. The written and oral portions of the candidacy examination must be completed within the Ph.D. candidate's first 29 months in this program.

Students in the Ph.D. track will, in collaboration with their Graduate Advisory Committee, select a topic and format for their research proposal within the two years in the program. The proposal topic is to be within the field of Cell and Molecular Biology but on a subject distinct from the student's Ph.D. research. The written proposal is submitted to the student's Graduate Advisory Committee for evaluation and approval or rejection. Students may submit the proposal more than once. Upon completion of an approved proposal the candidate must then pass an oral examination by the student's Graduate Advisory Committee covering the proposal, related subjects as determined by the examining committee, and general knowledge relevant to research in Cell and Molecular Biology.

Only upon satisfactory completion of the proposal and oral examination, as judged by the student's Graduate Advisory Committee, does a student become a candidate for the Ph.D. Students who fail to complete the candidacy examination in the allotted time will be dropped from the Ph.D. program but may choose to become candidates for the M.S. The Ph.D. is granted not only for fulfillment of technical requirements but also for development and possession of critical and creative thought abilities in the areas of Cell and Molecular Biology. Evidence of these abilities is given through the completion of a dissertation. The student's Graduate Dissertation Committee will evaluate the dissertation and conduct an oral Final Examination of the candidate over the dissertation and any other subject matter deemed appropriate by the committee. Administration of the final oral defense will follow the Graduate School guidelines outlined in the Graduate Catalog. Just prior to the Final Examination, the Ph.D. candidate will present a public seminar announced to all CEMB faculty and students.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

A

Adams, Paul D., Ph.D. (Case Western Reserve University), B.S. (Louisiana State University), Associate Professor, Department of Chemistry and Biochemistry, 2006.

Alverson, Andrew James, Ph.D. (University of Texas at Austin), M.S. (Iowa State University), B.S. (Grand Valley State University), Assistant Professor, Department of Biological Sciences, 2012.

Anthony, Nick, Ph.D. (Virginia Polytech Institute and State University), M.S., B.S. (The Ohio State University), Professor, Department of Poultry Science, 1990.

B

Barabote, Ravi Damodar, Ph.D. (Texas Tech University), M.S. (Madurai Kamaraj University, Madurai, India), B.S. (Osmania University, Hyderabad, India), Assistant Professor, Department of Biological Sciences, 2012.

Baum, Jamie I., Ph.D., B.S. (University of Illinois-Urbana-Champaign), Associate Professor, Department of Food Science, 2011.

Bluhm, Burt H., Ph.D., M.S. (Purdue University), B.S. (University of Oklahoma), Associate Professor, Department of Plant Pathology, 2008.

Bottje, Walter G., Ph.D. (University of Illinois-Urbana-Champaign), M.S. (Southern Illinois University), B.S. (Eastern Illinois University), Professor, Department of Poultry Science, 1985.

Burgos, Nilda Roma, Ph.D., M.S. (University of Arkansas), B.S. (Visayas State College of Agriculture-Philippines), Professor, Department of Crop, Soil and Environmental Sciences, 1998.

C

Correll, Jim, Ph.D., M.S. (University of California-Berkeley), B.S. (Pennsylvania State University), Distinguished Professor, Department of Plant Pathology, 1989.

D

Donoghue, Dan, Ph.D. (Texas A&M University), M.S. (Brigham Young University), B.S. (Medical University of South Carolina), Professor, Department of Poultry Science, 2000.

Douglas, Michael Edward, Ph.D. (University of Georgia), M.S., B.S. (University of Louisville), Professor, Department of Biological Sciences, 2011.

Douglas, Marlis R., Ph.D., M.S., B.S. (University of Zurich), Professor, Department of Biological Sciences, 2012.

Dowling, Ashley Patrick Gregg, Ph.D. (University of Michigan-Ann Arbor), B.S. (University of Arizona), Associate Professor, Department of Entomology, 2008.

Du, Yuchun, Ph.D. (Kagoshima University, Japan), B.S. (Shaanxi University of Technology, China), Associate Professor, Department of Biological Sciences, 2007.

Durdik, Jeannine M., Ph.D. (Johns Hopkins University), B.S. (Purdue University), Professor, Department of Biological Sciences, 1994.

E

Erf, Gisela F., Ph.D. (Cornell University), M.S., B.S. (University of Guelph, Canada), Professor, Department of Poultry Science, 1994.

Etges, William J., Ph.D. (University of Rochester), M.S. (University of Georgia), B.S. (North Carolina State University), Professor, Department of Biological Sciences, 1987.

G

Goforth, Robyn, Ph.D., B.S. (University of Arkansas), Research Assistant Professor, Department of Biological Sciences, 2001.

Goggin, Fiona, Ph.D. (University of California-Davis), B.S. (Cornell University), Professor, Department of Entomology, 2001.

H

Hargis, Billy M., Ph.D., D.V.M. (University of Minnesota-Twin Cities), M.S. (University of Georgia), B.S. (University of Minnesota), Distinguished Professor, Department of Poultry Science, 2000.

Henry, Ralph Leroy, Ph.D., M.S. (University of Florida), B.S.E. (University of Kansas), Distinguished Professor, Department of Biological Sciences, 1996.

Hestekin, Christa, Ph.D. (Northwestern University), B.S.Ch.E. (University of Kentucky), Associate Professor, Ralph E. Martin Department of Chemical Engineering, 2006.

Hettiarachchy, Navam S., Ph.D. (University of Hull, England), M.S. (Edinburgh University, Scotland), B.S. (University of Madras, India), University Professor, Department of Food Science, 1992.

K

Koepe, Roger E., Ph.D. (California Institute of Technology), A.B. (Haverford College), Distinguished Professor, Department of Chemistry and Biochemistry, 1979.

Kong, Byungwhi, Ph.D., M.S. (University of Minnesota-Twin Cities), B.S. (Korea University), Associate Professor, Department of Poultry Science, 2006.

Korth, Ken L., Ph.D. (North Carolina State University), B.S. (University of Nebraska), Professor, Department of Plant Pathology, 1999.

Kuenzel, Wayne J., Ph.D. (University of Georgia), M.S., B.S. (Bucknell University), Professor, Department of Poultry Science, 2000.

Kwon, Young Min, Ph.D. (Texas A&M University), M.S., B.S. (Seoul National University), Associate Professor, Department of Poultry Science, 2002.

L

Lay, Jackson, Ph.D. (University of Nebraska-Lincoln), Professor, Department of Chemistry and Biochemistry, 2002.

Lehmann, Michael Herbert, Ph.D., Diploma in Biology (Philipps University of Marburg, Germany), Associate Professor, Department of Biological Sciences, 2002.

Lessner, Daniel J., Ph.D. (University of Iowa), B.S. (University of Wisconsin-Stevens Point), Associate Professor, Department of Biological Sciences, 2008.

Lewis, Jeffrey A., Ph.D. (University of Wisconsin-Madison), B.S. (University of California-Santa Barbara), Assistant Professor, Department of Biological Sciences, 2013.

M

McIntosh, Matt, Ph.D. (Pennsylvania State University), B.A. (Virginia Tech), Professor, Department of Chemistry and Biochemistry, 1996.

McNabb, David S., Ph.D. (Louisiana State University Health Sciences Center), B.S. (University of Texas at Arlington), Associate Professor, Department of Biological Sciences, 2000.

Millett, Francis, Ph.D. (Columbia University), B.S. (University of Wisconsin), Distinguished Professor, Department of Chemistry and Biochemistry, 1972.

P

Paul, David W., Ph.D. (University of Cincinnati), B.S. (Southwestern University), Associate Professor, Department of Chemistry and Biochemistry, 1980.

Pereira, Andy, Ph.D. (Iowa State University), M.S. (Indian Agricultural Research Institute, India), B.Sc.Ag. (Govind Ballabh Pant University of Agriculture and Technology, India), Professor, Department of Crop, Soil and Environmental Sciences, 2011.

Pinto, Ines, Ph.D. (Louisiana State University Health Sciences Center), M.S., B.S. (University of Chile), Associate Professor, Department of Biological Sciences, 2000.

R

Rhoads, Douglas Duane, Ph.D. (Kansas State University), M.A., B.A. (Wichita State University), University Professor, Department of Biological Sciences, 1990.

Ricke, Steven C., Ph.D. (University of Wisconsin-Madison), M.S., B.S. (University of Illinois), Professor, Department of Food Science, 2005.

Rorie, Rick, Ph.D. (Louisiana State University), M.S., B.S. (University of Arkansas), Professor, Department of Animal Science, 1989.

Rosenkrans, Charles F., Ph.D. (Kansas State University), M.S., B.S. (University of Missouri-Columbia), Professor, Department of Animal Science, 1991.

S

Sakon, Joshua, Ph.D. (University of Wisconsin-Madison), B.S. (Southern Oregon University), Professor, Department of Chemistry and Biochemistry, 1997.

Smith-Blair, Nancy J., Ph.D. (University of Kansas), M.S.N. (Northwestern State University), B.S.N. (Texas Christian University), Associate Professor, Eleanor Mann School of Nursing, 1994.

Srivastava, Vibha, Ph.D. (Jawaharlal Nehru University, New Delhi), M.S. (Govind Ballabh Pant University of Agriculture and Technology), B.S. (D.E.I. University), Professor, Department of Crop, Soil and Environmental Sciences, 2001.

Stites, Wesley, Ph.D. (Massachusetts Institute of Technology), M.A., B.A. (Johns Hopkins University), Professor, Department of Chemistry and Biochemistry, 1991.

Szalanski, Allen Lawrence, Ph.D. (University of Nebraska-Lincoln), M.S. (Kansas State University), B.S. (University of Manitoba), Professor, Department of Entomology, 2001.

T

Thallapuram, Suresh, Ph.D. (Osmania University), Professor, Department of Chemistry and Biochemistry, 2003.

Tipsmark, Christian K., Ph.D., M.S. (University of Southern Denmark), Associate Professor, Department of Biological Sciences, 2010.

Tzanetakis, Ioannis E., Ph.D. (Oregon State University), M.S., B.S. (Agricultural University of Athens, Greece), Professor, Department of Plant Pathology, 2008.

W

Wideman, Robert F., Ph.D. (University of Connecticut), B.A. (University of Delaware), Professor, Department of Poultry Science, 1993.

Wilkins, Charles L., Ph.D. (University of Oregon), B.S. (Chapman College), Distinguished Professor, Department of Chemistry and Biochemistry, 1998.

Wolchok, Jeffrey Collins, Ph.D. (University of Utah), M.S., B.S. (University of California at Davis), Associate Professor, Department of Biomedical Engineering, 2011.

Courses

CEMB 590V. Special Topics in Cell and Molecular Biology. 1-6 Hour.

Consideration of new areas in Cell and Molecular Biology not yet treated adequately in textbooks or in other courses. May be repeated for up to 6 hours of degree credit.

CEMB 5911. Seminar in Cell and Molecular Biology. 1 Hour.

Discussion of current topics in Cell and Molecular Biology. All graduate students in the Cell and Molecular Biology degree program must enroll every fall and spring semester in this course or an approved alternate seminar course. Prerequisite: Graduate standing. May be repeated for degree credit.

This course is cross-listed with BIOL 5001.

CEMB 600V. Master's Thesis. 1-6 Hour.

Master's thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

CEMB 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Chemical Engineering (CHEG)

David Ford
Professor and Department Head
3202 Bell Engineering Center
479-575-4951
Email: daveford@uark.edu

Christa N. Hestekin
Graduate Coordinator
3202 Bell Engineering Center
479-575-3416
Email: chesteki@uark.edu

Chemical Engineering Website (<http://chemical-engineering.uark.edu>)

Degrees Conferred:

M.S.Ch.E. (CHEG)

Ph.D. in Engineering (CHEG) (See Engineering (p. 157))

Program Description: The goal of the graduate program in the Ralph E. Martin Department of Chemical Engineering is to prepare the student for advanced roles in the profession through a combination of planned course work and independent research activities. The graduate program allows the student to specialize in an area of interest while also broadening the graduate's intellectual abilities and enhancing career opportunities in research, teaching, management, and general engineering practice. The student's goals for pursuing an advanced degree, including preferences for a research topic, are given primary consideration in the preparation of the course of study. The student's advisory committee will assist in the definition of a diversified program to ensure competence as a practicing engineer.

Primary Areas of Faculty Research: Alternative sources of chemicals and fuels; biochemical and bioprocess engineering; biomaterials; catalysis and reaction engineering; chemical and biochemical separations; chemical process safety and hazard assessment; engineering education; materials science for nanomaterials and microelectronics; membrane materials and process engineering; statistical mechanics and molecular modeling; sustainability and life cycle analysis.

M.S.Ch.E in Chemical Engineering

Admission to the Degree Program: The specific requirements for admission to the program and completion of an advanced degree in chemical engineering are determined by the Graduate School of the University of Arkansas and the Graduate Studies Committee of the Ralph E. Martin Department of Chemical Engineering. A general summary of departmental requirements is given below and detailed information may be obtained from the Chemical Engineering website (<http://chemical-engineering.uark.edu>).

An undergraduate or M.S. degree in chemical engineering is recommended for admission to the graduate program, but students with a B.S. in another field of engineering or in a natural science may also enter the program by first taking certain undergraduate chemical engineering courses to prepare them for graduate study. The requirements for admission to the department's graduate program are:

- A grade point average of 3.0 out of 4.0 in a B.S. or M.S. in chemical engineering or, if the student does not have a degree in chemical engineering, satisfactory completion of the department's undergraduate deficiency program.
- A minimum GRE score of 155 on the quantitative section of the exam and a minimum of 307 combined score on the quantitative and verbal sections, taken within five years prior to application.
- Students without a B.S. degree from a U.S. university will need a minimum score on one of the following English proficiency exams: TOEFL paper exam – 550; iBT computer exam – 80; or IELTS – 6.5. The test must have been taken within two years prior to application.
- To enter the Ph.D. program, a majority vote by the Graduate Studies Committee of the Ralph E. Martin Department of Chemical Engineering is required.

Financial aid may be available for the student's stipend and/or tuition on a case-by-case basis. This is decided in the department.

Details about these requirements are in the Chemical Engineering Department Graduate Student Handbook, available as a downloadable PDF (<http://chemical-engineering.uark.edu/academics/graduate-program/hestekin-fall-handbook.pdf>).

Research Program: The thesis M.S. degree and the Ph.D. degree involve an interactive, hands-on program that exposes the graduate

student to the techniques, procedures, and philosophy necessary for successful and ethical research. The students will work closely with their supervising professor and committee to perform original research on a topic of importance to the profession. The student will participate in the planning, managerial, budgetary, experimental, and reporting aspects of his/her research projects. The result will be a thesis (for the thesis master's degree) or a dissertation (for the Ph.D.), both of which should result in at least one journal or conference publication for the student. Active research interests of the faculty are listed on the department's research page (<http://chemical-engineering.uark.edu/research>).

Requirements for the non-thesis M.S. Degree: At least 30 hours of course work as follows:

MATH 4423	Introduction to Partial Differential Equations (Sp, Su, Fa) ¹	3
CHEG 5113	Transport Processes I	3
CHEG 5133	Advanced Reactor Design	3
CHEG 5333	Advanced Thermodynamics	3
CHEG 6123	Transport Processes II	3
Nine hours of a 4000 or 5000 level CHEG course ²		9
Six hours of any 4000, 5000 or 6000 level technical electives ³		6
CHEG 5801	Graduate Seminar (this should be taken every semester)	1
Assisting in departmental teaching is required.		
Total Hours		31

¹ Because this is an undergraduate course, additional work will be required by the instructor for graduate credit. In addition to this course, the non-thesis student will be able to present only three more hours of 3000-level credit for the degree, with the permission of the advisory committee.

² Not to exceed 3 hours of 4000 level credit. These electives must be lecture courses, not a special project, seminar or independent research topic.

³ Not to exceed 3 hours of 4000 level credit. These electives must be lecture courses, not a special project, seminar or independent research topic.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Requirements for the thesis M.S. Degree: At least 24 hours of course work and six hours of thesis as follows:

MATH 4423	Introduction to Partial Differential Equations (Sp, Su, Fa) ¹	3
CHEG 5113	Transport Processes I	3
CHEG 5133	Advanced Reactor Design	3
CHEG 5333	Advanced Thermodynamics	3
CHEG 6123	Transport Processes II	3
Three hours of a 4000 or 5000 level CHEG course ²		3
Six hours of any 4000, 5000 or 6000 level technical electives ³		6
CHEG 600V	Master's Thesis	6
CHEG 5801	Graduate Seminar (this should be taken every semester)	1

Research resulting in a successfully defended thesis and assisting in departmental teaching are required.

Total Hours 31

¹ Because this is an undergraduate course, additional work will be required by the instructor for graduate credit. The thesis student will not be able to present any additional hours of 3000 level credit for the degree.

² Not to exceed 3 hours of 4000 level credit. These electives must be lecture courses, not a special project, seminar or independent research topic.

³ These electives must be lecture courses, not a special project, seminar or independent research topic.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Chemical Engineering

Requirements for the Ph.D. Degree: At least 42 hours of course work and 30 hours of dissertation as follows:

MATH 4423	Introduction to Partial Differential Equations (Sp, Su, Fa) ¹	3
CHEG 5113	Transport Processes I	3
CHEG 5133	Advanced Reactor Design	3
CHEG 5333	Advanced Thermodynamics	3
CHEG 6123	Transport Processes II	3
6 hours of a 4000 or 5000 level CHEG course		6
18 hours of any 4000, 5000 or 6000 level technical electives		18
CHEG 5801	Graduate Seminar (this should be taken every semester)	3
CHEG 700V	Doctoral Dissertation	30
Research resulting in successfully defended dissertation and assisting in departmental teaching are required.		

Total Hours 72

¹ Because this is an undergraduate course, additional work will be required by the instructor for graduate credit.

² International students must take CHEG 4443 in addition to the above list.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Ackerson, Michael D., Ph.D. (University of Arkansas), M.S.Ch.E., B.S.Ch.E. (University of Missouri-Rolla), Associate Professor, 1986.

Babcock, Robert Earl, Ph.D., M.S.Ch.E., B.S. (University of Oklahoma), Professor, 1965.

Beitle, Robert R., Ph.D., M.S.Ch.E., B.S.Ch.E. (University of Pittsburgh), Professor, 1993.

Clausen, Ed, Ph.D., M.S.Ch.E., B.S.Ch.E. (University of Missouri-Rolla), Professor, 1981.

Ford, David M., Ph.D., M.S., B.S.Ch.E. (University of Pennsylvania), Professor, 2017.

Greenlee, Lauren F., Ph.D., M.S. (University of Texas, Austin), B.S.Ch.E. (University of Michigan), Assistant Professor, 2015.

Havens, Jerry A., Ph.D. (University of Oklahoma), M.S.Ch.E. (University of Colorado-Boulder), B.S.Ch.E. (University of Arkansas), Distinguished Professor, 1970.

Herman, Jeremy J., Ph.D. (University of Arkansas), B.S.Ch.E. (University of Toledo), Clinical Assistant Professor, 2013.

Hestekin, Jamie A., Ph.D. (University of Kentucky), B.S.Ch.E. (University of Minnesota-Duluth), Professor, 2006.

Hestekin, Christa, Ph.D. (Northwestern University), B.S.Ch.E. (University of Kentucky), Associate Professor, 2006.

Roper, Donald K., Ph.D. (University of Wisconsin-Madison), B.S., B.S.Ch.E. (Brigham Young University), Associate Professor, 2008.

Servoss, Shannon, Ph.D. (Northwestern University), B.S.Ch.E. (University of Michigan-Ann Arbor), Associate Professor, 2007.

Spicer, Tom O., Ph.D., M.S.Ch.E., B.S.Ch.E. (University of Arkansas), Professor, 1981.

Thoma, Greg, Ph.D. (Louisiana State University), M.S.Ch.E., B.S.Ch.E. (University of Arkansas), Professor, 1993.

Walker, Heather L., Ph.D., M.S.Ch.E., B.S.Ch.E. (University of Arkansas), Clinical Assistant Professor, 2008.

Wickramasinghe, Ranil, Ph.D. (University of Minnesota-Twin Cities), M.S., B.S. (University of Melbourne, Australia), Professor, 2011.

Courses

CHEG 4813. Chemical Process Safety. 3 Hours.

Application of chemical engineering principles to the study of safety, health, and loss prevention. Fires and explosions, hygiene, toxicology, hazard identification, and risk assessment in the chemical process industries. Corequisite: Drill component. Prerequisite: CHEG 3144 and CHEG 3323.

CHEG 5013. Membrane Separation and System Design. 3 Hours.

Theory and system design of cross flow membrane process--reverse osmosis, nanofiltration, ultrafiltration, and microfiltration--and applications for pollution control, water treatment, food and pharmaceutical processing.

CHEG 5033. Technical Administration. 3 Hours.

Contemporary issues affecting the domestic and global Chemical Process Industries (CPI). Emphasis is on process economics, market and corporate strategy as well as advances in technology to improve corporate earnings while addressing the threats and opportunities in the CPI. Prerequisite: Senior or graduate standing.

CHEG 5043. Colloid and Interface Science. 3 Hours.

This course aims to provide essential knowledge about surface, interface, and molecular self-organization. At the end of this course students should understand (i) basic concepts to describe phenomena at surfaces, (ii) molecular self-organization, and (iii) basic techniques for characterization of surfaces and interfaces.

CHEG 5113. Transport Processes I. 3 Hours.

Fundamental concepts and laws governing the transfer of momentum, mass, and heat.

CHEG 5133. Advanced Reactor Design. 3 Hours.

Applied reaction kinetics with emphasis on the design of heterogeneous reacting systems including solid surface catalysis, enzyme catalysis, and transport phenomena effects. Various types of industrial reactors, such as packed bed, fluidized beds, and other non-ideal flow systems are considered.

CHEG 5213. Advanced Chemical Engineering Calculations. 3 Hours.

Developments of and solutions of equations and mathematical models of chemical processes and mechanisms.

CHEG 5273. Corrosion Control. 3 Hours.

Qualitative and quantitative introduction to corrosion and its control. Application of the fundamentals of corrosion control in the process industries is emphasized.

CHEG 5333. Advanced Thermodynamics. 3 Hours.

Methods of statistical thermodynamics, the correlation of classical and statistical thermodynamics, and the theory of thermodynamics of continuous systems (non-equilibrium thermodynamics).

CHEG 5353. Advanced Separations. 3 Hours.

Phase equilibrium in non-ideal and multicomponent systems, digital and other methods of computation are included to cover the fundamentals of distillation, absorption, and extraction.

CHEG 5513. Biochemical Engineering Fundamentals. 3 Hours.

An introduction to bioprocessing with an emphasis on modern biochemical engineering techniques and biotechnology. Topics include: basic metabolism (prokaryote and eukaryote), biochemical pathways, enzyme kinetics (including immobilized processes), separation processes (e.g. chromatography) and recombinant DNA methods. Material is covered within the context of mathematical descriptions (calculus, linear algebra) of biochemical phenomenon.

CHEG 5733. Polymer Theory and Practice. 3 Hours.

Theories and methods for converting monomers into polymers are presented. Topics include principles of polymer science, commercial processes, rheology, and fabrication.

CHEG 5801. Graduate Seminar. 1 Hour.

Oral presentations are given by master's candidates on a variety of chemical engineering subjects with special emphasis on new developments. Prerequisite: Graduate standing.

CHEG 588V. Special Problems. 1-6 Hour.

Opportunity for individual study of an advanced chemical engineering problem not sufficiently comprehensive to be a thesis. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

CHEG 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

CHEG 6123. Transport Processes II. 3 Hours.

Continuation of CHEG 5113. Prerequisite: CHEG 5113.

CHEG 6203. Preparation of Research Proposals. 3 Hours.

This course will cover technical communication in both written and oral presentation. Prerequisite: Instructor consent.

CHEG 6801. Graduate Seminar. 1 Hour.

Oral presentations are given by doctoral students on a variety of chemical engineering subjects with special emphasis on new developments. Prerequisite: Graduate standing.

CHEG 688V. Special Topics in Chemical Engineering. 1-3 Hour.

Advanced study of current Chemical Engineering topics not covered in other courses. Prerequisite: Doctoral students only. May be repeated for up to 3 hours of degree credit.

CHEG 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Chemistry and Biochemistry (CHBC)

Wesley Stites
Department Chair
119 Chemistry Building
479-575-4362
E-mail: wstites@uark.edu

Julie Stenken
Director of Graduate Studies
119 Chemistry Building
479-575-7945

E-mail: jstenken@uark.edu

Department of Chemistry and Biochemistry Website (<https://fulbright.uark.edu/departments/chemistry>)

Degrees Conferred:

M.S., Ph.D. in Chemistry (CHEM)

Areas of Study: Analytical, inorganic, organic, physical, biophysical, and biochemistry.

Primary Areas of Faculty Research: Specialized centers complement traditional research areas in the Department of Chemistry and Biochemistry. These include the Center for Protein Structure and Function and the State-Wide Mass Spectrometry Facility.

Requirements for M.S. in Chemistry

Admission to Graduate Program: In addition to the application for admission to the Graduate School and the transcripts required for Graduate School admission, applicants for admission to the degree programs of the Department of Chemistry and Biochemistry must submit a.) three letters of recommendation from persons familiar with the applicant's previous academic and professional performance and b.) official scores from the Graduate Record Examination (General Test). Advanced subject GRE tests scores (Chemistry, Biochemistry, etc.) are encouraged but not required.

Basic Program for Advanced Degree Candidates: In addition to the material given below, the student is referred to the general Graduate School requirements mentioned earlier in this catalog and to the bulletin *Information for Graduate Students in Chemistry and Biochemistry* available from the Department of Chemistry and Biochemistry.

1. An undergraduate program, consisting of courses in general chemistry, analytical chemistry (two semesters), organic chemistry (three semesters), physical chemistry (two semesters), and inorganic chemistry (one semester) provide an adequate foundation for graduate work in chemistry and biochemistry. If a graduate student lacks any part of this introductory program, it must be completed within the first four semesters as a graduate student. If the student has the necessary prerequisites, courses for graduate credit may be taken concurrently. Proficiency in physical chemistry must be demonstrated by satisfactory performance on placement examinations. Inadequate performance may be remedied by enrollment in one or more recommended courses.
2. The department has no foreign language requirement for either the M.S. or Ph.D. degree.
3. Each advanced degree candidate must present a suitable program of advanced courses and research. The specific courses needed to provide a basis for scholarly work beyond the B.S. level will vary with the student's undergraduate preparation, area of concentration and the degree sought. Individual course enrollments must be approved initially by the graduate adviser and subsequently by the student's advisory committee.
4. Every student must register for a minimum of one credit hour of CHEM 600V or CHEM 700V in each term during which the student is present and doing thesis or dissertation research. Post-candidacy doctoral students are required to be enrolled in at least one hour of dissertation credit (CHEM 700V) every semester (fall, spring, summer), until the degree is conferred.

Additional Requirement for Master of Science Degree: The Master of Science degree in Chemistry requires a minimum 24 hours of course

work plus six hours of thesis. A thesis reporting original research will be required of all candidates for the Master of Science degree in chemistry.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Requirements for Ph.D. in Chemistry

Additional Requirements for the Doctor of Philosophy Degree: A doctoral advisory committee is appointed to evaluate the candidate's preparation and to draw up a suitable program of study and research. This committee consists of the student's major professor and at least three other members of the graduate faculty. Under most circumstances, the major professor serves as the chairperson of that committee.

For chemistry students, the candidacy examination is of the cumulative type. Five cumulative examinations are given each semester in each of the areas of concentration mentioned above. To complete the candidacy examination, seven of these cumulative examinations must be passed within a specified time, usually by the end of the fifth semester of graduate work.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Adams, Paul D., Ph.D. (Case Western Reserve University), B.S. (Louisiana State University), Associate Professor, 2006.

Allison, Neil T., Ph.D. (University of Florida), B.S. (Georgia College), Associate Professor, 1980.

Beyzavi, M. Hassan, Ph.D. (Freie Universität Berlin, Germany), Assistant Professor, 2017.

Brewer, Lorraine C., M.S. (University of Wisconsin-Madison), Instructor, 1997.

Chen, Jingyi, Ph.D. (University of Washington), M.A. (State University College at Buffalo), B.S. (Zhongshan University), Associate Professor, 2010.

Coridan, Robert, Ph.D., M.S. (University of Illinois-Urbana-Champaign), B.S. (The Ohio State University), Assistant Professor, 2015.

Fan, Chenguang, Ph.D. (Iowa State University), B.S. (Nanjing University), Assistant Professor, 2016.

Fritsch, Ingrid, Ph.D. (University of Illinois-Urbana-Champaign), B.S. (University of Utah), Professor, 1992.

Greathouse, Denise A., Ph.D. (University of Arkansas), Research Associate Professor, 1997.

Heyes, Colin David, Ph.D. (Georgia Institute of Technology), B.S. (Loughborough University), Associate Professor, 2008.

Kilyanek, Stefan M., Ph.D., M.S. (University of Chicago), B.S. (Grand Valley State University), Assistant Professor, 2014.

Koeppel, Roger E., Ph.D. (California Institute of Technology), A.B. (Haverford College), Distinguished Professor, 1979.

Lay, Jackson, Ph.D. (University of Nebraska-Lincoln), Professor, 2002.

McIntosh, Matt, Ph.D. (Pennsylvania State University), B.A. (Virginia Tech), Professor, 1996.

Millett, Francis, Ph.D. (Columbia University), B.S. (University of Wisconsin), Distinguished Professor, 1972.

Moradi, Mahmoud, Ph.D. (North Carolina State University), M.S., B.S. (Sharif University of Technology), Assistant Professor, 2015.

Paul, David W., Ph.D. (University of Cincinnati), B.S. (Southwestern University), Associate Professor, 1980.

Sakon, Joshua, Ph.D. (University of Wisconsin-Madison), B.S. (Southern Oregon University), Professor, 1997.

Shi, Wei, Ph.D. (University of Alberta), M.S. (East China University of Science and Technology), B.S. (Shanghai Jiao Tong University), Assistant Professor, 2012.

Stenken, Julie A., Ph.D. (University of Kansas), B.S. (University of Akron), Professor, 2007.

Stites, Wesley, Ph.D. (Massachusetts Institute of Technology), M.A., B.A. (Johns Hopkins University), Professor, 1991.

Striegler, Susanne, Ph.D., M.S., B.S. (Ulm University, Germany), Professor, 2012.

Thallapuram, Suresh, Ph.D. (Osmania University), Professor, 2003.

Tian, Ryan, Ph.D. (University of Connecticut), B.S. (Fudan University, Shanghai), Associate Professor, 2004.

Wang, Feng, Ph.D. (University of Pittsburgh), Ph.D. (Kutztown University of Pennsylvania), Associate Professor, 2012.

Wilkins, Charles L., Ph.D. (University of Oregon), B.S. (Chapman College), Distinguished Professor, 1998.

Xiao, Jie, Ph.D. (State University of New York-Binghamton), M.S., B.S. (Wuhan University), Associate Professor, 2016.

Zheng, Nan, Ph.D. (University of Michigan-Ann Arbor), M.S. (University of Rochester), B.S. (University of Science and Technology of China), Associate Professor, 2008.

Courses

CHEM 405V. Special Topics in Chemistry. 1-4 Hour.

Potential topics include: advanced spectroscopic methods, bioanalytical chemistry, bioinorganic chemistry, bioorganic chemistry, biophysical chemistry, chemical sensors, drug discovery and design, nanomaterials, pharmaceutical chemistry, process analytical chemistry, and protein folding and design. Prerequisite: Instructor consent.

CHEM 5101. Introduction to Research. 1 Hour.

This eight week course introduces new graduate students to research opportunities and skills in chemistry and biochemistry. Meets 2 hours per week in the first half of the semester. Safety and ethics in research and scholarship are discussed. Students learn about research programs in the department to aid in choosing an advisor.

CHEM 5123. Advanced Inorganic Chemistry. 3 Hours.

Reactions and properties of inorganic compounds from the standpoint of electronic structure and the periodic table. Emphasis on recent developments. Knowledge comparable to material in CHEM 3453 is recommended.

CHEM 5143. Advanced Inorganic Chemistry II. 3 Hours.

Chemistry of metallic and non-metallic elements emphasizing molecular structure, bonding and the classification of reactions. Knowledge of inorganic chemistry comparable to material in CHEM 4123 and CHEM 5123 is recommended.

CHEM 5153. Structural Chemistry. 3 Hours.

Determination of molecular structure by diffraction, spectroscopic, and other techniques. Illustrative examples will be chosen from inorganic chemistry and biochemistry.

CHEM 5213. Instrumental Analysis. 3 Hours.

Provides students, especially those in the physical, agricultural, and biological sciences, with an understanding of the theory and practice of modern instrumental techniques of analysis. Lecture 3 hours per week. Knowledge comparable to material in CHEM 2263 and CHEM 3603 is recommended.

CHEM 5223. Chemical Instrumentation. 3 Hours.

Use and application of operational amplifiers to chemical instrumentation; digital electronic microprocessor interfacing; software development and real-time data acquisition. Knowledge of analytical chemistry comparable to material in CHEM 4213 is recommended.

CHEM 5233. Chemical Separations. 3 Hours.

Modern separation methods including liquid chromatography (adsorption, liquid-liquid partition, ion exchange, exclusion) and gas chromatography. Theory and instrumentation is discussed with emphasis on practical aspects of separation science. Prerequisite: CHEM 4213.

CHEM 5243. Electrochemical Methods of Analysis. 3 Hours.

Topics will include diffusion, electron transfer kinetics, and reversible and irreversible electrode processes followed by a discussion of chronoamperometry, chronocoulometry, polarography, voltammetry, and chronopotentiometry. Knowledge of analytical chemistry comparable to material in CHEM 4213 is recommended.

CHEM 5253. Spectrochemical Methods of Analysis. 3 Hours.

Principles and methods of modern spectroscopic analysis. Optics and instrumentation necessary for spectroscopy is also discussed. Topics include atomic and molecular absorption and emission techniques in the ultraviolet, visible, and infrared spectral regions. Knowledge of analytical chemistry comparable to material in CHEM 4213 is recommended.

CHEM 5263. Nuclear Chemistry. 3 Hours.

Nuclear structure and properties, natural and artificial radioactivity, radioactive decay processes, nuclear reaction and interactions of radiation with matter. Prerequisite: CHEM 3514.

CHEM 5273. Cosmochemistry. 3 Hours.

Laws of distribution of the chemical elements in nature, cosmic and terrestrial abundance of elements; origin and age of the earth, solar system, and the universe. Prerequisite: CHEM 3514.

CHEM 5283. Energy Conversion and Storage. 3 Hours.

Fundamental and applied concepts of energy storage and conversion with sustainability implications. Chemical reactions (kinetics, thermodynamics, mass transfer), emphasizing oxidation-reduction, electrochemical, and interfacial processes, and impact on performance of fuel and biofuel cells, batteries, supercapacitors, and photochemical conversion.

CHEM 5383. Chemometrics. 3 Hours.

Chemometrics is the process of extracting relevant information from chemical data by mathematical and statistical tools. These tools allow for designing optimal experimental procedures, extracting important information from complex chemical systems, and better understanding of complex chemical systems.

CHEM 5443. Physical Chemistry of Materials. 3 Hours.

Physical and chemical characteristics of materials and discussion of the science behind materials engineering and performance. Topics include theory, principles of characterization methods, modeling, and applications in the context of materials. Knowledge comparable to material in CHEM 3514 and CHEM 3504 or CHEM 3453 or CHEM 3713 or MEEG 2403 is recommended.

CHEM 5453. Quantum Chemistry I. 3 Hours.

Fundamental quantum theory: Hamiltonian formalism in classical mechanics, Schrodinger equation, operators, angular momentum, harmonic oscillator, barrier problems, rigid rotator, hydrogen atom, and interaction of matter with radiation. Knowledge of physical chemistry comparable to material in CHEM 3504 is recommended.

CHEM 5473. Chemical Kinetics. 3 Hours.

Theory and applications of the principles of kinetics to reactions between substances, both in the gaseous state and in solution. Knowledge of physical chemistry comparable to material in CHEM 3514 is recommended.

CHEM 5513. Biochemical Evolution. 3 Hours.

Abiotic synthesis of biomolecules on Earth, the origin of cells, genetic information, origin of life on Earth and elsewhere, evolution and diversity, ecological niches, bacteria, archaea, eukaryotes, novel metabolic reshaping of the environment, life being reshaped by the environment, molecular data and evolution. Prerequisite: CHEM 5813.

CHEM 5573. Statistical Thermodynamics. 3 Hours.

Covers fundamentals in thermodynamics, molecular dynamics, Monte Carlo, phase transitions, behavior of gases and liquids and basic concepts in chemical kinetics and physical kinetics. Knowledge comparable to physical chemistry materials in CHEM 3514 is recommended.

CHEM 5603. Physical Organic Chemistry. 3 Hours.

Introduction to the theoretical interpretation of reactivity, reaction mechanisms, and molecular structure of organic compounds. Application of theories of electronic structure; emphasis on recent developments. Knowledge of material comparable to CHEM 3613, CHEM 3613H, CHEM 3713 and CHEM 3514 is recommended.

CHEM 5633. Organic Reactions. 3 Hours.

The more important types of organic reactions and their applications to various classes of compounds. Knowledge of organic chemistry comparable to material in CHEM 3603 is recommended.

CHEM 5723. Experimental Methods in Organic Chemistry. 3 Hours.

Introduction to the application of synthetic and spectroscopic methods in organic chemistry, including mass spectrometry, infrared spectroscopy, and nuclear magnetic resonance spectrometry. Lecture 3 hours per week. Knowledge comparable to material in CHEM 3613 is recommended.

CHEM 5753. Methods of Organic Analysis. 3 Hours.

Interpretation of physical measurements of organic compounds in terms of molecular structure. Emphasis on spectroscopic methods (infrared, ultraviolet, magnet resonance, and mass spectra). Knowledge of organic chemistry comparable to material in CHEM 3603 is recommended.

CHEM 5813. Biochemistry I. 3 Hours.

The first of a two-course series covering biochemistry for graduate students in biology, agriculture, and chemistry. Topics covered include protein structure and function, enzyme kinetics, enzyme mechanisms, and nucleic acid and carbohydrate structures. Knowledge of organic chemistry comparable to material in CHEM 3613 is recommended.

This course is cross-listed with CHEM 4813H.

CHEM 5843. Biochemistry II. 3 Hours.

A continuation of CHEM 5813 covering topics including biological membranes and bioenergetics, photosynthesis, lipids and lipid metabolism, nucleic acid and amino acid metabolism, and molecular biology. Knowledge of organic chemistry comparable to material in CHEM 3613 is recommended. Prerequisite: CHEM 5813.

CHEM 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Chemistry graduate students enroll in this course as needed until all CUMES are passed and the student is officially a doctoral candidate. Prerequisite: Chemistry graduate student. May be repeated for degree credit.

CHEM 6011. Chemistry Seminar. 1 Hour.

Weekly discussion of current chemical research. Departmental and divisional seminars in analytical chemistry, biochemistry, inorganic, organic, and physical chemistry are held weekly. Seminar credit does not count toward the minimum hourly requirements for any chemistry graduate degree. May be repeated for up to 1 hours of degree credit.

CHEM 619V. Special Topics in Inorganic Chemistry. 1-3 Hour.

Topics which have been covered in the past include: technique and theory of x-ray diffraction, electronic structure of transition metal complexes, inorganic reaction mechanisms, and physical methods in inorganic chemistry. May be repeated for degree credit.

CHEM 6283. Mass Spectrometry. 3 Hours.

This course is devoted to the fundamental principles and applications of analytical mass spectrometry. Interactions of ions with magnetic and electric fields and the implications with respect to mass spectrometer design are considered, as are the various types of mass spectrometer sources. Representative applications of mass spectrometry in chemical analysis are also discussed. Prerequisite: Graduate standing.

CHEM 629V. Special Topics in Analytical Chemistry. 1-3 Hour.

Topics that have been presented in the past include: electroanalytical techniques, kinetics of crystal growth, studies of electrode processes, lasers in chemical analysis, nucleosynthesis and isotopic properties of meteorites, thermoluminescence of geological materials, early solar system chemistry and analytical cosmochemistry. May be repeated for degree credit.

CHEM 649V. Special Topics in Physical Chemistry. 1-3 Hour.

Topics which have been covered in the past include advanced kinetics, solution chemistry, molecular spectra, nuclear magnetic resonance spectroscopy, and methods of theoretical chemistry. May be repeated for degree credit.

CHEM 6633. Chemistry of Organic Natural Products. 3 Hours.

Selected topics concerned with structure elucidation and synthesis of such compounds as alkaloids, antibiotics, bacterial metabolites, plant pigments, steroids, terpenoids, etc. Prerequisite: CHEM 5603 and CHEM 5633.

CHEM 6643. Organometallic Chemistry. 3 Hours.

Theories and principles of organometallic chemistry. Concepts include bonding, stereochemistry, structure and reactivity, stereochemical principles, conformational, steric and stereoelectronic effects. Transition metal catalysis of organic reactions will also be described. Knowledge of material comparable to CHEM 3713 and CHEM 3514 is recommended.

CHEM 6673. Organic Reaction Mechanisms. 3 Hours.

A detailed description of the fundamental reactions and mechanisms of organic chemistry. Prerequisite: CHEM 5633.

CHEM 669V. Special Topics in Organic Chemistry. 1-3 Hour.

Topics which have been presented in the past include heterogeneous catalysis, isotope effect studies of organic reaction mechanisms, organometallic chemistry, stereochemistry, photochemistry, and carbanion chemistry. May be repeated for degree credit.

CHEM 6823. Physical Biochemistry. 3 Hours.

Physical chemistry of proteins, nucleic acids, and biological membranes. Ultracentrifugation, absorption and fluorescent spectrophotometry, nuclear magnetic resonance spectroscopy, x-ray diffraction, and other techniques. Prerequisite: CHEM 5813.

CHEM 6863. Enzymes. 3 Hours.

Isolation, characterization, and general chemical and biochemical properties of enzymes. Kinetics, mechanisms, and control of enzyme reactions. Prerequisite: CHEM 5813 and CHEM 5843.

CHEM 6873. Molecular Biochemistry. 3 Hours.

Nucleic acid chemistry in vitro and in vivo, synthesis of DNA and RNA, genetic diseases, cancer biochemistry and genetic engineering. Prerequisite: CHEM 5813 and CHEM 5843.

CHEM 6883. Bioenergetics and Biomembranes. 3 Hours.

Cellular energy metabolism, photosynthesis, membrane transport, properties of membrane proteins, and the application of thermodynamics to biological systems. Prerequisite: CHEM 5813 and CHEM 5843.

CHEM 700V. Doctoral Dissertation. 1-12 Hour.

Doctoral Dissertation. For chemistry graduate students who have passed all CUMES and have officially been admitted to doctoral candidacy. Prerequisite: Chemistry graduate student. May be repeated for degree credit.

Civil Engineering (CVEG)

W. Micah Hale
 Department Head
 4190 Bell Engineering Center
 479-575-4954
 Email: micah@uark.edu (kdhall@uark.edu)

Civil Engineering website (<http://cveg.uark.edu>)

Degrees Conferred:

M.S.C.E. in Civil Engineering (CVEG)
 M.S.En.E. in Environmental Engineering (ENEG) (See Environmental Engineering (p. 171))
 Ph.D. in Engineering (CVEG) (See Engineering (p. 157))

Program Description: The Master of Science in Civil Engineering program is intended primarily for students possessing the Bachelor of Science in Civil Engineering degree. Students with degrees from other engineering disciplines may be admitted to the program but will be required to complete some undergraduate civil engineering courses as preparation for their graduate studies. The specific courses required will depend on the emphasis of their graduate studies. The objectives of the M.S.C.E. program are to provide a greater depth of understanding of civil engineering topics for the practice of engineering and to serve as preparation for doctoral studies. Students are allowed a great deal of flexibility in designing their course of study. Students desiring to develop a deeper understanding of one sub-discipline area may select courses solely concentrated in that area while those desiring a broader-based education may select courses from several sub-disciplines including courses from other disciplines.

Primary Areas of Faculty Research: The Department of Civil Engineering has ongoing research programs in the environmental/water resources, geotechnical, structural, and transportation areas. The following is a more detailed listing of topics currently being studied in each of these areas:

- **Environmental/Water Resources Area:** Water and wastewater treatment; decentralized collection and treatment systems; soil and groundwater remediation; surface and ground water quality; storm water pollution prevention; environmental and hydrologic modeling; water quality studies.
- **Geotechnical Area:** Aggregates and base materials; geosynthetic reinforcement; embankment and slope stability; field instrumentation and measurement of soil properties; soil and groundwater remediation using geosynthetics; GIS application to geotechnical engineering; foundation design.
- **Structural Area:** High performance concrete; structural materials; bridge deck rehabilitation; computational mechanics; computational wind engineering and tornado modeling; structural earthquake analysis and modeling; structural steel design and analysis.
- **Transportation Area:** Facility design; roadway geometrics; traffic operations and safety; pavement design and rehabilitation; asphalt concrete mixture design; construction materials characterization; construction quality control; geosynthetic reinforced flexible pavements; transportation management systems; high-speed pavement condition data acquisition; and transportation and land development.

In addition to these core areas, the Department of Civil Engineering is also actively pursuing research in the areas of alternative energy sources, infrastructure security, nanotechnology, and sustainability.

M.S.C.E. in Civil Engineering

Requirements for the Master of Science in Civil Engineering Degree:

Minimum 30 semester hours of graduate-level credit for thesis option; or 30 semester hours of graduate-level non thesis or research credit for course work only option.

1. Candidates for the degree who present a thesis are required to complete a minimum of 24 semester hours of course work and a minimum of six semester hours of thesis.
2. Candidates for the degree who do not present a thesis are required to complete a minimum of 30 semester hours of graduate-level course work.
3. Candidates for the degree must present a cumulative grade point average of 3.00 on all graduate courses. The minimum acceptable grade for any course is "C."
4. Upon admission to the Graduate School and acceptance in a program of study, candidates pursuing a thesis-based program will be assigned to a major adviser, who in consultation with the department head, will select a graduate committee. With guidance from the committee, the candidate will develop a plan of study and a research project to be completed by the candidate. The committee will serve as the examination committee for the final oral and/or written examination and for the thesis. Candidates pursuing a coursework-based program will be assigned to a major adviser, who will assist the candidate in developing a plan of study; the major adviser will coordinate the final and/or written examination.
5. All graduate students enrolled in the M.S.C.E. program in the Department of Civil Engineering must successfully complete one semester of CVEG 5100 Graduate Seminar in Civil Engineering.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Civil Engineering

Requirements for the Doctor of Philosophy (Ph.D.) degree with emphasis in Civil Engineering: Minimum 72 semester hours of graduate-level credit beyond the baccalaureate degree; minimum 42 semester hours of graduate-level credit beyond the master's degree.

1. Candidates for the degree are required to complete a minimum of 36 semester hours of graduate-level course work and a minimum of 18 semester hours of dissertation. Graduate-level course work comprising an earned master's degree may be included in the minimum course work credit hours for the Ph.D. degree.
2. Candidates for the degree must present a cumulative grade point average of 3.00 on all graduate courses. The minimum acceptable grade for any course is "C."
3. All graduate students enrolled in the Ph.D. program in the Department of Civil Engineering must successfully complete two semesters of CVEG 5100 Graduate Seminar in Civil Engineering.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Bernhardt, Michelle, Ph.D., M.S.C.E., B.S.C.E. (Texas A&M University), Assistant Professor, 2013.

Braham, Andrew F., Ph.D. (University of Illinois-Urbana-Champaign), M.S., B.S. (University of Wisconsin-Madison), Assistant Professor, 2010.

Coffman, Rick, Ph.D. (University of Missouri-Columbia), M.S. (University of Texas at Austin), B.S. (University of Wyoming), Associate Professor, 2009.

Dennis, Norman D., Ph.D. (University of Texas at Austin), M.B.A. (Boston University), M.S.C.E., B.S.C.E. (Missouri University of Science and Technology), University Professor, 1996.

Edwards, Findlay, Ph.D. (New Mexico State University), M.S. (University of New Mexico), M.S.C.E. (New Mexico State University), Associate Professor, 1999.

Fairey, Julian, Ph.D., M.S.C.E. (University of Texas at Austin), B.S.C.E. (University of Alberta, Canada), Associate Professor, 2008.

Fernstrom, Eric, Ph.D. (University of Arkansas), Instructor, 2014.

Gattis, J. L., Ph.D. (Texas A&M University), M.S.C.E. (University of Texas Arlington), B.S.C.E. (University of Arkansas), Professor, 1993.

Hale, Micah, Ph.D., M.S.C.E., B.S.C.E. (University of Oklahoma), Professor, 2002.

Hall, Kevin D., Ph.D. (University of Illinois-Urbana-Champaign), M.S.C.E., B.S.C.E. (University of Arkansas), Professor, 1993.

Hernandez, Sarah, Ph.D., M.S. (University of California, Irvine), B.S. (University of Florida), Assistant Professor, 2015.

Heymfield, Ernie, Ph.D. (City University of New York), M.S.C.E. (Polytechnic University), Associate Professor, 2001.

Johnson, Michael, M.S.C.E. (University of Pittsburgh), B.S.C.E. (University of Minnesota), B.A. (Chapman College), Professor, 2010.

Selvam, R. Panneer, Ph.D. (Texas Tech University), M.S.C.E. (South Dakota School of Mines and Technology), M.E., B.E. (University of Madras, India), University Professor, 1986.

Williams, Stacy Goad, Ph.D., M.S.C.E., B.S.C.E. (University of Arkansas), Associate Professor, 1997.

Williams, Rodney D., Ph.D., M.S., B.S.C.E. (University of Arkansas), Assistant Professor, 1998.

Wood, Clinton M., Ph.D. (University of Texas at Austin), M.S.C.E., B.S.C.E. (University of Arkansas), Assistant Professor, 2013.

Zhang, Wen, Ph.D. (Purdue University), M.S. (University of Kansas), Assistant Professor, 2011.

Courses

CVEG 4053. Land Surveying. 3 Hours.

Historical background of property surveys. Detailed consideration of original surveys and the United States Public Land Surveys. Writing adequate land descriptions. Interpretation of old descriptions. Excess and deficiency. Riparian rights. Field practice in relocation of old corners. Prerequisite: Senior standing and CVEG 2053 with a grade of C or better.

CVEG 4083. Control Surveys. 3 Hours.

Sun and Polaris observations for astronomic azimuth, solar access studies; control traversing, leveling, triangulation; state plane coordinate systems. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CVEG 2053 and CVEG 2051L with grades of C or better.

CVEG 4143. Foundation Engineering. 3 Hours.

Analysis and design of retaining walls, footings, sheet piles, and piles. Determination of foundation settlements in sand and clay. Prerequisite: CVEG 3133, INEG 2313 and INEG 2413, each with a grade of C or better.

CVEG 4153. Earth Structures. 3 Hours.

The use of soil as a construction material including compaction, cement, lime, and fly ash stabilization. Special topics include seepage, slope stability, swelling, and collapsible soils. Prerequisite: CVEG 3133 with a grade of C or better.

CVEG 4203. Environmental Regulations and Permits. 3 Hours.

Topics include federal and state environmental regulations, the permitting process, permit requirements and related issues. Prerequisite: CVEG 3243 with a grade of C or better and senior standing.

CVEG 4243. Environmental Engineering Design. 3 Hours.

Application of physical, biological, and chemical operations and processes to the design of water supply and wastewater treatment systems. Prerequisite: CVEG 3243, INEG 2313 and INEG 2413, each with a grade of C or better.

CVEG 4253. Small Community Wastewater Systems. 3 Hours.

Design of innovative and alternative wastewater collection, transport, and treatment systems typically suited for rural and small community applications. Recitation 3 hours per week. Prerequisite: CVEG 3243.

CVEG 4263. Air Pollution Control. 3 Hours.

Fundamentals of air pollution causes, effects, and measurements; as well as, control methods with application to current industrial problems. Prerequisite: CVEG 3213 or MEEG 3503.

CVEG 4303. Reinforced Concrete Design I. 3 Hours.

Design of reinforced concrete elements with emphasis on ultimate strength design supplemented by working stress design for deflection and crack analysis. Prerequisite: CVEG 2113 and CVEG 3304 with grades of C or better.

CVEG 4313. Structural Steel Design I. 3 Hours.

Design of structural steel elements by elastic design the Load and Resistance Factor Design method. Intensive treatment of tension members, beams, columns, and connections. Pre- or Corequisite: CVEG 2113. Prerequisite: CVEG 3304 with a grade of C or better.

CVEG 4323. Structural Loadings. 3 Hours.

Theoretical background to and practical code requirements for various structural loadings. These include dead loads, occupancy loads, roof loads and ponding, snow loads, granular loads, vehicular loads, wind loading, and seismic loads. Prerequisite: (CVEG 3304 or CVEG 3303), INEG 2413 and (CVEG 4303 or CVEG 4313), each with a grade of C or better.

CVEG 4343. Reinforced Masonry Design. 3 Hours.

Properties of masonry materials and assemblages. Masonry workmanship and quality control. Design of reinforced masonry elements against gravity and lateral loads. Design of masonry connections and joints. Application to 1- and 2-story buildings. Prerequisite: CVEG 4303.

CVEG 4353. Timber Design. 3 Hours.

Selection of timber beams, columns, and beam-columns. Physical properties of wood, analysis and design of timber connections. Truss design, glulam members, timber bridge design, treatment for decay, and fire protection. Pre- or Corequisite: CVEG 2113. Prerequisite: CVEG 3304 with a grade of C or better.

CVEG 4393. Reinforced Concrete Design II. 3 Hours.

Shear strength, minimum thickness requirements, and deflection calculations for reinforced concrete structural slabs. Design of one-way and two-way structural slabs by the direct design and equivalent frame methods. Prerequisite: CVEG 4303 with a grade of C or better.

CVEG 4413. Pavement Evaluation and Rehabilitation. 3 Hours.

Introduction of concepts and procedures for pavement condition surveys; evaluation by nondestructive and destructive testing; maintenance strategies; rehabilitation of pavement systems for highway and airfields; pavement management systems. Prerequisite: CVEG 4433 with a grade of C or better.

CVEG 4423. Geometric Design. 3 Hours.

The geometric design of streets and highways, based on theory and application of driver and vehicle characteristics. Corequisite: Lab component. Prerequisite: CVEG 3413 with grade of C or better.

CVEG 4433. Transportation Pavements and Materials. 3 Hours.

Study of the engineering properties and behavior of materials commonly used in transportation facilities as they relate to the design and performance of flexible and rigid pavement systems. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CVEG 3133, CVEG 3413, and INEG 2313 with grades of C or better.

CVEG 4513. Construction Management. 3 Hours.

Introduction to methods and procedures for management of civil engineering construction projects including organization, plans and specs, cost estimating and bidding, project planning and finance, quality control/ assurance, construction safety, cost management, labor issues, change orders, and subcontractor issues. Prerequisite: Senior standing and Civil Engineering majors only.

CVEG 4812. Environmental Design Project. 2 Hours.

Comprehensive engineering design project primarily related to environmental issues. Corequisite: CVEG 4243.

CVEG 4822. Geotechnical Design Project. 2 Hours.

Comprehensive engineering design project primarily related to geotechnical issues. Prerequisite: CVEG 4303 with a grade of C or better.

CVEG 4832. Structural Design Project. 2 Hours.

Comprehensive engineering design project primarily related to structural issues. Corequisite: CVEG 4323. Prerequisite: CVEG 4303 and CVEG 4313 with grades of C or better.

CVEG 4842. Transportation Design Project. 2 Hours.

Comprehensive engineering design project primarily related to transportation issues. Corequisite: CVEG 4423. Prerequisite: CVEG 2002 with a grade of C or better.

CVEG 4863. Sustainability in Civil Engineering. 3 Hours.

Qualify and quantify the economic, environmental, societal, and engineering drivers behind sustainability in Civil Engineering. Justification of the feasibility and benefits of sustainability in environmental, geotechnical, structural, and transportation engineering through verbal and written communications. Prerequisite: Senior standing.

CVEG 488V. Special Problems. 1-6 Hour.

Special problems. Prerequisite: Senior standing. May be repeated for up to 6 hours of degree credit.

CVEG 5100. Graduate Seminar in Civil Engineering. 0 Hours.

A weekly seminar devoted to civil engineering research topics. Appropriate grade to be "S".

CVEG 5113. Soil Dynamics. 3 Hours.

This course covers propagation of stress waves in elastic and inelastic materials, dynamic loading of soils, and stiffness and damping properties of soils. Use of field and laboratory techniques to determine shear wave velocity of soils. Also includes applications of dynamic soil properties in site stiffness characterization, geotechnical earthquake engineering, evaluation of ground improvement, and design of machine foundations. Prerequisite: CVEG 4143 with a grade of C or better.

CVEG 5123. Measurement of Soil Properties. 3 Hours.

Consideration of basic principles involved in measuring properties of soils. Detailed analysis of standard and specialized soil testing procedures and equipment. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CVEG 4143 with a grade of C or better.

CVEG 5143. Transportation Soils Engineering. 3 Hours.

Advanced study of the properties of surficial soils; soil classification systems; pedology; soil occurrence and variability; subgrade evaluation procedures; repeated load behavior of soils; soil compaction and field control; soil stabilization; soil trafficability and subgrade stability for transportation facilities. Prerequisite: CVEG 3133 with a grade of C or better.

CVEG 5163. Seepage and Consolidation. 3 Hours.

Investigation of the flow of water through soils and the time rate of compression of soils. Characterization of the hydraulic conductivity of soils in the field, seepage through earth dams, excavation cut-off walls, and other seepage control systems. Analytical and experimental investigations of soil volume change under hydraulic and mechanical loading. Design of earth and rock dams, well pumping, and vertical and radial consolidation in embankments. Prerequisite: CVEG 4143 with a grade of C or better.

CVEG 5173. Advanced Foundations. 3 Hours.

Study of soil-supported structures. Topics include drilled piers, slope stability, pile groups, negative skin friction, foundation design from the standard penetration test and Dutch cone, and other specialized foundation design topics. Prerequisite: CVEG 4143 with a grade of C or better.

CVEG 5183. Geo-Environmental Engineering. 3 Hours.

Study of the geotechnical aspects of waste containment systems and contaminant remediation applications. Analysis and measurement of flow of water and contaminants through saturated and unsaturated soils, clay mineralogy and soil-chemical compatibility, and mechanical and hydraulic behavior of geomembranes, geotextiles, and geosynthetic clay liners. Design and construction aspects of compacted clay and composite landfill liners, drainage systems, and landfill covers. Prerequisite: CVEG 3133 with a grade of C or better.

CVEG 5193. Geotechnical Earthquake Engineering. 3 Hours.

This course covers stress wave propagation in soil and rock; influence of soil conditions on seismic ground motion characteristics; evaluation of site response using wave propagation techniques; liquefaction of soils; seismic response of earth structures and slopes. Prerequisite: CVEG 4143 with a grade of C or better.

CVEG 5203. Water Chemistry. 3 Hours.

This course provides a basis for applying principles of physical chemistry to understanding the composition of natural waters and to the engineering of water and wastewater treatment processes. Topics covered include chemical equilibrium (algebraic, graphical, and computer-aided solution techniques); acid-base equilibria and buffering; oxidation and reduction reactions; and solid precipitation and dissolution. Prerequisite: Graduate standing or CVEG 3243 and instructor approval.

CVEG 5213. Water Treatment & Distribution System Design. 3 Hours.

Design of industrial and municipal water treatment plants. Discussion of raw and treated water requirements for the several uses. Distribution system analysis and design including distribution storage and pumping. Prerequisite: CVEG 3243 with a grade of C or better.

CVEG 5214. Advanced Wastewater Process Design and Analysis. 4 Hours.

Application of advanced techniques for the analysis of wastewater treatment facilities. Physical, chemical and biological processes for removing suspended solids, organics, nitrogen, and phosphorus. Laboratory treatability studies will be used to develop design relationships. Lecture 3 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CVEG 4243 with a grade of C or better.

CVEG 5233. Microbiology for Environmental Engineers. 3 Hours.

Fundamental and applied aspects of microbiology and biochemistry relating to water quality control, wastewater treatment, and stream pollution. Prerequisite: CVEG 3243 with a grade of C or better.

CVEG 5243. Groundwater Hydrology. 3 Hours.

Detailed analysis of groundwater movement, well hydraulics, groundwater pollution and artificial recharge. Surface and subsurface investigations of groundwater and groundwater management, saline intrusion and groundwater modeling will be addressed. Prerequisite: CVEG 3223.

CVEG 5253. Physical-Chemical Processes for Water and Wastewater Treatment. 3 Hours.

This course provides a fundamental understanding of physical and chemical processes used in the treatment of drinking water and wastewater. Principles of mass balance are applied to understand the impact of reactor hydraulics (ideal and non-ideal flow) and reaction kinetics on process performance and identify important process variables. Chemical processes covered include disinfection, gas transfer, adsorption, and ion exchange; physical processes covered include coagulation, flocculation, sedimentation, filtration, and membranes. Prerequisite: Graduate standing and instructor consent.

CVEG 5273. Open Channel Flow. 3 Hours.

Open Channel Flow includes advanced open channel hydraulics, flow measurement techniques, a hydrology review, culvert and storm drainage facility design, natural channel classification (fluvial geomorphology) and rehabilitation, computer methods and environmental issues. Prerequisite: CVEG 3213 and CVEG 3223.

CVEG 5293. Water Reuse. 3 Hours.

CVEG 5293 is a graduate-level course that discusses topics related to water reclamation and reuse. Topics include past and current practices of water reuse, health and environmental issues related to water reuse, water technologies and systems for water reuse, and water reuse applications. Prerequisite: CVEG 3243 or equivalent course.

CVEG 5303. Theory of Stability. 3 Hours.

Study of structural members subjected to compression. Analysis of compression members considering support conditions and within frame configurations. Analysis of beams considering lateral torsional buckling. AISC Steel Manual strength equations related to columns and beams are derived and discussed. Prerequisite: Graduate standing.

CVEG 5313. Matrix Analysis of Structures. 3 Hours.

Energy and digital computer techniques of structural analysis as applied to conventional forms, space trusses, and frames. Prerequisite: CVEG 3304 with a grade of C or better.

CVEG 5323. Structural Dynamics. 3 Hours.

Dynamics response of single and multidegree of freedom systems. Modal analysis. Response spectra. Computer programs for dynamic analysis. Design considerations for structures subjected to time-varying forces including earthquake, wind, and blast loads. Prerequisite: CVEG 3303 with a grade of C or better.

CVEG 5333. Concrete Materials. 3 Hours.

Topics include portland cement production, supplementary cementing materials, fresh and hardened concrete properties, mixture proportioning, chemical admixtures, curing, and specialty concretes. Corequisite: Lab component. Prerequisite: CVEG 4303 with a grade of C or better.

CVEG 5343. Highway Bridges. 3 Hours.

Economics of spans, current design and construction specifications, comparative designs. Possible refinements in design techniques and improved utilization of materials. Prerequisite: CVEG 4313 and CVEG 4303 with grades of C or better.

CVEG 5353. Prestressed Concrete Design. 3 Hours.

Analysis and design of prestressed concrete beams. Topics include flexural analysis, prestress bond, draping and debonding, allowable stresses, shear analysis and design, camber prediction, and prestress losses. Prerequisite: CVEG 4303 with a grade of C or better.

CVEG 5363. Advanced Topics in Reinforced Concrete. 3 Hours.

Analysis and design of reinforced concrete members. Topics include slender columns, one-way and two-way slab design, strut and tie design, and torsion. Prerequisite: CVEG 4303 with a grade of C or better.

CVEG 5373. Advanced Structural Steel Design. 3 Hours.

Design of structural steel components using the Load and Resistance Factor Design method. Intensive treatment of simple and eccentric connections, composite construction, plate girders, and plastic analysis and design. Prerequisite: CVEG 4313 with a grade of C or better.

CVEG 5383. Finite Element Methods in Civil Engineering. 3 Hours.

An understanding of the fundamentals of the finite element method and its application to structural configurations too complicated to be analyzed without computer applications. Application to other areas of civil engineering analysis and design such as soil mechanics, foundations, fluid flow, and flow through porous media. Prerequisite: Graduate standing.

CVEG 5393. Advanced Strength of Materials. 3 Hours.

The course will continue from the basic material addressed in the undergraduate course and investigate in more detail stress analysis as it pertains to civil engineering type problems. Topics addressed in the course will include stress analysis (two-dimensional), constitutive relationships, solutions for two-dimensional problems, flexure, torsion, beams on elastic foundations, and energy methods. Prerequisite: CVEG 2015 or MEEG 3013 with a grade of C or better.

CVEG 5403. Advanced Reinforced Concrete II. 3 Hours.

Design of circular and rectangular reinforced concrete tanks for fluid and granular loads. Prerequisite: CVEG 4303 with a grade of C or better.

CVEG 5413. Transportation and Land Development. 3 Hours.

Study of interaction between land development and the transportation network. Application of planning, design, and operational techniques to manage land development impacts upon the transportation system, and to integrate land layout with transportation network layout. Prerequisite: Graduate standing.

CVEG 5423. Structural Design of Pavement Systems. 3 Hours.

An introduction to the structural design of pavement systems including: survey of current design procedures; study of rigid pavement jointing and reinforcement practices; examination of the behavioral characteristics of pavement materials and of rigid and flexible pavement systems; introduction to structural analysis theories and to pavement management concepts. Prerequisite: CVEG 4433 with a grade of C or better.

CVEG 5433. Traffic Engineering. 3 Hours.

A study of both the underlying theory and the use of traffic control devices (signs, traffic signals, pavement markings), and relationships to improved traffic flow and safety, driver and vehicle characteristics, geometric design, and societal concerns. Also includes methods to collect, analyze, and use traffic data. Prerequisite: CVEG 3413 with a grade of C or better or graduate standing.

CVEG 5463. Transportation Modeling. 3 Hours.

The use of mathematical techniques and/or computer software to model significant transportation system attributes. May compare model results with actual measured traffic attributes, using existing data sources and/or collecting and analyzing field data. Pre- or Corequisite: Lab component. Prerequisite: Graduate standing.

CVEG 5473. Transportation System Characteristics. 3 Hours.

Introduction to traffic flow theory, including traffic stream interactions and capacity. Applications for planning, design, operations. Prerequisite: CVEG 3413 with a grade of C or better and graduate standing.

CVEG 5483. Transportation Management Systems. 3 Hours.

Six transportation management systems are explored: pavement, bridge, intermodal, public transportation, safety, and congestion. System approaches are presented. Techniques are introduced on how to optimally allocate resources. Pavement and bridge structure basics are discussed and their performance parameters are presented. Case studies are used to illustrate the interfaces among various modes of transportation. Safety and congestion problems in transportation are addressed.

CVEG 562V. Research. 1-6 Hour.

Fundamental and applied research. Prerequisite: Graduate standing.

CVEG 563V. Special Problems. 1-6 Hour.

Special problems in CVEG. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

CVEG 5863. Fundamentals of Sustainability in Civil Engineering. 3 Hours.

Qualify and quantify the economic, environmental, societal and engineering drivers behind sustainability in Civil Engineering. Justification of the feasibility and benefits of sustainability in environmental, geotechnical, structural and transportation through verbal and written communications. Students cannot receive credit for both CVEG 4863 and CVEG 5863. Prerequisite: Graduate standing or instructor consent.

CVEG 5953. Fundamentals of Fracture and Fatigue in Structures. 3 Hours.

The course will cover the concepts of linear-elastic, elastic-plastic and time-dependent Fracture Mechanics as applied to fracture in a variety of materials, structures, and operating conditions. The examples will include fracture in large components such as aircraft, bridges and pressure vessels and also in bones and in soft materials and human tissue. Prerequisite: Graduate standing in Civil, Mechanical or Biomedical Engineering or consent of the instructor. This course is cross-listed with BMEG 5953, MEEG 5953.

CVEG 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

CVEG 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Clinical Occupational Therapy

Sherry Muir

Program Director

Graduate Education Building, Room 231

751 West Maple Avenue

Fayetteville, AR

479-575-8727 (office)

Email: muir@uark.edu

Occupational Therapy Website (<https://hhpr.uark.edu/ot>)

Degrees Awarded:

O.T.D. in Clinical Occupational Therapy (OTPDDP)

Editor's Note: This program has been recently approved by the University of Arkansas and the Arkansas Department of Higher Education. Its first cohort of students is expected for the fall 2019 year.

Program Description: The Doctor of Occupational Therapy (O.T.D.) is a post-baccalaureate education program that upon completion awards an entry-level professional degree that prepares graduates to secure positions as expert clinicians in specialty or emerging practice areas, as contributors to clinical research teams, as administrative leaders within health care organizations, and as clinical faculty in occupational-therapy education programs.

This degree is a joint offering between the College of Education and Health Professions of the University of Arkansas, Fayetteville, and the College of Health Professions of the University of Arkansas for Medical Sciences (UAMS) and its Northwest campus in Fayetteville. The program blends the strengths of the University of Arkansas main campus, a research intensive university, and UAMS, the state's premier medical and allied health education university, to create a distinctive entry-level clinical doctorate in occupational therapy consistent with the accreditation standards of the American Occupational Therapy Association.

Doctor of Occupational Therapy

The joint Clinical Occupational Therapy program between the University of Arkansas, Fayetteville, and the University of Arkansas for Medical

Sciences is a 3-year (8 semesters), full-time, on-campus program with an off-campus fieldwork component.

Admission Requirements: Undergraduate preparation for the professional doctoral degree in occupational therapy can come from a number of majors that have resulted in a degree from a regionally accredited college or university by June 1 of the year of admission. These are most commonly STEM areas such as biology, biochemistry, kinesiology, psychology, nutrition/dietetic, and speech-language pathology; and social sciences areas such as anthropology, sociology, social work, special education. Regardless of major, applicants who wish to study for the entry-level doctoral degree in occupational therapy are expected to present a minimum of 26 hours in basic, physical, and social sciences that meet the professional occupational therapy certification standards. These should include the following courses or equivalents:

BIOL 1543	Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture)
BIOL 2213	Human Physiology (ACTS Equivalency = BIOL 2414 Lecture)
BIOL 2443	Human Anatomy (ACTS Equivalency = BIOL 2404 Lecture)
CHEM 1073	Fundamentals of Chemistry (ACTS Equivalency = CHEM 1214 Lecture)
ESRM 2403	Statistics in Nursing
PBHL 2663	Terminology for the Health Professions
PSYC 2003	General Psychology (ACTS Equivalency = PSYC 1103)
SOCI 2013	General Sociology (ACTS Equivalency = SOCI 1013)

Other admission requirements include:

- A minimum overall GPA of 3.0 on a 4.0 scale.
- GRE scores of 150 for the verbal and quantitative sections and a minimum writing score of 3.5.
- International applicants must submit Test of English as a Foreign Language (TOEFL) scores.
- 25 hours of documented volunteering/shadowing/service learning with occupational therapists or that include occupational therapy in at least two settings, such as medical and educational, or with at least two populations, such as children and adults.
- Three letters of recommendations from individuals who can address potential for graduate education
- Written personal statement
- All applicants interview with the program prior to admission.

Requirements for O.T.D. in Clinical Occupational Therapy: The program requires 141 credit hours including 26 hours of prerequisites listed above as part of the admission requirements to the program. In addition, three levels of fieldwork experience are required.

The fieldwork experiences are integrated throughout the program to structure increasingly complex experiences starting with observation and moving to full responsibility for assessment and intervention of a full-time caseload and additional responsibilities related to being an entry-level occupational therapist.

The third year of the curriculum provides for an experiential component in which students designate a leadership concentration and complete a culminating project. Leadership concentrations may include areas such

as advanced clinical practice, education, clinical research, and policy and administration. All courses are offered one time per year for lock-step progress through the program. Students will work with their academic committee should unexpected circumstances necessitate an exception to progress through the program.

Semester-by-Semester Plan

First Year	Units		
	Fall	Spring	Summer
August Intersession			
OTPD 5011 Introduction to Occupational Therapy Practice	1		
Regular Fall Session			
OTPD 5113 Theory and Foundations of Occupational Therapy	3		
OTPD 5122 Occupational Behaviors & OTPD 5121L Task Analysis of Occupational Behaviors Lab	3		
OTPD 5132 Human Anatomy and Movement & OTPD 5131L Human Anatomy and Movement Lab	3		
OTPD 5143 Clinical Pathophysiology	3		
OTPD 5153 Scholarly Practice, Scholarship and Research Fundamentals	3		
OTPD 5162 Level I Fieldwork and Seminar Experience I	2		
OTPD 517V Occupational Therapy Tutorial (optional)		0-1	
OTPD 519V Translational and Integrative OT Practices		1	
OTPD 5212 Neurological Bases of Functional Lifestyles		2	
OTPD 5221 Adult Neurogenics and Occupation		1	
OTPD 5231 Developmental Neurogenics and Occupation		1	
OTPD 5253 Social, Cultural and Environmental Aspects of Daily Functioning		3	
OTPD 5243 Professional Issues in Occupational Therapy		3	
OTPD 5272 Level I Fieldwork and Seminar Experience II		2	
OTPD 5353 Foundations of Communication and Patient Care		3	
Students will select either the Study Abroad or Applied Research option plus additional courses for a total of 9 hours.			9
Study Abroad Option			
OTPD 531V Study Abroad in Occupational Therapy (Irregular) (intersession plus first five-week session [6 hours])			
Applied Research Option			

OTPD 532V Applied Research and Service Learning in the Community (10-week session [3 hours])

Additional courses

OTPD 518V Independent Study in Occupational Therapy (second five-week session [1 hour])

OTPD 5333 Service Delivery Models (second five-week session)

OTPD 5262 Level I Fieldwork and Seminar Experience III (10-week session)

Year Total: 18 17 9

Second Year	Units		
	Fall	Spring	Summer
August Intersession			
OTPD 528V Special Topics in Occupational Therapy	3		
Regular Fall Session			
OTPD 5412 Sensory and Cognitive Conditions and Their Treatment & OTPD 5411L Interventions in Sensory and Cognitive Disorders Lab	3		
OTPD 5433 Occupational Therapy Practices with School Age Children	3		
OTPD 5443 Occupational Therapy in Early Intervention	3		
OTPD 5452 Technology and Environmental Interventions & OTPD 5451L Technology and Environmental Interventions Lab	3		
OTPD 5462 Level I Fieldwork and Seminar Experience IV	2		
OTPD 518V Independent Study in Occupational Therapy	1		
January Intersession			
OTPD 528V Special Topics in Occupational Therapy		3	
Regular Spring Session			
OTPD 5513 Linking Qualitative and Quantitative Research to Practice		3	
OTPD 5523 Globalization and Health		3	
OTPD 519V Translational and Integrative OT Practices		1	
OTPD 5533 Upper and Lower Extremities Dysfunction: Assessment and Treatment		3	
OTPD 5542 Splinting, Orthotics, and Prosthetics		2	
OTPD 518V Independent Study in Occupational Therapy		1	
OTPD 5562 Level I Fieldwork and Seminar Experience V		2	

Students will select either the Study Abroad or Applied Research option plus additional courses for a total of 9 hours.

Study Abroad Option

OTPD 531V Study Abroad in Occupational Therapy (Irregular) (intersession plus first five-week session [6 hours])

Applied Research Option

OTPD 532V Applied Research and Service Learning in the Community (10-week session [3 hours])

Additional courses

OTPD 5723 Mental Health, Addictions, and Behavioral Differences (first five-week session)

CNED 5353 Psychopharmacology (online, second five-week session)

OTPD 519V Translational and Integrative OT Practices (10-week session)

OTPD 561V Level II Fieldwork Rotations (first or second five-week session)

Year Total:	18	18	9
-------------	----	----	---

Third Year	Units		
	Fall	Spring	Summer
August Intersession			
OTPD 528V Special Topics in Occupational Therapy Regular Fall Session	3		
OTPD 5812 Higher Education and Career Development	2		
OTPD 5733 Teambuilding, Advocacy and Leadership	3		
OTPD 574V Interprofessional Studies	2		
OTPD 561V Level II Fieldwork Rotations	6		
January Intersession			
OTPD 5822 Clinical Supervision in Higher Education Regular Spring Semester		2	
OTPD 591V Level III Fieldwork Doctoral Internship		6	
OTPD 5833 Capstone Project		3	
Year Total:	16	11	

Total Units in Sequence:	116
--------------------------	-----

Courses

OTPD 5011. Introduction to Occupational Therapy Practice. 1 Hour.

This course provides an overview of occupational therapy including professional standards, career paths, and the role of occupational therapy in health, wellness, and education. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

9 OTPD 5113. Theory and Foundations of Occupational Therapy. 3 Hours.

Students critically analyze the historical foundation, philosophical assumptions, core concepts, theories, models and frames of reference that have shaped the profession of occupational therapy. Current trends and emerging practice areas are introduced. Inter-professional education and the OT/OTA collaborative process are discussed. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 5121L. Task Analysis of Occupational Behaviors Lab. 1 Hour.

Through task analysis, students explore a variety of occupations and tasks to understand the complexity of occupational performance. Students determine activity demands and begin to formulate modifications to support client participation. The terminology of the profession is reinforced and applied. This is a companion course to OTPD 5122. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. Corequisite: OTPD 5122.

OTPD 5122. Occupational Behaviors. 2 Hours.

Students explore the value of occupation to support individual participation. The meaning, components, and dynamics of occupation are discussed. Students are introduced to the therapeutic use of occupation-based and purposeful activities, and preparatory methods. Students explore the importance of achieving health, well-being, and participation in life through engagement in occupation. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. Corequisite: OTPD 5121L.

OTPD 5131L. Human Anatomy and Movement Lab. 1 Hour.

Through laboratory experiences, students learn various assessments that can be used to identify movement patterns that can affect human function across the lifespan. This is a companion course to OTPD 5132. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. Corequisite: OTPD 5132.

OTPD 5132. Human Anatomy and Movement. 2 Hours.

Students analyze human structure and function as it relates to engagement in occupations within different contexts. The anatomical foundation of the skeletal and muscle systems, mechanics and principles of human motion, analysis and application are emphasized. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. Corequisite: OTPD 5131L.

OTPD 5143. Clinical Pathophysiology. 3 Hours.

Students identify the role of occupation in the promotion of health and prevention of disease and disability. Conditions that may require occupational therapy intervention are presented by exploring client factors (body structure and function) that impact participation in areas of occupation. The etiologies, signs, symptoms, laboratory findings, diagnosis, prognosis, course of the condition, and the influence on daily life as well as the evidence-based medical treatment are discussed. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 5153. Scholarly Practice, Scholarship and Research Fundamentals. 3 Hours.

An examination of methods of research in occupational science and practice and the use of bibliographic tools. Focuses on purposes and problems of various forms of research, procedures and instruments employed, and reporting of research results to advance core knowledge. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 5162. Level I Fieldwork and Seminar Experience I. 2 Hours.

Students participate in directed observation and participation at clinical fieldwork sites to gain professional behaviors. This fieldwork experience includes a weekly fieldwork seminar that emphasizes clinical reasoning and documentation through classroom analysis of observations in order to strengthen ties between didactic learning and clinical practice. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 517V. Occupational Therapy Tutorial. 1-6 Hour.

Selected topics in professional issues. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. May be repeated for up to 6 hours of degree credit.

OTPD 518V. Independent Study in Occupational Therapy. 1-6 Hour.

Directed independent study in occupational therapy. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. May be repeated for up to 6 hours of degree credit.

OTPD 519V. Translational and Integrative OT Practices. 1-12 Hour.

This is a companion course used to translate core knowledge presented in non-occupational therapy courses into an OT integrative perspective. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. May be repeated for up to 12 hours of degree credit.

OTPD 5212. Neurological Bases of Functional Lifestyles. 2 Hours.

A study of the central, autonomic, and peripheral nervous systems and functional changes across the lifespan as these relate to body structure and function associated with activities of everyday life. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. Corequisite: OTPD 5221 and OTPD 5231.

OTPD 5221. Adult Neurogenics and Occupation. 1 Hour.

Study of the effects of normal aging process and acquired neurological conditions upon occupational activities from early adulthood throughout the lifespan. Laboratory experiences are used to examine theories and techniques related to evaluation of vocational potential and work/life adjustment. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. Corequisite: OTPD 5212.

OTPD 5231. Developmental Neurogenics and Occupation. 1 Hour.

Study of the effects of the normal developmental process and neurological conditions present at birth or acquired in childhood upon occupational activities from birth through adolescence. Laboratory experiences are used to examine theories and techniques related to evaluation of physical and sensorimotor components as well as the affective components that can impact engagement in learning and other activities. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. Corequisite: OTPD 5212.

OTPD 5243. Professional Issues in Occupational Therapy. 3 Hours.

Students critically explore the interaction between societal values and health/education policies that impact service delivery to frame ethical decision making in professional interactions, client interventions, and employment settings. They learn how to examine and analyze issues and make decisions to resolve personal and organizational ethical conflicts utilizing the AOTA Code of Ethics and Ethics Standards as a guide. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 5253. Social, Cultural and Environmental Aspects of Daily Functioning. 3 Hours.

Students study the physical, cognitive, emotional, and psychological development of children, adults, and families in the context of sociocultural and environmental aspects of daily living. Emphasis is placed on diversity and quality of life as they relate to lifestyle choices and meaningful occupation. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program or by permission of the instructor.

OTPD 5262. Level I Fieldwork and Seminar Experience III. 2 Hours.

Students participate in directed observation and participation at clinical fieldwork sites to enhance professional behaviors. Students observe a practitioner applying his/her expertise and then dialogue about this process. This fieldwork experience includes a weekly fieldwork seminar emphasizes clinical reasoning and documentation using classroom analysis of observations with an emphasis on community, culture, and policy factors that influence engagement in occupation. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 5272. Level I Fieldwork and Seminar Experience II. 2 Hours.

Students participate in directed observation and participation at clinical fieldwork sites to enhance professional behaviors. Students observe a practitioner applying his/her expertise and then dialogue about this process. This fieldwork experience includes a weekly fieldwork seminar emphasizes clinical reasoning and documentation using classroom analysis of observations with an emphasis on psychological and social factors that influence engagement in occupation. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 528V. Special Topics in Occupational Therapy. 1-12 Hour.

Comprehensive study of various topics of importance in contemporary occupational sciences and practice. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. May be repeated for up to 12 hours of degree credit.

OTPD 531V. Study Abroad in Occupational Therapy (Irregular). 1-12 Hour.

Study visits that include lectures, site visits, and fieldwork experiences approved by the program. Prerequisite: Instructor consent. May be repeated for up to 12 hours of degree credit.

OTPD 532V. Applied Research and Service Learning in the Community. 1-6 Hour.

Students use integrated core occupational therapy knowledge with community based research in service learning projects. Reflection and integration of research and practice are part of weekly on-campus meetings. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program and instructor consent. May be repeated for up to 6 hours of degree credit.

OTPD 5333. Service Delivery Models. 3 Hours.

Introduction to the domains of occupational therapy and the service delivery models through which prevention, assessment, and intervention are provided. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 5353. Foundations of Communication and Patient Care. 3 Hours.

A review of the role and function of the health counselors from various professions. The course includes a focus on interprofessional communicative style, problem solving approaches for coping with daily problems of living, decision making, and life style planning. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program or instructor consent.

OTPD 5411L. Interventions in Sensory and Cognitive Disorders Lab. 1 Hour.

This course entails practice using assessment tools and methodologies used in analyzing and evaluating visual, cognitive and/or perceptual deficits of all client populations. Active learning experiences are used to examine and demonstrate strategies to address performance deficits. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. Corequisite: OTPD 5412.

OTPD 5412. Sensory and Cognitive Conditions and Their Treatment. 2 Hours.

This course examines the visual, cognitive and perceptual disorders associated with developmental or acquired disabilities. Strategies for screening, assessment, and intervention with perceptual and cognitively impaired populations are addressed to determine the effect of the impairment on the components of human performance and occupation. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. Corequisite: OTPD 5411L.

OTPD 5433. Occupational Therapy Practices with School Age Children. 3 Hours.

This course covers the role of occupational therapy with school age children in across service delivery models and options. Educational policy at it applies to special education and service provision is included. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 5443. Occupational Therapy in Early Intervention. 3 Hours.

This course surveys occupational therapy practices with children birth to three across service delivery models. Issues associated with health promotion and family wellness, social and educational awareness, and coordination of services are included. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 5451L. Technology and Environmental Interventions Lab. 1 Hour.

Students develop basic skills for providing evaluation, intervention, and apply evidence-based practice, resource coordination, and advocacy for clients who utilize multiple forms of assistive devices. This includes designing, fabricating, and providing instructions for the use of interventions such as ADL; IADL; EADL; and MRADL devices relevant for infant through adolescent populations. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program or instructor consent. Corequisite: OTPD 5452.

OTPD 5452. Technology and Environmental Interventions. 2 Hours.

This course explores technological advancements for health and wellness of populations and individuals with and without disabilities so students can develop an understanding of how the non-human, e.g., mechanized, digital, environment impacts occupational performance of the infant through adolescent populations. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. Corequisite: OTPD 5451L.

OTPD 5462. Level I Fieldwork and Seminar Experience IV. 2 Hours.

Students participate in directed observation and participation at clinical fieldwork sites to enhance professional behaviors. Students observe a practitioner applying his/her expertise and then dialogue about this process. This fieldwork experience includes a weekly fieldwork seminar emphasizes clinical reasoning and documentation using classroom analysis of observations with an emphasis on agency, special education, and policy factors that influence engagement in school and career occupation. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 5513. Linking Qualitative and Quantitative Research to Practice. 3 Hours.

Mixed methods research methodology will be applied to service provision, the scholarship of teaching and learning, community and professional service, and leadership. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 5523. Globalization and Health. 3 Hours.

Epidemiology tools for understanding health and culture are paired with qualitative approaches at the individual/family/community level to build critical thinking skills about bodily function, life possibilities, and occupation. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program or instructor consent.

OTPD 5533. Upper and Lower Extremities Dysfunction: Assessment and Treatment. 3 Hours.

This course focuses on physical dysfunction of the upper and lower extremities associated with developmental and acquired conditions, and how these impact life differently as clients age. Assessment and treatment possibilities that are associated with subsequent functional outcomes are explored. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program or instructor consent.

OTPD 5542. Splinting, Orthotics, and Prosthetics. 2 Hours.

Knowledge and skills associated with outcomes that maximize occupation in everyday life are examined. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program or instructor consent.

OTPD 5562. Level I Fieldwork and Seminar Experience V. 2 Hours.

Students participate in directed observation and participation at clinical fieldwork sites to enhance professional behaviors. This fieldwork experience includes a weekly fieldwork seminar emphasizes clinical reasoning and documentation using classroom analysis of observations with an emphasis on community living, specialty services, and policy factors that influence functional living. Critical thinking about service provision includes aging in place, lifestyle redesign, chronic disease, and working with supportive medical, community, and family support systems. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 561V. Level II Fieldwork Rotations. 3-12 Hour.

Supervised clinical placements that develop competent, entry-level, generalist occupational therapists who can provide services across age ranges, service models, and practice areas. To be repeated until 480 hours of in-depth experience are acquired. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program, and satisfactory completion of all the OTD program Level I Fieldwork courses. May be repeated for up to 12 hours of degree credit.

OTPD 5723. Mental Health, Addictions, and Behavioral Differences. 3 Hours.

A study of behavioral and substance additions, including an overview of differential treatment. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program or instructor consent.

OTPD 5733. Teambuilding, Advocacy and Leadership. 3 Hours.

Student readings and papers address the fundamentals of teambuilding in contemporary societies and the role and function of occupational therapists as leaders and advocates. This course includes a service learning component. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program or instructor consent.

OTPD 574V. Interprofessional Studies. 1-3 Hour.

This course provides a mechanism for students to development an interprofessional knowledge base through team building that will enhance their understanding of the work of practitioners in the areas of health, education, and human services. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program or instructor consent. May be repeated for up to 3 hours of degree credit.

OTPD 5812. Higher Education and Career Development. 2 Hours.

This course provides an overview of the field of higher education, life-long learning, and the role of these in career development. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program or instructor consent.

OTPD 5822. Clinical Supervision in Higher Education. 2 Hours.

This course exposes students to models of clinical supervision and research on best practices. Observation and reflection are used to develop critical thinking as it applies to supervising students in clinical fieldwork. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program or instructor consent.

OTPD 5833. Capstone Project. 3 Hours.

The capstone project is a critical, summative document that demonstrates formative reflection and analyses in a key area of occupational therapy: clinical reasoning and practice, research, administration, leadership, program and policy development, advocacy, education, or theory development. The format of the capstone project is determined by the student in consultation with a faculty mentor. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program.

OTPD 591V. Level III Fieldwork Doctoral Internship. 3-6 Hour.

This doctoral-level experiential component is designed to develop advanced skills in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. The student, under the supervision of an expert mentor, engages in an experience that meets his/her individualized objectives. Duration of the experiential component is a minimum of 16 weeks or 640 hours. Prerequisite: Admission to the Occupational Therapy Professional Doctoral (OTD) degree program. Satisfactory completion of Level I and Level II Fieldwork experiences in the OTD program. May be repeated for up to 6 hours of degree credit.

Clinton School of Public Service (UACS)

James L. "Skip" Rutherford
 William J. Clinton Professor and Dean
 Sturgis Hall, 1200 President Clinton Avenue
 Little Rock, Arkansas 72201
 Phone: 501-683-5200
 Fax: 501-683-5210
 Email: srutherford@clintonschool.uasys.edu
 (srutherford@clintonschool.uasys.edu)

Susan A. Hoffpauir
 Professor and Associate Dean
 Sturgis Hall, 1200 President Clinton Avenue
 Little Rock, Arkansas 72201
 Phone: 501-683-5200
 Fax: 501-683-5210
 Email: sahoffpauir@clintonschool.uasys.edu

Clinton School of Public Service Website (<http://www.clintonschool.uasys.edu>)

Degree Conferred:

Master of Public Service (M.P.S.)

The Master of Public Service degree is offered at the University of Arkansas Clinton School in Little Rock, Arkansas, in collaboration with the University of Arkansas, the University of Arkansas at Little Rock, and the University of Arkansas for Medical Sciences. For a description of the program, admission and degree requirements, please see the Clinton School's Web site at <http://www.clintonschool.uasys.edu>.

Graduate Certificate in Public Service

The Graduate Certificate in Public Service requires 13 hours of coursework:

Courses required by Clinton School

CSPS 7333 Problem and Asset Analysis	3
CSPS 7115 Leadership in Public Service	3
CSPS 7303 Communication Processes and Conflict Transformation	3
CSPS 7313 Dynamics of Social Change	3

CSPS 7201 Ethical, Normative, and Legal Dimensions of Leadership	1
Total Hours	13

Clinton School courses will be interactive, making extensive use of problem-based formats and employing instructional technology as needed. The classes will also have access to speakers and public leaders who visit the Clinton Presidential Library for special events.

- Bavon, AI**, Ph.D., M.S. (Florida State University), Professor, 2008.
- DiPippa, Nikolai Shiro**, B.S. (Hendrix College), Instructor, 2006.
- Fitzpatrick, Ellen Therese**, Ph.D. (Michigan State University), Professor, 2012.
- Hoffpauir, Susan Annette**, Ph.D. (University of Michigan-Ann Arbor), Distinguished Professor, 2011.
- Standerfer, Christina Corrado**, Ph.D. (University of Colorado-Boulder), M.A., B.A. (University of Arkansas at Little Rock), Professor, 2007.
- Williams, Charlotte Lewellen**, Ph.D., M.S. (University of Arkansas for Medical Sciences), B.S. (Howard University), Professor, 2007.

Courses

UACS 501V. Special Topics in Public Service. 1-3 Hour.

Designed to cover specialized topics not usually presented in depth in regular courses. May be repeated for up to 6 hours of degree credit.

UACS 502V. Advanced Problems in Public Service. 1-3 Hour.

Provides an opportunity for individual study.

UACS 5101. Ethical and Legal Dimensions of Public Service. 1 Hour.

This course will provide an overview of the primary ethical principles and legal concepts that guide difficult decisions in the public realm. Traditional academic study of ethical and legal theory will be combined with practical approaches to problem solving. Students will explore issues of economic, political, and social justice through case studies of current issues. Students will construct cases that are relevant to their own fields and present them to the class, identifying ethical and legal constraints on decision-making and implementation.

UACS 5303. Communication Processes and Conflict Transformation. 3 Hours.

The course is designed to increase the student's personal communication effectiveness as a leader and public servant, and to enable students to understand the application of communication processes in the public arena.

UACS 5313. Dynamics of Social Change. 3 Hours.

The course deals with the elements of social change in a democratic society, and how these intersect with and are affected by economic and political forces. A critical examination of the various justifications for promoting or discouraging social change will be undertaken, and the inherent strengths and weaknesses of these various approaches will be analyzed. Real-world cases will be used, and a culminating exercise will be a strategic assessment of the Lower Mississippi Delta.

UACS 5323. Leadership in Public Service. 3 Hours.

This course is designed to increase students' knowledge of leadership concepts and best practices, provide opportunities and experiences that improve leadership skills and techniques, and enhance capabilities in organizational management. Students will assess their leadership strengths and weaknesses, as well as develop an action plan to match their career goals. They will improve knowledge and skills in building diverse teams, in initiating/managing change, in addressing uncertainty, and in leading non-governmental organizations. At the end of the course, students should be able to design leadership strategies to successfully address a spectrum of issues in public service and in promoting the community good.

UACS 5333. Analysis for Decision Making In Public Service. 3 Hours.

This course is intended to provide students with analytical tools that enhance their skills in diagnosing problems and formulating solutions within organizations and communities. Instruction will focus on evaluating community assets as a balance to assessing community need. Underlying values of social justice and collaborative problem-solving provide a benchmark for these activities. Students, working in teams, will be challenged to apply their skills to cases related to affordable housing and homelessness.

Communication (COMM)

Robert Brady
Department Chair
417 Kimpel Hall
479-575-3046

Myria Allen
Graduate Coordinator
417 Kimpel Hall
479-575-5957
Email: myria@uark.edu

Department of Communication Website (<http://fulbright.uark.edu/departments/communication>)

Degree Conferred:

M.A. (COMM)

Program Description: Communication with specific emphasis in civic engagement. We define civic engagement broadly, but seek to study and use communication to create more inclusive organizations, more resilient communities, and more informed and engaged citizens.

Primary Areas of Faculty Research: Film; media; rhetoric; organizational, environmental, health, interpersonal, intercultural and political issues using interpretive, quantitative, rhetorical and critical lenses.

M.A. in Communication

Prerequisites to Degree Program: A student entering graduate studies should have a minimum of 24 semester hours in undergraduate credit within the area of communication or closely related studies. Prospective students must supply: 1) three letters of recommendation (preferably from professors who can comment on their ability to do graduate-level work) and 2) their GRE examination scores through the Graduate School application portal. They must send 3) an essay-length writing sample (preferably an essay or research paper written for a class) and 4) a statement of their goals for graduate study in Communication at the University of Arkansas directly to the Communication Department's Graduate Coordinator.

Requirements for a Master of Arts Degree: A minimum of 30 semester hours in graduate-level courses plus the capstone course (3 hours) or 27 hours of course work and a thesis (6 hours). The following departmental requirements must be met by students pursuing the M.A. in Communication:

1. Completion of the COMM 5163 Introduction to Communication Paradigms during their first semester of resident graduate study in which it is offered.
2. Two graduate courses in communication research methods taken in their first year of graduate study and selected from the following: COMM 5173 Qualitative Methods in Communication, COMM 5123

Quantitative Research Methods in Communication, or COMM 5183 Interpretive Research Methods in Communication.

3. Either three hours of capstone project credit (COMM 5923 Capstone Course in Communication) or six hours of thesis credit (COMM 600V Master's Thesis). Each student must complete and successfully defend either a capstone project or an M.A. thesis.
4. In addition to the Paradigms class, the two required methods courses, and the selected exit option (i.e., thesis or capstone course), at least four three-hour 5000-level courses must be completed in the Department of Communication. At least three of these courses should be in one focal area of civic engagement.
5. The remaining hours of graduate credit must be selected from the following options:
 - a. Additional 5000-level departmental seminars;
 - b. Up to six hours of graduate-level courses outside the department that directly relate to the student's plan of study;
 - c. Three hours of internship credit in COMM 5913 Internship in Communication;
 - d. Up to six hours of credit in COMM 590V Special Problems.

Students should also be aware of Graduate School requirements with regard to master's degrees (<http://catalog.uark.edu/graduatecatalog/degreerequirements/#mastersdegreestext>).

Graduate Faculty

- Allen, Myria**, Ph.D., M.A., B.A. (University of Kentucky), Professor, 1993.
Aloia, Lindsey S., Ph.D. (Pennsylvania State University), M.A. (University of Delaware), B.A. (College of New Jersey), Assistant Professor, 2017.
Amason, Trish, Ph.D. (Purdue University), M.A. (University of Kentucky), B.S.E. (University of Arkansas), Associate Professor, 1994.
Brady, Robert M., Ph.D. (University of Michigan-Ann Arbor), M.A. (Western Kentucky University), B.S. (Murray State University), Associate Professor, 1979.
Catron-Ping, Peggy Lee, Ed.D. (University of Arkansas), M.A. (Missouri State University), Instructor, 2004.
Corrigan, Lisa, Ph.D., M.A. (University of Maryland-College Park), B.A. (University of Pittsburgh), Associate Professor, 2007.
Frentz, Tom, Ph.D., M.S., B.S. (University of Wisconsin-Madison), Professor, 1985.
Hollingsworth, Cathy A., M.A. (University of Arkansas), Instructor, 2011.
Janicke, Sophie H., Ph.D. (Florida State University), M.S. (Eberhard Karls University), B.A. (Friedrich Willhelms University), Visiting Assistant Professor, 2014.
Meade, Lynn, Ed.D., M.A. (University of Arkansas), Instructor, 2004.
Neville-Shepard, Meredith D., Ph.D. (University of Kansas), Clinical Assistant Professor, 2016.
Neville-Shepard, Ryan M., Ph.D. (University of Kansas), Assistant Professor, 2016.
O'Loughlin, J. Brian, Ph.D. (University of Alabama), M.A. (Syracuse University), B.S. (Boston College), Visiting Assistant Professor, 2016.
Oommen, Thomas, Ph.D. (Tufts University), Visiting Assistant Professor, 2015.
Rosteck, Thomas, Ph.D. (University of Wisconsin-Madison), M.A. (Brown University), A.B. (Washington University), Associate Professor, 1990.
Scheide, Frank Milo, Ph.D. (University of Wisconsin-Madison), M.A. (New York University), B.S. (University of Wisconsin-River Falls), Professor, 1977.
Schulte, Stephanie Ricker, Ph.D., M.A. (George Washington University), B.A. (University of Arkansas), Associate Professor, 2008.
Spialek, Matthew L., Ph.D. (University of Missouri), Assistant Professor, 2017.

Warren, Ron, Ph.D. (Indiana University), M.A. (Colorado State University), B.A. (Michigan State University), Associate Professor, 1997.
Wicks, Robert Howard, Ph.D. (Michigan State University), M.A. (University of Missouri-Columbia), B.A. (American University), Professor, 1994.

Courses

COMM 4283. Communication in Contemporary Society. 3 Hours.

An examination of research and theory on the process and effects of communication in modern society. Prerequisite: COMM 1023 and COMM 1233 or permission of instructor.

COMM 4313. Language and Society of Japan. 3 Hours.

The primary objective of this course is to investigate the way the Japanese language reflects the beliefs and customs of the Japanese people as a social group. For comparison purposes, this course makes reference to studies in American language and culture. Proficiency in Japanese not required. Prerequisite: Junior standing.

COMM 4323. Communication and Conflict. 3 Hours.

Study of the processes, effects, and managements of communicative conflict, including a consideration of conflict styles, power, goals, tactics, assessment, self-intervention and third-party intervention. Prerequisite: COMM 1023 or COMM 1313 or permission of instructor.

COMM 4333. Communication and Gender. 3 Hours.

Study of the nature, construction, functions, and effects of gender and gender-role stereotypes related to verbal and nonverbal communication, small-group and organizational interaction, and mass mediated images in contemporary culture. Prerequisite: COMM 2323 or permission of instructor.

COMM 4343. Intercultural Communication. 3 Hours.

Study of intercultural communication skills, intercultural issues and their impact at home and abroad, and cross-cultural comparisons of communication phenomena from a variety of theoretical perspectives. Prerequisite: COMM 1023 or COMM 1233.

COMM 4353. American Public Address. 3 Hours.

Historical and critical study of the leading American speakers, their speeches, the issues with which they were identified. Lectures, discussion, reports, and critical papers. Prerequisite: Junior standing.

COMM 4363. Gender, Race and Power. 3 Hours.

Examines how communication shapes gender, race, sexuality, and power. Rather than focusing exclusively on interpersonal communication, this course looks at theories of power that shape institutional macro communication. This course is cross-listed with GNST 4363.

COMM 4393. Freedom of Speech: Cases & Issues. 3 Hours.

Study of philosophy, cases, and issues relevant to the first amendment right to the free expression, with focus on issues relevant to internal security, obscenity, pornography, slander, and the regulation of communication. Prerequisite: COMM 1313 and COMM 2333.

COMM 4613. Rhetoric of American Women. 3 Hours.

Examines the social and cultural assumptions that have limited the role of women in public communication. Focus is on the rhetorical biographies of selected women and their arguments on important social and political issues. Prerequisite: At least 6 hours of communication courses.

COMM 4623. Relational Communication. 3 Hours.

Review of the major theories and concepts in a relational approach to interpersonal communication. Provides exposure to a sampling of the research findings in relational communication. Prerequisite: COMM 2323 or permission of instructor.

COMM 4643. Environmental Communication. 3 Hours.

Explores how communication is used by individuals, corporations, and governments to shape public debates about environmental issues. Topics include rhetorical strategies, the publics' right to information and input, dispute resolution techniques, advocacy campaigns, and green marketing. Prerequisite: COMM 1233 and COMM 1313 and COMM 2333 or permission of instructor.

COMM 4683. Documentary Film. 3 Hours.

A study and analysis of the documentary film as a discrete film form and as an important contribution to the international cinematic scene. Prerequisite: Advanced standing. Prerequisite: COMM 1003.

COMM 4763. Health Communication Campaigns. 3 Hours.

Canvasses the theoretical frameworks used in the conceptualization of communication campaigns focused on health information dissemination and the purposes these campaigns serve. Students participate in a service learning project by defining campaign goals; identifying, segmenting, and assessing target audiences; and designing messages for multi-mediated health campaigns. Prerequisite: COMM 1023.

COMM 4773. Treatment of Native Americans in Film. 3 Hours.

This course compares the treatment of Native Americans in film with how representatives of this group identify themselves. Particular attention is paid to how motion pictures focusing on Native Americans produced by indigenous filmmakers compare to treatments of this people produced by Hollywood and others. Prerequisite: COMM 1003.

COMM 4803. Seminar in Social Media. 3 Hours.

This class encourages in depth examination of contemporary theory and research on the potential effects of social media on cognitive, social, cultural, political, affective, and economic structures. Focus is on critical thinking and contextualization of social media. Pre- or Corequisite: COMM 1233.

COMM 4823. Children and Media. 3 Hours.

An in-depth examination of children's use of media and the effects of media content on child and adolescent development. Topics may include violence and sex in media, commercialism, and new media. Prerequisite: COMM 3673.

COMM 4843. Computer-Mediated Communication. 3 Hours.

Provides an in depth consideration of the nature of computer-mediated communication by examining its use and effects in interpersonal, work, educational, and societal contexts.

COMM 4853. Telecommunication Policy. 3 Hours.

Research and discussion of social, ethical, education, cultural, and technological aspects of telecommunications with attention given to changing programming patterns, world systems of broadcasting, data transmission, emerging technology, international politics, and regulatory policies. Prerequisite: COMM 2813 or permission of instructor.

COMM 4863. Seminar in Media. 3 Hours.

Research/discussion of contemporary issues in media. Emphasis on the economic and social impact of advertising, news, censorship, programs directed toward children, portrayals of women and minorities, future trends in media technologies, and analysis of the changing media landscape. Prerequisite: COMM 1233 or permission of instructor.

COMM 4883. Television and American Culture. 3 Hours.

Historical and critical study of how television shapes American culture and is shaped by it. Attention will be given to the study of television history, programs and audiences; particularly how race and gender shape content and reception of programming. Prerequisite: COMM 1233 and COMM 2813.

COMM 5111. Colloquium in Communication Research. 1 Hour.

Presentation, evaluation, and discussion of research proposals or on-going research projects. Graduate students are required to register for this course each semester of residence. May be repeated for degree credit.

COMM 5113. Historical and Legal Methods in Communication. 3 Hours.

Emphasizes the assumptions and procedures of historical and legal research methods in communication. May be repeated for up to 3 hours of degree credit.

COMM 5123. Quantitative Research Methods in Communication. 3 Hours.

Emphasizes the assumptions and procedures of social scientific research methods in communication.

COMM 5133. Media Processes & Effects. 3 Hours.

Introduction to scholarly research and theory in media processes and effects. Particular attention will be devoted to the impact of media messages on individuals and societies. Emphasis will be placed on the construction and development of theory.

COMM 5143. Ethnographic Methods in Communication. 3 Hours.

This class focuses upon the fieldwork procedures and narrative writing strategies that comprise the methods of ethnographic research in communication. Students conduct fieldwork requiring in-depth interpersonal contact with members of a group or culture, and practice narrative writing skills.

COMM 5163. Introduction to Communication Paradigms. 3 Hours.

Introduces the variety of modes of inquiry used in communication. Reviews the field's history and boundaries. Explores contemporary communication research.

COMM 5173. Qualitative Methods in Communication. 3 Hours.

Emphasizes the assumptions and procedures of qualitative research methods in the examination of human communication behavior.

COMM 5183. Interpretive Research Methods in Communication. 3 Hours.

Examines various perspectives used to analyze and critique various texts (e.g., media programming, speeches).

COMM 5193. Seminar in Communication. 3 Hours.

Research, discussion, and papers focus on one of a variety of communication topics including symbolic processes in communication, philosophy of rhetoric, communication education, criticism of contemporary communication, interpersonal communication, organizational communication, and contemporary applications of rhetoric. Maximum credit is 9 semester hours. Prerequisite: Graduate standing. May be repeated for up to 3 hours of degree credit.

COMM 5303. Seminar in Rhetorical Theory. 3 Hours.

Humanistic theories of communication and rhetoric with emphasis upon the development of rhetorical theory in the classical world and upon contributions of contemporary theorists. Prerequisite: Graduate standing.

COMM 5323. Seminar in Persuasion. 3 Hours.

Focus is on comparing theoretical accounts of persuasion and research evidence concerning the effects of various factors on persuasion.

COMM 5333. Interpersonal Communication Theory. 3 Hours.

Survey of the theoretical orientations in interpersonal communication with primary focus on conceptual, philosophical and research issues.

COMM 5343. Interpersonal Communication. 3 Hours.

Theory and research concerning the exchange of information and the mutual influencing of behavior among people. Prerequisite: Graduate standing.

COMM 5353. Rhetorical Criticism. 3 Hours.

A seminar in rhetorical criticism. A study of the development of standards of rhetorical appraisal from the foundations of the art of speaking to the modern period; examination of contemporary approaches to rhetorical appraisal and practice in critical analysis of contemporary address.

COMM 5363. Seminar in Small Group Communication. 3 Hours.

A consideration of recent developments in small group research which relate to problem solving tasks, leadership and other kinds of human interaction through speech communication. Emphasis given to the interpersonal speech transaction and to the emergence of participant roles. Prerequisite: COMM 2343.

This course is cross-listed with SOCI 5363.

COMM 5373. Content Analysis. 3 Hours.

Techniques for observing and analyzing the overt communication behavior of selected communicators. Prerequisite: Graduate standing.

COMM 5383. Seminar in Political Communication. 3 Hours.

Research seminar focusing on selected topics such as candidate imagery, diffusion of political information, or political symbolism. Prerequisite: Graduate standing. This course is cross-listed with PLSC 5383.

COMM 5403. Organizational Communication Theory. 3 Hours.

A seminar on the historical development of theory and research into communication processes occurring within an organizational setting. Lecture, discussion, oral and written reports. Prerequisite: Graduate standing.

COMM 5413. Organizational Communication Research. 3 Hours.

A seminar on conducting applied research within an organizational setting. Prerequisite: COMM 5403 and graduate standing.

COMM 5423. Seminar in Mass Media Cognition. 3 Hours.

Seminar exploring how people learn from written, aural and visual mass media messages. Topics to include attention, memory, comprehension, emotional response, arousal, unconscious processing, picture perception and person perception. Seminar will be concerned with most popular media (e.g., television radio, newspaper, and film), and with several content genres (e.g., entertainment, news, advertising).

COMM 5433. Marital Communication. 3 Hours.

An exploration of the major theories and lines of research that examine marital communication in contemporary American life.

COMM 5443. Issues of Race and Gender in Interpersonal Communication. 3 Hours.

An exploration of the major theories and lines of research that examine how race and gender influence interpersonal communication in everyday life in America.

COMM 5453. Myth and Communication Criticism. 3 Hours.

Seminar in major theories of mythology, including archetypal and ideological perspectives, and their applications to the criticism of public communicative events. Practice in written critical analysis. Prerequisite: Graduate standing.

COMM 5463. Descriptive Linguistics. 3 Hours.

A scientific study of language with primary emphasis on modern linguistic theory and analysis. Topics include phonology, morphology, syntax, semantics, language acquisition, and historical development of world languages.

This course is cross-listed with WLLC 5463, ANTH 5473, ENGL 5463.

COMM 5473. Treatment of Native Americans in Film. 3 Hours.

Compares the treatment of Native Americans in film with how representatives of this group identify themselves. Will also focus on motion pictures relating to Native Americans produced by indigenous filmmakers.

COMM 5503. Communication and Cultural Studies. 3 Hours.

Examinations of the role of communication in modern culture. Emphasis is upon the production and circulation of meanings with society, and special attention is given to the role of popular and mass media in this process. Prerequisite: Graduate standing.

COMM 5513. Sustainability and Communication. 3 Hours.

Communication's role in creating and conveying an organization's environmental sustainability philosophy and initiatives. Discusses internal communication when establishing and communicating sustainability goals and initiatives. Covers communicating sustainability to external groups through websites, sustainability reports, and advocacy initiatives. For profit, nonprofit, governmental, NGOs, and/or advocacy organizations discussed.

COMM 5533. Family Communication. 3 Hours.

An exploration of the major theories and lines of research that examine family communication in contemporary American life.

COMM 569V. Seminar in Film Studies. 1-3 Hour.

Research, discussion; papers on a variety of film genres and areas including the new American film, the science-fiction film, directors, film comedy, the experimental film, criticism, and the film musical. May be repeated for up to 6 hours of degree credit.

This course is cross-listed with ENGL 569V.

COMM 5763. Health Communication. 3 Hours.

Examines the difficulties of effective communication between health care providers and recipients including the following: issues of social support, conveying bad news, cultural issues, and identifying relevant communication skills associated with effective health care provision. Explores medical education models for training in effective patient-provider communication.

COMM 5823. Political Communication. 3 Hours.

Covers contemporary political communication theory and applies them to understand modern political campaigns. Topics covered include the rhetoric of politics, political advertising, the role of the media and public opinion, the impact of new technology, campaign speech genres, political debates, and the role of social identity in presidential campaigns.

COMM 5833. The Rhetoric of the Modern American Presidency. 3 Hours.

Study contemporary presidents' reliance on public persuasion, especially in efforts to bypass Congress and accomplish complicated political goals. Explore the origins of the concept of the "rhetorical presidency," specifically how it developed and changed the nature of the executive branch of government. Examine major genres of modern presidential rhetoric illustrating that trend.

COMM 5843. Legal Communication. 3 Hours.

Examines communication processes in the legal environment and focuses on communication skills and behaviors among judges, attorneys, litigants, and jurors. Particular attention will be given to verbal strategies and nonverbal messages related to interviews, negotiation, mediation, and litigation and to the rhetorical functions of legal pleadings and judicial opinions.

COMM 5853. American Film Survey. 3 Hours.

A survey of major American film genres, major directors and films that have influenced the development of motion pictures.

COMM 5863. History and Development of International Film I. 3 Hours.

A critical survey of international film as a distinctive art form and as a medium of expression and communication with attention given to films and cinema from its origins to 1975.

COMM 5873. History and Development of International Film II. 3 Hours.

A critical survey of international film as a distinctive art form and as a medium of expression and communication with attention given to films and cinema from 1975 to the present.

COMM 590V. Special Problems. 1-6 Hour.

Credit by arrangement. Prerequisite: Graduate standing. May be repeated for degree credit.

COMM 5913. Internship in Communication. 3 Hours.

Internship in applied communication within public and private organizations. Prerequisite: 15 hours graduate level communication in residence.

COMM 5923. Capstone Course in Communication. 3 Hours.

Students organize and synthesize knowledge developed throughout their graduate coursework into a tangible capstone product which becomes part of their professional portfolio.

COMM 5993. Readings in Cultural Studies. 3 Hours.

Classic and current theoretical approaches to cultural studies. Subject matter changes depending on student interest and faculty expertise.

COMM 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

Communication Disorders (CDIS)

Kimberly Frazier
Program Coordinator
263 Epley Center for Health Professions
479-575-4916
Email: kimfraz@uark.edu

Aletha Cook
Director of Clinical Services
265 Epley Center for Health Professions
479-575-2070
Email: alecook@uark.edu

Communication Disorders Website (<http://cdis.uark.edu>)

Degrees Conferred:

M.S. in Communication Disorders (CDIS)

The Master of Science (M.S.) degree program in communication disorders with an emphasis on speech-language pathology at the University of Arkansas is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

M.S. in Communication Disorders

Prerequisites to Degree Program: Applicants to the M.S. degree in speech-language pathology are expected to have completed prerequisite course work in normal speech, language, and hearing functions, normal development, and speech-language and hearing disorders, as well as biological and physical sciences, behavioral and social sciences, and mathematics. Prospective applicants with undergraduate degrees in other disciplines should contact the Program Adviser for further information. To be considered for admission to graduate study in communication disorders, applicants must have a minimum overall GPA of 3.00 in undergraduate course work and must submit transcripts of all college-level coursework, a personal statement, and three letters of recommendation from persons competent to judge the applicant's potential for graduate studies. All applicants must submit scores from the Graduate Record Examination for full consideration. Students are only accepted for Fall admission. The application deadline is February 1 and must be completed using the CSDCAS centralized electronic application process (see the Communication Disorders website (<http://cdis.uark.edu>) for details). Incomplete and/or late applications will not be considered. Admission decisions are based on demonstrated graduate potential as well as best fit for the program

Requirements for the Master of Science Degree: (Minimum 36 academic credit hours, not counting clinical practicum credit hours.) The M.S. degree program in communication disorders is designed to ensure that all degree candidates meet the minimum academic and clinical practicum requirements for the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The degree program requires a minimum of five academic semesters to complete, including continuous enrollment in the summer session between the first and second years. Thesis and non-thesis options are available. All candidates for the M.S. degree are required to pass a written comprehensive examination.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Graduate Faculty

Bowers, Lisa Marie, Ph.D. (University of Tennessee Health Science Center), M.A., B.A. (Louisiana State University), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2012.

Bowers, Andrew L., Ph.D. (University of Tennessee Health Science Center), M.A., B.A. (University of Tennessee), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2012.

Cook, Aletha, M.S., B.A. (University of Arkansas), Clinical Instructor, Department of Rehabilitation, Human Resource and Communication Disorders, 2015.

Frazier, Kimberly Frances, Ph.D. (University of South Carolina–Columbia), M.S., B.S.E. (University of Arkansas), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2007.

Gilbertson, Margie, Ph.D. (University of Memphis), M.S.E., B.A. (University of Central Arkansas), Clinical Instructor, Department of Rehabilitation, Human Resource and Communication Disorders, 2016.

Glade, Rachel E., Ph.D. (University of Arkansas), M.S. (University of Arkansas for Medical Sciences), M.A. (University of Arkansas), B.S. (University of Arkansas at Little Rock), Clinical Instructor, Department of Rehabilitation, Human Resource and Communication Disorders, 2015.

Hagstrom, Fran W., Ph.D. (Clark University), M.S. (University of Texas Health Science Center-Houston), M.A. (St. Louis University), B.A. (Southwest Baptist University), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2002.

Perry, Kim, M.S. (University of Arkansas), Instructor, Department of Rehabilitation, Human Resource and Communication Disorders, 2007.

Courses

CDIS 4103. Sign Language and Deafness. 3 Hours.

An introduction to American Sign Language (ASL) and the Deaf Community that uses it. This class will study expressive and sign language skills using ASL vocabulary, structure and grammar. The Deaf Community will be studied through videotapes and readings. Issues in Deaf Education will also be introduced.

CDIS 4133. Introduction to Aural Rehabilitation. 3 Hours.

Study of the technique used in the rehabilitation of speech and language problems of the hearing impaired including the role of amplification, auditory training, and speech reading in rehabilitation. Prerequisite: CDIS 3103.

CDIS 4183. Clinical Assessment of Speech and Language Disorders. 3 Hours.

Study of the basic diagnostic procedures used in speech-language pathology. Emphasis is placed on the clinical processes of assessment, including criteria for test selection, techniques in test administration, and interpretation of test. Pre- or Corequisite: Prior coursework in CDIS and ANTH 1023.

CDIS 4213. Introduction to Speech and Hearing Science. 3 Hours.

Study of the acoustic structure of oral speech and the auditory skills underlying speech perception. Pre- or Corequisite: MATH 1203 or higher. Prerequisite: CDIS 3203, CDIS 3213, CDIS 3124 and its lab component.

CDIS 4223. Language Disorders in Children. 3 Hours.

Study of disorders of language acquisition and usage in children and adolescents, with emphasis upon the nature, assessment, and treatment of such disorders. Prerequisite: CDIS 3224.

CDIS 4253. Neurological Bases of Communication. 3 Hours.

A study of the structures and functions of the central and peripheral nervous systems as they relate to human speech, language, and cognition. Prerequisite: CDIS 3213.

CDIS 4263. Advanced Audiology. 3 Hours.

Study of the basic techniques used in audiological assessment of children and adults, including pure tone audiometry, speech audiometry, and special tests of hearing function. Prerequisite: CDIS 3103.

CDIS 4273. Communication Behavior and Aging. 3 Hours.

Study of the effects upon communication of normal aspects of the aging process, from early adulthood throughout the lifespan. Changes in speech, language, and hearing functioning are identified; common alterations in communicative disorders commonly associated with advanced age are discussed.

CDIS 5103. Research Methodology in Communication Disorders. 3 Hours.

An examination of methods of research in speech-language pathology and audiology and of the use of bibliographic tools. Focuses on purposes and problems of various forms of communication disorders research, procedures and instruments employed, and reporting of research. Prerequisite: Graduate standing.

CDIS 5113. Seminar in Early Intervention. 3 Hours.

Study of a family-centered, transdisciplinary approach to early intervention with infants and toddlers at-risk for communication disorders. Topics include early communication development, service delivery in a family context, coordination with other disciplines, legislation mandating services, and providing services to children with multiple disabilities. Prerequisite: CDIS 3223 or equivalent, and graduate standing.

CDIS 5121L. Feeding and Swallowing Disorders Lab. 1 Hour.

Observation and interpretation of techniques used for assessment and remediation of feeding and swallowing disorders in children and adults. Corequisite: CDIS 5122. Prerequisite: CDIS 3213 and graduate standing.

CDIS 5122. Feeding and Swallowing Disorders. 2 Hours.

Study of the etiology, assessment, and remediation of feeding and swallowing disorders in children and adults. Prerequisite: CDIS 3213 or equivalent, and graduate standing.

CDIS 5133. Discourse Analysis and Treatment. 3 Hours.

Study of discourse behaviors and discourse analysis procedures appropriate for communicatively disordered children and adults, along with review of management approaches associated with impaired discourse performance. Prerequisite: Previous course work in language process and disorders, and graduate standing.

CDIS 5143. Cognitive-Communication Development and Disorders. 3 Hours.

Study of normal cognitive development, the role of communication in this development, and shifts that may occur in conjunction with various speech, language and/or hearing disorders. Prerequisite: CDIS 3224.

CDIS 5153. TBI and Right-Hemisphere Disorders. 3 Hours.

Study of the speech and language disorders commonly resulting from traumatic brain injury and right hemisphere disorders. Prerequisite: CDIS 4253 or equivalent, and graduate standing.

CDIS 5163. Seminar in Language Topics. 3 Hours.

Study of selected topics in normal and disordered language acquisition and/or language use. Implications of current research are reviewed and applied to evaluation and management of language impairment(s). Prerequisite: Graduate standing.

CDIS 5181. Advanced Clinical Practicum I. 1 Hour.

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing.

CDIS 5193. Seminar in Problems of Oral Communication. 3 Hours.

Investigation of research in selected problems of oral communication; recent developments in speech-language pathology and audiology; individual problems for investigation. Prerequisite: Graduate standing.

CDIS 5213. Voice and Resonance Disorders. 3 Hours.

Study of disorders of phonation and resonance, including etiologies, diagnosis, and intervention strategies. Prerequisite: Graduate standing.

CDIS 5223. Fluency Disorders. 3 Hours.

An examination of fluency disorders including theory, etiological factors, and development. In addition, the course is designed to address assessment and management of fluency disorders consistent with evidence-based practice for prospective speech-language pathologists. Prerequisite: Graduate standing.

CDIS 5233. Speech Sound Disorders. 3 Hours.

Assessment and treatment of disorders in speech articulation. Prerequisite: Graduate standing.

CDIS 5243. Language Disorders in Adults. 3 Hours.

Cognitive and communicative breakdown due to neurological trauma, including etiology, characteristics, assessment and treatment for aphasia, traumatic brain injury, and right hemisphere disorders. Prerequisite: Graduate standing.

CDIS 5253. Motor Speech Disorders. 3 Hours.

Study of motor speech production disorders related to damage to central or peripheral nervous system motor centers and pathways. Cerebral palsy, adult dysarthria, apraxia, and dysphagia are emphasized. Both theoretical and treatment considerations are addressed. Prerequisite: CDIS 4253 or equivalent, and graduate standing.

CDIS 5273. Language, Learning and Literacy. 3 Hours.

An examination of language-based literacy skills, including consideration of development, disorders, assessment and intervention.

CDIS 5281. Advanced Clinical Practicum II. 1 Hour.

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing and CDIS 5181.

CDIS 5293. Augmentative and Alternative Communication. 3 Hours.

Approaches to communication management with the severely and profoundly handicapped child or adult, with primary emphasis on augmentative and alternative communication assessment and intervention. Prerequisite: Graduate standing.

CDIS 5381. Advanced Clinical Practicum III. 1 Hour.

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing and CDIS 5281.

CDIS 5391. Clinical Practicum: Hearing Disorders. 1 Hour.

Practicum in audiology.

CDIS 548V. Off-Campus Practicum: Public School Site. 1-6 Hour.

Practicum activities in speech-language disorders in a public school setting. Prerequisite: Graduate standing.

CDIS 5511. Professional Issues I. 1 Hour.

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Graduate standing in communication disorders.

CDIS 5521. Professional Issues II. 1 Hour.

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Graduate standing in communication disorders.

CDIS 5531. Professional Issues III. 1 Hour.

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Graduate standing in communication disorders.

CDIS 558V. Internship: Clinical Site. 3-6 Hour.

Field placement in approved clinical setting for clock hours in speech-language pathology assessment and treatment. Students in the master's program must enroll in a minimum of 3 credit hours of CDIS 558V or CDIS 578V during their last semester of graduate studies. Prerequisite: Graduate standing; Completion of one semester of either CDIS 548V or CDIS 568V. May be repeated for up to 6 hours of degree credit.

CDIS 568V. Off-Campus Practicum: Clinical Site. 1-6 Hour.

Practicum activities in speech-language disorders in an off-campus clinical site. Prerequisite: Graduate standing and completion of at least 2 semesters of CDIS 528V.

CDIS 578V. Internship: Public School Site. 3-6 Hour.

Field placement in approved public school setting for clock hours in speech-language pathology assessment and treatment. Students in the Master's program must enroll in a minimum of 3 credit hours of CDIS 578V or CDIS 558V during their last semester of graduate studies. Prerequisite: Graduate standing; Completion of one semester of either CDIS 548V or CDIS 568V. May be repeated for up to 6 hours of degree credit.

CDIS 5813. Advanced Auditory (Re)Habilitation. 3 Hours.

This course provides students with an in-depth knowledge of hearing anatomy and physiology as well as current hearing and hearing assistive technologies. The development of auditory skills across the lifespan will be discussed as well as intervention techniques to facilitate auditory, speech, and spoken language skills across the lifespan. Prerequisite: Graduate standing.

CDIS 5823. Language Learning with Multiple Disabilities. 3 Hours.

Approaches to services (assessment and intervention) for individuals who, as a result of multiple disabilities, are in the beginning stages of language development including the preintentional and presymbolic stages. Prerequisite: Graduate standing.

CDIS 5843. Communication and Swallowing in Dementia. 3 Hours.

This course provides an in-depth examination of the communication and feeding/swallowing factors demonstrated by patients with dementia. Etiologies, symptoms, progression, evaluation, and appropriate interventions for of the most common forms of dementia are addressed. Prerequisite: Graduate standing.

CDIS 5883. Policies & Procedures in Educational Speech-Language Pathology. 3 Hours.

Educational Speech Pathology is designed to familiarize the student the factors related to functioning as an SLP in an educational setting, including state and federal regulations/standards, service delivery considerations, eligibility criteria, and documentation. Prerequisite: Graduate Standing.

CDIS 590V. Special Problems. 1-6 Hour.

Special problems. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

CDIS 599V. Seminar in Professional Issues. 1-3 Hour.

Selected topics in professional issues in speech-language pathology and audiology.

CDIS 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

CDIS 699V. Seminar in Communication Sciences and Disorders. 1-6 Hour.

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Advanced graduate standing. May be repeated for up to 18 hours of degree credit.

Community Health Promotion (CHLP)

Matthew S. Ganio
Department Head,
Health, Human Performance and Recreation
306 HPER Building
479-575-2857

Steve Dittmore
Assistant Department Head
306C HPER Building
479-575-6625
Email: dittmore@uark.edu

Community Health Promotion Website (<http://chlp.uark.edu>)

Degrees Conferred:

M.S. in Community Health Promotion (CHLP)
Ph.D. in Community Health Promotion (CHLP)

Program Description: The Community Health Promotion program prepares students in the area of public and community health at both the masters in Community Health (M.S.) and doctoral (Ph.D. with a concentration in Health Behavior and Health Promotion) level. The M.S degree prepares students for advanced and entry-level public health positions in both the private and public health sectors including non-for-profit organizations, public health departments, health care agencies and governmental agencies (e.g., Centers for Disease Control and Prevention). The Ph.D. program prepares students for careers in academia with the competencies necessary to perform research and teaching in university settings. The minimum number of credit hours required to complete the master's degree is 33 and the Ph.D. requires a minimum of 96 credit hours.

M.S. in Community Health Promotion

Prerequisites to M.S. Degree Program: For acceptance to the master's degree programs, the program area requires in addition to the general requirements for admission to the Graduate School, an undergraduate degree in health or in a related field and the following admission standards: an overall undergraduate GPA of 3.00 (or if the overall undergraduate GPA is between 2.70 and 2.99, the student must have a 3.00 GPA on the last 60 hours of undergraduate course work, excluding student teaching, or a GRE score of 297 on the combined verbal and quantitative parts of the general test). Further, a curriculum vitae and 500 word interest statement must be submitted for program admission consideration.

M.S. Community Health Promotion Degree Program (33 hours)

Required Research Component ¹

ESRM 5393	Statistics in Education and Health Professions	3
	or ESRM 6403 Educational Statistics and Data Processing	
HHPR 5353	Research in Health, Human Performance and Recreation	3

Required Courses Component ¹

PBHL 5613	Epidemiology	3
PBHL 5533	Theories of Social and Behavioral Determinants of Health	3
PBHL 5563	Public Health: Practices and Planning	3
PBHL 5573	Principles of Health Education	3

Required Project or Master's Thesis or Non-Thesis/Non-Project Option

3 hours for Independent Research Project; 6 hours for Master's Thesis		3-6
PBHL 589V	Independent Research	
	or PBHL 600M	Master's Thesis

Approved Electives (Thesis Option requires 9 credit hours of electives; Project Option requires 12 credit hours of electives; Non-Thesis/Non-Project Option requires 15 credit hours of electives)

Total Hours 33

¹ Students must receive a grade of B or better in courses associated with the required research component and required courses component.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Community Health Promotion

Prerequisites to the Ph.D. Degree Program: The applicant must have completed a master's degree or its equivalent in health or a closely related field and meet general admission requirements of the Graduate School. An application should include the following: 1) curriculum vitae; 2) statement of purpose, including objectives, research interests, and background information; 3) three letters of recommendation supporting the applicant's ability to successfully pursue a Ph.D. in community health promotion; 4) a GPA of at least 3.00 on all graduate course work; and 4) an acceptable score on the Graduate Record Examinations (GRE). Additional prerequisites may be prescribed after review of application materials. Furthermore, applicants who present a GRE score of 308 or greater on the combined verbal/quantitative portions, a GRE writing score of 5.5 or greater, a minimum overall GPA of 3.85 and faculty approval may apply for admission to the Ph.D. Community Health Promotion program after completion of their bachelor's degree.

Requirements for the Doctor of Philosophy Degree: A minimum of 96 graduate hours beyond the bachelor's degree is required. A doctoral advisory committee will be established by the student in consultation with the Coordinator of Graduate Study during the first semester of enrollment subsequent to acceptance into the degree program. The student, in conjunction with the advisory committee, will define the program of study. The degree program requires successful completion of candidacy examinations, an acceptable dissertation, and an oral defense of the dissertation. These last requirements (p. 438) are described elsewhere in this catalog. Further requirements of the Doctor of Philosophy degree in community health promotion include the following:

Departmental Core Requirements

Required Prerequisites (12 hours) 12

PBHL 5533	Theories of Social and Behavioral Determinants of Health	
PBHL 5573	Principles of Health Education	
PBHL 5563	Public Health: Practices and Planning	
PBHL 5613	Epidemiology	

Required Courses (15 hours)

PBHL 6803	Health Communication Theory, Research and Practice	3
HHPR 699V	Seminar	1-3
Select three of the following:		9
PBHL 6333	Health Behavior Research	
PBHL 6553	Environmental Health	
PBHL 6733	Health and the Aging Process	
PBHL 6833	Principles of Epidemiology II	
PBHL 699V	Seminar	
	or HHPR 699V Seminar	

Research and Statistical Requirements

Required Prerequisites (6 hours) 6

HHPR 5353	Research in Health, Human Performance and Recreation	
ESRM 5393	Statistics in Education and Health Professions (or equivalent)	
	or ESRM 6403 Educational Statistics and Data Processing	

Required Courses (6 hours)	6
ESRM 6413 Experimental Design in Education	
ESRM 6423 Multiple Regression Techniques for Education	
Additional Courses (9 hours)¹	9
Select nine hours from the following:	
ESRM 6533 Qualitative Research	
ESRM 6453 Applied Multivariate Statistics	
ESRM 6623 Techniques of Research in Education	
ESRM 6653 Measurement and Evaluation	
ESRM 699V Seminar	
HHPR 699V Seminar	

¹ Other adviser approved 5000- or 6000-level research and/or statistics courses.

Field of Study(9 hours)

Students, in consultation with their doctoral advisory committee, will identify further course work comprising a field of study in community health promotion, consistent with the goals and objectives of the students and institution. Course work may be selected from several related disciplines or a single discipline.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Public Health Courses

PBHL 410V. Global Health: Issues, Concepts and Perspectives. 3-6 Hour.

Emphasis placed on needs assessment, development, implementation, evaluation, and sustainability of public health initiatives designed to improve the health and well-being of community members at all levels of the health continuum; topics of focus will include determinants of health, mental health, environmental health, nutrition, maternal and child health, sexual health, injuries and chronic and infectious diseases. Prerequisite: Approval from Study Abroad to participate in the Community Development Service Learning Program.

PBHL 4623. Human Diseases. 3 Hours.

An examination of the variety, behavior, distribution, and management of both infectious and noninfectious diseases in human populations. Prerequisite: BIOL 1603 (or BIOL 1543 and BIOL 1541L).

PBHL 5023. Teaching in Community Health Promotion. 3 Hours.

Examination and practical exposure to the principles and practices of undergraduate teaching in public health. Includes course planning, teaching techniques, assessment strategies, and supervised practice. Prerequisite: Admission to the M.S. or Ph.D. program in Community Health Promotion. May be repeated for up to 3 hours of degree credit.

PBHL 5213. Evaluation of Public Health Programs. 3 Hours.

This seminar style course is designed to provide students with exposure to different types of program evaluation, including needs assessment, formative evaluation, process evaluation, and outcome and impact evaluation. The course covers theoretical frameworks supporting evaluation, ethics in evaluation, methods for data collection, reporting evaluation findings, and strengths and limitations of conducting program evaluation. Prerequisite: PBHL 5563 and HHPR 5353.

PBHL 5353. Health Counseling. 3 Hours.

A review of the role and function of the health counselor including a focus on problem solving approaches for coping with daily problems of living, decision making, and life style planning.

PBHL 5533. Theories of Social and Behavioral Determinants of Health. 3 Hours.

This course will provide a basic foundation in the social and behavioral sciences relevant to public health. Students will learn the role of social and behavioral determinants in the health of individuals and of populations. Then, students will learn models and theories of health behavior, both generally and specifically. Generally, the student will learn how to identify, analyze, and use theoretical constructs and principles with particular attention to the use of theory in professional public health practice. Specifically, the student will learn the constructs and principles of several theories commonly used in public health behavior research and intervention design. The course will cover the four major individual that focus on intrapersonal factors (i.e., Health Belief Model, Transtheoretical Model, Theory of Reasoned Action/Planned Behavior, and Social Cognitive Theory) as well as several social, organizational, and community theories that are beyond the individual level.

PBHL 5543. Contemporary Issues in Human Sexuality. 3 Hours.

Indepth analysis of the social, biological, and behavioral factors associated with the development of one's sexuality.

PBHL 5563. Public Health: Practices and Planning. 3 Hours.

Acquaints the student with the structure, functions, and current problems in public health and with the role of education in public health. Prevention and control practices and planning will be emphasized. Prerequisite: PBHL 5573.

PBHL 5573. Principles of Health Education. 3 Hours.

Current trends, basic issues, controversial issues, and fundamental principles of health education.

PBHL 5613. Epidemiology. 3 Hours.

This course will present principles and practices related to the prevention and control of health-related conditions in the human population. Emphasis will be placed on understanding the concepts of epidemiology, including aspects of disease distribution, epidemiologic methods, risk of disease and injury, descriptive and analytic epidemiologic methods and study designs, and application of epidemiologic data to the prevention and control of disease. Format will include lecture and small group seminars.

PBHL 5633. Health Services Administration. 3 Hours.

Emphasis is on an examination of administrative factors related to health services. Administrative and professional authority, boards, consumers, delivery of services, federal role, and cost containment will also be addressed.

PBHL 5643. Multicultural Health. 3 Hours.

Through lecture, discussion, simulations, and case studies, students will develop an appreciation for the cultural traditions and practices of different groups. The importance and implications of these traditions on health outcomes and health status will be examined. Particular attention will be paid to the role of the public health educator in mediating the impact of health disparities, including advocacy. Students will develop skills of cultural competence that are essential for public health practitioners today. Prerequisite: Graduate standing or consent.

PBHL 574V. Internship. 1-6 Hour.

Internship in health behavior and health promotion. May be repeated for up to 6 hours of degree credit.

PBHL 589V. Independent Research. 1-6 Hour.

Development, implementation, and completion of graduate research project. Prerequisite: M.S. degree in Community Health Promotion and HHPR 5353 and ESRM 5393.

PBHL 600V. Master's Thesis. 1-6 Hour.

Thesis in health behavior and health promotion. May be repeated for degree credit.

PBHL 6013. Advanced Directed Research. 3 Hours.

This course is intended for doctoral students who wish to pursue research under the direction of a faculty member. In this course, doctoral students will work independently and collaborate with faculty member(s) and fellow students to conduct research in a specified area of interest. The purpose of the course is for the student to develop knowledge in her/his own domain, strengthen her/his research skills, and work collaboratively on research projects. The course will aim for students to present research findings at conferences and/or publish research findings in peer reviewed journals. The directed research course places more emphasis on the students' role as a researcher in an academic setting. Prerequisite: Admission to the Ph.D. program in Community Health Promotion. May be repeated for up to 9 hours of degree credit.

PBHL 605V. Independent Study. 1-6 Hour.

Provides students with an opportunity to pursue special study of education problems. May be repeated for up to 6 hours of degree credit.

PBHL 6333. Health Behavior Research. 3 Hours.

A review of human behavior and its relationship to health and wellbeing. Focuses on contemporary health behavior research and instrumentation.

PBHL 6553. Environmental Health. 3 Hours.

An analysis and evaluation of the various environmental factors that influence our health. Causes of problem factors are identified and solutions proposed for improving environmental conditions.

PBHL 6733. Health and the Aging Process. 3 Hours.

An overview of the health-related issues facing elderly populations with in-depth study of the biological and behavioral changes associated with aging.

PBHL 6803. Health Communication Theory, Research and Practice. 3 Hours.

This course is designed to acquaint you with the role of communication in health education and with basic principles and practices in interpersonal, group, and mass communication. Health communication theory will be discussed in the first part of the semester, followed by important research in the area of health communication, and finally putting to practice the material will be the terminal experience for the course.

PBHL 6833. Principles of Epidemiology II. 3 Hours.

Provides students with knowledge and skills necessary to design, conduct, and interpret observational epidemiological concepts, sources of data, prospective cohort studies, retrospective cohort studies, case-control studies, cross-sectional studies, methods of sampling, estimating sample size, questionnaire design, and effects of measurement error. Corequisite: ESRM 5393 or ESRM 6403.

PBHL 699V. Seminar. 1-6 Hour.

Discussion of selected topics and review of current literature in community health promotion. Prerequisite: Advanced graduate standing. May be repeated for up to 12 hours of degree credit.

Comparative Literature and Cultural Studies (CLCS)

Luis Fernando Restrepo

Director

425 Kimpel Hall

479-575-7580

Email: lrestr@uark.edu

Comparative Literature and Cultural Studies Website (<http://www.uark.edu/ua/cplt>)

Degrees Conferred:

M.A., Ph.D. (CLCS)

Program Description: Established in 1958, the Comparative Literature and Cultural Studies Program is an innovative interdisciplinary graduate program for advanced studies in literature and culture across linguistic, national, disciplinary, and genre boundaries. Comparative Literature and

Cultural Studies takes for granted that matters of everyday culture — popular culture as well as literary culture — are political matters in the way that power relations are established and sometimes challenged. The program offers advanced academic training in comparative literature, cultural studies, Hispanic studies, literary translation, and world language acquisition.

The program is supported primarily by the Departments of Communication, English, and World Languages, Literatures, and Cultures. The program also has affiliated faculty members in several programs and departments in the humanities and social sciences, including Anthropology, Art, Classics, Theatre, History, Philosophy, Sociology, Education, as well as interdisciplinary programs such as African and African American, Latin American and Latino, Middle Eastern, Indigenous, Jewish, and Gender Studies.

Primary Areas of Faculty Research: Literary theory and criticism, cultural studies, postcolonial studies, gender studies, visual discourses, world languages, literary translation.

M.A. in Comparative Literature and Cultural Studies

Admission to the Master of Arts Degree in Comparative Literature and Cultural Studies: The normal preparation for graduate study in comparative literature and cultural studies is an undergraduate degree in world languages, English, or a related field in the humanities and the social sciences. Applicants should have advanced proficiency in the intended languages of study. Admission requirements:

1. Application to the Graduate School
2. Complete official transcripts of all undergraduate and graduate work.
3. Graduate Record Examination (GRE) scores on the Aptitude Test (verbal, quantitative, and analytical writing).
4. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam, meeting the minimum score required by the Graduate School.
5. Statement of purpose describing academic interests and professional goals.
6. A Curriculum Vitae
7. An academic writing sample, demonstrating critical thinking, writing ability and research potential (10 pp approximately)
8. Three letters of recommendation

Requirements for the Master of Arts Degree in Comparative

Literature and Cultural Studies: In addition to the general requirements of the Graduate School, all master's candidates must meet the following requirements:

1. All master's candidates must take WLIT 5193 Introduction to Comparative Literature and COMM 5503 Communication and Cultural Studies
2. All master's candidates must take 6 hours of world languages and literatures in areas and historical periods different from their primary fields. All master's candidates are required to take and pass a comprehensive examination based on course work taken. Students may retake only once any examination they fail.
3. All master's candidates must demonstrate reading proficiency in a language other than English. The language requirement may be fulfilled either by taking 12 hours in the target language or by taking the reading exam administered by the Department of World

Languages, Literatures, and Cultures. Documented coursework from an accredited institution in which the language of instruction is other than English may be used to substitute for a language exam.

Requirements of the Thesis Option

1. Candidates in the master's option must complete 30 hours of graduate course work and 6 thesis hours. Master's candidates intending to enter the Ph.D. program are recommended to choose the thesis option.
2. Candidates will take 6 hours of course work and 6 thesis hours in their primary area of concentration.
3. Candidates will take 12 hours of graduate course work in a second field (other literary tradition or cultural studies).
4. Master's candidates in the thesis option must present a thesis proposal early in their second year of study and must turn in the thesis during the last semester of course work, following Graduate School guidelines for thesis submission.
5. Theses in a language other than English. Students in the Comparative Literature and Cultural Studies Program may request permission to submit their thesis in a language other than English, with legitimate justification. Valid reasons for submitting a thesis in a language other than English includes the subject matter, special primary audience, publication venues, academic position in a foreign country, historical or literary value, and the documents to be used, analyzed and interpreted. Limited English writing skills is not a valid justification. Students must request approval of the target language from the thesis committee, the program advisory committee, the program director and the dean of the graduate school before starting the project. All committee members must be proficient in the target language and approve target language usage. Abstracts must be written in English.
6. Candidates in the thesis option are only required to take the world literatures and cultures comprehensive exam.

Requirements for the Non-Thesis Option

1. In addition to the general requirements, Master's candidates in the non-thesis option must select two fields and complete 12 hours of graduate course work in each field (Arabic, Classics, English, French, German, Spanish, and courses in other disciplines in the humanities and the social sciences).
2. Candidates are required to take two comprehensive exams. One is on the specialty fields and one is on the selected areas of world literatures and cultures.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Requirements for Ph.D. with Comparative Literature Concentration

Admission Requirements:

1. Application to the Graduate School
2. Complete official transcripts of all undergraduate and graduate work
3. Graduate Record Examination (GRE) scores on the Aptitude Test (verbal, quantitative, and analytical writing).
4. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exams, meeting the minimum score required by the Graduate School.

5. Statement of purpose describing academic interests and professional goals. Doctoral applicants must specify which concentration they wish to pursue (comparative literature, cultural studies, Hispanic Studies, applied linguistics, or translation) and describe how their research interests might be met by working with specific members of our faculty
6. An academic writing sample preferably from a research or examination paper from a literature or culture course, showing evidence of critical thinking, writing ability and research skills
7. Three letters of recommendation from former instructors, employers, or supervisors

Requirements for the Doctoral Degree:

1. Ph.D. candidates must complete a minimum of 66 hours of graduate course work (including credit taken for the M.A. or M.F.A.) and must attain a 3.00 grade-point average in each of their fields. Part or all of the graduate course work completed at other U.S. institutions or accredited institutions abroad with a grade of "B" or higher and taken within seven years of starting the doctoral program may count towards the 66 hours requirement with the approval of the Program Advisory Committee. However, it should be noted that this course work will not be reflected on the student's transcript.
2. WLIT 5193 Introduction to Comparative Literature is required of all Ph.D. candidates in the Program in Comparative Literature and Cultural Studies.
3. Ph.D. candidates must take 24 hours in a main field. The goal is for the student to use this coursework to create a primary field of specialization.
4. Ph.D. candidates must complete 18 hours in one of the five doctoral concentrations—traditional comparative literature, cultural studies, interdisciplinary Hispanic studies, translation, and world languages and applied linguistics—as described in detail below.
5. Ph.D. candidates must take 9 hours in world literatures and cultures outside their main field, providing historical depth and geographical breadth to their literary and cultural studies.
6. Ph.D. students must complete an additional 12 elective credits. They may use these to develop a tertiary field, strengthen primary or secondary fields, or to take courses outside those fields.
7. Ph.D. candidates must take 18 dissertation hours.
8. Ph.D. students must declare a concentration by the end of the first year and define a Dissertation Committee by the end of the second year. The committee consists of the student's research supervisor plus two other faculty members. This committee will administer the candidacy exam, the proposal defense, and the dissertation defense.
9. Ph.D. students must demonstrate reading proficiency in two languages other than English before being admitted into candidacy. The language requirements may be fulfilled either by completing 12 hours in the target language or by taking the reading exam administered by the Department of World Languages, Literatures, and Cultures. Documented coursework from an accredited institution in which the language of instruction is other than English may be used to substitute for a language exam.
10. Candidacy: Upon completion of coursework and world languages requirements, all Ph.D. students must take a two part candidacy exam and present a dissertation proposal.
11. The candidacy examination is based on a set of reading lists based on coursework and areas of concentration, that the student composes with the guidance of their advisor and committee members. The reading list is divided into five sections: two lists comprising the

student's areas of concentration and three lists covering world literatures and cultures. The candidacy examination has two parts:

- a. A written examination covering the student's world literatures and cultures fields;
- b. A written examination covering the concentration areas of the reading lists.

Students may retake only once any examination they fail.

1. Dissertation Proposal: After successfully completing the candidacy examination, the Ph.D. student will submit a dissertation proposal to be discussed and approved in a formal meeting with the Dissertation Committee. This meeting is the proposal defense. A student failing a proposal defense may revise the proposal and retake the defense one time.
2. Dissertations in a language other than English. Students in the Comparative Literature and Cultural Studies Program may request permission to submit their dissertation in a language other than English, with legitimate justification. Valid reasons for submitting a dissertation in a language other than English includes the subject matter, special primary audience, publication venues, academic position in a foreign country, historical or literary value, and the documents to be used, analyzed and interpreted. Limited English writing skills is not a valid justification. Students must request approval of the target language from the dissertation committee, the program advisory committee, the program director and the dean of the graduate school before starting the project and at the time of submitting the thesis prospectus to the respective committee. All committee members must be proficient in the target language and approve target language usage. Abstracts must be written in English.
3. Upon passing both parts of the written examination as well as successfully completing the proposal defense, the student becomes a Ph.D. degree candidate and enters the dissertation stage.
4. Within the time limits specified by the Graduate School, each student must submit a dissertation acceptable to the student's dissertation committee.
5. Each student must pass a dissertation defense administered by the student's Dissertation Committee.

Requirements for the Comparative Literature Concentration

(CLIT): This concentration is for students interested in world literature and the intersections of different literary traditions beyond national borders.

Candidates will complete at least 18 hours in a second world language and literary tradition.

Requirements for Ph.D. with Cultural Studies Concentration

Admission Requirements:

1. Application to the Graduate School
2. Complete official transcripts of all undergraduate and graduate work
3. Graduate Record Examination (GRE) scores on the Aptitude Test (verbal, quantitative, and analytical writing).
4. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exams, meeting the minimum score required by the Graduate School.
5. Statement of purpose describing academic interests and professional goals. Doctoral applicants must specify which concentration they wish to pursue (comparative literature, cultural studies, Hispanic Studies,

applied linguistics, or translation) and describe how their research interests might be met by working with specific members of our faculty

6. An academic writing sample preferably from a research or examination paper from a literature or culture course, showing evidence of critical thinking, writing ability and research skills
7. Three letters of recommendation from former instructors, employers, or supervisors

Requirements for the Doctoral Degree:

1. Ph.D. candidates must complete a minimum of 66 hours of graduate course work (including credit taken for the M.A. or M.F.A.) and must attain a 3.00 grade-point average in each of their fields. Part or all of the graduate course work completed at other U.S. institutions or accredited institutions abroad with a grade of "B" or higher and taken within seven years of starting the doctoral program may count towards the 66 hours requirement with the approval of the Program Advisory Committee. However, it should be noted that this course work will not be reflected on the student's transcript.
2. WLIT 5193 Introduction to Comparative Literature is required of all Ph.D. candidates in the Program in Comparative Literature and Cultural Studies.
3. Ph.D. candidates must take 24 hours in a main field. The goal is for the student to use this coursework to create a primary field of specialization.
4. Ph.D. candidates must complete 18 hours in one of the five doctoral concentrations—traditional comparative literature, cultural studies, interdisciplinary Hispanic studies, translation, and world languages and applied linguistics—as described in detail below.
5. Ph.D. candidates must take 9 hours in world literatures and cultures outside their main field, providing historical depth and geographical breadth to their literary and cultural studies.
6. Ph.D. students must complete an additional 12 elective credits. They may use these to develop a tertiary field, strengthen primary or secondary fields, or to take courses outside those fields.
7. Ph.D. candidates must take 18 dissertation hours.
8. Ph.D. students must declare a concentration by the end of the first year and define a Dissertation Committee by the end of the second year. The committee consists of the student's research supervisor plus two other faculty members. This committee will administer the candidacy exam, the proposal defense, and the dissertation defense.
9. Ph.D. students must demonstrate reading proficiency in two languages other than English before being admitted into candidacy. The language requirements may be fulfilled either by completing 12 hours in the target language or by taking the reading exam administered by the Department of World Languages, Literatures, and Cultures. Documented coursework from an accredited institution in which the language of instruction is other than English may be used to substitute for a language exam.
10. Candidacy: Upon completion of coursework and world languages requirements, all Ph.D. students must take a two part candidacy exam and present a dissertation proposal.
11. The candidacy examination is based on a set of reading lists based on coursework and areas of concentration, that the student composes with the guidance of their advisor and committee members. The reading list is divided into five sections: two lists comprising the student's areas of concentration and three lists covering world literatures and cultures. The candidacy examination has two parts:

- a. A written examination covering the student's world literatures and cultures fields;
- b. A written examination covering the concentration areas of the reading lists.

Students may retake only once any examination they fail.

1. Dissertation Proposal: After successfully completing the candidacy examination, the Ph.D. student will submit a dissertation proposal to be discussed and approved in a formal meeting with the Dissertation Committee. This meeting is the proposal defense. A student failing a proposal defense may revise the proposal and retake the defense one time.
2. Dissertations in a language other than English. Students in the Comparative Literature and Cultural Studies Program may request permission to submit their dissertation in a language other than English, with legitimate justification. Valid reasons for submitting a dissertation in a language other than English includes the subject matter, special primary audience, publication venues, academic position in a foreign country, historical or literary value, and the documents to be used, analyzed and interpreted. Limited English writing skills is not a valid justification. Students must request approval of the target language from the dissertation committee, the program advisory committee, the program director and the dean of the graduate school before starting the project and at the time of submitting the thesis prospectus to the respective committee. All committee members must be proficient in the target language and approve target language usage. Abstracts must be written in English.
3. Upon passing both parts of the written examination as well as successfully completing the proposal defense, the student becomes a Ph.D. degree candidate and enters the dissertation stage.
4. Within the time limits specified by the Graduate School, each student must submit a dissertation acceptable to the student's dissertation committee.
5. Each student must pass a dissertation defense administered by the student's Dissertation Committee.

Requirements for the Cultural Studies Concentration (CULS). This concentration is for students interested inter and trans disciplinary approaches to study literature and culture, including non- literary genres such as mass media, popular culture, visual discourses, and communication theories. In addition to the other program requirements, students in the cultural studies concentration must complete 18 hours of coursework in an area related to cultural studies, including take COMM 5503 Communication and Cultural Studies and the seminar COMM 5993 Readings In Cultural Studies.

Ph.D. with Interdisciplinary Hispanic Studies Concentration

Admission Requirements:

1. Application to the Graduate School
2. Complete official transcripts of all undergraduate and graduate work
3. Graduate Record Examination (GRE) scores on the Aptitude Test (verbal, quantitative, and analytical writing).
4. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exams, meeting the minimum score required by the Graduate School.
5. Statement of purpose describing academic interests and professional goals. Doctoral applicants must specify which concentration they wish to pursue (comparative literature, cultural studies, Hispanic Studies, applied linguistics, or translation) and describe how their research interests might be met by working with specific members of our faculty
6. An academic writing sample preferably from a research or examination paper from a literature or culture course, showing evidence of critical thinking, writing ability and research skills
7. Three letters of recommendation from former instructors, employers, or supervisors

Requirements for the Doctoral Degree:

1. Ph.D. candidates must complete a minimum of 66 hours of graduate course work (including credit taken for the M.A. or M.F.A.) and must attain a 3.00 grade-point average in each of their fields. Part or all of the graduate course work completed at other U.S. institutions or accredited institutions abroad with a grade of "B" or higher and taken within seven years of starting the doctoral program may count towards the 66 hours requirement with the approval of the Program Advisory Committee. However, it should be noted that this course work will not be reflected on the student's transcript.
2. WLIT 5193 Introduction to Comparative Literature is required of all Ph.D. candidates in the Program in Comparative Literature and Cultural Studies.
3. Ph.D. candidates must take 24 hours in a main field. The goal is for the student to use this coursework to create a primary field of specialization.
4. Ph.D. candidates must complete 18 hours in one of the five doctoral concentrations –traditional comparative literature, cultural studies, interdisciplinary Hispanic studies, translation, and world languages and applied linguistics—as described in detail below.
5. Ph.D. candidates must take 9 hours in world literatures and cultures outside their main field, providing historical depth and geographical breadth to their literary and cultural studies.
6. Ph.D. students must complete an additional 12 elective credits. They may use these to develop a tertiary field, strengthen primary or secondary fields, or to take courses outside those fields.
7. Ph.D. candidates must take 18 dissertation hours.
8. Ph.D. students must declare a concentration by the end of the first year and define a Dissertation Committee by the end of the second year. The committee consists of the student's research supervisor plus two other faculty members. This committee will administer the candidacy exam, the proposal defense, and the dissertation defense.
9. Ph.D. students must demonstrate reading proficiency in two languages other than English before being admitted into candidacy. The language requirements may be fulfilled either by completing 12 hours in the target language or by taking the reading exam administered by the Department of World Languages, Literatures, and Cultures. Documented coursework from an accredited institution in which the language of instruction is other than English may be used to substitute for a language exam.
10. Candidacy: Upon completion of coursework and world languages requirements, all Ph.D. students must take a two part candidacy exam and present a dissertation proposal.
11. The candidacy examination is based on a set of reading lists based on coursework and areas of concentration, that the student composes with the guidance of their advisor and committee members. The reading list is divided into five sections: two lists comprising the

student's areas of concentration and three lists covering world literatures and cultures. The candidacy examination has two parts:

- a. A written examination covering the student's world literatures and cultures fields;
- b. A written examination covering the concentration areas of the reading lists.

Students may retake only once any examination they fail.

1. Dissertation Proposal: After successfully completing the candidacy examination, the Ph.D. student will submit a dissertation proposal to be discussed and approved in a formal meeting with the Dissertation Committee. This meeting is the proposal defense. A student failing a proposal defense may revise the proposal and retake the defense one time.
2. Dissertations in a language other than English. Students in the Comparative Literature and Cultural Studies Program may request permission to submit their dissertation in a language other than English, with legitimate justification. Valid reasons for submitting a dissertation in a language other than English includes the subject matter, special primary audience, publication venues, academic position in a foreign country, historical or literary value, and the documents to be used, analyzed and interpreted. Limited English writing skills is not a valid justification. Students must request approval of the target language from the dissertation committee, the program advisory committee, the program director and the dean of the graduate school before starting the project and at the time of submitting the thesis prospectus to the respective committee. All committee members must be proficient in the target language and approve target language usage. Abstracts must be written in English.
3. Upon passing both parts of the written examination as well as successfully completing the proposal defense, the student becomes a Ph.D. degree candidate and enters the dissertation stage.
4. Within the time limits specified by the Graduate School, each student must submit a dissertation acceptable to the student's dissertation committee.
5. Each student must pass a dissertation defense administered by the student's Dissertation Committee.

Requirements for the Interdisciplinary Hispanic Studies

Concentration (HISP): This concentration is designed for candidates with an M.A. in Spanish whose scholarly and teaching interests are primarily in Hispanic studies and in interdisciplinary and transnational approaches to the literatures and cultures of Spain, Latin America and Hispanic United States. Candidates in this concentration will complete 18 hours in one of these three fields: Iberian, Latin American or U.S. Latino/Latina literatures and cultures.

Ph.D. with Literary Translation Concentration

Admission Requirements:

1. Application to the Graduate School
2. Complete official transcripts of all undergraduate and graduate work
3. Graduate Record Examination (GRE) scores on the Aptitude Test (verbal, quantitative, and analytical writing).
4. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exams, meeting the minimum score required by the Graduate School.

5. Statement of purpose describing academic interests and professional goals. Doctoral applicants must specify which concentration they wish to pursue (comparative literature, cultural studies, Hispanic Studies, applied linguistics, or translation) and describe how their research interests might be met by working with specific members of our faculty
6. An academic writing sample preferably from a research or examination paper from a literature or culture course, showing evidence of critical thinking, writing ability and research skills
7. Three letters of recommendation from former instructors, employers, or supervisors

Requirements for the Doctoral Degree:

1. Ph.D. candidates must complete a minimum of 66 hours of graduate course work (including credit taken for the M.A. or M.F.A.) and must attain a 3.00 grade-point average in each of their fields. Part or all of the graduate course work completed at other U.S. institutions or accredited institutions abroad with a grade of "B" or higher and taken within seven years of starting the doctoral program may count towards the 66 hours requirement with the approval of the Program Advisory Committee. However, it should be noted that this course work will not be reflected on the student's transcript.
2. WLIT 5193 Introduction to Comparative Literature is required of all Ph.D. candidates in the Program in Comparative Literature and Cultural Studies.
3. Ph.D. candidates must take 24 hours in a main field. The goal is for the student to use this coursework to create a primary field of specialization.
4. Ph.D. candidates must complete 18 hours in one of the five doctoral concentrations—traditional comparative literature, cultural studies, interdisciplinary Hispanic studies, translation, and world languages and applied linguistics—as described in detail below.
5. Ph.D. candidates must take 9 hours in world literatures and cultures outside their main field, providing historical depth and geographical breadth to their literary and cultural studies.
6. Ph.D. students must complete an additional 12 elective credits. They may use these to develop a tertiary field, strengthen primary or secondary fields, or to take courses outside those fields.
7. Ph.D. candidates must take 18 dissertation hours.
8. Ph.D. students must declare a concentration by the end of the first year and define a Dissertation Committee by the end of the second year. The committee consists of the student's research supervisor plus two other faculty members. This committee will administer the candidacy exam, the proposal defense, and the dissertation defense.
9. Ph.D. students must demonstrate reading proficiency in two languages other than English before being admitted into candidacy. The language requirements may be fulfilled either by completing 12 hours in the target language or by taking the reading exam administered by the Department of World Languages, Literatures, and Cultures. Documented coursework from an accredited institution in which the language of instruction is other than English may be used to substitute for a language exam.
10. Candidacy: Upon completion of coursework and world languages requirements, all Ph.D. students must take a two part candidacy exam and present a dissertation proposal.
11. The candidacy examination is based on a set of reading lists based on coursework and areas of concentration, that the student composes with the guidance of their advisor and committee members. The reading list is divided into five sections: two lists comprising the

student's areas of concentration and three lists covering world literatures and cultures. The candidacy examination has two parts:

- a. A written examination covering the student's world literatures and cultures fields;
- b. A written examination covering the concentration areas of the reading lists.

Students may retake only once any examination they fail.

1. Dissertation Proposal: After successfully completing the candidacy examination, the Ph.D. student will submit a dissertation proposal to be discussed and approved in a formal meeting with the Dissertation Committee. This meeting is the proposal defense. A student failing a proposal defense may revise the proposal and retake the defense one time.
2. Dissertations in a language other than English. Students in the Comparative Literature and Cultural Studies Program may request permission to submit their dissertation in a language other than English, with legitimate justification. Valid reasons for submitting a dissertation in a language other than English includes the subject matter, special primary audience, publication venues, academic position in a foreign country, historical or literary value, and the documents to be used, analyzed and interpreted. Limited English writing skills is not a valid justification. Students must request approval of the target language from the dissertation committee, the program advisory committee, the program director and the dean of the graduate school before starting the project and at the time of submitting the thesis prospectus to the respective committee. All committee members must be proficient in the target language and approve target language usage. Abstracts must be written in English.
3. Upon passing both parts of the written examination as well as successfully completing the proposal defense, the student becomes a Ph.D. degree candidate and enters the dissertation stage.
4. Within the time limits specified by the Graduate School, each student must submit a dissertation acceptable to the student's dissertation committee.
5. Each student must pass a dissertation defense administered by the student's Dissertation Committee.

Requirements for the Literary Translation Concentration (LTTR). This concentration is designed for candidates interested in advanced studies in translation theory and scholarly research on literary translation. Candidates in this concentration must take 18 hours of translation coursework including nine hours in translation workshops (ENGL 5043) and nine hours from the following form and theory courses in poetry and fiction (ENGL 5223, ENGL 5263, ENGL 5273, ENGL 5283, ENGL 5293). Courses may be substituted from related fields with advisor approval. The dissertation project may be a study of some translation issue or a book-length translation of a literary work with a critical introduction and annotated text. Candidates will typically have an M.F.A. in literary translation or an M.A. in Arabic, Classics, French, German, Spanish, or other languages and literatures.

Ph.D. with World Languages and Applied Linguistics Concentration

Admission Requirements:

1. Application to the Graduate School
2. Complete official transcripts of all undergraduate and graduate work

3. Graduate Record Examination (GRE) scores on the Aptitude Test (verbal, quantitative, and analytical writing).
4. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exams, meeting the minimum score required by the Graduate School.
5. Statement of purpose describing academic interests and professional goals. Doctoral applicants must specify which concentration they wish to pursue (comparative literature, cultural studies, Hispanic Studies, applied linguistics, or translation) and describe how their research interests might be met by working with specific members of our faculty
6. An academic writing sample preferably from a research or examination paper from a literature or culture course, showing evidence of critical thinking, writing ability and research skills
7. Three letters of recommendation from former instructors, employers, or supervisors

Requirements for the Doctoral Degree:

1. Ph.D. candidates must complete a minimum of 66 hours of graduate course work (including credit taken for the M.A. or M.F.A.) and must attain a 3.00 grade-point average in each of their fields. Part or all of the graduate course work completed at other U.S. institutions or accredited institutions abroad with a grade of "B" or higher and taken within seven years of starting the doctoral program may count towards the 66 hours requirement with the approval of the Program Advisory Committee. However, it should be noted that this course work will not be reflected on the student's transcript.
2. WLIT 5193 Introduction to Comparative Literature is required of all Ph.D. candidates in the Program in Comparative Literature and Cultural Studies.
3. Ph.D. candidates must take 24 hours in a main field. The goal is for the student to use this coursework to create a primary field of specialization.
4. Ph.D. candidates must complete 18 hours in one of the five doctoral concentrations—traditional comparative literature, cultural studies, interdisciplinary Hispanic studies, translation, and world languages and applied linguistics—as described in detail below.
5. Ph.D. candidates must take 9 hours in world literatures and cultures outside their main field, providing historical depth and geographical breadth to their literary and cultural studies.
6. Ph.D. students must complete an additional 12 elective credits. They may use these to develop a tertiary field, strengthen primary or secondary fields, or to take courses outside those fields.
7. Ph.D. candidates must take 18 dissertation hours.
8. Ph.D. students must declare a concentration by the end of the first year and define a Dissertation Committee by the end of the second year. The committee consists of the student's research supervisor plus two other faculty members. This committee will administer the candidacy exam, the proposal defense, and the dissertation defense.
9. Ph.D. students must demonstrate reading proficiency in two languages other than English before being admitted into candidacy. The language requirements may be fulfilled either by completing 12 hours in the target language or by taking the reading exam administered by the Department of World Languages, Literatures, and Cultures. Documented coursework from an accredited institution in which the language of instruction is other than English may be used to substitute for a language exam.

10. Candidacy: Upon completion of coursework and world languages requirements, all Ph.D. students must take a two part candidacy exam and present a dissertation proposal.
11. The candidacy examination is based on a set of reading lists based on coursework and areas of concentration, that the student composes with the guidance of their advisor and committee members. The reading list is divided into five sections: two lists comprising the student's areas of concentration and three lists covering world literatures and cultures. The candidacy examination has two parts:
 - a. A written examination covering the student's world literatures and cultures fields;
 - b. A written examination covering the concentration areas of the reading lists.

Students may retake only once any examination they fail.

1. Dissertation Proposal: After successfully completing the candidacy examination, the Ph.D. student will submit a dissertation proposal to be discussed and approved in a formal meeting with the Dissertation Committee. This meeting is the proposal defense. A student failing a proposal defense may revise the proposal and retake the defense one time.
2. Dissertations in a language other than English. Students in the Comparative Literature and Cultural Studies Program may request permission to submit their dissertation in a language other than English, with legitimate justification. Valid reasons for submitting a dissertation in a language other than English includes the subject matter, special primary audience, publication venues, academic position in a foreign country, historical or literary value, and the documents to be used, analyzed and interpreted. Limited English writing skills is not a valid justification. Students must request approval of the target language from the dissertation committee, the program advisory committee, the program director and the dean of the graduate school before starting the project and at the time of submitting the thesis prospectus to the respective committee. All committee members must be proficient in the target language and approve target language usage. Abstracts must be written in English.
3. Upon passing both parts of the written examination as well as successfully completing the proposal defense, the student becomes a Ph.D. degree candidate and enters the dissertation stage.
4. Within the time limits specified by the Graduate School, each student must submit a dissertation acceptable to the student's dissertation committee.
5. Each student must pass a dissertation defense administered by the student's Dissertation Committee.

Requirements for World Languages and Applied Linguistics

Concentration (WLAL): This concentration is designed for candidates with research and teaching interest in applied linguistics and second language pedagogy for world languages, literatures and cultures at the college level. Applicants should have a Master's of Arts in a world language (French, German, Spanish or other languages) or a field in the humanities or the social sciences. Candidates in this concentration must take 18 hours in applied linguistics related courses including: WLLC 5063 Teaching Foreign Languages on the College Level, WLLC 5463 Descriptive Linguistics, CIED 5923 Second Language Acquisition, two applied linguistics seminars (WLLC 6553 to be repeated for a total of six hours), a qualitative and/or quantitative research methods course,

depending on the candidate's research project approved by the adviser, such as SOCI 5083 Applied Qualitative Research.

Courses

WLIT 4123. Survey of Russian Literature from Its Beginning to the 1917 Revolution. 3 Hours.

The instructor will discuss the historical and cultural backgrounds while focusing on major writers and will deal with literature as an outlet for social criticism. There will be textual analysis. It will be taught in English.

This course is cross-listed with RUSS 4123.

WLIT 4133. Survey of Russian Literature Since the 1917 Revolution. 3 Hours.

The instructor will discuss the historical and cultural backgrounds while focusing on major writers and will deal with literature as an outlet for social criticism. There will be textual analysis. It will be taught in English with readings in English.

This course is cross-listed with RUSS 4133.

WLIT 4993. African Literature. 3 Hours.

A study of modern African fiction, drama, poetry, and film from various parts of Africa in their cultural context. Works are in English or English translation.

WLIT 5193. Introduction to Comparative Literature. 3 Hours.

Literary theory, genres, movements, and influences.

WLIT 5523. The Quran as Literature. 3 Hours.

The Quran as literary text: its style and form, historical context, translation, issues, communities of interpretation, and comparative perspectives. Course's integrated approach includes translations of literature originally in Arabic. All readings in English; students with reading abilities in Arabic encouraged to read original text.

WLIT 5623. The Bible as Literature. 3 Hours.

The several translations of the Bible; its qualities as great literature; its influence upon literature in English; types of literary forms.

This course is cross-listed with ENGL 5623.

WLIT 575V. Special Investigations on World Literatures and Cultures. 1-6 Hour.

Independent study of a special topic in world literatures and cultures. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

WLIT 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

WLIT 603V. Special Studies in Comparative Literature. 1-6 Hour.

Special studies in comparative literature. May be repeated for up to 6 hours of degree credit.

WLIT 6703. Psychoanalysis and Culture. 3 Hours.

Readings of key texts in Psychoanalytic thought and cultural criticism including Freud, Lacan, Kristeva, Certeau, Zizek, and others. Selections of Psychoanalytic approaches to literature, film and gender and trauma studies.

WLIT 6713. Literature of Spain, 711-1615 C.E.. 3 Hours.

Examines the multiple cultural traditions of Spain between 711-1615 C.E. and train to produce scholarship pertinent to the field. Integrated approach includes English translations of literature originally in Arabic (50%+ of content), Hebrew, Spanish, French. Students with reading abilities in original languages encouraged to read original text.

WLIT 6803. Postcolonial Theory and Subaltern Studies. 3 Hours.

Seminar examining the geopolitical (imperial, colonial and national) implications of knowledge and culture. Selected readings of early postcolonial texts by Cesaire, Fanon, and Fernandez Retamar, as well as more recent texts by Said, Spivak, Bhabha, Mignolo, Beverly and Chakrabarty among others. May be repeated for up to 6 hours of degree credit.

WLIT 690V. Seminar. 1-6 Hour.

Seminar. May be repeated for up to 6 hours of degree credit.

WLIT 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Computer Science and Computer Engineering (CSCE)

Xiaoqing Liu

Department Head

504 J.B. Hunt Center for Academic Excellence

479-575-6197

Gordon Beavers

Graduate Coordinator

508 J.B. Hunt Center for Academic Excellence

479-575-6197

Email: gordonb@uark.edu

Computer Science and Computer Engineering Website (<http://computer-science-and-computer-engineering.uark.edu>)

Degrees Conferred:

M.S. in Computer Science (CSCE)

M.S.Cmp.E. in Computer Engineering (CENG)

Ph.D. in Engineering (CENG) (See Engineering (p. 157))

Graduate Certificates (non-degree):

Graduate Certificate in Cybersecurity (CYBR)

Primary Areas of Faculty Research: Distributed computer systems and networks, cluster computing, database security, molecular computing, computer security, digital forensics, next generation computer architectures, RFID information security, embedded systems, hardware/software codesign, low power systems design, pervasive and mobile computing, intelligent Internet applications, image and video processing.

M.S.Cmp.E. in Computer Engineering

Prerequisite to Degree Programs: The Computer Science and Computer Engineering Department offers two Master of Science degrees, one in Computer Science and one in Computer Engineering. Applicants to the Computer Science M.S. program should have a Bachelor of Science degree in computer science from an accredited program. Applicants to the Computer Engineering M.S. program should have a Bachelor of Science degree in computer engineering from an accredited program. Applicants to either program whose transcripts do not show core courses relevant to the program to which they are applying will be assigned deficiency courses. All applicants must present acceptable scores on the General Test of the Graduate Records Examination (GRE).

Master of Science Degree Programs: The two M.S. degrees have common requirements in terms of the number of credit hours required. The two programs are differentiated by the student's advisory committee. The advisory committee will approve courses that are appropriate for the student's program and interests. Students enrolled in the computer engineering program can expect to take more courses with a hardware and systems emphasis, while students enrolled in the computer science program can expect to take more courses with an emphasis in software and theory. All rules and regulations of the CSCE Department, the College of Engineering, and the Graduate School must be followed.

Master of Science in Computer Engineering (C.S.Cmp.E.)

Degree Requirements: The *thesis option* (30 hours) requires the successful completion of at least six credit hours of CSCE 610V Master's Thesis, plus 24 credit hours of course work approved by the candidate's advisory committee. At least 15 of the 24 hours must be CSCE courses at the 5000 level. The remaining nine hours may include no more than six hours of transfer work, three hours of individual study, six hours from outside the department, and nine hours of courses at the 4000 level.

All master's students completing the thesis option must pass an oral examination and defense of the thesis in, at most, two attempts. The first attempt may not occur before all of the following qualifying conditions have been satisfied:

- Candidate has completed at least 21 hours that are applicable toward the degree;
- Candidate is currently enrolled in CSCE 610V.
- Candidate's cumulative grade-point average on all graduate-level courses is 3.0 or higher;
- Any deficiencies assigned upon admission to the program have been removed; Candidate must be continuously enrolled, except for summers, until the thesis is defended.

The final exam is comprehensive; a portion of the exam will be devoted to questions concerning courses completed by the student. Another portion of the exam will be directed toward a defense of the thesis. Reading copies of the thesis should be delivered to members of the Thesis Committee at least two weeks prior to undertaking the final examination. If a student is unsuccessful, the Program of Study committee may recommend that the examination be repeated. If so, the requirements to be satisfied prior to reexamination will be stipulated and a time limitation specified.

All other conditions that have been specified by the student's advisory or thesis committee must be satisfied.

The *course work* option requires the successful completion of 33 credit hours of course work approved by the candidate's graduate committee. At least 21 of the 33 hours must be CSCE courses at the 5000 level. The remaining twelve hours may include no more than six hours of transfer work, three hours of individual study, six hours from outside the department, and nine hours of courses at the 4000 level.

All master's students completing the course work option must pass an oral examination of the course work in the final semester of enrollment of graduate-level courses and the following conditions have been satisfied:

1. The candidate's cumulative grade-point average on all graduate-level courses is 3.0 or higher.
2. Any deficiencies assigned upon admission to the program have been removed.

Students who complete a B.S. degree in CSCE at the University of Arkansas, Fayetteville, with a cumulative GPA of 3.5 or greater may count up to six hours of CSCE graduate-level course work (5000 level) completed as an undergraduate student towards the graduate degree. Students must submit the "Request for Retroactive Graduate Credit" form to the Graduate coordinator in their first semester of graduate study.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Grade Requirements: Students in the master's program in Computer Science or Computer Engineering must maintain grades at the B level of higher. Should a student receive a grade of C or lower, the student must immediately contact the student's adviser and the Graduate Coordinator to discuss the consequences and options available. The graduate adviser and the CSCE graduate program coordinator will select the student's classes for the following semester. If a second grade lower than B is received the student will be terminated from the program. The student may appeal the termination to the Graduate Studies Committee. If the student is allowed to remain in the program the student should expect to be required to repeat one or more classes in which a grade less than B was received as well as other possible requirements.

M.S.C.S. in Computer Science

Prerequisite to Degree Programs: The Computer Science and Computer Engineering Department offers two Master of Science degrees, one in Computer Science and one in Computer Engineering. Applicants to the Computer Science MS program should have a Bachelor of Science degree in computer science from an accredited program. Applicants to the Computer Engineering MS program should have a Bachelor of Science degree in computer engineering from an accredited program. Applicants to either program whose transcripts do not show core courses relevant to the program to which they are applying will be assigned deficiency courses. All applicants must present acceptable scores on the General Test of the Graduate Records Examination (GRE).

Master of Science Degree Programs: The two M.S. degrees have common requirements in terms of the number of credit hours required. The two programs are differentiated by the student's advisory committee. The advisory committee will approve courses that are appropriate for the student's program and interests. Students enrolled in the computer engineering program can expect to take more courses with a hardware and systems emphasis, while students enrolled in the computer science program can expect to take more courses with an emphasis in software and theory. All rules and regulations of the CSCE Department, the College of Engineering, and the Graduate School must be followed.

Master of Science in Computer Science (M.S.C.S.)

Degree Requirements: The *thesis option* (30 hours) requires the successful completion of at least six credit hours of CSCE 610V Master's Thesis, plus 24 credit hours of course work approved by the candidate's advisory committee. At least 15 of the 24 hours must be CSCE courses at the 5000 level. The remaining nine hours may include no more than 6 hours of transfer work, 3 hours of individual study, 6 hours from outside the department, and 9 hours of courses at the 4000 level.

All master's students completing the thesis option must pass an oral examination and defense of the thesis in, at most, two attempts. The first attempt may not occur before all of the following qualifying conditions have been satisfied:

- Candidate has completed at least 21 hours that are applicable toward the degree;
- Candidate is currently enrolled in CSCE 610V.
- Candidate's cumulative grade-point average on all graduate-level courses is 3.0 or higher;
- Any deficiencies assigned upon admission to the program have been removed; Candidate must be continuously enrolled, except for summers, until the thesis is defended.

The final exam is comprehensive; a portion of the exam will be devoted to questions concerning courses completed by the student. Another portion of the exam will be directed toward a defense of the thesis. Reading copies of the thesis should be delivered to members of the Thesis Committee at least two weeks prior to undertaking the final examination. If a student is unsuccessful, the Program of Study committee may recommend that the examination be repeated. If so, the requirements to be satisfied prior to reexamination will be stipulated and a time limitation specified.

All other conditions that have been specified by the student's advisory or thesis committee must be satisfied.

The *course work* option requires the successful completion of 33 credit hours of course work approved by the candidate's graduate committee. At least 21 of the 33 hours must be CSCE courses at the 5000 level. The remaining 12 hours may include no more than 6 hours of transfer work, three hours of individual study, 6 hours from outside the department, and 9 hours of courses at the 4000 level.

All master's students completing the course work option must pass an oral examination of the course work in the final semester of enrollment of graduate-level courses and the following conditions have been satisfied:

1. The candidate's cumulative grade-point average on all graduate-level courses is 3.0 or higher.
2. Any deficiencies assigned upon admission to the program have been removed.

Students who complete a B.S. degree in CSCE at the University of Arkansas, Fayetteville, with a cumulative GPA of 3.5 or greater may count up to 6 hours of CSCE graduate-level course work (5000 level) completed as an undergraduate student towards the graduate degree. Students must submit the "Request for Retroactive Graduate Credit" form to the Graduate coordinator in their first semester of graduate study.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Grade Requirements: Students in the master's programs in Computer Science or Computer Engineering must maintain grades at the B level of higher. Should a student receive a grade of C or lower, the student must immediately contact the student's adviser and the Graduate Coordinator to discuss the consequences and options available. The graduate adviser and the CSCE graduate program coordinator will select the student's classes for the following semester. If a second grade lower than B is received the student will be terminated from the program. The student may appeal the termination to the Graduate Studies Committee. If the student is allowed to remain in the program the student should expect to be required to repeat one or more classes in which a grade less than B was received as well as other possible requirements.

Ph.D. in Computer Engineering

Requirements for the Doctor of Philosophy Degree: In addition to the requirements of the Graduate School, the following departmental requirements must be satisfied by candidates for a Doctor of Philosophy degree with a concentration in either computer science or computer engineering.

A student is admitted to candidacy by first passing a Ph.D. Qualifying Examination and then, at a later time, a Candidacy Examination on the student's dissertation proposal. The student must attempt the Ph.D. Qualifying Examination no later than the end of the first year of study for students admitted to the program with a master's degree and no later than

the end of the third year for students admitted to the program without a master's degree.

The Qualifying Examination is scored Pass or Fail on each of the four sections of the examination. If a Fail is assigned on any section of the examination, then the student must repeat that section at the next administration of the examination. A second failure will terminate the student's course of study in the doctoral program. In preparation for the Ph.D. Qualifying Examination, a student should refer to the CSCE Graduate Student Handbook.

Each student must form a doctoral advisory committee before registering for dissertation hours. This committee must consist of four faculty members who hold qualifying status on the graduate faculty. Three members, including the chair, must hold regular or adjunct appointments in the Department of Computer Science and Computer Engineering. The fourth member should be from outside the department.

For the Candidacy Examination, the student is expected to present a dissertation proposal. Committee members will judge the proposal on its scientific merit, originality, and difficulty. Each Ph.D. student is required to defend a completed dissertation before his or her dissertation committee.

Summary:

- All students must complete a minimum of 72 semester hours of graduate-level credit beyond the bachelor's degree, including a minimum of 42 semester hours of course work and a minimum of 30 semester hours of dissertation research credits.
- A minimum of 30 semester hours of course work must be at the graduate level (5000 or above)
- Upon recommendation of the student's advisory committee, a student who has entered the Ph.D. program after a master's degree may receive credit for up to 30 semester hours. If the 30 hours includes master's thesis research, the advisory committee may credit up to six hours of thesis research toward the minimum dissertation research requirement.
- Ph.D. students must complete a minimum of nine semester credit hours of course work in a set of coherent courses in a related subject area approved by the student's advisory committee.
- Students must earn a minimum cumulative grade-point average of 3.0 on all graduate courses attempted.
- Ph.D. students must complete and defend a dissertation on a topic in the student's major field of study.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Certificate in Cybersecurity

Program Description: The Cybersecurity Graduate Certificate prepares students to protect valuable data assets and develop cyber-centric multidisciplinary security skills for predicting and avoiding cyber threats.

Program Requirements: Students are required to take 12 hours of coursework to complete the Cybersecurity Graduate Certificate.

Required Course

CSCE 5323	Computer Security	3
Choose 9 hours from the following courses:		9
CSCE 5333	Computer Forensics	
CSCE 5433	Advanced Cryptography	
CSCE 5623	Secure Digital System Design	

CSCE 5653	Network Security
CSCE 5663	Database Security
CSCE 5753	Wireless Systems Security
CSCE 5763	Privacy Enhancing Technologies
CSCE 5833	Computer Architecture Security

Total Hours 12

Graduate Faculty

Andrews, David, Ph.D. (Syracuse University), M.S., B.S.E.E. (University of Missouri-Columbia), Professor, 2008.

Bobda, Christophe, Ph.D., M.S. (University of Paderborn, Germany), B.S. (University of Yaounde, Cameroon), Professor, 2010.

Di, Jia, Ph.D. (University of Central Florida), M.S., B.S. (Tsinghua University), Professor, 2004.

Gashler, Michael S., Ph.D., M.S., B.S. (Brigham Young University), Assistant Professor, 2012.

Gauch, Susan E., Ph.D. (University of North Carolina at Chapel Hill), M.Sc., B.Sc. (Queen's University, Canada), Professor, 2007.

Gauch, John Michael, Ph.D. (University of North Carolina at Chapel Hill), M.Sc., B.Sc. (Queen's University, Canada), Professor, 2008.

Huang, Miaoqing, Ph.D. (George Washington University), B.S. (Fudan University), Associate Professor, 2010.

Li, Wing Ning, Ph.D., M.S. (University of Minnesota-Twin Cities), B.S. (University of Iowa), Professor, 1989.

Li, Qinghua, Ph.D. (Pennsylvania State University), M.S. (Tsinghua University), B.E. (Xi'an Jiaotong University), Assistant Professor, 2013.

Liu, Xiaoqing Frank, Ph.D. (Texas A&M University), M.S. (Southeast University, China), B.S. (National University of Defense Technology, China), Professor, 2015.

Moustafa, Rida, Ph.D., M.S. (George Mason University), B.S. (Zagazig University, Egypt), Visiting Lecturer, 2015.

Nelson, Alexander H., Ph.D. (University of Maryland), M.S., B.S. (University of Arkansas), Assistant Professor, 2017.

Panda, Brajendra Nath, Ph.D. (North Dakota St. University), M.S. (Utkal University, India), Professor, 2001.

Parkerson, Pat, Ph.D., B.S. (University of Arkansas), Associate Professor, 1990.

Patitz, Matthew J., Ph.D., M.S., B.S. (Iowa State University), Associate Professor, 2012.

Peng, Yarui, Ph.D., M.S. (Georgia Institute of Technology), B.S. (Tsinghua University), Assistant Professor, 2017.

Thompson, Dale R., Ph.D. (North Carolina State University), M.S., B.S. (Mississippi State University), Associate Professor, 2000.

Wu, Xintao, Ph.D. (George Mason University), M.E. (Chinese Academy of Space Technology), B.S. (University of Science and Technology), Professor, 2014.

Courses

CSCE 4043. RFID Information Systems Security. 3 Hours.

Radio frequency identification (RFID) information systems provide information to users about objects with RFID tags. They require the application of information systems security (INFOSEC) to protect the information from tampering, unauthorized information disclosure, and denial of service to authorized users. This course addresses security and privacy in an RFID system. Prerequisite: INEG 2313.

CSCE 4114. Embedded Systems. 4 Hours.

The architecture, software, and hardware of embedded systems. Involves a mixture of hardware and software for the control of a system (including electrical, electro-mechanical, and electro-chemical systems). They are found in a variety of products including cars, VCRs, HDTVs, cell phones, pacemakers, spacecraft, missile systems, and robots for factory automation. Corequisite: Lab component. Prerequisite: CSCE 2214 with a grade of C or better.

CSCE 4123. Programming Challenges. 3 Hours.

This course studies the principle methods used in the solution of programming contest problems, e.g., data structures strings, sorting, machine arithmetic and algebra, combinatorics, number theory, backtracking, graph traversal, graph algorithms, dynamic programming, grids, and computational geometry. Prerequisite: CSCE 2014.

CSCE 4133. Algorithms. 3 Hours.

Provides an introduction to formal techniques for analyzing the complexity of algorithms. The course surveys important classes of algorithms used in computer science and engineering. Prerequisite: CSCE 3193 and (MATH 2603 or MATH 2803) or MATH 3423.

CSCE 4213. Computer Architecture. 3 Hours.

The architecture of modern scalar and parallel computing systems. Techniques for dynamic instruction scheduling, branch prediction, instruction level parallelism, shared and distributed memory multiprocessor systems, array processors, and memory hierarchies. Prerequisite: CSCE 2214 with a grade of C or better. This course is cross-listed with ELEG 4983.

CSCE 4233. Low Power Digital Systems. 3 Hours.

The reduction of power consumption is rapidly becoming one of the key issues in digital system design. Traditionally, digital system design has mainly focused on performance and area trade-offs. This course will provide a thorough introduction to digital design for lower consumption at the circuit, logic, and architectural level. Prerequisite: CSCE 2214 with a grade of C or better.

CSCE 4253. Concurrent Computing. 3 Hours.

Programming concurrent processes; computer interconnection network topologies; loosely coupled and tightly coupled paralleled computer architectures; designing algorithms for concurrency; distributed computer architectures. Prerequisite: CSCE 3193.

CSCE 4263. Advanced Data Structures. 3 Hours.

This course continues the study of data structures, algorithmic analysis for these data structures, and their efficient implementation to support standard library in programming languages. Topics include: AVL trees, Red-Black trees, Splay trees, Optimal Binary Search trees, 2-3 tree, 2-3-4 tree, B-trees, Segment trees, Leftist Heaps, Binomial Heaps, Fibonacci Heap, Disjoint Set, Hashing, and big integer with hundreds to thousands of digits. Prerequisite: CSCE 3193.

CSCE 4323. Formal Languages and Computability. 3 Hours.

Finite Automata and regular languages, regular expressions, context-free languages and pushdown automata, nondeterminism, grammars, and Turing machines. Church's thesis, halting problem, and undecidability. Prerequisite: CSCE 4133.

CSCE 4353. CPLD/FPGA-Based System Design. 3 Hours.

Field Programmable Logic devices (FPGAs/CPLDs) have become extremely popular as basic building blocks for digital systems. They offer a general architecture that users can customize by inducing permanent or reversible physical changes. This course will deal with the implementation of logic options using these devices. Prerequisite: CSCE 2214 with a grade of C or better. This course is cross-listed with ELEG 4963.

CSCE 4423. Computer Systems Modeling. 3 Hours.

Basic concepts of problem analysis, model design, and simulation experiments. A simulation will be introduced and used in this course. Prerequisite: CSCE 2014 with a grade of C or better and INEG 2313.

CSCE 4433. Cryptography. 3 Hours.

This course provides a general introduction to modern cryptography. Topics include: stream ciphers, block ciphers, message authentication codes, public key encryption, key exchange, and signature schemes. Prerequisite: CSCE 2014 with a grade of C or better and (MATH 2603 or MATH 2803).

CSCE 4523. Database Management Systems. 3 Hours.

Introduction to database management systems, architecture, storage structures, indexing, relational data model, E-R diagrams, query languages, SQL, ODBC, transaction management, integrity, and security. Prerequisite: CSCE 3193 or CSCE 3193H with a C or better.

CSCE 4543. Software Architecture. 3 Hours.

A study of software architecture through the use of case studies drawn from real systems designed to solve real problems from technical as well as managerial perspectives. Techniques for designing, building, and evaluating software architectures. Prerequisite: CSCE 4133 and CSCE 3513.

CSCE 4613. Artificial Intelligence. 3 Hours.

Introduction to intelligent agents, AI languages, search, first order logic, knowledge representation, ontologies, problem solving, natural language processing, machine vision, machine learning, and robotics. Prerequisite: CSCE 2014 with a grade of C or better.

CSCE 4623. Mobile Programming. 3 Hours.

An introduction to software development on mobile devices. The major topics covered in this course include underlying concepts and principles in mobile programming, as well as hands-on programming experience on mobile devices with an emphasis on smartphones. Prerequisite: CSCE 3193 or CSCE 3193H.

CSCE 4643. Graphics Processing Units Programming. 3 Hours.

This course provides an introduction to massively parallel programming using Graphics Processing Units (GPUs). Topics include basic programming model, GPU thread hierarchy, GPU memory architecture, and performance optimization techniques and parallel patterns needed to develop real-life applications. Prerequisite: CSCE 2014 with a grade of C or better.

CSCE 4753. Computer Networks. 3 Hours.

This course is an introductory course on computer networks. Using the Internet as a vehicle, this course introduces underlying concepts and principles of modern computer networks, with emphasis on protocols, architectures, and implementation issues. Prerequisite: INEG 2313.

CSCE 4813. Computer Graphics. 3 Hours.

Introduction to the theory and algorithms used in computer graphics systems and applications. Topics include: 2D and 3D geometric models (points, lines, polygons, surfaces), affine transformations (rotation, translation, scaling), viewpoint calculation (clipping, projection), lighting models (light-material interactions, illumination and shadow calculation). Students will implement their own graphics pipeline to demonstrate many of these techniques. Higher level computer graphics applications will be created using OpenGL. Prerequisite: CSCE 2014 with a grade of C or better.

CSCE 4853. Information Security. 3 Hours.

This course covers principles, mechanisms, and policies governing confidentiality, integrity, and availability of digital information. Topics to be covered include security concepts and mechanisms, security policies, multilevel security models, system vulnerability, threat and risk assessment, basic cryptography and its applications, intrusion detection systems. Prerequisite: CSCE 3193 or CSCE 3193H.

CSCE 4914. Advanced Digital Design. 4 Hours.

To master advanced logic design concepts, including the design and testing of synchronous and asynchronous combinational and sequential circuits using state of the art CAD tools. Corequisite: Lab component. Prerequisite: CSCE 2114 or ELEG 2904.

This course is cross-listed with ELEG 4914.

CSCE 5013. Advanced Special Topics in Computer Science or Computer Engineering. 3 Hours.

Consideration of current computer engineering or computer science topics not covered in other courses. May be repeated for up to 18 hours of degree credit.

CSCE 5033. Advanced Algorithms. 3 Hours.

Design of computer algorithms, with primary emphasis on the development of efficient implementation.

CSCE 5043. Advanced Artificial Intelligence. 3 Hours.

In-depth introduction to AI. Topics include: philosophical foundations, cognition, intelligent agents, AI languages, search, genetic algorithms, first order and modal logic, inference, resolution, knowledge representation, ontologies, problem solving, planning, expert systems, uncertainty, probabilistic reasoning, fuzzy logic, machine learning, natural language processing, machine vision, and robotics. Prerequisite: CSCE 4613.

CSCE 5053. Advanced Virtual Worlds. 3 Hours.

In depth study of 3D multi-user virtual worlds covering application domains like retail and healthcare logistics, simulations, training, and gaming as well as platform architectures. Students will apply their knowledge of programming and data structures while using synthetic worlds to explore, model and script future smart worlds where computing is pervasive.

CSCE 5063. Machine Learning. 3 Hours.

An introduction to machine learning, with particular emphasis on neural network techniques. This course presents the basic principles underlying algorithms that improve with experience, and covers using them effectively for modeling data and making predictions.

CSCE 5073. Data Mining. 3 Hours.

This course surveys the most common methods used in data mining and machine learning. It involves several projects in which students will implement tools that are useful for mining knowledge from data and making predictions. The course will study both heuristic algorithms and statistical techniques. Prerequisite: CSCE 3193 and (INEG 2313 or STAT 3013).

CSCE 5203. Advanced Database Systems. 3 Hours.

Topics include: object databases, distributed databases, XML query, data warehouses, network as database systems, peer-peer data sharing architectures, data grids, data mining, logic foundations, semantic databases, spatial and temporal databases, and knowledge bases. Prerequisite: CSCE 4523 and graduate standing.

CSCE 5213. Bioinformatics. 3 Hours.

Application of algorithmic techniques to the analysis and solution of biological problems. Topics include an introduction to molecular biology and recombinant DNA technology, biological sequence comparison, and phylogenetics, as well as topics of current interest. Prerequisite: Instructor consent.

This course is cross-listed with BENG 5213.

CSCE 5223. Introduction to Integrated Circuit Design. 3 Hours.

Design and layout of large scale digital integrated circuits using CMOS technology. Topics include MOS devices and basic circuits, integrated circuit layout and fabrication, dynamic logic, circuit design, and layout strategies for large scale CMOS circuits. Students may not receive credit for both CSCE 4333 and CSCE 5223. Prerequisite: ELEG 3214 or ELEG 3933 and MATH 2584.

CSCE 5253L. Integrated Circuit Design Laboratory I. 3 Hours.

Design and layout of large scale digital integrated circuits. Students design, check and simulate digital integrated circuits which will be fabricated, and tested in I.C. Design Laboratory II. Topics include computer aided design, circuit timing, and wire delay. Prerequisite: CSCE 4333.

This course is cross-listed with ELEG 5253L.

CSCE 5263. Computational Complexity. 3 Hours.

Turing machines, recursion theory and computability, complexity measures, NP-completeness, analysis on NP-complete problems, pseudo-polynomial and approximation.

CSCE 5273. Big Data Analytics and Management. 3 Hours.

Topics include principles of distributed data computing and management, design and implementation of non-relational data systems, crowd sourcing and human computation, big data analytics and scalable machine learning, real-time streaming data analysis, and social aware computing. Prerequisite: CSCE 3193 and INEG 2313.

CSCE 5283. Graph and Combinatorial Algorithms. 3 Hours.

A study of algorithms for graphs and combinatorics with special attention to computer implementation and runtime efficiency.

CSCE 5313. Advanced Operating Systems. 3 Hours.

Concurrent processes and process communication; mutual exclusion and synchronization principles; kernel philosophy; resource allocation and deadlock; and case studies of specific operating systems. Prerequisite: CSCE 3613.

CSCE 5323. Computer Security. 3 Hours.

Study of a broad selection of contemporary issues in computer security. Topics include access control, security policies, authentication methods, secure system design, and information assurance. Prerequisite: CSCE 3613.

CSCE 5333. Computer Forensics. 3 Hours.

Various methods for identification, preservation, and extraction of electronic evidence at a computer crime scene. Specific topics include auditing and investigation of network and host intrusions, computer forensics tools, resources for system administrators and information security officers, legal issues related to computer and network forensics. Prerequisite: CSCE 5323.

CSCE 5343. Advanced Software Engineering. 3 Hours.

This course is about software metrics and models. It will focus on quantitative methods and techniques for management of software projects, design of software systems, and improvement of software quality. The material covered will be metrics and models used in the software lifecycle, such as software requirements metrics, design metrics, implementation metrics, testing metrics, effort estimation model. Prerequisite: CSCE 3513.

CSCE 5363L. Integrated Circuit Design Laboratory II. 3 Hours.

Students test the I.C. chips they designed in I.C. Design Laboratory I, and propose design corrections where needed. Topics include bipolar chip design, gate arrays, BICMOS, memory design, design for testability, and dynamic & domino logic. Prerequisite: CSCE 5253L.

This course is cross-listed with ELEG 5263L.

CSCE 5433. Advanced Cryptography. 3 Hours.

This course provides an in-depth look into some facet of either cryptographic theory or the implementation of cryptography. Topics may include: the discrete logarithm problem, integer factorization, information theory, elliptic curves, lattices, pseudorandom number generators, zero-knowledge proofs, and quantum cryptography. Prerequisite: CSCE 4433 or instructor consent.

CSCE 5533. Advanced Information Retrieval. 3 Hours.

Study of the architecture, implementation, and evaluation of current information retrieval systems. Students will apply their knowledge of programming and data structures to implement a large system with an emphasis on efficiency and scalability. They will study current research in the field and implement individual or group projects on advanced topics.

CSCE 5543. Statistical Natural Language Processing. 3 Hours.

Introduction to statistical natural language processing (NLP). Covers the theory and algorithms needed for building NLP tools, provides broad coverage of mathematical and linguistic foundations, and detailed discussion of statistical methods for text mining and information extraction. Current research and applications of statistical NLP will be discussed. Prerequisite: CSCE 2014 and (STAT 3013 or INEG 2313).

CSCE 5623. Secure Digital System Design. 3 Hours.

This course is to give graduate students an insight of contemporary security-related issues in modern digital systems. In addition to lectures, students will be practicing secure digital system design during a project.

CSCE 5633. Network Performance Evaluation. 3 Hours.

A study of performance modeling tools for telecommunication networks, computer networks, and wireless networks. Prerequisite: STAT 3013.

CSCE 5643. Computer Communications Networks. 3 Hours.

A study of computer communication networks, including the data link layer, routing, flow-control, local area networks, TCP/IP, ATM, B-ISDN, queuing analysis, and recent developments in computer communications.

CSCE 5653. Network Security. 3 Hours.

This course introduces security and secrecy in a networked environment. It is intended to familiarize students with the elements of secure communication, and how they inter-relate to provide secure networks in public and private settings.

CSCE 5663. Database Security. 3 Hours.

This is an advanced course covering security issues in database systems. Topics to be covered include discretionary and mandatory access control policies, multilevel secure database systems, auditing, data recovery, database intrusion detection, database insider threat, etc. Prerequisite: CSCE 4523.

CSCE 5683. Image Processing. 3 Hours.

The objective of this class is to give students a hands-on introduction to the fundamentals of image processing. A variety of image processing techniques and applications will be discussed including image enhancement, noise removal, spatial domain and frequency domain filtering, image restoration, color image processing, image compression, edge detection and image segmentation. Prerequisite: CSCE 4813.

CSCE 5703. Computer Vision. 3 Hours.

The objective of this course is to give students a hands-on introduction to the fundamentals of computer vision. Topics include image formation, object modeling, image processing, feature and edge detection, image segmentation, motion estimation, depth from stereo, shape description and object recognition. Prerequisite: CSCE 4813 or CSCE 5683.

CSCE 5753. Wireless Systems Security. 3 Hours.

Wireless systems such as wireless local area networks, cellular and mobile networks, and sensor networks are vulnerable to attacks. The goal of the class is for students to understand how to design secure wireless systems. Security topics include confidentiality, integrity, availability, privacy, and control of fraudulent usage of networks. Issues addressed include basic wireless theory, cryptography, threat modeling, risks, and mitigation techniques.

CSCE 5763. Privacy Enhancing Technologies. 3 Hours.

This course introduces privacy enhancing technologies and hot privacy topics in modern computing systems. Students will be exposed to many interesting privacy problems, study privacy enhancing technologies, and apply their knowledge to explore an open research problem in a research-oriented project. After completing this course, students will gain broad knowledge of the state-of-the-art privacy enhancing technologies and open research problems. They will also develop skills and enhance potentials to do research on privacy and security.

CSCE 5823. Multiprocessor Systems on Chip. 3 Hours.

This course covers the latest trends in advanced computer architecture for multiprocessor systems on chip for embedded and real time systems. Topics covered include multicore architectures, modeling abstractions, run time systems, and MIMD/SIMD heterogeneous architectures, Hw/Sw co-design techniques. Prerequisite: CSCE 3613 and CSCE 4213.

CSCE 5833. Computer Architecture Security. 3 Hours.

This course will cover fundamental principles and emerging implementation strategies to reason about, design and construct architecture level security capabilities in the manycore era. Coverage includes formal security models, new and emerging considerations for heterogeneous multiprocessor system on chip architectures, hardware and software implementation methods, operating systems for run time security enforcement. Prerequisite: CSCE 4213.

CSCE 5843. Reconfigurable Computing. 3 Hours.

This course will cover emerging and proposed techniques and issues in Reconfigurable Computing. Topics will include FPGA technologies, CAD/CAE tools, Hw/Sw co-design, system level synthesis, programming models and abstractions. Prerequisite: CSCE 4213 and CSCE 3613.

CSCE 590V. Advanced Individual Study. 1-3 Hour.

Advanced graduate level individual study directed by faculty in current research topics, state of the art, or advanced methodology in one of the major computer science or computer engineering areas.

CSCE 5943. Computer Arithmetic Circuits. 3 Hours.

Examination of fundamental principles of algorithms for performing arithmetic operations in computers. This course provides sufficient theoretical and practical information to prepare the digital design engineer with an awareness of basic techniques for the realization of arithmetic circuits.

CSCE 5983. Application Specific Integrated Circuit Design. 3 Hours.

ASIC design is taught with emphasis on industrial preparation. Topics include ASIC technologies, design entry, simulation, and synthesis. Advanced design methods and techniques are studied for cell based and gate array ASICs. Prerequisite: CSCE 4213.

CSCE 610V. Master's Thesis. 1-6 Hour.

Master's thesis.

CSCE 620V. Post-Master's Research. 1-18 Hour.

Post-master's research.

CSCE 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Counselor Education (CNEDE)

Kristin Higgins
Program Coordinator
106 Graduate Education Building
479-575-3329
Email: rhrccgrad@uark.edu

Degrees Offered:

M.S. in Counseling
Ph.D. in Counselor Education

Program Description: The Counselor Education program at the University of Arkansas is committed to providing quality education and training for individuals pursuing counseling positions in a variety of settings. The M.S. and Ph.D. degrees are offered through the program. The M.S. degree in counseling offers four concentrations: Clinical Mental Health Counseling, School Counseling, Rehabilitation Counseling, and Addiction Counseling.

Common course requirements are specified for each emphasis. General requirements for M.S. and Ph.D. applicants are as specified in the Objectives, Regulations, and Degrees section of this catalog. Persons completing degrees in counselor education are eligible to apply for licensure as a Professional Counselor through the Board of Examiners in Counseling for the State of Arkansas and/or for various certifications through the State Department of Education and National Board for Certified Counselors. Persons intending to complete school counselor certification requirements for the state of Arkansas must, in addition to the master's degree, meet certain Arkansas Department of Education requirements.

The Counselor Education Program's M.S. in School Counseling, M.S. in Clinical Mental Health Counseling, M.S. in Rehabilitation Counseling and Ph.D. in Counselor Education are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP).

Areas of Concentration: Clinical mental health counseling, school counseling, rehabilitation counseling, addiction counseling.

M.S. in Counseling with Addiction Counseling Concentration

Admission Requirements and Procedures for the Master of Science in Counseling Degree Program: Academic requirements include a 3.00 GPA on all undergraduate and also on any previous graduate course work. Applicants should submit a program application, GRE scores, three letters of professional recommendation, a writing sample, and a statement of professional goals to the Coordinator for Graduate Studies (GRAD 116). Applicants should first submit an application and official transcripts to the Graduate School. The applicant must be accepted by the Graduate School prior to consideration for admission into the Counseling Program. Top applicants will be invited for a personal interview with Counselor Education faculty. Completed application deadlines are September 15 for spring admission and January 15 for summer/fall admission.

Requirements for the Master of Science in Counseling Degree:

Required Core Courses

CNED 5003	Counseling and Human Development	3
CNED 5203	Foundations of the Counseling Profession	3
CNED 5213	Lifestyle & Career Development	3
CNED 5303	Individual Appraisal	3
CNED 5323	Counseling Theory	3
CNED 5333	Basic Counseling Techniques	3
CNED 5353	Psychopharmacology	3
CNED 5363	Dynamics of Group Counseling	3
CNED 5403	Diagnosis and Treatment in Counseling	3
CNED 5513	Counseling and Human Diversity	3
CNED 6023	Foundations of Marriage and Family Counseling Therapy	3
CNED 5483	Counseling Research (or equivalent) or ESRM 5013 Research Methods in Education	3
Total Hours		36

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Requirements for the Concentration in Addiction Counseling:

The concentration in Addiction Counseling requires 60 graduate hours including the core and the following 24 hours:

CNED 5343	Counseling Practicum	3
CNED 5373	Ethical and Legal Issues in Counseling	3
CNED 5383	Crisis Intervention Counseling	3
CNED 5523	Process and Behavioral Addictions	3
CNED 574V	Counseling Internship	6
CNED 6003	Theories and Foundations of Addictions	3
CNED 6113	Theory to Practice: Working with Co-occurring Disorders	3
Total Hours		24

M.S. in Counseling with Mental Health Counseling Concentration

Admission Requirements and Procedures for the Master of Science in Counseling Degree Program: Academic requirements include a 3.00 GPA on all undergraduate and also on any previous graduate course work. Applicants should submit a program application, GRE scores, three letters of professional recommendation, a writing sample, and a statement of professional goals to the Coordinator for Graduate Studies (GRAD 116). Applicants should first submit an application and official transcripts to the Graduate School. The applicant must be accepted by the Graduate School prior to consideration for admission into the Counseling Program. Top applicants will be invited for a personal interview with Counselor Education faculty. Completed application deadlines are September 15 for spring admission and January 15 for summer/fall admission.

Requirements for the Master of Science in Counseling Degree:

Required Core Courses

CNED 5003	Counseling and Human Development	3
CNED 5203	Foundations of the Counseling Profession	3
CNED 5213	Lifestyle & Career Development	3
CNED 5303	Individual Appraisal	3
CNED 5323	Counseling Theory	3
CNED 5333	Basic Counseling Techniques	3
CNED 5353	Psychopharmacology	3
CNED 5363	Dynamics of Group Counseling	3
CNED 5403	Diagnosis and Treatment in Counseling	3
CNED 5513	Counseling and Human Diversity	3
CNED 6023	Foundations of Marriage and Family Counseling Therapy	3
CNED 5483	Counseling Research (or equivalent) or ESRM 5013 Research Methods in Education	3
Total Hours		36

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Requirements for the Concentration in Clinical Mental Health Counseling:

The concentration in Clinical Mental Health Counseling requires 60 graduate hours including the core and the following 24 hours:

CNED 5193	Clinical Mental Health Counseling	3
-----------	-----------------------------------	---

CNED 5343	Counseling Practicum (100 clock hours in a mental health counseling setting)	3
CNED 5373	Ethical and Legal Issues in Counseling	3
CNED 5383	Crisis Intervention Counseling	3
CNED 574V	Counseling Internship (6 semester hours; 600 clock hours in a community setting)	6
CNED 6003	Theories and Foundations of Addictions	3
CNED 6133	Introduction to Play Therapy	3
	or CNED Elective	
Total Hours		24

M.S. in Counseling with Rehabilitation Counseling Concentration

Admission Requirements and Procedures for the Master of Science in Counseling Degree Program: Academic requirements include a 3.00 GPA on all undergraduate and also on any previous graduate course work. Applicants should submit a program application, GRE scores, three letters of professional recommendation, a writing sample, and a statement of professional goals to the Coordinator for Graduate Studies (GRAD 116). Applicants should first submit an application and official transcripts to the Graduate School. The applicant must be accepted by the Graduate School prior to consideration for admission into the Counseling Program. Top applicants will be invited for a personal interview with Counselor Education faculty. Completed application deadlines are September 15 for spring admission and January 15 for summer/fall admission.

Requirements for the Master of Science in Counseling Degree:

Required Core Courses

CNED 5003	Counseling and Human Development	3
CNED 5203	Foundations of the Counseling Profession	3
CNED 5213	Lifestyle & Career Development	3
CNED 5303	Individual Appraisal	3
CNED 5323	Counseling Theory	3
CNED 5333	Basic Counseling Techniques	3
CNED 5353	Psychopharmacology	3
CNED 5363	Dynamics of Group Counseling	3
CNED 5403	Diagnosis and Treatment in Counseling	3
CNED 5513	Counseling and Human Diversity	3
CNED 6023	Foundations of Marriage and Family Counseling Therapy	3
CNED 5483	Counseling Research (or equivalent)	3
	or ESRM 5013 Research Methods in Education	
Total Hours		36

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Requirements for the Concentration in Rehabilitation Counseling:

The concentration in Rehabilitation Counseling requires 60 graduate hours including the core and the following 24 hours:

CNED 5343	Counseling Practicum	3
CNED 5443	Vocational Rehabilitation Foundations	3
CNED 5453	Medical Aspects of Disability	3
CNED 5463	Rehabilitation Case Management	3
CNED 5473	Psychological Aspects of Disability	3

CNED 5583	Placement of Persons with Disabilities	3
CNED 574V	Counseling Internship	6
Total Hours		24

M.S. in Counseling with School Counseling Concentration

Admission Requirements and Procedures for the Master of Science in Counseling Degree Program: Academic requirements include a 3.00 GPA on all undergraduate and also on any previous graduate course work. Applicants should submit a program application, GRE scores, three letters of professional recommendation, a writing sample, and a statement of professional goals to the Coordinator for Graduate Studies (GRAD 116). Applicants should first submit an application and official transcripts to the Graduate School. The applicant must be accepted by the Graduate School prior to consideration for admission into the Counseling Program. Top applicants will be invited for a personal interview with Counselor Education faculty. Completed application deadlines are September 15 for spring admission and January 15 for summer/fall admission.

Requirements for the Master of Science in Counseling Degree:

Required Core Courses

CNED 5003	Counseling and Human Development	3
CNED 5203	Foundations of the Counseling Profession	3
CNED 5213	Lifestyle & Career Development	3
CNED 5303	Individual Appraisal	3
CNED 5323	Counseling Theory	3
CNED 5333	Basic Counseling Techniques	3
CNED 5353	Psychopharmacology	3
CNED 5363	Dynamics of Group Counseling	3
CNED 5403	Diagnosis and Treatment in Counseling	3
CNED 5513	Counseling and Human Diversity	3
CNED 6023	Foundations of Marriage and Family Counseling Therapy	3
CNED 5483	Counseling Research (or equivalent)	3
	or ESRM 5013 Research Methods in Education	
Total Hours		36

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Requirements for the Concentration in School Counseling:

The concentration in School Counseling requires 60 graduate hours including the core and the following 24 hours:

CNED 5223	Introduction to School Counseling	3
CNED 5313	Program Organization and Information Management	3
CNED 5343	Counseling Practicum (100 clock hours in a school counseling setting)	3
CNED 5383	Crisis Intervention Counseling	3
CNED 574V	Counseling Internship (6 semester hours; 600 clock hours in an elementary or secondary school setting)	6
CNED 6093	Counseling Children and Adolescents Through Play	3

CNED 6133	Introduction to Play Therapy	3
Total Hours		24

Ph.D. in Counselor Education

Admission Requirements and Procedures for the Doctor of

Philosophy Degree: Applicants for the doctoral program in counselor education may obtain an application packet from the counselor education Web site: <http://cned.uark.edu>.

Doctoral applicants must:

1. Have a completed master's degree in counseling or its equivalent in areas specified by the Council for Accreditation of Counseling and Related Education Programs (CACREP), and preferably one year post-master's professional counseling experience or the equivalent.
2. Apply to the Graduate School.
3. Submit official transcripts reflecting a minimum 3.5 GPA on all previous graduate work.
4. Submit official GRE scores indicating capacity for doctoral-level performance.
5. Submit three letters of recommendation indicating capacity for advanced graduate study.
6. Submit an autobiographical sketch.
7. Submit a role-play recording demonstrating counseling skills.
8. Top applicants will be invited for a formal interview with the counselor education faculty.
9. All applicants must be accepted by the Graduate School prior to consideration for admission into the Counseling Program.
10. Complete applications are due September 15 for Spring admission and January 15 for Summer/Fall admission.

Requirements for the Doctor of Philosophy Degree: Candidates for the Doctor of Philosophy in counselor education must meet the requirements for the applicable degree in the Objectives, Regulations, and Degrees section of this catalog and complete a minimum of 69 semester hours of graduate study acceptable to their doctoral advisory committee.

Counselor Education Core Courses:

CNED 6013	Advanced Counseling Theory and Methods	3
CNED 6033	Advanced Group Theory and Methods	3
CNED 6043	Supervision of Counselors	3
CNED 6223	Foundations of Counselor Education and Supervision	3
CNED 6343	Cultural Foundations and Counseling	3
CNED 6713	Advanced Counseling Practicum	3
CNED 674V	Internship (RHAB 625V Teaching Internship can count as part of the 6-12 internship hours.)	6-12
CNED 700V	Doctoral Dissertation	18

Select four of the following as a cognate:

CNED 6093	Counseling Children and Adolescents Through Play	12
CNED 6003	Theories and Foundations of Addictions	
CNED 6133	Introduction to Play Therapy	
CNED 699V	Seminar	
CNED 6243	Disability Policy in the U.S.	
CNED 6253	Advanced Psychosocial Aspects of Disability	
CNED 6233	Employment Practices and Interventions	

HIED 6013	The Professoriate: Problems and Issues	
HIED 6643	College Students in the United States (Irregular)	
HIED 6323	Design and Evaluation of College Teaching (Irregular)	
HIED 6343	Strategies for Effective College Teaching	

Research and Statistics Requirements

CNED 6073	Advanced Research in Counseling	3
or RHAB 6243	Advanced Rehabilitation Research	
ESRM 6403	Educational Statistics and Data Processing	3
ESRM 6413	Experimental Design in Education	3
ESRM 6533	Qualitative Research	3
3 credit hours of statistical elective course approved by the advisory committee		3

Cognate Requirement:

Doctoral students may choose cognate courses (total of 12 credit hours) in the areas of rehabilitation counseling, higher education, clinical counseling, or student's choice with advisory committee approval. Nine hours of courses must be at the 6000 level.

Other Requirements:

Dissertation (listed above), research and statistics (listed above).

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Doctoral Portfolio

Portfolios are developed with the guidance and approval of the doctoral advisory committee and are due at the time of the student's oral comprehensive examination.

Graduate Faculty

Blisard, Paul, Ed.D. (University of Arkansas), M.C., B.S., B.S. (Southwest Missouri State University), Clinical Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2014.

Christian, David, Ph.D., M.S. (University of North Texas), B.A. (University of Texas at Dallas), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2015.

Higgins, Kristin Kay, Ph.D., M.S. (University of Arkansas), B.A. (Vanderbilt University), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2006.

Perryman, Kristi Leann, Ph.D. (University of Arkansas), M.S., B.S. (Southwest Missouri State University), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2014.

Courses

CNED 5003. Counseling and Human Development. 3 Hours.

This course is intended to give students a broad overview of human nature/behavior through knowledge of lifespan developmental theory, personality development, modern & post-modern approaches to the study of human nature/behavior, and learning theory. Throughout the course, close attention will be given to human ecology or those social/historical/cultural/environmental forces furthering or impeding development. Prerequisite: Graduate standing.

CNED 5193. Clinical Mental Health Counseling. 3 Hours.

An introductory study of community counseling. The course content includes information concerning the educational, historical, philosophical, and psychological foundations of community counseling as well as specific traits and skills of professional community counselors. In addition, the course is designed to provide introductory level concepts and skills required for future certification and licensure as counseling professionals. Prerequisite: Graduate student status.

CNED 5203. Foundations of the Counseling Profession. 3 Hours.

A study of the counseling profession applicable to school, college and community agency settings. Introduction to the basic educational, historical, philosophical foundations of counseling as well as specific traits and skills of counselors. The course is also designed to provide beginning level concepts and skills required for certification and licensure. Prerequisite: Must be taken first year in program.

CNED 5213. Lifestyle & Career Development. 3 Hours.

Theories of career development and counseling, including the use of occupational information sources and career assessment tools and techniques. Prerequisite: CNED 5333.

CNED 5223. Introduction to School Counseling. 3 Hours.

Philosophy, organization, and practices of a counseling program in the elementary and secondary school. The school counselor's role as counselor, consultant, and coordinator, professional identity, and legal issues are included. Includes a significant focus on ethical standards and issues.

CNED 5303. Individual Appraisal. 3 Hours.

Analysis of concepts, methods, and procedures utilized in individual appraisal.

CNED 5313. Program Organization and Information Management. 3 Hours.

This course addresses needs and strategies for effective development and management of school counseling programs and guidance curriculum. Prerequisite: CNED 5223.

CNED 5323. Counseling Theory. 3 Hours.

Introductory survey and critical analysis of major alternative theoretical perspectives in counseling.

CNED 5333. Basic Counseling Techniques. 3 Hours.

Introduction to basic counseling techniques and skills common to multiple theoretical perspectives. Prerequisite: Master's students in Counseling.

CNED 5343. Counseling Practicum. 3 Hours.

Supervised counseling practice. CNED faculty consent required. Pre- or Corequisite: CNED 5303 and CNED 5363 and CNED 5373. Prerequisite: CNED 5203, CNED 5323, CNED 5333, CNED 5403.

CNED 5353. Psychopharmacology. 3 Hours.

Study of theory, research, & practice issues pertaining to psychopharmacology for non-medical practitioners. Prerequisite: CNED 5203, CNED 5323, and CNED 5333.

CNED 5363. Dynamics of Group Counseling. 3 Hours.

Therapeutic and other theoretical information is presented regarding group process and the counselor's role in that process. An experiential group experience is required. Prerequisite: CNED 5333 and CNED 5323.

CNED 5373. Ethical and Legal Issues in Counseling. 3 Hours.

Review of ethical and legal standards governing professional counselor training, research, and counseling practice; including client rights; confidentiality; the client-counselor relationship; and counseling research, training, and supervision. Prerequisite: CNED 5003 and CNED 5203.

CNED 5383. Crisis Intervention Counseling. 3 Hours.

Analysis and application of short-term counseling intervention strategies in crisis situations, with special attention to incidents involving rape, physical, or emotional abuse, divorce, suicidal depression, grief, marital or family instability, and violent conflict. Prerequisite: CNED 5333.

CNED 5403. Diagnosis and Treatment in Counseling. 3 Hours.

Procedures in case management utilizing both clinical and interview data in assisting children, adolescents, and adults in educational, vocational, personal, and social planning. Prerequisite: CNED 5303, CNED 5323 and CNED 5333.

CNED 5443. Vocational Rehabilitation Foundations. 3 Hours.

Survey of the philosophy of vocational rehabilitation, including history and legislation.

CNED 5453. Medical Aspects of Disability. 3 Hours.

Orientation to medical and medically related aspects of various disabling conditions with emphasis on the severely disabled.

CNED 5463. Rehabilitation Case Management. 3 Hours.

Counseling process in the rehabilitation setting. Focusing upon effective counseling strategies, representative cases, and effective case management methods.

CNED 5473. Psychological Aspects of Disability. 3 Hours.

Intensive study of the psychological aspects of adjustment to atypical physique and prolonged handicapping condition.

CNED 5483. Counseling Research. 3 Hours.

An in-depth examination of counseling research methodology and issues to prepare students to critically evaluate and use counseling research in their professional practice.

CNED 5493. Principles and Practices of Psychiatric Rehabilitation. 3 Hours.

The course introduces students to the principles and practices of recovery-oriented, evidence-based psychiatric rehabilitation. Through lectures, guest presentations, films, discussions, and readings, students (a) explore the clinical, psychosocial, and vocational aspects of psychiatric disabilities and (b) examine psychiatric rehabilitation principles and practices to facilitate community integration and successful employment outcomes for individuals with psychiatric disabilities.

CNED 5513. Counseling and Human Diversity. 3 Hours.

Examination of human and cultural diversity, emphasizing issues of race, class, and socioeconomic status, and how they impact our clients as individuals and as family and society members.

CNED 5523. Process and Behavioral Addictions. 3 Hours.

This course provides an overview of non-substance related addictive disorders such as technology (e.g., video games, Internet, television), gambling, eating, sex, shopping/buying and work as well as potential treatment options for these disorders.

CNED 5583. Placement of Persons with Disabilities. 3 Hours.

Focuses on placement theory and practice as they apply to persons who experience disabilities. Special attention is given to RehabMark approach.

CNED 574V. Counseling Internship. 1-9 Hour.

A 600-clock-hour field placement in an approved setting over a minimum of two continuous semesters. For students completing a counseling internship in a school setting, successful completion of a criminal background check is required before beginning internship. Pre- or Corequisite: CNED 5213. Prerequisite: CNED 5203, CNED 5303, CNED 5323, CNED 5333, CNED 5343, CNED 5363, CNED 5373, CNED 5403, CNED 5513. CNED faculty consent required. May be repeated for up to 6 hours of degree credit.

CNED 599V. Seminar. 1-6 Hour.

Seminar. May be repeated for up to 6 hours of degree credit.

CNED 6003. Theories and Foundations of Addictions. 3 Hours.

A study of behavioral and substance additions, including an overview of differential treatment. Prerequisite: CNED 5323 and CNED 5333, and admission to the CNED masters or doctoral program or departmental consent.

CNED 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

CNED 6013. Advanced Counseling Theory and Methods. 3 Hours.

Critical analysis of major theoretical perspectives in counseling, including both group and individual counseling strategies for dealing with affective, cognitive, and behavioral dysfunction. Prerequisite: CNED doctoral standing or permission.

CNED 6023. Foundations of Marriage and Family Counseling Therapy. 3 Hours.

Comprehensive exploration of the current theories/techniques of marriage, family and couples counseling. Prerequisite: CNED 5323 and CNED 5333 and CNED doctoral or masters standing or permission.

CNED 6033. Advanced Group Theory and Methods. 3 Hours.

Comparative study of theories and processes of group counseling. Includes supervised experience in group facilitation with video recording and playback. Prerequisite: CNED 5363 or equivalent and CNED doctoral or masters standing or permission.

CNED 6043. Supervision of Counselors. 3 Hours.

Analysis, assessment, and practical application of counselor supervision techniques in treatment and training programs. Prerequisite: CNED doctoral standing and CNED faculty consent.

CNED 605V. Independent Study. 1-18 Hour.

Independent study. May be repeated for up to 18 hours of degree credit.

CNED 6073. Advanced Research in Counseling. 3 Hours.

This course involves acquiring a knowledge and understanding of the use of research in counseling and the development of new research in the counseling profession that has heuristic value. Prerequisite: Graduate standing.

CNED 6083. Consultation Theory and Methods. 3 Hours.

Strategies, practical application, and techniques for effective consultation with parents, teachers, and community agencies. Prerequisite: CNED 5333 (preferred) CNED doctoral or masters standing or permission.

CNED 6093. Counseling Children and Adolescents Through Play. 3 Hours.

Introduction to counseling children and adolescents through play; including the process, theories, techniques, and materials applicable to children and adolescents in a pluralistic society. Prerequisite: CNED 5323 and CNED 5333 and CNED doctoral or masters standing or permission.

CNED 6113. Theory to Practice: Working with Co-occurring Disorders. 3 Hours.

This course is designed to demonstrate the application of theory to practice in the treatment of co-occurring disorders. Specifically, it is intended to carefully review current research and literature on counseling individuals presenting with both a substance abuse disorder and mental-emotional challenges. Pre- or Corequisite: CNED 6003. Prerequisite: Graduate or license eligible.

CNED 6123. Clinical Applications of Marriage and Family Counseling and Therapy. 3 Hours.

Advanced clinical methodology appropriate for family counseling, marriage counseling, and couples counseling(in all settings), with emphasis on solution-focused systems, Satir model and psychoeducational family work in schools. Includes supervision of clinical experience in marriage, family and couples counseling, video recording and school/community outreach. Prerequisite: CNED doctoral standing or permission.

CNED 6133. Introduction to Play Therapy. 3 Hours.

This course is an introduction to the basic concepts of child-centered play therapy (CCPT). Students will learn the conceptual framework of child-centered play therapy, as well as the attitudes and skills necessary to establish and maintain facilitative relationships with children that encourage their self-expression and facilitate change. Prerequisite: CNED 5323 and CNED 5333 and CNED doctoral or masters standing or consent.

CNED 6223. Foundations of Counselor Education and Supervision. 3 Hours.

This course is designed to enhance the professional development and acculturation of doctoral students in order to facilitate their success in professional leadership roles of counselor education, supervision, counseling practice, and research competencies. Prerequisite: CNED Doctoral status or permission.

CNED 6233. Employment Practices and Interventions. 3 Hours.

An intensive study of the employment experiences of workers with disabilities with emphasis on disincentives and barriers to employment and interventions to enable people with disabilities to participate in employment. Prerequisite: RHAB 5493 or equivalent.

CNED 6243. Disability Policy in the U.S.. 3 Hours.

An analysis of public policy approaches to disability in the U.S. Examines the political and philosophical origins of disability policy; reviews major disability legislation and its effects on policy stakeholders; describes recent initiatives; and analyzes evolution of disability policy within context of changing societal, economic, and political conditions.

This course is cross-listed with PLSC 5233, RHAB 6203.

CNED 6253. Advanced Psychosocial Aspects of Disability. 3 Hours.

A theoretical and applied study of techniques that enable people to cope with 2 major life events: disability and unemployment.

CNED 6343. Cultural Foundations and Counseling. 3 Hours.

To gain learning experiences in pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning. To identify current multicultural issues as they relate to social change theories, ethical and legal considerations, disability, gender, sexuality, social justice, and advocacy models. Prerequisite: CNED or RHAB Doctoral Standing or Permission.

CNED 6413. Advanced Individual Appraisal. 3 Hours.

To provide advanced knowledge and experience with those psychoeducational instruments and procedures used in conducting school related assessment. Prerequisite: CNED 5303 or equivalent and CNED doctoral standing or permission.

CNED 6713. Advanced Counseling Practicum. 3 Hours.

Supervised counseling practice. A 100-clock hour approved practical counseling experience. Prerequisite: CNED doctoral standing and permission of CNED faculty and Clinical Coordinator. May be repeated for up to 3 hours of degree credit.

CNED 674V. Internship. 1-18 Hour.

Supervised field placement (Clinical/Instructorship/Supervision/Research). Prerequisite: CNED doctoral standing, CNED faculty consent and CNED Clinical Coordinator consent. May be repeated for up to 18 hours of degree credit.

CNED 699V. Seminar. 1-18 Hour.

Seminar. Prerequisite: CNED Doctoral standing or permission. May be repeated for up to 18 hours of degree credit.

CNED 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy and consent. May be repeated for degree credit.

Creative Writing (CRWR)

Dorothy Stephens
Department Chair of English
333 Kimpel Hall
479-575-4301

Davis McCombs
Director
333 Kimpel Hall
479-575-4301
Email: dmccomb@uark.edu

<http://mfa.uark.edu>

Degree Conferred:
M.F.A. (CRWR)

Program Description: The Master of Fine Arts program in Creative Writing offers degree tracks in poetry, fiction, and literary translation as well as the option of a focused study in rhetoric and composition.

The program's 60-hour curriculum enhances the workshop experience with coursework in craft and literary studies so that students develop their own creative voices alongside a deep understanding of the great writers and works that have come before them. The program's small class sizes and dedicated faculty — award-winning writers themselves — guarantee that students receive hands-on attention through their four years of study.

M.F.A. in Creative Writing

Requirements for the Master of Fine Arts Degree in Creative Writing: The program leading to the degree of Master of Fine Arts in Creative Writing provides graduate-level training in creative writing and in the study of literature.

Required Courses: 60 hours are required for the M.F.A. degree.

1. Required Writing and Craft Courses
 - a. Writing Workshop (15 to 24 semester hours)
 - b. Craft of Fiction, Poetry, or Translation (9 hours total: 6 hours in student's primary genre; 3 hours in second genre)
 - c. Modern/Contemporary Fiction and Poetry (9 hours total; 6 hours in student's primary genre; 3 hours in second genre)
2. Other Advanced Courses (4000-level or higher): 18-30 hours of literature or approved courses, at least 3 hours of which must be a course that focuses on literature written prior to 1900 and 3 hours of which must be a literature course that emphasizes cultural diversity.
3. Thesis Advising: 6 hours.

Thesis: An M.F.A. thesis may be a collection of poems or stories or a novel. For students whose primary genre is Translation, the thesis will consist of a significant body of work (i.e., poems, stories, or a novel) translated from the original language into English. The thesis should be of the quality of those works currently published by national magazines, by literary journals, and by legitimate book publishers.

Final Examination: Each M.F.A. candidate must pass a one-hour oral examination and defense of the thesis. Awarding of the M.F.A. degree requires approval of the faculty committee.

Grade Requirement: Per Graduate School policy, M.F.A. candidates must present a minimum cumulative grade-point average of 2.85 on all graduate courses required for the degree in order to earn the M.F.A. Failing to earn such an average on the minimum number of hours, the student is permitted to present up to six additional course (not thesis) hours of graduate credit in order to accumulate a grade-point average of 2.85. In the computation of grade point, all courses pursued at this institution for graduate credit (including any repeated courses) shall be considered. Students who repeat a course in an endeavor to raise their grade must count the repetition toward the maximum of six additional hours. If a student encounters academic difficulty after having already completed six credit hours for the degree beyond the minimum degree requirements, no additional hours may be taken. Please note that the Graduate School calculates grade-point average on all graduate-level coursework displayed on the transcript.

All students working toward the degree will plan their specific programs in consultation with their advisers. All degree requirements must be completed within six consecutive calendar years from the date of first enrollment.

Find out more about the program at the Creative Writing website. (<http://mfa.uark.edu>)

Focused Study in Rhetoric and Composition

Students earning the Master of Fine Arts in Creative Writing may choose Rhetoric and Composition as a field of focused study. Students who choose this option are required to do the following:

1. Take ENGL 5003 Composition Pedagogy; ENGL 5973 Advanced Studies in Rhetoric and Composition or ENGL 6973 Seminar in Rhetoric and Composition; and an additional graduate-level course in Rhetoric and Composition approved by the Director of Composition.
2. Teach five of the following writing courses offered by the English Department:
 - Any two courses from Category A
 - Any two courses from Category B
 - And any additional course from A, B or C

Category A
ENGL 0002, ENGL 0013, ENGL 1013, ENGL 1023, ENGL 1023 (Special Topics)

Category B
ENGL 2003, ENGL 1023, ENGL 1033, ENGL 3053

Category C
ENGL 2013, ENGL 2023, ENGL 3013
3. Earn 10 professional development points from the Program in Rhetoric and Composition by engaging in any combination of the following activities:
 - Presenting research at any Rhetoric and Composition conference (three points)
 - Organizing or leading a PRC workshop (two points)
 - Participating in a PRC workshop (one point)
 - Coordinating a PRC course or project (three points)

Graduate Faculty

Brock, Geoffrey Arthur, Ph.D. (University of Pennsylvania), M.F.A. (University of Florida), M.A. (University of Pennsylvania), B.A. (Florida State University), Professor, Department of English, 2005.

Davis, Geoffrey, Ph.D., M.F.A., M.A. (Penn State University), B.A. (Oregon State University), Assistant Professor, Department of English, 2014.

DuVal, John Tabb, Ph.D., M.F.A., M.A. (University of Arkansas), M.A. (University of Pennsylvania), A.B. (Franklin and Marshall College), Professor, Department of English, 1982.

Gilchrist, Ellen Louise, B.A. (Millsaps College), Clinical Professor, Department of English, 2002.

Heffernan, Michael Joseph, Ph.D., M.A. (University of Massachusetts), A.B. (University of Detroit), Professor, Department of English, 1986.

Jensen, Toni, Ph.D. (Texas Tech University), M.A., B.A. (University of South Dakota), Assistant Professor, Department of English, 2014.

McCombs, Davis, M.F.A. (University of Virginia), A.B. (Harvard), Associate Professor, Department of English, 2002.

Viswanathan, Padma, M.F.A. (University of Arizona), M.A. (Johns Hopkins University), B.A. (University of Alberta), Assistant Professor, Department of English, 2010.

Crop, Soil and Environmental Sciences (CSES)

Robert Bacon
 Department Head
 115 Plant Sciences Building
 479-575-2354
 Email: drkidd@uark.edu (raamstr@uark.edu)

Crop, Soil and Environmental Sciences Website (<http://cses.uark.edu>)

Degrees Conferred:

M.S., Ph.D. (CSES)

Areas of Study: Crop sciences, soil sciences, and environmental sciences. Areas of specialization within these concentrations include plant breeding and genetics, biotechnology, water quality, environmental science, crop physiology, crop production, weed science, pesticide residue, seed technology, soil chemistry, soil classification, soil fertility, soil microbiology, and soil physics.

Primary Areas of Faculty Research: Environmental, soil, and water science (bioremediation, soil and water quality, microbial ecology, nutrient management, natural resource management using GIS); plant sciences (plant breeding and genetics, plant biotechnology, plant physiology, weed science), and agronomic production science.

Prerequisites to Degree Programs: While extensive undergraduate training in agriculture and physical and biological science is desirable, no specific prerequisites are required. Deficiencies in undergraduate major or prerequisites for advanced courses may be included in the student's program.

M.S. in Crop, Soil and Environmental Science

Requirements for the Master of Science Degree:

Thesis option: Minimum of 24 semester hours of course work as outlined by the student's graduate advisory committee plus six semester hours of thesis credit. The student will be given an oral examination after the thesis is completed.

Non-Thesis M.S. option: Some students wishing to obtain an M.S. degree may be better served by a program that emphasizes additional course work in the environmental and crop sciences rather than the research thesis program. Students must be approved by the department's Graduate Committee for admission into the non-thesis option before developing a program of study in concert with the student's major adviser and his/her graduate advisory committee. A minimum of 33 hours of graduate-level course work is required, including a graduate statistics class, a communication course, preferably CSES 5103 Scientific Presentations, a 3-hour research experience taken as CSES 502V Special Problems Research, that requires the student to demonstrate scientific thinking, synthesizing, and writing skills, a minimum of 9 hours of graduate courses at the 5000 level or higher in the plant, soil, or other relevant sciences in addition to the communication (CSES 5103) and Special Problems Research (CSES 502V) courses, and an exit seminar.

The student will interact with his/her major adviser and graduate advisory committee in completing the agreed-upon course of study and must pass an oral and a written examination given by the advisory committee over all course work completed for the degree.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Crop, Soil and Environmental Science

Requirements for the Doctor of Philosophy Degree: After a student has been admitted to the Graduate School and accepted by the department as being qualified for advanced work, the student is assigned to a major adviser. The major adviser will, in consultation with the department head, select a graduate committee. This committee will serve both in an advisory capacity for the student's program and as the dissertation and examination committee. The student's graduate advisory committee will determine the number of hours of course work to be completed for the degree.

The student must take candidacy examinations (prelims) in at least five fields of study after completing approximately two years of graduate study and at least one year before completing all other requirements. Preliminary examinations must be written and oral. Further details regarding requirements for the Doctor of Philosophy degree are available in the department office.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

B

Bacon, Robert Keith, Ph.D. (Purdue University), M.S., B.S.A., (University of Arkansas), Professor, 1984.

Barber, Thomas, Ph.D., M.S., B.S. (University of Arkansas), Professor, 2007.

Bartlett, Andrew, Ph.D., M.S. (University of Georgia), M.S. (College of Charleston), B.S. (Coastal Carolina University), Clinical Assistant Professor, 2016.

Bourland, Fred, Ph.D. (Texas A&M University), M.S., B.S.A. (University of Arkansas), Professor, 1988.

Brye, Kristofor R., Ph.D., M.S. (University of Wisconsin-Madison), B.S. (University of Wisconsin-Stevens Point), Professor, 2001.

Burgos, Nilda Roma, Ph.D., M.S. (University of Arkansas), B.S. (Visayas State College of Agriculture-Philippines), Professor, 1998.

C

Counce, Paul Allen, Ph.D. (University of Georgia), M.S. (Purdue University), B.S. (University of Tennessee-Martin), Professor, 1983.

D

Daniels, Michael B., Ph.D., M.S. (University of Arkansas), B.S. (Pennsylvania State University), Professor, 1996.

E

Espinoza, Leonel A., Ph.D., M.S. (University of Florida), B.S. (Iowa State University), Associate Professor, 2003.

G

Gbur, Edward E., Ph.D., M.S. (The Ohio State University), B.S. (Saint Francis University), Professor, 1987.

H

Hardke, Jarrod T., Ph.D. (Louisiana State University), B.S.A. (University of Arkansas), Associate Professor, 2013.

K

Kelley, Jason, Ph.D., M.S. (Oklahoma State University), B.S. (Kansas State University), Associate Professor, 2003.

M

Mason, Richard Esten, Ph.D., B.A. (Texas A&M University), Associate Professor, 2010.

Mauromoustakos, Andy, Ph.D., M.S. (Oklahoma State University), B.S. (Oral Roberts University), Professor, 1989.

Miller, David M., Ph.D. (University of Georgia), M.S., B.S. (Purdue University), Professor, 1988.

Moldenhauer, Karen Ann-Kuenzel, Ph.D. (Iowa State University), M.S. (North Carolina State University), B.S. (Iowa State University), Professor, 1982.

Mozaffari, Morteza, Ph.D. (University of Delaware), M.S., B.S. (University of Massachusetts), Assistant Professor, 2002.

N

Norman, Richard J., Ph.D. (University of Illinois-Urbana-Champaign), M.S., B.S. (University of Missouri), Professor, 1983.

Norsworthy, Jason Keith, Ph.D., M.S. (University of Arkansas), B.S. (Louisiana Tech University), Professor, 2006.

P

Pereira, Andy, Ph.D. (Iowa State University), M.S. (Indian Agricultural Research Institute, India), B.Sc.Ag. (Govind Ballabh Pant University of Agriculture and Technology, India), Professor, 2011.

Purcell, Larry C., Ph.D. (University of Florida), M.S., B.S. (University of Georgia), Distinguished Professor, 1993.

R

Roberts, Trenton L., Ph.D. (University of Arkansas), M.S. (University of Arizona), B.S. (Oklahoma State University), Associate Professor, 2010.

Robertson, Bill, Ph.D., M.S. (Texas A&M University), B.S. (West Texas State University), Professor, 2014.

Ross, Jeremy, Ph.D, M.S., B.S. (University of Arkansas), Professor, 1996.

S

Savin, Mary Cathleen, Ph.D., M.S. (University of Rhode Island), B.S. (University of Notre Dame), Professor, 2002.

Scott, Robert C., Ph.D. (Mississippi State University), M.S., B.S. (Oklahoma State University), Professor, 2002.

Sha, Xueyan, Ph.D. (Louisiana State University), Professor, 2012.

Shakiba, Ehsan, Ph.D., M.S. (University of Arkansas), M.S., B.S. (Azad University, Iran), Assistant Professor, 2015.

Sharpley, Andrew N., Ph.D. (Massey University, New Zealand), B.S. (University College of North Wales), Distinguished Professor, 2006.

Skinner, Jerral V., Ph.D. (University of Arkansas), Lecturer, 1990.

Slaton, Nathan A., Ph.D., M.S. (University of Arkansas), B.S. (Murray State University), Professor, 2001.

Srivastava, Vibha, Ph.D. (Jawaharlal Nehru University, New Delhi), M.S. (Govind Ballabh Pant University of Agriculture and Technology), B.S. (D.E.I. University), Professor, 2001.

W

Willett, Cammy, Ph.D., M.S. (University of Missouri), B.S. (Evangel University), Assistant Professor, 2016.

Wilson, Charles E., Ph.D., M.S. (University of Arkansas), B.S. (Arkansas State University), Professor, 2011.

Wood, Lisa S., Ph.D., M.S., B.S. (University of Arkansas), Clinical Assistant Professor, 2012.

Courses**CSES 5001. Weed Science Practicum. 1 Hour.**

Training for membership on weed team, through participation. Prerequisite: Graduate standing.

CSES 5013. Crop Physiology. 3 Hours.

Understanding and quantitative measurement of physiological processes, plant responses, and environmental parameters in relation to the production of crops. Prerequisite: BIOL 4303.

CSES 5023. Physiology of Herbicide and Plant Interaction. 3 Hours.

The reproduction, growth, and development of weeds and the ecological factors affecting these processes; development and mechanisms of herbicide resistance, flow of herbicide-resistance genes; and development of herbicide-resistant crops. Corequisite: Lab component. Prerequisite: CSES 4143 or CSES 5143 (formerly CSES 4143) and (BIOL 4303 or CHEM 5813).

CSES 502V. Special Problems Research. 1-6 Hour.

Original investigations on assigned problems in agronomy. Prerequisite: Graduate standing.

CSES 5033. Advanced Soil Fertility and Plant Nutrition. 3 Hours.

Study of water uptake, ion absorption, translocation and metabolism in higher plants. Lecture 3 hours per week. Prerequisite: BIOL 4303 and CHEM 2613 and CHEM 2611L.

CSES 504V. Special Topics. 1-4 Hour.

Topics not covered in other courses or a more intensive study of specific topics in agronomy. Prerequisite: Graduate standing. May be repeated for degree credit.

CSES 5053. Scientific Writing. 3 Hours.

Open to graduate students, especially those in agricultural and life sciences. The course will cover searching the scientific literature, writing theses, proposals, journal articles, and other scientific documents. Emphasis on style and techniques used in scientific publication. Lecture and workshop 3 hours per week. Prerequisite: Graduate standing.

CSES 5073. Advanced Crop Science. 3 Hours.

Fundamental concepts of crop physiology, crop improvement, seed science, and crop production systems. Recitation 3 hours per week. Graduate degree credit will not be given for both CSES 4013 and CSES 5073.

CSES 5093. Plant Breeding. 3 Hours.

(Formerly CSES 4103.) Basic principles involved in plant breeding programs to improve crop plants and seed programs. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both CSES 4103 and CSES 5093. Corequisite: Lab component. Prerequisite: ANSC 3123 or BIOL 2323.

CSES 5103. Scientific Presentations. 3 Hours.

Experience in procedures required for professional presentations of scientific papers, seminars, posters; and research findings at meetings in conferences, and with discussion groups. Instruction in organization of materials, visual aids, and good speaking habits. Lecture 3 hours per week. Prerequisite: Graduate standing.

CSES 5114. Soil Fertility. 4 Hours.

Study of the soil's chemical, biological and physical properties, and human modification of these properties, as they influence the uptake and utilization of the essential nutrients by plants. Lecture 3 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both CSES 4224 and CSES 5114. Corequisite: Lab component.

CSES 5133. Ecology and Morphology of Weedy and Invasive Plants. 3 Hours.

(Formerly CSES 4133.) Study of weeds as economic pests occurring in both agricultural and nonagricultural situations and including poisonous plants and other specific weed problems. Gross morphological plant family characteristics which aid identification, habitat of growth and distribution, ecology, competition, and allelopathy are discussed. Lecture 2 hours, laboratory 2 hours a week. Graduate degree credit will not be given for both CSES 4133 and CSES 5133. Corequisite: Lab component. Prerequisite: CSES 2103 or HORT 2003.

CSES 5143. Principles of Weed Control. 3 Hours.

(Formerly CSES 4143.) Advanced concepts and technology used in modern weed control practices and study of the chemistry and specific activity of herbicides in current usage. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both CSES 4143 and CSES 5143. Corequisite: Lab component. Prerequisite: CHEM 1073 and CHEM 1071L.

CSES 5214. Analytical Research Techniques in Agronomy. 4 Hours.

Preparation and analysis of plant and soil samples utilizing spectrophotometry, isotopes, and chromatographic separation methods. Additionally, measurements are made of photosyntheses, respiration, water relationships, light, and temperatures in whole plants. Lecture 2 hours, laboratory 4 hours per week. Corequisite: Lab component. Prerequisite: BIOL 4303 and CHEM 2613 and CHEM 2611L.

CSES 5224. Soil Physics. 4 Hours.

Physical properties of soils and their relation to other soil properties, growth of plants and transport of water, oxygen, heat, and solutes such as pesticides and plant nutrients. Lecture 3 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CSES 2203 and MATH 1203.

CSES 5233. Plant Genetic Engineering. 3 Hours.

Topics will be covered in the field of in vitro plant biology, transgene genetics and crop genetic engineering. Concepts and applications of transgenic plant technology will be discussed, with the emphasis on the strategies for crop improvement and gene discovery. Lecture 3 hours.

CSES 5253. Soil Classification and Genesis. 3 Hours.

(Formerly CSES 4253.) Lecture and field evaluation of soil properties and their relation to soil genesis and soil classification with emphasis on soils of Arkansas. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both CSES 4253 and CSES 5253. Corequisite: Lab component. Prerequisite: CSES 2203 and CSES 2201L.

CSES 5264. Microbial Ecology. 4 Hours.

A study of the microorganisms in soil and the biochemical processes for which they are responsible. Lecture 3 hours, laboratory 3 hours per week. Additional suggested prerequisites are BIOL 2013, CSES 2203, and ENSC 3003. Corequisite: Lab component. Prerequisite: BIOL 1543 and BIOL 3863 or ENSC 3223.

CSES 5303. Bioenergy Feedstock Production. 3 Hours.

(Formerly CSES 4303.) Overview of production and characteristics of cultivated crops, perennial grasses, and woody species as feedstocks for bioenergy. Fundamentals of plant growth factors, culture, harvest and storage, quality and improvement, and introduction to environmental impact, modeling, and resource utilization. Graduate degree credit will not be given for both CSES 4303 and CSES 5303. Prerequisite: MATH 1203 and BIOL 1543 or CSES 1203.

CSES 5313. Crop Simulation Models in Research, Management and Policy. 3 Hours.

The basics of theory and practice of crop simulation models and their applications in crop research and management, and cropping systems planning and policy. Prerequisite: MATH 1203 and BIOL 1543 or CSES 1203 or consent of instructor. Courses in introductory chemistry and plant physiology are preferred.

CSES 5323. Soil/Water Quality in Bioenergy Feedstock Production Systems. 3 Hours.

Examine concepts of soil and water quality in relation to bioenergy feedstock production, explore research related to biomass removal and by-product addition to soils, and examine the potential effects of proposed feedstock production systems on soil and water quality. Prerequisite: MATH 1203 and CSES 2203 or equivalent or consent of instructor, and CSES 4303 or CSES 5303 (formerly CSES 4303) preferred.

CSES 5453. Soil Chemistry. 3 Hours.

Application of the principles of chemistry to processes of agronomic and environmental importance in soils. Soil clay mineralogy, soil solution thermodynamics, structure and reactivity of humus, surface complexation and ion exchange, electro-chemical phenomena, and colloidal stability. Prerequisite: CSES 2203 and CHEM 1123 and CHEM 1121L.

CSES 5533. Wetland Soils. 3 Hours.

(Formerly CSES 4553.) This course explains the chemical, physical, and morphological characteristics of wetland soils and describes the techniques for identifying wetland soils using field indicators and monitoring equipment. This course also explains principles of wetland creation, restoration, and mitigation - all key components in assuring the sustainability of valuable wetland resources. Graduate degree credit will not be given for both CSES 4553 and CSES 5533. Prerequisite: CSES 2203 and CSES 2201L or CSES 355V.

CSES 5543. Plant Genomics. 3 Hours.

Plant genetics based on the study of whole genome sequence, transcriptome and proteome. Provides an overview of the principles and techniques of experimental and in silico genomics. Covers all areas of genome research including structural, comparative and functional genomics as well as proteomics. Prerequisite: CHEM 5843 or any graduate level genetics course.

CSES 5553. Forage-Ruminant Relations. 3 Hours.

Advanced chemical, physical, and botanical characteristics of forage plants, the dynamics of grazing, intake and digestion, and techniques of measuring forage utilization and systems analysis at the plant-animal interface. CSES 1203 recommended. Corequisite: Lab component. Prerequisite: ANSC 3143. This course is cross-listed with ANSC 5553.

CSES 5653. Fate and Transport of Organic Contaminants. 3 Hours.

Fate and Transport of Organic Contaminants will present an overview of the transformation and transport processes that influence the environmental fate of organic contaminants, with an emphasis on agricultural pesticides. Biotic and abiotic factors influencing the movement and behavior of organic contaminants in soil and water will be covered extensively, with an emphasis on chemical mechanisms. Prerequisite: CHEM 1123 and CHEM 1121L and CSES 2203, or instructor consent.

CSES 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

CSES 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Curriculum and Instruction (CIED)

Cheryl Murphy
Department Head
216 Peabody Hall
479-575-4209
Email: cmurphy@uark.edu

Jason Endacott
Graduate Coordinator
118 Peabody Hall
479-575-2657
Email: jendacot@uark.edu

Department of Curriculum and Instruction website (<http://cied.uark.edu>)

Degrees Conferred:

M.A.T. in Elementary Education (p. 154) (ELED)
M.A.T. in Teacher Education (p. 317) (EDUC)
M.Ed. in Curriculum and Instruction (CIED)
M.Ed. in Career and Technical Education (p. 83) (CATE)

M.Ed. in Educational Leadership (p. 144) (EDLE)
 M.Ed. in Educational Technology (p. 147) (ETEC)
 M.Ed. in Special Education (p. 306) (SPED)
 M.Ed. in Teaching English to Speakers of Other Languages (p. 320) (TESL)
 Ed.S. in Curriculum and Instruction (CIED)
 Ed.S. in Educational Leadership (p. 144) (EDLE)
 Ed.D. in Educational Leadership (p. 144) (EDLE)
 Ph.D. in Curriculum and Instruction (CIED)

Graduate Certificates Offered (non-degree):

Applied Behavior Analysis (p. 306) (APBA)
 Arkansas Curriculum/Program Administrator (p. 144) (ACPA)
 Autism Spectrum Disorders (p. 306) (AUTS)
 Building-Level Administration (p. 144) (PSBL)
 District-Level Administration (p. 144) (PSDL)
 STEM Education for Early Childhood (p. 344) (K-4) (STEM)

Additional Licensing Programs (ALP)

Middle-Level Education
 Special Education (P-Grade 4)
 Special Education (Grades 4-12)

Program Description: Graduate programs in the Department of Curriculum and Instruction focus upon advanced preparation of practitioners who may serve in a variety of roles in K-12 schools, higher education, business, industry and clinical settings. Degrees and certificate programs focus on providing initial and/or additional licensure for teaching and educational leadership in K-12 schools. In addition doctoral degrees prepare practitioners for research, teaching and service roles in public education and/or higher education or positions with state, federal or community educational organizations.

Primary Areas of Faculty Research: The research areas of faculty vary widely based upon their area of expertise. Individual lines of inquiry range from a focus upon K-20 student, teacher, administrator and practitioner preparation and effectiveness, to content specific inquiry within the various sub-disciplines. Additional research areas cross disciplines with a focus on clinical applications and therapeutic interventions as well.

M.Ed. in Curriculum and Instruction

The M.Ed. in Curriculum and Instruction provides additional preparation for individuals who currently hold teaching credentials or for those who wish to further their professional development in specific content area or education-related field.

Admission to the Master's Degree: Students must apply to the UA Graduate School before consideration for admission. In addition to those requirements, students must provide two letters of recommendation and a personal statement. This statement should discuss their reasons for pursuing the degree as well as a discussion of an area of curricular interest, which will be the focus of their program of study. Students should have at least two years of experience in an education related field before beginning the M.Ed. program.

Requirements for the Master of Education Degree (33 hours):

Required Courses

Research Tools and Foundations (9 credits)

Choose one of the following:

CIED 5013	Measurement, Research and Statistical Concepts in the Schools
CIED 5273	Research in Curriculum and Instruction

CIED 5983	Practicum in Curriculum & Instruction
-----------	---------------------------------------

Choose one of the following:

ESRM 5393	Statistics in Education and Health Professions
ESRM 6533	Qualitative Research

Psycho-Sociological Foundations (6 credits)

CIED 5053	Multicultural Issues in Elementary Education	3
-----------	--	---

And one of the following:

EDFD 5373	Psychological Foundations of Teaching and Learning	3
EDFD 5673	Principles of Motivation	
CIED 5303	Adolescence and Learning	

Pedagogical Foundations (6 credits)

CIED 5623	The School Curriculum	3
ETEC 5303	Learning with Computers in K-12 Classrooms	3
CATE 5543	Technology for Teaching and Learning	3

Interest Areas (All M.Ed. students must choose an interest area)(9 hours minimum)

Elementary Education

Select four of the following:

CIED 5173	Literacy Assessment and Intervention
CIED 5493	Teaching Social Studies
CIED 5533	Teaching Language Arts
CIED 5853	Issues in Mathematics Education
CIED 6343	Advanced Science Teaching Methods

Gifted Education (9 hours basic program or 18 hours with endorsement)

CIED 6073	Seminar in Developing Creativity	3
CIED 6143	Differentiated Instruction for Academically Diverse Learners	3
CIED 6163	Social and Emotional Components of Gifted and Talented Students	3

Note: Individuals with a valid teaching certificate may take the following three additional courses in this area to earn an endorsement in Gifted and Talented Education. Please see adviser regarding this option.

CIED 5803	Nature and Needs of the Gifted and Talented
CIED 5813	Curriculum Development in Gifted and Talented
CIED 5823	Gifted and Talented (Structured) Practicum

TESOL (9 hours basic or 12 hours with endorsement)

Choose three of the following:

CIED 5923	Second Language Acquisition	3
CIED 5933	Second Language Methodologies	3
CIED 5943	Teaching People of Other Cultures	3
CIED 5953	Second Language Assessment	3

Note: Individuals with a valid teaching certificate may take all four classes listed and earn an endorsement in English as a Second Language (ESL). Please see adviser regarding this option.

English Education

CIED 5843	Representations of American Education in Film	3
CIED 5983	Practicum in Curriculum & Instruction (Adolescent Literature)	3
ENGL 5973	Advanced Studies in Rhetoric and Composition	3

CIED 599V	Special Topics (Issues and Trends in Literacy Education)	1-18
Science Education		
CIED 6313	Issues, History, and Rationale of Science Education	3
CIED 6333	Nature of Science: Philosophy of Science for Science Educators	3
CIED 6343	Advanced Science Teaching Methods	3
Social Studies Education		
CIED 5493	Teaching Social Studies	3
CIED 567V	Teaching Foreign Cultures in Social Studies Curricula	1-6
CIED 5863	Teaching Global Issues	3
Integrated STEM Education		
STEM 4033	Introduction to STEM Education	3
STEM 5023	Creativity and Innovation in STEM	3
STEM 5203	Problem-Based Mathematics	3
STEM 5213	Teaching Problem-Based Science in the Elementary Grades	3

Research Requirement for the M.Ed. Degree: Students are not required to complete a formal master's thesis but will take a class (such as CIED 5013 or CIED 5273) that provides an introduction to education research and then design and carry out an action research project in CIED 5983 Practicum in Curriculum & Instruction. Following this two-course sequence, students will defend their project as the comprehensive exam for the degree. This project will be assessed by a faculty panel which will include the adviser for the student's program and two other M.Ed. faculty members.

For students who have the experience and desire necessary to complete a formal thesis, this option exists. In such cases, students will form an advisory committee and then propose, write, and defend a thesis project. The successful defense of the thesis will represent the comprehensive exam for the M.Ed. degree. Students who choose the thesis option are not required to complete CIED 5013 or CIED 5273 or CIED 5983, but must take six hours of master's thesis credit (CIED 600V) in place of these two courses.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ed.S. in Curriculum and Instruction

Admission to the Program: Students who wish to become candidates for the degree of Educational Specialist in Curriculum and Instruction are expected to first complete work equivalent to a master's degree as determined by program faculty. In addition they must apply to be admitted to the Graduate School as well as be accepted into the program by the Department of Curriculum and Instruction. As part of the application process, the applicant will be asked to provide a brief narrative consisting of an overview of previous work and educational experiences, future goals and indicating the content interest area in which he or she will pursue. This information is used to match each student with an advisor with expertise in their desired area. Some content areas are offered fully online, while others require some or all of the coursework to be completed on campus.

Program Requirements. The program of study for the Ed.S. in Curriculum and Instruction consists of a minimum of 33 semester hours of graduate work beyond the master's degree. This consists of a required

9 semester hours of Curriculum and Instruction Core; 9 semester hours of Research Core and requirements for the students designated content area of interest (12-18 semester hours). Each student is also required to complete a 3 semester hour Ed.S. Project which is an investigation or inquiry of the students own design which demonstrates their capacity to design, implement and evaluate an intervention independently. A grade-point average of 3.25 is required for the Educational Specialist degree program on all graduate hours completed.

Students should also be aware of Graduate School requirements with regard to specialist degrees (p. 438).

Ph.D. in Curriculum and Instruction

Admission to the Doctoral Degree program: The Ph.D. in Curriculum and Instruction is a post master's degree that focuses upon the development of theoretical knowledge, research skills and the application of research in guiding investigations and improving practice. This degree provides advanced study and preparation for individuals who wish to pursue roles as higher education professors and/or researchers and/or serve in a leadership role in a variety of educational/clinical settings.

Students are to first gain admission to the Graduate School and then into the program through departmental application. As part of the departmental application process, the applicant is to provide; three letters of recommendation, a brief narrative including an overview of previous experience and future goals, a professional writing sample, curriculum vita, and indicate the content interest area in which he or she will pursue.

For consideration for admission, applicants must have completed a master's degree in a related field with a cumulative grade point of 3.5 or above on all prior graduate courses; have acceptable scores on the Graduate Record Examination completed with the last five years; and provide documentation of at least three year of field related experience.

Prerequisites to the Doctor of Philosophy Degree Program:

Applicants for the degree of Doctor of Philosophy must meet the following requirements in addition to the applicable requirements of the University prior to admission to the degree program:

1. Have a minimum grade-point average of 3.50 on all prior graduate courses.
2. Have a master's degree with a minimum of 33 semester hours in a related area.
3. Present Graduate Record Examinations scores of approximately 149 on the quantitative section, 151 on the verbal section, and an appropriate score on the writing portion completed no more than five years prior to the date of application.
4. Have completed a minimum of three years full-time professional teaching experience or equivalent employment experiences prior to the application to the doctoral program.
5. Demonstrate career goals and research areas that can be satisfied by the skills and interests of members of the CIED faculty which include but are not limited to instructional technology, mathematics education, social studies education, science education, career and technical education, English education, language education, educational leadership, special education, TESOL, elementary education, gifted and talented education and related areas.
6. Submit the materials requested in the supplemental application (available on line or from the CIED graduate coordinator). These

materials include a personal statement, writing sample and resume. A personal interview and/or prior contact with a member of the Ph.D. faculty is highly recommended before applying.

Requirements for the Doctor of Philosophy Degree: After acceptance into the program, the candidate for the Doctor of Philosophy degree must meet the general University degree requirements, and complete a minimum of 102 semester hours of graduate study approved by the student's Doctoral Advisory Committee, including 60 semester hours taken on this campus.

The program of study for the Doctor of Philosophy candidate must include the following:

Course List

- 33 semester hours or more in an approved master's degree program

- 15 hours in research and statistics to include the following:

CIED 5313	Principles of Qualitative Research in Curriculum & Instruction	3
ESRM 6403	Educational Statistics and Data Processing	3
ESRM 6453	Applied Multivariate Statistics	3
ESRM 6623	Techniques of Research in Education	3
Select one of the following:		3
CIED 6443	Mixed Methods Research	
CIED 599V	Special Topics	
ESRM 6423	Multiple Regression Techniques for Education	
ESRM 6533	Qualitative Research	
ESRM 6653	Measurement and Evaluation	
Other 5000- or 6000-level classes with approval of advisory committee		
<hr/> Total Hours		15

- 24 semester hours of curriculum and instruction courses to include:

CIED 6013	Curriculum Theory, Development, and Evaluation	3
CIED 6023	Instructional Theory	3
Select one of the following:		3
CIED 6043	Analysis of Teacher Education	
CIED 6603	Multicultural Education	
Teaching Internship		3
Research Internship		3
CIED Electives		9
<hr/> Total Hours		24

- 18 semester hours or more of dissertation.

Note: Electives/cognate hours must be taken outside the specific program but may still be taken within the Department of Curriculum and Instruction. Elective/cognate hours may include the specialization in a content area; no more than 6 hours may be taken as independent study

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

B

Barth, Daniel, Ph.D., M.A. (Claremont Graduate University), B.S. (Eureka College), Clinical Assistant Professor, 2014.

Beasley, Jennifer G., Ed.D. (University of Virginia), M.A. (Wichita State University), B.A. (Kansas State University), Clinical Associate Professor, 2009.

Beck, Dennis E., Ph.D. (University of Florida), B.S. (Pennsylvania State University), Associate Professor, 2010.

Bell, Karmen V., M.Ed. (Indiana Wesleyan University), Clinical Instructor, 2015.

Ben Idris, Anisa A., Ph.D. (University of Arkansas), Lecturer, 2017.

Ben Idris, Anisa A., , Lecturer, 2018.

Bengtson, Ed, Ph.D. (University of Georgia), Ed.S. (George Washington University), M.A. (California State University-Sacramento), B.S. (Pennsylvania State University), Associate Professor, 2010.

Bowles, Freddie A., Ph.D., M.A. (University of Arkansas), B.A. (Arkansas State University), Associate Professor, 2004.

Brady, Kevin P., Ph.D. (University of Illinois-Champaign-Urbana), M.A. (Columbia University), B.A. (Binghamton University), Associate Professor, 2014.

Brown, Deborah A., Ed.D. (University of Missouri-Columbia), M.A., B.A. (Southeast Missouri State University), Clinical Assistant Professor, 2011.

Burgin, Stephen, Ph.D., Ed.S., M.Ed., B.S. (University of Florida), Assistant Professor, 2014.

C

Carmago, Elsa, Ph.D. (Virginia Tech), M.A., B.A. (University of Illinois at Chicago), Assistant Professor, 2018.

Carter, Vinson R., Ph.D., M.A.T., B.S. (University of Arkansas), Assistant Professor, 2008.

Collet, Vicki S., Ph.D. (State University of New York at Buffalo), M.A. (University of Northern Colorado), B.A. (University of Utah), Associate Professor, 2012.

Collins, Kathleen, Ph.D., M.A., B.A. (University of California-Santa Barbara), Professor, 2002.

Connors, Sean P., Ph.D. (The Ohio State University), M.S. (Elmira College), B.A. (SUNY Geneseo), Associate Professor, 2010.

D

Daugherty, Michael, Ed.D., M.S., B.S. (Oklahoma State University), Professor, 2005.

Deaton, Sheri, M.A.T., B.S. (University of Arkansas), Instructor, 2016.

Diaz, Eva I., Ph.D., M.Ed. (Pennsylvania State University), B.A. (University of Puerto Rico), Research Associate, 2014.

E

Eilers, Linda Hale, Ph.D. (Louisiana State University at Shreveport), M.Ed., B.S.E. (University of Arkansas at Little Rock), Clinical Associate Professor, 2001.

Elsass, Angela Carlton, Ed.D., Ed.S. (University of Arkansas), M.Ed. (Harding University), B.S.E. (University of Central Arkansas), Clinical Associate Professor, 2010.

Endacott, Jason L., Ph.D., M.S. (University of Kansas), B.S. (Kansas State University), Associate Professor, 2011.

G

Gist, Conra D., Ph.D. (City University of New York-City College), M.S. (Brooklyn College), B.S. (Southwestern University), Associate Professor, 2012.

Goering, Christian Z., Ph.D., M.S. (Kansas State University), B.A. (Washburn University), Professor, 2007.

Greene, Aleza R.S., Ph.D., M.A. (Brandeis University), B.A. (Tufts University), Clinical Assistant Professor, 2006.

H

Howlett, Kristina-Marie, Ph.D. (University of Arkansas), M.P.S. (Manhattanville College), B.A. (University of Connecticut), Assistant Professor, 2016.

Hutchins, Rhett J., Ph.D. (University of Georgia), M.Ed., B.S. (Clemson University), Clinical Assistant Professor, 2014.

I

Imbeau, Marcia B., Ph.D. (University of Connecticut), M.Ed. (University of Arkansas at Little Rock), B.A. (Hendrix College), Professor, 1991.

J

Johnson-Carter, Charlene M., Ph.D. (Emory University), M.B.A. (Atlanta University), M.Ed., B.A. (University of Cincinnati), Associate Professor, 1992.

K

Kent, Laura B., Ph.D. (University of Wisconsin-Madison), M.S. (Purdue University Calumet), B.S. (Purdue University), Associate Professor, 2006.

Kerr, Grace R., M.A. (Texas A&M University), B.A. (Sam Houston State University), Clinical Instructor, 2006.

King, Bonnie, M.A.T., B.S.E. (University of Arkansas), Clinical Instructor, 2015.

Kucharczyk, Suzanne, Ed.D. (Columbia University Teacher's College), M.Ed., B.S. (University of Illinois-Urbana-Champaign), Assistant Professor, 2014.

L

Lasater, Kara A., Ed.D. (University of Arkansas), Ed.S., M.S. (Pittsburg State University), B.A. (Drury University), Assistant Professor, 2014.

Lincoln, Felicia, Ph.D. (University of Pennsylvania), M.Ed., B.S.E. (Arkansas Tech University), Associate Professor, 2000.

Lorah, Elizabeth R., Ph.D., M.S.Ed., B.A. (Temple University), Associate Professor, 2013.

M

McComas, William, Ph.D. (University of Iowa), M.S. (West Chester University of Pennsylvania), B.S. (Lock Haven University of Pennsylvania), Distinguished Professor, 2006.

Mears, Derrick, Ph.D. (University of Arkansas), M.S., B.S. (University of Central Missouri), Clinical Associate Professor, 2014.

Mounds, Denise Ann, Ed.D. (Saint Louis University), B.S.E. (Northwest Missouri State University), Clinical Associate Professor, 2005.

Murphy, Cheryl Ann, Ed.D., M.A., B.A. (West Virginia University), Professor, 1996.

O

Orr, Betsy, Ed.D., M.Ed. (University of Arkansas), B.A. (University of Arkansas at Monticello), Associate Professor, 1989.

Owen, Donna S., M.S., B.S., B.A. (University of Arkansas), Clinical Instructor, 2005.

P

Penner-Williams, Janet, Ed.D., M.Ed., B.S.E. (University of Houston), Associate Professor, 2005.

Pijanowski, John C., Ph.D., M.S. (Cornell University), B.A. (Brown University), Professor, 2007.

R

Ralston, Christine R., Ph.D. (Purdue University), M.Ed., B.S. (Indiana Wesleyan University), Clinical Assistant Professor, 2015.

S

Schaefer-Whitby, Peggy, Ph.D. (University of Central Florida), M.A. (University of Houston-Clear Lake), B.A. (St. Cloud State University), Associate Professor, 2012.

Smith, Tom E.C., Ed.D. (Texas Tech University), M.Ed., B.S.E. (University of Mississippi), University Professor, 2002.

W

Wissehr, Cathy, Ed.D. (University of Missouri-Columbia), M.N.S.Ed., B.S. (Southeast Missouri State University), Clinical Associate Professor, 2009.

Courses

CIED 4083. Creativity in Daily Practice. 3 Hours.

Arts integration course including the ideas, design, and implementation of practices in the classroom, board room, and professional field that enrich the experiences of all stakeholders while building right-brain thinking skills for the new millennium. May be repeated for up to 6 hours of degree credit.

CIED 4433. The Moral Mind in Action. 3 Hours.

The Moral Mind in Action explores how people reason through moral dilemmas and prepares students to more effectively recognize and resolve moral problems. Best practices of teachers and administrators of K-16 character education programs are discussed.

CIED 4443. Moral Courage. 3 Hours.

Moral Courage explores the factors that support translating moral thinking into moral action. This course draws from the field of positive psychology to guide students as they leverage existing strengths and develop new strategies for acting with moral courage in their personal and professional lives. Best practices of teachers and administrators of K-16 character education programs are discussed.

CIED 5003. Elementary Education Seminar. 3 Hours.

This course is designed to synthesize the foundational content presented in the Master of Arts in Teaching core courses. It focuses on refinement of the generalized knowledge to accommodate specialized content children. Professional attitudes, knowledge and skills relevant to elementary students. Professional attitudes, knowledge and skills applicable to today's elementary educator are addressed. Prerequisite: Admission to the CHED M.A.T.

CIED 5012. Measurement, Research, and Statistical Concepts for Teachers. 2 Hours.

An introduction to constructing, analyzing, and interpreting tests, types of research and the research process, qualitative and quantitative techniques for assessment, and descriptive and inferential statistics.

CIED 5013. Measurement, Research and Statistical Concepts in the Schools. 3 Hours.

An introduction to constructing, analyzing, and interpreting tests; types of research and the research process; qualitative and quantitative techniques for assessment; and descriptive and inferential statistics. Prerequisite: Admission to graduate school.

CIED 5022. Classroom Management Concepts. 2 Hours.

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager. Prerequisite: Admission to the M.A.T. program.

CIED 5032. Curriculum Design Concepts for Teachers. 2 Hours.

The design and adaptation of curriculum for students in regular and special K-6 classrooms. Theoretical bases and curriculum models are reviewed. Concurrent clinical experiences in each area of emphasis are included. Prerequisite: Admission to the M.A.T. program.

CIED 5043. Content Area Reading in Elementary Grades. 3 Hours.

This course teaches the integration of reading and writing in the content areas. Reading and writing as integrated strands of the language process is presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to the M.A.T. program.

CIED 5052. Seminar: Multicultural Issues. 2 Hours.

This seminar provides an introduction to the major concepts and issues related to multicultural education. The ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior are discussed. Prerequisite: Admission to the M.A.T. program.

CIED 5053. Multicultural Issues in Elementary Education. 3 Hours.

This course provides an introduction to the major concepts and issues related to multicultural education in elementary classrooms. The ways in which race, class, gender and exceptionality influence students' behavior are discussed. Prerequisite: Admission to graduate school.

CIED 5063. Disciplinary and Interdisciplinary Literacies in Education. 3 Hours.

This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to Teacher Education M.A.T. Program. May be repeated for up to 6 hours of degree credit.

CIED 5073. Action Research in Elementary Education. 3 Hours.

Provides the students with experience in conducting case studies and action research related to childhood education. In addition, students gain knowledge regarding practices used in ethnographic research. Prerequisite: Admission to M.A.T. program.

CIED 508V. Elementary Education Cohort Teaching Internship. 1-6 Hour.

Full-time student teaching in grades K-6 to be repeated both fall and spring semesters. Students will practice and master instructional strategies under the supervision of qualified mentor teachers and university faculty members. May be repeated for up to 6 hours of degree credit.

CIED 5093. Methods of Instruction for Middle Level I. 3 Hours.

A study of methods and materials in the special content areas (math, science, English/language arts, and social studies). The planning of instruction, microteaching, and the development of middle school instructional materials are included. Prerequisite: Admission to M.A.T. program.

CIED 5103. Advanced Middle Level Principles. 3 Hours.

An in-depth examination of recent research on the major issues, practices, and policies for middle level education. Emphasis is on analysis of cutting edge issues germane to the life, education, and welfare of the early adolescent via the integration of theory and practice. Prerequisite: Admission to Masters of Arts in Teaching program.

CIED 5113. Reading in Middle Schools. 3 Hours.

An overview of methods and materials for teaching reading to early adolescents. Reflective activities and site-based field experiences are integrated with course content to provide continuity between theory and practice. Portfolio expectations will be a primary means of course evaluation. Prerequisite: Admission to the middle level education program and CIED 3113.

CIED 5123. Writing Process Across the Curriculum (Middle Level). 3 Hours.

This course will provide an overview of the research, and methods for incorporating writing across all curriculum. Writing as a process will be emphasized. Reflective activities and site-based field experience will be integrated into the course content. Prerequisite: Admission to M.A.T. Program.

CIED 5132. Research in Middle Level Curriculum and Instruction. 2 Hours.

An introduction to inquiry and research in middle level curriculum and instruction. It examines the principles, strategies, and techniques of research, especially qualitative inquiry. Practicum in educational research and evaluation is done as part of the class. Prerequisite: Admission to the MAT program.

CIED 5143. Internship: Middle Level. 3 Hours.

The internship for middle level education is an extended field experience in which a pre-service teacher integrates knowledge and skills developed in education classes with practice in the field. Prerequisite: Admission to the M.A.T. program.

CIED 5162. Applied Practicum. 2 Hours.

Provides laboratory experiences for CIED 5173 (Literacy Assessment and Intervention) and CIED 5183 (Readings in Early Childhood Education). Corequisite: CIED 5183 and CIED 5173. Prerequisite: Admission to the M.A.T. program.

CIED 5173. Literacy Assessment and Intervention. 3 Hours.

Focuses on assessment of young children's literacy skills. Techniques discussed include informal observation, miscue analysis, and portfolio assessment. Prerequisite: Admission to graduate school.

CIED 5183. Readings in Early Childhood Education. 3 Hours.

Will continue to develop understandings of classic studies and will explore the impact these have had on the most recent issues in early childhood education. Prerequisite: Admission to the CHED M.A.T.

CIED 5193. Methods of Instruction for Middle School II. 3 Hours.

Second special methods course for teaching at the middle level. Emphasizes further refinement of teaching skills and methods; the integration of the sciences, mathematics, and technology; science, technology, and society (STS) issues; and the integration of social studies and English language arts. Prerequisite: CIED 5093 and admission to the M.A.T. program.

CIED 5203. English Language Arts/Speech & Drama Methods of Instruction. 3 Hours.

This course provides an introduction to teaching English language arts (ELA) and speech/drama in the context of elementary, middle and high school settings. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching the content area provide the major tenets of instruction.

CIED 5213. Issues and Trends in Literacy. 3 Hours.

This course provides an examination of practices to teaching literacy, broadly defined. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching provide the major tenets of instruction. Prerequisite: Admission to M.A.T. (EDUCMA) Secondary program or instructor consent. May be repeated for up to 6 hours of degree credit.

CIED 5223. Learning Theory. 3 Hours.

This course provides the student with information about foundational issues in education, including history and philosophy of American Education, psychological and social theories of education, characteristics of learners, and learning processes. Prerequisite: Admission to M.A.T. degree program.

CIED 5232. Interdisciplinary Studies. 2 Hours.

Introduction to the nature of interdisciplinary study: curricular content, course planning (topics and themes), instructional strategies, and evaluation and assessment. Prerequisite: Admission to the M.A.T. program.

CIED 5263. Assessment, Evaluation, and Practitioner Research. 3 Hours.

A study of assessment, testing, and evaluative procedures in classrooms including types of tests, abuses of tests, test construction, scoring, analysis and interpretation, statistical methods, and alternative evaluation and assessment techniques. Classroom-based data collection and analysis. Prerequisite: Admission to the M.A.T. program.

CIED 5273. Research in Curriculum and Instruction. 3 Hours.

An introduction to inquiry and research in curriculum and instruction. It examines the principles, strategies, and techniques of research, especially qualitative inquiry. Qualitative method in assessment and evaluation are considered. Practicum in educational research and evaluation is done as part of the class. Prerequisite: Admission to the M.A.T. program.

CIED 528V. Teaching Experience. 1-6 Hour.

The teaching experience is an essential component of the Masters of Arts in Teaching degree. The two semester experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in area schools for both fall and spring semesters. The fall semester consists of a field experience including observation, co-planning, and co-teaching. The spring semester consists of an immersion experience for teacher candidates to plan and teach independently. Prerequisite: Admission to the M. A. T. Program. May be repeated for up to 6 hours of degree credit.

CIED 5293. Special Methods, Interdisciplinary Section. 3 Hours.

The third and final part of the middle level special methods course. Provides interns with the knowledge, dispositions, and skills for developing an interdisciplinary course of study in conjunction with the members of their interdisciplinary team. Prerequisite: CIED 5093 and admission to M.A.T. program.

CIED 5303. Adolescence and Learning. 3 Hours.

Study of the developmental characteristics (physical, emotional, social and intellectual) of early and late adolescence (ages 10-18; grades 5 to 12). The progression from early to late adolescence and the implications this evolution has for learning, motivation, instruction and classroom practices are emphasized. Prerequisite: PSYC 2003.

CIED 5313. Principles of Qualitative Research in Curriculum & Instruction. 3 Hours.

Designed specifically for aspiring qualitative researchers who wish to conduct research in settings unique to curriculum and instruction. Methods of research design, data analysis, and writing for publication will be emphasized. Strongly recommended for graduate students who are considering a qualitative thesis or dissertation in curriculum and instruction.

CIED 5323. Transition Planning for Persons with Disabilities. 3 Hours.

Prepares students to plan, evaluate, and implement transition programs within both regular and special classrooms at the elementary, middle and secondary school levels.

CIED 5333. Curriculum Theory and Development for Educators. 3 Hours.

The design and adaptation of curriculum for students in regular and special K-12 classrooms. Theoretical bases and curriculum models are reviewed. Concurrent clinical experiences in each area of emphasis are included. Prerequisite: Admission to the M.A.T. program. May be repeated for up to 6 hours of degree credit.

CIED 5343. Analysis of Behavior for Teachers. 3 Hours.

An advanced course in managing behaviors in students with exceptionalities. Students are provided with experiences in applying theoretical bases of classroom management through identifying, assessing graphing, and analyzing behavioral data and implementing management plans. Ethical issues in the use of functional analysis are addressed.

CIED 5353. Teaching Students with Diverse Needs in Middle Education Settings. 3 Hours.

To provide future scholar-practitioners with a knowledge base concerning the issues involved in the successful instruction of persons with special learning needs during middle school years.

CIED 5363. Methods and Assessment in K-12 Online Teaching. 3 Hours.

The study of curriculum, instructional methods and assessment techniques to facilitate student learning in K-12 virtual and hybrid teaching environments. Students enrolled in the course will be required to demonstrate knowledge of prevalent and relevant models of K-12 curriculum, web-based instructional methods, assessment techniques and utilize tools for the development and implementation of effective instruction in the K-12 virtual classroom. Prerequisite: Graduate standing.

CIED 5393. Introduction to Linguistics. 3 Hours.

This course is an introduction to human language. The goal is to understand what it means to speak a language, including an introduction to phonetics and phonology (specifically the sound system of American English), morphology (the rules of English at the word level), syntax (rules that govern sentence level language), semantics (meanings of words) and sociolinguistics (or the study of language use in its social context).

CIED 5403. Early Childhood Education: Rationale and Curriculum. 3 Hours.

Rationale and curriculum of an early childhood education program, with special attention given curricular frameworks and professional organization policies.

CIED 5423. Curriculum and Instruction: Models and Implementation. 3 Hours.

The study of models of curriculum and instruction and their implementation to facilitate student learning in a variety of instructional environments.

CIED 5433. Methods and Materials for Teaching Children's and Adolescent Literature. 3 Hours.

Issues and trends in children's literature. Contemporary works are evaluated and reviewed based on changing social political conditions. Multicultural approach to children's literature is emphasized. Prerequisite: Undergraduate course in children's literature.

CIED 5443. Methods of Teaching Foreign Language K-12. 3 Hours.

Study of the methods and materials in the teaching of foreign language in K-12 settings as well as the theories of second language acquisition. Includes philosophical, cognitive, and psychological dimensions of teaching foreign languages. The planning of instruction, microteaching, and the development of instructional materials are included. Prerequisite: Admission to the MAT program. May be repeated for up to 6 hours of degree credit.

CIED 5453. Evaluation Techniques. 3 Hours.

Evaluation of learning using traditional means of assessment as well as alternative or authentic assessment techniques.

CIED 5461. Capstone Research Seminar. 1 Hour.

This course provides students with basic knowledge and practical skills in understanding, utilizing and implementing a research design project with a focus in the discipline of curriculum and instruction with particular emphasis of some aspect of teaching and/or learning. As a part of this course students will design, conduct and report the results of an action research study undertaken in the teaching internship. Prerequisite: Admission to M.A.T. program. May be repeated for up to 2 hours of degree credit.

CIED 5483. Teaching Mathematics. 3 Hours.

Content, methods, and materials for teaching multiple strands of elementary school mathematics. Emphasis on principles and procedures of a conceptual and integrated approach to learning mathematics. Prerequisite: Undergrad coursework in teaching elementary or early childhood mathematics.

CIED 5493. Teaching Social Studies. 3 Hours.

Purpose, content, psychology, materials, and methods for teaching the social sciences in the elementary school. Emphasis on principles and procedures for combining the social studies with other areas of the curriculum in broad unit instruction. Prerequisite: Undergraduate coursework in teaching elementary or early childhood social studies.

CIED 5503. Teaching Science. 3 Hours.

The influence of science on the community, on the home, and the child. Use of science in the living and learning of the child at school.

CIED 5513. Sound System of American English. 3 Hours.

This course will study the structure and development of American English (AE). Topics include: 1) the structure/systems of American English pronunciation, 2) vowels, 3) consonant system (including such features as minimal pairs, 4) prosody, intonation, rhythm, and stress, and 5) regionalism and social varieties, and 6) pedagogical approaches to teaching the features of American English.

CIED 5523. Instructional Practices in Teaching Foreign Language. 3 Hours.

A pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of foreign languages in K-12 schools. Prerequisite: Admission to M.A.T. Program. May be repeated for up to 6 hours of degree credit.

CIED 5533. Teaching Language Arts. 3 Hours.

The place of the language arts in the elementary curriculum. Exploration of materials, content, practices, and methods, used in reading, speaking, listening, and writing experiences.

CIED 5543. Structures of American English. 3 Hours.

This course provides an introduction to the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar). It includes approaches to the teaching of all types of grammars.

CIED 5553. Social Justice and Multicultural Issues in Education. 3 Hours.

This seminar provides an introduction to the major concepts and issues related to multicultural education and social justice in education and the ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior. The course also examines the intersection of teacher and student perceptions of identity, schooling, and learning and the effects on educational systems. Prerequisite: Admission to MAT. May be repeated for up to 6 hours of degree credit.

CIED 5563. Teaching Internship/Action Research. 3 Hours.

During this course, Master's candidates will be provided with classroom time to prepare to teach and then will be assigned to a classroom or classrooms. During this time the candidates will have an opportunity (under supervision) to observe, to teach and to participate in classroom activities. Additionally, candidates will research some area of their own pedagogy relevant to the experience.

CIED 5573. Foundations of Literacy. 3 Hours.

Teaching of reading to children; techniques, research, and modern practices.

CIED 5583. Correlates of Reading Process. 3 Hours.

The developmental program is emphasized through a student of the reading process. Learning theory and research are related to reading instruction and materials through the development and application of evaluative criteria based on an understanding of reading process. Prerequisite: CIED 5573.

CIED 5593. Advanced Diagnosis and Intervention. 3 Hours.

Emphasizes the diagnosis and remediation of reading difficulties in the classroom setting. Students are expected to become familiar with cause of reading failure, diagnosis instruments and procedures, principles of report writing, and corrective instructional methods and materials. The course is open to graduate students with instructor's consent. Enrollment limited to 20. Prerequisite: CIED 5573.

CIED 5603. Innovations in School Education. 3 Hours.

An examination of the change process in education with emphasis on those elements which support or hinder change in the schools, and the detailed study of schools innovations on national, state, and local levels.

CIED 5613. Contemporary Issues in Education. 3 Hours.

A study of issues pertaining to the goals, objectives, organization, and curriculum of the schools with an analysis of the teacher's role in dealing with current concerns in these areas.

CIED 5623. The School Curriculum. 3 Hours.

General principles and techniques of selecting and organizing curricular materials.

CIED 5633. Analysis of Instruction. 3 Hours.

A survey of the research and literature related to the systematic study of the field of teaching. An examination of the definitions of teaching and the knowledge base on which teaching is predicated. A study of the implications of the research of effective teaching and the key curricular and instructional issues.

CIED 564V. Science Instructional Strategies. 1-6 Hour.

Methods and materials in teaching specific science content with a focus on that content and/or the pedagogical perspectives necessary for effective and engaging instruction. May be repeated for up to 6 hours of degree credit.

CIED 5653. Methods of Middle School Instruction. 3 Hours.

Philosophy, rationale, and instructional practices of middle school instruction. Prerequisite: Graduate standing.

CIED 5663. Evaluation of Instruction. 3 Hours.

Examination of methods and philosophies of evaluation. Consideration will be given to grading, techniques of grading, and construction of behavioral objectives and test items.

CIED 567V. Teaching Foreign Cultures in Social Studies Curricula. 1-6 Hour.

Extensive examination of foreign cultures (West Europe, USSR, China, Latin America) and methods of teaching about them in secondary school social studies.

CIED 5683. Adolescent Literature. 3 Hours.

Content course in adolescent literature including selection, reading, evaluation, and psychological basis of classic and contemporary works. Prerequisite: PSYC 3093 or equivalent.

CIED 5703. English Language Arts and Reading Standards: Contents and Quality. 3 Hours.

This course will (1) examine the purposes, contents, and quality of K-12 English language arts and reading standards, (2) analyze their relationship to classroom and school district curricula, student assessment, educator licensing regulations, licensure tests, and professional development, (3) and explore educational, social, and political issues raised by ELA/R standards.

CIED 5713. Integrating the Elementary Curriculum. 3 Hours.

This course focuses on meaningful integration of science, mathematics, literacy, social studies, art, and music in the elementary classroom. A strong foundation for integrating the elementary curriculum will be developed by providing students with theoretical frameworks, research, resources, and methods related to classroom practice. Strategies to coordinate the integration of these subject areas for the K-4 classroom will be modeled.

CIED 5723. Nature and Needs of Persons with Mild Disabilities. 3 Hours.

Educational, psychological, and social characteristics of individuals who have mild disabilities with emphasis on educational methods and modifications. Prerequisite: CIED 3023.

CIED 5793. Practicum in Literacy. 3 Hours.

Laboratory experience in which students diagnose reading difficulties and practice remedial measures under the direct supervision of the instructor. Emphasis is given to continuous diagnosis and to the use of commercially produced materials and trade books in remediation. Enrollment limited to 15. Prerequisite: CIED 5593.

CIED 5803. Nature and Needs of the Gifted and Talented. 3 Hours.

Educational, psychological, and social characteristics of gifted and talented children. Prerequisite: Graduate standing.

CIED 5813. Curriculum Development in Gifted and Talented. 3 Hours.

Examines the various models for developing curriculum and providing services for students identified for gifted programs. Prerequisite: CIED 5803.

CIED 5823. Gifted and Talented (Structured) Practicum. 3 Hours.

Supervised field experience in gifted education programs, schools, institutions, and other facilities for gifted/talented children. Prerequisite: CIED 5813.

CIED 5833. Gifted and Talented (Flex) Practicum. 3 Hours.

Students design and implement an individualized practicum experience (Type III Renzulli) that provides the opportunity to refine and enhance personal attitudes, beliefs, and skills in gifted education. Prerequisite: CIED 5823.

CIED 5843. Representations of American Education in Film. 3 Hours.

This course provides an examination of students, teachers, administrators, schools, and schooling as they exist on the silver screen. Of particular interest is how film representations and misrepresentations potentially affect public perceptions of education. This course draws on educational theory and the field of cultural studies.

CIED 5853. Issues in Mathematics Education. 3 Hours.

Study of research in mathematics education and applications to classroom teaching and learning. Emphasis will be given past and current research in the areas of students' cognitive development in mathematics, mathematics curriculum development, and teaching practices and assessment.

CIED 5863. Teaching Global Issues. 3 Hours.

Global interdependence and its consequent issues have become an integral part of most social studies programs in American schools. Some schools developed specific courses, required or elective, and others include them in existing history, economics, government and civic courses. Secondary social studies teachers and their students explore these issues as part of current events discussions. Prerequisite: Graduate standing.

CIED 5923. Second Language Acquisition. 3 Hours.

This is one of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course gives an introduction to the basics in research and learning theories involved in the acquisition of second languages and cultures, particularly ESL.

CIED 5933. Second Language Methodologies. 3 Hours.

This is one of a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces the basics in approaches, methodologies, techniques, and strategies for teaching second languages, especially ESL.

CIED 5943. Teaching People of Other Cultures. 3 Hours.

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course focuses on cultural awareness, understanding cultural differences, and instruction methods for integrating second cultures, especially the culture of the United States, into the curriculum.

CIED 5953. Second Language Assessment. 3 Hours.

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces basic methods for testing, assessing and evaluating second language, especially ESL, learners for placement purposes and academic performance.

CIED 5963. Reading in Middle and Secondary Schools. 3 Hours.

Methods and materials of teaching reading in secondary schools with emphasis on remedial and developmental reading problems of students.

CIED 5973. Practicum in Secondary Education. 3 Hours.

Students will engage in action research in a school setting to advance their knowledge of teaching and learning venues including schools and informal learning environments. Prerequisite: Permission.

CIED 5983. Practicum in Curriculum & Instruction. 3 Hours.

This course will provide degree candidates with advance knowledge of teaching in the elementary or secondary schools. This will be accomplished through a semester-long practicum during which an action research project will be designed, enacted, and reported. May be repeated for up to 6 hours of degree credit.

CIED 599V. Special Topics. 1-18 Hour.

Special topics. May be repeated for up to 18 hours of degree credit.

CIED 600V. Master's Thesis. 1-6 Hour.

This course is designed for students completing a thesis at the master's level in curriculum and instruction and related programs. It may be taken multiple times for 1-6 credits but no more than 6 credits will be counted toward the degree. Prerequisite: Graduate Standing. May be repeated for degree credit.

CIED 6013. Curriculum Theory, Development, and Evaluation. 3 Hours.

Principles and concepts of curriculum and development, with an analysis of the factors basic to planning, the aims of the educational program, the organization of the curriculum, curriculum models, and elements desirable in the curriculum of schools including evaluation.

CIED 6023. Instructional Theory. 3 Hours.

Study of psychological, anthropological, sociological, and educational theories of instruction and learning. Emphasis is placed on synthesizing a broad range of existing and emerging perspectives in understanding individual, interactional and contextual phenomena of instruction and learning.

CIED 6033. Content Specific Pedagogy. 3 Hours.

This course explores the relationship between the content of courses taught in schools and the pedagogical principles that the teaching of the content requires. Students will discuss and synthesize findings from the research literature and from personal investigation.

CIED 6043. Analysis of Teacher Education. 3 Hours.

This course examines issues, problems, trends, and research associated with teacher education programs in early childhood, elementary, special education, and secondary education. Prerequisite: CIED 6023.

CIED 6053. Curriculum and Instruction: Learner Assessment and Program Evaluation. 3 Hours.

This course provides an overview of designing, implementing and analyzing learner assessments as well as systemic and program evaluations in a variety of instructional environments. Prerequisite: Admissions to Ed.S. or Ph.D. program.

CIED 6063. Systemic Change In Education. 3 Hours.

This course is designed to critically examine education and society and interplay their interdependence between them, to differentiate between meaningful and superficial change, and to explore the agents of change in a diverse and complex social environment. Prerequisite: Admission to Ed.S. or Ph.D. program.

CIED 6073. Seminar in Developing Creativity. 3 Hours.

A study of the facets of creativity, how they can be applied to be used in one's everyday life, how they can be applied in all classrooms, and how to encourage the development of these in students.

CIED 6083. Piaget's Theory and Instruction. 3 Hours.

Piaget's theory has been applied to classroom instruction in various settings. This course will investigate the theory in depth, study classroom application, and students will devise application. Prerequisite: CIED 6023.

CIED 6093. Vygotsky in the Classroom. 3 Hours.

This course introduces the cultural-historical theory of L. Vygotsky and considers its complexity. The comprehensive nature of Vygotsky's heritage and the importance of the sociocultural context for understanding his work is emphasized, as well as the implications of his theories for contemporary educational settings.

CIED 6113. Trends and Issues in Social Studies Education. 3 Hours.

Analysis of social studies education including an examination of the historical, political and social issues that have shaped curriculum, pedagogy and the educator's role in the increasingly complex endeavor to prepare future citizens.

CIED 6123. New Literacy Studies. 3 Hours.

In the past decade scholars have expressed an interest in the diverse literacy practices in which adolescents engage outside of school. In using new media, adolescents interweave multiple sign system, including word and image, to construct a narrative or communicate information. How do readers interpret these texts? What conventions do authors manipulate to influence the meanings they construct? This course aims to answer these and other questions. May be repeated for up to 12 hours of degree credit.

CIED 6133. Trends and Issues in Curriculum and Instruction. 3 Hours.

Analysis of trends and issues in curriculum and instruction with emphasis on political/social contexts and prevailing philosophies/theories/practices across disciplines. Prerequisite: Admittance in Ed.D, Ed.S. or Ph.D. program.

CIED 6143. Differentiated Instruction for Academically Diverse Learners. 3 Hours.

Major focus of this course will be the examination of differentiated instruction, a teaching philosophy appropriate for a wide range of learners.

CIED 6153. Theories of Literacy Learning. 3 Hours.

In this seminar, students consider theories of literacy learning and their implications for practice and research. Theories are viewed as historically and socially situated, and students reflect on how their own work might be situated within these theories. The ways in which theories support research methodology are also explored.

CIED 6163. Social and Emotional Components of Gifted and Talented Students. 3 Hours.

Purpose of this course is to study the theoretical and practical aspects of those affective issues, behaviors, and experiences often associated with gifted and talented students.

CIED 6173. Reviews of Research in Reading Comprehension. 3 Hours.

In this online course, students will learn types of reviews of research, including qualitative systematic reviews and meta-analyses, and will conduct a review of research on a topic related to reading comprehension. Students will consider implicit and explicit definitions of comprehension and the influence various definitions have on assessment, instruction, policy and research and will examine comprehension in different contexts, disciplines, genres, and platforms. The course is a CIED Area of Study or Cognate Course (not part of the Inquiry Core).

CIED 6183. Theory and Research in Arts Integration. 3 Hours.

Content course in arts integration including the pedagogy, design, and implementation of lesson plans which simultaneously address core curriculum learning targets and teach skills through the visual and performing arts in order to address the needs of the learners of the new millennium. Prerequisite: Instructor consent.

CIED 6193. Teaching English Language Learners in the Content Areas. 3 Hours.

This course prepares teachers to teach English language learners in math, science, and social studies. These subject areas each have their own vocabulary that must be mastered by English language learners. The course focuses on teachers of both children and adults.

CIED 6233. Organization of Reading Programs. 3 Hours.

Study of the problem of organizing the classroom, individual school, and school system, for the improvement of reading instruction. Emphasis is given to the development of program organization rationale based on requirements of the teaching-learning setting.

CIED 6313. Issues, History, and Rationale of Science Education. 3 Hours.

This course is the foundation experience for those interested in the discipline of science education. It provides an overview of the fundamental issues in and vocabulary of science education. The course includes the research basis for science teaching, the literature of science education, and the issues and controversies surrounding the teaching of science.

CIED 6333. Nature of Science: Philosophy of Science for Science Educators. 3 Hours.

The Nature of Science is a hybrid arena consisting of aspects of the philosophy, history and sociology of science along with elements of the psychology of scientific observations all targeting the complete understanding of how science actually functions. Prerequisite: Admission to grad school.

CIED 6343. Advanced Science Teaching Methods. 3 Hours.

This course is designed for those educators who have had some previous instruction in science teaching methods and/or had some prior science teaching experience. Students will gain new or renewed perspectives with respect to their personal teaching ability while engaging in discussions and activities designed to assist others in professional grow in science instruction. Prerequisite: Admission to graduate school.

CIED 6443. Mixed Methods Research. 3 Hours.

This course will provide opportunities for students to acquire the skills, knowledge, and strategies necessary to design and implement a mixed methods research study. Emphasis is upon developing research questions, developing a research design, selecting a sample, and utilizing appropriate techniques for analyzing data.

CIED 6503. Effective Teaching: Concepts and Processes. 3 Hours.

This course is designed to assist students in examining a variety of effective teaching practices and conditions found in classrooms and in acquiring knowledge, concepts, and ideas about ways to effectively influence the interests, learning and development of students. Prerequisite: Admission to the Ph.D. program.

CIED 6533. Problem-Based Learning and Teaching. 3 Hours.

A course in the design, development, and delivery of the problem-based learning (PBL) model. Theoretical cases and curriculum models will be centered on issues and models related to PBL.

CIED 6603. Multicultural Education. 3 Hours.

This course is designed to trace, examine, discuss, and promote understanding of issues related to multicultural education, different views of multicultural education, and the impact of multicultural education upon the schooling process. Emphasis is upon schooling experiences of culturally diverse students, language issues, gender issues, and evaluation issues. Prerequisite: Admission to the Ed.S. or Ph.D. program.

CIED 660V. Workshop. 1-18 Hour.

Workshop. May be repeated for up to 18 hours of degree credit.

CIED 6623. Research Methods and Scholarship in Curriculum and Instruction. 3 Hours.

In this course students will look at methods and practices in writing a successful dissertation proposal. Emphasis will be placed on research studies, collection of reliable and valid data, and analysis of data. Throughout the course, topics will focus on what scholarship looks like in curriculum and instruction. Prerequisite: Advanced standing in the doctoral program.

CIED 674V. PhD Research Internship. 1-6 Hour.

This research internship is for doctoral level students in curriculum and instruction. The goal is provide research experience within the doctoral course of study. May be repeated for up to 6 hours of degree credit.

CIED 680V. Ed.S. Project. 1-6 Hour.

Instructor permission required to register. Prerequisite: Instructor permission.

CIED 684V. PhD Teaching Internship. 1-6 Hour.

This teaching internship is for doctoral level students in curriculum and instruction. The goal is to provide teaching experience within the doctoral course of study.

CIED 694V. Special Topics. 1-6 Hour.

Discussion and advanced studies on selected topics in curriculum and instruction. Specific focus on recent developments. May be repeated for up to 6 hours of degree credit.

CIED 695V. Independent Study. 1-6 Hour.

Independent study.

CIED 699V. Doctoral Seminar. 1-3 Hour.

Doctoral seminar. May be repeated for up to 3 hours of degree credit.

CIED 700V. Dissertation. 1-18 Hour.

Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Design Studies (DSGN)

Design Studies

faygrad@uark.edu

479-575-4945

Degree Offered:

M.Des. in Design Studies

The Fay Jones School of Architecture and Design offers a Master of Design Studies (M.Des.). The goal is to provide a nationally-recognized, interdisciplinary design program that meets the needs of Arkansas, the region, and nation. The Master of Design Studies degree is recognized as multidisciplinary degrees that explores emerging concerns that are universal to the human-environmental design disciplines.

The program offers two areas of concentration:

Resiliency Design: This post-professional graduate degree is focused on community and landscape resiliency determined by critical factors including water, mobility, food, housing, aging, and public health.

The one-year, three-semester program provides advanced study of pressing public-interest civic issues by combining design, research, and expanded modes of professional engagement. The University of Arkansas Community Design Center is one of six programs leading the American Institutes of Architect's National Resiliency Initiative, and houses one of the few university-based teaching offices in design programs nationally. This unique program will prepare graduates to engage interdisciplinary urban design challenges through service learning and public outreach in collaboration with a professional staff. Utilizing strengths across the University of Arkansas campus, this program combines course offerings with a professional residency to immerse students in these dynamic fields.

Retail and Hospitality Design: This post-professional graduate degree provides advanced study of strategic thinking and design methods relative to the hospitality and retail environments. The one-year, three-semester program is grounded in design's contribution to economic success. Business strategies are integrated with innovative problem solving to craft unique experiences within these specialized settings. Proximity to international business enterprises and strategic relationships with global design firms enables graduates to integrate environmental, cultural, and social discourse to deliver comprehensive approaches to complex design scenarios. Utilizing strengths across the University of Arkansas campus, this program combines course offerings with a professional residency to immerse students in these dynamic fields.

Requirements for M.Des. with Resiliency Design Concentration

Requirements for the Master of Design: The program can be completed in 1 year (3 semesters including 2 full-time, on-campus semesters combined with an off-campus, summer residency component).

The curriculum includes two advanced design studios addressing increasingly complex challenges resolved first through the synthesis of multiple knowledge domains and moving to scenarios for which there are unidentified constraints and unknown methods for solution.

The M.Des. program requires 36 credit hours. Core courses comprise 24 credit hours and each concentration requires an additional 12 credit hours of elective coursework.

Core Courses

FJAD 6723	Methods of Design Inquiry	3
FJAD 6803	Design Leadership	3
FJAD 6906	Advanced Design Studio	6
FJAD 6916	Advanced Design Studio II	6
FJAD 6926	Graduate Residency	6
Total Hours		24

Additional requirements for the concentration in Resiliency Design:

Choose 12 hours from the following:		12
SUST 5103	Analysis and Design of Resilient Systems	
SUST 5203	Decision Making, Analysis and Synthesis in Sustainability	
FJAD 6813	Cities and Public Good	
FJAD 6823	Vocabularies of Context Production	
Dependent upon previous coursework and experience, graduate level courses from Public Policy, Sociology, Public Administration, or Environmental Dynamics may be utilized with approval from the Graduate Adviser.		
Total Hours		12

Requirements for M.Des. with Retail and Hospitality Design Concentration

Requirements for the Master of Design: The program can be completed in 1 year (3 semesters including 2 full-time, on-campus semesters combined with an off-campus, summer residency component).

The curriculum includes two advanced design studios addressing increasingly complex challenges resolved first through the synthesis of multiple knowledge domains and moving to scenarios for which there are unidentified constraints and unknown methods for solution.

The M.Des. program requires 36 credit hours. Core courses comprise 24 credit hours and each concentration requires an additional 12 credit hours of elective coursework.

Core Courses

FJAD 6723	Methods of Design Inquiry	3
FJAD 6803	Design Leadership	3
FJAD 6906	Advanced Design Studio	6
FJAD 6916	Advanced Design Studio II	6
FJAD 6926	Graduate Residency	6
Total Hours		24

Additional requirements for the concentration in Resiliency Design:

Choose 12 hours from the following:		12
HOSP 4663	Hospitality Management Capstone	
HOSP 5633	Hospitality Operations and Financial Analysis	
HOSP 5643	Meetings and Convention Management (Fa)	
HOSP 5653	Global Travel and Tourism Management (Sp)	
ISYS 5363	Business Analytics	
MKTG 5103	Introduction to Marketing	

MKTG 5563	Retail Strategy	
MKTG 5553	New Product Development and Strategy	
MKTG 5433	Consumer and Market Research	
SCMT 5633	Introduction to Supply Chain Management	
Total Hours		12

Education Policy (EDPO) Department of Education Reform

Jay P. Greene
Department Head
201 Graduate Education Building
479-575-3172
Email: jpg@uark.edu (jpg@uark.edu)

Patrick J. Wolf
Graduate Director
219 Graduate Education Building
479-575-2084
Email: pwolf@uark.edu (rmaranto@uark.edu)

Dirk C. van Raemdonck
Graduate Coordinator
202 Graduate Education Building
479-575-5597
Email: dvanraem@uark.edu

Department of Education Reform website (<http://edre.uark.edu>)

Degrees Conferred:

Ph.D. in Education Policy (EDPO)

Program Description: The Ph.D. in Education Policy is designed to prepare policy-oriented scholars for careers in academia, think tanks, and public service in the field of K-12 education policy. The program of study is based on the social sciences and other academic disciplines, supported by empirical research. The program has five components:

- Core courses to establish the disciplinary base and intellectual framework;
- Research methods to prepare for empirical work;
- Field seminars in the key education reform fields, to understand and contribute to research behind key policy debates;
- Electives to pursue further specialization; and
- Dissertation, following completion of comprehensive exams.

Ph.D. in Education Policy

Admission to the Program: In addition to meeting university requirements for admission to the Graduate School, applicants should have combined GRE scores of 304, writing score of 4.0, and minimum GPA of 3.0 undergraduate or 3.5 in a masters' program. Admission is based on the individual's total profile, with special attention given to those with professional experience in education policy. Those students who have completed calculus and statistics courses prior to arriving on campus will more readily satisfy the prerequisites for the program's research methods sequence.

Program of Study

Core Courses

EDRE 5053	Philosophy and History of Education and Education Reform	3
EDRE 6023	Economics of Education	3
EDRE 6033	Politics of Education	3
EDRE 6043	Finance and Education Policy	3
EDRE 6053	Measurement of Educational Outcomes	3

Research Methods

EDRE 6103	Quantitative Analytical Techniques for Education Policy	3
EDRE 6213	Program Evaluation and Research Design	3
EDRE 6223	Research Seminar in Education Policy	3
ECON 6623	Econometrics II	3

Education Reform Fields

EDRE 6413	Issues in Education Policy	3
EDRE 6423	Seminar in School Choice Policy	3
EDRE 6433	Seminar in Education Accountability Policy	3
EDRE 6443	Seminar in Education Leadership Policy	3
EDRE 6453	Seminar in Teacher Quality and Public Policy	3

Electives

Students will take four electives, which typically will be a combination of relevant course offerings in other departments and directed research projects. The specific electives will all be subject to approval of the Education Policy graduate director, and may include subjects such as education law, qualitative methods, advanced quantitative methods, organizational theory, etc. Directed research projects could be either of the student's own design or within the context of one of the various research projects underway in the Department of Education Reform.

Dissertation

EDRE 700V	Doctoral Dissertation	18
Total Hours		72

Students will take a written qualifying examination after the spring term of the first year, covering research methods, with applications to the first-year content courses. The field exams, with both written and oral components, will ordinarily be taken in the fall or spring of the third year, covering the student's choice of two fields.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Costrell, Robert M., Ph.D. (Harvard University), B.A. (University of Michigan), Professor, Department of Education Reform, 2006.

Greene, Jay Phillip, Ph.D., A.M. (Harvard University), B.A. (Tufts University), Distinguished Professor, Department of Education Reform, 2005.

Trivitt, Julie R., Ph.D. (University of Arkansas), M.A. (University of Arkansas at Fort Smith), M.A. (University of Arkansas), Clinical Associate Professor, Department of Education Reform, 2012.

Wolf, Patrick J., Ph.D., M.A. (Harvard University), B.A. (University of Saint Thomas), Distinguished Professor, Department of Education Reform, 2006.

Zamarro Rodriguez, Gema, Ph.D., M.S. (Centro de Estudios Monetarios y Financieros, Spain), B.A. (Universidad Carlos III de Madrid, Spain), Associate Professor, Department of Education Reform, 2014.

Courses

EDRE 5053. Philosophy and History of Education and Education Reform. 3 Hours.

This course traces the historical development of the philosophical debates concerning education and its role in society as well as how those ideas and consequent demands for reform affected the educational system and its structures.

EDRE 559V. Field Research. 1-6 Hour.

Directed graduate-level field research in education policy settings. Prerequisite: Approval of EDRE Graduate Director. May be repeated for up to 6 hours of degree credit.

EDRE 6023. Economics of Education. 3 Hours.

This course applies the principles of economic analysis to education and education reform. Topics include: Human capital and signaling theories; education labor markets; educational production functions; public policy and market forces. The course also features empirical evidence evaluating economic theories of education.

EDRE 6033. Politics of Education. 3 Hours.

This course explores historical and institutional forces that help shape education policymaking. Particular attention will be paid to the experience of past education reform movements as well as the influence of interest groups, federalism, bureaucracy, governance structures, public opinion, and judicial review on education policy.

EDRE 6043. Finance and Education Policy. 3 Hours.

This course examines K-12 education finance from the standpoint of education reform policy. The tools of analysis include economics, public finance, law and political science. Topics include: revenue sources and fiscal federalism, standards-based reform and school finance, school funding formulas, adequacy lawsuits, the politics of school funding, school funding and markets. The course also features empirical evidence on the educational impact of education finance.

EDRE 6053. Measurement of Educational Outcomes. 3 Hours.

This course will train students to consider the various types of outcome and assessment measures used for education at the K-12 level throughout the United States; further, the students will engage in analyses of research that relies on these various outcome measures.

EDRE 6103. Quantitative Analytical Techniques for Education Policy. 3 Hours.

This course introduces students to the quantitative techniques required for the evaluation of education policies and interventions. The class will focus on the identification and estimation of causal effects, necessary assumptions, and how to deal with the failure of these assumptions. Major topics covered include randomized experiments, the ordinary least squares regression method, matching estimators, instrumental variable methods, regression discontinuity, difference in difference methods, and introduction to estimation strategies with panel data models.

EDRE 6113. Advanced Quantitative Analytical Techniques for Education Policy. 3 Hours.

This course introduces students to advanced estimation methods and empirical models often used in education policy empirical research, such as Maximum Likelihood to estimate discrete choice models, censored models and selection models, duration models, Generalized Method of Moments to estimate dynamic panel data models, and bootstrapping of standard errors and simulation-based inference. Prerequisite: EDRE 6103.

EDRE 6213. Program Evaluation and Research Design. 3 Hours.

This course provides students with training in the methods used to generate evidence-based answers to questions regarding the efficacy and impacts of education programs. The central questions that motivate most educational program evaluations are: (1) What is the problem? (2) What policies or programs are in place to address the problem? (3) What is their effect? (4) What works better? (5) What are the relative benefits and costs of alternatives?.

This course is cross-listed with ESRM 6613.

EDRE 6223. Research Seminar in Education Policy. 3 Hours.

This course provides students with the opportunity to learn about education policy research by interacting directly with the leading scholars and practitioners in the field. Students will also gain a foundation in the field of education policy research by reading and discussing some of the founding works of the field.

EDRE 636V. Special Problems. 1-6 Hour.

Independent reading and investigation in education policy under faculty supervision. Prerequisite: Approval of EDRE Graduate Director. May be repeated for up to 6 hours of degree credit.

EDRE 6413. Issues in Education Policy. 3 Hours.

This course examines how K-12 education policy is designed and implemented in the United States. Students will develop a working knowledge of policymaking frameworks to examine major education policies of current interest and debate key policy issues that arise at each level of government. In great measure, the goals of the course will be accomplished through the consideration of opposing stances on key educational policy debates and issues that are of current import. This course is cross-listed with EDFD 5683.

EDRE 6423. Seminar in School Choice Policy. 3 Hours.

This course examines parental school choice - perhaps the most controversial education reform of our age. Students will be introduced to the full set of school choice policies, including charter schools and vouchers, and evaluate their benefits and drawbacks as educational interventions.

EDRE 6433. Seminar in Education Accountability Policy. 3 Hours.

This course examines K-12 school and district accountability under state and Federal law (e.g. NCLB), as well as teacher and student accountability (e.g. exit exams). Topics include the theory of incentives and politics of tradeoffs, measurement issues of policy implementation, and statistical evidence on policy effects on performance.

EDRE 6443. Seminar in Education Leadership Policy. 3 Hours.

This course will examine the individual and systemic prerequisites of effective leadership of schools and school systems, and effective leadership techniques. It will consider the differences between public and private sector leadership. It will also explore ways to identify effective and ineffective leaders, and design and evaluate systems to recruit and train the former and reassign the latter.

EDRE 6453. Seminar in Teacher Quality and Public Policy. 3 Hours.

Examines how our public system of education shapes the preparation and continued professional development of K-12 teachers, and how that system has been influenced by standards-based education reform as well as efforts to enhance the quality of teaching and learning in public schools. Uses education reform legislation in several states as case studies to illustrate the successes and pitfalls of attempts to reform teacher education and licensure through public policy.

EDRE 674V. Internship in Education Policy. 1-6 Hour.

Internship at a public or private entity involved in the making or implementation of education policy. Paper required on a significant aspect of the internship experience. Prerequisite: Approval of EDRE Graduate Director.

EDRE 699V. Special Topics. 1-3 Hour.

Topics vary depending on instructor. Prerequisite: Approval of EDRE Graduate Director. May be repeated for up to 9 hours of degree credit.

EDRE 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Educational Leadership (EDLE)

Cheryl Murphy
Department Head, Curriculum and Instruction
217 Peabody Hall
479-575-5111
Email: cmurphy@uark.edu

Ed Bengston
 Program Coordinator
 106 Peabody Hall
 479-575-5092
 Email: egbengts@uark.edu

Educational Leadership Website (<http://edle.uark.edu/degrees/med-educational-leadership.php>)

Degrees Conferred:

M.Ed. in Educational Leadership (EDLE)
 Ed.S. in Educational Leadership (EDLE)
 Ed.D. in Educational Leadership (EDLE)

Graduate Certificates Offered (non-degree):

Arkansas Curriculum/Program Administrator (p. 332) (ACPA)
 Building-Level Administration (p. 144) (PSBL)
 District-Level Administration (p. 144) (PSDL)

Program Description: The Educational Leadership graduate degrees and graduate certificate programs are designed to prepare qualified persons for a variety of leadership roles. Placement of recent graduates have been in the following areas: principalships and other school-site administrative and supervisory positions; superintendents and other central administrative personnel; and federal and state governmental positions in education.

Primary Areas of Faculty Research: School leadership; school/community relations; educational law; school finance; effective schools; rural schools; the use of data for school improvement; principal succession and retention; the education doctorate as a professional doctorate; leadership ethics; and moral decision-making.

Admission to the M.Ed., Ed.S., and Ed.D. Programs: In addition to meeting university requirements for admission to the Graduate School, all candidates seeking admission to any educational leadership program must complete program application procedures, which are described on the program website (<http://edle.uark.edu>). Admissions for the Masters and Specialist degrees are rolling; therefore, prospective students can apply at any time of the year. Application for admission must be completed before the required deadlines for each semester as set by the Graduate School. The Ed.D. program follows a cohort model; therefore, a completed application deadline is set for Feb. 1 each year. Each cohort starts in the summer semester.

Admission to the Graduate Certificate programs: Applicants must meet university requirements for admission to the Graduate School as non-degree-seeking, but certificate-seeking students, and must have a master's degree. In addition, to receive the graduate certificate in district-level administration, applicants must have a valid teaching license and a valid building-level administration license.

M.Ed. in Educational Leadership

Admission to the M.Ed. Programs: In addition to meeting university requirements for admission to the Graduate School, all candidates seeking admission to any educational leadership program must complete program application procedures, which are described on the program website (<http://edle.uark.edu>). Admissions for the Master's degree are rolling; therefore, prospective students can apply at any time of the year. Application for admission must be completed before the required deadlines for each semester as set by the Graduate School.

Requirements for the Master of Education (M.Ed.) Degree (33 hours):

The master's degree in Educational Leadership is designed primarily

to provide professional preparation for students seeking administrative positions in elementary and secondary schools. It requires the following:

Completion of the following required common courses in Educational Leadership (24 credits):

EDLE 5013	School Organization and Administration	3
EDLE 5023	The School Principalship	3
EDLE 5043	Leadership Ethics	3
EDLE 5053	School Law	3
EDLE 5063	Instructional Leadership, Planning, and Supervision	3
EDLE 5083	Analytical Decision-Making	3
EDLE 5093	Effective Leadership for School Improvement	3
EDLE 574V	Internship	1-6

Completion of nine credit hours from foundations courses, including:

EDLE 5033	Psychology of Learning	3
or EDFD 5373	Psychological Foundations of Teaching and Learning	
EDLE 5073	Research for Leaders	3
EDLE 5003	Schools and Society	3

A cumulative grade-point average of at least 3.00 on all course work is required for the degree. No grades below "C" will be accepted for graduate degree credit.

Satisfactory performance on a written comprehensive examination or portfolio presentation is required.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ed.S. in Educational Leadership

Admission Requirements: Candidates must have a master's degree in educational leadership plus submit either a GRE score or a School Leadership Licensure Assessment (SLLA) score for admission. All other requirements of admission to the graduate school and Educational Leadership program must also be met.

Requirements for the Educational Specialist Degree (30 hours post Masters):

The specialist degree program in Educational Leadership is designed primarily to provide professional preparation for students involved in school-site administration and those individuals who have districtwide administrative responsibilities.

EDLE 6023	School Facilities Planning and Management	3
EDLE 6053	School-Community Relations	3
EDLE 6093	School District Governance: The Superintendency	3
EDLE 6103	School Finance	3
EDLE 6173	School Business Management	3
EDLE 674V	Internship	1-6
EDLE 6333	Advanced Legal Issues in Education	3
The following three research courses are to be taken in sequence:		
EDLE 6503	Topics in Educational Research for School Administration	3
or ESRM 6403	Educational Statistics and Data Processing	
EDLE 6513	Program Evaluation in Education	3

Note: Prior to District-Level Licensure application, all students must present a culminating project to a committee of faculty with practitioner representation for the district-level license.

Students should also be aware of Graduate School requirements with regard to specialist degrees (p. 438).

Ed.D. in Educational Leadership

Admission to the Ed.D. Program: In addition to meeting university requirements for admission to the Graduate School, all candidates seeking admission to any educational leadership program must complete program application procedures, which are described on the program website (<http://edle.uark.edu>). Admissions for the Master's and Specialist degrees are rolling; therefore, prospective students can apply at any time of the year. Application for admission must be completed before the required deadlines for each semester as set by the Graduate School.

The Ed.D. program follows a cohort model; therefore, a completed application deadline is set for February 1 each year. Each cohort starts in the summer semester.

Requirements for the Doctor of Education Degree: Completion of the courses required for the Master of Education degree in Educational Leadership, and completion of the courses required for the Educational Specialist degree in Educational Leadership.

EDLE 6533	Educational Policy	3
ESRM 6533	Qualitative Research or HRWD 572VWorkshop	1-3
EDLE 699V	Seminar ¹	1-6

¹ Seminar, taken on campus three times for one credit each. Doctoral students will come to campus to meet with faculty and practitioners for a one-credit seminar that will serve as a valuable capstone for the distance experience. The meaningful campus experience will be an intensive long weekend cohort seminar on the University of Arkansas campus. Each cohort weekend will be focused on a theme that connects theory with practice and includes mini-lectures by scholars and practitioners in the field, facilitated discussion groups, and lively debate of critical issues facing school leaders. The intent of the cohort weekend is to build relationships, introduce students to leaders in the field and expose them to interactive, hands-on learning experiences that lend themselves more easily to the face-to-face environment.

Nine credit hours from either the qualitative track or the quantitative track:

Qualitative Track

EDLE 6553	Advanced Qualitative Methods in Educational Research or ESRM 6543 Advanced Qualitative Research	3
EDLE 6563	Advanced Data Collection for Program Evaluation (Prerequisite: EDLE 6513 Program in Evaluation in Education; this course may be taken after the comprehensive exam)	3
EDLE 6573	Advanced Empirical Analysis for Program Evaluation (may be taken after the comprehensive exam)	3

Quantitative Track

ESRM 6413	Experimental Design in Education	3
ESRM 6423	Multiple Regression Techniques for Education	3
ESRM 6623	Techniques of Research in Education	3

18 semester hours of dissertation credit

18

A minimum grade point average of at least 3.25 on all graduate course work, and on all course work presented for the Ed.D. degree.

Satisfactory completion of all requirements governing the written and oral examinations for the candidacy examination, the dissertation, and the final oral dissertation defense. The Ed.D. degree must be completed within seven years from the date the Declaration of Intent is signed.

The program of study must comply with university residency requirements.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Courses

EDLE 5003. Schools and Society. 3 Hours.

Schools and Society is an introduction to the social, structural, political and historical forces that have created the American school system.

EDLE 5013. School Organization and Administration. 3 Hours.

Analysis of structure and organization of American public education; fundamental principles of school management and administration.

EDLE 5023. The School Principalship. 3 Hours.

Duties and responsibilities of the public school building administrator; examination and analysis of problems, issues, and current trends in the theory and practice of the principalship.

EDLE 5033. Psychology of Learning. 3 Hours.

This course prepares educational leaders to create and sustain a learning centered environment in school settings. Students will study learning theory across the lifespan and apply it to the practice of instructional leadership, curriculum design, and staff development.

EDLE 5043. Leadership Ethics. 3 Hours.

Leadership Ethics is an experiential based course grounded in ethical decision making theory that uses case study and practice to study school based ethical dilemmas.

EDLE 5053. School Law. 3 Hours.

Legal aspects of public and private schooling; federal and state legislative statutes and judicial decisions, with emphasis upon Arkansas public education.

EDLE 5063. Instructional Leadership, Planning, and Supervision. 3 Hours.

Instructional Leadership, Planning, and Supervision is designed to prepare practitioners to seize the role of educational leader at the school site level through the development of a vision that will be used to drive a data driven instructional school plan.

EDLE 5073. Research for Leaders. 3 Hours.

This course introduces research methodology that will support school leaders as consumers of educational research and supervisors of action research within their schools. Practical application of research for school leaders is emphasized.

EDLE 5083. Analytical Decision-Making. 3 Hours.

Analytical Decision Making is a performance based examination of the principles and practices related to the building administrator's role in the development, administration, and evaluation of curricular programs in public schools. This includes creating a school culture, fostering communication, aligning curriculum with state mandated standards, and staff development.

EDLE 5093. Effective Leadership for School Improvement. 3 Hours.

A performance based examination of strategic planning, group facilitation and decision-making, organizational behavior and development, professional ethics and standards, student services administration, and principles of effective leadership.

EDLE 574V. Internship. 1-6 Hour.

Supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. May be repeated for up to 3 hours of degree credit.

EDLE 599V. Seminar. 1-6 Hour.

Important foundational topics in educational leadership that are current and critical will be taught in this Master's-level seminar. Topics range from the psychology of learning and leading to how schools and society interact in the 21st century. May be repeated for up to 6 hours of degree credit.

EDLE 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

EDLE 6023. School Facilities Planning and Management. 3 Hours.

School facilities planning, management, cost analysis, operations, and maintenance of the school plant.

EDLE 6053. School-Community Relations. 3 Hours.

Community analysis, politics and education; power groups and influences; school issues and public responses; local policy development and implementation; effective communication and public relations strategies.

EDLE 605V. Independent Study. 1-6 Hour.

Independent study. May be repeated for up to 6 hours of degree credit.

EDLE 6093. School District Governance: The Superintendency. 3 Hours.

Analysis of the organizational and governance structures of American public education at national, state, and local levels.

EDLE 6103. School Finance. 3 Hours.

Principles, issues and problems of school funding formulae and fiscal allocations to school districts.

EDLE 6173. School Business Management. 3 Hours.

Fiscal and resource management in public schools: budgeting, insurance, purchasing, and accounting.

EDLE 6333. Advanced Legal Issues in Education. 3 Hours.

The examination and discussion of advanced legal issues affecting public school education. Prerequisite: Advanced graduate standing.

EDLE 6433. Legal Aspects of Special Education. 3 Hours.

A study of litigation and legislation in special education, federal and state laws and court cases, and due process hearings.

This course is cross-listed with SPED 6433.

EDLE 6503. Topics in Educational Research for School Administration. 3 Hours.

Application of educational research in the school setting by educational administrators. Emphasis placed on the use of state and local school or district data, data analysis, interpretation and reporting, hands-on experience with SPSS, and the formal process of writing a research report. Prerequisite: Advanced graduate standing.

EDLE 6513. Program Evaluation in Education. 3 Hours.

Program Evaluation in Education is designed to introduce students to concepts and methods of policy and program evaluation. Emphasis will be placed on preparing educational leadership students to conduct a program evaluation specialist project of dissertation.

EDLE 6523. Advanced Application of Educational Leadership. 3 Hours.

A review of seminal and current works on leadership as applied to the educational setting. Provides knowledge of classic and contemporary strategies for leadership.

EDLE 6533. Educational Policy. 3 Hours.

Examination of the research and theory related to the evolution of local, state, and federal governance and educational policy. Emphasis given to the consideration of procedures involving policy formulation, implementation, and analysis.

EDLE 6543. Introduction to Qualitative Research. 3 Hours.

This course offers an introduction to the qualitative approach to research in the Social Sciences. In particular, this course focuses on initial qualitative research designs that support planning, problem solving, and evaluation for educational leaders. Developing a conceptual framework, gaining an initial understanding of the methods of data collection and analysis, and establishing credibility in qualitative research are discussed. This course will be taught online using Blackboard and will require synchronous online class meetings that will require a webcam and microphone.

EDLE 6553. Advanced Qualitative Methods in Educational Research. 3 Hours.

This course has been designed to provide graduate students with a more in-depth understanding of qualitative research methods. Emphasis will be placed on preparing educational leadership students to design a qualitative or mixed-method dissertation study. Prerequisite: ESRM 6543 or HRWD 572V.

EDLE 6563. Advanced Data Collection for Program Evaluation. 3 Hours.

This course is designed to provide graduate students with an in-depth understanding of how to effectively collect data for a program evaluation. Emphasis will be placed on guiding educational leadership students through the data collection procedures they will use for their dissertation. Prerequisite: ESRM 6543 or EDLE 6553.

EDLE 6573. Advanced Empirical Analysis for Program Evaluation. 3 Hours.

This course is designed to provide graduate students with an in-depth understanding of how to effectively analyze data for a program evaluation. Emphasis will be placed on guiding educational leadership students through the data analysis procedures they will use for their dissertation. Prerequisite: EDLE 6563.

EDLE 674V. Internship. 1-6 Hour.

Internship. May be repeated for up to 6 hours of degree credit.

EDLE 680V. Educational Specialist Project. 1-6 Hour.

An original project, research project, or report required of all Ed.S. Degree candidates. Prerequisite: Admission to the Ed.S. program.

EDLE 699V. Seminar. 1-6 Hour.

Seminar. Prerequisite: Advanced graduate standing. May be repeated for up to 6 hours of degree credit.

EDLE 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Educational Technology (ETEC)

Derrick Mears

Program Coordinator

101 Peabody Hall

479-575-5439

Email: dmears@uark.edu

Education Technology Website (<http://etec.uark.edu>)

Degrees Conferred:

M.Ed. in Education Technology (ETEC)

Graduate Certificates Offered (non-degree):

K-12 Online Teaching (p. 343) (ETEC)

Program Description: The Educational Technology Program is a 34-hour non-thesis on-line master's program that prepares students for professional positions as educational technologists of education, business, government, and the health professions. It also offers a 15-hour certificate program that prepares K-12 teachers to plan, create, provide, and assess effective instruction within online K-12 environments.

Primary Areas of Faculty Research: Curricular integration of technology, distance learning, instructional design, policies and best

practices in online learning, vulnerable populations, virtual schools, cyber schools, immersive learning environments.

M.Ed. in Education Technology

Prerequisites to Degree Programs: Applicants for the M.Ed. degree must have completed a bachelor's degree and earned a 3.00 GPA on the last 60 hours of undergraduate course. Applicants with an earned GPA of 2.7-2.9 on the last 60 hours of undergraduate course work may be considered if an acceptable score on the Graduate Record Examinations or Miller Analogies Test is obtained.

Requirements for the Master of Education Degree: In addition to the general requirements of the Graduate School, students must complete a minimum of 34 hours of graduate course work to include 22 semester hours of core educational technology courses, nine semester hours of elective educational technology courses, and three semester hours of research. Additionally, a Culminating Student Portfolio must be successfully completed in the last semester of course work in the EPortfolio Production course and will replace the Graduate School requirement of a comprehensive examination.

Degree Requirements: (34 hours)

1. Educational Technology Core: 22 hours
2. Educational Technology Electives: 9 hours
3. College of Education and Health Professions research course: 3 hours
4. Culminating Student Portfolio: Completed during the last semester of course work.

Required ETEC Courses

ETEC 5203	Foundations of Educational Technology	3
ETEC 5213	Educational Media	3
ETEC 5243	Instructional Design Theory & Models	3
ETEC 5313	Principles in Visual Literacy	3
ETEC 5373	Web Design	3
ETEC 6223	Strategic Planning and IDT Programs	3
ETEC 6253	Distance Learning	3
ETEC 5981	Eportfolio Production	1

Elective ETEC Courses

Select three of the following:		9
ETEC 5253	Information Technologies	
ETEC 5263	Grant Writing in Instructional Technology	
ETEC 5303	Learning with Computers in K-12 Classrooms	
ETEC 6243	Advanced Instructional Design	
ETEC 6393	Issues and Trends in Instructional Design and Technology	

Required Research Course

Select one of the following:		3
ESRM 5013	Research Methods in Education	
AGED 5473	Interpreting Social Data in Agriculture	
HHRP 5353	Research in Health, Human Performance and Recreation	

Culminating EPortfolio

A Culminating Electronic Student Portfolio must be successfully completed in the last semester of course work in the EPortfolio Production course.

Total Hours	34
-------------	----

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Courses

ETEC 5203. Foundations of Educational Technology. 3 Hours.

Provides learners with a comprehensive survey of the major trends, issues, people, processes, and products that have significantly affected the evolution of the field of educational technology.

ETEC 5213. Educational Media. 3 Hours.

Instruction in selecting, utilizing and evaluating instructional materials and equipment. Prerequisite: Graduate standing.

ETEC 5243. Instructional Design Theory & Models. 3 Hours.

A study of the instructional development process as it pertains to the design and production of instructional materials which use modern technologies. Goal analysis, objectives, evaluation, instructional strategy development, production of an educational product, and revision of the instructional materials are considered. Prerequisite: Graduate standing.

ETEC 5253. Information Technologies. 3 Hours.

Students perform intensive examinations of the role of new technologies and their implications for instructional practice. Emphasis is on identification and evaluation of new technologies in instructional environments. Establishing and maintaining learning environments, exploring selected theories and concepts, assessing potential uses of IT, and utilization of new technologies will occur.

ETEC 5263. Grant Writing in Instructional Technology. 3 Hours.

Students will have an opportunity to find grant funding sources, write a grant, and submit an actual grant proposal to an agency for consideration. Will survey research in instructional media over the past 60 years and learn specific criteria for reading and evaluating research reports and articles. Will investigate current issues and topics related to research and grant writing in instructional media.

ETEC 5273. Advanced Design of Educational Media. 3 Hours.

Instruction in the planning and local production of instructional materials. Prerequisite: ETEC 5213.

ETEC 5283. Field Experiences in Educational Technology. 3 Hours.

Field experience in educational technology settings. Prerequisite: Graduate standing and 6 hours of graduate work in educational technology.

ETEC 5303. Learning with Computers in K-12 Classrooms. 3 Hours.

Students learn how technology can be used to support K-12 classroom environments. Various learning theories and technologies will be explored and projects will be developed that utilize technologies and current learning theories in K-12 settings. Emphasis is on identification, evaluation, and the effective use of technologies to support classroom environments. Prerequisite: Graduate standing.

ETEC 5313. Principles in Visual Literacy. 3 Hours.

Students gain understanding of visual literacy research and learn to create graphics that support learning. Literature in the area of visual literacy and learning theories as well as tools that facilitate effective visual literacy will be used to create visuals that are clear, communicate well, and help enhance learner performance.

ETEC 5373. Web Design. 3 Hours.

Students design, create, and analyze Web sites by applying processes, standards and techniques used to identify target audience; ensure compliance with copyright and disability laws, measure effectiveness, and coordinate Web design. Topics include copyright and fair use, user and task analysis, usability, accessibility, testing, search engine optimization, and web analytics. Prerequisite: ETEC 5213 or equivalent experience. May be repeated for up to 3 hours of degree credit.

EETEC 5743. Internship. 3 Hours.

A supervised field placement in educational technology that provides experience consistent with the student's professional goals and training emphasis. Internship experiences are planned and directed under the guidance of a faculty member. On-campus and on-site supervision is required. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

EETEC 5981. Eportfolio Production. 1 Hour.

This is a capstone course that is typically taken in the last semester of coursework and designed to: 1) review key constructs presented within the Educational Technology curriculum; 2) provide ETEC students the opportunity for reflection relative to his/her learning of the key concepts; and 3) utilize technology to assemble student-created artifacts that demonstrate mastery of the key concepts.

EETEC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

EETEC 6053. Special Problems in Educational Technology. 3 Hours.

Individually designed and conducted studies of educational technology under the guidance of a faculty member. Negotiated learning contract with supervising faculty required before enrollment. On-campus supervision required. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

EETEC 6223. Strategic Planning and IDT Programs. 3 Hours.

The course offers readings and experiences intended to develop strategic planning knowledge, values, attitudes, and skills in future instructional design and technology leaders. Topics covered include strategic planning and leadership.

EETEC 6243. Advanced Instructional Design. 3 Hours.

This course explores advanced topics in instructional design to facilitate understanding of grounded models, advanced theories, and research. This course focuses on: 1) design and development of contextualized technology-supported learning environments; 2) analysis and application of advanced theoretical foundations of design; and 3) examination and critique of instructional design research. Prerequisite: ETEC 5243 or equivalent.

EETEC 6253. Distance Learning. 3 Hours.

An intensive examination of the role of telecommunications and distance education technologies and their implications for educational practices. Emphasis is on techniques of development, utilization and evaluation of telecommunication and distance education technologies in classroom environments.

EETEC 6393. Issues and Trends in Instructional Design and Technology. 3 Hours.

Critical challenges posed as a result of the increasing infusion of technology into the school and training environments are explored. The course prepares students to make and defend policy decisions and become conversant with current trends and issues in the field.

Electrical Engineering (ELEG)

Juan Carlos Balda
Department Head
3220 Bell Engineering Center
479-575-3005/3009
Email: jbalda@uark.edu

Robert Saunders
Assistant Department Head
3220 Bell Engineering Center
479-575-3005/3009
Email: rsaunder@uark.edu

Hameed Naseem
Graduate Program Coordinator
3217 Bell Engineering Center
479-575-6052

Email: eleggrad@uark.edu (eleggrad@uark.edu)

Electrical Engineering Website (<http://electrical-engineering.uark.edu>)

Degrees Conferred:

M.S.E.E. (ELEG)

Ph.D. in Engineering (ELEG) (See Engineering (p. 157))

Primary Areas of Faculty Research: Communications, digital signal processing and sensor networks; electronics and electronic packaging, analog and mixed signal, and integrated circuits; power systems, power electronics, renewable energy and control; RF and microwave, electromagnetics, antennas, and terahertz; semiconductors, nanotechnology, optoelectronics, photovoltaic and photonics

M.S.E.E. in Electrical Engineering

Requirements for Admission: A student must have a grade point average of at least 3.0 (based on a 4.0 system) on all undergraduate work, or a 3.0 average or above on the last 60 hours of undergraduate coursework.

Requirements for Graduate Degrees: In addition to the requirements of the Graduate School and the College of Engineering, the following departmental requirements must be satisfied by candidates for advanced degrees in electrical engineering.

- Candidates for the Master of Science degree who present a thesis are required to complete a minimum of 24 semester hours of course work and six semester hours of thesis.
- Candidates for the Master of Science degree who do not present a thesis are required to complete a minimum of 30 semester hours of course work.
- Course work presented for the degree of Master of Science must include a minimum of 12 semester hours at the 5000- or 6000-level in electrical engineering. At least 15 (21 for non-thesis option) hours of the student's graduate course work must be ELEG courses. No more than six hours of ELEG 588V may be presented for degree credit.
- Students who complete a B.S. degree in Electrical Engineering at the University of Arkansas, Fayetteville, with a GPA of 3.5 or greater may count towards the M.S. degree up to six hours of ELEG graduate-level coursework completed as an undergraduate student.
- Students who are applying for the coursework-only M.S.E.E. degree through distance education may have the GRE requirement waived providing the student meets the following conditions. The student must meet the following three criteria:
 - The student has passed an equivalent exam (like the Fundamentals of Engineering);
 - The student has a B.S. degree in electrical engineering from an ABET-Accredited program, or already completed a graduate degree (M.Sc. or higher) in an engineering related field; and
 - The student has at least one year of professional working experience after completing a baccalaureate degree.
- Candidates for the M.S.E.E. degree must take an M.S. Readiness Assessment exam during their first semester of graduate work. This exam is administered by the student's major professor and advisory committee, and is designed to assess the student's undergraduate preparation for his or her graduate work. The student may be required to take whatever undergraduate courses are deemed necessary in addition to the graduate courses specified in items 1-3.
- The M.S.E.E. degree includes a distance education option for which students complete most or all of their coursework using distance education courses. The use of this option is subject to approval by

the student's major professor, and to the availability of sufficient distance education courses in the student's specialty areas to enable completion of the M.S.E.E.

8. The M.S.E.E. degree will allow transfer of up to nine credit hours of graduate level coursework from universities with which the University of Arkansas has a "1+1" M.S.E.E. exchange program. This is an exception to the Graduate School rule that only six hours may be transferred. Each course transferred must be graduate level, and must be approved for transfer by the Electrical Engineering Graduate Committee. The transferred courses will not count toward the M.S.E.E. requirement for 5000 or 6000 level ELEG courses.
9. Any other conditions as stipulated in the departmental guidelines for master's degrees.

Ph.D. in Electrical Engineering

The program of study for the Ph.D. degree must satisfy the following:

1. If the student does not have an M.S. degree, a minimum of 42 hours of course work (excluding dissertation hours) beyond the bachelor's degree must be presented in the Ph.D. program. If the student has an M.S. degree, a minimum of 42 hours of course work (excluding thesis and dissertation hours) must be presented in the combined M.S. and Ph.D. programs..
2. The course work specified in item (a) must include a minimum of 30 hours of course work at the 5000 and 6000 level, and at least 24 of these 5000- and 6000-level hours must be in electrical engineering.
3. The course work specified in item (a) must include GRSD 5003 or MEPH 5383.
4. The doctoral program must include at least 72 hours of course work and thesis or dissertation hours. A maximum of six of these hours may be thesis hours. The remaining hours that are not course work must be dissertation. The Graduate School requires a minimum of 18 hours of dissertation for graduation.
5. It is emphasized that the course work specified above represents minimums, and many students' programs will include more than this minimum, particularly if the student has an M.S.E.E. degree from a school that is not a recognized graduate school in the United States.
6. Other conditions as stipulated in departmental guidelines for doctoral degrees.

Graduate Faculty

Ang, Simon S., Ph.D. (Southern Methodist University), M.S.E.E. (Georgia Institute of Technology), B.S.E.E. (University of Arkansas), Professor, 1988.

Balda, Juan Carlos, Ph.D. (University of Natal), B.S. (Universidad Nacional del Sur), University Professor, 1989.

Chen, Zhong, Ph.D. (North Carolina State University), M.Eng. (National University of Singapore), B.S. (Zhejiang University), Assistant Professor, 2015.

El-Ghazaly, Samir M., Ph.D. (University of Texas at Austin), M.S., B.S. (Cairo University), Distinguished Professor, 2007.

El-Shenawee, Magda O., Ph.D. (University of Nebraska-Lincoln), M.S., B.S. (Assiut University, Egypt), Professor, 2001.

Luo, Fang, Ph.D. (Huazhong University of Science and Technology), Assistant Professor, 2017.

Manasreh, Omar, Ph.D. (University of Arkansas), M.S. (University of Puerto Rico-Rio Piedras), B.S. (University of Jordan), Professor, 2003.

Mantooth, Alan, Ph.D. (Georgia Institute of Technology), M.S., B.S. (University of Arkansas), Distinguished Professor, 1998.

Martin, Terry W., Ph.D., M.S.E.E., B.S.E.E. (University of Arkansas), Professor, 1990.

McCann, Roy A., Ph.D. (University of Dayton), M.S.E.E., B.S.E.E. (University of Illinois), Professor, 2003.

Naseem, Hameed A., Ph.D., M.S. (Virginia Polytechnic State University), M.Sc. (Panjab University), University Professor, 1985.

Saunders, Robert F., M.S.E.E., M.S. (University of Arkansas), Instructor, 2012.

Spiesshoefer, Silke, Ph.D., M.S.E.E., B.S.Ch.E. (University of Arkansas), Clinical Assistant Professor, 2014.

Ware, Morgan, Ph.D. (North Carolina State University), B.S. (Florida State University), Assistant Professor, 2005.

Wu, Jingxian, Ph.D. (University of Missouri-Columbia), M.S. (Tsinghua University), B.S. (Beijing University of Aeronautics and Astronautics), Associate Professor, 2008.

Yu, Fisher, Ph.D. (Arizona State University), M.S., B.S. (Peking University), Associate Professor, 2008.

Zhao, Yue, Ph.D. (University of Nebraska-Lincoln), B.S. (Beijing University), Assistant Professor, 2015.

Courses

ELEG 4213. MEMS and Microsensors. 3 Hours.

The aim of this course is to teach the theory and developments in MEMS, microsensors, NEMS and smart devices and to train the students for the fabrication using microfabrication tools in the clean room. The students will design, fabricate and characterize a MEMS/Microsensor device during the lab hours at the HiDEC clean room. Prerequisite: Engineering student.

ELEG 4243. Analog Integrated Circuits. 3 Hours.

Theory and design techniques for linear and analog integrated circuits. Current mirrors, voltage to base emitter matching, active loads, compensation, level shifting, amplifier design techniques, circuit simulation using computer-assisted design programs. Prerequisite: ELEG 3224.

ELEG 4253. Nanotechnology in Engineering & Medicine. 3 Hours.

The objective of this course is to present a concise and concurrent introduction to Nanotechnology and its applications in engineering and medicine, particularly for nanoelectronics, nanosensors and nanocomputing. This course presents basic aspects of the nanotechnology, its fabrication and imaging technologies and integration of biomolecules with electronic systems for the design of devices in nanoelectronics, nanobioelectronics and Nanomedicine. Prerequisite: Senior standing or instructor consent. May be repeated for up to 6 hours of degree credit.

ELEG 4283. Mixed Signal Test Engineering I. 3 Hours.

Overview of mixed signal testing, the test specification process, DC and parametric measurements, measurement accuracy, tester hardware, sampling theory, DSP-based testing, analog channel testing, digital channel testing. Prerequisite: Senior or graduate standing.

ELEG 4303. Introduction to Nanomaterials and Devices. 3 Hours.

This course provides the students with an introduction to nanomaterials and devices. The students will be introduced to the quantization of energy levels in nanomaterials, growth of nanomaterials, electrical and optical properties, and devices based on these nanomaterials, such as tunneling resonant diodes, transistors, detector, and emitters. Graduate students will be given additional or different assignments. Graduate students will be expected to explore and demonstrate an understanding of the material with a greater level of depth and breadth than the undergraduates. Each group of students will have different expectations and grading systems. The instructor will prepare and distribute two distinct syllabi. Corequisite: ELEG 4203. Prerequisite: ELEG 3214 and PHYS 2074. May be repeated for up to 6 hours of degree credit.

ELEG 4463L. Control Systems Laboratory. 3 Hours.

Experimental study of various control systems and components. The use of programmable logic controllers in the measurement of systems parameters, ladder-logic applications, process-control applications, and electromechanical systems. Prerequisite: ELEG 3924 and ELEG 3124.

ELEG 4603. Deterministic Digital Signal Processing System Design. 3 Hours.

Design of Digital Signal Processing systems with deterministic inputs. Sampling, quantizing, oversampling, ADC trade-offs, distortion, equalizers, anti-aliasing, coherency, frequency domain design, audio and video compression. Prerequisite: ELEG 3124.

ELEG 4623. Communication Systems. 3 Hours.

Various modulation systems used in communications. AM and FM fundamentals, pulse modulation, signal to noise ratio, threshold in FM, the phase locked loop, matched filter detection, probability of error in PSK, FKS, and DPSK. The effects of quantization and thermal noise in digital systems. Information theory and coding. Pre- or Corequisite: ELEG 3143.

ELEG 487V. Special Topics in Electrical Engineering. 1-3 Hour.

Consideration of current electrical engineering topics not covered in other courses. Prerequisite: Senior standing. May be repeated for up to 6 hours of degree credit.

ELEG 4963. CPLD/FPGA Based System Design. 3 Hours.

Field Programmable logic devices (FPGAs/CPLDs) have become extremely popular as basic building blocks for digital systems. They offer a general architecture that users can customize by inducing permanent or reversible physical changes. This course will deal with the implementation of logic options using these devices. Corequisite: Lab component. Prerequisite: ELEG 4914.

This course is cross-listed with CSCE 4353.

ELEG 4983. Computer Architecture. 3 Hours.

Design of a single board computer including basic computer organization, memory subsystem design, peripheral interfacing, DMA control, interrupt control, and bus organization. Prerequisite: ELEG 3924.

This course is cross-listed with CSCE 4213.

ELEG 5173L. Digital Signal Processing Laboratory. 3 Hours.

Use of DSP integrated circuits. Lectures, demonstrations, and projects. DSP IC architectures and instruction sets. Assembly language programming. Development tools. Implementation of elementary DSP operations, difference equations, transforms and filters. Prerequisite: ELEG 3124.

ELEG 5193L. Advanced DSP Processors Laboratory. 3 Hours.

Familiarization with, and use of, advanced DSP processors. Parallel processor configurations, timing consideration, specialized programming techniques, and complex pipelines. Prerequisite: ELEG 5173L.

ELEG 5203. Semiconductor Devices. 3 Hours.

Crystal properties and growth of semiconductors, energy bands and charge carriers in semiconductors, excess carriers in semiconductors, analysis and design of p/n junctions, analysis and design of bipolar junction transistors, and analysis and design of field-effect transistors. Students may not receive credit for both ELEG 4203 and ELEG 5203. Prerequisite: Graduate standing.

ELEG 5213. Integrated Circuit Fabrication Technology. 3 Hours.

Theory and techniques of integrated circuit fabrication technology; crystal growth, chemical vapor deposition, impurity diffusion, oxidation, ion implantation, photolithography and metallization. Design and analysis of device fabrication using SUPREM and SEDAN. In-process analysis techniques. Student review papers and presentations on state of the art fabrication and device technology. Prerequisite: ELEG 4203.

ELEG 5223. Design and Fabrication of Solar Cells. 3 Hours.

Solar insolation and its spectral distribution/ p-n junction solar cells in dark and under illumination; solar cell parameters efficiency limits and losses; standard cell technology; energy accounting; design of silicon solar cells using simulation; fabrication of designed devices in the lab and their measurements. Students cannot receive credit for both ELEG 4223 and ELEG 5223. Prerequisite: ELEG 4203 or ELEG 5203.

ELEG 5243L. Microelectronic Fabrication Techniques and Procedures. 3 Hours.

The Thin-Film Fabrication course is designed to prepare students to use the thin-film equipment and processes available at the Engineering Research Center's thin-film cleanroom. The process modules to be trained on include lithography, metal deposition and etching, oxide deposition, growth and etching, reactive dry etching, tantalum anodization, photodefinable spin-on dielectric and electroplating. The related metrology modules include microscope inspection, spectrophotometric measurement of oxide, profilometry and four-point probe measurements. Prerequisite: ELEG 5273.

ELEG 5253L. Integrated Circuit Design Laboratory I. 3 Hours.

Design and layout of large scale digital integrated circuits. Students design, check, and simulate digital integrated circuits which will be fabricated and tested in I.C. Design Laboratory II. Topics include computer-aided design, more in-depth coverage of topics from ELEG 4233, and design of very large scale chips. Prerequisite: ELEG 4233.

This course is cross-listed with CSCE 5253L.

ELEG 5263L. Integrated Circuit Design Laboratory II. 3 Hours.

Students test the I.C. chips they designed in I.C. Design Laboratory I and propose design corrections where needed. Topics include gate arrays, bipolar design, I²L, memory design, and microprocessor design. Prerequisite: ELEG 5253L.

This course is cross-listed with CSCE 5363L.

ELEG 5273. Electronic Packaging. 3 Hours.

An introductory treatment of electronic packaging, from single chip to multichip, including materials, substrates, electrical design, thermal design, mechanical design, package modeling and simulation, and processing considerations. Credit cannot be earned for both MEEG 5273 and ELEG 5273. Prerequisite: Graduate standing. This course is cross-listed with MEEG 5273.

ELEG 5283. Mixed Signal Test Engineering II. 3 Hours.

Focus calibrations, DAC testing, ADC testing, DIB design, Design for Test, Data Analysis, and Test Economics. Prerequisite: ELEG 4283.

ELEG 5293L. Integrated Circuits Fabrication Laboratory. 3 Hours.

Experimental studies of silicon oxidation, solid-state diffusion, photolithographical materials and techniques, bonding and encapsulation. Fabrication and testing of PN diodes, NPN transistors and MOS transistors. Prerequisite: ELEG 5213.

ELEG 5313. Power Semiconductor Devices. 3 Hours.

Carrier transport physics; breakdown phenomenon in semiconductor devices; power bipolar transistors, thyristors, power junction field-effect transistors, power field-controlled diodes, power metal-oxide-semiconductor field-effect transistors, and power MOS-bipolar devices. Prerequisite: ELEG 4203 or graduate standing.

ELEG 5323. Semiconductor Nanostructures I. 3 Hours.

This course is focused on the basic theoretical and experimental analyses of low dimensional systems encountered in semiconductor heterojunctions and nanostructures with the emphasis on device applications and innovations. Prerequisite: ELEG 4203 or instructor permission.

ELEG 5333. Semiconductor Nanostructures II. 3 Hours.

This course is a continuation of ELEG 5323 Semiconductors Nanostructures I. It is focused on the transport properties, growth, electrical and optical properties of semiconductor nanostructures, and optoelectronic devices. Prerequisite: ELEG 5323 or instructor permission.

ELEG 5343. Organic Electronics Technology. 3 Hours.

Students become familiar with recent developments in and process technology for organic material based devices and sensors in the classroom, but also gain hands on experience with fabrication processes using micro-fabrication tools in the lab.

ELEG 5353. Semiconductor Optoelectronic Devices. 3 Hours.

This course will provide graduate students a detailed background in semiconductor optoelectronic devices such as light emitting diodes and lasers, photodetectors, solar cells, modulators. The applications of these devices will also be discussed. Prerequisite: ELEG 4203 or ELEG 5203.

ELEG 5363. Semiconductor Material and Device Characterization. 3 Hours.

This course provides an overview of semiconductor characterization techniques in industry: Electrical measurements, Optical measurements, Electron and ion beam measurements, X-ray and probe measurements. Prerequisite: ELEG 4203 or ELEG 5203 and instructor consent.

ELEG 5383. Introduction of Integrated Photonics. 3 Hours.

This course is designed to provide junior and senior graduate students detailed knowledge of integrated photonics by using silicon photonics as an example. The course covers a cycle of design, fabrication, and testing of photonic devices by using analytic and numerical methods. The course will focus on designing an interferometer, which is widely used in communication and sensing applications. Students will be exposed to use the state-of-art design simulation tool, Lumerical, to design the photonic circuits and to evaluate the performances. In the course project, students will extend the design rules to design a set of components to be used for integrated microwave photonics based on Ge on Si, SiGeSn, or Si3N4 on sapphire platform. Prerequisite: ELEG 4203 and ELEG 5353.

ELEG 5403. Control Systems. 3 Hours.

Mathematical modeling of dynamic systems, stability analysis, control systems architectures and sensor technologies. Time-domain and frequency-domain design of feedback control systems: lead, lag, PID compensators. Special topics on microprocessor implementation. Credit not given for both ELEG 4403 and ELEG 5403. Prerequisite: Graduate standing or ELEG 3124.

ELEG 5413. Modern Control Systems. 3 Hours.

A second course in linear control systems. Emphasis on multiple-input and multiple-output systems: State-space analysis, similarity transformations, eigenvalue and eigenvector decomposition, stability in the sense of Lyapunov, controllability and observability, pole placement, quadratic optimization. Credit not given for both ELEG 4413 and ELEG 5413. Prerequisite: ELEG 5403 or equivalent.

ELEG 5423. Optimal Control Systems. 3 Hours.

Basic concepts, conditions for optimality, the minimum principle, the Hamilton Jacobi equation, structure and properties of optimal systems. Prerequisite: ELEG 4403 or graduate standing.

ELEG 5433. Digital Control Systems. 3 Hours.

Signal processing in continuous-discrete systems. System modeling using the z-transform and state-variable techniques. Analysis and design of digital control systems. Digital redesign for continuous control. Prerequisite: ELEG 4403 or graduate standing.

ELEG 5443. Nonlinear Systems Analysis and Control. 3 Hours.

Second-order nonlinear systems. Nonlinear differential equations. Approximate analysis methods. Lyapunov and input-output stability. Design of controllers, observers, and estimators for nonlinear systems. Prerequisite: ELEG 4403 or graduate standing.

ELEG 5453. Adaptive Filtering and Control. 3 Hours.

Models for deterministic systems. Parameter estimation. Adaptive control. Stochastic models. Stochastic state and parameter estimation. Adaptive control of stochastic systems. Prerequisite: ELEG 4403 or graduate standing.

ELEG 5463. Biomedical Control Systems. 3 Hours.

Study of control systems analysis and design as applied to human physiological systems: Modeling and dynamics of biological processes, biomedical sensors, time and frequency domain analysis, identification of physiological systems. Overview of medical device regulations. Prerequisite: ELEG 4403 or graduate standing.

ELEG 5473. Power System Operation and Control. 3 Hours.

Study of the control and operation of electric power systems: Modeling, dynamics, and stability of three-phase power systems. Design and implementation of control systems related to generation and transmission. Overview of the related industry and government regulations for power system protection and reliability. Prerequisite: ELEG 4403 or graduate standing.

ELEG 5503. Design of Advanced Power Distribution Systems. 3 Hours.

ELEG 5503 Design of Advanced Power Distribution Systems. 3 credit hours. Design considerations of electric power distribution systems, including distribution transformer usage, distribution system protection implementation, primary and secondary networks design, applications of advanced equipment based on power electronics, and use of capacitors and voltage regulation. Students may not receive graduate credit for both ELEG 4503 and ELEG 5503. Prerequisite: ELEG 3304 or graduate standing.

ELEG 5513. Power Systems Analysis. 3 Hours.

Modeling and analysis of electric power systems: Energy sources and conversion; load flow analysis; reference frame transformations; symmetrical and unsymmetrical fault conditions; load forecasting and economic dispatch. Credit not given for both ELEG 4513 and ELEG 5513. Prerequisite: Graduate standing.

ELEG 5523. Electric Power Quality. 3 Hours.

The theory and analysis of electric power quality for commercial, industrial and residential power systems. Specific topics include harmonics, voltage sags, wiring and grounding, instrumentation, distributed generation and power electronic systems, and site surveys. Case studies complement the theoretical concepts. Prerequisite: ELEG 3304 or graduate standing.

ELEG 5533. Power Electronics and Motor Drives. 3 Hours.

Fundamentals of power electronics, diode bridge rectifiers, inverters, general concepts on motor drives, induction motor drives, synchronous motor drives, and dc motor drives. Students may not receive credit for both ELEG 4533 and 5533. Prerequisite: Graduate standing or ELEG 3224 and ELEG 3304.

ELEG 5543. Introduction to Power Electronics. 3 Hours.

Presents basics of emerging areas in power electronics and a broad range of topics such as power switching devices, electric power conversion techniques and analysis, as well as their applications. Students may not receive credit for both ELEG 5543 and 4543. Prerequisite: ELEG 2114 and ELEG 3214, or graduate standing.

ELEG 5553. Switch Mode Power Conversion. 3 Hours.

Basic switching converter topologies, control scheme of switching converters, simulation of switching converters, resonant converters, isolated converters, dynamic analysis of switching converters. Students will not receive graduate credit for both ELEG 4553 and ELEG 5553. Prerequisite: Graduate standing.

ELEG 5613. Introduction to Telecommunications. 3 Hours.

Overview of public and private telecommunication systems; traffic engineering; communications systems basics, information technology, electromagnetics, and data transmission. Prerequisite: ELEG Graduate Standing or ELEG 3124. This course is cross-listed with CSCE 5613.

ELEG 5623. Information Theory. 3 Hours.

Continuous and discrete source and channel models, measure of information, channel capacity, noisy-channel coding theorem, coding and decoding techniques. Prerequisite: ELEG 3143 or ELEG 4623 or graduate standing.

ELEG 5633. Detection and Estimation. 3 Hours.

Binary and multiple decisions for single and multiple observations; sequential, composite, and non-parametric decision theory; estimation theory; sequential, non-linear, and state estimation; optimum receiver principles. Prerequisite: Graduate standing.

ELEG 5653. Artificial Neural Networks. 3 Hours.

Fundamentals of artificial neural networks, both theory and practice. Teaches basic concepts of both supervised and unsupervised learning, and how they are implemented using artificial neural networks. Topics include the perceptron, back propagation, the competitive Hamming net, self-organizing feature maps, topological considerations, requirements for effective generalization, subpattern analysis, etc. Prerequisite: MATH 2584.

ELEG 5663. Communication Theory. 3 Hours.

Principles of communications. Channels and digital modulation. Optimum receivers and algorithms in the AWGN and fading channels. Coherent, non-coherent detectors and matched filters. Bounds on the performance of communications, and comparison of communications systems. Background in stochastic processes and probabilities, communication systems is desirable. Prerequisite: Graduate standing. May be repeated for degree credit.

ELEG 5693. Wireless Communications. 3 Hours.

Comprehensive course in fast developing field of wireless mobile/cellular personal telecommunications. Topics include cellular system structures, mobile radio propagation channels, etc. Prerequisite: Graduate standing.

ELEG 5703. RF & Microwave Design. 3 Hours.

An introduction to microwave design principles. Transmission lines, passive devices, networks, impedance matching, filters, dividers, and hybrids will be discussed in detail. Active microwave devices will also be introduced. In addition, the applications of this technology as it relates to radar and communications systems will be reviewed. Selected topics for device fabrication and measurements will be covered. Cannot get credit if student has taken ELEG 4703. Prerequisite: ELEG 3704.

ELEG 5723. Advanced Microwave Design. 3 Hours.

This course is an advanced course in microwave design building on the introduction to microwave design course. A detailed discussion of active devices, biasing networks, mixers, detectors, Microwave Monolithic Integrated Circuits (MMIC), and wideband matching networks will be provided. In addition, a number of advanced circuits will be analyzed. Prerequisite: ELEG 3704 and ELEG 4703 or ELEG 5703.

ELEG 5763. Advanced Electromagnetic Scattering & Transmission. 3 Hours.

Reflection and transmission of electromagnetic waves from a flat interface, the Poynting theorem, the complex and average power, the rectangular wave guides, TE and TM modes, radiation from antennas in free space and introduction to computational electromagnetics. Prerequisite: ELEG 3704.

ELEG 5773. Electronic Response of Biological Tissues. 3 Hours.

Understand the electric and magnetic response of biological tissues with particular reference to neural and cardiovascular systems. Passive and active forms of electric signals in cell communication. We will develop the central electrical mechanisms from the membrane channel to the organ, building on those that are common to many electrically active cells in the body. Analysis of Nernst equation, Goldman equation, linear cable theory, and Hodgkin-Huxley Model of action potential generation and propagation. High frequency response of tissues to microwave excitation, dielectric models for tissue behavior, Debye, Cole-Cole models. Role of bound and free water on tissue properties. Magnetic response of tissues. Experimental methods to measure tissue response. Applications to Electrocardiography & Electroencephalography, Microwave Medical Imaging, RF Ablation will be discussed. Students may not receive credit for both ELEG 4773 and ELEG 5773. Prerequisite: MATH 2584, ELEG 3704 or PHYS 3414, BIOL 2533 or equivalent.

ELEG 5783. Introduction to Antennas. 3 Hours.

Basic antenna types: small dipoles, half wave dipoles, image theory, monopoles, small loop antennas. Antenna arrays: array factor, uniformly excited equally spaced arrays, pattern multiplication principles, nonuniformly excited arrays, phased arrays. Use of MATLAB programming and mathematical techniques for antenna analysis and design. Emphasis will be on using simulation to visualize variety of antenna radiation patterns. Students cannot get credit for ELEG 5783 if they have taken ELEG 4783. Prerequisite: ELEG 3704.

ELEG 5801. Written and Oral Communication. 1 Hour.

This course is designed to improve the oral presentations and technical writing of graduate students. Emphasis is placed on writing journal articles, theses and dissertations, and on giving oral presentations at conferences and job interviews. Each student delivers a 20 minute PowerPoint presentation to other students in the class. Prerequisite: Readiness to begin writing thesis.

ELEG 587V. Special Topics in Electrical Engineering. 1-3 Hour.

Consideration of current electrical engineering topics not covered in other courses. Prerequisite: Graduate standing. May be repeated for up to 3 hours of degree credit.

ELEG 588V. Special Problems. 1-6 Hour.

Opportunity for individual study of advanced subjects related to a graduate electrical engineering program to suit individual requirements. May be repeated for up to 6 hours of degree credit.

ELEG 5903. Engineering Technical Writing. 3 Hours.

In this course, advanced graduate students (PhD candidates and selected MS students) will be trained in rephrasing and preparing technical papers, including scientific reports. Illustrations step by step will be explained. Each student is required to prepare technical papers based on their own research results and will be guided from selecting a title to a finished product. The emphasis will be placed on the structures of the articles including figures and table preparation, abstract writing, citations and references, and acknowledgments. The students will also be trained to prepare letters to the journals' editors and how to respond to reviewers' comments. Prerequisite: Graduate standing.

ELEG 5914. Advanced Digital Design. 4 Hours.

To master advanced logic design concepts, including the design and testing of synchronous and asynchronous combinational and sequential circuits using state of the art CAD tools. Students may not receive credit for both ELEG 5914 and ELEG 4914 or CSCE 4914. Corequisite: Lab component. Prerequisite: ELEG 2904 or CSCE 2114.

ELEG 5923. Introduction to Integrated Circuit Design. 3 Hours.

Design and layout of large scale digital integrated circuits using CMOS technology. Topics include MOS devices and basic circuits, integrated circuit layout and fabrication, dynamic logic, circuit design, and layout strategies for large scale CMOS circuits. Students may not receive credit for both ELEG 4233 and ELEG 5923. Prerequisite: ELEG 3214 or ELEG 3933 and MATH 2584. This course is cross-listed with ELEG 4233.

ELEG 5993. Mixed-signal Modeling and Simulation. 3 Hours.

Study of basic analog, digital & mixed signal simulation solution methods. Modeling with hardware description languages. Use of state-of-the-art simulators and HDLs. Students may not receive credit for both ELEG 4293 and ELEG 5993. Prerequisite: ELEG 3224 or graduate standing.

ELEG 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

ELEG 6801. Graduate Seminar. 1 Hour.

Papers presented by candidates for the Doctor of Philosophy degree in electrical engineering on current research or design problems in the field of electrical engineering.

ELEG 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Elementary Education (ELED)

Cheryl Murphy
 Department Head
 216 Peabody Hall
 479-575-4209
 Email: cmurphy@uark.edu

Heather Kindall
 Program Coordinator
 207 Peabody Hall
 479-575-2516
 Email: hkindall@uark.edu

Degrees Conferred:

M.A.T. in Elementary Teaching
 M.Ed. in Elementary Education

Graduate Certificates Offered (non-degree):

STEM Education for Early Childhood (p. 344) (K-4)

Program Description: The University of Arkansas offers the Bachelor of Science (B.S.E.) degree in Childhood Education and the Master of Arts in Teaching (M.A.T.) degree in Elementary Education. These combined degree programs are one of the options at the University of Arkansas that lead to initial teacher licensure in Elementary Education (Pre-Kindergarten through Grade 6). Students who obtain their B.S.E. degree from the University of Arkansas will have completed the prerequisite course requirements for entry into the M.A.T. program. Students who obtain a bachelors degree from another university and/or in a program area other than Elementary Education must have their transcripts evaluated by a Elementary Education program adviser to determine what deficiencies must be met before they can be considered for admission into the M.A.T. program. The M.A.T. degree program is a 33-semester-hour program. To be recommended for licensure by the University of Arkansas, Fayetteville, campus, students must complete the M.A.T. degree program or the undergraduate Elementary Licensure program (see undergraduate catalog for more information). Students also choose a concentration from among English as a Second Language, Reading, Gift and Talented, or STEM Education.

The program also offers coursework toward a graduate certificate in STEM Education for Early Childhood (K-4).

Master of Arts in Elementary Teaching (M.A.T.)

Prerequisites to Degree Program

Enrollments will be limited in upper division professional studies courses in the Childhood Education B.S.E. Program. In addition, the number of students accepted into the M.A.T. Program in Elementary Education will be contingent upon availability of placements with partnership schools. Specific application procedures, screening, and selection criteria are in effect to limit course enrollments and acceptance to the M.A.T. program. Please contact your childhood education program faculty adviser for details regarding the selective admission process. Admission requirements for the M.A.T. degree program for initial certification are as follows:

1. Completion of an appropriate undergraduate degree program.
2. Cumulative GPA of 3.00, or 3.00 in the last 60 hours of the baccalaureate degree .
3. Admission to the Graduate School.

4. Screening/acceptance into internship, which includes an admission portfolio.
5. Admission to the Master of Arts in Teaching program.
6. Successful completion of the required criminal background check. Background check materials must be submitted by May 1st prior to the internship year.
7. Completion of the pre-education core with a minimum of "C" in all courses.
8. Completion of all prerequisite courses in teaching field.
9. Payment of internship fee.

Requirements for the Master of Arts in Teaching Degree

A minimum of 33 hours of course work is required in one of the following concentrations.

Students should also be aware of Graduate School requirements with regard to master's degree.

English as Second Language for K-6 Candidates Concentration

Minimum 33 hours:

CIED 5003	Elementary Education Seminar	3
CIED 5013	Measurement, Research and Statistical Concepts in the Schools	3
CIED 5022	Classroom Management Concepts	2
CIED 5032	Curriculum Design Concepts for Teachers	2
CIED 5053	Multicultural Issues in Elementary Education	3
CIED 5073	Action Research in Elementary Education	3
CIED 508V	Elementary Education Cohort Teaching Internship	6
CIED 5162	Applied Practicum	2
CIED 5173	Literacy Assessment and Intervention	3
CIED 5933	Second Language Methodologies	3
CIED 5953	Second Language Assessment	3
Total Hours		33

STEM for K-6 Candidates Concentration

Minimum 33 hours:

CIED 5003	Elementary Education Seminar	3
CIED 5013	Measurement, Research and Statistical Concepts in the Schools	3
CIED 5022	Classroom Management Concepts	2
CIED 5032	Curriculum Design Concepts for Teachers	2
CIED 5053	Multicultural Issues in Elementary Education	3
CIED 5073	Action Research in Elementary Education	3
CIED 508V	Elementary Education Cohort Teaching Internship	6
CIED 5162	Applied Practicum	2
CIED 5173	Literacy Assessment and Intervention	3
STEM 5203	Problem-Based Mathematics	3
STEM 5213	Teaching Problem-Based Science in the Elementary Grades	3
Total Hours		33

Reading for K-6 Candidates Concentration

Minimum 33 hours:

CIED 5003	Elementary Education Seminar	3
CIED 5013	Measurement, Research and Statistical Concepts in the Schools	3
CIED 5022	Classroom Management Concepts	2
CIED 5032	Curriculum Design Concepts for Teachers	2
CIED 5053	Multicultural Issues in Elementary Education	3
CIED 508V	Elementary Education Cohort Teaching Internship	3
CIED 5162	Applied Practicum	2
CIED 5173	Literacy Assessment and Intervention	3
CIED 5593	Advanced Diagnosis and Intervention	3
CIED 5793	Practicum in Literacy	3
CIED 5983	Practicum in Curriculum & Instruction	3
CIED 6233	Organization of Reading Programs	3
Total Hours		33

Gifted and Talented for K-6 Candidates Concentration

Minimum 33 hours:

CIED 5003	Elementary Education Seminar	3
CIED 5013	Measurement, Research and Statistical Concepts in the Schools	3
CIED 5022	Classroom Management Concepts	2
CIED 5032	Curriculum Design Concepts for Teachers	2
CIED 5053	Multicultural Issues in Elementary Education	3
CIED 5073	Action Research in Elementary Education	3
CIED 508V	Elementary Education Cohort Teaching Internship	6
CIED 5162	Applied Practicum	2
CIED 5173	Literacy Assessment and Intervention	3
Faculty approved GT course		6
Total Hours		33

M.A.T. in Elementary Education with ESL for K-6 Candidates Concentration

Prerequisites to Degree Program

Enrollments will be limited in upper division professional studies courses in the Childhood Education B.S.E. Program. In addition, the number of students accepted into the M.A.T. Program in Elementary Education will be contingent upon availability of placements with partnership schools. Specific application procedures, screening, and selection criteria are in effect to limit course enrollments and acceptance to the M.A.T. program. Please contact your childhood education program faculty adviser for details regarding the selective admission process. Admission requirements for the M.A.T. degree program for initial certification are as follows:

1. Completion of an appropriate undergraduate degree program.
2. Cumulative GPA of 3.00, or 3.00 in the last 60 hours of the baccalaureate degree .
3. Admission to the Graduate School.
4. Screening/acceptance into internship, which includes an admission portfolio.

5. Admission to the Master of Arts in Teaching program.
6. Successful completion of the required criminal background check. Background check materials must be submitted by May 1st prior to the internship year.
7. Completion of the pre-education core with a minimum of "C" in all courses.
8. Completion of all prerequisite courses in teaching field.
9. Payment of internship fee.

Requirements for the Master of Arts in Teaching Degree

A minimum of 33 hours of course work is required in one of the following concentrations.

Students should also be aware of Graduate School requirements with regard to master's degree.

M.A.T. in Elementary Education with Gifted and Talented for K-6 Candidates Concentration

Prerequisites to Degree Program

Enrollments will be limited in upper division professional studies courses in the Childhood Education B.S.E. Program. In addition, the number of students accepted into the M.A.T. Program in Elementary Education will be contingent upon availability of placements with partnership schools. Specific application procedures, screening, and selection criteria are in effect to limit course enrollments and acceptance to the M.A.T. program. Please contact your childhood education program faculty adviser for details regarding the selective admission process. Admission requirements for the M.A.T. degree program for initial certification are as follows:

1. Completion of an appropriate undergraduate degree program.
2. Cumulative GPA of 3.00, or 3.00 in the last 60 hours of the baccalaureate degree .
3. Admission to the Graduate School.
4. Screening/acceptance into internship, which includes an admission portfolio.
5. Admission to the Master of Arts in Teaching program.
6. Successful completion of the required criminal background check. Background check materials must be submitted by May 1st prior to the internship year.
7. Completion of the pre-education core with a minimum of "C" in all courses.
8. Completion of all prerequisite courses in teaching field.
9. Payment of internship fee.

Requirements for the Master of Arts in Teaching Degree

A minimum of 33 hours of course work is required in one of the following concentrations.

Students should also be aware of Graduate School requirements with regard to master's degree.

M.A.T. in Elementary Education with Reading for K-6 Candidates Concentration

Prerequisites to Degree Program

Enrollments will be limited in upper division professional studies courses in the Childhood Education B.S.E. Program. In addition, the number of students accepted into the M.A.T. Program in Elementary Education will be contingent upon availability of placements with partnership schools. Specific application procedures, screening, and selection criteria are in effect to limit course enrollments and acceptance to the M.A.T. program. Please contact your childhood education program faculty adviser for details regarding the selective admission process. Admission requirements for the M.A.T. degree program for initial certification are as follows:

1. Completion of an appropriate undergraduate degree program.
2. Cumulative GPA of 3.00, or 3.00 in the last 60 hours of the baccalaureate degree .
3. Admission to the Graduate School.
4. Screening/acceptance into internship, which includes an admission portfolio.
5. Admission to the Master of Arts in Teaching program.
6. Successful completion of the required criminal background check. Background check materials must be submitted by May 1st prior to the internship year.
7. Completion of the pre-education core with a minimum of "C" in all courses.
8. Completion of all prerequisite courses in teaching field.
9. Payment of internship fee.

Requirements for the Master of Arts in Teaching Degree

A minimum of 33 hours of course work is required in one of the following concentrations.

Students should also be aware of Graduate School requirements with regard to master's degree.

M.A.T. in Elementary Teaching with STEM for K-6 Candidates Concentration

Prerequisites to Degree Program

Enrollments will be limited in upper division professional studies courses in the Childhood Education B.S.E. Program. In addition, the number of students accepted into the M.A.T. Program in Elementary Education will be contingent upon availability of placements with partnership schools. Specific application procedures, screening, and selection criteria are in effect to limit course enrollments and acceptance to the M.A.T. program. Please contact your childhood education program faculty adviser for details regarding the selective admission process. Admission requirements for the M.A.T. degree program for initial certification are as follows:

1. Completion of an appropriate undergraduate degree program.
2. Cumulative GPA of 3.00, or 3.00 in the last 60 hours of the baccalaureate degree .
3. Admission to the Graduate School.
4. Screening/acceptance into internship, which includes an admission portfolio.
5. Admission to the Master of Arts in Teaching program.
6. Successful completion of the required criminal background check. Background check materials must be submitted by May 1st prior to the internship year.

7. Completion of the pre-education core with a minimum of "C" in all courses.
8. Completion of all prerequisite courses in teaching field.
9. Payment of internship fee.

Requirements for the Master of Arts in Teaching Degree

A minimum of 33 hours of course work is required in one of the following concentrations.

Students should also be aware of Graduate School requirements with regard to master's degree.

Requirements for the Master of Education Degree:(Minimum 33 hours.) Candidates for the master's degree in elementary education must complete a minimum of 33 hours of graduate course work: 21 hours from courses in elementary education (ELED) with 15 hours from the following areas – English as a second language (ESL), language arts, mathematics, science, children's literature, social studies, early childhood education, reading, special education, or general elementary education; 3 hours of electives; and 9 core hours, including ESRM 5013 Research Methods in Education and three hours from each of the areas listed below. The required research course (ESRM 5013) is to be taken during the first 12 hours of degree coursework and the CIED 5983 Practicum in Curriculum & Instruction is taken at the end. (The major adviser must approve all courses.)

EDFD 5373	Psychological Foundations of Teaching and Learning	3
EDFD 5573	Life-Span Human Development	3
EDFD 5303	Historical Foundations of Modern Education	3
EDFD 5353	Philosophy of Education	3

All candidates who receive the master's degree in elementary education must pass the master's comprehensive examination which will consist of the defense of the results of an action research project. The M.Ed. is designed for experienced teachers who have the goal of expanding professional competence. The M.Ed. program does not meet requirements for state licensure. Students seeking state licensure should pursue enrollment in the M.A.T. program in Childhood Education (preK – Grade 4) or the B.S.E. program in Childhood Education.

Engineering Management (EMGT)

Gregory S. Parnell
Program Director
4207 Bell Engineering Center
479-575-3413
Email: msom@uark.edu

Engineering Management Website (<https://engineering-management.uark.edu>)

Degree Offered:

M.S. in Engineering Management (EMGT)

The Master of Science in Engineering Management prepares engineers to lead and manage teams, projects, and organizations with technical workforces to meet strategic objectives. Students will increase their engineering and management knowledge to enable them to develop and deliver new products and services to create value for their organization and customers.

Mode of Delivery: Course work for the Master of Science in Engineering Management is delivered entirely online.

M.S. in Engineering Management

Admissions requirements:

1. Conferred bachelor of science in engineering degree from an engineering program accredited by the Engineering Accreditation Commission of ABET (or equivalent accreditation),
2. A grade point average (GPA) of 3.0 or better (A=4.0) on all course work taken prior to receipt of the engineering bachelor degree, or a GPA of 3.0 or better on the last 60 hours of course work taken prior to receipt of the engineering bachelor degree.
3. Applicants with a 3.0 or better GPA are not required to take the GRE.

Requirements for the Master of Science in Engineering Management:

Core Courses (12 hours)

EMGT 5033	Introduction to Engineering Management	3
INEG 5443	Decision Models	3
OMGT 5463	Economic Decision Making	3
OMGT 5783	Project Management for Operations Managers	3

Engineering Sequence

Three-course sequence from the following subject codes: BENG, BMEG, CHEG, CSCE, CVEG, ELEG, EMGT, INEG, or MEEG.

Students are encouraged to review the online engineering courses and select an approved cohesive sequence that meets their professional objectives.

Electives

Choose three courses from the available online EMGT, OMGT, engineering courses (listed above), or other approved graduate-level courses.

Suggested Electives:

OMGT 5793	Risk Management
OMGT 5003	Introduction to Operations Management (Sp, Su, Fa)
OMGT 5253	Leadership Principles and Practices
OMGT 5423	Operations Management & Global Competition
OMGT 5653	Introduction to Data Analytics for Operations Managers
OMGT 5983	Advanced Project Management
MGMT 5323	New Venture Development
MGMT 5363	Innovation & Creativity

Comprehensive Exam

A minimum of 80 percent of course work, including all core and engineering sequence courses, must be completed prior to the comprehensive oral exam.

Total Hours 30

Courses

EMGT 5033. Introduction to Engineering Management. 3 Hours.

Provides foundation knowledge of engineering management. Introduces quantitative skills required to lead a diverse, technical workforce, analyze financial data, lead technical projects, develop alternative solutions and communicate complex concepts. Apply decision and risk tools. Introduces basic engineering management principles.

Engineering, College of (ENGR)

College of Engineering Website (<https://engineering.uark.edu>)

Degrees Conferred:

M.S.E., Ph.D. (ENGR)

The College of Engineering offers instruction in engineering leading to the degrees of Master of Science in Biological, Biomedical, Chemical, Civil, Computer, Electrical, Environmental, Industrial, and Mechanical Engineering as well as a Master of Science in Operations Management and a Doctors of Philosophy in Engineering and Computer Science. Descriptions and requirements of these degree programs may be found under separate departmental headings. In addition, a Master of Science in Engineering (M.S.E.) degree is available for students who wish to take a broader range of courses than is usually permitted for the designated degrees listed above.

Master of Science in Engineering

General Requirements for the Master of Science Degrees in the

College of Engineering: In addition to the requirements of the Graduate School, the following requirements have been established by the College of Engineering for all Master of Science graduates:

1. Complete a minimum of 30 semester hours of graduate-level credit beyond the bachelor's degree that includes 50 percent graduate-level credit in the field of study.
2. Earn a minimum cumulative grade-point average of 3.00 on all graduate courses attempted.

Departments may set higher grade standards and additional requirements.

Master of Science in Engineering Degree: The M.S.E. degree is available as a distance-delivered option. Courses are offered in five 8-week terms each year. A Master of Science in Engineering (M.S.E.) degree is available for students who wish to take a broader range of courses than is usually permitted for the designated degrees listed in the previous paragraph.

Prerequisites to the Master of Science in Engineering Degree:

Students with a B.S. degree from any engineering program accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology are normally accepted into the M.S.E. program.

Requirements for the Master of Science in Engineering Degree:

The general minimum requirements of the Graduate School for Master of Science degrees must be met. The graduate faculty of the College of Engineering has established the following specific requirements for the Master of Science in Engineering degree:

1. Complete a minimum of 30 semester hours of graduate-level credit beyond the bachelor's degree. Up to 6 semester hours of project research can be used to satisfy the required 30 semester hours of credit by writing a project paper approved by the departmental faculty.
2. Course requirements:
 - a. One 3-hour course from each of the following four areas for a total of 12 hours: mathematics, computer applications, technical communications, and engineering management;
 - b. Three 3-hour courses from a single engineering emphasis with the approval of the advisory committee;

- c. Nine additional graduate-level hours from any area with the approval of the advisory committee, with:
 - d. A maximum of four 4000-level graduate courses, with the remainder at the 5000 level or higher; and
 - e. A maximum of four Operations Management (OMGT) courses
3. Earn a minimum cumulative grade-point average of 3.00 on all graduate courses attempted. Minimum grades of "B" are required on 80 percent of the graduate hours taken for credit towards the M.S.E. degree.
 4. Satisfactorily complete a comprehensive examination.

The program of study for each candidate will be determined by conference with the major professor and with advice from the candidate's graduate committee.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

General Requirements for the Doctor of Philosophy Degree in Engineering

The program of study leading to the degree of Doctor of Philosophy in Engineering will vary, depending upon the major field of study and the objective of the prospective candidate. Program requirements balance credit hours for required coursework, research, and dissertation preparation.

In addition to the requirements of the Graduate School, the following requirements have been established by the College of Engineering for all doctoral graduates:

1. A minimum of 72 semester hours of graduate-level credit beyond the bachelor's degree.
2. A minimum of 42 semester hours of graduate-level credit beyond the master's degree.

Departments may set higher grade standards and additional requirements. (See department requirements.) Students from non-engineering backgrounds typically will be required to take selected fundamental engineering courses.

Major areas of study for the Doctor of Philosophy Degree in Engineering are as follows:

- Biological Engineering
- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering

The Graduate School also offers a Doctor of Philosophy in Computer Science (p. 118).

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Courses

GNEG 5103. Globalization and Innovation. 3 Hours.

Integration of engineering in the globalized business environment. Innovation and integration models. Global survival skills. International organizational value-chain. Conducting business with emerging nations. Case studies; field trips; guest lectures. Experiential learning design component. Taken by students participating in departmental approved study abroad programs. May not earn credit for GNEG 3103 or 4103.

GNEG 550V. Master's Research Project. 1-3 Hour.

Required course for MSE students who wish to complete a Master's research project as part of their degree program. Prerequisite: Instructor permission.

GNEG 5801. Parallel Cooperative Education. 1 Hour.

Part time supervised experience in industry where students apply focused, discipline specific, classroom and research skills to problems directly related to their area of study in a professional work place setting. May be repeated for up to 3 hours of non-degree credit. Prerequisite: Instructor permission.

GNEG 5811. Alternating Cooperative Education. 1 Hour.

Full time supervised experience in industry where students apply focused, discipline specific, classroom and research skills to problems directly related to their area of study in a professional work place setting. May be repeated for up to 3 hours of non-degree credit. Prerequisite: Instructor permission.

GNEG 590V. Special Topics. 1-4 Hour.

Consideration of current engineering topics not covered in other courses. Prerequisite: Instructor's consent. May be repeated for up to 4 hours of degree credit.

English (ENGL)

Dorothy A. Stephens
 Department Chair
 333 Kimpel Hall
 479-575-4301
 Email: dstephen@uark.edu (dstephen@uark.edu)

Lisa A. Hinrichsen
 Director of Graduate Studies
 333 Kimpel Hall
 479-575-4301
 Email: lhinrich@uark.edu

English Department Website (<https://fulbright.uark.edu/departments/english>)

Degrees Conferred:

M.A., Ph.D. (ENGL)
 M.F.A. in Creative Writing (CRWR)

Graduate Certificate Offered (non-degree):

Technical Writing and Public Rhetorics (TWRHGC)

Primary Areas of Faculty Research: English, American, and Anglophone literature; creative writing; poetics; literary translation; rhetoric and composition; literacy; linguistics; comparative literature; literary theory; service-learning; gender studies; peace and conflict studies; indigenous studies; southern studies; post-colonialism; science fiction; popular culture; American studies; African American studies; Latino/Latina studies; Central American literature; Muslim literature and culture, European studies; medieval Welsh; medieval and renaissance studies; digital humanities; sustainability and ecocriticism; folklore; music and literature; theatre; archival studies; politics and literature; religion and literature; psychoanalysis and literature; technology and literature; social

media; film studies; the visual arts as text; professionalization in the humanities.

Areas of Study: Under each of the degree and certificate programs, the following areas of study are among those available:

- Master of Arts – history and criticism of literature in English; rhetoric, composition, and literacy.
- Master of Fine Arts – fiction, poetry, translation.
- Doctor of Philosophy – Medieval literature; Renaissance literature to 1660; Restoration and eighteenth-century British literature; nineteenth-century British literature; modern and contemporary British literature; American literature to 1900; modern and contemporary American literature; linguistics; literary criticism and theory; American southern literature and culture; world literature and culture in English; American multiculturalism; gender studies; film and media studies; popular culture and popular genres; literary history; rhetoric, composition, and literacy.
- Graduate Certificate in Technical Writing and Public Rhetorics – document design, writing for online audiences, technical editing, technical writing praxis and practice.

Admission to Degree Programs and Certificate Program: Detailed instructions for the application process are on the English Department website (<http://english.uark.edu>). Each applicant must submit a separate application to the Graduate School and either the Director of Graduate Studies (for the M.A. and Ph.D. programs), the Director of Creative Writing (for the M.F.A. program), or the Director of Technical Writing and Public Rhetorics (for the Graduate Certificate program).

M.A. in English

Requirements for the Master of Arts in English Degree:

For further information about the Master of Arts Degree program, visit the "M.A./Ph.D. in English" pages (<http://fulbright.uark.edu/departments/english/graduate/ma-phd-english>) on the English Department website.

In addition to the general requirements of the Graduate School, the department stipulates that the following conditions be met:

1. Each candidate must complete a total of 30 credit hours.
2. Each candidate must take:
 - a. ENGL 5203 Introduction to Graduate Studies, one course emphasizing theory, and two courses at the seminar (6000) level
 - b. ENGL 5213 Portfolio Workshop (and successfully present a portfolio for the final project) or six thesis hours (and successfully defend a thesis for the final project)
 - i The candidate's portfolio or thesis, which will be used to fulfill the comprehensive exam requirement for the degree, is evaluated by faculty committee and scored Pass/Fail.
3. Each candidate must also select either the Generalist Concentration or the Specialist Concentration and take the following courses:
 - a. Generalist Concentration (Portfolio Track)
 - i Two courses selected from two of the following three areas: Medieval Literature and Culture; Renaissance Literature and Culture; Restoration and Eighteenth-Century British Literature and Culture
 - ii Three courses selected from three of the following five areas (at least one course being in British literature and at least one course being in American literature): Nineteenth-Century British Literature and Culture; Modern and Contemporary British Literature and Culture; American Literature and Culture before 1900; Modern and Contemporary American Literature and Culture; World Literature and Culture in English
 - b. Specialist Concentration (Thesis Track)
 - i Five courses in one of the following areas of specialization: Comparative Literature; Cultural Studies; Ethnic and Regional Literatures; Gender and Sexuality; Medieval Literature; Modern American Literature; Rhetoric, Composition, and Literacy
 - ii Three elective courses offered by the Department of English or as approved by the student's graduate advisor

- before 1900; Modern and Contemporary American Literature and Culture; World Literature and Culture in English
- iii Three elective courses offered by the Department of English or as approved by the student's graduate advisor
- b. Generalist Concentration (Thesis Track)
 - i Two courses selected from two of the following three areas: Medieval Literature and Culture; Renaissance Literature and Culture; Restoration and Eighteenth-Century British Literature and Culture
 - ii Three courses selected from three of the following five areas (at least one course being in British literature and at least one course being in American literature): Nineteenth-Century British Literature and Culture; Modern and Contemporary British Literature and Culture; American Literature and Culture before 1900; Modern and Contemporary American Literature and Culture; World Literature and Culture in English
 - iii Two elective courses offered by the Department of English or as approved by the student's graduate advisor
- c. Specialist Concentration (Portfolio Track)
 - i Five courses in one of the following areas of specialization: Comparative Literature; Cultural Studies; Ethnic and Regional Literatures; Gender and Sexuality; Medieval Literature; Modern American Literature; Rhetoric, Composition, and Literacy
 - ii Three elective courses offered by the Department of English or as approved by the student's graduate advisor
- d. Specialist Concentration (Thesis Track)
 - i Five courses in one of the following areas of specialization: Comparative Literature; Cultural Studies; Ethnic and Regional Literatures; Gender and Sexuality; Medieval Literature; Modern American Literature; Rhetoric, Composition, and Literacy
 - ii Two elective courses offered by the Department of English or as approved by the student's graduate advisor
4. Each candidate must demonstrate a reading knowledge of a language other than English that is relevant to the student's area of study. French, German, Italian, Spanish, Russian, Ancient Greek, and Latin are the normally acceptable choices, although other languages may be used with the approval of the Director of Graduate Studies. (For details about this requirement, see section 2, a-c, under "Requirements for the Doctor of Philosophy Degree," below.)
5. Each candidate must have a cumulative GPA of at least 3.33 for the total number of hours presented for the degree and may take a maximum of one course at the 4000 level for credit with approval from the Director of Graduate Studies.

Graduate Student Appeal Process: Any M.A. student who is notified that he or she is being dismissed from the graduate program due to inadequate progress toward his or her degree has the right to appeal such a decision. The process for appealing is as follows:

1. The student may contact the Director of Graduate Studies to determine whether the student can take further steps to avoid being dismissed from the program.
2. If the Director of Graduate Studies advises the student that the student can take no further steps to remain in the program, the student may appeal this decision to the Department Chair.
3. If the Department Chair advises the student that the student can take no further steps to remain in the program, the student may appeal this

decision to the Academic Appeals Committee of the Graduate Council through the graduate student academic grievance process.

If the Graduate Council advises the student that the student can take no further steps to remain in the program, the student will be dismissed from the program.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

M.F.A. in Creative Writing

Requirements for the Master of Fine Arts Degree in Creative Writing:

The program leading to the degree of Master of Fine Arts in Creative Writing provides graduate-level training in creative writing and in the study of literature.

Required Courses: 60 hours are required for the M.F.A. degree.

1. Required Writing and Craft Courses
 - a. Writing Workshop (15 to 24 semester hours)
 - b. Craft of Fiction, Poetry, or Translation (9 hours total: 6 hours in student's primary genre; 3 hours in second genre)
 - c. Modern/Contemporary Fiction and Poetry (9 hours total; 6 hours in student's primary genre; 3 hours in second genre)
2. Other Advanced Courses (4000-level or higher): 18-30 hours of literature or approved courses, at least 3 hours of which must be a course that focuses on literature written prior to 1900 and 3 hours of which must be a literature course that emphasizes cultural diversity.
3. Thesis Advising: 6 hours.

Thesis: An M.F.A. thesis may be a collection of poems or stories or a novel. For students whose primary genre is Translation, the thesis will consist of a significant body of work (i.e., poems, stories, or a novel) translated from the original language into English. The thesis should be of the quality of those works currently published by national magazines, by literary journals, and by legitimate book publishers.

Final Examination: Each M.F.A. candidate must pass a one-hour oral examination and defense of the thesis. Awarding of the M.F.A. degree requires approval of the faculty committee.

Grade Requirement: Per Graduate School policy, M.F.A. candidates must present a minimum cumulative grade-point average of 2.85 on all graduate courses required for the degree in order to earn the M.F.A. Failing to earn such an average on the minimum number of hours, the student is permitted to present up to six additional course (not thesis) hours of graduate credit in order to accumulate a grade-point average of 2.85. In the computation of grade point, all courses pursued at this institution for graduate credit (including any repeated courses) shall be considered. Students who repeat a course in an endeavor to raise their grade must count the repetition toward the maximum of six additional hours. If a student encounters academic difficulty after having already completed six credit hours for the degree beyond the minimum degree requirements, no additional hours may be taken. Please note that the Graduate School calculates grade-point average on all graduate-level coursework displayed on the transcript.

All students working toward the degree will plan their specific programs in consultation with their advisers. All degree requirements must be completed within six consecutive calendar years from the date of first enrollment.

Find out more about the program at the Creative Writing website. (<http://mfa.uark.edu>)

Focused Study in Rhetoric and Composition

Students earning the Master of Fine Arts in Creative Writing may choose Rhetoric and Composition as a field of focused study. Students who choose this option are required to do the following:

1. Take ENGL 5003 Composition Pedagogy; ENGL 5973 Advanced Studies in Rhetoric and Composition or ENGL 6973 Seminar in Rhetoric and Composition; and an additional graduate-level course in Rhetoric and Composition approved by the Director of Composition.
2. Teach five of the following writing courses offered by the English Department:
 - Any two courses from Category A
 - Any two courses from Category B
 - And any additional course from A, B or C

Category A
ENGL 0002, ENGL 0013, ENGL 1013, ENGL 1023, ENGL 1023 (Special Topics)

Category B
ENGL 2003, ENGL 1023, ENGL 1033, ENGL 3053

Category C
ENGL 2013, ENGL 2023, ENGL 3013
3. Earn 10 professional development points from the Program in Rhetoric and Composition by engaging in any combination of the following activities:
 - Presenting research at any Rhetoric and Composition conference (three points)
 - Organizing or leading a PRC workshop (two points)
 - Participating in a PRC workshop (one point)
 - Coordinating a PRC course or project (three points)

Ph.D. in English

For more information about the Doctor of Philosophy Degree program, visit the "M.A./Ph.D. in English" pages (<http://fulbright.uark.edu/departments/english/graduate/ma-phd-english>) on the English Department website.

Requirements for the Doctor of Philosophy Degree: In addition to the general requirements of the Graduate School, the department stipulates that these requirements be met:

1. A student who begins doctoral study here may be required, at the discretion of the Director of Graduate Studies, to take certain designated deficiency courses in lieu of electives. However, these hours will count toward the 24-hour course requirement for the doctoral degree.
2. Each doctoral candidate is required to demonstrate a reading knowledge of at least one language other than English that is relevant to the student's area of study. French, German, Italian, Spanish, Russian, Ancient Greek, and Latin are the normally acceptable choices to meet the foreign language requirement, although other languages may be used with the approval of the Director of Graduate Studies. Students who elect the medieval period as the field of specialization must demonstrate a reading knowledge of Latin, Old English, and Middle English as well as one relevant modern language. Doctoral candidates can meet the foreign language requirement by documenting that they have met a foreign language requirement at the University of Arkansas or another accredited M.A. program no more than two years before starting the Ph.D.

program. This requirement should be met as early as possible in the student's program of study, preferably before registration for doctoral dissertation hours.

For either the M.A. or Ph.D. degree, reading knowledge must be demonstrated in one of the following ways:

- a. The student passes a test of reading knowledge as administered through the Department of World Languages, Literatures, and Cultures or by a member of the faculty of another department in the University who is competent to assess reading knowledge in the given language. The Department of World Languages, Literatures, and Cultures administers testing either in conjunction with Ph.D. reading courses (course number 3063) in French, German, Latin, or Spanish; or through individual examinations. Students wishing to be examined in a foreign language should contact the Department of World Languages, Literatures, and Cultures well before the test to familiarize themselves with the different requirements of each language program.
 - b. The student presents evidence of having completed the equivalent of one semester of graduate or upper-level undergraduate study in the given foreign language with a grade of "B" or above at an accredited college or university.
 - c. The student documents that the language in question is his or her native language and that he or she has native fluency in the language.
3. By the time they take the candidacy examinations, students must have completed the 24-hour course requirement or be registered for courses which, if passed, will complete the 24-hour course requirement. Students must pass both candidacy exams before registering for dissertation hours.
 4. To strengthen and support a field of specialization, each student may take up to six hours of graduate course work in other departments. Subject to the approval of the student's adviser, these hours will count toward the 24-hour course requirement for the degree.
 5. Students in the doctoral program are required to complete 24 semester hours of course work for graduate credit beyond the M.A. degree. This work must include at least one course in critical theory and at least four seminar courses, at least one of which must be in the field of specialization.
 6. With the consent of the Graduate Studies Committee, students will declare a field of specialization. This declaration will be made prior to the completion of the candidate's first year of doctoral studies; it must be made before arranging to take the written candidacy examination. The field of specialization may be a period (Medieval; Renaissance to 1660; Restoration and Eighteenth-Century British; Nineteenth-Century British; Modern and Contemporary British; American to 1900; Modern and Contemporary American) or an area (Rhetoric, Composition, and Literacy; Southern Literature and Culture; World Literature and Culture in English; American Multiculturalism; Gender Studies; Film and Media Studies; Literary Criticism and Theory; Popular Culture and Popular Genres; and Literary History). In conjunction with their committee and with the approval of the Director of Graduate Studies, students may propose additional fields if their particular projects do not fit within any of the suggested areas.
 7. The Director of Graduate Studies in the department must be notified by each student of his or her intention to take the candidacy examinations a month before the end of the term preceding the date of the examinations, which will be scheduled by the student in consultation with the committee administering the examinations. At the time of the candidacy examinations, each student must have a

grade-point average of 3.50 for courses taken beyond the master's degree.

8. Each student must pass the following candidacy examinations:
 - a. A 72-hour take-home written examination in the field of specialization.
 - b. An oral examination on a specific topic within the student's broad field, approved jointly by the student and the exam committee. Students may retake only once any examination they fail.
9. Upon successfully completing the candidacy exams, if a dissertation prospectus has not already been submitted to the student's committee for approval, each student must submit a dissertation prospectus to be discussed and approved in a formal meeting with the student's dissertation committee.
10. Within the time limits specified by the Graduate School, each student must complete 18 dissertation hours and submit a dissertation acceptable to the student's dissertation committee.
11. Each student must pass a dissertation defense administered by the student's dissertation committee.

Graduate Student Appeal Process: Any Ph.D. student who is notified that he or she is being dismissed from the graduate program due to inadequate progress toward his or her degree has the right to appeal such a decision. The process for appealing is as follows:

1. The student may contact the Director of Graduate Studies to determine whether the student can take further steps to avoid being dismissed from the program.
2. If the Director of Graduate Studies advises the student that the student can take no further steps to remain in the program, the student may appeal this decision to the Department Chair.
3. If the Department Chair advises the student that the student can take no further steps to remain in the program, the student may appeal this decision to the Academic Appeals Committee of the Graduate Council through the graduate student academic grievance process.

If the Graduate Council advises the student that the student can take no further steps to remain in the program, the student will be dismissed from the program.

Focused Study in Rhetoric and Composition

Students earning the Doctor of Philosophy in English may choose Rhetoric and Composition as a field of focused study. Students who choose this option are required to do the following:

1. Take ENGL 5003 Composition Pedagogy; ENGL 5973 Advanced Studies in Rhetoric and Composition or ENGL 6973 Seminar in Rhetoric and Composition; and an additional graduate-level course in Rhetoric and Composition approved by the Director of Composition.
2. Teach five of the following writing courses offered by the English Department:
 - Any two courses from Category A
 - Any two courses from Category B
 - And any additional course from A, B or C

Category A
ENGL 0002, ENGL 0013, ENGL 1013, ENGL 1023, ENGL 1023 (Special Topics)

Category B
ENGL 2003, ENGL 1033, ENGL 3053

Category C

ENGL 2013, ENGL 2023, ENGL 3013

3. Earn 10 professional development points from the Program in Rhetoric and Composition by engaging in any combination of the following activities:

- Presenting research at any Rhetoric and Composition conference (three points)
- Organizing or leading a PRC workshop (two points)
- Participating in a PRC workshop (one point)
- Coordinating a PRC course or project (three points)

Graduate Certificate in Technical Writing and Public Rhetorics

Requirements: In order to complete the Graduate Certificate in Technical Writing and Public Rhetorics, students must complete 12 credit hours of coursework, with at least 6 of these hours coming from the Technical Writing and Public Rhetorics core curriculum. The additional 6 hours of credit may come from a list of approved elective courses or from additional courses from the core curriculum. Students must earn a grade of 'B' or better for all courses used to fulfill the requirements of the Graduate Certificate in Technical Writing and Public Rhetorics. In addition to coursework, students are required to complete a Technical Writing and Public Rhetorics Portfolio consisting of at least 4 pieces from the student's coursework in the program.

Core Curriculum		6-9
Minimum 6 hours required		
ENGL 5513	Document Design for Technical Writers	
ENGL 5523	Technical Writing for Online Audiences	
ENGL 5533	Technical Writing Praxis	
Elective Courses		3-6
Maximum of 6 hours allowed		
ENGL 5963	Advanced Studies in Technical Writing and Public Rhetorics	
ENGL 5973	Advanced Studies in Rhetoric and Composition	
ENGL 6973	Seminar in Rhetoric and Composition	

Other relevant graduate coursework will be allowed on a case-by-case basis, subject to administrative approval and topical relevancy to the graduate certificate and its aims.

Portfolio: Students must consult with the Director of the Graduate Certificate in Technical Writing and Public Rhetorics program during their final semester to develop and defend a portfolio. The program director will chair students' portfolio review committee; working with the director, students will choose two additional faculty members to serve on the committee and at least four pieces of writing to include in the portfolio.

Students will work with the committee to polish those pieces to a level appropriate for publication or non-profit, government, or corporate use.

When the portfolio is approved by the committee, students will host a public viewing of their works, and the portfolio will be added to the certificate program's online repository of student work hosted by the university library.

Graduate Faculty

Bailey, Constance, Ph.D., M.A. (University of Missouri-Columbia), B.A. (Alcorn State University), Assistant Professor, 2016.

Booker, M. Keith, Ph.D. (University of Florida), M.S., M.A. (University of Tennessee), B.A. (Vanderbilt University), Professor, 1990.

Brock, Geoffrey Arthur, Ph.D. (University of Pennsylvania), M.F.A. (University of Florida), M.A. (University of Pennsylvania), B.A. (Florida State University), Professor, 2005.

Burris, Sidney J., Ph.D., M.A. (University of Virginia), B.A. (Duke University), Professor, 1986.

Candido, Joseph D., Ph.D. (Indiana University at Bloomington), M.A. (University of New Hampshire), B.A. (Colby College), Professor, 1979.

Cochran, Robert Brady, Ph.D. (University of Toronto), M.A., B.S. (Northwestern University), Professor, 1976.

Davis, Geoffrey, Ph.D., M.F.A., M.A. (Penn State University), B.A. (Oregon State University), Assistant Professor, 2014.

Dempsey, Sean A., Ph.D., M.A. (Boston University), B.A. (Connecticut College), Assistant Professor, 2009.

Dominguez Barajas, Elias, Ph.D., M.A., B.A. (University of Illinois at Chicago), Associate Professor, 2011.

DuVal, John Tabb, Ph.D., M.F.A., M.A. (University of Arkansas), M.A. (University of Pennsylvania), A.B. (Franklin and Marshall College), Professor, 1982.

Gilchrist, Ellen Louise, B.A. (Millsaps College), Clinical Professor, 2002.

Hallett, LewEllyn, M.F.A. (Bowling Green State University), B.A. (University of New Mexico), Instructor, 2013.

Heffernan, Michael Joseph, Ph.D., M.A. (University of Massachusetts), A.B. (University of Detroit), Professor, 1986.

Hinrichsen, Lisa, Ph.D., M.A. (Boston University), B.A. (Wellesley College), Associate Professor, 2008.

Hsu, V. Jo, Ph.D., M.F.A. (Pennsylvania State University), B.A. (Rice University), Assistant Professor, 2017.

Jensen, Toni, Ph.D. (Texas Tech University), M.A., B.A. (University of South Dakota), Assistant Professor, 2014.

Kahf, Mohja, Ph.D., B.A. (Rutgers State University-New Brunswick), Associate Professor, 1995.

Kayser, Casey Lee, Ph.D. (Louisiana State University), M.A. (University of Missouri-Columbia), B.A. (Westminster College), Assistant Professor, 2012.

Long, Mary Beth, Ph.D., M.A. (University of Massachusetts, Amherst), B.A. (Ouachita Baptist University), Visiting Assistant Professor, 2014.

Madison, Robert Durwood, Ph.D. (Northwestern University), M.A. (Clark University), B.A. (University of Rhode Island), Instructor, 2009.

Marren, Susan M., Ph.D., M.A. (University of Michigan-Ann Arbor), B.A. (Cornell University), Associate Professor, 1995.

McCombs, Davis, M.F.A. (University of Virginia), A.B. (Harvard), Associate Professor, 2002.

Padilla, Yajaira, Ph.D. (University of California, San Diego), B.A. (University of California, Santa Cruz), Associate Professor, 2013.

Pope, Adam, Ph.D. (Purdue University), M.A. (University of Arkansas), B.A. (Freed-Hardeman University), Visiting Assistant Professor, 2013.

Quinn, William A., Ph.D., M.A. (The Ohio State University), B.A. (Xavier University), Professor, 1979.

Roberts, Robin, Ph.D., M.A. (University of Pennsylvania), B.A. (Mount Holyoke College), Professor, 2011.

Slattery, Patrick Joseph, Ph.D. (Indiana University at Bloomington), A.B. (College of the Holy Cross), Associate Professor, 1991.

Smith, Joshua Byron, Ph.D., M.A. (Northwestern University), B.A. (University of Illinois at Chicago), Assistant Professor, 2011.

Sparks, Leigh Pryor, Ph.D. (University of Arkansas), M.A., B.A. (Stanford University), Instructor, 2009.

Stephens, Dorothy Anne, Ph.D. (University of California-Berkeley), M.A. (University of Illinois-Chicago), B.A. (Northwestern University), Professor, 1992.

Szwydky-Davis, Lissette López, Ph.D., M.A. (Penn State University), B.A. (University of Miami), Assistant Professor, 2013.

Teuton, Sean Kicummah, Ph.D., M.A. (Cornell University), B.A. (University of Colorado-Boulder), Associate Professor, 2013.

Viswanathan, Padma, M.F.A. (University of Arizona), M.A. (Johns Hopkins University), B.A. (University of Alberta), Assistant Professor, 2010.

Yandell, Kay, Ph.D., M.A. (Cornell University), B.A. (University of Arkansas), Assistant Professor, 2013.

English Courses

ENGL 5003. Composition Pedagogy. 3 Hours.

Introduction to teaching college composition. Designed for graduate assistants at the University of Arkansas.

ENGL 5013. Creative Writing Workshop. 3 Hours.

Creative writing workshop.

ENGL 5023. Writing Workshop: Fiction. 3 Hours.

Fiction writing workshop. Prerequisite: Creative Writing MFA students only.

ENGL 5033. Writing Workshop: Poetry. 3 Hours.

Poetry writing workshop. Prerequisite: Creative Writing MFA students only.

ENGL 5043. Translation Workshop. 3 Hours.

Problems of translation and the role of the translator as both scholar and creative writer; involves primarily the discussion in workshop of the translations of poetry, drama, and fiction done by the students, some emphasis upon comparative studies of existing translations of well-known works. Primary material will vary. Prerequisite: Reading knowledge of a foreign language and Creative Writing MFA students only. May be repeated for up to 15 hours of degree credit. This course is cross-listed with WLLC 504V.

ENGL 5063. English Language and Composition for Teachers. 3 Hours.

Subject matter and methods of approach for the teaching of composition in high school.

ENGL 507V. Creative Non-Fiction Workshop. 1-3 Hour.

The theory and practice of the "New Journalism" with a study of its antecedents and special attention to the use of "fictional" techniques and narrator point of view to make more vivid the account of real people and real events.

ENGL 5083. Professing Literature. 3 Hours.

An introduction to the profession of English studies and the teaching of English at the college level.

ENGL 510V. Readings in English and American Literature. 1-6 Hour.

Open to Honors candidates and graduate students. Prerequisite: Departmental approval and instructor approval required. May be repeated for degree credit.

ENGL 5173. Advanced Studies in Medieval Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5183. The Structure of Present English. 3 Hours.

Structural analysis of the language.

ENGL 5193. Graduate Internship in English. 3 Hours.

Internship changes depending on availability and student interest. Departmental consent required.

ENGL 5203. Introduction to Graduate Studies. 3 Hours.

Develop knowledge and strategies for successfully negotiating graduate work and the profession. Topics covered include, but are not limited to, scholarly habits and practices, writing and publishing skills, scholarly associations, journals, conferences, university structures, and career paths. Emphasis on the development of individual academic and professional goals.

ENGL 5213. Portfolio Workshop. 3 Hours.

Workshop designed for students in the M.A. Program in English who are using the Portfolio Option to complete the program. Instructor consent required.

ENGL 5223. Advanced Studies in Renaissance Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5233. Craft of Translation: I. 3 Hours.

An examination of the principal challenges that confront translators of literature, including the recreation of style, dialect, ambiguities, and formal poetry; vertical translation; translation where multiple manuscripts exist; and the question of how literal a translation should be.

ENGL 5243. Special Topics. 3 Hours.

Designed to cover subject matter not offered in other courses. May be repeated for degree credit.

ENGL 5263. Craft of Fiction: I. 3 Hours.

Such aspects of the genre as scene, transition, character, and conflict. Discussion is limited to the novel.

ENGL 5273. Craft of Poetry: I. 3 Hours.

An examination of perception, diction, form, irony, resolution, and the critical theories of the major writers on poetry, such as Dryden, Coleridge, and Arnold.

ENGL 5283. Craft of Fiction: II. 3 Hours.

Second part of the study of the techniques of fiction. Discussion is limited to the short story. Prerequisite: ENGL 5263.

ENGL 5293. Craft of Poetry: II. 3 Hours.

Second part of the study of the techniques of poetry; independent study of a poet or a problem in writing or criticism of poetry.

ENGL 5303. Advanced Studies in Restoration and Eighteenth-Century British Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5313. Introduction to Literary Theory. 3 Hours.

An advanced introductory survey of a number of theoretical approaches to literature.

ENGL 5403. Advanced Studies in Nineteenth-Century British Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5413. Advanced Studies in Modern and Contemporary British Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5463. Descriptive Linguistics. 3 Hours.

A scientific study of language with primary emphasis on modern linguistic theory and analysis. Topics include phonology, morphology, syntax, semantics, language acquisition, and historical development of world languages.

This course is cross-listed with WLLC 5463, ANTH 5473.

ENGL 5513. Document Design for Technical Writers. 3 Hours.

Focuses on the role of document design in technical and professional writing. Covers industry standard software and theories of rhetorically-centered document design. Special emphasis on creating print-ready technical documents such as manuals, catalogs, and infographics.

ENGL 5523. Technical Writing for Online Audiences. 3 Hours.

Investigates the medium-specific challenges of preparing technical documents for online audiences. Covers user-centered theory, strategies, and skills for online writing, HTML, CSS, and web standards. Specific focus on creating organizational websites with editorial workflows geared towards technical writers.

ENGL 5533. Technical Writing Praxis. 3 Hours.

Focuses on the process of applying theory to situated practice in technical writing. The first portion of the course will lay out the fundamentals of technical writing theory, with the second half situating that theory within genre-specific practice. Second-half topics will vary by instructor interest and expertise. May be repeated for up to 6 hours of degree credit.

ENGL 5543. Advanced Studies in U.S. Latino/Latina Literature and Culture. 3 Hours.

The study of works of U.S. Latino/a literature and literary criticism, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. May be repeated for up to 12 hours of degree credit.

ENGL 5563. Advanced Studies in Native American Literature and Culture. 3 Hours.

The study of works of Native American literature, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. May be repeated for up to 12 hours of degree credit.

ENGL 5583. Advanced Studies in Arab American Literature and Culture. 3 Hours.

The study of works of Arab American literature and criticism, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. Research paper required. No knowledge of Arabic necessary. May be repeated for up to 12 hours of degree credit.

ENGL 5593. Advanced Studies in Gender, Sexuality, and Literature. 3 Hours.

The study of gender or sexuality and literature, with attention to specific theories, themes, genres, authors, historical moments, literary movements, or other organizing principles. Content varies. May be repeated for up to 12 hours of degree credit.

ENGL 5603. World Literature and Culture in English. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5623. The Bible as Literature. 3 Hours.

The several translations of the Bible; its qualities as great literature; its influence upon literature in English; types of literary forms. This course is cross-listed with WLIT 5623.

ENGL 5633. English Drama from Its Beginning to 1642. 3 Hours.

Early forms, Tudor drama, Shakespeare's contemporaries, and Stuart drama to the closing of the theatres.

ENGL 5653. Shakespeare: Plays and Poems. 3 Hours.

An introduction to a broad selection of Shakespeare's work.

ENGL 569V. Seminar in Film Studies. 1-3 Hour.

Research, discussion; papers on a variety of film genres and areas including the new American film, the science-fiction film, directors, film comedy, the experimental film, criticism, the film musical. May be repeated for up to 6 hours of degree credit. This course is cross-listed with COMM 569V.

ENGL 5703. Advanced Studies in American Literature and Culture Before 1900. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5723. Advanced Studies in Literature and Culture of the American South. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5763. Advanced Studies in Postcolonial Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5803. Advanced Studies in Modern and Contemporary American Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5863. Advanced Studies in African American Literature and Culture. 3 Hours.

The study of works of African American literature and literary criticism, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. May be repeated for up to 12 hours of degree credit.

ENGL 5923. Advanced Studies in Film and Media. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5933. Advanced Studies in Popular Culture and Popular Genres. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5943. Advanced Studies in Criticism and Literary Theory. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5953. Advanced Studies in Literary History. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5963. Advanced Studies in Technical Writing and Public Rhetorics. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. Course will cover various topics relevant to students working in Technical Writing and Public Rhetorics. May be repeated for up to 6 hours of degree credit.

ENGL 5973. Advanced Studies in Rhetoric and Composition. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6113. Seminar in Medieval Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6193. The Development of English. 3 Hours.

Intensive course in the fundamentals of linguistic study and their application to the history of English from prehistoric times to the present.

ENGL 6203. Seminar in Renaissance Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6243. Seminar in Special Topics. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6313. Seminar in Restoration and Eighteenth-Century British Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6443. Seminar in Nineteenth-Century British Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6513. Seminar in Modern and Contemporary British Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6543. Seminar in U.S. Latino/Latina Literature and Culture. 3 Hours.

The study of works of U.S. Latino/a literature and literary criticism, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. At least one major research paper, suitable for presentation or publication, will be required. May be repeated for up to 12 hours of degree credit.

ENGL 6553. Seminar in Native American Literature and Culture. 3 Hours.

The study of works of Native American literature, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. At least one major research paper, suitable for presentation or publication, will be required. May be repeated for up to 12 hours of degree credit.

ENGL 6583. Seminar in Arab American Literature and Culture. 3 Hours.

The study of works of Arab American literature and criticism, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. Research paper required. No knowledge of Arabic necessary. May be repeated for up to 12 hours of degree credit.

ENGL 6593. Seminar in Gender, Sexuality, and Literature. 3 Hours.

The study of gender or sexuality and literature, with attention to specific theories, themes, genres, authors, historical moments, literary movements, or other organizing principles. Content varies. At least one major research paper, suitable for presentation or publication, will be required. May be repeated for up to 12 hours of degree credit.

ENGL 6613. Seminar in World Literature and Culture in English. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6723. Seminar in American Literature and Culture Before 1900. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6733. Seminar in Literature and Culture of the American South. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6763. Seminar in Postcolonial Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. At least one major research paper, suitable for presentation or publication, will be required. May be repeated for up to 12 hours of degree credit.

ENGL 6803. Seminar in Modern and Contemporary American Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6853. Seminar in African American Literature and Culture. 3 Hours.

The study of works of African American literature and literary criticism, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. At least one major research paper, suitable for presentation or publication, will be required. May be repeated for up to 12 hours of degree credit.

ENGL 6923. Seminar in Film and Media. 3 Hours.

Extensive research into, and discussion of, a focused topic in film studies, with emphasis upon film as text. Extended project required. Course topic varies. May be repeated for up to 12 hours of degree credit.

ENGL 6933. Seminar in Popular Culture and Popular Genres. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6943. Seminar in Criticism and Literary Theory. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6953. Seminar in Literary History. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6973. Seminar in Rhetoric and Composition. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 698V. Master's Thesis. 1-6 Hour.

Master's thesis.

ENGL 699V. Master of Fine Arts Thesis. 1-6 Hour.

Thesis.

ENGL 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

World Literature Courses

WLIT 4123. Survey of Russian Literature from Its Beginning to the 1917 Revolution. 3 Hours.

The instructor will discuss the historical and cultural backgrounds while focusing on major writers and will deal with literature as an outlet for social criticism. There will be textual analysis. It will be taught in English.

This course is cross-listed with RUSS 4123.

WLIT 4133. Survey of Russian Literature Since the 1917 Revolution. 3 Hours.

The instructor will discuss the historical and cultural backgrounds while focusing on major writers and will deal with literature as an outlet for social criticism. There will be textual analysis. It will be taught in English with readings in English.

This course is cross-listed with RUSS 4133.

WLIT 4993. African Literature. 3 Hours.

A study of modern African fiction, drama, poetry, and film from various parts of Africa in their cultural context. Works are in English or English translation.

WLIT 5193. Introduction to Comparative Literature. 3 Hours.

Literary theory, genres, movements, and influences.

WLIT 5523. The Quran as Literature. 3 Hours.

The Quran as literary text: its style and form, historical context, translation, issues, communities of interpretation, and comparative perspectives. Course's integrated approach includes translations of literature originally in Arabic. All readings in English; students with reading abilities in Arabic encouraged to read original text.

WLIT 5623. The Bible as Literature. 3 Hours.

The several translations of the Bible; its qualities as great literature; its influence upon literature in English; types of literary forms.

This course is cross-listed with ENGL 5623.

WLIT 575V. Special Investigations on World Literatures and Cultures. 1-6 Hour.

Independent study of a special topic in world literatures and cultures. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

WLIT 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

WLIT 603V. Special Studies in Comparative Literature. 1-6 Hour.

Special studies in comparative literature. May be repeated for up to 6 hours of degree credit.

WLIT 6703. Psychoanalysis and Culture. 3 Hours.

Readings of key texts in Psychoanalytic thought and cultural criticism including Freud, Lacan, Kristeva, Certeau, Zizek, and others. Selections of Psychoanalytic approaches to literature, film and gender and trauma studies.

WLIT 6713. Literature of Spain, 711-1615 C.E.. 3 Hours.

Examines the multiple cultural traditions of Spain between 711-1615 C.E. and train to produce scholarship pertinent to the field. Integrated approach includes English translations of literature originally in Arabic (50%+ of content), Hebrew, Spanish, French. Students with reading abilities in original languages encouraged to read original text.

WLIT 6803. Postcolonial Theory and Subaltern Studies. 3 Hours.

Seminar examining the geopolitical (imperial, colonial and national) implications of knowledge and culture. Selected readings of early postcolonial texts by Cesaire, Fanon, and Fernandez Retamar, as well as more recent texts by Said, Spivak, Bhabha, Mignolo, Beverly and Chakrabarty among others. May be repeated for up to 6 hours of degree credit.

WLIT 690V. Seminar. 1-6 Hour.

Seminar. May be repeated for up to 6 hours of degree credit.

WLIT 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Entomology (ENTO)

Terry Kirkpatrick

Interim Department Head

319 Agriculture Building

479-575-2451

Email: entodept@uark.edu

Department of Entomology Website (<http://entomology.uark.edu>)

Degrees Conferred:

M.S., Ph.D. (ENTO)

Primary Areas of Faculty Research: Pest management, insect pathology, insect-plant interactions, arthropod-animal interactions, biological control, molecular biology, taxonomy, systematics, physiology, and insect ecology.

M.S. in Entomology

Prerequisites to Degree Program: Applicants for graduate degrees must meet all requirements for admission to the Graduate School. Applicants without a master's degree will be accepted into the departmental program based on grade-point average (GPA), letters of recommendation, résumé and an adviser in the student's area of interest. Applicants must present Graduate Record Examination scores for the verbal, quantitative, and writing tests. To be accepted for the Master of Science degree, an undergraduate background in physical and biological sciences is essential. An undergraduate major in entomology is not required. A cumulative GPA of 3.00 is highly desirable.

Requirements for the Master of Science Degree: Students studying for the Master of Science degree with a limited undergraduate background in entomology may be expected to complete more than the minimum number of credit hours (30) required for the degree. A thesis, reporting original research, and a final comprehensive oral examination are required. Specific requirements follow:

General Course Requirements: The degree program and coursework for each candidate will be arranged on an individual basis. M.S. students must register for a minimum of 30 hours of graduate credit including 6 thesis hours.

Core Course Requirements: The student must take or have taken courses equivalent to:

ENTO 4024	Insect Diversity and Taxonomy	4
ENTO 4053	Insect Ecology	3
ENTO 4123	Insect Pest Management	3
ENTO 5013	Morphology of Insects	3
ENTO 6113	Insect Physiology and Molecular Biology	3

A course in statistics for graduate credit is also required.

Seminar Requirements: Two semester hours of seminar are required. Seminar hours may be taken in Entomology (ENTO 6071) or, with Department Head approval, as a formal for-credit seminar offered in another department within the university. In addition, each student is required to present a seminar on his/her thesis research plans during the first year of the degree program and an exit seminar on the thesis research prior to leaving the program.

Residence Requirements: A minimum of 30 weeks in residence is required for the M.S. degree.

Grade Point Average Requirement: A minimum 3.00 GPA must be maintained. If the cumulative GPA falls below 3.00, or research or general academic progress is unsatisfactory, the student's performance will be reevaluated by the Advisory Committee and a recommendation made on continued status as a graduate student. For details about this process, please see the Graduate Student Handbook on the departmental Web site.

Comprehensive Examination: A comprehensive oral examination covering coursework and defense of the thesis research is required. The examination is generally taken during the student's final semester.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Entomology

Prerequisites to Degree Program: Applicants for graduate degrees must meet all requirements for admission to the Graduate School. Applicants without a master's degree will be accepted into the departmental program based on grade-point average (GPA), letters of recommendation, résumé and an adviser in the student's area of interest. Applicants must present Graduate Record Examination scores for the verbal, quantitative, and writing tests. To be accepted for work toward the Ph.D. degree, the student will normally have a master's degree from an accredited institution in entomology or a closely related field. A minimum cumulative GPA of 3.25 for courses taken at the graduate level is highly desirable. Applicants without a master's degree will be evaluated for undergraduate research experience and strong academic credentials. Applicants must present Graduate Record Examination scores for the verbal, quantitative, and writing tests.

Requirements for the Doctor of Philosophy Degree: A major requirement for the Ph.D. degree is a dissertation based on original research in an area of entomology. Written and oral candidacy examinations covering the student's program of study are required. A final oral examination over course work and in defense of the dissertation is required. Specific requirements follow:

General Course Requirements: The degree program and coursework for each candidate will be arranged on an individual basis by the major professor, the Advisory Committee, and the student. A minimum of 30 hours of graduate coursework, excluding seminar, must be completed.

Students progressing directly from the B.S. to the Ph.D. degree may require additional coursework as defined by the Advisory Committee.

Core Course Requirements: The student must take or have taken courses equivalent to:

ENTO 3013	Introduction to Entomology	3
ENTO 4024	Insect Diversity and Taxonomy	4
ENTO 4053	Insect Ecology	3
ENTO 4123	Insect Pest Management	3
ENTO 5013	Morphology of Insects	3
ENTO 6113	Insect Physiology and Molecular Biology	3

A course in statistics for graduate credit is also required. Students with credit for core courses will meet requirements with relevant courses in biology, chemistry, plant or animal science, or as approved by the Advisory Committee.

Seminar Requirements: Four semester hours of seminar are required. Seminar hours may be taken in entomology (ENTO 6071) or as a formal for-credit seminar offered in another department within the University. At least three of the seminar hours must be in entomology unless approved in advance by the Department Head. In addition, each student is required to present a seminar on his/her dissertation research plans during the first year of the degree program and an exit seminar on the dissertation research.

Graduate Hour Requirements: A minimum of 30 hours of graduate coursework, excluding seminar, is required.

Residence Requirement: Students must complete two consecutive semesters of full-time graduate study to achieve residency.

Grade Point Average Requirement: A minimum 3.25 GPA must be maintained. If the cumulative GPA falls below 3.25, or research or general academic progress is unsatisfactory, the student's performance will be reevaluated by the Advisory Committee and a recommendation made on continued status as a graduate student. For details about this process, please see the Graduate Student Handbook on the departmental Web site.

Candidacy Examination: Before completion of the fourth semester, the student will take written candidacy examinations as specified by the Advisory Committee and a comprehensive oral examination covering entomology and supporting areas. These examinations must be successfully completed at least one academic year before the degree is conferred.

Comprehensive Examination: A comprehensive oral examination covering coursework and defense of the dissertation research is required. The examination is generally taken during the student's final semester.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Dowling, Ashley Patrick Gregg, Ph.D. (University of Michigan-Ann Arbor), B.S. (University of Arizona), Associate Professor, 2008.

Goggin, Fiona, Ph.D. (University of California-Davis), B.S. (Cornell University), Professor, 2001.

Hopkins, John D., Ph.D. (University of Arkansas), M.S., B.S. (Clemson), Associate Professor, 2002.

Johnson, Donn T., Ph.D., M.S. (Michigan State University), B.S. (University of Minnesota), Professor, 1978.

Joshi, Neelendra, Ph.D. (Pennsylvania State University), Assistant Professor, 2015.

Loftin, Kelly M., Ph.D. (New Mexico State University), M.S. (University of Arkansas), B.S. (Arkansas Tech), Associate Professor, 2002.

Lorenz, Gus M., Ph.D., B.S.A., M.S. (University of Arkansas), Distinguished Professor, 1997.

Steinkraus, Donald C., Ph.D. (Cornell University), M.S. (University of Connecticut), B.A. (Cornell University), Professor, 1989.

Stephen, Fred M., Ph.D. (University of California-Berkeley), B.S. (San Jose State University), University Professor, 1974.

Studebaker, Glenn, Ph.D., M.S. (University of Arkansas), B.S. (Missouri Southern University), Associate Professor, 1993.

Szalanski, Allen Lawrence, Ph.D. (University of Nebraska-Lincoln), M.S. (Kansas State University), B.S. (University of Manitoba), Professor, 2001.

Wiedenmann, Robert N., Ph.D., B.S. (Purdue University), Professor, 2005.

Courses

ENTO 4013. Insect Behavior and Chemical Ecology. 3 Hours.

Basic concepts in insect senses and patterns of behavioral responses to various environmental stimuli. Previous knowledge of basic entomology is helpful, but not required. Lecture 2 hours, laboratory/discussion 2 hours per week. Corequisite: Lab component.

This course is cross-listed with BIOL 4013.

ENTO 4024. Insect Diversity and Taxonomy. 4 Hours.

Principles and practices of insect classification and identification with emphasis on adult insects. Corequisite: Lab component. Prerequisite: ENTO 3013.

This course is cross-listed with BIOL 4024.

ENTO 4043. Apiculture. 3 Hours.

Review of social behavior of insects and its exemplification in Honeybees. Previous knowledge of basic entomology is helpful but not required. Lecture 2 hours, laboratory 2 hours per week. Corequisite: Lab component.

ENTO 4053. Insect Ecology. 3 Hours.

To develop understanding of important ecological concepts through study of dynamic relationships among insects and their environment. To become familiar with the literature of insect ecology, and interpretation and critique of ecological research. Previous knowledge of basic entomology and/or ecology will be assumed. Corequisite: Lab component.

This course is cross-listed with BIOL 4053.

ENTO 410V. Special Topics. 1-3 Hour.

Special Topics course available to both undergraduate and graduate students, to address emerging issues and timely topics. This would supplement our graduate-only special topics course. May be repeated for degree credit.

ENTO 4123. Insect Pest Management. 3 Hours.

Study of principles and concept of insect pest management. Areas covered include survey of arthropod pests and damage, population dynamics, damage thresholds, physiological units, prediction models, surveillance, arthropod sampling, strategies and tactics utilized to maintain pest populations below economic injury levels. Prerequisite: ENTO 3013.

ENTO 4133. Advanced Applied Entomology. 3 Hours.

Biology and ecology of major arthropod pests as model applied management systems. Activities include independent study, literature review and group discussions. Knowledge of general entomology and pest management is required. Self-learning modules are available. Lecture 2 hours/week and direct self-study laboratory 2 hours/week. Corequisite: Lab component. Prerequisite: ENTO 3013.

ENTO 500V. Special Problems. 1-4 Hour.

Special problems. Prerequisite: Graduate standing. May be repeated for up to 4 hours of degree credit.

ENTO 5013. Morphology of Insects. 3 Hours.

Origin, evolution, and functional significance of external insect structure. Structure and function of major internal systems. Previous knowledge of basic entomology is helpful, but not required. Lecture 2 hours, laboratory 4 hours per week. Corequisite: Lab component.

ENTO 5043. Apiculture. 3 Hours.

To acquaint the student with social insects in general and honey bees in particular, to promote an interest in apiculture as a hobby, occupation, and/or science, to give the students the basic knowledge of how to keep honey bees, and to increase awareness of the contribution that pollinating insects make to agriculture, natural ecosystems, and human life. Prerequisite: Instructor consent.

ENTO 5123. Biological Control. 3 Hours.

Theoretical and practical basis for biological control of arthropod pests and weeds via parasites, predators, and pathogens. Lecture 2 hours, laboratory 2 hours per week. Corequisite: Lab component.

ENTO 5133. Insect Molecular Genetics. 3 Hours.

A hands on course in insect molecular genetic techniques including molecular diagnostics and population genetics. Students will learn how to apply advanced molecular genetic methodologies and Internet database resources to insects that they are using for their graduate research.

This course is cross-listed with BIOL 5133.

ENTO 5153. Insect Pest Management. 3 Hours.

Study of principles and concept of insect pest management. Areas covered include a survey of arthropod pests and damage, population dynamics, damage thresholds, physiological units, prediction models, surveillance, arthropod sampling, strategies and tactics utilized to maintain pest populations below economic injury levels.

Prerequisite: Instructor consent.

ENTO 5163. Advanced Applied Entomology. 3 Hours.

Topics will include the integration of tactics, integration of disciplines and specific case histories in insect management, or use of insects to manage weeds.

Prerequisite: Instructor consent.

ENTO 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

ENTO 6071. Seminar. 1 Hour.

Fall: special topics not covered in regular course work. Spring: critical review of research papers in entomology. Seminar will be taken by graduate student majors for both semesters. May be repeated for up to 6 hours of degree credit.

ENTO 6113. Insect Physiology and Molecular Biology. 3 Hours.

Overview of insect physiology and modern molecular techniques to study physiological processes. Previous knowledge of basic entomology is helpful, but not required. Two lectures per week (1 hour 20 minutes each).

This course is cross-listed with BIOL 6113.

ENTO 6213. Insect Toxicology. 3 Hours.

Toxicology of chemicals to insects and humans including techniques of testing collecting data, and factors that influence reactions to different classes of insecticides. Previous knowledge of organic physiological chemistry is helpful, but not required. Lecture 2 hours, laboratory 2 hours per week. Corequisite: Lab component.

ENTO 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Environmental Dynamics (ENDY)

Peter Ungar
Program Director
216 Ozark Hall
479-575-6603
Email: endy@uark.edu

Environmental Dynamics Website

Degree Conferred:

Ph.D. (ENDY)

Program Description: The Environmental Dynamics faculty prepare program graduates to enter the workforce as leaders in the global effort to understand and manage climate change and human responses to it. Environmental Dynamics students can learn from nearly 100 affiliated faculty members and make use of state-of-the-art research facilities and laboratories on our campus. Our approach is interdisciplinary and allows students to work across departments and colleges to gain the tools needed to address today's most pressing environmental issues. The Environmental Dynamics program's focus is unique and two-tiered, providing students with a deep-time perspective, which gives human-environmental interactions context, and sustainability, which gives them relevance. This approach benefits all Environmental Dynamics students and prepares them to meet the challenges of employment that doctoral degree-holding professionals face in today's world.

Primary Areas of Faculty Research: Interdisciplinary research activities among faculty participating in the ENDY program are very broad, though particular areas of strength are found in dendrochronology and paleoclimatology; watershed and water resource sciences; geosciences (geomorphology, geodynamics, geodesy, geoinformatics and geospatial applications); anthropology; soil sciences; sustainability issues; ecology, ecological change, environmental pollution and land use change; and impacts of natural hazards. In addition, many research activities involve strong components of social sciences, economics and sustainable development. Interested individuals are encouraged to contact the ENDY program or participating faculty to obtain additional information related to specific research projects and possible participation.

Ph.D. in Environmental Dynamics

Requirements for Admission: Applicants should hold a master's degree in an environmental field such as anthropology; geography; geology; biological sciences; crop, soil and environmental sciences; environmental engineering; or in a social science field with an environmental focus (e.g. environmental economics, environmental policy, environmental sociology). Further, these students will be required to have at least a 3.20 GPA in graduate courses and strong scores on all components of the Graduate Record Examination (GRE). Applicants without the master's degree but with exceptionally strong qualifications may be admitted directly into the ENDY program but must complete the master's requirements. Admission into the program will be by committee evaluation. In addition to fulfilling the requirements for admission to the Graduate School, applicants must also supply the following materials:

1. Three recommendations from individuals familiar with the applicant's academic or work history who can give candid assessments of the applicant's ability to perform at the Ph.D. level.
2. A three-page Statement of Purpose outlining the applicant's plans for the ENDY degree program that includes relevance of previous academic or work experience, current research interests or employment that bear on doctoral research, special skills, fieldwork

experience, familiarity with interdisciplinary work (if any), and future career goals.

- An example of the applicant's writing such as a publication reprint, report, major term paper, undergraduate honors thesis, chapter from M.A./M.S. thesis, or similar document that demonstrates the applicant's organizational skills, research ability, familiarity with a body of literature, ability to report clearly on an academic topic, and/or general writing skills.
- TOEFL (Test of English as a Foreign Language) and TSE (Test of Spoken English) scores for international students whose native language is not English.
- GRE scores and other relevant information that would assist the Admissions Committee in selecting applicants to the program.

Requirements for the Degree: During the first semester of study, all students will be assigned an advisory committee to determine the student's particular program of study. Students are required to integrate both environmental and human components into their Ph.D. coursework and dissertation research. The advisory committee will determine the courses required and assist the student in balancing courses among disciplines.

Students become candidates for the doctorate only upon passing written and oral comprehensive exams. The examination must be passed at least nine months before graduation.

Each candidate must complete a doctoral dissertation on a topic determined through collaboration with a major professor and dissertation committee. This dissertation must be a scholarly and significant original contribution to knowledge within the field of Environmental Dynamics.

A final oral examination is required and must be taken at least two weeks before graduation. The examination will be concerned primarily with the candidate's dissertation but may include other aspects of the graduate work.

Individually tailored programs of study will be designed with the expectation that the student will complete a minimum of 24 hours of course work beyond the master's level, to include four required courses

ENDY/GEOS 5113	Global Change	3
ENDY 6013	Environmental Dynamics	3
ENDY/ANTH/ GEOS 5053	Quaternary Environments	3
ENDY/ANTH 6033	Society and Environment	3

In addition, students are required to take three semesters of ENDY 6991 Environmental Dynamics Colloquium and 18 hours of dissertation research are required.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

A

Aly, Mohamed H., Ph.D. (Texas A&M), M.S., B.S. (Zagazig University), Assistant Professor, Department of Geosciences, 2013.

Arnold, Mark E., Ph.D., B.S. (Northern Illinois University), A.S. (Rock Valley College), Associate Professor, Department of Mathematical Sciences, 1993.

B

Beaupre, Steven J., Ph.D. (University of Pennsylvania), M.S., B.S. (University of Wisconsin), Professor, Department of Biological Sciences, 1995.

Brye, Kristofor R., Ph.D., M.S. (University of Wisconsin-Madison), B.S. (University of Wisconsin-Stevens Point), Professor, Department of Crop, Soil and Environmental Sciences, 2001.

C

Coffey, Ken, Ph.D. (University of Missouri-Columbia), M.S. (University of Kentucky), B.S. (University of Tennessee), Professor, Department of Animal Science, 1996.

Cothren, Jackson David, Ph.D., M.S. (The Ohio State University), B.S. (United States Air Force Academy), Associate Professor, Department of Geosciences, 2002.

Covington, Matthew D., Ph.D. (University of California-Santa Cruz), B.S. (University of Arkansas), Assistant Professor, Department of Geosciences, 2012.

D

Davidson, Fiona M., Ph.D., M.A. (University of Nebraska-Lincoln), B.A. (Newcastle Upon Tyne Polytechnic), Associate Professor, Department of Geosciences, 1992.

Davis, Ralph K., Ph.D., M.S., B.S. (University of Nebraska, Lincoln), Professor, Department of Geosciences, 1994.

Dumond, Gregory, Ph.D. (University of Massachusetts), M.S. (Texas Tech University), B.S. (University of Texas El Paso), Assistant Professor, Department of Geosciences, 2010.

F

Feng, Song, Ph.D., M.S. (Chinese Academy of Sciences), B.S. (Yunnan University), Assistant Professor, Department of Geosciences, 2013.

Fitzpatrick, Kevin M., Ph.D. (State University of New York at Albany), M.A. (University of South Carolina at Columbia), B.A. (Susquehanna University), University Professor, Department of Sociology and Criminology, 2005.

G

Gordon, Joel Samuel, Ph.D. (University of Michigan-Ann Arbor), B.A. (University of Illinois), Professor, Department of History, 1999.

H

Hays, Phil, Ph.D., M.S. (Texas A&M University), B.S. (University of Arkansas), Associate Professor, Department of Geosciences, 2000.

K

Kay, Marvin, Ph.D. (University of Colorado-Boulder), M.A., B.A. (University of Missouri-Columbia), Professor, Department of Anthropology, 1980.

Kvamme, Kenneth L., Ph.D. (University of California-Santa Barbara), M.A., B.A. (Colorado State University), Professor, Department of Anthropology, 1999.

L

Limp, Fred, Ph.D., M.A., B.A. (Indiana University at Bloomington), University Professor, Department of Geosciences, 1979.

Liner, Christopher L., Ph.D. (Colorado School of Mines), M.S. (University of Tulsa), B.S. (University of Arkansas), Professor, Department of Geosciences, 2012.

M

McComas, William, Ph.D. (University of Iowa), M.S. (West Chester University of Pennsylvania), B.S. (Lock Haven University of Pennsylvania), Distinguished Professor, Department of Curriculum and Instruction, 2006.

Messadi, Tahar, Ed.D., M.Arch. (University of Michigan-Ann Arbor), B.Arch. (Universite de Constantine, Algeria), Associate Professor, Department of Architecture, 2003.

Miller, David M., Ph.D. (University of Georgia), M.S., B.S. (Purdue University), Professor, Department of Crop, Soil and Environmental Sciences, 1988.

N

Nalley, Lawton Lanier, Ph.D. (Kansas State University), M.S. (Mississippi State University), B.S. (The Ohio State University), Professor, Department of Agricultural Economics and Agribusiness, 2008.

Nolan, Justin Murphy, Ph.D., M.A. (University of Missouri-Columbia), B.A. (Westminster College), Associate Professor, Department of Anthropology, 2002.

P

Petris, Giovanni, Ph.D., M.S. (Duke University), B.S. (Universita degli Studi di Milano, Italy), Professor, Department of Mathematical Sciences, 1999.

Plavcan, Joseph M., Ph.D., B.A. (Duke University), Professor, Department of Anthropology, 2001.

Popp, Michael P., Ph.D. (Colorado State University), M.B.A. (University of Colorado-Boulder), B.Comm. (University of Manitoba), Professor, Department of Agricultural Economics and Agribusiness, 1998.

Popp, Jennie Sheerin, Ph.D., M.S. (Colorado State University), B.S. (University of Scranton), Professor, Department of Agricultural Economics and Agribusiness, 1998.

Potra, Adriana, Ph.D. (Florida International University), M.S., B.S. (University of Babes-Bolyai, Romania), Assistant Professor, Department of Geosciences, 2012.

R

Rom, Curt R., Ph.D., M.S. (The Ohio State University), B.S. (University of Arkansas), University Professor, Department of Horticulture, 1989.

Rose, Jerry, Ph.D., M.A. (University of Massachusetts), B.A. (University of Colorado), University Professor, Department of Anthropology, 1976.

S

Schwab, Bill, Ph.D., M.A. (The Ohio State University), M.A. (University of Akron), B.A. (Miami University), University Professor, Department of Sociology and Criminology, 1976.

Smith, Carl Alan, Ph.D., M.A. (University of Sheffield), B.Sc. (University of Lancaster), Associate Professor, Department of Landscape Architecture, 2008.

Stahle, David William, Ph.D. (Arizona State University), M.A. (University of Arkansas), B.A. (University of Arizona), Distinguished Professor, Department of Geosciences, 1982.

Suarez, Celina A., Ph.D. (University of Kansas), M.S. (Temple University), B.S. (Trinity University), Assistant Professor, Department of Geosciences, 2012.

Swedenburg, Ted R., Ph.D., M.A., (University of Texas at Austin), B.A. (University of Beirut), Professor, Department of Anthropology, 1996.

U

Ungar, Peter S., Ph.D., M.A. (State University of New York at Stony Brook), B.A. (State University of New York, Binghamton), Distinguished Professor, Department of Anthropology, 1995.

W

West, Elliott, Ph.D., M.A. (University of Colorado-Boulder), B.A. (University of Texas, Austin), Alumni Distinguished Professor, Department of History, 1979.

Whyne, Jeannie, Ph.D., M.A., B.A. (University of California-San Diego), University Professor, Department of History, 1990.

Courses

ENDY 5043. GIS Analysis and Modeling. 3 Hours.

Unlike conventional GIS courses that focus on studying "where", this course will teach students to address beyond "where" using various GIS analysis and modeling techniques to explore "why" and "how". The course will provide theoretical and methodological reviews of the principles of cartographic modeling and multi-criteria decision-making.

This course is cross-listed with GEOS 5653, ANTH 5653.

ENDY 5053. Quaternary Environments. 3 Hours.

An interdisciplinary study of the Quaternary Period including dating methods, deposits soils, climates, tectonics and human adaptations.

This course is cross-listed with ANTH 5053, GEOS 5053.

ENDY 5113. Global Change. 3 Hours.

Examines the interacting natural and anthropogenic factors involved in global change, concentrating on climate variability and change. Prerequisite: Graduate standing or instructor's approval.

This course is cross-listed with GEOS 5113.

ENDY 5153. Environmental Site Assessment. 3 Hours.

Principles, problems, and methods related to conducting an environmental site assessment. An applied course covering field site assessment, regulatory documentation, and report preparation. Prerequisite: GEOS 4033 or GEOS 5263 (formerly GEOS 4033).

This course is cross-listed with GEOS 5153.

ENDY 5853. Environmental Isotope Geochemistry. 3 Hours.

Introduction to principles of isotope fractionation and distribution in geological environments isotopic analytical methods, and extraction of isotope samples; application of isotopes in characterization of geologic processes and interaction with hydrologic, surficial, and biologic attenuation, paleothermometry soil and biochemical processes.

This course is cross-listed with GEOS 5853.

ENDY 6013. Environmental Dynamics. 3 Hours.

Required course for ENDY doctoral candidates. Overview of Earth Systems: Lithosphere; Hydrosphere, Atmosphere, Biosphere, Cryosphere, and human interaction across Earth systems. Emphasis on understanding of processes within Earth systems and interactions across Earth Systems as they pertain to global self-regulation, secular variation, climate stability, development and sustainability of human societies. Prerequisite: Graduate standing.

ENDY 6023. Seminar in Environmental Dynamics. 3 Hours.

Seminar examining specific contemporary topic of topics in Environmental Dynamics. Topics will change with each offering. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

ENDY 602V. Current Topics Seminar. 1-2 Hour.

Various aspects of the environment will be explored through topic specific seminars. Subject matter will change each semester addressing current environmental issues and research. Seminars will be one or two hours credit. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

ENDY 6033. Society and Environment. 3 Hours.

This course examines the complex interrelationships between human societies and the natural environment. Drawing on diverse and interdisciplinary perspectives in archaeology, ethnography, history, geography, and palaeo-environmental studies, readings and discussion will explore the co-production of social and environmental systems over time.

This course is cross-listed with ANTH 6033.

ENDY 689V. Special Problems in Environmental Dynamics. 1-6 Hour.

Independent study of a topic related to environmental dynamics under the guidance of an ENDY faculty member. May be repeated for up to 6 hours of degree credit.

ENDY 6991. Environmental Dynamics Colloquium. 1 Hour.

Weekly meetings for discussion of current research in environmental dynamics. Graduate students must register for colloquium each semester. Colloquium credit does not count towards minimum hours required for the doctorate. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

ENDY 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Environmental Engineering (ENEG)

W. Micah Hale

Department Head of Civil Engineering
4190 Bell Engineering Center
479-575-4954

Email: micah@uark.edu (kdhall@uark.edu)

Findlay G. Edwards

Coordinator of Environmental
Engineering Studies
4190 Bell Engineering Center
479-575-4456

Email: fin@uark.edu

College of Engineering Website (<https://engineering.uark.edu>)

Degree Conferred:

M.S.En.E. in Environmental Engineering (ENEG)

Program Description: The Master of Science in Environmental Engineering is a multidiscipline degree program designed for students from a multitude of academic areas. The objectives of the M.S.En.E. program are to prepare graduates for careers in environmental engineering practice with government agencies, engineering firms, or industries and to provide a foundation for continued study at the post-masters level.

Primary Areas of Faculty Research: Water treatment and distribution; waste-water collection and treatment; soil and groundwater remediation; surface and ground water quality; environmental and hydrologic modeling; animal waste management; non-point source pollution prevention; watershed management; reactor design and biomass energy; energy systems including heat transfer; thermodynamics and liquid-vapor phase change; bacterial tracers for evaluating movement through fractured subsurface strata.

M.S.En.E. in Environmental Engineering

Admission Criteria: In addition to the requirements of the Graduate School, the following are the minimum criteria for admission to the M.S.En.E. degree program:

- GPA: 3.00 or higher
- GRE Scores: No less than 302 (verbal and quantitative) and 3.5 analytical writing

Degree Requirements:

Thesis Option: A minimum of 30 semester hours of graduate-level credits, 24 semester hours of graded course work and a minimum of six semester hours of thesis.

Course Work Only Option: 30 semester hours of graded graduate-level course credits.

Both Options:

1. Upon admission to the Graduate School and acceptance in a program of study, candidates pursuing a thesis-based program will be assigned an adviser, who will assist the candidate with course selection and with finding a major adviser. The major adviser and the candidate will select a graduate committee. The candidate and major adviser, with guidance from the graduate committee, will develop a plan of study and a research project for completion of the requirements for the degree. The graduate committee will serve as the examination committee for the research, the thesis, and the final oral and/or written examination. Candidates pursuing a coursework-based program will be assigned to a major adviser, who will assist the candidate in selection of a graduate committee, developing a plan of study; and coordination of the final oral and/or written examination.
2. No more than six graduate credit hours presented for the M.S.En.E. degree may be 4000-level.
3. Required courses listed below.

CVEG 5203 Water Chemistry

CVEG 5213 Water Treatment & Distribution System Design

CVEG 5214 Advanced Wastewater Process Design and Analysis

CVEG 5233 Microbiology for Environmental Engineers

CVEG 5273 Open Channel Flow

4. Candidates for the degree must present a cumulative grade point average of 3.00 on all graduate courses. The minimum acceptable grade for any course is "C".
5. A comprehensive examination that will include either a defense of the candidate's thesis or a presentation and discussion of the candidate's course work.
6. Students should also be aware of Graduate School requirements with regard to master's degrees (<https://catalog.uark.edu/graduatecatalog/degreerequirements/#mastersdegreestext>).
7. Students should be aware that most or all of the courses in this program have prerequisite requirements. Students will be required to meet these prerequisite requirements or obtain instructor permission to enroll.

Graduate Faculty

Clausen, Ed, Ph.D., M.S.Ch.E., B.S.Ch.E. (University of Missouri-Rolla), Professor, Ralph E. Martin Department of Chemical Engineering, 1981.

Costello, Thomas A., Ph.D. (Louisiana State University), M.S.Ag.E., B.S.Ag.E. (University of Missouri-Columbia), Associate Professor, Department of Biological and Agricultural Engineering, 1986.

Edwards, Findlay, Ph.D. (New Mexico State University), M.S. (University of New Mexico), M.S.C.E. (New Mexico State University), Associate Professor, Department of Civil Engineering, 1999.

Fairey, Julian, Ph.D., M.S.C.E. (University of Texas at Austin), B.S.C.E. (University of Alberta, Canada), Associate Professor, Department of Civil Engineering, 2008.

Nutter, Darin W., Ph.D. (Texas A&M University), M.S.M.E., B.S.M.E. (Oklahoma State University), Professor, Department of Mechanical Engineering, 1994.

Williams, Rodney D., Ph.D., M.S., B.S.C.E. (University of Arkansas), Assistant Professor, Department of Civil Engineering, 1998.
Zhang, Wen, Ph.D. (Purdue University), M.S. (University of Kansas), Assistant Professor, Department of Civil Engineering, 2011.

Food Safety (FDFS)

Michael R. Evans
Interim Associate Dean, Dale Bumpers College of Agricultural, Food and Life Sciences
479-575-2252
Email: mrevans@uark.edu (ljrobert@uark.edu)

Kristin Seals
Program Coordinator
AFLS D112
479-575-3163
Email: kdseals@uark.edu

Degree Conferred:
M.S. in Food Safety (FDSF)

M.S. in Food Safety

Master of Science Program: The Master of Science in Food Safety is designed to prepare students for higher positions in the food industry.

The program provides a subject matter core of courses in food microbiology, sanitation, food processing, epidemiology, food law, HACCP applications, human diseases, and other quality control areas facing the food industry.

The Master of Science in Food Safety program requires a total of 30 hours of graduate-level work. Each student will complete one three-hour special problem in which a technical paper will be developed. This requirement may be satisfied by an approved thesis project in the Poultry or Food Science department. No more than a total of nine hours of thesis, special problems and internships are recognized for degree requirements with no more than a total of six hours of special problems and internships. Each special problem course should be limited to three hours of credit. An oral examination over all course work and the special problem project or thesis is required.

The student's advisory committee will outline the total program of study and will also determine if any course deficiencies should be addressed. An applicant must meet all of the requirements for admission to the Graduate School. The program's steering committee provides guidelines for student admission and establishes degree requirements. The student and the Program Coordinator, with approval of the Dean of the Graduate School, select a major adviser. The major adviser, in consultation with the student, will recommend additional faculty members to serve on the student's advisory committee, including one member from the program steering committee.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Food Science (FDSC)

Wayne A. Mackay
Interim Department Head
N-202 Food Science Building
2650 N. Young Avenue
Fayetteville, AR 72704
Voice: 479-575-4605
Fax: 479-575-6936

Email: m (jfmeull@uark.edu)jackay@uark.edu

Ya-Jane Wang
Graduate Coordinator
N-214 Food Science Building
2650 N. Young Avenue
Fayetteville, AR 72704
479-575-4605
Email: yjwang@uark.edu

Department of Food Science website (<http://food-science.uark.edu>)

Degrees Conferred:
M.S., Ph.D. (FDSC)

Program Description: The M.S. and Ph.D. programs in Food Science provide students with graduate education and research experience, both fundamental and applied, aimed at enhancing production and processing techniques, assuring food safety, utilizing co-products of food processing, improving the sensory and nutritional quality of food and understanding the role of nutrition in health and disease. Interdisciplinary faculty with comprehensive expertise in the food and food-related sciences, along with state-of-the-art facilities, are capable of addressing the most complex fundamental and applied research problems.

Primary Areas of Faculty Research: Post-harvest technologies; food engineering; new value-added products and process development; methodology and assessment of quality attributes of raw and processed foods; food biochemistry; food microbiology; food processing and packaging; lipid, protein, and carbohydrate chemistry; food enzymology; functional foods; nutraceuticals; food safety; sensory analysis, human nutrition and chronic diseases.

M.S. in Food Science

Admission to Master of Science Degree Program: The student must have a B.S. degree from an accredited institution with a grade-point average of no less than 3.00, GRE score of 146 verbal, 144 quantitative and 4.0 writing, suitable preparation in food science or related areas, and be acceptable to the department. International students must also have a TOEFL score of no less than 237 (computer)/580 (paper)/92 (Internet) and no less than 4.5/6 on the TWE score of the TOEFL test.

Master of Science Program: The Master of Science in Food Safety is designed to prepare students for higher positions in the food industry.

The program provides a subject matter core of courses in food microbiology, sanitation, food processing, epidemiology, food law, HACCP applications, human diseases, and other quality control areas facing the food industry.

The Master of Science in Food Safety program requires a total of 30 hours of graduate-level work. Each student will complete one three-hour special problem in which a technical paper will be developed. This requirement may be satisfied by an approved thesis project in the Poultry or Food Science department. No more than a total of nine hours of thesis, special problems and internships are recognized for degree requirements with no more than a total of six hours of special problems and internships. Each special problem course should be limited to three hours of credit. An oral examination over all course work and the special problem project or thesis is required.

The student's advisory committee will outline the total program of study and will also determine if any course deficiencies should be addressed. An applicant must meet all of the requirements for admission to the Graduate School. The program's steering committee provides guidelines

for student admission and establishes degree requirements. The student and the Program Coordinator, with approval of the Dean of the Graduate School, select a major adviser. The major adviser, in consultation with the student, will recommend additional faculty members to serve on the student's advisory committee, including one member from the program steering committee.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Food Science

Admission to Doctor of Philosophy Degree Program: Applicants for acceptance into the interdepartmental doctoral program in food science must meet all of the requirements for admission to the Graduate School and the Department of Food Science. Students with a research thesis M.S. degree in Food Science or related sciences from an accredited institution should have an M.S. GPA of no less than 3.5. Students with a B.S. will be considered for the Ph.D. program if their UGPA is no less than 3.65 and they have had research experience with publishable research results. All applicants to the Ph.D. program (B.S. and M.S.) should have a GRE score of 153 verbal, 148 quantitative and 4.0 writing, suitable preparation for the food science graduate program, and be acceptable to the department. International students must also have a TOEFL score of no less than 237 (computer)/580 (paper)/92 (Internet) and no less than 4.5/6.0 on the TWE score of the TOEFL test.

Requirements for the Doctor of Philosophy Degree: Upon acceptance to this program, the student will be assigned to a dissertation director from the department representing the student's selected area of concentration. The dissertation director in consultation with the student and with the department head will select at least two suitable graduate faculty members from outside the student's own department to complete a committee of five members. The doctoral advisory committee chaired by the dissertation director will be responsible for supervision of the student's program development, and will serve as the examination committee for candidacy and final examinations.

The student's course work and dissertation topic will be supervised by the doctoral advisory committee. For students holding an M.S. degree in a science discipline and aside from deficiencies identified upon acceptance to the program, a minimum of 24 semester hours of course credit and a minimum of 18 semester hours of Ph.D. dissertation research credit will be required. Requirements include a minimum of 18 hours of 5000- and 6000-level courses. For students holding a B.S. degree and aside from deficiencies identified upon acceptance to the program, a minimum of 42 semester hours of course credit and a minimum of 18 semester hours of Ph.D. dissertation research credit will be required. Requirements include a minimum of 30 hours of 5000- and 6000-level courses and up to six hours from the Food Science core courses can be counted toward the 42 hours. The student must maintain a grade-point average of 3.00 or higher. General requirements pertaining to the declaration of intent, admission to candidacy and residency are in accordance with the requirements set forth by the Graduate School of the University of Arkansas.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Atungulu, Griffiths Odhiambo, Ph.D., M.S. (Iwate University, Japan), B.S. (Jomo Kenyatta University of Agriculture and Technology, Kenya), Assistant Professor, 2013.

Baum, Jamie I., Ph.D., B.S. (University of Illinois-Urbana-Champaign), Associate Professor, 2011.

Carbonero, Franck, Ph.D. (University of Warwick, U.K.), M.S. (Université Blaise Pascal, France), B.S. (Université Joseph Fourier, France), Assistant Professor, 2013.

Crandall, Philip G., Ph.D., M.S. (Purdue University), B.S. (Kansas State University), Professor, 1989.

Gibson, Kristen Elizabeth, Ph.D. (Johns Hopkins University), B.S. (University of Central Florida), Associate Professor, 2012.

Hettiarachchy, Navam S., Ph.D. (University of Hull, England), M.S. (Edinburgh University, Scotland), B.S. (University of Madras, India), University Professor, 1992.

Howard, Luke R., Ph.D., M.S. (University of Arkansas), B.S. (Purdue University), Professor, 2002.

Lee, Sun-Ok, Ph.D., M.S. (Iowa State University), M.S., B.S. (Dongduk Women's University), Associate Professor, 2008.

Meullenet, Jean-François, Ph.D. (University of Georgia), M.S. (National Superior School of Agronomy and Food Science, Nancy, France), Professor, 1996.

Morawicki, Ruben O., Ph.D. (Pennsylvania State University), M.Eng. (State University of New York-Buffalo), B.S. (Universidad Nacional de Misiones, Argentina), Associate Professor, 2006.

Proctor, Andy, Ph.D., M.S. (University of Arkansas), B.S. (Queen Mary College, University of London), University Professor, 1992.

Ricke, Steven C., Ph.D. (University of Wisconsin-Madison), M.S., B.S. (University of Illinois), Professor, 2005.

Seo, Han-Seok, Dr.rer.Medic. (Technische Universität Dresden, Germany), Ph.D., M.Sc. (Seoul National University), B.S. (Korea University, Seoul), Associate Professor, 2012.

Siebenmorgen, Terrence J., Ph.D. (University of Nebraska-Lincoln), M.S.Ag.E. (Purdue University), B.S.Ag.E. (University of Arkansas), Distinguished Professor, 1984.

Wang, Ya-Jane, Ph.D. (Iowa State University), M.S. (University of Minnesota-Twin Cities), B.S. (National Taiwan University), Professor, 1999.

Courses

FDSC 5001. Seminar. 1 Hour.

Presentation and discussion of graduate student research. Prerequisite: Graduate standing.

FDSC 509V. Special Problems Research. 1-6 Hour.

Original investigation on assigned problems in food science. Prerequisite: Graduate standing.

FDSC 5111L. Food Analysis Lab. 1 Hour.

(Formerly FDSC 4111L.) Laboratory exercises providing students with experience of analytical techniques and instrumentation used in food analysis. Laboratory 3 hours per week. Graduate degree credit will not be given for both FDSC 4111L and FDSC 5111L. Corequisite: FDSC 4113 or FDSC 5113 (formerly FDSC 4113). Prerequisite: FDSC 4304 or FDSC 5304 (formerly FDSC 4304) and CHEM 1123 and CHEM 1121L and CHEM 2613 and CHEM 2611L or (CHEM 3603 and CHEM 3601L).

FDSC 5113. Food Analysis. 3 Hours.

(Formerly FDSC 4113.) Methods of analysis, instrumentation, and laboratory techniques for measuring the chemical composition of raw and value-added products. Lecture 3 hours. Graduate degree credit will not be given for both FDSC 4113 and FDSC 5113. Corequisite: FDSC 4111L or FDSC 5111L (formerly FDSC 4111L). Prerequisite: FDSC 4304 or FDSC 5304 (formerly FDSC 4304) and CHEM 1123 and CHEM 1121L and CHEM 2613 and CHEM 2611L or (CHEM 3603 and CHEM 3601L).

FDSC 5121L. Food Microbiology Lab. 1 Hour.

(Formerly FDSC 4121L.) A hands-on laboratory course designed to teach students microbiological techniques and certain enumeration and plating techniques of specific food spoilage and pathogenic bacteria. Graduate degree credit will not be given for both FDSC 4121L and FDSC 5121L. Pre- or Corequisite: FDSC 4122 or FDSC 5122 (formerly FDSC 4122).

FDSC 5122. Food Microbiology. 2 Hours.

(Formerly FDSC 4122.) The study of food microbiology including classification/taxonomy, contamination, preservation and spoilage of different kinds of foods, pathogenic microorganisms, food poisoning, sanitation, control and inspection and beneficial uses of microorganisms. Graduate degree credit will not be given for both FDSC 4122 and FDSC 5122. Prerequisite: BIOL 2013 and 2011L or BIOL 2533.

FDSC 5223. Food Biosecurity. 3 Hours.

This course is the study of the security of agricultural products and the protection of our food supply from intentional and accidental, domestic and international contamination. Prerequisite: Graduate standing.

FDSC 5304. Food Chemistry. 4 Hours.

(Formerly FDSC 4304.) Water, carbohydrates, lipids, proteins, vitamins, and minerals in foods; biochemical and functional properties, enzymes, food additives (emulsifiers, pigments, colors, flavors, preservatives, and sweeteners) and texture as related to properties in food systems and during processing. Lecture 3 hours, laboratory 3 hours per week. Graduate degree credit will not be given for both FDSC 4304 and FDSC 5304. Corequisite: Lab component. Prerequisite: CHEM 1123 and CHEM 1121L and CHEM 2613 and CHEM 2611L or (CHEM 3603 and CHEM 3601L).

FDSC 531V. Internship in Food Science. 1-4 Hour.

(Formerly FDSC 431V.) The Food Science Internship is a supervised practical work experience with a food industry, research program or governmental agency to gain professional experience and insight into career opportunities. Graduate degree credit will not be given for both FDSC 431V and FDSC 531V. Prerequisite: Completion of first year of graduate studies and instructor consent. May be repeated for up to 4 hours of degree credit.

FDSC 5333. Molecular Biology Techniques Applied to Nutrition and Food Science. 3 Hours.

This course will provide advanced knowledge on current molecular biology techniques and how they can be used in nutrition and food science. A specific emphasis will be given on learning how to understand and interpret results generated through these methods. Therefore, the course is of interest to a wider audience, as such analytic skills are valuable for a diverse array of disciplines. Methods covered will include DNA and RNA-based techniques (PCR, microarrays, sequencing, genomics and metagenomics), protein-based techniques (blots, proteomics) and other molecules-based techniques (metabolomics, immunoblots). Prerequisite: Graduate standing.

FDSC 5413. Sensory Evaluation of Food. 3 Hours.

(Formerly FDSC 4413.) Principles and procedures for sensory evaluation of food. Appropriate uses of specific tests are discussed, along with physiological, psychological, and environmental factors affecting sensory verdicts. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both FDSC 4413 and FDSC 5413. Corequisite: Lab component. Prerequisite: STAT 2303 or WCOB 1033 or AGST 4023 or AGST 5023 (formerly AGST 4023) or STAT 2023 or PSYC 2013.

FDSC 5423. Foodborne Diseases. 3 Hours.

This course will introduce students to the major pathogens associated with foodborne diseases, their epidemiology, and approaches to outbreak investigation and control of foodborne illness. An emphasis will be placed on understanding the relationships between the host, the etiologic agent, and the environment as they relate to disease causation. The student will gain knowledge through lectures, case studies, readings, and an individual project. Prerequisite: BIOL 1543 or equivalent.

FDSC 5503. Safety and Sanitation for the Food Industry. 3 Hours.

This web-based course will provide an appreciation of the need for sanitation in food processing and increase the students' knowledge of sanitary techniques. Topics will include contamination sources, plant and equipment design, cleaners and sanitizers, HACCP, and food biosecurity. Also covered will be considerations in selecting, establishing and maintaining a sanitation program. Prerequisite: General Microbiology or Food Microbiology; General Chemistry.

FDSC 5563. Experiencing the Food Industry. 3 Hours.

(Formerly FDSC 4563.) This course will expose students to the food industry by providing insight into the food processing, packaging, distribution and retailing components of the food industry. The course will include local and regional food industry related tours. Graduate degree credit will not be given for both FDSC 4563 and FDSC 5563. May be repeated for up to 6 hours of degree credit.

FDSC 5713. Product Innovation for the Food Scientist. 3 Hours.

(Formerly FDSC 4713.) This is a capstone course integrating knowledge developed in Food Science to the development of new food products. This course will take an integrated multidisciplinary approach to developing innovative food products and will provide learning experiences in new product development and Research & Development. Topics include product formulation, ingredient interactions, sensory analysis, packaging, labeling, food safety and food law. Graduate degree credit will not be given for both FDSC 4713 and FDSC 5713. Corequisite: Lab component. Pre- or Corequisite: FDSC 4113 or FDSC 5113 (formerly FDSC 4113) and FDSC 4111L or FDSC 5111L (formerly FDSC 4111L). Prerequisite: FDSC 4304 or FDSC 5304 (formerly FDSC 4304), FDSC 3103, and FDSC 4413 or FDSC 5413 (formerly FDSC 4413).

FDSC 5754. Engineering Principles of Food Processing. 4 Hours.

(Formerly FDSC 4754.) Basic mechanics of refrigeration, temperature controls, materials handling and mechanical problems as applied to foods and food processing. Lecture 3 hours, laboratory 3 hours per week. Graduate degree credit will not be given for both FDSC 4754 and FDSC 5754. Corequisite: Lab component. Prerequisite: MATH 1213, PHYS 2013, and PHYS 2011L.

FDSC 5823. Principles of Food Microbiology. 3 Hours.

(Formerly FDSC 4823.) This web-based course is a study of the fundamentals of food microbiology to include its history, classifications, spores and their importance, and the most common and serious pathogenic food microorganisms. Fermentation, spoilage microorganisms and control methodology are also discussed. Graduate degree credit will not be given for both FDSC 4823 and FDSC 5823.

FDSC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

FDSC 602V. Special Topics. 1-3 Hour.

Discussions focused on selected topics of particular fields of raw product physiology and food processing. chemistry, physiology, microbiology, evaluation, sensory analysis and preservation. Prerequisite: Graduate standing. May be repeated for degree credit.

FDSC 6033. Food Biochemistry. 3 Hours.

Biochemical characteristics, functions, regulation and impact of components in raw and processed foods of plant origin. Lecture/discussion 3 hours per week. Prerequisite: CHEM 3813.

FDSC 6123. Food Carbohydrate Chemistry. 3 Hours.

Focus is on carbohydrate chemistry including molecular structures and physical properties, production and food applications, analytical methods for food carbohydrates, and interactions among food polysaccharides. Prerequisite: FDSC 4304 or FDSC 5304 (formerly FDSC 4304).

FDSC 6133. Food Lipid Chemistry. 3 Hours.

Chemistry and technology of commercial fats and oils in food systems with discussion of lipid changes affecting food quality and human health. Prerequisite: FDSC 4304 or FDSC 5304 (formerly FDSC 4304).

FDSC 6143. Advanced Food Processing and Packaging and their Environmental Impact. 3 Hours.

The course is directed to graduate students in food science and related fields. Students will learn advanced food processing technologies and packaging as well as the environmental issues associated to food production, processing, and distribution. Prerequisite: FDSC 3103 or equivalent, or food processing/engineering background with knowledge of basic food processing operations.

FDSC 6323. Nutraceuticals and Functional Foods. 3 Hours.

Course will include past, present and future of nutraceuticals and functional foods, chemistry, mechanism, novel technologies, nutrigenomics, processing, healthy lifestyle, regulation, safety, marketing, international aspects, and industry project. Prerequisite: CHEM 2613 (or CHEM 3603) and CHEM 3813 and FDSC 4304 or instructor consent.

FDSC 6333. Food Protein Chemistry and Functionality. 3 Hours.

This course is a study in advanced food protein chemistry, including molecular structures, characterization, physicochemical bases of food protein functionality, structure-function relationship, processing technologies to improve functionality, as well as hands-on experiences with timely, practical projects related to food proteins. Lecture and problem solving projects for 3 hours per week. Pre- or Corequisite: FDSC 4304 or FDSC 5304 (formerly FDSC 4304).

FDSC 6403. Epidemiologic Principles in Food Safety and Public Health. 3 Hours.

This course will provide an introduction to epidemiologic methods used in foodborne disease outbreak investigations. The importance of surveillance systems in detecting outbreaks and in the development of effective disease prevention and control strategies will also be presented. An emphasis will be placed on understanding the relationships between the host, the etiologic agent, and the environment as they relate to disease causation. In addition, molecular methods utilized for the identification of etiologic agents will be discussed. Selected important foodborne diseases will be discussed in detail to clarify the role of epidemiology in understanding the pathogenesis of infectious processes in individuals and communities. Prerequisite: FDSC 4122 or FDSC 5122 (formerly FDSC 4122) or equivalent.

FDSC 6443. Metabolism of Xenobiotics. 3 Hours.

This course is designed to provide in-depth knowledge of the integration of molecular, cellular, and physiologic aspects of xenobiotics (e.g. phytochemicals)/micronutrients and metabolism. This course will also discuss the current understanding of the mechanism and regulation of gene expression by xenobiotics/micronutrients. Examination of current research literature to understand how xenobiotics/micronutrients and physiological states metabolize and influence gene expression, as well as the research methodology used to address these relations. Prerequisite: CHEM 3813.

FDSC 700V. Doctoral Dissertation. 1-18 Hour.

The doctoral program in food science is an interdepartmental program offered by the departments of Food Science, Animal and Poultry Sciences, and Human Environmental Sciences. Prerequisite: Graduate standing. May be repeated for degree credit.

French

See World Languages, Literatures, and Cultures (p. 324).

Courses

FREN 4003. French Grammar and Composition. 3 Hours.

French grammar and composition. Prerequisite: FREN 3003 or FREN 3103.

FREN 4033. French for Oral Proficiency. 3 Hours.

Three hours per week of conversation practice for the advanced undergraduate. Prerequisite: FREN 3003 or FREN 3103.

FREN 4113. Special Themes in French. 3 Hours.

Topics not normally covered in period courses. Sample topics: "The Comic Tradition in French Literature," "French Cinema." Topics announced one semester in advance. Prerequisite: FREN 3113. May be repeated for up to 3 hours of degree credit.

FREN 4213. French Civilization. 3 Hours.

French civilization. Prerequisite: FREN 3113.

FREN 4223. Survey of French Literature I. 3 Hours.

A survey of French literature, its forms and themes from the medieval period through the 18th century. Prerequisite: FREN 3113.

FREN 4233. Survey of French Literature II. 3 Hours.

A survey of French literature, its forms and themes in the 19th and 20th centuries. Prerequisite: FREN 3113.

FREN 4333. Introduction to Business French. 3 Hours.

Introduction and orientation to the French world of business and commerce through the study of vocabulary, forms, and formulas and expression used in commercial correspondence. Prerequisite: FREN 3113 or FREN 3103.

FREN 4433. Business Culture and Practices. 3 Hours.

A practical application of French to the business world focusing on the cultural challenges faced by Americans doing business in France and francophone countries. Case studies and translations of authentic documents from French to English and English to French reinforce the specialized vocabulary of the business world. Prerequisite: FREN 3103 or FREN 3113.

FREN 5003. French Grammar and Phonetics. 3 Hours.

Systematic review of principles of French grammar and syntax; comprehensive presentation of French phonetics.

FREN 5033. Advanced French Conversation. 3 Hours.

This course will provide a small discussion environment in which graduate students will improve their command of spoken French in an interactive setting. Discussion will concentrate on current cultural issues in the French speaking world.

FREN 5213. French Culture & Civilization. 3 Hours.

An analysis of French cultural symbols and attitudes as observed in their historical, economical, political, social, educational, and linguistic aspects.

FREN 5333. Old French Literature. 3 Hours.

An intensive study of French Medieval Literature from the Chansons de Geste to Villon, including an in-depth analysis of the genres and their evolution, and of the major authors of the times.

FREN 5353. Survey of French Poetry. 3 Hours.

A comprehensive study of French poetry from the Middle Ages to the twentieth century, focusing on close readings of individual poems. This course will cover literary movements and trends of the periods and presents the terminology required to do explication de texte.

FREN 5433. French 16th-Century Literature. 3 Hours.

A survey of representative writers of the sixteenth century.

FREN 5543. French 17th-Century Literature. 3 Hours.

A survey of representative writers of the seventeenth century.

FREN 5663. French Short Story. 3 Hours.

An introduction to the French short story, focusing on close readings of a variety of contes and nouvelles from the Middle Ages through the twenty-first century.

FREN 5673. French 18th-Century Literature. 3 Hours.

French 18th-Century literature.

FREN 5703. Special Topics. 3 Hours.

May be offered in a subject not specifically covered by the courses otherwise listed. May be repeated for up to 6 hours of degree credit.

FREN 575V. Special Investigations. 1-6 Hour.

Special investigations. May be repeated for degree credit.

FREN 5773. Survey of Francophone Literature. 3 Hours.

A survey of representative texts in the field of sub-Saharan and North African literature concentrating on postcolonial novels using contemporary critical approaches.

FREN 5783. The French Nineteenth-Century Novel. 3 Hours.

The French Nineteenth-Century novel.

FREN 5813. French 20th-Century Theatre. 3 Hours.**FREN 5833. French 20th-Century Novel. 3 Hours.**

French 20th-Century novel.

Geosciences (GEOS)

Christopher L. Liner
Department Chair and Graduate Coordinator of Geosciences
216 Gearhart Hall
479-575-3355
Email: liner@uark.edu

Fiona Davidson
Graduate Coordinator of Geography
115 Gearhart Hall
479-575-3879
Email: fdavidso@uark.edu

Celina Suarez
Graduate Coordinator of Geology
226 Gearhart Hall
479-575-4866
Email: casuarez@uark.edu

David Stahle
Geosciences Ph.D. Coordinator
213 Gearhart Hall
479-575-3703
Email: dstahle@uark.edu

Department of Geosciences Website (<http://fulbright.uark.edu/departments/geosciences>)

Degrees Conferred:

M.S. in Geography (GEOG)
M.S. in Geology (GEOL)
Ph.D. in Geosciences (GEOS)

Graduate Certificates Offered (non-degree):

Geospatial Technologies (GIST)

Geography (GEOG) (M.S.)

Areas of Study: Human geography, physical geography, GIS, cartography, space and planetary sciences.

Program Description: The Department of Geosciences offers a Master of Science (M.S.) degree in geography. This program draws on a variety of faculty expertise in physical, environmental, human, and regional studies in geography as well as in cartography, remote sensing, photogrammetry, and computational aspects of geographic information science (GIS) or geoinformatics.

Geology (GEOL) (M.S.)

Areas of Study: General geology, space and planetary sciences

Program Description: Instruction in geology at the graduate level focuses on preparation of students to become practicing professional

geologists in industry or to pursue, without deficiencies, doctorates at established programs. Students intending to enter the industrial workforce are encouraged to maintain a broad perspective with an emphasis in an area of geology that has a demonstrated record of past employment, such as petroleum geology or environmental geology. The greatest strength of the program in geology at the University of Arkansas is instruction in practical geologic interpretation, with emphasis on field relationships. This instructional strength includes all levels of teaching and supports an active research program that serves to strengthen the research and communication skills of the students through writing assignments, oral presentations, and participation in professional societies.

Geosciences (GEOS) (Ph.D.)

Primary Areas of Faculty Research:

1. Basin evolution and analysis (including multiple aspects of petroleum geology that incorporate sedimentation, structural geology, stratigraphy and geophysics),
2. Crustal and mantle composition and tectonic evolution,
3. Neotectonics and dynamic geomorphology,
4. Geoinformatics (including GIS, remote sensing, GPS geodesy, and geospatial analysis),
5. Groundwater dynamics, karst hydrology and limnology, and
6. Paleoclimatology.

The Department of Geosciences focuses on research and education dealing with the nature, genesis, and history of the Earth and the global environment, the evolution of landscapes and biota at the Earth's surface, and the advance of geospatial technologies. The Doctor of Philosophy degree is designed for students who are committed to scholarship in the geosciences and who wish to prepare for professional employment within the academic community, industry, or government. Geosciences research requires rigorous observation, quantitative analysis, and modeling in order to yield scientific results that are acceptable for publication in first-rate, internationally-ranked journals. Given the interdisciplinary nature of Geosciences, the Department of Geosciences encourages research including elements of space and planetary sciences, biological sciences, environmental sciences, physics and chemistry to address relevant problems at the boundaries of geoscience and other disciplines.

Applicants for the doctoral program must have completed the baccalaureate degree with a major in geosciences or an allied discipline. Students with academic preparation at the undergraduate or masters level in other disciplines of physical science, engineering, and mathematics are also encouraged to apply. All applicants must submit their scores on the Graduate Record Examination directly to the University of Arkansas Graduate School, provide three letters of recommendation from individuals qualified to assess the applicant's academic potential, a personal curriculum vita, and a statement of academic and research interests.

Qualified students with a bachelor's degree or a master's degree may be accepted into the Ph.D. program. Academic requirements for admission to the program are listed in the table below. In addition, prospective applicants are encouraged to contact Department of Geosciences faculty with similar research interests to initiate dialogue regarding availability for mentoring, potential research topics, and research funding opportunities.

M.S. in Geography

Admissions to Degree Program: Applicants must be admitted to the Graduate School and meet the following requirements: 1) satisfactory undergraduate preparation in geography, 2) three letters from persons

competent to judge the applicant's potential for graduate studies, 3) satisfactory GRE scores, and 4) a completed departmental application. In addition to these requirements, students applying to the MS program should have adequate mathematical preparation at the undergraduate level, including statistics, algebra, and/or calculus. Students who do not meet these requirements may be admitted conditionally. Students with course deficiencies may enroll concurrently in graduate courses. Students speaking English as a foreign language are encouraged to take the TOEFL with results reported to the department.

Degree Requirements: Requires a total of 30 semester hours. A minimum of 24 semester hours of course work (including a 7-hour core and 6 hours of quantitative or computational electives), six semester hours of thesis, and a comprehensive examination (defense of thesis) conducted by the candidate's thesis committee are required for all students who obtain an M.S. in Geography.

Core

GEOS 5093	History and Philosophy of Geography	3
GEOS 5333	Research Methods and Materials in Geography	3
GEOS 5011	Colloquium	1

Quantitative and Computational Electives

GEOS 5043	Foundations of Geospatial Data Analysis	6
GEOS 5083	Geospatial Data Mining	
GEOS 5513	Introduction to GIS Programming	
GEOS 5863	Quantitative Techniques in Geosciences	
GEOS 5033	Advanced Vector Geographic Information Systems	
GEOS 510V	Special Problems in Physical Geosciences	
ECON 4743	Introduction to Econometrics	
CSCE 4523	Database Management Systems	
CSCE 4613	Artificial Intelligence	
MATH 4153	Mathematical Modeling (Irregular)	
MATH 4503	Differential Geometry (Irregular)	
MATH 5213	Advanced Calculus I (formerly MATH 4513)	
MATH 5223	Advanced Calculus II (formerly MATH 4523)	
MATH 5383	Numerical Analysis (formerly MATH 4363)	
MATH 5393	Numerical Linear Algebra (formerly MATH 4353)	
STAT 4003	Statistical Methods	
STAT 5413	Spatial Statistics	
Other courses as approved by a Department of Geosciences Chair-appointed committee.		
GEOS 600V	Master's Thesis	6

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

M.S. in Geology

Admission to Degree Program: Students admitted to graduate study should have completed an undergraduate geology program similar to that required for the B.S. degree at the University of Arkansas. Applicants lacking an appropriate background may satisfy deficiencies while enrolled in Graduate School. Prospective students should submit application forms, three letters of recommendation, and a statement of their graduate and professional goals before February 15 for the fall semester and October 15 for the spring semester to assure their consideration. These dates are also deadlines for receipt of application for financial assistance.

Requirements for the Master of Science Degree: The program in Geology requires 30 graduate course credit hours, six of which will be derived from a thesis reporting the results of an original laboratory or field research problem. All course work, a thesis topic, and the final thesis must be approved by the student's thesis committee. This committee is selected by the student and the student's thesis director and will consist of a minimum of three members. At least two of the committee members will be chosen from geology faculty whose areas of expertise coincide with the research interests of the student.

Each student will complete a core curriculum consisting of a minimum of 12 hours selected from the following courses:

Select four of the following: 12

GEOS 5253	Geomorphology (formerly GEOS 4053)
GEOS 5273	Principles of Geochemistry (formerly GEOS 4063) or GEOS 5853 Environmental Isotope Geochemistry
GEOS 5433	Geophysics (formerly GEOS 4433)
GEOS 5123	Stratigraphic Principles and Practice
GEOS 5223	Sedimentary Petrology

Each student must complete a minimum of 18 credit hours in geology courses, including one credit hour of GEOS 5011 Colloquium, in addition to the six credit hours for the thesis.

Students who have completed some or all of these core courses as part of their undergraduate program must substitute additional elective courses, as approved by their thesis committee, to fulfill the minimum required 24 credit hours of course work.

To complete the requirements for the degree, the candidate must complete all course work with a grade-point average of 3.00, submit an acceptable thesis, and pass a comprehensive examination based primarily on a defense of the student's thesis.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Geosciences

Requirements for Admission to the Doctor of Philosophy Degree in Geosciences:

- Minimum Undergraduate GPA: 2.85 on a 4.0 system
- Minimum Graduate GPA: 3.20 on a 4.0 system
- Minimum GRE Verbal: 153
- Minimum GRE Quantitative: 144
- Minimum GRE combined Verbal and Quantitative: 297
- Minimum GRE writing: 4
- International students only: a minimum score of 6.5 on the International English Language Testing System (IELTS), 79 on the Internet-based Test of English as a Foreign Language (TOEFL), or a 58 on the Pearson Test of English - Academic (PTE-A), taken within the preceding two years
- M.S./M.A. requirements: 24 units graduate courses, 6 hours thesis
- Recommendations: Three (3) letters of recommendation from individuals qualified to assess the applicant's academic potential
- Ph.D. course requirements: 24 units graduate courses; 18 hours dissertation; completed original dissertation research.
- No course with a grade of less than a C (graduate or undergraduate) will be accepted as fulfilling prerequisites.

- Acceptance by an adviser
- Other: Current Curriculum Vita; Statement of academic and research interests
- Submit application by Jan. 15 deadline for fall semester to assure consideration

Course Requirements for the Doctor of Philosophy Degree:

- 24 course hours beyond the U of A M.S./M.A. degree or equivalent.
- GEOS 5023 Technical and Proposal Writing for the Geosciences
- It is strongly recommended that two courses be taken outside of the department that are supplementary to the student's interests and dissertation topic. These may be 3000-level undergraduate courses, if approved by the Advisory Committee and the Graduate School.
- No more than 3 hours of Special Problems or Independent Research
- Dissertation – 18 hours to be taken after admission to candidacy.

Candidacy Exams: The comprehensive examinations consist of two rigorous examinations:

1. A written comprehensive examination and
2. An oral defense of the dissertation proposal.

Students will take a comprehensive examination after they have completed the Graduate School residency requirement and have completed the required departmental core courses. The exam will be taken during the fall or spring semester when classes are in session, but not during final exams. At the time of the exam, the student must have a grade point average of 3.25 on 12 or more hours of course work taken beyond the master's degree. This exam must be taken at least one year prior to completing all requirements for the degree.

The second written work to be assessed by the Comprehensive Examination Committee will be a research proposal composed by the student in the format typical of a National Science Foundation grant proposal. It is expected that the document will conform to all proposal formatting described in the Department of Geosciences Graduate Student Handbook requirements.

Oral Dissertation Proposal: Upon admission to candidacy (passing the written comprehensive exam), the student will present to his/her Dissertation Committee a written and oral proposal of the dissertation topic for comment, suggestions, and approval. The dissertation adviser will chair the committee, unless prohibited by Graduate School conflict of interest rules.

Successful completion of the proposal defense requires the positive vote of the committee. Normally this proposal will be completed by the third or fourth semester after matriculation and can only be delayed with the approval of the dissertation committee and the appropriate departmental Graduate Adviser.

Any waivers to these requirements must be appealed to the Advisory or Dissertation committee and the departmental Graduate Adviser.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

The student must maintain a 3.0 GPA in course work taken for the Ph.D. degree.

The Doctor of Philosophy degree is primarily a research degree, but communication of that research is critical for professional development and required for most professional pursuits. To promote development of

the communication skills, each student is required to teach labs and/or a course for at least one semester and to present scientific results at one or more national or international professional meetings.

Graduate Certificate in Geospatial Technologies

The Department of Geosciences offers an online Geospatial Technologies Graduate Certificate through University of Arkansas Global Campus (<http://globalcampus.uark.edu/>). This certificate is designed for working professionals who wish to develop technical skills in the emerging field of geospatial technologies. The certificate provides the technical instruction needed to be employed in the geosciences and collateral disciplines as one of the American Society of Photogrammetry and Remote Sensing's "Mapping Scientist" and as a "Certified Geographic Information Systems Professional" (GISP).

Requirements for a Geospatial Technologies Graduate Certificate

Requirements for admission: Graduate status; there are no disciplinary requirements.

A total of 12-18 hours are required for the certificate:

GEOS 5043	Foundations of Geospatial Data Analysis	3
GEOS 5073	Geospatial Technologies Computational Toolkit	3
GEOS 5083	Geospatial Data Mining	3
GEOS 5543	Geospatial Applications and Information Science	3
GEOS 5553	Spatial Analysis Using ArcGIS	3
GEOS 5593	Introduction to Geodatabases	3

It is possible to waive 3 to 6 hours of required coursework for GEOS 5043 and GEOS 5073 through successful completion of proficiency exams.

Graduate Faculty

Aly, Mohamed H., Ph.D. (Texas A&M), M.S., B.S. (Zagazig University), Assistant Professor, 2013.

Boss, Steve K., Ph.D. (University of North Carolina at Chapel Hill), M.S. (Utah State University), B.S. (Bemidji State University), Professor, 1996.

Cothren, Jackson David, Ph.D., M.S. (The Ohio State University), B.S. (United States Air Force Academy), Associate Professor, 2002.

Covington, Matthew D., Ph.D. (University of California-Santa Cruz), B.S. (University of Arkansas), Assistant Professor, 2012.

Davidson, Fiona M., Ph.D., M.A. (University of Nebraska-Lincoln), B.A. (Newcastle Upon Tyne Polytechnic), Associate Professor, 1992.

Davis, Ralph K., Ph.D., M.S., B.S. (University of Nebraska, Lincoln), Professor, 1994.

Dumond, Gregory, Ph.D. (University of Massachusetts), M.S. (Texas Tech University), B.S. (University of Texas El Paso), Assistant Professor, 2010.

Feng, Song, Ph.D., M.S. (Chinese Academy of Sciences), B.S. (Yunnan University), Assistant Professor, 2013.

Hays, Phil, Ph.D., M.S. (Texas A&M University), B.S. (University of Arkansas), Associate Professor, 2000.

Holland, Edward C., Ph.D., M.A. (University of Colorado, Boulder), B.A. (Princeton University), Assistant Professor, 2016.

Limp, Fred, Ph.D., M.A., B.A. (Indiana University at Bloomington), University Professor, 1979.

Liner, Christopher L., Ph.D. (Colorado School of Mines), M.S. (University of Tulsa), B.S. (University of Arkansas), Professor, 2012.

Paradise, Thomas R., Ph.D. (Arizona State University), M.A. (Georgia State University), F.G.A., G.G. (Gemological Institute of America), B.S. (University of Nevada), University Professor, 2000.

Potra, Adriana, Ph.D. (Florida International University), M.S., B.S. (University of Babes-Bolyai, Romania), Assistant Professor, 2012.

Shaw, John B., Ph.D. (University of Texas at Austin), B.A. (Oberlin College), Assistant Professor, 2014.

Shi, Xuan, Ph.D. (West Virginia University), M.S. (Indiana University of Pennsylvania), B.S. (Hubei University), Assistant Professor, 2012.

Stahle, David William, Ph.D. (Arizona State University), M.A. (University of Arkansas), B.A. (University of Arizona), Distinguished Professor, 1982.

Suarez, Celina A., Ph.D. (University of Kansas), M.S. (Temple University), B.S. (Trinity University), Assistant Professor, 2012.

Tullis, Jason A., Ph.D., M.S. (University of South Carolina at Columbia), B.S. (Brigham Young University), Associate Professor, 2004.

Courses

GEOS 5003. Seminar in Geography. 3 Hours.

Selected topics, the nature of which varies with the need. Prerequisite: Graduate standing. May be repeated for up to 3 hours of degree credit.

GEOS 5011. Colloquium. 1 Hour.

Weekly meetings of faculty, graduates, advanced students and guests to discuss research and trends in the field of geography. May be repeated for up to 2 hours of degree credit.

GEOS 5023. Technical and Proposal Writing for the Geosciences. 3 Hours.

Preparation of technical reports, research proposals, and manuscripts for publication in the area of geosciences.

GEOS 5033. Advanced Vector Geographic Information Systems. 3 Hours.

Advanced vector operations and analysis. Topics will include topological analysis, network analysis, geocoding, conflation, implications of source and product map scale, map generation, error mapping, and cartographic production. Prerequisite: ((ANTH 4563 or ANTH 5563 (formerly ANTH 4563)) or ((GEOS 4583 or GEOS 5583 (formerly GEOS 4583)) or equivalent.

This course is cross-listed with ANTH 5043.

GEOS 5043. Foundations of Geospatial Data Analysis. 3 Hours.

Basic mathematical tools applied in geospatial technology, including trigonometry in mapping, linear algebra in remote sensing, optimization in spatial decision support, and graph theory in routing. Course develops the framework for spatial data analysis and decision support. Pre- or Corequisite: GEOS 5543.

GEOS 5053. Quaternary Environments. 3 Hours.

An interdisciplinary study of the Quaternary Period, including dating methods, deposits, soils, climates, tectonics, and human adaptation. Lecture 2 hours, laboratory 2 hours per week. Prerequisite: Graduate standing.

This course is cross-listed with ANTH 5053, ENDY 5053.

GEOS 5073. Geospatial Technologies Computational Toolkit. 3 Hours.

Basic computational tools and processes applied in geospatial software, related computer hardware components, systems and applications software, and spatial database fundamentals. Python, including SciPy and NumPy, geospatial implementations will be emphasized. No programming experience is required. Pre- or Corequisite: GEOS 5543.

GEOS 5083. Geospatial Data Mining. 3 Hours.

Basic tools for analyzing, summarizing and visualizing geospatial data. Exploratory data and spatial data analysis, probability distributions and application, single and multivariate analysis and hypothesis testing, and spatial smoothing and interpolation. Emphasis will be on problem solving in geospatial settings using the R statistical language. Prerequisite: GEOS 5043 and GEOS 5073 or equivalent.

GEOS 5093. History and Philosophy of Geography. 3 Hours.

This course familiarizes students with the history of geography, the contributions of geographers to scientific thought and theory, and research techniques that are used in geography. Emphasis is given to the integration of statistical and spatial analysis, and their applications in field research. The course includes short field-based projects in and around Northwest Arkansas.

GEOS 510V. Special Problems in Physical Geosciences. 1-6 Hour.

Special problems in Geosciences. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

GEOS 5113. Global Change. 3 Hours.

Examines central issues of global change including natural and human induced climate change, air pollution, deforestation, desertification, wetland loss urbanization, and the biodiversity crisis. The U.S. Global Change Research Program is also examined.

This course is cross-listed with ENDY 5113.

GEOS 5123. Stratigraphic Principles and Practice. 3 Hours.

Physical and biological characteristics of sedimentary environments and their correlation in time with emphasis on the local geologic section. Corequisite: Lab component. Prerequisite: GEOS 4223 or GEOS 5323 (formerly GEOS 4223).

GEOS 5133. Radar Remote Sensing. 3 Hours.

Introduction to radar remote sensing and its applications in geology, geography, archeology, engineering, and agriculture. Focuses on Synthetic Aperture Radar (SAR) and advanced techniques including radar stereo, polarimetry, and interferometry. Covers Interferometric SAR (InSAR) for mapping topography and modeling Earth's surface motions due to earthquakes, volcanic eruptions, landslides, and subsidence. Prerequisite: GEOS 3023 or equivalent.

GEOS 5143. 3D Seismic Exploration. 3 Hours.

(Formerly GEOS 4463.) Interpretation of 3D seismic data for geological structure, stratigraphy, and pore fluid variations with emphasis on hydrocarbon exploration. Credit will not be given for both GEOS 4463 and GEOS 5143. Prerequisite: GEOS 4433 or GEOS 5433 (formerly GEOS 4433).

GEOS 5153. Environmental Site Assessment. 3 Hours.

Principles, problems, and methods related to conducting an environmental site assessment. An applied course covering field site assessment, regulatory documentation, and report preparation. Prerequisite: GEOS 4033 or GEOS 5263 (formerly 4033).

This course is cross-listed with ENDY 5153.

GEOS 5163. Hydrogeologic Modeling. 3 Hours.

Topics include numerical simulation of ground water flow, solute transport, aqueous geochemistry, theoretical development of equations, hypothesis testing of conceptual models, limitations of specific methods, and error analysis. Emphasis on practical applications and problem solving. Prerequisite: GEOS 4033 or GEOS 5263 (formerly 4033) and computer literacy.

GEOS 5173. Urban Geography. 3 Hours.

(Formerly GEOS 4073.) Areal patterns of modern urban regions and the focus shaping these patterns. Emphasis is placed on American urban areas and their evolution and functional areas. Field work. Graduate degree credit will not be given for both GEOS 4073 and GEOS 5173.

GEOS 5183. Geography of the Middle East. 3 Hours.

(Formerly GEOS 4043.) Physical and cultural landscapes, natural and cultural resources, art and architecture, land use, political history, OPEC, and current problems of North Africa and the Middle East region west of Afghanistan are discussed. Class participation, discussions, slides and films, and student presentations will round out the class. Graduate degree credit will not be given for both GEOS 4043 and GEOS 5183.

GEOS 5196. Advanced Field Methods of Applied Hydrogeology. 6 Hours.

Applied field course emphasizing collection and interpretation of ground water data. Three hours may be applied toward an M.S. degree in geology. Prerequisite: GEOS 4033 or GEOS 5263 (formerly 4033).

GEOS 520V. Special Problems in Human Geography. 1-6 Hour.

Special problems in human geography. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

GEOS 5213. Principles of Remote Sensing. 3 Hours.

Fundamental concepts of remote sensing of the environment. Optical, infrared, microwave, LIDAR, and in situ sensor systems are introduced. Remote sensing of vegetation, water, urban landscapes, soils, minerals, and geomorphology is discussed. The course includes laboratory exercises in GIS software and field spectroscopy.

GEOS 5223. Sedimentary Petrology. 3 Hours.

Sediments and sedimentary rocks. Lecture 2 hours, laboratory 2 hours per week. Corequisite: Lab component. Prerequisite: GEOS 4223 or GEOS 5323 (formerly GEOS 4223).

GEOS 5233. Geography of Religion & Sacrality. 3 Hours.

Explores the spatial nature of the World's major faiths and religious institutions, focusing on the distribution and origins of these religions. Examines the religious beliefs, rituals, architecture, demographics, and art in different societies, cultures, and countries. Considers the tenets and practices of what is sacred and/or spiritual, held in common by a group or community. Prerequisite: Graduate standing.

GEOS 5243. Political Geography. 3 Hours.

(Formerly GEOS 4243.) Contemporary world political problems in their geographic context. Development of the principles of political geography with emphasis upon the problems of Eastern Europe, Africa, and Southeast Asia. Graduate degree credit will not be given for both GEOS 4243 and GEOS 5243.

GEOS 5253. Geomorphology. 3 Hours.

(Formerly GEOS 4053.) Mechanics of landform development. Lecture 2 hours, laboratory 3 hours per week. Several local field trips are required during the semester. Graduate degree credit will not be given for both GEOS 4053 and GEOS 5253.

GEOS 5263. Hydrogeology. 3 Hours.

(Formerly GEOS 4033.) Occurrence, movement, and interaction of water with geologic and cultural features. Lecture 3 hours per week. Graduate degree credit will not be given for both GEOS 4033 and GEOS 5263. Corequisite: Lab component. Prerequisite: MATH 2043 or MATH 2554, and GEOS 3514.

GEOS 5273. Principles of Geochemistry. 3 Hours.

(Formerly GEOS 4063.) Introduction to fundamental principles of geochemistry from historic development to modern concepts. Graduate degree credit will not be given for both GEOS 4063 and GEOS 5273. Corequisite: Lab component. Prerequisite: CHEM 1121L, CHEM 1123 and GEOS 2313.

GEOS 5283. Economic Geology. 3 Hours.

(Formerly GEOS 4083.) Introduction to mineral deposits used as economic resources. Covers basic geology and geochemistry of mineral deposit formations and the formation of major classes of deposits. Examines the relationship between the distribution of ores, oil, gas, coal, and Plate Tectonics. Explores environmental issues associated with the extraction of earth resources. Graduate degree credit will not be given for both GEOS 4083 and GEOS 5283. Prerequisite: GEOS 2313.

GEOS 5293. Introduction to Global Positioning Systems and Global Navigation Satellite Systems. 3 Hours.

(Formerly GEOS 4593.) Fundamentals of navigation, mapping, and high-precision positioning using the Navstar Global Positioning System. Topics include datum definition and transformation, map projections, autonomous and differential positioning using both code and carrier processing, and analysis of errors. Graduate degree credit will not be given for both GEOS 4593 and GEOS 5293. This course is cross-listed with ANTH 5593.

GEOS 530V. Special Problems in Regional Geography. 1-6 Hour.

Special problems in regional geography. Prerequisite: Graduate standing.

GEOS 5313. Planetary Atmospheres. 3 Hours.

Origins of planetary atmospheres, structures of atmospheres, climate evolution, dynamics of atmospheres, levels in the atmosphere, the upper atmosphere, escape of atmospheres, comparative planetology of atmospheres.

GEOS 5323. Stratigraphy and Sedimentation. 3 Hours.

(Formerly GEOS 4223.) Introductory investigation of stratigraphic and sedimentologic factors important to the study of sedimentary rocks. Lecture 2 hours, laboratory 3 hours per week. A required weekend, two-day field trip will be conducted during the semester. Graduate degree credit will not be given for both GEOS 4223 and GEOS 5323. Corequisite: Lab component. Prerequisite: GEOS 3413.

GEOS 5333. Research Methods and Materials in Geography. 3 Hours.

Geographical research and the preparation of research papers. Prerequisite: Graduate standing.

GEOS 534V. Internship in Physical Geography. 3-6 Hour.

(Formerly GEOS 430V.) Supervised experience in municipal, county, state or private natural resource management agency, or any other such organization approved by instructor. Graduate degree credit will not be given for both GEOS 430V and GEOS 534V.

GEOS 5353. Meteorology. 3 Hours.

(Formerly GEOS 4353.) Examination of the atmospheric processes that result in multifarious weather systems. Offered as physical science. Graduate degree credit will not be given for both GEOS 4353 and GEOS 5353.

GEOS 5363. Climatology. 3 Hours.

(Formerly GEOS 4363.) Fundamentals of topical climatology followed by a study of regional climatology. Offered as physical science. Graduate degree credit will not be given for both GEOS 4363 and GEOS 5363.

GEOS 537V. Geology Field Trip. 1-2 Hour.

(Formerly GEOS 437V.) Camping field trip to areas of geologic interest, usually conducted during Spring Break. Graduate degree credit will not be given for both GEOS 437V and GEOS 537V. Prerequisite: GEOS 3313. May be repeated for up to 4 hours of degree credit.

GEOS 5383. Hazard & Disaster Assessment, Mitigation, Risk & Policy. 3 Hours.

(Formerly GEOS 4383.) Comprehensive introduction to interdisciplinary approaches to natural and environmental hazards and risk. Hazards and disaster assessment, mitigation, and policy are the focus of the class. Graduate degree credit will not be given for both GEOS 4383 and GEOS 5383. May be repeated for up to 6 hours of degree credit.

GEOS 5393. Mathematical Modeling of Geological Processes. 3 Hours.

This course explores a variety of topics in applied mathematics and computational methods within the context of studying geological processes and from the perspective of a modeling practitioner. Programming is conducted in Python. Knowledge of Calculus II is necessary.

GEOS 5403. American Public Lands and Policy. 3 Hours.

The course examines the role of American federal public lands in 19th-21st century geography, history, policy, and art. It investigates the growth of conservation, preservation, and management movements in the US by looking at America's national parks, forests, dams, wildlife refuges, wilderness areas, managed and agricultural lands. Prerequisite: Graduate standing.

GEOS 5413. Planetary Geology. 3 Hours.

Exploration of the solar system, geology and stratigraphy, meteorite impacts, planetary surfaces, planetary crusts, basaltic volcanism, planetary interiors, chemical composition of the planets, origin and evolution of the Moon and planets.

GEOS 5423. Remote Sensing of Natural Resources. 3 Hours.

Introductory digital image processing of remotely sensed data. Topics include data collection, laboratory design, scientific visualization, radiometric and geometric correction, enhancement, pattern recognition, artificial intelligence, and change detection in natural resource remote sensing. GIS-based exercises and a course project are included. Prerequisite: GEOS 4413 or GEOS 5213.

GEOS 5433. Geophysics. 3 Hours.

(Formerly GEOS 4433.) Derivation from physical principles, of the geophysical methods for mapping the Earth. Computational methods of converting gravity, magnetic, radiometric, electrical, and seismic data into geologic information. Lecture 3 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both GEOS 4433 and GEOS 5433. Corequisite: Lab component. Prerequisite: MATH 2564 and PHYS 2033 and PHYS 2031L and GEOS 3514.

GEOS 5443. The Solid Earth. 3 Hours.

Modern views for the origin of the solid Earth and its structure, composition, and evolution through geologic time. Topics will include examination of relevant geophysical and geochemical constraints used to develop global models for the Earth. Prerequisite: GEOS 3313, MATH 2564, CHEM 1123, PHYS 2074 or instructor consent.

This course is cross-listed with GEOS 4443.

GEOS 5453. Introduction to Raster GIS. 3 Hours.

(Formerly GEOS 4553.) Theory, data structure, algorithms, and techniques behind raster-based geographical information systems. Through laboratory exercises and lectures multidisciplinary applications are examined in database creation, remotely sensed data handling, elevation models, and resource models using boolean, map algebra, and other methods. Graduate degree credit will not be given for both GEOS 4553 and GEOS 5453.

This course is cross-listed with ANTH 5553.

GEOS 5463. Microtectonics. 3 Hours.

Focuses on the microstructural evolution of tectonite rocks and the constraints that can be gleaned from optical microscopic evaluation of rocks in petrographic thin-sections and hand samples. Results are evaluated in the context of plate tectonic theory and geodynamics. Knowledge of mineralogy and petrology equivalent to GEOS 2313 is required. Pre- or Corequisite: GEOS 5563. Corequisite: Lab component.

GEOS 5473. Applied Climatology. 3 Hours.

Applied climatology involves the use of climatic data to solve a variety of social, economic and environmental problems, such as for clients in agriculture, water and energy management. The basic purpose of applied climatology is to help society, at all scales and levels, to achieve a better adjustment to the climatic environment.

GEOS 5483. Severe Weather. 3 Hours.

(Formerly GEOS 4483.) Focuses on the formation and impact of weather phenomena such as blizzards, floods, tornadoes, thunderstorms, hurricanes and droughts. Covers the mechanisms and physics that control severe weather, advanced terminology, physical concepts and scientific methods used in meteorology, and the analysis and interpretation of meteorological data. Graduate degree credit will not be given for both GEOS 4483 and GEOS 5483.

GEOS 550V. Internship in GIS & Cartography. 3-6 Hour.

(Formerly GEOS 440V.) Supervised experience in GIS and/or cartographic applications with municipal, county, state, or private enterprises. Graduate degree credit will not be given for both GEOS 440V and GEOS 550V. May be repeated for up to 6 hours of degree credit.

GEOS 5513. Introduction to GIS Programming. 3 Hours.

This course introduces fundamentals of GIS software engineering and offers hands-on tutorials in customized applications using Arc GIS through programming ArcObjects in VBA/VA.net environment. Topics covered include ArcObjects, different programming syntax and styles, and fundamental routines and functions in ArcGIS. After completing the course, students will have the capability develop customized ArcGIS applications.

GEOS 5523. Cartographic Design & Production. 3 Hours.

(Formerly GEOS 4523.) This course addresses advanced cartographic concepts (i.e. visual hierarchy, aesthetics, image cognition) and production techniques as they relate to computer-assisted mapping. Students produce a variety of maps using Adobe Illustrator (CS 4-6) software to build a map portfolio. Field trips may be required. Graduate degree credit will not be given for both GEOS 4523 and GEOS 5523.

GEOS 5533. Introduction to Petroleum Geophysics. 3 Hours.

(Formerly GEOS 4533.) Introduction to seismic wave propagation and petroleum seismology with particular emphasis on seismic events, elastic waves, and seismic survey design. Credit will not be given for both GEOS 4533 and GEOS 5533. Prerequisite: MATH 2564, PHYS 2033, and GEOL 3514 or consent of instructor.

GEOS 5543. Geospatial Applications and Information Science. 3 Hours.

An introduction to the methods and theory underlying the full range of geographic information science and collateral areas - including GNSS, remote sensing, cadastral, spatial demographics and others.

GEOS 5553. Spatial Analysis Using ArcGIS. 3 Hours.

Applications of analysis of spatial data using ArcGIS tools in map design, on-line mapping, creating geodatabases, accessing geospatial data, geo-processing, digitizing, geocoding, spatial analysis including basic spatial statistics, analysis of spatial distributions and patterning and 3D application using ArcGIS 3D Analyst. Prerequisite: GEOS 3543 or GEOS 5543.

GEOS 5563. Tectonics. 3 Hours.

Development of ramifications of the plate tectonics theory. Analysis of the evolution of mountain belts. Lecture 3 hours per week. Prerequisite: GEOS 3514.

GEOS 5573. Advanced Cartographic Techniques & Production. 3 Hours.

Covers advanced production and techniques in cartography, including animation, geospatial visualization, pochade, and advanced visualization. Emphasizes client relationships in creating and producing cartographic materials. Prerequisite: GEOS 4523 or GEOS 5523.

GEOS 5583. Vector GIS. 3 Hours.

(Formerly GEOS 4583.) Introduction to geographic information systems (GIS) applications in marketing, transportation, real estate, demographics, urban and regional planning, and related areas. Lectures focus on development of principles, paralleled by workstation-based laboratory exercises using mainstream GIS software and relational databases. Graduate degree credit will not be given for both GEOS 4583 and GEOS 5583.

This course is cross-listed with ANTH 5563.

GEOS 5593. Introduction to Geodatabases. 3 Hours.

Fundamental concepts and applications of geospatial databases. Schema development and spatial data models for geodata. Spatial and attribute query and optimization, properties and structures of relational and object-oriented geodatabases. Spatial extensions of SQL, spatial indexing, measurement, and geometry. Course will use PostGIS, ESRI File Geodatabases, and MS-SQL. Prerequisite: GEOS 3543 and GEOS 3103 or equivalent.

GEOS 560V. Graduate Special Problems. 2-6 Hour.

Library, laboratory, or field research in different phases of geology. May be repeated for up to 4 hours of degree credit.

GEOS 5612. Research Methods in Geosciences. 2 Hours.

Survey of research methodologies used in both geology and geography, with an emphasis on quantitative analysis. Preparation of research proposals and presentations in the field of geosciences. Prerequisite: Graduate standing.

GEOS 5643. Introduction to Internet GIS. 3 Hours.

This course introduces Internet computing and Web GIS and offers hands-on tutorials in customized applications using ArcGIS Server JavaScript API. Topics covered include Internet protocols and Web standards, Web services, and fundamental routines and functions in Arc GIS server development. Students will have the capability to develop customized ArcGIS server applications. Prerequisite: GEOS 5513 or equivalent.

GEOS 5653. GIS Analysis and Modeling. 3 Hours.

(Formerly GEOS 4653.) Unlike conventional GIS courses that focus on studying "where", this course will teach students to address beyond "where" using various GIS analysis and modeling techniques to explore "why" and "how". The course will provide theoretical and methodological reviews of the principles of cartographic modeling and multi-criteria decision-making. Graduate degree credit will not be given for both GEOS 4653 and GEOS 5653.

This course is cross-listed with ANTH 5653, ENDY 5043.

GEOS 5663. Low-Temperature Geochemistry of Natural Waters. 3 Hours.

(Formerly GEOS 4663.) Covers the low-temperature geochemistry of waters and their associated minerals at Earth's surface. Examines the controls on the chemical composition of natural waters and the minerals precipitated from them. Topics covered will include water-rock interactions, pH, redox, the carbonate-water system, clay minerals and exchange, heavy metals, and a brief introduction to stable isotopes and geomicrobiology. Credit will not be given for both GEOS 4663 and GEOS 5663. Prerequisite: CHEM 1121L, CHEM 1123, GEOS 1113, and GEOS 1111L.

GEOS 5673. Volcanology. 3 Hours.

A broad introduction to volcanic processes and their associated hazards. Emphasis will be placed on applying basic physical and chemical principles to understanding volcanic systems. Prerequisite: GEOS 2313.

This course is cross-listed with GEOS 4673.

GEOS 5693. Environmental Justice. 3 Hours.

(Formerly GEOS 4693.) This course deals with the ethical, environmental, legal, economic, and social implications of society's treatment of the poor, the disenfranchised, and minorities who live in the less desirable, deteriorating neighborhoods, communities, and niches of our country. The class integrates science with philosophy, politics, economics, policy, and law, drawing on award-winning films, current news, and case studies. Credit will not be given for both GEOS 4693 and GEOS 5693.

GEOS 5713. Geology of Our National Parks. 3 Hours.

(Formerly GEOS 4563.) This course examines the underlying geology responsible for selected parks, and explores the interplay of geology, biology, climate, topography, and humans to evaluate the value of the parks, and to anticipate the problems they will face in the near and long-term. Credit will not be given for both GEOS 4563 and GEOS 5713. Prerequisite: GEOS 1113.

GEOS 5743. Petroleum Geology. 3 Hours.

(Formerly GEOS 4253.) Distribution and origin of petroleum. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both GEOS 4253 and GEOS 5743. Corequisite: Lab component. Prerequisite: Admission to the Geology graduate program.

GEOS 5753. Karst Hydrogeology. 3 Hours.

(Formerly GEOS 4153.) Assessment of ground water resources in carbonate rock terrains; relation of ground water and surface water hydrology to karst; quantification of extreme variability in karst environments; data collection rationale. Field trips required. Graduate degree credit will not be given for both GEOS 4153 and GEOS 5753. Prerequisite: GEOS 4033 or GEOS 5263 (formerly GEOS 4033).

GEOS 5783. Geography of Europe. 3 Hours.

(Formerly GEOS 4783.) Geographic regions of the area with emphasis on their present development. Graduate degree credit will not be given for both GEOS 4783 and GEOS 5783.

GEOS 5793. Geospatial Unmanned Aircraft Systems. 3 Hours.

Geospatial unmanned aircraft systems (UAS) are becoming key technologies in a number of disciplines. This course will introduce safe and legal operation of UAS in aerial photography, multispectral, thermal and LIDAR applications, geodetic control, photogrammetric and computer vision processing, and the creation of accurate 2D and 3D digital information products. Pre- or Corequisite: (GEOS 4413 or GEOS 5213 (formerly GEOS 4413)) and (GEOS 4593 or GEOS 5293 (formerly GEOS 4593)) or equivalent.

GEOS 5853. Environmental Isotope Geochemistry. 3 Hours.

Introduction to principles of isotope fractionation and distribution in geologic environments, isotopic analytical methods, and extraction of isotope samples; application of isotopes in characterization of geologic processes and interaction with hydrologic, surficial, and biologic attenuation, paleothermometry soil, and biogeochemical processes. May be repeated for up to 3 hours of degree credit. This course is cross-listed with ENDY 5853.

GEOS 5863. Quantitative Techniques in Geosciences. 3 Hours.

(Formerly GEOS 4863.) An introduction to the application of standard quantitative and spatial statistical techniques to geoscientific analysis. Students will use both micro and large system computers in the course. Graduate degree credit will not be given for both GEOS 4863 and GEOS 5863. This course is cross-listed with ANTH 5863.

GEOS 5873. Geological Data Analysis. 3 Hours.

(Formerly GEOS 4873.) Quantitative methods and techniques for analysis and interpretation of geological data. Credit will not be given for both GEOS 4873 and GEOS 5873. Corequisite: Lab component. Prerequisite: MATH 2564 and GEOS 3514.

GEOS 5924. Earth System History (ACTS Equivalency = PHSC 1104). 4 Hours.

(Formerly GEOS 4924.) Physical and biological events that form the history of the earth from its formation to the beginning of the historical era. Credit will not be given for both GEOS 4924 and GEOS 5924. Graduate enrollment only with departmental permission. Corequisite: Lab component. Prerequisite: GEOS 3514.

GEOS 5933. Ancient Forest Science and Sustainability. 3 Hours.

Ancient forests preserve beautiful habitat with high ecological integrity. This course will examine the development, spatial distribution, and ongoing destruction of ancient forests worldwide, and how science can contribute to the understanding and sustainable management of these valuable resources.

GEOS 5993. Dynamics of Sediment Transport. 3 Hours.

The course will give aspiring geologists and civil engineers tools for solving sedimentological problems in their fields. Starting from a grounding in fluid mechanics, we will learn how sediment is transported and stratigraphy accumulated. This will be applied to problems in sedimentology at all scales.

GEOS 600V. Master's Thesis. 1-6 Hour.

Master's thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

GEOS 6013. Seminar in Geoinformatics. 3 Hours.

Geographic information science and technology research topics of particular interest to the graduate student class. May be repeated for up to 9 hours of degree credit.

GEOS 700V. Doctoral Dissertation. 1-9 Hour.

Dissertation research. Prerequisite: Graduate standing and Ph.D. candidacy. May be repeated for degree credit.

German

See World Languages, Literatures, and Cultures (p. 324).

Health, Human Performance and Recreation (HHPR)

Matthew S. Ganio
Department Head
306 HPER Building
479-575-2857
msganio@uark.edu (bhammig@uark.edu)

Stephen W. Dittmore
Assistant Department Head
306C HPER Building
479-575-6625
dittmore@uark.edu

Health, Human Performance and Recreation website (<http://hpr.uark.edu>)

Degrees Conferred:

M.A.T. in Athletic Training (p. 68) (ATTR)
M.Ed. in Physical Education (p. 255) (PHED)
M.Ed. in Recreation and Sport Management (p. 284) (RESM)
M.S. in Kinesiology (p. 212) (KINS)
M.S., Ph.D. in Community Health Promotion (p. 108) (CHLP)
Ph.D. in Health, Sport and Exercise Science (p. 543) (HSES)

Primary Areas of Faculty Research: Please see individual faculty bios for specific research interests.

Graduate Faculty

Bonacci, Jeff, D.A. (Middle Tennessee State University), M.S. (West Virginia University), B.S. (University of Akron), Clinical Associate Professor, 2000.
Calleja, Paul C., Ph.D., M.S. (University of Arkansas), B.S. (San Jose State University), Clinical Professor, 2003.
Davis, Robert, Ph.D., M.S., B.S. (University of Mississippi), Assistant Professor, 2018.
DiBrezza, Rosalie, Ph.D. (Texas Woman's University), M.S. (Indiana University), B.S. (Brooklyn College), University Professor, 1983.
Dittmore, Stephen W., Ph.D. (University of Louisville), M.A., B.A. (Drake University), Professor, 2008.
Edmonston, Craig, M.S. (University of Kansas), B.S. (Kansas State University), Instructor, 2016.
Elbin, R. J., Ph.D. (Michigan State University), M.A., B.A. (University of New Orleans), Assistant Professor, 2013.
Forbess, Janet B., M.Ed. (University of Florida), B.S.E. (Georgia Southern College), Instructor, 1978.
Gallagher, Kaitlin, Ph.D., B.Sc. (University of Waterloo, Canada), Assistant Professor, 2015.
Ganio, Matthew Stueck, Ph.D. (University of Connecticut), M.S., B.S. (University of Georgia), Associate Professor, 2011.
Gorman, Dean Richard, Ph.D. (University of Kansas), M.S., B.A. (Arizona State University), Professor, 1979.

Gray, Michelle, Ph.D. (University of Arkansas), M.S. (Ball State University), B.S. (University of Tennessee, Chattanooga), Associate Professor, 2010.

Greene, Nicholas P., Ph.D. (Texas A&M University), M.S., B.S. (University of South Carolina), Assistant Professor, 2013.

Hammig, Bart, Ph.D. (University of Kansas), M.P.H. (University of Kansas Medical Center), B.S. (University of Kansas), Professor, 2008.

Henry, Leah Jean, Ph.D. (Texas Woman's University), M.A. (Michigan State University), B.S. (Texas A&M University), Associate Professor, 2008.

Howie, Erin, Ph.D. (University of South Carolina), B.S. (University of Maryland), Assistant Professor, 2016.

Hunt, Sharon Lee, Ed.D. (University of Georgia), Ed.S., B.S.E. (University of Arkansas), Professor, 1990.

Jones, Ches, Ph.D. (University of Alabama at Birmingham), B.S.E. (Pittsburg State University), Professor, 1994.

Jozkowski, Kristen N., Ph.D., M.S. (Indiana University at Bloomington), B.S. (Pennsylvania State University), Associate Professor, 2011.

Kavouras, Stavros Anastassios, Ph.D. (University of Connecticut), M.S. (University of Colorado-Colorado Springs), B.S. (University of Athens-Greece), Associate Professor, 2012.

Kern, Jack C., Ph.D. (Texas Woman's University), M.Ed. (Texas State University-San Marcos), B.S. (University of Wisconsin-LaCrosse), Clinical Professor, 1996.

Langsner, Steve, Ph.D. (Indiana University at Bloomington), M.S. (University of Baltimore), B.S. (Springfield College), Associate Professor, 1989.

Lens, Joshua, J.D. (University of Iowa), B.A. (University of Northern Iowa), Clinical Assistant Professor, 2018.

Lirgg, Cathy D., Ph.D. (Michigan State University), M.S. (Indiana State University), B.A. (Muskingum College), Professor, 1991.

McDermott, Brendon P., Ph.D. (University of Connecticut), M.S. (Indiana University at Bloomington), B.S. (Northeastern University), Associate Professor, 2012.

Moiseichik, Merry Lynn, J.D. (University of Arkansas), R.Ed. (Indiana University at Bloomington), M.S., B.S.E. (State University of New York at Cortland), Professor, 1989.

Muir, Sherry, Ph.D. (Walden University), Associate Professor, 2017.

Smith-Nix, Angela, Ph.D. (University of Arkansas), M.Ed., B.S.E. (Arkansas State University), Clinical Assistant Professor, 1989.

Stokowski, Sarah, Ph.D. (University of Tennessee), M.Ed. (University of Oklahoma), B.S.E. (University of Kansas), Assistant Professor, 2014.

Sullivan, Amanda Lynn, Ph.D., M.A.T., B.S.E. (University of Arkansas), Clinical Associate Professor, 2010.

Vandermark, Lesley, Ph.D., M.S. (University of Connecticut), B.S. (California University of Pennsylvania), Clinical Assistant Professor, 2016.

Washington, Tyrone A., Ph.D., B.S. (University of South Carolina at Columbia), Associate Professor, 2011.

Exercise Science Courses

EXSC 5023. Advanced Teaching in Exercise Science. 3 Hours.

Examination and practical exposure to the principles and practices of undergraduate teaching in exercise science. Includes course planning, teaching techniques, assessment strategies, and supervised practice. May be repeated for up to 6 hours of degree credit.

EXSC 5323. Biomechanics I. 3 Hours.

Intended to serve as an introduction to biomechanics and focuses on scientific principles involved in understanding and analyzing human motion.

EXSC 5333. Instrumentation in Biomechanics. 3 Hours.

The application of knowledge and skills necessary for data collection for sports analysis. Provides valuable information on instrumentation used specifically in biomechanics. Prerequisite: EXSC 5323.

EXSC 5353. Exercise Psychology. 3 Hours.

Exercise Psychology is a lecture and discussion format for students interested in learning about theoretical and research information related to exercise adherence.

EXSC 5443. Seminar in Brain Injury and Behavior. 3 Hours.

The Brain Injury and Behavior Seminar will immerse you in specific topics pertaining to the study of human brain-behavior relationships. Emphasis will be placed on traumatic brain injury (TBI), including moderate-to-severe injuries, as well as mild TBI or concussion. The first half of the course will focus on research related to how individuals sustain and recover from TBI. The second half of the course will focus on sports-related concussion in youth, collegiate, and professional athletes, with an emphasis on how athletes sustain concussions, how concussions are assessed, treated, and managed, and how return-to-play decision are made. This course will introduce you to research in a variety of fields that include physiology, neurology, and neuropsychology through primary source material in the form of book chapters and journal articles.

EXSC 5513. Physiology Exercise I. 3 Hours.

A study of the foundation literature in exercise physiology. Emphasis is placed on the muscular, cardiovascular, and respiratory systems.

EXSC 5523. Muscle Metabolism in Exercise. 3 Hours.

A study of the metabolic changes that occur in muscle as a result of exercise, exercise training, and other stressors. Prerequisite: EXSC 5513 or equivalent.

EXSC 5533. Cardiac Rehabilitation Program. 3 Hours.

An examination of the concepts, design, and implementation of cardiac rehabilitation programs. Emphasis on exercise programs but reference to nutrition, psychology, and other lifestyle interventions.

EXSC 5543. Cardiovascular Function in Exercise. 3 Hours.

Study of the effects of exercise training and other stressors on the cardiovascular system. Detailed study of the components of the cardiovascular system and the responses and adaptations of those components to selected stimuli. Corequisite: EXSC 5513 or equivalent.

EXSC 5593. Practicum in Laboratory Instrumentation. 3 Hours.

Practical experience in testing physical fitness utilizing laboratory equipment. Objective is to quantify physiological parameters, leading to the individualized exercise prescription. Corequisite: Lab component.

EXSC 5613. Physical Dimensions of Aging. 3 Hours.

This course will focus on the physiological changes with healthy aging, pathophysiology of age-related diseases, testing issues, exercise interventions, and the psychosocial aspects of aging. Prerequisite: EXSC 5513.

EXSC 5643. Advanced Psychology of Sports Injury and Rehabilitation. 3 Hours.

The purpose of this course is to explore and discuss factors related to the psychological aspects of athletic injuries. These factors include the sociocultural, mental, emotional, and physical dimensions of injury rehabilitation. Prerequisite: Students must be accepted into the Masters of Athletic Training graduate program.

EXSC 5773. Performance and Drugs. 3 Hours.

The pharmacological and physiological effects of ergogenic aids upon the athlete and performance coupled with the ethical and moralistic viewpoints of drug taking. Practical laboratory experiences are provided with pertinent statistical surveys of athletes; their drug taking habits and relevant psychological impact on performance.

EXSC 6313. Muscle Physiology. 3 Hours.

To expand the student's knowledge of the skeletal muscle form and function. Specifically, how muscle is formed to how it can adapt as a post-mitotic tissue. This course will focus on the morphological, physiological, cellular, and molecular factors that affect skeletal muscle form and function.

EXSC 6323. Biomechanics II. 3 Hours.

Analysis of human movement with emphasis on sports skills by application of principles of anatomy, kinesiology, and cinematographical analysis. Prerequisite: EXSC 5323.

EXSC 6343. Physiology of Exercise II. 3 Hours.

Detailed study of the body systems affected by exercise, the functions of these systems during exercise, the effects of age, sex, body type, and nutrition on capacity for exercise, the techniques of assessing work capacity, and a critical analysis of research literature in this area.

EXSC 6443. Thermoregulation and Fluid Balance. 3 Hours.

Comprehensive overview of human thermoregulatory responses to exercise in heat and cold.

Health, Human Performance and Recreation Courses

HHPR 5353. Research in Health, Human Performance and Recreation. 3 Hours.

Methods and techniques of research in health, human performance and recreation including an analysis of examples of their use and practice in their application to problems of interest to the student.

HHPR 560V. Workshop. 1-6 Hour.

Workshop.

HHPR 6233. Management in HHPR. 3 Hours.

Deals with principles, procedures, relationships, problems, and current practices in the supervision of health education and kinesiology. Includes management of facilities, programs, personnel, and processes.

HHPR 6333. Measurement in HHPR. 3 Hours.

Competencies for analysis and application of evaluation and measurement in HHPR.

HHPR 689V. Directed Research. 1-6 Hour.

Laboratory investigations, in basic and applied research.

HHPR 699V. Seminar. 1-3 Hour.

Seminar. May be repeated for up to 3 hours of degree credit.

HHPR 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Physical Education Courses

PHED 5233. Research on Teaching in Physical Education. 3 Hours.

A review of contemporary research literature informing effective teaching practices in physical education settings. Students gain experience in critically reviewing literature in physical education as well as related behavioral science, education, and humanities disciplines; emphasis is placed in incorporating research finding into personal teaching strategies.

PHED 5243. Sport Skill Assessment and Instructional Strategies. 3 Hours.

The focus of this course is practical assessment techniques and instructional strategies in the area of sport and physical education activities.

PHED 5253. The Physical Education Curriculum. 3 Hours.

Principles, problems, procedures, and the influence of educational philosophy on programs in physical education and their application in the construction of a course of study for a specific situation.

PHED 5273. Professional Issues in Physical Education and Sport. 3 Hours.

A review of contemporary research literature informing effective teaching practices in physical education settings. Students gain experience in critically reviewing literature and discussing current issues.

PHED 5313. Risk Management in Physical Education & Athletics. 3 Hours.

This course is designed to provide opportunities for the student to acquire an understanding of how to reduce the risk of injuries and eliminate hazards that may contribute to injuries associated with physical education and athletics.

PHED 5553. Scientific Principles of Movement and Performance. 3 Hours.

This course focuses on theoretical information about sport biomechanics and movement principles, with practical applications to the physical education of coaching profession.

PHED 5643. Motor Learning. 3 Hours.

Concepts of motor learning and control are presented. Attention is given to an analysis of the literature in movement control, motor behavior, and motor learning.

PHED 5753. Sport Psychology. 3 Hours.

Investigation of historical and contemporary research in sport psychology.

PHED 5803. Measurement Concepts for K-12 Physical Education Teachers. 3 Hours.

This course focuses on techniques that physical education teachers can use to monitor student progress in a K-12 environment.

PHED 6363. Supervision in Physical Education. 3 Hours.

The focus of this course is instructional supervision as a set of complex processes in which the supervisor works within accepted guidelines and functions to effectively supervise a teacher's pedagogical development. The Physical Education Instructional Supervision (PEIS) Model will be used to help facilitate this process.

PHED 6723. Project Implementation and Data Analysis. 3 Hours.

This course is designed to expose students to the rigors of research and will be the culminating experience of their degree program. The students will spend the majority of time developing a research topic. The research topic will be expanded into a complete research study in which the student will seek approval from the University of Arkansas IRB committee to conduct the study and then collect data. The data will be analyzed and presented at the conclusion of the class.

Recreation and Sport Management Courses**RESM 4023. Outdoor Adventure Leadership. 3 Hours.**

This course considers the values and scope of outdoor recreation programs, leadership and skill development with practical experience in a wilderness environment. The course will include a canoe trip through the wilderness, and skill training in such areas as orienteering and rock climbing; and leadership development in interpersonal and processing skills. The graduate portion of the class is geared toward leading and trip planning for taking college age and older students into remote areas.

RESM 4273. The Intramural Sports Program. 3 Hours.

Historical development, aim and objectives, organization, administration, units of competition, program of activities, schedule making, scoring plans, rules and regulations, awards, and special administrative problems.

RESM 5293. Athletics and Higher Education. 3 Hours.

This course features an examination of the historical development of athletics within American institutions of higher learning with an emphasis upon concepts and ideals that underlie the developments and the major problems affecting contemporary intercollegiate athletics. The purpose of this course is to teach the learner about the development of intercollegiate athletics from the mid-19th century to today. A second purpose of this course is to examine the major issues facing sport administrators within intercollegiate athletics today.

RESM 5333. Sport Media and Public Relations. 3 Hours.

The course will explore the relationship between media organizations and sport organizations, with an emphasis on the business of media rights, as well as public relations theories such as two-way symmetrical communication and agenda setting. Finally, the course will examine practical communication tactics employed by public relations practitioners such as image repair and crisis communications, and the issues presented by forms of new media.

RESM 5463. Sports Facilities Management. 3 Hours.

Considers basic elements and procedures in the planning, design, construction, operation, and maintenance of sport facilities; management considerations in conducting various types of events.

RESM 560V. Workshop. 1-3 Hour.

Workshop. May be repeated for up to 3 hours of degree credit.

RESM 574V. Internship. 1-3 Hour.

This experiential-based course requires 135 hours per semester of work in a recreation or sport setting.

RESM 5813. Social Issues in Sport. 3 Hours.

Using sociological theories and scholarship to examine social and cultural influences on sport and physical activity. Course is based on a social justice framework and a cultural studies perspective.

RESM 5833. Recreation and Sport for Special Populations. 3 Hours.

Skills, knowledge, and concepts within recreation and sport which are appropriate to planning and implementing recreation and sport programs and services for the handicapped.

RESM 5843. Tourism. 3 Hours.

Explores major concepts of tourism to discover what makes tourism work, how tourism is organized, and its social and economic effects.

RESM 5853. Capstone in Recreation and Sport Management. 3 Hours.

Capstone course where students utilize program courses to solve administrative issues which may arise in an organization. Attention is given to how departmental organization, administrative practices and policies, strategic planning, personnel management, finances, and legal areas are integrated to create solutions to broad-based contemporary issues.

RESM 5873. Leadership in Recreation and Sport Management Services. 3 Hours.

Considers research, theory, and practical applications of leadership principles utilized in the provision of recreation and sport management services. Focus is on motivation, attitude, communication, group dynamics, and problem solving.

RESM 5883. Recreation and Sport Services Promotion. 3 Hours.

Examines specific strategies for promoting recreation and sport programs in the local community.

RESM 5893. Public and Private Finance in Recreation and Sport Management. 3 Hours.

Develops an understanding of both public and private finance management for students in public and private management positions. Provides an understanding of the budgeting processes and techniques used in obtaining and controlling funds, including private sector finance problems in areas of credit, pricing, indexing, and debt management.

RESM 600V. Master's Thesis. 1-18 Hour.

Master's Thesis. May be repeated for degree credit.

RESM 605V. Independent Study. 1-3 Hour.

Independent study. May be repeated for up to 3 hours of degree credit.

RESM 612V. Directed Reading in Recreation and Sport. 1-3 Hour.

Critical analysis of literature in the area of recreation and sport.

RESM 6133. Issues in RESM. 3 Hours.

A review of the significant social, demographic, behavioral, developmental, and technological issues that influence health, kinesiology, and recreation and sport management programs. Pre- or Corequisite: Doctoral level students only.

RESM 6533. Legal and Political Aspects. 3 Hours.

An overview of major legislation affecting recreation and sport management professions; how to operate within these laws; and methods for influencing new legislation. Also discusses political aspects of professions both outside and inside government agencies.

RESM 674V. Internship. 1-3 Hour.

Students will learn diverse teaching techniques and implement them in an ongoing undergraduate recreation and sport management class serving as the teaching laboratory. The "what" "when" and "how" relative to integrating various teaching techniques with specific content areas in the class will be explored by both the student and the instructor.

Higher Education (HIED)

Leslie Jo Shelton

HIED M.Ed. Program Coordinator
116A Graduate Education Building
479-575-4873
Email: ljshelto@uark.edu

Michael Hevel

HIED Ed.D. Program Coordinator
100 Graduate Education Building
479-575-4924
Email: hevel@uark.edu

Degrees offered:

M.Ed., Ed.D. in Higher Education (HIED)

Program Description: The Higher Education program prepares students for professional competence, leadership, and service in two areas: administration (including student affairs work) and college teaching. Within these areas of specialization, practicing professionals as well as persons entering the higher education field, may pursue programs emphasizing community colleges, four-year colleges and universities, or state, regional, or national agencies.

Areas of Study: M.Ed. Program: Student affairs, and organization and administration. Ed.D. Program: Administration and faculty leadership.

M.Ed. in Higher Education

Admission Prerequisites for Master of Education Program: Formal admission to the Master's of Education (M.Ed.) degree in Higher Education requires prior admission to the University of Arkansas Graduate School, which requires a separate application process. Admission to the University of Arkansas Graduate School requires a minimum 3.0 cumulative GPA or a 3.0 GPA on the last 60 hours of course work attempted. Applicants who do not meet the GPA guideline may qualify for admission by special consideration after consulting with the program coordinator prior to applying for the program.

In addition, admission to the program requires (1) a completed Higher Education Master's program application form; (2) a statement of interest; (3) a current resume; (4) three supporting letters of recommendation; and (5) a writing sample demonstrating the applicant's best writing.

Requirements for the Master of Education Degree: (Minimum 33 hours.) The master's degree program in higher education provides academic preparation for persons who plan to seek entry level positions at the director or assistant director level in both two-year and four-year institutions for which a master's degree is appropriate preparation, including community colleges and technical colleges, liberal arts colleges, and four-year colleges and universities. Depending upon prior experience, graduates may expect to find employment in a wide variety of positions in residence life, financial aid, career planning and placement, student activities, student union management, alumni affairs, development, public information, continuing education, financial management, human

resources, and institutional research, or as adviser to fraternities and sororities, or minority students.

In combination with course work outside of Higher Education, students may prepare for positions in development and in other beginning level positions in post-secondary institutions and educational agencies.

M.Ed. Program Requirements

1. Completion of a minimum total of 33 graduate semester-hour credits.
2. Completion of the following required seven courses in Higher Education:

HIED 5003	Overview-American Higher Education	3
HIED 5033	Student Affairs in Higher Education	3
HIED 5043	Student Development in Higher Education	3
HIED 5083	History and Philosophy of Higher Education	3
HIED 5073	Management of Higher Education Institutions	3
HIED 5643	Reflective Practice in Higher Education and Student Affairs (Sp, Su, Fa)	3
HIED 6653	Legal Aspects of Higher Education (Sp, Fa)	3
3. Three 3-hour adviser-approved Higher Education elective courses (9 credit hours total).
4. Electives in Higher Education may be selected from the following:

HIED 504V	Practicum in Higher Education	1-6
HIED 5053	The Community College	3
HIED 5063	Diversity in Higher Education (Irregular)	3
HIED 5103	Higher Education in International Contexts (Irregular)	3
HIED 574V	Internship	1-3
HIED 605V	Independent Study (Sp, Su, Fa)	1-6
HIED 6183	Organization Development and Change in Higher Education (Irregular)	3
HIED 6533	Assessment of Institutional Effectiveness in Higher Education (Irregular)	3
HIED 6663	Finance and Fiscal Management	3
HIED 6683	Governance and Policy Making in Higher Education	3
HIED 699V	Seminar (Sp, Su, Fa)	1-6

Other Higher Education courses, designed primarily for doctoral students, with instructor's approval
5. A minimum of 3 hours in research methods or statistics selected from the following: HIED 5093 Research in Higher Education and Student Affairs (Sp, Su, Fa), ESRM 5013 Research Methods in Education, ESRM 5393 Statistics in Education and Health Professions or other equivalent course.
6. A cumulative grade point average of at least 3.00 on all course work for the degree. No grades below "C" will be accepted for graduate degree credit.
7. Satisfactory performance on a written comprehensive examination.
8. Students enrolled in the Higher Education Program should hold a graduate assistantship or be employed full-time in higher education or a related field (exceptions must be approved by faculty).

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ed.D. in Higher Education

Admission Prerequisites for the Doctor of Education Degree: Formal admission to the Doctor of Education (Ed.D.) degree in Higher Education requires:

1. Prior admission to the University of Arkansas Graduate School, which requires a separate application process;
2. A master's degree or approved equivalent (minimally, 30 hours of post-baccalaureate graduate work completed);
3. A cumulative grade-point average on all graduate work attempted of at least 3.25;
4. A satisfactory Millers Analogy Test (MAT) score or Graduate Record Examination (GRE) scores (test scores usually at the 50th percentile);
5. Relevant professional experience in the field of higher education or a closely related field;
6. A completed Higher Education Program Application for Admission Form;
7. A current resumé or vitae;
8. A statement of interest;
9. At least three references (using our forms);
10. A writing sample demonstrating the applicant's best writing;
11. A personal interview with a Higher Education faculty committee, which by majority vote decides admission. Completed application deadlines are October 15 for Spring admission and March 15 for Fall admission.

Ed.D. Program Requirements: Students must complete a minimum of 96 total graduate semester credit hours. A minimum of 42 graduate semester credit hours must be completed beyond the master's degree, including a minimum of 24 hours in higher education core courses and at least 18 dissertation hours.

1. Completion of 15 semester credit hours of the following Higher Education Foundation core courses:

HIED 5083	History and Philosophy of Higher Education	3
HIED 6423	Trends, Issues and Problems in Higher Education	3
HIED 6643	College Students in the United States (Irregular)	3
HIED 6653	Legal Aspects of Higher Education (Sp, Fa)	3
HIED 6683	Governance and Policy Making in Higher Education	3

2. Completion of 9 semester credit hours of approved Higher Education practitioner skill-based courses selected from the following:

HIED 6013	The Professoriate: Problems and Issues	3
HIED 6083	Management Skills for Effective Leadership (Irregular)	3
HIED 6093	Leading Change (Irregular)	3
HIED 6323	Design and Evaluation of College Teaching (Irregular)	3
HIED 6533	Assessment of Institutional Effectiveness in Higher Education (Irregular)	3
HIED 6663	Finance and Fiscal Management	3
HIED 6483	Strategic Enrollment Management (Irregular)	3

3. Completion of a minimum of 6 additional semester credit hours of approved electives in Higher Education:

HIED 5033	Student Affairs in Higher Education	3
HIED 5043	Student Development in Higher Education	3
HIED 504V	Practicum in Higher Education	1-6
HIED 5053	The Community College	3
HIED 5063	Diversity in Higher Education (Irregular)	3
HIED 5073	Management of Higher Education Institutions	3
HIED 5103	Higher Education in International Contexts (Irregular)	3
HIED 605V	Independent Study (Sp, Su, Fa) (limited to no more than 3 hours)	1-3
HIED 6013	The Professoriate: Problems and Issues	3
HIED 6083	Management Skills for Effective Leadership (Irregular)	3
HIED 6093	Leading Change (Irregular)	3
HIED 6183	Organization Development and Change in Higher Education (Irregular)	3
HIED 6323	Design and Evaluation of College Teaching (Irregular)	3
HIED 6343	Strategies for Effective College Teaching	3
HIED 6663	Finance and Fiscal Management	3
HIED 674V	Internship	1-6
HIED 699V	Seminar (Sp, Su, Fa)	1-6

4. Completion of 12 semester credit hours (or approved equivalents) in graduate level research and statistics:

HIED 5093	Research in Higher Education and Student Affairs (Sp, Su, Fa) (or an equivalent course or waived by the student's advisory committee)	3
ESRM 6403	Educational Statistics and Data Processing (or an equivalent course approved by the student's advisory committee)	3
HIED 6693	Research Techniques in Higher Education (Irregular)	3

Additional three (3) credit hours of advanced research methods (quantitative or qualitative) as approved by the student's advisory committee

5. Completion of a minimum of 9 graduate semester credit hours of approved electives outside of Higher Education (Note: This may include graduate hours completed as part of another graduate degree program as approved by the student's advisory committee).

6. Completion of a minimum of 18 credit hours in dissertation:

HIED 700V	Doctoral Dissertation (Sp, Su, Fa)	1-18
-----------	------------------------------------	------

7. A minimum grade point average of at least 3.25 on all course work presented as part of the degree program. No graduate degree credit will be granted for any course grades below "C."

8. Satisfactory completion of all requirements governing the written and oral examinations for the candidacy examination, the dissertation, and the final oral dissertation defense.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Camargo, Elsa, Ph.D. (Virginia Polytechnic Institute and State University), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2018.

Carmago, Elsa, Ph.D. (Virginia Tech), M.A., B.A. (University of Illinois at Chicago), Assistant Professor, Department of Curriculum and Instruction, 2018.

Gearhart, G. David, Ed.D., J.D. (University of Arkansas), B.A. (Westminster), Professor, Higher Education, 1998.

Hevel, Michael Stephen, Ph.D. (University of Iowa), M.A. (Bowling Green State University), B.A. (University of Kansas), Assistant Professor, Higher Education, 2012.

Mamiseishvili, Ketevan, Ph.D., M.A. (University of Missouri-Columbia), B.A. (Akaki Tsereteli State University), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2008.

McCray, Suzanne, Ph.D. (University of Tennessee), M.A., B.A. (University of Arkansas), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2010.

Miller, Michael T., Ed.D. (University of Nebraska), M.S., B.A. (Southern Illinois University), Professor, Higher Education, 2003.

Murry, John, Ed.D., J.D., M.B.A., B.S.B.A., B.S. (University of Arkansas), Associate Professor, Higher Education, 1993.

Shelton, Leslie Jo, Ph.D. (Michigan State University), M.Ed., B.A. (Ohio University), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2014.

Courses

HIED 5003. Overview-American Higher Education. 3 Hours.

A basic course in the study of higher education open to all students seeking careers in colleges and universities. Serves as an introduction to the programs, problems, issues, and trends in higher education.

HIED 5033. Student Affairs in Higher Education. 3 Hours.

Study of origins, functions, and policies in student personnel services in contemporary 2- and 4-year colleges and universities with emphasis on the student and student development.

HIED 5043. Student Development in Higher Education. 3 Hours.

Provides those who work or plan to work in post secondary educational institutions with an understanding of the student population in contemporary colleges and universities.

HIED 504V. Practicum in Higher Education. 1-6 Hour.

Students are assigned to a department or agency within or outside the university for professional experience under the joint supervision of on-site personnel and university faculty. Periodic meetings are scheduled for evaluation, discussion, and examination of techniques.

HIED 5053. The Community College. 3 Hours.

An overview of the community college. Topics include the history and philosophy of the community college movement, students, curriculum, state and local campus governance, teaching, student personnel work, finance and issues, problems, and trends.

HIED 5063. Diversity in Higher Education (Irregular). 3 Hours.

Broadly explores how sociocultural contexts influence diversity at colleges and universities. Focuses on the responsibilities of higher education leaders to be multiculturally competent professionals who foster inclusive practices for diverse student populations.

HIED 5073. Management of Higher Education Institutions. 3 Hours.

Principles and concepts of management and their application in college and university settings.

HIED 5083. History and Philosophy of Higher Education. 3 Hours.

An examination of the history and development of higher education including the study of the philosophy, objectives, and functions of various types of institutions.

HIED 5093. Research in Higher Education and Student Affairs (Sp, Su, Fa). 3 Hours.

This course provides master's students an overview of research and literature applicable to the discipline; teaches students how to understand academic literature and use empirical evidence to inform practices and policies at colleges and universities. Prerequisite: MEd students in the Higher Education Program.

HIED 5103. Higher Education in International Contexts (Irregular). 3 Hours.

Explores various systems of higher education around the world. Equips students with the knowledge and skills to work in the increasingly internationalized field of higher education.

HIED 5303. Non-Profit Fundraising. 3 Hours.

Non-Profit Fundraising examines the theory and practice of the professional field of fundraising and development, which is dedicated to attracting philanthropic support from constituents for colleges, universities, health organizations, hospitals, non-profit organizations, museums and other philanthropic endeavors.

HIED 5643. Reflective Practice in Higher Education and Student Affairs (Sp, Su, Fa). 3 Hours.

Provides students an opportunity to work in a functional area of higher education, reflect on how their experiences inform their career goals as higher education professionals, and learn job search strategies in higher education. May be repeated for up to 6 hours of degree credit.

HIED 574V. Internship. 1-3 Hour.

Supervised field experiences in student personnel services, college administration, academic advising, institutional research, development, or other areas of college and university work.

HIED 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

HIED 6013. The Professoriate: Problems and Issues. 3 Hours.

An examination of the vital issues and trends affecting college faculty personnel with emphasis upon institutional practices and policies.

HIED 6023. Introduction to the Study of Higher Education. 3 Hours.

A requirement for all new doctoral and specialist students. Familiarization with writing requirements, library search procedures, library resources, and program requirements. Prerequisite: Admission to Higher Education Ed.D program.

HIED 605V. Independent Study (Sp, Su, Fa). 1-6 Hour.

Provides students with an opportunity to pursue special study in higher education.

HIED 6083. Management Skills for Effective Leadership (Irregular). 3 Hours.

Development of management skills that enhance leadership includes understanding yourself, managing yourself, team building, personnel selection, group and individual decision-making, problem solving, managing conflict, developing valid performance appraisal systems, conducting performance appraisal interview, and other topics of current interest. Prerequisite: Doctoral students in Higher Education or permission of the instructor.

HIED 6093. Leading Change (Irregular). 3 Hours.

An in-depth examination of leadership, change, and culture in postsecondary education.

HIED 6183. Organization Development and Change in Higher Education (Irregular). 3 Hours.

An examination of the theory and practice of organization development as it relates to planned change in colleges and universities.

HIED 6303. Advancement in Higher Education. 3 Hours.

Advancement in Higher Education examines the theory and practice of the professional field and function referred to as "institutional advancement", which is dedicated to attracting philanthropic support as well as building attitudinal and behavioral support among key constituents for colleges and universities.

HIED 6323. Design and Evaluation of College Teaching (Irregular). 3 Hours.

Theory and practice of effective college teaching. Emphasis is placed on preparation and evaluation of instruction.

HIED 6333. Curriculum Design in Higher Education (Irregular). 3 Hours.

Types of undergraduate curricula and their supporting philosophies; approaches to curricula planning and assessment; curricular reforms; and factors influencing curricular policy making.

HIED 6343. Strategies for Effective College Teaching. 3 Hours.

An examination of traditional and innovative instructional strategies for use in college teaching.

HIED 6353. The College and University Presidency. 3 Hours.

The course explores the basic elements of the presidency of an academic institution and examines the critical issues facing the college and university presidents/chancellors.

HIED 6423. Trends, Issues and Problems in Higher Education. 3 Hours.

A study of the current problems and trends related to the field of higher education.

HIED 6483. Strategic Enrollment Management (Irregular). 3 Hours.

An examination of admissions marketing strategies, communications plans, branding, and forecasting as well as how other areas (financial aid, honors, scholarships, and student affairs) contribute to successful recruitment efforts. Other key enrollment management areas of focus for the class include academic records, registration, degree audits, FERPA, student support, and most importantly, retention. Major state and federal legislation that underscores any of these activities will be discussed as well.

HIED 6533. Assessment of Institutional Effectiveness in Higher Education (Irregular). 3 Hours.

The course examines the fundamentals of assessment of learning outcomes and institutional effectiveness and introduces assessment as a tool to inform strategic planning and data-driven decision-making in higher education.

HIED 6643. College Students in the United States (Irregular). 3 Hours.

Students will engage with the leading theoretical and empirical scholarship related to college students and use this information to engage in class discussion, complete course assignments, consider implications for practice, and contemplate opportunities for new scholarship. Prerequisite: Doctoral student in the Higher Education Program or instructor consent.

HIED 6653. Legal Aspects of Higher Education (Sp, Fa). 3 Hours.

An examination of the legal status of higher education in the United States; the rights and responsibilities of educators and students including fair employment; due process; torts liability and contracts; student rights landmark court decisions; federal and state legislation having an impact on education.

HIED 6663. Finance and Fiscal Management. 3 Hours.

Higher education finance and budgeting practices: problems, issues, trends, and policy issues in higher education.

HIED 6683. Governance and Policy Making in Higher Education. 3 Hours.

An analysis of governance and policy making affecting the control of colleges and universities. Attention is given to policy generation, governing board supervision, and the impact of institutional, professional, and regional groups as well as community, state, and federal pressures.

HIED 6693. Research Techniques in Higher Education (Irregular). 3 Hours.

Techniques of research applicable to Higher Education.

HIED 674V. Internship. 1-6 Hour.

Supervised field experiences in student personnel services, college administration, college teaching, institutional research, development, or other areas of college and university work.

HIED 699V. Seminar (Sp, Su, Fa). 1-6 Hour.

A series of seminar for specialized study into areas of current significance in postsecondary education, such as leadership and planning; organization, development, and change; human resource development and appraisal; the student in higher education; etc. May be repeated for up to 6 hours of degree credit.

HIED 700V. Doctoral Dissertation (Sp, Su, Fa). 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

History (HIST)

Calvin White Jr.
Department Chair
416 Old Main
479-575-3001
E-mail: calvinwh@uark.edu

Jim Gigantino
Associate Chair and Director of Graduate Studies
416 Old Main
479-575-3001
E-mail: jgiganti@uark.edu

History Department website (http://fulbright.uark.edu/departments/history/index.php/grad_program)

Degrees Conferred:

M.A., Ph.D. (HIST)

Prerequisites to Degree Program:

All prospective students are evaluated by the Graduate Studies Committee of the Department of History and are judged on a case-by-case basis, looking at a variety of factors including GPA, GRE scores, letters of recommendation, statement of purpose, and the appropriateness of our current faculty and other resources to student interests.

For admission to the master's program, graduate work at the master's level presupposes an undergraduate major in history of approximately 30 semester hours. An overall cumulative undergraduate grade point average of 3.0 or a grade point average of 3.25 in the last 60 hours of undergraduate work is required. The department expects students to produce a minimum Verbal score of 154 and a minimum Analytical Writing score of 4.0 on the Graduate Record Examination (GRE). Students who present a minimum of 30 hours in history may be admitted without deficiency. Students who present between 18 and 30 hours of history may be admitted with or without deficiency, subject to the determination of the Graduate Studies Committee. Students who present less than 18 hours of history may not be admitted without deficiency. The Graduate Studies Committee will determine the nature of the deficiency requirements.

Graduate work at the doctoral level presupposes a Master of Arts in History, although the Graduate Studies Committee will consider outstanding applicants with master's degrees in related disciplines. Applicants without an M.A. degree but with exceptionally strong qualifications may be admitted directly into the Ph.D. program at the discretion of the Graduate Studies Committee. Applicants ought to have at least a 3.25 GPA in their previous graduate work as well as a 154 Verbal score and 4.0 Analytical Writing score on the GRE.

Applicants to the M.A. program in History must apply through the Graduate School. Students must submit a statement of purpose describing their goals in graduate study, a departmental application, a resume or CV, a writing sample, and three letters of recommendation. Master's applications are due February 1 each year. Details can be found on the departmental website.

Applicants to the Ph.D. program in History must apply through the Graduate School. Students must submit a statement of purpose describing their goals in graduate study, a departmental application, a resume or CV, three letters of recommendation, and a writing sample. Ph.D. applications are due December 1 each year. Details can be found on the departmental website.

Requirements for the Master of Arts Degree: Students seeking the Master of Arts degree must complete at least 30 hours of history at the 5000-level and above. These should include:

- HIST 7023 Historical Methods
- 6 hours of HIST 600V Master's Thesis,
- 12 hours of 7000-level seminar courses (either reading or research)

Only three hours of independent study may be counted towards the degree. HIST 7043 Historiography (Irregular) can be used to partially fulfill the seminar requirement. At least 9 of the 21 hours of seminars and electives must be in areas outside of the main field of specialization. Master's candidates must complete and satisfactorily defend a master's thesis in history as judged by a panel of departmental faculty. Students must maintain a minimum 3.0 GPA in all course work for the MA degree.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Requirements for the Doctor of Philosophy Degree: During the first semester of study, all doctoral students will be assigned an advisory committee that will determine their particular programs. Students will select four fields of historical specialization. Students will also be required to meet the departmental language requirement by establishing reading competency in at least one foreign language. At the discretion of the student's advisory committee, doctoral students may be required to prove reading competency in additional foreign languages if appropriate to their respective fields of research and study.

After completing the course of study prescribed by their advisory committees (with a minimum 3.0 GPA in all course work for the Ph.D. degree) and satisfying the language requirements, students may apply to take the candidacy examinations. These consist of written exams in each of the four specialized fields and an oral examination. When these examinations have been passed, students may apply for admission to candidacy. Within six months of passing the written and oral exams in all four fields, ABD students will write and defend a dissertation prospectus.

All students must demonstrate a capacity for independent research by the writing of an original dissertation on a topic within their major area of study. Upon admission to candidacy, students will be assigned a dissertation committee with a major professor as chair to direct the research and writing. Under direction of the major professor, candidates will develop programs of reading in the general areas and research techniques pertinent to researching and writing their dissertations.

The student's final examination will be an oral defense of the dissertation.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

M.A. in History

Prerequisites to Degree Program:

All prospective students are evaluated by the Graduate Studies Committee of the Department of History and are judged on a case-by-case basis, looking at a variety of factors including GPA, GRE scores, letters of recommendation, statement of purpose, and the appropriateness of our current faculty and other resources to student interests.

For admission to the master's program, graduate work at the master's level presupposes an undergraduate major in history of approximately 30 semester hours. An overall cumulative undergraduate grade point average of 3.0 or a grade point average of 3.25 in the last 60 hours of undergraduate work is required. The department expects students to produce a minimum Verbal score of 154 and a minimum Analytical Writing score of 4.0 on the Graduate Record Examination (GRE). Students who present a minimum of 30 hours in history may be admitted without deficiency. Students who present between 18 and 30 hours of history may be admitted with or without deficiency, subject to the determination of the Graduate Studies Committee. Students who present less than 18 hours of history may not be admitted without deficiency. The Graduate Studies Committee will determine the nature of the deficiency requirements.

Graduate work at the doctoral level presupposes a Master of Arts in History, although the Graduate Studies Committee will consider outstanding applicants with master's degrees in related disciplines. Applicants without an M.A. degree but with exceptionally strong qualifications may be admitted directly into the Ph.D. program at the discretion of the Graduate Studies Committee. Applicants ought to have at least a 3.25 GPA in their previous graduate work as well as a 154 Verbal score and 4.0 Analytical Writing score on the GRE.

Applicants to the M.A. program in History must apply through the Graduate School. Students must submit a statement of purpose describing their goals in graduate study, a departmental application, a resume or CV, a writing sample, and three letters of recommendation. Master's applications are due February 1 each year. Details can be found on the departmental website.

Applicants to the Ph.D. program in History must apply through the Graduate School. Students must submit a statement of purpose describing their goals in graduate study, a departmental application, a resume or CV, three letters of recommendation, and a writing sample. Ph.D. applications are due December 1 each year. Details can be found on the departmental website.

Requirements for the Master of Arts Degree: Students seeking the Master of Arts degree must complete at least 30 hours of history at the 5000-level and above. These should include:

- HIST 7023 Historical Methods
- 6 hours of HIST 600V Master's Thesis,
- 12 hours of 7000-level seminar courses (either reading or research)

Only three hours of independent study may be counted towards the degree. HIST 7043 Historiography (Irregular) can be used to partially fulfill the seminar requirement. At least 9 of the 21 hours of seminars and electives must be in areas outside of the main field of specialization. Master's candidates must complete and satisfactorily defend a master's

thesis in history as judged by a panel of departmental faculty. Students must maintain a minimum 3.0 GPA in all course work for the MA degree.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in History

Requirements for the Doctor of Philosophy Degree: During the first semester of study, all doctoral students will be assigned an advisory committee that will determine their particular programs. Students will select four fields of historical specialization. Students will also be required to meet the departmental language requirement by establishing reading competency in at least one foreign language. At the discretion of the student's advisory committee, doctoral students may be required to prove reading competency in additional foreign languages if appropriate to their respective fields of research and study.

After completing the course of study prescribed by their advisory committees (with a minimum 3.0 GPA in all course work for the Ph.D. degree) and satisfying the language requirements, students may apply to take the candidacy examinations. These consist of written exams in each of the four specialized fields and an oral examination. When these examinations have been passed, students may apply for admission to candidacy. Within six months of passing the written and oral exams in all four fields, ABD students will write and defend a dissertation prospectus.

All students must demonstrate a capacity for independent research by the writing of an original dissertation on a topic within their major area of study. Upon admission to candidacy, students will be assigned a dissertation committee with a major professor as chair to direct the research and writing. Under direction of the major professor, candidates will develop programs of reading in the general areas and research techniques pertinent to researching and writing their dissertations.

The student's final examination will be an oral defense of the dissertation.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Antov, Nikolay Atanasov, Ph.D. (University of Chicago), M.A. (Bilkent University, Turkey), B.A. (American University in Bulgaria), Associate Professor, 2011.

Austin, Shawn, Ph.D., M.A. (University of New Mexico), B.A. (Brigham Young University-Idaho), Assistant Professor, 2015.

Banton, Caree A., Ph.D. (Vanderbilt University), M.A. (University of Ghana), M.A. (University of New Orleans), B.A./B.P.A. (Grambling State University), Assistant Professor, 2013.

Broggi, Alessandro, Ph.D. (Ohio University), Ph.D. (University of Florence, Italy), M.A. (Ohio University), B.A. (University of Florence, Italy), Professor, 2002.

Brubaker, Robert P., Ph.D. (University of Michigan-Ann Arbor), M.S. (University of Wisconsin-Milwaukee), B.A. (Grinnell College), Instructor, 2009.

Cleveland, Todd, Ph.D. (University of Minnesota), M.A., B.A. (University of New Hampshire), Assistant Professor, 2015.

Coon, Lynda L., Ph.D., M.A. (University of Virginia), B.A. (James Madison University), Professor, 1990.

Domínguez, Freddy C., Ph.D., M.A. (Princeton University), B.A. (Brown University), Assistant Professor, 2014.

Gigantino, Jim, Ph.D. (University of Georgia), B.A. (University of Richmond), Associate Professor, 2010.

Gomez, Rocio, Ph.D., M.A. (University of Arkansas), B.A. (Hendrix College), Assistant Professor, 2014.

Gordon, Joel Samuel, Ph.D. (University of Michigan-Ann Arbor), B.A. (University of Illinois), Professor, 1999.

Gordon, Ronald J., Ph.D. (University of Arkansas), Instructor, 2014.

Hammond, Kelly, Ph.D. (Georgetown University), M.A. (Simon Frazer University), B.A. (Bishop's University), Assistant Professor, 2015.

Hare, Laurence, Ph.D., M.A. (University of North Carolina at Chapel Hill), B.A. (University of Tennessee at Chattanooga), Associate Professor, 2010.

Markham, Elizabeth Jane, Ph.D. (Cambridge University), B.A. (University of Otago, New Zealand), Professor, 2000.

Muntz, Charles E., Ph.D. (Duke University), B.A. (Swarthmore College), Associate Professor, 2008.

Pepitone, Lauren, Ph.D., M.A. (Johns Hopkins University), B.A., Vassar University, Assistant Professor, 2016.

Pierce, Michael C., Ph.D., M.A. (The Ohio State University), B.A. (Kenyon College), Associate Professor, 2001.

Robinson, Charles F., Ph.D. (University of Houston), M.A. (Rice University), B.A. (University of Houston), Professor, 1999.

Rodriguez, Sarah, Ph.D., B.A. (University of Pennsylvania), Assistant Professor, 2016.

Rosales, Steven, Ph.D. (University of California-Irvine), B.A. (University of California-San Diego), Associate Professor, 2013.

Sloan, Kathryn Ann, Ph.D., M.A., M.B.A. (University of Kansas), B.A. (Kansas State University), Professor, 2004.

Sonn, Richard D., Ph.D., M.A. (University of California-Berkeley), B.A. (University of Michigan), Professor, 1987.

Starks, Trish, Ph.D., M.A. (The Ohio State University), B.A. (University of Missouri), Associate Professor, 2000.

Sutherland, Daniel E., Ph.D., M.A., B.A. (Wayne State University), Distinguished Professor, 1989.

West, Elliott, Ph.D., M.A. (University of Colorado-Boulder), B.A. (University of Texas, Austin), Alumni Distinguished Professor, 1979.

Whayne, Jeannie, Ph.D., M.A., B.A. (University of California-San Diego), University Professor, 1990.

White, Calvin, Ph.D. (University of Mississippi), M.A., B.A. (University of Central Arkansas), Associate Professor, 2007.

Williams, Patrick George, Ph.D., M.A. (Columbia University), B.A. (University of Texas at Austin), Professor, 1998.

Wolpert, Rembrandt, Ph.D. (University of Cambridge), M.A. (Ludwig-Maximilians Universität München), Professor, 2000.

Woods, Randall B., Ph.D., M.A., B.A. (University of Texas at Austin), Distinguished Professor, 1971.

Courses

HIST 5003. Democratic Athens (Irregular). 3 Hours.

(Formerly HIST 4003.) History of the Athens from the sixth century BCE to the end of the fourth. Topics include origins and evolution of democracy, the Persian wars, the rise and fall of the Athenian Empire, and the development of historiography, literature, art, and philosophy during the period. Graduate degree credit will not be given for both HIST 4003 and HIST 5003.

HIST 5013. Alexander the Great and the Hellenistic World (Irregular). 3 Hours.

(Formerly HIST 4013.) A survey of the achievements of Alexander and the culture of the new world he created. The personality and career of Alexander are examined as well as the rich diversity of the Hellenistic world: trade with India, religious syncretism, and the development of Hellenistic science and philosophy. Graduate degree credit will not be given for both HIST 4013 and HIST 5013.

HIST 5033. Roman Empire. 3 Hours.

(Formerly HIST 4033.) History of Rome from the Emperor Augustus to Constantine, ca. 30 BCE - 337 CE. Topics include the sources for imperial Rome, the organization of imperial government, the provinces of Rome and provincial government, art and literature under the empire, the rise of Christianity, and the conversion of the Empire. Graduate degree credit will not be given for both HIST 4033 and HIST 5033.

HIST 506V. Readings in European History. 1-6 Hour.

Directed readings in the field of European history. Prerequisite: Graduate standing. May be repeated for up to 12 hours of degree credit.

HIST 507V. Readings in American History. 1-6 Hour.

Readings. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 508V. Research Problems in European History. 1-6 Hour.

Research problems. Prerequisite: Graduate standing.

HIST 509V. Research Problems in American History. 1-6 Hour.

Research problems. Prerequisite: Graduate standing.

HIST 511V. Research Problems in Latin American History (Irregular). 1-6 Hour.**HIST 517V. Readings in Asian History. 1-6 Hour.**

Readings. Prerequisite: Graduate standing.

HIST 518V. Research Problems in Asian History (Irregular). 1-18 Hour.

Prerequisite: graduate standing.

HIST 5193. Great Britain, 1901-2001. 3 Hours.

(Formerly HIST 4193.) Examines the history of the British Isles from the death of Queen Victoria in 1901 to the reelection of Prime Minister Tony Blair in 2001. Special attention is given to the collapse of the British Empire, the birth of the welfare state, and the challenges inherent in the decline of British world power. Graduate degree credit will not be given for both HIST 4193 and HIST 5193.

HIST 5203. History of the Holocaust (Irregular). 3 Hours.

(Formerly HIST 4203.) Examines the origins, history, and legacies of the European Holocaust. Traces the origins of anti-Semitism in Europe, the rise of Nazism in Germany, the path to genocide during World War II, and the role of victims, perpetrators, rescuers, and bystanders. Considers issues of memory and justice in the postwar era. Graduate degree credit will not be given for both HIST 4203 and HIST 5203.

HIST 522V. Readings in Latin America History (Irregular). 1-6 Hour.**HIST 524V. Readings in African History (Irregular). 1-6 Hour.****HIST 525V. Research Problems in African History (Irregular). 1-6 Hour.****HIST 526V. Readings in Middle Eastern History (Irregular). 1-6 Hour.****HIST 527V. Readings in Medieval History (Irregular). 1-6 Hour.**

Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 528V. Research Problems in Middle Eastern History (Irregular). 1-6 Hour.**HIST 529V. Research Problems in Medieval History (Irregular). 1-6 Hour.**

Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 530V. Readings in British History (Irregular). 1-6 Hour.

Directed readings in the field of British history. Prerequisite: Graduate standing. May be repeated for up to 12 hours of degree credit.

HIST 533V. Readings in Ancient History (Irregular). 1-6 Hour.

Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 534V. Research Problems in Ancient History (Irregular). 1-6 Hour.

Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 5393. Early Modern Islamic Empires, 1300-1750. 3 Hours.

(Formerly HIST 4393.) An examination of the historical development of the three great Islamic empires in the early modern period- the Ottomans, the Safavids of Iran, and the Mughals of India. Special attention given to imperial expansion, administrative structures, religious-legal establishment, and the formation of distinct traditions in political ideology, historiography, and the arts and sciences. Graduate degree credit will not be given for both HIST 4393 and HIST 5393.

HIST 5403. Islam in Asia (Irregular). 3 Hours.

(Formerly HIST 4403.) Introduces students to the history of Islam in East and Southeast Asia over the past 1,200 years. It focuses on the 18th-21st centuries when Muslims were part of everyday life in Asia and participated in the formation of majority and minority identities in the region. Graduate degree credit will not be given for both HIST 4403 and HIST 5403.

HIST 545V. Readings in Caribbean History (Irregular). 1-6 Hour.

Graduate readings in Caribbean history. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 546V. Research Problems in Caribbean History (Irregular). 1-6 Hour.

Independent research in Caribbean history. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 547V. Readings in Atlantic History (Irregular). 1-6 Hour.

Graduate readings in Atlantic world history. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 5483. African American Biographies (Irregular). 3 Hours.

(Formerly HIST 4483.) Introduction to the history and intellectual development of famous and not-so-famous African Americans. Graduate degree credit will not be given for both HIST 4483 and HIST 5483.

HIST 5493. Religion in America to 1860 (Irregular). 3 Hours.

(Formerly HIST 4493.) History of religion in early America, primarily from a social and cultural perspective. Topics will include region, social class, growth of institutions, slavery, print culture, and social reform in traditions including Protestantism, West African religion, Catholicism, Native American religion, and Judaism. Graduate degree credit will not be given for both HIST 4493 and HIST 5493.

HIST 5503. History of Political Parties in the United States, 1789-1896. 3 Hours.

(Formerly HIST 4503.) Origin and development of the American party system from the implementation of the constitution to the election of McKinley. Graduate degree credit will not be given for both HIST 4503 and HIST 5503.

HIST 5513. History of Political Parties in the United States Since 1896. 3 Hours.

(Formerly HIST 4513.) Response of the party system to America's emergence as an industrial nation and world power from the election of 1896 to present. Graduate degree credit will not be given for both HIST 4513 and HIST 5513.

HIST 5523. Roman Republic (Irregular). 3 Hours.

(Formerly HIST 4023.) History of Rome from its origins in the eighth century BCE to the fall of the Republic in the first century BCE. Topics include the sources for Roman history, the development, functioning, and ultimate failure of republican government, the Roman army, and Roman imperialism in Italy and the Mediterranean. Graduate degree credit will not be given for both HIST 4023 and HIST 5523.

HIST 5543. American Social and Intellectual History Since 1865. 3 Hours.

(Formerly HIST 4543.) Survey of thought and society since the Civil War. Graduate degree credit will not be given for both HIST 4543 and HIST 5543.

HIST 5553. The Recluse in Early East Asia. 3 Hours.

(Formerly HIST 4553.) A cross-cultural study of those who chose or needed to leave the world of officialdom for the world of nature in early East Asia. Graduate degree credit will not be given for both HIST 4553 and HIST 5553.

HIST 5563. The Old South, 1607-1865. 3 Hours.

(Formerly HIST 4563.) Survey of the political, social, and economic development of the antebellum South. Graduate degree credit will not be given for both HIST 4563 and HIST 5563.

HIST 5573. The New South, 1860 to the Present. 3 Hours.

(Formerly HIST 4573.) Survey of the development of the Civil War and postwar South to the present. Graduate degree credit will not be given for both HIST 4573 and HIST 5573.

HIST 5583. Arkansas in the Nation. 3 Hours.

(Formerly HIST 4583.) Designed to provide advanced undergraduate and graduate students with a comprehensive understanding of the full sweep of Arkansas history. The focus will be on social, economic and political history, and historiography. Graduate degree credit will not be given for both HIST 4583 and HIST 5583.

HIST 5593. The Colonial French in the Mississippi Valley. 3 Hours.

(Formerly HIST 4593.) This course focuses on the French Colonial Mississippi Valley from 1698 until 1763. Activities for both French and non-French speaking students provide a rich environment to discuss encounters, subsistence strategies, and warfare faced by native peoples, missionaries, explorers, and colonists alike. Students will examine primary handwritten, transcribed, or translated sources. Graduate degree credit will not be given for both HIST 4593 and HIST 5593.

HIST 5603. U.S. Labor History to 1877. 3 Hours.

(Formerly HIST 4603.) Examines the changing nature of work in U.S. history from 1607 until 1877 including the ways that workers--individually and collectively--understand the meanings of their labor and to the ways that notions of class, gender, ethnicity, and race inform these understandings. Graduate degree credit will not be given for both HIST 4603 and HIST 5603.

HIST 5613. Colonial America 1600-1763 (Irregular). 3 Hours.

(Formerly HIST 4613.) History of colonial America from 1600 to the end of the Seven Years War emphasizing economic, social, and cultural perspectives. Topics include Native American, French, Spanish, English, Dutch, and Russian interactions in North America and the larger Atlantic World. Graduate degree credit will not be given for both HIST 4613 and HIST 5613.

HIST 5623. Revolutionary America, 1763 to 1789 (Irregular). 3 Hours.

(Formerly HIST 4623.) History of revolutionary America emphasizing economic, social, and cultural perspectives. Topics include historical interpretations of the causes of the war, the impact of war on African Americans, women, loyalists, elite, and poor Americans. The course also examines the formation of the new national government. Graduate degree credit will not be given for both HIST 4623 and HIST 5623.

HIST 5633. Heian Japan 794-1192 (Irregular). 3 Hours.

(Formerly HIST 4633.) A study of courtly culture and the religious world of Heian Japan. Graduate degree credit will not be given for both HIST 4633 and HIST 5633.

HIST 5643. Early American Republic, 1789-1828 (Irregular). 3 Hours.

(Formerly HIST 4643.) History of the early United States emphasizing social and cultural perspectives. Topics addressed will include westward expansion, slavery, religion, and economic change. Graduate degree credit will not be given for both HIST 4643 and HIST 5643.

HIST 5653. Antebellum America, 1828-1850 (Irregular). 3 Hours.

(Formerly HIST 4653.) History of antebellum U.S. emphasizing social and cultural perspectives. Topics addressed will include slavery, religion, gender, the market economy, regionalism, and political developments. Graduate degree credit will not be given for both HIST 4653 and HIST 5653.

HIST 5663. Rebellion to Reconstruction, 1850-1877 (Irregular). 3 Hours.

(Formerly HIST 4663.) A survey of political, social, and economic issues from the late antebellum period through Reconstruction. Emphasis is placed on the causes of the Civil War and the problems of postwar America. A brief examination of the Civil War is included. Graduate degree credit will not be given for both HIST 4663 and HIST 5663.

HIST 5673. The American Civil War. 3 Hours.

(Formerly HIST 4673.) An intensive study of the political, social, military, and economic aspects of the American Civil War period. Graduate degree credit will not be given for both HIST 4673 and HIST 5673.

HIST 5683. The American Civil Rights Movement (Irregular). 3 Hours.

(Formerly HIST 4383.) Introduction to the history and development of the civil rights movement in the United States. Graduate degree credit will not be given for both HIST 4383 and HIST 5683.

HIST 5693. Late Middle Ages (Odd years, Sp). 3 Hours.

(Formerly HIST 4053.) This course examines the political, social-economic, intellectual, and spiritual developments of European history, c. 1000-1400 CE. Special topics include monasticism, sacral kingship, the crusades, and the medieval university. Graduate degree credit will not be given for both HIST 4053 and HIST 5693.

HIST 570V. Special Topics. 1-6 Hour.

Special topics. Prerequisite: Graduate standing. May be repeated for up to 9 hours of degree credit.

HIST 5723. America Between the Wars, 1917-1941 (Irregular). 3 Hours.

(Formerly HIST 4723.) The impact of World War I, the 1920s, and the Great Depression upon American society and culture. Graduate degree credit will not be given for both HIST 4723 and HIST 5723.

HIST 573V. Readings in Global History (Irregular). 1-6 Hour.

Directed readings in the field of Global history. Prerequisite: Graduate standing. May be repeated for up to 12 hours of degree credit.

HIST 5753. Diplomatic History of the United States, 1776-1900. 3 Hours.

(Formerly HIST 4753.) Survey of American foreign relations from the American Revolution through the Spanish-American War. Principal topics include isolationism, freedom of the seas, manifest destiny and continental expansion, overseas expansion, and the diplomacy of war and peace. Emphasis on the relationship between domestic politics and foreign affairs. Graduate degree credit will not be given for both HIST 4753 and HIST 5753. Prerequisite: HIST 2003.

HIST 5763. Diplomatic History of the United States, 1900-1945. 3 Hours.

(Formerly HIST 4763.) America's development as a world power. The course examines U.S. relations with Europe, Latin America, and East Asia, plus America's first approach to the Middle East. Particular emphasis is placed on America's involvement in World War I and World War II. Graduate degree credit will not be given for both HIST 4763 and HIST 5763. Prerequisite: HIST 2013.

HIST 5773. Diplomatic History of the US, 1945 to Present. 3 Hours.

(Formerly HIST 4773.) U.S. involvement in world affairs since WWII. The Cold War from an international perspective, including strategies, nuclear deterrence, conflicts, economic developments, cultural relations among allies and adversaries. Post-Cold War scenarios, including war on terrorism. Graduate degree credit will not be given for both HIST 4773 and HIST 5773.

HIST 5783. History of Modern Mexico. 3 Hours.

(Formerly HIST 4783.) This course examines the history of Mexico from the wars of independence to the present. Emphasis will be placed on the turbulent nineteenth century and the Mexican Revolution. Themes covered include colonial legacies, national identities, popular culture, emigration, and relations with the United States. Graduate degree credit will not be given for both HIST 4783 and HIST 5783.

HIST 5793. Colonial India, 1758-1948 (Irregular). 3 Hours.

(Formerly HIST 4793.) Examines the course of Indian history from the 1758 Battle of Plassey to eventual independence from Great Britain in 1948. Special attention is given to India's place within the British Empire, particularly the East India Company, the Indian Mutiny, the Raj, the rise of Gandhi, and India's independence movement. Graduate degree credit will not be given for both HIST 4793 and HIST 5793.

HIST 5803. Modern Scandinavia (Irregular). 3 Hours.

(Formerly HIST 4803.) Examines the history of the Nordic lands, including Denmark, Finland, Iceland, Norway, and Sweden, from 1500 to the present. Graduate degree credit will not be given for both HIST 4803 and HIST 5803.

HIST 5813. Africans and Slavery in Colonial Latin America (Irregular). 3 Hours.

(Formerly HIST 4813.) Explores the diverse experiences of slaves and free Blacks in colonial Spanish and Portuguese America from 1500 to around 1888, demonstrating that bondage and the practice of African slavery was a pillar of political authority in colonial Latin America. Graduate degree credit will not be given for both HIST 4813 and HIST 5813.

HIST 5823. Black Freedom in the Age of Emancipation. 3 Hours.

(Formerly HIST 4823.) This course centers on the comparative study of Atlantic World freedom movements from the perspective of the African Diaspora. It focuses on the histories, meanings, legacies of the various types of black emancipation in the Atlantic World and the cultural technologies that enabled them. Graduate degree credit will not be given for both HIST 4823 and HIST 5823.

HIST 5833. Social and Cultural History of the Modern Middle East (Irregular). 3 Hours.

(Formerly HIST 4433.) An analysis of Middle East history in the 17th-20th centuries which focuses on the social transformation of urban and rural life. Particular emphasis is given to the roles of economics, genealogy, art, and popular culture. Graduate degree credit will not be given for both HIST 4433 and HIST 5833.

HIST 5843. The Atlantic World, 1400-1850 (Irregular). 3 Hours.

(Formerly HIST 4233.) Explores the political, economic, cultural, and social engagement of Africans, Europeans, and Native Americans across the Atlantic from 1400 to 1850. It uses a comparative lens to understand how interactions between Europe, Africa, and the Americas created enduring ties throughout the Atlantic Basin. Graduate degree credit will not be given for both HIST 4233 and HIST 5843.

HIST 5853. Early Chinese Empires: Mythology, Archeology, and Historiography. 3 Hours.

(Formerly HIST 4853.) A critical introduction to the most important sources and major themes, both textual and archeological, for the study of early China. Graduate degree credit will not be given for both HIST 4853 and HIST 5853.

HIST 5863. Classical Thought in East Asia. 3 Hours.

(Formerly HIST 4863.) Introduces the major East Asian philosophical and religious traditions including Confucianism, Daoism, Buddhism, and Shintoism. Read original sources in translation, such as Analects, and explore perspectives that stem from the traditions as they bear on contemporary global issues. Graduate degree credit will not be given for both HIST 4863 and HIST 5863.

HIST 5873. Germany since 1945 (Irregular). 3 Hours.

(Formerly HIST 4873.) Examines the history of Germany since the end of the Second World War including political division and economic recovery, dissident movements in East Germany and alternative cultures in West Germany, reunification in 1990, and the legacy of Nazism and the Holocaust. Graduate degree credit will not be given for both HIST 4873 and HIST 5873.

HIST 5883. Health and Disease: 1500 to the Present (Irregular). 3 Hours.

(Formerly HIST 4883.) Explores the emergence of epidemics against the backdrop of the nation state and anxieties over women, the lower classes, and other marginalized groups. The rise of modern health programs illuminates the cultural construction of medicine, the biases of scientific inquiry, and the tensions among paternalism, liberty, and prejudice. Graduate degree credit will not be given for both HIST 4883 and HIST 5883.

HIST 5893. Germany, 1918-1945 (Irregular). 3 Hours.

(Formerly HIST 4253.) Study of German history from advent of the Weimar Republic to the end of the Third Reich with emphasis upon the failure of democratic government in the 1920s and the rise and fall of the National Socialist dictatorship. Graduate degree credit will not be given for both HIST 4253 and HIST 5893.

HIST 5903. Music and the Arts of Edo Japan 1600-1868 (Irregular). 3 Hours.

(Formerly HIST 4903.) A music and arts view of urban and popular culture of the Edo period of Japan (1600-1868). Readings drawn from history, literature, aesthetics, religion and science. Graduate degree credit will not be given for both HIST 4903 and HIST 5903.

HIST 5913. Reading Japanese Noh as Cultural History (Irregular). 3 Hours.

(Formerly HIST 4913.) A historical, sociocultural, and inter-arts approach to the medieval lyric-drama Japanese Noh, a form of masked theater with roots reaching beyond the 14th century. Graduate degree credit will not be given for both HIST 4913 and HIST 5913.

HIST 5923. Song China 960-1279 (Irregular). 3 Hours.

(Formerly HIST 4923.) Examination of the Song dynasty (960-1279) concentrating on the education and role of the scholar-official and the literatus. Readings drawn from history, literature, personal diaries, travel accounts, political memoranda, and scientific writings. Graduate degree credit will not be given for both HIST 4923 and HIST 5923.

HIST 5933. Ad Paradisum: Utopias, imaginary places, and the afterlife in East Asia (Irregular). 3 Hours.

(Formerly HIST 4933.) Confucian, Daoist, and Buddhist ideas of ideal communities ('utopias'), of imaginary places ('paradise islands'), and of the afterlife ('heaven and hell') in East Asia will be traced in a broad sweep across literature, painting, and the performing arts. Graduate degree credit will not be given for both HIST 4933 and HIST 5933.

HIST 5943. U.S. Labor History, from 1877-present. 3 Hours.

(Formerly HIST 4943.) This course will examine the changing nature of work in U.S. history from 1877 until the present. It will pay particular attention to the ways that workers--individually and collectively--understand the meanings of their labor and to the ways that notions of class, gender, ethnicity, and race inform these understandings. Graduate degree credit will not be given for both HIST 4943 and HIST 5943.

HIST 5953. The History of Sub-Saharan African Women. 3 Hours.

(Formerly HIST 4953.) Introduction to the history of women in Sub-Saharan Africa, starting in the early 18th century through the 20th century. Focus on women and the transatlantic slave trade, women's influence in pre-colonial religious, political, and cultural institutions, and women's experiences under colonial rule and in post-colonial Africa. Graduate degree credit will not be given for both HIST 4953 and HIST 5953.

HIST 5963. Third World Underdevelopment and Modernization (Irregular). 3 Hours.

(Formerly HIST 4963.) Examines key issues related to societal change in the Third World, including various views and theories of international development and modernization. Other major issues explored include social inequalities, food and hunger, population, environment, trade and globalization, international aid, and the roles of state, market, and civil society. Graduate degree credit will not be given for both HIST 4963 and HIST 5963.

HIST 5973. The Civilization of the Renaissance in Italy (Irregular). 3 Hours.

Important trends in Italian culture between the 14th and 16th centuries, including the birth of humanism, new understandings of the past, "new" political ideologies, scientific innovation, and famous art produced in the Western tradition.

HIST 5983. Intellectual History of Europe Since the Enlightenment. 3 Hours.

(Formerly HIST 4143.) A survey of the major developments in European thought and culture since the emergence of Romanticism. Topics include Romanticism, Darwinism, Marxism, and Modernism. Graduate degree credit will not be given for both HIST 4143 and HIST 5983.

HIST 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

HIST 6013. The Era of the French Revolution. 3 Hours.

(Formerly HIST 4213.) France from the salons of the Enlightenment to the Napoleonic Wars. The French Revolution will be explored in terms of politics and personalities, ideas and symbols, class and gender relations, and violence and terror. Graduate degree credit will not be given for both HIST 4213 and HIST 6013.

HIST 6033. Society and Gender in Modern Europe. 3 Hours.

(Formerly HIST 4133.) Changing values and attitudes toward childhood, family life, sexuality, and gender roles in Europe from the Renaissance to the present. The social impact of the Industrial Revolution, urbanization, demographic change, and the two world wars. Graduate degree credit will not be given for both HIST 4133 and HIST 6033.

HIST 6063. Tudor-Stuart England, 1485-1714. 3 Hours.

(Formerly HIST 4163.) Examines the history of the British Isles from the ascension of Henry VII and the Tudor dynasty until the close of the Stuart Era in 1714. Special attention is given to the English Reformation, the Elizabethan years, the 17th Century Revolutions, and the birth of an overseas Empire. Graduate degree credit will not be given for both HIST 4163 and HIST 6063.

HIST 6073. Renaissance and Reformation, 1300-1600. 3 Hours.

(Formerly HIST 4073.) Examines the history of Europe from the end of the Middle Ages through the Renaissance to the Reformation and Counter-Reformation. Special attention is paid to changes in popular piety, political thought, religious representation, and the discovery of the New World. Graduate degree credit will not be given for both HIST 4073 and HIST 6073.

HIST 6083. Early Modern Europe, 1600-1800. 3 Hours.

(Formerly HIST 4083.) Begins with the upheaval of the reformation, moves through the crisis of the 17th century and culminates with the democratic revolution of the 18th century. Examines the consolidation of the European state system, the propagation of modern science, discovery of overseas worlds, and the advent of the Industrial Revolution. Graduate degree credit will not be given for both HIST 4083 and HIST 6083.

HIST 6093. The History of African Americans and Social Justice (Irregular). 3 Hours.

(Formerly HIST 4093.) Explores how the United States has extended social justice to African Americans during the nation's history. Examines social justice for blacks and the impact of historic policies and practices on black life today. Graduate degree credit will not be given for both HIST 4093 and HIST 6093.

HIST 6113. Archaic Greece (Irregular). 3 Hours.

(Formerly HIST 4113.) History of Greece from the late Bronze Age to the end of the Persian Wars. This class will focus particularly on the sources involved with reconstructing early Greek history, especially Herodotus and Homer, on the development of the Greek city-state or polis, and on the interaction between the Greeks and Near-eastern civilizations during this period, culminating in the wars between the Greeks and the Persian Empire. Graduate degree credit will not be given for both HIST 4113 and HIST 6113.

HIST 6173. The Latin American City (Irregular). 3 Hours.

(Formerly HIST 4173.) This course examines the social, political, and cultural aspects of the modern Latin American city from an interdisciplinary perspective. The course includes an introduction to urban studies concepts, and each semester is organized around a specific set of case studies. Graduate degree credit will not be given for both HIST 4173 and HIST 6173.

HIST 6183. Great Britain 1707-1901. 3 Hours.

(Formerly HIST 4183.) Examines the history of the British Isles from the 1707 Act of Union between Scotland and England until the death of Queen Victoria in 1901. Special attention is given to the spread of Empire, industrialization, and the political, social, and cultural aspects of the Georgian and Victorian Eras. Graduate degree credit will not be given for both HIST 4183 and HIST 6183.

HIST 6203. Byzantine Empire (Irregular). 3 Hours.

(Formerly HIST 4103.) Examines the history and culture of the Byzantine Empire from the reign of Constantine I to the fall of Constantinople in 1453. Topics include the development of Christianity and the schism with the western church, the crusades, and Byzantine influence on Islam, Russia, the Ottomans, and the Renaissance. Graduate degree credit will not be given for both HIST 4103 and HIST 6203.

HIST 6223. France Since 1815. 3 Hours.

(Formerly HIST 4223.) Survey of French history from the overthrow of Napoleon to the 5th Republic, with emphasis on French politics, society, and culture. Graduate degree credit will not be given for both HIST 4223 and HIST 6223.

HIST 6243. Germany, 1789-1918 (Irregular). 3 Hours.

(Formerly HIST 4243.) Study of German history from the Age of Absolutism to the collapse of the German Empire at the end of the First World War. Special attention is paid to the Enlightenment and Romantic movements; nationalism and the unification of Germany; and evolving conflicts over the political and social order. Graduate degree credit will not be given for both HIST 4243 and HIST 6243.

HIST 6263. Independence and Africa Today. 3 Hours.

(Formerly HIST 4263.) Examines the last half-century of Africa's history, focusing on the last few decades. Introduction of Africa's colonial past, revolutions and struggles for independence. Review of African development in the post-colonial and contemporary era, successes and failures of independent Africa, and the challenges the continent faces today. Graduate degree credit will not be given for both HIST 4263 and HIST 6263.

HIST 6273. Comparative Slavery (Irregular). 3 Hours.

(Formerly HIST 4273.) Explores the meaning of slavery around the world, both in ancient and modern times. This examination of how slavery differed in various cultures over time will allow students to explore the complexity of this labor relationship and gain a better understanding of how slavery was an integral part of world history. Graduate degree credit will not be given for both HIST 4273 and HIST 6273.

HIST 6303. Transatlantic Relations, 1919-Present (Irregular). 3 Hours.

(Formerly HIST 4303.) US-Western European Relations, from the Wilsonian era to the present, covering strategic, economic, and cultural aspects. Graduate degree credit will not be given for both HIST 4303 and HIST 6303.

HIST 6333. Modern Islamic Thought (Irregular). 3 Hours.

(Formerly HIST 4333.) Main currents in Islamic theology and political philosophy from the Ottoman Empire to the end of the twentieth century. Graduate degree credit will not be given for both HIST 4333 and HIST 6333.

HIST 6343. Golden Age Portugal and Spain. 3 Hours.

(Formerly HIST 4343.) This course will examine the diverging and converging paths of Portugal and Spain during the early modern period (15th-17th centuries). We will chart their rise as global imperial powers and their initial declines. We'll explore the political, social, and religious contexts in which Golden Age Iberia flourished. Graduate degree credit will not be given for both HIST 4343 and HIST 6343.

HIST 6463. The American Frontier. 3 Hours.

(Formerly HIST 4463.) American westward expansion and its influence on national institutions and character. Emphasis on the pioneer family and the frontier's role in shaping American society, culture, economy, and politics. Topics include exploration, the fur trade, the cattle kingdom and the mining, farming, and military frontiers. Graduate degree credit will not be given for both HIST 4463 and HIST 6463.

HIST 6473. Environmental History (Irregular). 3 Hours.

(Formerly HIST 4473.) Examines the interactions between human culture and the natural environments: Concepts of nature in the West and elsewhere, dynamics of the Physical Environment, case studies in Regional Environmental History and the Politics of Environmental movements. Graduate degree credit will not be given for both HIST 4473 and HIST 6473.

HIST 6513. New Women in the Middle East (Irregular). 3 Hours.

(Formerly HIST 4413.) This course covers the transformation of social and cultural roles of women in the Middle East since the 19th Century. Emphases include political emancipation, religious reformation, artistic representation, and gendered re-definition. Graduate degree credit will not be given for both HIST 4413 and HIST 6513.

HIST 6523. Wars of Religion: From the Crusades to 9/11 (Irregular). 3 Hours.

(Formerly HIST 4323.) Examines the place of religion in combat across the centuries. A case study approach is used to explore different conflicts from the twelfth century crusades against Muslim forces to 9/11. Investigates how religious motivations may or may not be related to other political, social, cultural, economic concerns. Graduate degree credit will not be given for both HIST 4323 and HIST 6523.

HIST 6543. Late Antiquity and the Early Middle Ages. 3 Hours.

(Formerly HIST 4043.) This course examines the political, spiritual, intellectual, and social-economic developments of European history, c. 300-1000 CE. Special topics include the Christianization of the late Roman Empire and Byzantium, as well as the formation of Celtic and Germanic Kingdoms in the West. Graduate degree credit will not be given for both HIST 4043 and HIST 6543.

HIST 6563. The Middle East since 1914 (Irregular). 3 Hours.

(Formerly HIST 4363.) Middle East since 1914 addresses European colonialism, the rise of new social elites, independence, revolution, globalization, economic self-determination, persistent regional conflicts and ongoing battles over "cultural authenticity". Graduate degree credit will not be given for both HIST 4363 and HIST 6563.

HIST 6623. Africa and the Trans-Atlantic Slave Trade (Irregular). 3 Hours.

(Formerly HIST 4123.) Examines the trans-Atlantic slave trade with a primary focus on the role of Africa and Africans in creating the unique economy and culture of the trans-Atlantic world. Graduate degree credit will not be given for both HIST 4123 and HIST 6623.

HIST 6643. Frontiers and Borderlands in Colonial Latin America (Irregular). 3 Hours.

(Formerly HIST 4443.) This course examines frontiers and borderlands in colonial Latin America and focuses on the regions of California, New Mexico, Texas, Brazil, and the Rio de la Plata. It demonstrates that frontiers and borderlands are defined by the absence of a hegemonic European power and associated with the prevalence of Indigenous norms. Graduate degree credit will not be given for both HIST 4443 and HIST 6643.

HIST 6703. Emergence of Modern America, 1876-1917. 3 Hours.

(Formerly HIST 4703.) A survey of the impact of the Industrial Revolution, Imperialism, and progressivism upon American life and institutions. Graduate degree credit will not be given for both HIST 4703 and HIST 6703.

HIST 6733. Recent America, 1941 to the Present (Irregular). 3 Hours.

(Formerly HIST 4733.) A general survey of American history since World War II with emphasis upon the presidency, reform movements, the Cold War, and cultural developments. Graduate degree credit will not be given for both HIST 4733 and HIST 6733.

HIST 6743. The Cold War in Latin America: Revolutions, Violence, and Politics (Irregular). 3 Hours.

(Formerly HIST 4743.) This course will trace the rise of the ideological and political struggles over social and economic development and the security regimes designed to thwart socialist revolution and political mobilization. The influence of the United States in Latin American security regimes and "containment" activities will receive special attention. Graduate degree credit will not be given for both HIST 4743 and HIST 6743.

HIST 6983. History of the Ottoman Empire, 1300-1923. 3 Hours.

History of the Ottoman Empire from its emergence as frontier principality in Anatolia ca. 1300, through its heyday as a major imperial power on three continents in the fifteenth through the eighteenth centuries, ending with its encounter with western imperialism and nationalism in the nineteenth and early twentieth centuries.

HIST 700V. Doctoral Dissertation. 1-18 Hour.

Independent research and writing leading to the completion of a doctoral dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

HIST 7023. Historical Methods. 3 Hours.

(Formerly HIST 5023.) Practical introduction to historical research and writing. Consists of lecture, library reading, and class criticism of research papers.

Prerequisite: Graduate standing.

This course is equivalent to HIST 6023.

HIST 7043. Historiography (Irregular). 3 Hours.

(Formerly HIST 5043.) Survey of the history of historical writing and a study of the important schools and historical interpretation. Prerequisite: Graduate standing.

This course is equivalent to HIST 6043.

HIST 7053. Reading Seminar in Asian History (Irregular). 3 Hours.

(Formerly HIST 5053.) Concentrated reading in selected specialized areas of Asian history. Prerequisite: Advanced graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6053.

HIST 7103. Reading Seminar in American History (Irregular). 3 Hours.

(Formerly HIST 5103.) Historiographical and bibliographical study of special areas of U.S. history, such as Antebellum America, the Civil War, etc. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6103.

HIST 7123. Research Seminar in American History (Irregular). 3 Hours.

(Formerly HIST 5123.) Research projects in selected fields of American history, such as the Civil War, Antebellum America, etc. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6123.

HIST 7133. Reading Seminar in European History (Irregular). 3 Hours.

(Formerly HIST 5133.) Historiographical and bibliographical study of special periods in European history, such as the Roman Empire, the late Middle Ages, the French Revolution, etc. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6133.

HIST 7143. Research Seminar in European History (Irregular). 3 Hours.

(Formerly HIST 5143.) Research projects in selected fields of European history, such as the French Revolution, humanism, etc. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6143.

HIST 7153. Reading Seminar in British History (Irregular). 3 Hours.

(Formerly HIST 5153.) Historiographical and bibliographical study of selected periods of British history. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6153.

HIST 7163. Research Seminar in British History (Irregular). 3 Hours.

(Formerly HIST 5163.) Research projects in selected fields of British history. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6163.

HIST 7213. Reading Seminar in Middle Eastern History (Irregular). 3 Hours.

(Formerly HIST 5213.) Historiographical and bibliographical study of special areas of Middle Eastern history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6213.

HIST 7233. Research Seminar in Middle Eastern History (Irregular). 3 Hours.

(Formerly HIST 5233.) Research projects in selected fields of Middle Eastern history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6233.

HIST 7313. Reading Seminar in Latin American History (Irregular). 3 Hours.

(Formerly HIST 5313.) Historiographical and bibliographical study of special areas in Latin American history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6313.

HIST 7323. Research Seminar in Latin American History (Irregular). 3 Hours.

(Formerly HIST 5323.) A research seminar for the production of a major research project in Latin American history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6323.

HIST 7353. Reading Seminar in Medieval History (Irregular). 3 Hours.

(Formerly HIST 5353.) Historiographical and bibliographical study of special areas in medieval history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6353.

HIST 7363. Research Seminar in Medieval History (Irregular). 3 Hours.

(Formerly HIST 5363.) A research seminar for the production of a major research project in medieval history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6363.

HIST 7373. Reading Seminar in Ancient History (Irregular). 3 Hours.

(Formerly HIST 5373.) Historiographical and bibliographical study of special areas in ancient history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6373.

HIST 7383. Research Seminar in Ancient History (Irregular). 3 Hours.

(Formerly HIST 5383.) A research seminar for the production of a major research project in ancient history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6383.

HIST 7413. Reading Seminar in African History (Irregular). 3 Hours.

(Formerly HIST 5413.) Historiographical and bibliographical study of selected periods and/or topics in African history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6413.

HIST 7423. Research Seminar in African History (Irregular). 3 Hours.

(Formerly HIST 5423.) A seminar for the production of a major research project in selected fields of African history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6423.

HIST 7433. Reading Seminar in Caribbean History (Irregular). 3 Hours.

(Formerly HIST 5433.) Historiographical and bibliographical study of special areas in Caribbean history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6433.

HIST 7443. Research Seminar in Caribbean History (Irregular). 3 Hours.

(Formerly HIST 5443.) A research seminar for the production of a major research project in Caribbean history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6443.

HIST 7453. Reading Seminar in Global History (Irregular). 3 Hours.

Graduate seminar adopting global perspectives on Europe, US, Asia, Africa, Latin America. Decentering narratives focusing on regional approaches, the course examines the global implications of various historical developments. May be repeated for up to 6 hours of degree credit.

This course is equivalent to HIST 6453.

Horticulture (HORT)

Wayne Mackay

Department Head

316 Plant Sciences Building

479-575-2603

Email: mackay@uark.edu (mackay@uark.edu)

Department of Horticulture Website (<http://Hort.uark.edu>)

Degree Conferred:

M.S. (HORT)

Ph.D. (PTSC) (See Plant Science (p. 263))

The Department of Horticulture offers a thesis and non-thesis option for the M.S. degree. The non-thesis program was developed for continued and advanced education in horticulture management. The program is directed toward students entering careers in horticulture upon completion of the degree, or students requiring additional education for advancement in their careers.

Genetics and plant breeding of fruit, vegetable, or ornamental crops; physiology, management and production of fruit, vegetable, greenhouse, or ornamental crops and landscape plantings; physiology and management of turfgrasses; and biotechnology.

M.S. in Horticulture

Prerequisites to Master of Science Degree Program (Thesis Option):

A candidate must have a B.S. degree from an accredited institution with a background in physical and biological sciences, horticulture, and supporting agricultural disciplines. The student will work with a major adviser, who will arrange a committee to evaluate the student's background and plan a program of study with the student.

Requirements for the Master of Science Degree (Thesis Option):

A minimum of 24 semester hours of graduate level course work and 6 hours of thesis are required, in addition to any deficiency courses that may be specified. The student's advisory committee will also serve as the thesis and oral examination committee.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Prerequisites to Master of Science Degree Program (Non-thesis Option):

Students seeking to pursue the non-thesis option must meet

all admission criteria for the UA Graduate School. Applicants should have completed a B.S. or B.A. degree and have had course work in plant sciences, biology, botany, horticulture, or three years of experience in a plant science related career. Additionally, students seeking admission into the M.S. non-thesis option must submit three letters of reference regarding academic and professional experiences and potential. No professional examinations are required for admission.

Requirements for the Master of Science Degree (Non-thesis

Option): A minimum of 30 hours of graduate course work as approved by the student's academic advising committee and within the requirements prescribed below. Specific Degree Requirements follow:

HORT 503V	Special Problems Research	1-6
HORT 5001	Seminar (Sp, Fa)	1
Nine hours of HORT courses		9
BIOL 4303	Plant Physiology	3
AGST 5023	Principles of Experimentation	3
	or AGST 5014 Experimental Design	

1. Horticulture Block – A minimum of 20-21 hours including:
2. Plant and Agricultural Science Block – A minimum of 8-9 hours including: Course work in BIOL, CSES, AGST, PLPA, PTSC, ENTO, AGECE, AGME, AGED, LARC, or HORT.
3. Students must pass a written and oral examination to be given by their advising committee upon completion of their course work and submission of special project.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

The Ph.D. program in plant science is an interdepartmental program involving the Departments of Horticulture and Plant Pathology.

The dissertation and most of the course work may be completed in horticulture. Find out more in the Ph.D. requirements in Plant Science (p. 263).

Graduate Faculty

Carson, Janet B., M.S. (University of Arkansas), Associate Professor, 1992.

Clark, John R., Ph.D. (University of Arkansas), M.S., B.S. (Mississippi State University), Distinguished Professor, 1983.

Garcia, M. Elena, Ph.D., M.S. (University of Arkansas), B.A. (University of Arkansas at Little Rock), Professor, 2005.

Karcher, Douglas Edward, Ph.D., M.S. (Michigan State University), B.S. (The Ohio State University), Professor, 2000.

Lee, Jacquelyn A., Ph.D., M.S. (University of Arkansas), B.S. (Arkansas Technical University), Associate Professor, 2016.

Mackay, Wayne A., Ph.D. (University of Maryland), M.S. (University of Delaware), B.S. (Virginia Polytechnic Institute and State University), Professor, 2014.

McDonald, Garry Vernon, Ph.D., M.S., B.S.A. (Texas A&M University), Clinical Assistant Professor, 2016.

McWhirt, Amanda L., Ph.D. (North Carolina State University), M.S. (Louisiana State University), B.S. (Tarleton State University), Assistant Professor, 2016.

Richardson, Mike, Ph.D. (University of Georgia), M.S. (Louisiana State University), B.S. (Louisiana Tech University), Professor, 1998.

Robbins, James A., Ph.D. (University of California-Davis), M.S. (University of Georgia), B.S. (University of Wisconsin), Professor, 1998.

Rom, Curt R., Ph.D., M.S. (The Ohio State University), B.S. (University of Arkansas), University Professor, 1989.

Shi, Ainong, Ph.D. (North Carolina State University), M.S. (Graduate School of Chinese Academy of Agricultural Sciences), B.S. (Zhejiang University), Assistant Professor, 2013.

Worthington, Margaret L., Ph.D. (North Carolina State University), M.S. (University of California-Davis), B.S. (Duke University), Assistant Professor, 2016.

Courses

HORT 5001. Seminar (Sp, Fa). 1 Hour.

Review of scientific literature and oral reports on current research in horticulture. May be repeated for up to 4 hours of degree credit.

HORT 501V. Special Topics in Horticulture, Turf or Landscape. 1-6 Hour.

(Formerly HORT 401V.) Topics related to horticulture, turfgrass or landscape science or management not covered in other courses or a more intensive study of a specific topic. Graduate degree credit will not be given for both HORT 401V and HORT 501V. May be repeated for degree credit.

HORT 502V. Horticulture Judging and Competition Activity (Irregular). 1-6 Hour.

(Formerly HORT 402V.) Training for and participation on horticultural identification, judging and competitive teams. Graduate degree credit will not be given for both HORT 402V and HORT 502V. Prerequisite: HORT 2003. May be repeated for up to 6 hours of degree credit.

HORT 503V. Special Problems Research. 1-6 Hour.

Original investigations on assigned problems in horticulture. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HORT 5043. Advanced Plant Breeding (Odd years, Sp). 3 Hours.

Application of genetic principles to the improvement of crop plants. Presentation of conventional plant breeding methods and special techniques such as polyploidy, interspecific hybridization and induced mutation. Lecture 3 hours per week. Prerequisite: BIOL 2323 and BIOL 2321L or (ANSC 3123 and CSES 4103).

HORT 5103. Plant Growth and Development (Fa). 3 Hours.

This course will focus on environmental and developmental processes of plant growth and development. A student completing this course should have an understanding of the developmental processes of plant growth and how environmental factors interact to affect and control plant growth and development.

HORT 5113. Fruit Production Science and Technology. 3 Hours.

(Formerly HORT 4103.) The management technologies and cultural practices of fruit crops including (but not limited to) blueberries, blackberries, raspberries, strawberries, grapes, peaches, and apples will be presented. The underlying scientific principles of crop genetics, nutrition, and physiology will be presented as a basis for making management decisions in fruit crop productions. Graduate degree credit will not be given for both HORT 4103 and HORT 5113. Corequisite: Lab component. Prerequisite: HORT 2003.

HORT 5143. Professional Landscape Management. 3 Hours.

Principles and practices of landscape management and maintenance. Topics include low maintenance and seasonal color design, pruning and hazard tree management, water and fertilizer management, pesticide use, and other maintenance activities. Basic elements of marketing, specifications and contracts, estimating, personnel management, and equipment selection and acquisition relevant for landscape services will be introduced. Preparatory training in agribusiness or business is suggested. Prerequisite: HORT 2003 and HORT 3103.

HORT 5203. Temperature Stress Physiology (Sp). 3 Hours.

This course will teach students how to apply biological, chemical and physical principles to models of how plants are damaged by temperature extremes and how they change to increase resistance. Student will apply these principles to better understand plant responses to other environmental challenges, including both biotic and abiotic stresses.

HORT 530V. Special Problems. 1-6 Hour.

(Formerly HORT 400V.) Original investigations on assigned problems in horticulture. Graduate degree credit will not be given for both HORT 400V and HORT 530V. May be repeated for up to 6 hours of degree credit.

HORT 5333. Professional Landscape Installation and Construction. 3 Hours.

(Formerly HORT 4033.) Principles and practices involved in landscape installation and construction. Topics covered include sequencing construction activities, protecting existing trees, landscape soils, selecting plants, planting and transplanting plant materials, wood construction, cement and masonry construction, and low-voltage lighting. Lecture 3 hours per week. Preparatory training in agribusiness or business is suggested. Graduate degree credit will not be given for both HORT 4033 and HORT 5333. Prerequisite: HORT 2003.

HORT 5403. Plant Propagation. 3 Hours.

(Formerly HORT 4403.) Principles of plant propagation using seeds, cuttings, grafting, budding, layering, and tissue culture. The physiological basis of propagation is described. Knowledge of plant growth and physiology is needed. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both HORT 4403 and HORT 5403. Corequisite: Lab component. Prerequisite: BIOL 1613 and BIOL 1611L.

HORT 5413. Horticulture Physiology. 3 Hours.

(Formerly HORT 4413.) This course provides students with a background into the physiological processes of plants with an emphasis on horticultural crops and how the processes relate to horticultural crop production practices. Among the topics covered are photosynthesis, respiration, water relations and morphogenesis. Graduate degree credit will not be given for both HORT 4413 and HORT 5413. Prerequisite: HORT 2003 and CHEM 1073.

HORT 5503. Sustainable Nursery Production. 3 Hours.

(Formerly HORT 4503.) This course addresses issues and practices involved in production of quality woody nursery crops (e.g. trees and shrubs produced in open filed and containerized systems). Graduate degree credit will not be given for both HORT 4503 and HORT 5503.

HORT 5701L. Greenhouse Management and Controlled Environment Horticulture Laboratory. 1 Hour.

(Formerly HORT 4701L.) Laboratory involving hands-on experiments designed to demonstrate principles discussed in the lecture section. Includes field trips. Graduate degree credit will not be given for both HORT 4701L and HORT 5701L. Corequisite: HORT 5703.

HORT 5703. Greenhouse Management and Controlled Environment Horticulture. 3 Hours.

(Formerly HORT 4703.) Operation and management of greenhouses and other controlled environments used in horticultural production. Emphasis on system design and construction, control of light intensity and photoperiod, heating and cooling systems, substrates, mineral nutrition, water quality and irrigation systems. Graduate degree credit will not be given for both HORT 4703 and HORT 5703. Prerequisite: HORT 2003 and CHEM 1073.

HORT 5801L. Greenhouse Crops Production Laboratory. 1 Hour.

(Formerly HORT 4801L.) Laboratory involving hands-on experiments designed to demonstrate principles discussed in the lecture section. Includes field trips. Graduate degree credit will not be given for both HORT 4801L and HORT 5801L. Corequisite: HORT 5803.

HORT 5803. Greenhouse Crops Production. 3 Hours.

(Formerly HORT 4803.) Principles and practices of production and marketing of crops commonly grown in controlled environments including flowering containerized herbaceous species, geophytes, annual and perennial bedding plants, hydroponic vegetables and herbs. Graduate degree credit will not be given for both HORT 4803 and HORT 5803. Prerequisite: HORT 4703 or HORT 5703 (formerly HORT 4703).

HORT 5903. Golf and Sports Turf Management. 3 Hours.

(Formerly HORT 4903.) Turf management techniques for golf courses, and athletic fields including species selection, root-zone construction and modification, fertilization, mowing, irrigation and pest control. Graduate degree credit will not be given for both HORT 4903 and HORT 5903. Corequisite: Lab component. Prerequisite: CSES 2203 and CSES 2201L and (HORT 2303 or HORT 3403).

HORT 5913. Rootzone Management for Golf and Sports Turf. 3 Hours.

(Formerly HORT 4913.) An overview of the fundamental concepts of the physical and chemical properties of rootzones as related to construction and turfgrass management. Graduate degree credit will not be given for both HORT 4913 and HORT 5913. Prerequisite: HORT 2303.

HORT 5921. Golf Course Operations. 1 Hour.

(Formerly HORT 4921.) This course is designed to cover specific aspects of golf course operations that would not be included in traditional turfgrass management courses. Topics will include budgeting, personnel management, tournament setup and operation, dealing with golf club committees, communication, and other relevant topics related to managing a golf course maintenance operation. Graduate degree credit will not be given for both HORT 4921 and HORT 5921. Prerequisite: HORT 4903 or HORT 5903 (formerly HORT 4903).

HORT 5932. Turf Best Management Practices. 2 Hours.

(Formerly HORT 4932.) The course covers the impacts of turfgrass management practices on turf quality and the environment. In addition, the identification, biology, and control practices for the major insects, diseases, and weeds that infest turf will be covered. Emphasis will be placed on management strategies that include both chemical and non-chemical approaches to the prevention and control of common turfgrass pests. Graduate degree credit will not be given for both HORT 4932 and HORT 5932. Prerequisite: HORT 2303 and 6 hours selected from CSES 2003, PLPA 3004, and ENTO 3013.

HORT 600V. Master's Thesis (Sp, Su, Fa). 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

HORT 602V. Special Topics in Horticulture. 1-3 Hour.

Discussion and advanced studies on selected topics in genetics, plant breeding, physiology and culture of horticultural crops. Prerequisite: Graduate standing. May be repeated for degree credit.

HORT 6033. Molecular Plant Breeding. 3 Hours.

In-depth study of genetic improvement and techniques. Covers both current and classical literature. Topics to be discussed: haploidy, genetic control of pairing, somatic instability, tissue culture and protoplast fusion, and male sterility. Lecture discussion 3 hours per week. Prerequisite: BIOL 2323 and BIOL 2321L (or ANSC 3123 and CSES 4103 or equivalent).

Human Environmental Sciences (HESC)

M.E. Betsy Garrison

Director

118 Home Economics Building

479-575-4305

Zola Moon

Graduate Coordinator

118 Home Economics Building

479-575-5123

Email: zmoon@uark.edu

Human Environmental Sciences website (<http://human-environmental-sciences.uark.edu/academics/graduate-studies>)

Degree Conferred:

M.S.H.E.S. (HESC)

Areas of Study: Apparel merchandising and product development; human nutrition and hospitality innovation; human development and family sciences; and general human environmental sciences.

M.S.H.E.S. in Human Environmental Studies

Prerequisites to Degree Program: Applicants are expected to have sufficient undergraduate preparation to be admitted to the program. An admissions committee that is appointed by the Director at the time an application for admission is received determines eligibility for admission to any of the program areas. The admissions committee specifies any deficiencies in admission requirements that must be met by students who are admitted.

Requirements for the Master of Science Degree: The School of Human Environmental Sciences requires that at least 50 percent of the course requirements be earned from courses at the 5000 or 6000 level. This degree allows for a thesis and non-thesis option. Students who have research assistantships funded by the Arkansas Agricultural Experiment Station are required to participate in the thesis option. The thesis option is also recommended for students who plan to continue their education beyond the Master of Science degree.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Thesis Option: The thesis option requires a minimum of 30 semester hours. Of those 30 hours, six semester hours of thesis research are required and at least 12 hours of course work must originate within the area of concentration. Students must also take at least one course each in graduate statistics and research methods.

Non-thesis Option: The non-thesis option is available for students in any concentration who are pursuing their degree through distance education. Students may take any or all of their courses online. The non-thesis option requires a minimum of 33 semester hours of graduate level course work. A minimum of 15 of the semester hours must originate in the student's area of concentration. Students must also take at least one course each in graduate statistics and research methods. Non-thesis track students are required to pass both written and oral comprehensive exams. Students are strongly encouraged to consult with their advisers and the program website for the sequencing and availability of distance education courses offered by the School of Human Environmental Sciences.

Graduate Faculty

Apple, Laurie Marie McAlister, Ph.D. (Oklahoma State University), M.S., B.S. (University of Arkansas), Associate Professor, 2000.

Atiles, Julia, Ph.D. (Virginia Polytechnic Institute and State University), M.S. (Florida State University), B.S. (Virginia Polytechnic Institute and State University), Instructor, 2016.

Balasubramanian, Mahendran, Ph.D. (Oklahoma State University), M.S. (Auburn University), B.Tech. (Anna University), Assistant Professor, 2017.

Becnel, Jennifer N., Ph.D. (Arizona State University), M.A. (University of California-San Francisco). B.A. (San Diego State University), Assistant Professor, 2014.

Cheramie, Lance M., M.S. (University of Arkansas), B.S. (Nicholls State University), Instructor, 2002.

Cho, Eunjoo, Ph.D. (Iowa State University), M.S., B.S. (Hanyang University, Seoul), Assistant Professor, 2013.

Fuller, Serena M., Ph.D. (University of California, Davis), Associate Professor, 2014.

Garrison, Mary Elizabeth, Ph.D., M.S. (Iowa State University), B.S. (Benedictine College), Professor, 2014.

Hamm, Cora, M.S. (New York University), Instructor, 2016.

Herold, Laura K., Ph.D., M.A. (University of Michigan), B.A. (Oberlin College), Clinical Assistant Professor, 2015.

Hill, Laura, Ph.D., M.S. (University of Arkansas), B.S. (John Brown University), Instructor, 2017.

Hubert, Stephanie K., M.S. (University of Arkansas), B.S. (Kansas State University), Instructor, 2015.

Killian, Timothy Scott, Ph.D. (University of Missouri-Columbia), M.A. (Wheaton College), B.A. (Central Bible College), Associate Professor, 2001.

Kim, Jae Kyeom, Ph.D. (University of Minnesota), M.S., B.S. (Korea University), Assistant Professor, 2016.

Moon, Zola, Ph.D., M.A. (University of Arkansas), B.A. (Hendrix College), Clinical Associate Professor, 2001.

Mosley, Jacquelyn Dee, Ph.D. (Texas Tech University), M.S. (Arizona State University), B.A. (University of Northern Iowa), Associate Professor, 2010.

Moxley, Shari Coleman, Ph.D. (University of North Carolina), Instructor, 2013.

O'Brien, Catherine, Ph.D. (University of Illinois, Chicago), M.P.H. (San Diego State University), M.A. (University of California, San Diego), B.S.Ed. (University of Wisconsin, Madison), Instructor, 2016.

Robertson, Lona, Ed.D. (Indiana University, Bloomington), M.S., B.S. (Florida State University), Professor, 2006.

Smith, Kathy, Ed.D., M.S. (University of Arkansas), B.S. (The Ohio State University), Clinical Associate Professor, 1999.

Southward, Cheryl Leigh, Ph.D., M.S., B.S. (University of Tennessee), Associate Professor, 2008.

Traywick, La Vona, Ph.D. (University of Kentucky), Associate Professor, 2007.

Trudo, Sabrina P., Ph.D. (University of Washington), B.S. (Brigham Young University), Associate Professor, 2015.

Washburn, Lisa T., Ph.D. (University of Arkansas for Medical Sciences), Assistant Professor, 2001.

Way, Kelly Ann, Ph.D., M.S., B.S. (Oklahoma State University), Associate Professor, 2006.

Apparel Merchandising and Product Development Courses

AMPD 4023. Merchandising Application for the Apparel Industry. 3 Hours.

Application of merchandising theory, principles and practices in a capstone class. An in depth study of innovative apparel business concepts as applied to manufacturers and retailers of apparel including apparel classification, seasonal cycles, stock emphasis, assortment strategies, target customers, and apparel trends. Includes an overview of marketing communication including advertising, personal selling, and sales promotion. Prerequisite: AMPD 3033 and AMPD 3043.

AMPD 4033. Computer Aided Textile Design. 3 Hours.

This course is designed to give students advanced skills in textile design using industry based computer aided design (CAD) software. Lab 4 hours per week. Prerequisite: AMPD 2033 and AMPD 2053.

AMPD 4053. Historic and Contemporary Apparel. 3 Hours.

This course traces the evolution of clothing from ancient times to the twentieth century with emphasis upon Western civilization and includes the study of contemporary fashion as a social force including the origin, scope, theory, and history of the fashion business, the materials of fashion, the fashion producers, auxiliary fashion enterprises, designers, fashion leaders, and leading market. Cultural and economic factors affecting dress, adornment and customs associated dress will be stressed. The Lecture 3 hours per week. Prerequisite: Junior or senior standing or instructor consent.

AMPD 4063. Advanced Apparel Production. 3 Hours.

An advanced study of product development incorporating technology used in the industry for a career in fashion merchandising and/or product development in a computer laboratory environment. Laboratory 6 hours per week. Prerequisite: AMPD 2033, AMPD 2063 and AMPD 3003.

AMPD 4093. Apparel Merchandise Planning and Inventory Control. 3 Hours.

Describes today's challenges for both apparel manufacturers and retailers in meeting the consumer's demands for the right products at the right prices - and at the right times. Follows the evolution of the merchandising function with emphasis on production efficiency, highlighting the philosophies of industry executives and the effective integration of the merchandising, store design, marketing, the apparel supply chain and manufacturing functions along the way. Prerequisite: AMPD 3033.

AMPD 4103. Evolution of Fashion and Society Through Television Media. 3 Hours.

This course uses television programming from its early beginnings in the 1930s through to the twenty-first century to trace major events, societal changes, and the associated evolution of fashion. The course examines television both as an innovator and diffuser of fashion trends.

AMPD 4111. History of Apparel Through Film from 1900 to Present. 1 Hour.

This course uses historic costume films to trace the evolution of clothing from 1900 to Present. Emphasis is placed on societal aspects such as politics, religion, economy, technology, education, sports, class structure, and gender roles, and how they affect and change dress. Web based course.

AMPD 4901. AMPD Pre-Study Tour. 1 Hour.

A study of specific regional and international fashion markets for apparel studies in preparation for AMPD 491V AMPD Study Tour. The course examines the design, production, distribution and retailing of fashion goods from couture fashion to mass markets. AMPD 4901 is content specific to each AMPD 491V study tour and must be repeated for each study tour destination. A grade of "C" or better is required to participate in AMPD 491V. Prerequisite: 2.0 minimum GPA. AMPD majors with minimum 30 hours, or consent. May be repeated for up to 4 hours of degree credit.

AMPD 491V. AMPD Study Tour. 2-6 Hour.

An on-site study of specific regional and international fashion markets for apparel merchandising and product development. Course further examines the design, production, distribution and retailing of fashion goods from couture fashion to mass markets as outlined in AMPD 4901. Course includes study trip; length based upon destination. Additional fees required. Course will also be offered each May and August Intersession. Prerequisite: AMPD 4901 (with a C or better), 2.0 min. GPA, AMPD major with min. 30 hours, and instructor consent. Corequisite: AMPD 4901 (with a C or better, if corequisite, must have C or better at time of trip), 2.0 min. GPA, AMPD major with min. 30 hours, and instructor consent. May be repeated for up to 24 hours of degree credit.

AMPD 5003. Apparel Sourcing and Merchandising Systems in the Global Economy. 3 Hours.

Evaluation of key issues facing textiles and apparel supply chain businesses in the global economy considering economic, political, and social perspectives and professional implications. Lecture 3 hours.

AMPD 5013. Advanced Apparel Pattern Design. 3 Hours.

Use of computer aided design technology to perform pattern making techniques for apparel production. Laboratory 5 hours per week. Prerequisite: AMPD 3003.

AMPD 5023. Social, Psychological and Cultural Aspects of Dress. 3 Hours.

Integration of social, psychological and cultural theories as they apply to appearance and clothing behavior. Lecture 3 hours.

AMPD 5033. Issues and Trends in Textile Studies. 3 Hours.

Studies of advances in textile science and recent developments in the textile industry. Lecture 3 hours.

AMPD 5043. Theories and Practices in Apparel Merchandising. 3 Hours.

Theoretical perspectives, concepts and current practices that influence apparel merchandising. Lecture 3 hours.

AMPD 5053. Survey Design and Scale Development. 3 Hours.

This course is designed to provide the expertise required to design and conduct survey research. Students will understand the instruments (scales/questionnaire) used in data collection processes and acquire the statistical skills necessary to develop and test these survey instruments. This course uses both theory and practice. Hands-on training will be provided via SPSS package for data analyses, and Qualtrics will be used for web-based surveys. Prerequisite: 3 hours of graduate-level statistics coursework and HESC 5463 or AGED 5463 or instructor consent.

AMPD 5211. History of Apparel Through Film to 1900. 1 Hour.

(Formerly AMPD 4011.) This course uses historic costume films to trace the evolution of clothing from ancient Egypt to the Twentieth Century. Emphasis is placed on societal aspects such as politics, religion, economy, technology, education, sports, class structure, and gender roles, and how they affect and change dress. Web-based course. Graduate degree credit will not be given for both AMPD 4011 and AMPD 5211.

Hospitality Courses

HOSP 4633. Hospitality Operations and Financial Analysis (Sp, Fa). 3 Hours.

This course is an in-depth, comprehensive study of hospitality operations, with emphasis on financial statements and other accounting reports that are usually used by management staffs for strategic decision making. It includes the application of computer software and human resource management skills. Pre- or Corequisite: AGME 2903 or ISYS 1123 and HOSP 3633. Prerequisite: AGECE 2142 and AGECE 2141L or ACCT 2013.

HOSP 5633. Hospitality Operations and Financial Analysis. 3 Hours.

In-depth comprehensive study, strategic planning and analysis of the manager's role in successful hotel operations including application of human resource management skills. Emphasis will be placed on strategic decision making, operating procedures, budgeting, financial analysis, problem solving skills, and the technical skills necessary for effective hospitality operations.

HOSP 5643. Meetings and Convention Management (Fa). 3 Hours.

Focuses on the planning and management of meetings and conventions in the hospitality industry.

HOSP 5653. Global Travel and Tourism Management (Sp). 3 Hours.

The course recounts the history of travel, explores the future, and discusses the components of tourism from a global perspective.

HOSP 5663. Critical Issues and Trends in Hospitality and Tourism. 3 Hours.

The hospitality industry is arguably one of the most important sources of income and foreign exchange and is growing rapidly. However, national and international crises have huge negative economic consequences. This course explores change in the world and applies this to forecasting change in the hospitality and tourism industries. This course examines the current state of the industry and makes educated predictions to the future of the lodging, cruise, restaurant, technology, and travel and tourism industries.

HOSP 5673. Destination Marketing and Operations (Sp). 3 Hours.

This course is designed to provide students with a basic understanding of the tasks and processes involved in running a successful destination of management organization (DMO). This course places heavy emphasis on destination marketing. Prerequisite: HOSP 1603.

HOSP 5683. Food and Wine Management, Service and Evaluation (Fa). 3 Hours.

This course provides students with knowledge of the sensory relationship of wine and food and the important role this process has on gastronomic satisfaction and gastronomic tourism. Course topics will include developing and marketing the wine/food tourism product, wine and food pairing as a hierarchical process, gastronomic identity, Old and New World traditions, managing a food and wine program, trends in food and wine, and promoting Arkansas food and wine. Students must be at least 21 years old. Students are required to complete an alcohol compliance education program prior to taking course. Students who may not imbibe for any reason should speak with the instructor about an accommodation and alternative assignments. Prerequisite: HOSP graduate students only and instructor consent required.

HOSP 5693. Hospitality Management Internship. 3 Hours.

Supervised experience in an instructor approved work /learning situation relating to the hospitality industry in multiple aspects of a hospitality organization. Emphasis on application of knowledge and skills to actual job roles and responsibilities. Requires employment in a hospitality setting for a minimum of 250 clock hours. Prerequisite: Instructor consent.

Human Environmental Sciences Courses**HESC 400V. Special Problems. 1-6 Hour.**

May be repeated for up to 6 hours of degree credit.

HESC 455V. Special Topics. 1-6 Hour.

Topics not covered in other courses, a focused study of specific topics in the students' areas of concentration. May be repeated for up to 6 hours of degree credit.

HESC 502V. Special Problems Research. 1-6 Hour.

Individual study or research for graduates in the field of human environmental sciences.

HESC 5233. Childhood Obesity: Context and Preventions. 3 Hours.

A multidisciplinary course that focuses on the context and prevention of childhood obesity. Directed readings and discussion will center on an ecological approach: identifying the problem(s) and behavioral and environmental factors and their interactions, as well as predisposing, enabling, and reinforcing factors, and action plan(s). The issue is addressed from a multidisciplinary perspective, including economics, marketing, child development, nutrition, and health behavior.

HESC 5463. Research Methodology in Social Sciences. 3 Hours.

Logical structure and the method of science. Basic elements of research design; observation, measurement, analytic method, interpretation, verification, presentation of results. Applications to research in the economic and sociological problems of agriculture and Human Environmental Sciences. Prerequisite: Graduate standing. This course is cross-listed with AGED 5463.

HESC 555V. Special Topics in Human Environmental Sciences. 1-3 Hour.

Topics not covered in other courses or a more intensive study of specific topics in the specializations of human environmental sciences.

HESC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

HESC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Nutrition Courses**NUTR 4213. Advanced Nutrition. 3 Hours.**

Normal nutrition with emphasis on utilization of nutrients. Lecture and reports on current literature 3 hours per week. Prerequisite: CHEM 3813 and NUTR 3203.

NUTR 4243. Community Nutrition. 3 Hours.

Identifying, assessing, and developing solutions for nutritional problems encountered at the local, state, federal, and international levels. Lecture 3 hours per week. Prerequisite: NUTR 1213.

NUTR 521V. Readings in Nutrition. 1-6 Hour.

Seminar and individual study. Prerequisite: Instructor consent.

NUTR 5223. Nutrition During the Life Cycle. 3 Hours.

Study of normal nutrition emphasizing quantitative needs for nutrients as functions of biologic processes that vary during stages of the life cycle. Nutritive needs during pregnancy and childhood are emphasized with some attention to nourishing aging and elderly adults. Factors that affect food choices and eating behavior are also considered. Lecture 3 hours per week. On campus and web-based delivery is offered. Prerequisite: Graduate standing and consent of instructor.

NUTR 5263. Medical Nutrition Therapy I. 3 Hours.

Principles of medical nutrition therapy with emphasis on Nutrition Care Process, and the pathophysiology and current standards of practice for diseases and disorders. Lecture 3 hours per week. Prerequisite: Graduate standing and consent of instructor.

NUTR 5273. Medical Nutrition Therapy II. 3 Hours.

Principles of medical nutrition therapy with emphasis on the Nutrition Care Process, and the pathophysiology and current standards of practice for diseases and disorders. Lecture 3 hours per week. Prerequisite: NUTR 5263.

Human Resource and Workforce Development Education (HRWD)

Vicki Dieffenderfer

Coordinator, HRWD Graduate Studies

101 Graduate Education Building

479-575-5239

Email: vmdieffe@uark.edu

Degrees Offered:

M.Ed. in Human Resource and Workforce Development Education

Ph.D. in Human Resource and Workforce Development Education

Both the master's degree and the doctoral degree are offered online.

For more information about the online offerings, visit the Global Campus descriptions of the Master of Education program (<http://online.uark.edu/programs/master-education-human-resource-workforce-development-education.html>) or the Doctor of Education program (<http://online.uark.edu/programs/doctor-education-human-resource-workforce-development-education.html>).

Program Description: The Human Resource and Workforce Development Education program prepares scholar/practitioners to be educators, managers, and consultants in academic, public, and private settings. This program focuses on human resource and workforce development (HRD) theory and best practices. The core values are excellence, intellectual freedom, integrity, service, learning, diversity and stewardship. The M.Ed. program is a 33-hour non-thesis online program. The Ed.D. program offers a Doctor of Education degree in Human Resource and Workforce Development Education. This program is designed for students who seek leadership careers in education, business, or industry settings. The Ed.D. program is a 96-hour online program.

M.Ed. in Human Resource and Workforce Development Education

Admission Requirements for the Master of Education Degree

Program: All candidates who seek admission to the program must submit

an application for admission and an application fee to the Graduate School. Applicants must meet all Graduate School requirements for admission with the exception of standardized tests. A minimum grade-point average (GPA) of 3.0 on the last 60 hours of attempted course work prior to the receipt of the baccalaureate degree from a regionally accredited institution is required for admission into the program.

Requirements for the Master of Education (M.Ed.) Degree: The student's program of study consists of the requirements listed below. Graduation requirements include (1) completing 33 semester hours (no thesis) with a minimum cumulative GPA of 3.0 (six hours may be transferred in but will not be calculated into the GPA); and (2) passing a Capstone Course in the final academic semester.

Required Core for Human Resource and Workforce Development Education – 21 hours

Required Research Courses

ESRM 5013	Research Methods in Education (Students can also take ESRM 5393 Statistics in Education and Health Professions)	3
HRWD 5433	HRWD Capstone (Sp, Su, Fa)	3

HRWD Core Courses

Career Development Pillar

HRWD 5113	Foundations of Human Resource & Workforce Development (Sp, Su, Fa)	
HRWD 5123	Career Transitions (Sp)	
HRWD 5133	HRWD Diversity Issues (Fa)	

Organization Development Pillar

HRWD 5213	Organizational Analysis	
HRWD 5223	Strategic Human Resource and Workforce Development Education	
HRWD 5233	HRWD Employment, Legal, and Ethical Issues (Sp)	

Training and Development Pillar

HRWD 5313	Facilitating Learning in the Workplace (Sp)	
HRWD 5323	International HRWD	
HRWD 5333	HRWD Technological Resources (Fa)	

Supplemental Courses

HRWD 571V	Independent Study	
HRWD 572V	Workshop	
HRWD 573V	Experiential Learning	

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ed.D. in Human Resource and Workforce Development Education

Admission Requirements for the Doctor of Education (Ed.D.)

Degree Program: Applicants may obtain detailed instructions for application to the program at the Global Campus website (<http://wded.uark.edu/4529.htm>). You may also email RHRCgrad@uark.edu with questions about the admissions process. The Human Resource and Workforce Development Education faculty considers the following factors important in determining admission to the program:

1. Demonstration of interest in a career in human resource and workforce development education through an interview with the department's admissions committee.

2. Evidence of potential to contribute to the advancement of the field of workforce development education through research and professional leadership.
3. Previous work experience.
4. Commitment to an online delivery program.
5. Graduate grade point average
6. Old Graduate Record Examination Score: 1000 combined scores of verbal and quantitative, and a 4.0 on analytical writing.
7. New Graduate Record Examination Score: Verbal – 153; Quantitative – 150; and a 4.0 on analytical writing. Scores are valid for five years.

In addition to meeting university requirements for admission to the Graduate School (<https://graduate-and-international.uark.edu/graduate/future-students>), applicants must apply to the Human Resource and Workforce Development Education program by submitting an application for admission specific to the Ed.D program in Human Resource and Workforce Development Education, an autobiographical sketch, and a resume via email to RHRCgrad@uark.edu.

Requirements for the Ed.D. Degree in Human Resource and Workforce Development Education: Candidates for the Doctor of Education Degree in Human Resource and Workforce Development Education must complete a minimum of 96 total semester hours of graduate study.

Human Resource and Workforce Development Education:

Research and Statistics – 33 hours (including 18 dissertation hours)

ESRM 6403	Educational Statistics and Data Processing	3
HRWD 6313	Project and Program Evaluation (Even years, Sp)	3
HRWD 6323	Qualitative Research Design and Analysis (Even years, Sp)	3
HRWD 6333	Quantitative Research Design and Analysis (Even years, Fa)	3
HRWD 6343	Principles and Techniques of Research in HRWD	3
HRWD 700V	Doctoral Dissertation	18

Human Resource and Workforce Development Education Core – 24 hours

Career Development Pillar

HRWD 5113	Foundations of Human Resource & Workforce Development (Sp, Su, Fa)	3
HRWD 6413	Career Theory and Decision Making (Fa)	3

Organizational Pillar

HRWD 6513	Organization Development (Odd years, Su)	3
HRWD 6523	Leadership Models and Concepts (Odd years, Fa)	3
HRWD 6533	HRWD Ethical and Legal Issues (Fa)	3

Training and Development Pillar

HRWD 6613	Learning and Teaching Theories (Odd years, Sp)	3
HRWD 6633	Technology Systems in Human Resource and Workforce Development (Odd years, Fa)	3
HRWD 6713	HRWD Curriculum Design (Su)	3

Electives

HRWD 6423	Practicum	
HRWD 6723	Entrepreneurial Development (Irregular)	
HRWD 6643	History and Foundations of HRWD	

Any University of Arkansas HRWD master's course excluding the Supplement Courses

Or other courses approved by committee

A minimum grade point average of at least 3.25 on all course work presented as part of the degree program. No graduate degree credit will be granted for any course grades below "C."

Satisfactory completion of all requirements governing the written and oral candidacy examinations, the dissertation, and the final oral dissertation defense.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Beck, Jules K., Ph.D., M.S., B.A. (University of Minnesota-Twin Cities), Clinical Assistant Professor, 2004.

Biggs, Bobbie T., Ph.D. (Texas A&M University), M.S., B.S. (University of Arkansas), Professor, 1979.

Dieffenderfer, Vicki, Ph.D., M.S., B.S. (University of Tennessee), Clinical Assistant Professor, 2015.

Hughes, Claretha, Ph.D. (Virginia Polytechnic Institute and State University), M.S. (North Carolina State University), M.B.A. (University of Arkansas), B.A. (Clemson University), Professor, 2004.

Schmidtke, Carsten M., Ph.D. (Oklahoma State University), M.A., B.A. (Christian-Albrechts University), Assistant Professor, 2008.

Courses

HRWD 5113. Foundations of Human Resource & Workforce Development (Sp, Su, Fa). 3 Hours.

An overview of human resource and workforce development (HRWD) in organizations. Focus on the integration of training and development, career development, and organization development. Topics include strategic planning for human resource and workforce development, needs assessment, program development, application of workplace learning theories, career development theories and methods, and application of organization learning theories.

HRWD 5123. Career Transitions (Sp). 3 Hours.

This advanced level course is intended for career development professionals and/or subject-matter experts interested in improving their career development skills within a structured or unstructured learning environment. The emphasis in this course is on gaining career development techniques and planning formal and informal career development strategies for the individual or the organization.

HRWD 5133. HRWD Diversity Issues (Fa). 3 Hours.

This course emphasis is on current trends and case studies of diversity in the workplace. Prerequisite: Graduate standing.

HRWD 5213. Organizational Analysis. 3 Hours.

This course introduces the analysis process in organizations. The instruction and activities will enable students to develop skills in conducting organizational needs analysis (OA) as a basis for performance improvement in the workplace.

HRWD 5223. Strategic Human Resource and Workforce Development Education. 3 Hours.

A comprehensive examination of the issues, topics, principles, theories, philosophies and concepts facing tomorrow's HRD professionals. Includes the transformation of strategic HRD; the role of strategic HRD leaders as change agents; the principles of strategic HRD; professional practice do mains of strategic HRD; organizational learning, performance, and change; and analysis, design, and evaluation of HPI interventions. Students will identify practices for informing decisions related to the formation of strategic HRD planning and implementation efforts.

HRWD 5233. HRWD Employment, Legal, and Ethical Issues (Sp). 3 Hours.

This course focuses on employment, legal and ethical issues within the workplace. Students will gain knowledge that should enable them to be effective in understanding current employment concerns, equal employment opportunity (EEO) laws, and ethical practices within the workplace and how these employment concerns, laws, and practices impact society.

HRWD 5313. Facilitating Learning in the Workplace (Sp). 3 Hours.

Facilitation of learning and performance improvement in the workplace. Application of instructional methods, formal and informal learning strategies, coaching, team building, and formal and informal on-the-job learning tactics. Focus on facilitating individual and group learning to affect organizational change.

HRWD 5323. International HRWD. 3 Hours.

Exploration of how globalization and culture affect the workplace and the human resource development profession. Difference between global HRD and HRD practiced in a single country. Impact of culture on every aspect of HRD implementation and practice. Examination of HRD practices in different regions of the world.

HRWD 5333. HRWD Technological Resources (Fa). 3 Hours.

This course provides students with the tools and abilities to evaluate and understand technology resources used in HRWD. Primary course elements are instructional design characteristics of technology, theoretical and practical uses of technology resources to facilitate and manage learning, and selecting the best or most appropriate technological resources. The course uses online technologies and learning experiences.

HRWD 5433. HRWD Capstone (Sp, Su, Fa). 3 Hours.

This course is the final course for the degree in Human Resource and Workforce Development. Students will be assessed on their overall knowledge and understanding of the field. The focus of this course will be research and analysis of classic works and current trends. Pre- or Corequisite: 27 MED credit hours completed.

HRWD 571V. Independent Study. 1-3 Hour.

Independent study. May be repeated for up to 3 hours of degree credit.

HRWD 572V. Workshop. 1-3 Hour.

Workshop. Prerequisite: Advanced graduate standing. May be repeated for up to 3 hours of degree credit.

HRWD 573V. Experiential Learning. 1-18 Hour.

This course is designed for the student to attain paid or unpaid experiential development. May be repeated for up to 18 hours of degree credit.

HRWD 6313. Project and Program Evaluation (Even years, Sp). 3 Hours.

This course is a doctoral level course designed as an introduction to project and program evaluation in human resource and workforce development. Emphasis is on (a) project design and development, (b) program development and improvement, and (c) the integration of evaluation with strategic planning and performance improvement.

HRWD 6323. Qualitative Research Design and Analysis (Even years, Sp). 3 Hours.

This course is designed to introduce HRWD students to qualitative research design, data collection and data analysis. Course content includes data collection through interviews, field observation, records research, ethical issues associated with conducting research in organizational settings, and internal and external validity problems. Prerequisite: ESRM 5013 and ESRM 6403.

HRWD 6333. Quantitative Research Design and Analysis (Even years, Fa). 3 Hours.

This course provides HRWD students with the tools and abilities to design and implement an original research project using quantitative measures. Primary course elements are research design application, theoretical settings of research, and nesting research within an appropriate literature base. The course uses online technologies and on-campus learning experiences. Prerequisite: ESRM 5013 and ESRM 6403.

HRWD 6343. Principles and Techniques of Research in HRWD. 3 Hours.

This course addresses the principles and techniques underlying organizational research, both experimental and non-experimental. It covers the basic philosophy of science and research methods and gives attention to the practical problems of design, data collection sampling, and data analysis. Prerequisite: ESRM 5013 and ESRM 6403.

HRWD 6413. Career Theory and Decision Making (Fa). 3 Hours.

This course focuses on comprehensive understanding of career theory and decision making to enhance career development that emphasizes technology, cross-cultural issues, practical application, and the global economy. Career development in both the private and public sectors will be explored. Students will gain knowledge that should enable them to be effective in developing their careers and those of others using multicultural considerations and a global perspective.

HRWD 6423. Practicum. 3 Hours.

Practicum is designed to allow doctoral students in workforce development education an opportunity to apply the theoretical knowledge, skills and abilities to training, teaching, or research projects. May be repeated for up to 6 hours of degree credit.

HRWD 6513. Organization Development (Odd years, Su). 3 Hours.

This course teaches development of organization activities that intervene in the interaction of people systems to increase the effectiveness of using a variety of applied behavioral sciences. It includes the dynamics of organizations, the genesis of organizational theory and evolution of organizational dynamics, including examination of system structure, chaos theory, group dynamics and interaction, leadership theories, diversity issues impacting organizations, and techniques of change agent intervention.

HRWD 6523. Leadership Models and Concepts (Odd years, Fa). 3 Hours.

This doctoral course concentrates on using commonly accepted principles of leadership to develop skills needed in workforce development education settings.

HRWD 6533. HRWD Ethical and Legal Issues (Fa). 3 Hours.

Focuses on ethical and legal issues within the workplace and behavioral science research. Students gain knowledge that should enable them to be effective in understanding ethical and legal issues within their workplace and how they can impact society.

HRWD 6613. Learning and Teaching Theories (Odd years, Sp). 3 Hours.

Models and philosophies of important theorists in the field of teaching and learning.

HRWD 6633. Technology Systems in Human Resource and Workforce Development (Odd years, Fa). 3 Hours.

This course provides students with the tools and abilities to evaluate and understand technology systems in HRWD. Primary course elements are instructional design characteristics of technology systems, theoretical and practical settings that use technology systems to facilitate and manage learning, and selecting the best or most appropriate system for organizational use. The course uses online technologies and learning experiences.

HRWD 6643. History and Foundations of HRWD. 3 Hours.

This course focuses on the history of human resource development as a practice and a profession. Particular emphasis in this course is placed on the influence of philosophy on developing HRD theory and practice. As students progress through this course they can expect to gain greater understanding of how HRD developed as a profession, the historical root of its theory and practice, and an understanding of how to evaluate the philosophical assumptions of current HRD theory and practice.

HRWD 6713. HRWD Curriculum Design (Su). 3 Hours.

Determining principles of curriculum development, implementation, and evaluation with emphasis in human resource development education.

HRWD 6723. Entrepreneurial Development (Irregular). 3 Hours.

An advanced graduate-level course examining the history, economics, theory and practice of developing Entrepreneurial enterprises. This course presents an overview of the business and organizational systems with which an entrepreneur should be familiar.

HRWD 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Humanities (HUMN)

David C. Fredrick

Chair of Studies

425 Kimpel Hall

479-575-3792

Email: dfredric@uark.edu

Honors Humanities Project (H2P) page (<http://fulbright.uark.edu/honors-program/prospective-honors-students/honors-humanities-project.php>)

Industrial Engineering (INEG)

Edward Pohl

Department Head

4207 Bell Engineering Center

479-575-6029

Email: epohl@uark.edu

Justin Chimka

Graduate Coordinator

4207 Bell Engineering Center

479-575-7392

Email: jchimka@uark.edu

Department of Industrial Engineering website (<http://industrial-engineering.uark.edu>)

Degrees Conferred:

M.S.I.E. (INEG)

M.S.O.M. (OPMG) (See Operations Management (p. 246))

Ph.D. in Engineering (INEG) (See also Engineering (p. 157))

Program Description: A critical component of all graduate-level work is scholarly activity through the completion of substantive research. These activities take place through the completion of doctoral dissertations, master's theses, and master's research projects. The department encourages the completion of master's theses, particularly for those students holding assistantship appointments. Research areas of concentration at both the master's and doctoral levels include the following: artificial intelligence/expert systems, computer assisted processes, computer integrated manufacturing, financial engineering, engineering administration, facilities analysis/design, human factors/ergonomics, manufacturing automation/robotics, material handling, operations research, productivity measurement/analysis, production

control/scheduling, quality control/reliability, and health care/transportation logistics.

Primary Areas of Faculty Research: Automation and robotics; economic decision analysis; electronics manufacturing; engineering and quality management; ergonomics, human factors and safety; health care; manufacturing and transportation logistics; material handling and warehousing systems; operations research; quality, reliability, maintainability; and scheduling.

M.S.I.E. in Industrial Engineering

Application to the Graduate Program: Follow the procedures outlined by the Graduate School. To receive full consideration for assistantships and other financial aid, applications must be received before February 1.

Prerequisites to the M.S.I.E. Degree Program:

1. There are no prerequisites for students with an undergraduate degree from an ABET-accredited industrial engineering program.
2. For students with a degree other than an ABET-accredited industrial engineering degree, prerequisite courses may be required.

Requirements for the Master of Science in Industrial Engineering

Degree: In addition to the requirements of the Graduate School, the following departmental requirements must be satisfied by candidates for the M.S.I.E. degree:

1. Candidates who present a thesis are required to complete a minimum of 24 graduate credit hours plus six hours of INEG 600V Master's Thesis.
2. Candidates who present a project are required to complete a minimum of 27 graduate credit hours plus three hours of INEG 513V Master's Research Project and Report.
3. Candidates who do not present either a thesis or project are required to complete 30 semester hours of course work.
4. Candidates must successfully complete a master's oral examination that is conducted by the candidate's committee.
5. Courses Taken for Graduate Credit: A limited number of 4000-level courses may be taken for graduate credit.
6. Attendance at INEG graduate seminar is required of all graduate students in Industrial Engineering.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Industrial Engineering

Application to the Graduate Program: Follow the procedures outlined by the Graduate School. To receive full consideration for assistantships and other financial aid, applications must be received before February 1.

In addition to the requirements of the Graduate School, the following requirements have been established by the College of Engineering for all doctoral graduates:

1. A minimum of 72 semester hours of graduate-level credit beyond the bachelor's degree.
2. A minimum of 42 semester hours of graduate-level credit beyond the master's degree.

Graduate Faculty

Cassady, Richard, Ph.D., M.S.I.S.E., B.S.I.S.E. (Virginia Polytechnic Institute and State University), Professor, 2000.

Chaovalitwongse, Wanpracha Art, Ph.D., M.S. (University of Florida), B.Eng. (King Mongkut Institute of Technology, Ladkrabang, Thailand), Professor, 2016.

Chimka, Justin Robert, Ph.D., M.S.I.E., B.S.I.E. (University of Pittsburgh), Associate Professor, 2002.

English, John R., Ph.D. (Oklahoma State University) P.E., M.S.O.R., B.S.E.E. (University of Arkansas), Professor, 1991.

Geunes, Joseph Patrick, Ph.D., M.B.A. (Pennsylvania State University), B.S.E.E. (Drexel University), Professor, 2016.

Liao, Haitao, Ph.D., M.S., M.S.I.S.E. (Rutgers University), B.S.E.E. (Beijing Institute of Technology), Professor, 2015.

Liu, Xiao, Ph.D. (National University of Singapore), B.S.M.E. (Harbin Institute of Technology, China), Assistant Professor, 2017.

Milburn, Ashlea R., Ph.D. (Georgia Institute of Technology), M.S.I.E. (Virginia Polytechnic Institute and State University), B.S.I.E. (University of Arkansas), Assistant Professor, 2010.

Nachtmann, Heather, Ph.D., M.S.I.E., B.S.I.E. (University of Pittsburgh), Professor, 2000.

Needy, Kim LaScola, Ph.D. (Wichita State University), P.E., M.S.I.E., B.S.I.E. (University of Pittsburgh), Professor, 2008.

Nurre, Sarah, Ph.D., M.Eng., B.S. (Rensselaer Polytechnic Institute), Assistant Professor, 2015.

Parnell, Gregory S., Ph.D. (Stanford University), M.S. (University of Southern California), M.E.I.S.E. (University of Florida), B.S. (University of New York at Buffalo), Research Professor, 2013.

Pierson, Harry A., Ph.D. (The Ohio State University), M.S.E.M., B.S.M.E. (University of Missouri, Rolla), Assistant Professor, 2014.

Pohl, Edward A., Ph.D., M.S.R.E. (University of Arizona), M.S.S.E. (Air Force Institute of Technology), M.S.E.M. (University of Dayton), B.S.E.E. (Boston University), Professor, 2004.

Pohl, Letitia, Ph.D. (University of Arkansas), M.S.S.E. (Air Force Institute of Technology), B.S.M.E. (Tulane University), Clinical Assistant Professor, 2013.

Rainwater, Chase E., Ph.D. (University of Florida), B.S.I.E. (University of Arkansas), Associate Professor, 2009.

Rossetti, Manuel D., Ph.D., P.E., M.S.I.S. (The Ohio State University), B.S.I.E. (University of Cincinnati), Professor, 1999.

Sullivan, Kelly M., Ph.D. (University of Florida), M.S.I.E., B.S.I.E. (University of Arkansas), Assistant Professor, 2012.

White, John A., Ph.D. (The Ohio State University), M.S.I.E. (Virginia Polytech Institute and State University), B.S.I.E. (University of Arkansas), Distinguished Professor, 1997.

Zhang, Shengfan, Ph.D., M.I.E. (North Carolina State University), B.M. (Fudan University, Shanghai), Assistant Professor, 2011.

Courses

INEG 4423. Advanced Engineering Economy. 3 Hours.

Preparation of feasibility studies, including cost estimation, risk and uncertainty, sensitivity analysis and decision making. Effects of taxes, depreciation and financing costs on cash flows. Prerequisite: INEG 2413.

INEG 4433. Systems Engineering and Management. 3 Hours.

Overview of the fundamental concepts underlying the management of engineering. Reviews the engineering decision process within the life cycle. Examines implementation of basic management functions in technical organizations and development of strategy tools within a complex organization. Prerequisite: INEG 2403.

INEG 4443. Project Management (Irregular). 3 Hours.

Analysis of the strategic level of project management including planning, organizing, and staffing for successful project execution. Professional creativity, motivation, leadership, and ethics are also explored. At the tactical level, project selection, control, and systems management are analyzed. Systems development and decision support tools for project management are studied. Prerequisite: Senior standing.

INEG 4833. Introduction to Database Concepts for Industrial Engineers. 3 Hours.

An introduction to the basic principles of database modeling and technologies for industrial engineers. Coverage includes analyzing user requirements, representing data using conceptual modeling techniques (e.g. UML, ERD), converting conceptual models to relational implementations via database design methodologies, extracting data via structured query language processing, and understanding the role of database technology in industrial engineering application areas such as inventory systems, manufacturing control, etc. The application of a desktop database application such as Access will be emphasized. Prerequisite: CSCI 2004.

INEG 5123. Industrial Engineering in the Service Sector (Irregular). 3 Hours.

Review of the development of industrial engineering into the service sector, e.g., health care systems, banking, municipal services, utilities, and postal service. Emphasizes those principles and methodologies applicable to the solutions of problems within the service industries. Prerequisite: Graduate standing. This course is cross-listed with OMGT 5133.

INEG 513V. Master's Research Project and Report (Sp, Su, Fa). 1-6 Hour.

Required course for students electing the report option.

INEG 514V. Special Topics in Industrial Engineering. 1-3 Hour.

Consideration of current industrial engineering topics not covered in other courses. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

INEG 515V. Individual Study in Industrial Engineering (Sp, Su, Fa). 1-3 Hour.

Opportunity for individual study of advanced subjects related to a graduate industrial engineering program to suit individual requirements. Prerequisite: Graduate standing.

INEG 5243. Automated Manufacturing (Irregular). 3 Hours.

Introduction to manufacturing processes and concurrent engineering in the electronics industry. Survey of electronics components and products and the processes of fabrication and assembly. Principles of design, productivity, quality, and economics. Emphasis on manufacturability.

INEG 5253. Leadership Principles and Practices (Fa). 3 Hours.

The course is designed to expose students to multiple approaches to leadership in a wide variety of settings. Leadership styles, the knowledge areas and competencies expected of today's leaders, the challenges leaders face, the historical and philosophical foundations of leadership, the relationships among leadership theory, leadership practice, and the moral-ethical aspects of leadership are among the topics covered in the course. A number of respected regional, national, and international leaders share "lessons learned" in their leadership journeys. Plus, a number of highly regarded leadership books and case studies on leadership are read and discussed. Students may not receive credit for INEG 4253 and INEG 5253/OMGT 5253.

This course is cross-listed with OMGT 5253.

INEG 5263. Engineering Statistics. 3 Hours.

A graduate level engineering statistics course covering functions of random variables, properties and distributions of random samples, theory of statistical inference, and rationales of testing hypotheses and constructing confidence intervals. Prerequisite: MATH 2574 and INEG 2313.

INEG 5313. Engineering Applications of Probability Theory. 3 Hours.

Introduction to probability, discrete random variables, continuous random variables, multiple random variables, sequences of Bernoulli trials. Applications of these topics from inventory, reliability, quality control.

INEG 5323. Engineering Applications of Stochastic Processes. 3 Hours.

Renewal processes, Poisson processes, discrete-time Markov chains, continuous-time Markov chains. Applications of these topics from inventory, reliability, quality control, queueing.

INEG 5333. Design of Industrial Experiments (Irregular). 3 Hours.

Statistical analysis as applied to problems and experiments in engineering and industrial research; experiment design and analysis; probability; and response surface analysis. Prerequisite: INEG 2313 or equivalent.

INEG 5343. Advanced Quality Control Methods (Irregular). 3 Hours.

Acceptance sampling by attributes; single, double, sequential, and multiple sampling plans; sampling plans; sampling plans of Department of Defense; acceptance sampling by variables; Bayesian acceptance sampling; rectifying inspection for lot-by-lot sampling; control charts; special devices; and procedures. Prerequisite: INEG 2313.

INEG 5373. Repairable Systems Modeling (Irregular). 3 Hours.

Applications of probability, statistics, simulation and optimization to problems related to 1) modeling the performance of repairable equipment; 2) designing optimal inspection and maintenance policies for repairable equipment; and 3) optimizing the allocation of maintenance resources.

INEG 5383. Risk Analysis for Transportation and Logistics Systems (Irregular). 3 Hours.

Fundamentals of modeling risk, analyzing risk, and managing risk in a variety of industrial and government decision-making settings. Risk measurement and model building, uncertainty quantification, and multi-objective trade-offs. Credit cannot be earned for both INEG 4383 and INEG 5383.

INEG 5393. Applied Regression Analysis for Engineers (Irregular). 3 Hours.

Present concepts and applications to introduce statistical tools for discovering relationships among variables. Focus on fitting and checking linear and nonlinear regression models. Practical tools for engineers.

INEG 5433. Cost Estimation Models (Irregular). 3 Hours.

Overview of cost estimation techniques and methodologies applied to manufacturing and service organizations. Accomplished through detailed analysis of the cost estimation development process and various cost estimation models. Topics include data collection and management, learning curves, activity based costing, detailed and parametric estimation models, and handling risk and uncertainty. Prerequisite: INEG 2313.

This course is cross-listed with OMGT 5433.

INEG 5443. Decision Models. 3 Hours.

Focus on quantitative decision models for technical and managerial problems for private and public organizations. Topics include shareholder value, stakeholder value, Value-Focused Thinking, axioms of decision analysis, decision making challenges, decision traps, cognitive biases, decision processes, decision framing, influence diagrams, value hierarchy structuring, designing creative alternatives, single objective models, multiobjective additive value model, swing weights, sensitivity analysis, portfolio decision models with binary linear programming, probability elicitation, Bayes Law, decision trees, Monte Carlo simulation, expected value, dominance (deterministic and stochastic), tornado diagrams, value of information, risk preference, utility models, expected utility, and communicating analysis insights. Prerequisite: INEG 2313.

This course is cross-listed with OMGT 5443.

INEG 5523. Topics in Automated Systems (Irregular). 3 Hours.

To understand current developments in applications of flexible automation to industrial processes. Robotics, machine vision and other sensors, human machine interface, AML/2 and V+ programming languages.

INEG 5533. Network Optimization in Transportation Logistics (Sp). 3 Hours.

Focus on quantitative modeling and analysis of network optimization problems and their application in logistics system design and operation. Topics include network design and routing and location analysis, with emphasis on the application of both exact and heuristic solution techniques for large-scale instances of such problems. Prerequisite: INEG 5613.

INEG 5543. Distribution Center Design & Operations (Irregular). 3 Hours.

To introduce the student to the field of facility logistics, as applied to distribution centers (DCs). The fundamental areas of facility design and operations (material handling systems) will be covered. Prerequisite: INEG 5613.

INEG 5563. Industrial Robotics (Fa). 3 Hours.

An interdisciplinary treatment of industrial robotics; manipulator anatomy, control, and programming; end-of arm tooling; sensors & sensing; system integration and safety; current research topics. Graduate-level lab assignments and examinations. Significant literature review and writing assignments. Not open to students with credit for INEG 4563. Prerequisite: Graduate standing or instructor consent.

INEG 5613. Introduction to Optimization Theory (Fa). 3 Hours.

A graduate level introduction to the foundational rationales of numerical optimization methods including linear programming, integer programming, network flows, and discrete dynamic programming. Model formulation and tractability, search strategies, characterization of optimal solutions, duality and sensitivity, outcome justification. Prerequisite: Graduate standing.

INEG 5623. Analysis of Inventory Systems (Irregular). 3 Hours.

Elements of production and inventory control, economic lot size models, price breaks models using Lagrangian method, deterministic dynamic inventory model, probabilistic one-period and multi-period models, zero and positive lead time models, and continuous review models. Prerequisite: INEG 5313.

INEG 5643. Optimization Theory II (Irregular). 3 Hours.

Classical optimization theory, Lagrangian and Jacobian methods, Kuhn-Tucker theory and constraint qualification, duality in nonlinear problems; separable programming, quadratic programming, geometric programming, stochastic programming, steepest ascent method, convex combinations method, SUMT, Fibonacci search, and golden section method. Prerequisite: INEG 5613.

INEG 5653. Modeling and Analysis of Semiconductor Manufacturing (Irregular). 3 Hours.

Introduction to front end of semiconductor manufacturing process, wafer processing. Topics include an introduction to wafer processing, factory and equipment capacity modeling, automated material handling, simulation, cost modeling, and production scheduling. Prerequisite: INEG 2313.

INEG 5663. Analysis of Queuing Systems (Irregular). 3 Hours.

Poisson axioms, pure birth and death model, queue disciplines (M/M/1) and (M/M/c) models, machine servicing model, Pollazek-Khintchine formula, priority queues, and queues in series. Markovian analysis of (GI/M/K) (M/G/1) models, and bulk queues. Reneging, balking, and jockeying phenomena. Transient behavior. Prerequisite: INEG 5313.

INEG 5683. Nonlinear Programming (Irregular). 3 Hours.

An introduction to the theory and methodology of nonlinear programming. Focus on engineering and management science applications of nonlinear optimization. Both single and multi-variable as well as unconstrained and constrained problems are addressed.

INEG 5693. Heuristic Optimization (Irregular). 3 Hours.

Theory and applications of methodological approaches explicitly addressed to heuristic or approximate optimization of integer and combinatorial models. Prerequisite: INEG 5613.

INEG 5803. Simulation (Irregular). 3 Hours.

The development and use of discrete-event simulation models for the analysis and design of systems found in manufacturing, distribution, and service contexts. Coverage includes conceptual modeling, model translation to computer form, statistical input models, random number generation and Monte Carlo methods, experimentation and statistical output analysis, and queuing analysis. Includes the use of modern computer simulation languages. Cannot receive credit for both INEG 3623 and INEG 5803. Corequisite: drill component.

INEG 5813. Introduction to Simulation (Irregular). 3 Hours.

Development and use of discrete-event simulation models for the analysis and design of systems found in manufacturing, distribution, and service contexts. Coverage includes conceptual modeling, model translation to computer form, statistical input models, random number generation and Monte Carlo methods, experimentation and statistical output analysis, and queuing analysis. For off-campus, distance education students only.

INEG 5823. Systems Simulation I (Irregular). 3 Hours.

Random number generation, random variate generation, timekeeping in simulations, discrete event modeling, construction of digital simulation models, statistical analysis of simulation results, and analysis of simulation experiments utilizing a computer programming language. Prerequisite: INEG 3623 or INEG 5803 or equivalent.

INEG 5843. Scheduling and Sequencing I (Irregular). 3 Hours.

An introduction to constructive algorithms and various operations research approaches for solving sequencing and scheduling problems. The NP-completeness of most scheduling problems leads to a discussion of computational complexity, the use of heuristic solution methods, and the development of worst case bounds. Prerequisite: INEG 3613 and computer programming proficiency.

INEG 600V. Master's Thesis (Sp, Su, Fa). 1-9 Hour.

Master's Thesis. May be repeated for degree credit.

INEG 6113. Linear Optimization (Fa). 3 Hours.

A precise treatment of linear programming. Theory of convex sets, linear inequalities; development of the simplex method; duality theory; post optimality application and interpretation. Variants of the simplex methods and interior-point algorithms are discussed. Prerequisite: INEG 5613.

INEG 614V. Special Topics for Doctoral Students in Industrial Engineering. 1-3 Hour.

Consideration of current industrial engineering topics at the doctoral level that are not covered in other courses. Prerequisite: PhD student in Industrial Engineering or consent of the instructor. May be repeated for up to 6 hours of degree credit.

INEG 6213. Integer Programming (Sp). 3 Hours.

This course offers the theory needed to model and efficiently solve large-scale binary, mixed and general integer programs. The tools needed to assess the computational complexity of these problems will be fully studied. Additional topics include the conceptual foundation required for the development of cutting plane, branch-and-price, Lagrange relaxation and constraint programming approaches. Implementation considerations specific to preprocessing, valid inequality generation and solution methodology convergence will be emphasized. Prerequisite: INEG 6113.

INEG 6313. Network Optimization (Fa). 3 Hours.

A theorem/proof based advanced study providing rigorous exposition of foundational network optimization concepts including relevant optimization theory, algorithm development techniques, complexity analysis, data structures, and important applications. Prerequisite: INEG 6113.

INEG 6363. Generalized Linear Models (Irregular). 3 Hours.

Introduce the generalized linear model (GLM), inference, likelihood and diagnostics. Apply log linear and logistic models. Develop techniques for growth curves, and longitudinal and survival data. Cover spatial and normal linear models, and dynamic GLM for dependent data.

INEG 6443. Advanced Decision Analysis. 3 Hours.

The purpose of this course is to prepare the student to perform PhD and MS level research and analysis using advanced decision analysis concepts and techniques. The course topics include the history of decision analysis, foundations of decision analysis, structuring decision problems, assessing probabilities, probability management, Bayesian networks, utility, risk preference, risk analysis for engineering applications, intelligent adversary risk analysis, behavioral and organizational context for decision analysis, and major decision analysis applications. Prerequisite: INEG 5443.

INEG 6613. Operations Research Applications (Irregular). 3 Hours.

Investigation of literature case studies; use of mathematical models to solve practical problems; data collection and solution implementation. Students work in teams on actual problems observed in industry and government. Prerequisite: INEG 3623, INEG 5313 and INEG 5613.

INEG 6823. Systems Simulation II (Irregular). 3 Hours.

Advanced topics in computer simulation including experimental design, simulation optimization, variance reduction, and statistical output analysis techniques applied to discrete event simulation. Prerequisite: INEG 5823.

INEG 700V. Doctoral Dissertation (Sp, Su, Fa). 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Interdisciplinary Studies

Kim LaScola Needy

Dean of the Graduate School and International Education
213 Gearhart Hall
479-575-4401

Patricia R. Koski

Associate Dean of the Graduate School and International Education
Chair of Interdisciplinary Studies
213 Gearhart Hall
479-575-4401
Email: gradinfo@uark.edu

<http://grad.uark.edu/>

Degrees Conferred:

M.S., Ph.D. in Cell and Molecular Biology (p. 84) (CEMB)
Ph.D. in Environmental Dynamics (p. 168) (ENDY)
M.S., Ph.D. in Microelectronics-Photonics (p. 220) (MEPH)
Ph.D. in Public Policy (p. 278) (PUBP)
M.S., Ph.D. in Space and Planetary Sciences (p. 302) (SPAC)
M.S. in Statistics and Analytics (p. 315) (STAN)

Graduate Certificates (non-degree) offered:

Cross-Sector Alliances (p. 336) (CSAL)

Housed in the Graduate School, the Division of Interdisciplinary Studies is the home department for the cross-college interdisciplinary graduate programs: Graduate Certificates in Cross-Sector Alliances, Preparing for the Professoriate, and Sustainability; M.S. and Ph.D. degrees in Cell & Molecular Biology; Ph.D. degree in Environmental Dynamics; M.S. and Ph.D. degrees in Microelectronics-Photonics; Ph.D. degree in Public Policy; M.S. and Ph.D. degrees in Space & Planetary Sciences; and M.S. in Statistics and Analytics. Program descriptions and course requirements may be found elsewhere in this catalog at the links above.

The common feature of these interdisciplinary programs is that their faculty members have voluntarily associated themselves with that academic community while being appointed faculty in our traditional departments. Each program operationally reports directly to the Associate

Dean of the Graduate School, but works closely with the traditional departments that house actively participating program faculty members.

Courses

GRSD 400V. Research Experience Undergraduate Internship. 1-6 Hour.

Internship for students participating in an undergraduate research experience. May be repeated for up to 12 hours of degree credit.

GRSD 5003. The Professoriate: Teaching, Learning and Assessment. 3 Hours.

Designed to introduce the future academic professional to the expectations of the faculty teaching role in higher education. Topics include techniques of effective teaching and learning, dealing with a variety of institutional expectations, course management issues, and using models of effective teaching across a broad spectrum of class sizes and levels.

GRSD 5013. Practicum for Future Faculty. 3 Hours.

This course is designed to follow GRSD 5003 and to give participants opportunities to apply theories and methods learned in that course. To accomplish these goals, the course instructor helps the participant arrange a mentoring opportunity as part of this course. Prerequisite: GRSD 5003. May be repeated for up to 6 hours of degree credit.

GRSD 502V. Special Topics in Preparing Future Faculty. 1-3 Hour.

Seminar on selected topics for those anticipating a career teaching in higher education. May be repeated for up to 6 hours of degree credit.

GRSD 5033. The Professoriate: Research and Service. 3 Hours.

Designed to complement GRSD 5003 by focusing on topics of interest to future academic professionals beyond those related to instruction. Topics include developing a research statement, strategies for securing an academic position the general nature of employment and service expectations in higher education, research ethics, and funding issues, including grant proposal writing.

GRSD 5041. Graduate Enrollment. 1 Hour.

This course allows a degree-seeking graduate student to continue as an active graduate student. Students should enroll in this course only when they are not enrolled in credit-bearing academic courses. This course cannot be counted for degree credit. May be repeated for degree credit.

Journalism and Strategic Media (JOUR)

Larry Foley
School Chair
116 Kimpel Hall
479-575-3601

Dale Carpenter
Graduate Coordinator
116 Kimpel Hall
479-575-5216
dcarpent@uark.edu

School of Journalism and Strategic Media Website (<http://fulbright.uark.edu/departments/journalism>)

Degree Conferred:

M.A. (JOUR)

Program Description: The purposes of the Journalism M.A. program are to refine the conceptual knowledge and skills of graduate journalism students through advanced writing, production and/or theory and methods courses, to offer comprehensive, media-related courses; and to provide expertise in an additional academic discipline.

Primary Areas of Faculty Research: Faculty produce award-winning documentary films; cover national news stories on politics, government, business, and crime; report investigative stories using government databases; and research and publish in national journals on mass media effects, risk disclosures on responses to prescription drug ads, advertising clearance questions, management, and advertising ethics.

M.A. in Journalism

Areas of Study: Advanced journalism studies are supplemented with six hours of graduate-level requirements in a second academic discipline. The purposes of the Journalism M.A. program are to refine the conceptual knowledge and skills of graduate journalism students through advanced writing, production and/or theory and methods courses, to offer comprehensive, media-related courses; and to provide expertise in an additional academic discipline.

Prerequisites to Degree Program: Students must have appropriate professional experience and/or an undergraduate degree in the journalism field that is approved by the graduate coordinator or the Journalism Graduate Faculty Committee as preparation for graduate study. A student must have a minimum undergraduate grade-point average of 3.00 and should earn a minimum score of 300 on the verbal and quantitative parts of the Graduate Record Examinations (including a minimum score of 151 on the verbal part), and a minimum score of 4.5 on the analytical writing section.

Requirements for the Master of Arts Degree: In addition to the requirements of the Graduate School (p. 414), the Master of Arts degree in Journalism requires a minimum of 30 semester hours with a cumulative grade-point average of 3.00. Students must complete:

1. 18 hours of graduate credit in journalism; all students must take JOUR 5023 Journalism Theory and JOUR 5043 Research Methods in Journalism.
2. 6 hours of graduate credit in a single department other than journalism chosen by the student and approved by the graduate coordinator or the Journalism Graduate Faculty Committee, and
3. A master's thesis (6 semester hours).

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Requirements for the Five-Year Bachelor/Master of Arts Degree: In the Five-Year Bachelor/Master of Arts program, students can complete requirements for both the B.A. and the M.A. degrees in five years. Students apply for "conditional admission" to the program before the end of the first semester of their junior year. They may then take 6 to 12 hours of graduate coursework as undergraduates, to apply exclusively toward the M.A. degree. After receiving the B.A., they spend a fifth year completing the M.A.. This may involve some summer school coursework.

Requirements for conditional admission to the Five-Year B.A./M.A. program include:

- Enrollment in the Journalism B.A. program.
- A minimum GPA of 3.0 in all semesters of undergraduate study.
- All other admission requirements of the Graduate School and the Journalism M.A. program.

Students may continue into the M.A. program in the fifth-year conditional on the following:

- Completion of a Journalism B.A. degree at the UA.

- Renewal of their application to the UA Graduate School.
- Continuation of a minimum GPA of 3.0 in all semesters of undergraduate study.
- Achieving satisfactory GRE scores: a minimum of 300 on the verbal and quantitative parts of the exam (including a minimum score of 151 on the verbal part), and a minimum score of 4.5 on the analytical writing section.
- Taking all coursework in the senior year and in graduate school at the UA.

Special guidelines: Students who have maintained a GPA of 3.5 or above in all semesters of their undergraduate study may petition for admission to the program without taking the GRE. Of the maximum 12 hours of graduate courses, these students may count up to 6 hours of Journalism 5000-level coursework toward both the B.A. and the M.A. degree. However, a grade of B or better is required in the 6 hours, and the courses must be approved by a student's Master's Advisory Committee or the journalism graduate coordinator.

Specific guidelines for graduate courses taken by undergraduates who apply to the Five-Year program: After completing the B.A., students may request retroactive graduate credit for up to 12 hours of JOUR 5000-level courses taken in the final 12 months of their undergraduate degree. The courses will be counted if:

- The courses were taken on the UA, Fayetteville campus in the Journalism program.
- The student was in good standing.
- The courses were 5000-level or above.
- The courses were not used for the B.A. degree.
- The student earned a grade of B or better.
- The courses are approved by the student's Master's Advisory Committee or the Journalism graduate coordinator. Petition to the Graduate School will be done either by the student's advisory committee or the graduate coordinator.

Graduate Faculty

Brown, Lucy M., Ph.D., M.A. (University of Texas, Austin), M.S. (Pratt Institute), Dip.G.A. (Edna Manley School for the Visual Arts, Jamaica), Clinical Assistant Professor, 2013.

Carpenter, Dale, M.A. (Emory University), B.A. (Vanderbilt University), Professor, 1994.

Chung, Jee-Young, Ph.D. (University of Alabama), M.A. (University of Houston), B.S., B.A. (Seoul Women's University), Assistant Professor, 2015.

Foley, Larry D., M.S. (University of Central Arkansas), B.A. (University of Arkansas), Professor, 1993.

Fosu, Ignatius, Ph.D., M.A. (University of Alabama), B.A. (University of Ghana, Accra), Associate Professor, 2005.

Gould, Kara, Ph.D. (University of Utah), M.A. (Wheaton College), B.A. (Wheaton College), Assistant Professor, 2016.

Jordan, Gerald Bernard, M.S.J. (Northwestern University), B.A. (University of Arkansas), Associate Professor, 1995.

King, Tiffany, M.A. (University of Arkansas), B.J. (University of Missouri), Instructor, 2014.

Martin, Kim I., M.A., B.S.Ed. (University of Arkansas), Instructor, 1997.

McCaffrey, Raymond, Ph.D. (University of Maryland), M.A. (University of Colorado), M.A. (Columbia University), B.A. (Fairfield University), Assistant Professor, 2014.

Minor, Ray, M.A. (Northwestern University), B.A. (University of Arkansas), Instructor, 2012.

Schulte, Bret J., M.F.A. (George Mason University), B.A. (University of Nebraska-Lincoln), Associate Professor, 2008.

Starling-Ledbetter, Robyn M., M.A., B.A. (University of Arkansas), Instructor, 2007.

Watkins, Patsy, Ph.D. (University of Iowa), M.A., B.A. (University of Texas, Austin), Associate Professor, 1983.

Wells, Rob, Ph.D. (University of Maryland), M.A. (St. John's College), Assistant Professor, 2016.

Wicks, Jan L., Ph.D., M.A. (Michigan State University), B.A. (University of Southwest Louisiana), Professor, 1994.

Courses

JOUR 4033. Advanced Radio News Reporting. 3 Hours.

Intensive training in the production of in-depth, public radio style news stories.

Prerequisite: JOUR 2032 and JOUR 2031L, each with a grade of C or better.

JOUR 4063. Computer-Assisted Publishing (Irregular). 3 Hours.

In-depth, hands-on exploration of computer hardware and software in the design and production of media messages. Examination of developing media technologies and the computer's influence on design and conceptualization.

JOUR 4073. Social Media and Journalism. 3 Hours.

Social Media and Journalism teaches conceptual knowledge and skills to develop news judgment and use changing technological tools to disseminate news quickly and to different audiences. The value of interacting with sources and the audience is stressed as are ethical, legal and accuracy issues. Prerequisite: JOUR 2013 or JOUR 2032 with a grade of C or better.

JOUR 4333. Ethics in Journalism. 3 Hours.

Critical examination of specific ethical problems confronting professionals in all areas of mass communications. Reading and writing assignments are aimed at familiarizing students with the nature of the mass media and their social responsibilities. Prerequisite: Junior standing.

JOUR 4463. Campaigns. 3 Hours.

Applying advertising principles and techniques to preparation of a complete campaign; determining agency responsibilities, marketing objectives and research, media mix, and creative strategy. Emphasis also given to campaign presentation delivery, utilizing audio and visual techniques. Prerequisite: JOUR 3723 and JOUR 3743, each with a grade of B or better, and 2.5 overall GPA.

JOUR 4503. Magazine Writing. 3 Hours.

This intensive writing and reporting course is for students with proven feature-writing skills and an interest in the human-interest stories found in such leading magazines as *The New Yorker*, *Esquire*, *Harper's*, *the Atlantic*, and others. Students will compose magazine-length nonfiction stories on timely subjects under deadline. Stories are submitted for contests and publication, when possible. Prerequisite: JOUR 2013 with a grade of C or better.

JOUR 4883. Advanced Television News Production. 3 Hours.

Continuation of JOUR 4873. Students prepare and present television newscasts for air. Laboratory component arranged. Corequisite: Lab component. Prerequisite: JOUR 4873 with a grade of C or better.

JOUR 4903. Community Journalism. 3 Hours.

This three-hour course will blend student reporting and editing skills with instruction on how regional newspapers select and present news to a local audience. This course will instruct students in deciding news stories for regional readers, how those stories can best be written and displayed. The semester goal is to publish a paper. Prerequisite: Junior standing.

JOUR 5003. Advanced Reporting. 3 Hours.

Stresses public affairs coverage, interpretive, investigative, and analytic journalism, involving research, work with documents, public records, and budgets and specialized reporting.

JOUR 5023. Journalism Theory. 3 Hours.

Examination of the major journalism and mass media theories and conceptual perspectives regarding journalism, news, mass media, advertising and public relations relevant to industry and academic researchers and professionals.

JOUR 5033. Critical and Opinion Writing and Commentary. 3 Hours.

Experience in writing and analyzing columns, editorials, criticism, and other forms of opinion and commentary in the media and in examining the media's role as a forum for opinion and commentary and its impact and influence.

JOUR 5043. Research Methods in Journalism. 3 Hours.

Research methods of utility in journalism. Emphasis on survey research, electronic data base searching, and traditional library research. Prerequisite: Graduate standing or honors program standing.

JOUR 5063. Issues in Advertising and Public Relations. 3 Hours.

Seminar course involving the critical examination of the major cultural, social, political, economic, ethical, and persuasion theories and/or issues relevant to advertising and public relations affecting individuals, organizations, societies.

Prerequisite: Graduate standing.

JOUR 5073. Propaganda and Public Opinion. 3 Hours.

Examines and analyzes the means of influencing and measuring public opinion, with an emphasis on survey research and polling.

JOUR 5133. Ethics in Journalism. 3 Hours.

A seminar examining the professional ethical principles and ethical performance in the journalism field. The ethical performance of the mass media dedicated to news, public relations and advertising is evaluated based on ethical theories and industry standards. Prerequisite: Graduate standing.

JOUR 5183. International Mass Communications. 3 Hours.

Examination of national media systems, issues in international communications, the role of the media in coverage of international affairs, and the impact of new technologies on mass communications.

JOUR 5193. Professional Journalism Seminar. 3 Hours.

Examination of complex problems encountered by professional journalists with focus on research and analysis of the role of journalism in major social, economic, and political developments. May be repeated for up to 6 hours of degree credit.

JOUR 5233. Media and Public Policy. 3 Hours.

Focuses on the interaction between media, politics, government, and public policy, particularly on the impact and influence of the media on the public policy agenda.

JOUR 5313. Literature of Journalism. 3 Hours.

A study of superior works of non-fiction journalism, past and present. Includes authors from Daniel Defoe to John McPhee.

JOUR 5323. Documentary Production I. 3 Hours.

In-depth study of documentary film as non-fiction, long form journalism. Covers subject, funding, research and development, pre-production planning, field production, talent, music, post production, promotion, broadcast and distribution. Required trip to Hot Springs Documentary Film Festival.

JOUR 5333. Documentary Production II. 3 Hours.

A continuation of JOUR 5323, Documentary Production I. Students photograph, write, and edit a documentary begun in the fall semester. Prerequisite: JOUR 5323.

JOUR 5473. Account Planning. 3 Hours.

An introduction to applied advertising research and account planning. Integrate consumers' perspectives into creative strategy to developing brand stories for clients. Write creative briefs, positioning statements and prepare copy-testing research instruments to evaluate messages. Utilize consumer research for creating messages for diverse cultures. Prerequisite: Graduate standing.

JOUR 5923. History of the Black Press. 3 Hours.

Covers the historic context of contributions and innovations to U.S. newspapers by African Americans. Also investigates the role of the black press from its beginnings in 1827 through the civil rights movement.

JOUR 600V. Master's Thesis. 1-6 Hour.

Required of all M.A. journalism students. May be repeated for degree credit.

Kinesiology (KINS)

Matthew S. Ganio
Department Head
306 HPER Building
479-575-2857

Steve Dittmore
Assistant Department Head
306C HPER Building
479-575-6625
Email: dittmore@uark.edu

Kinesiology Program Website (<http://kins.uark.edu>)

Degrees Conferred:

M.S. in Kinesiology (KINS)
Ph.D. in Health, Sport and Exercise Science (p. 543) (HSES)

Program Description: The Kinesiology program prepares students with the competencies necessary to pursue career opportunities as ACSM certified fitness directors (M.S. Exercise Science concentration), clinical directors of a hospital or a clinically based program which performs rehabilitation services in the realm of movement for people with disabilities (M.S. Adapted Movement Science concentration), as teachers/scholars and leaders in a University-housed Kinesiology/Exercise Science program and Human Performance Laboratory setting (Ph.D. Kinesiology - Exercise Science concentration), and/or Pedagogy faculty settings (Ph.D. Kinesiology - Pedagogy concentration). The minimum number of credit hours for the M.S. degree is 33 and 60 hours are required for the Ph.D.

Areas of Concentration for the Master of Science Degree: Adapted movement science. Areas of specialization within the Exercise Science Concentration include biomechanics, exercise management, and exercise physiology.

M.S. in Kinesiology with Exercise Concentration

Prerequisites to Degree Program: For acceptance to the master's degree programs, the program area requires, in addition to the general requirements for admission to the Graduate School, an undergraduate degree in kinesiology or in a related field and the following admission standards: an overall undergraduate GPA of 3.00 or if the overall undergraduate GPA is between 2.70 and 2.99, the student must have a 3.00 GPA on the last 60 hours of undergraduate course work (excluding student teaching), or a GRE score of 1000 on the verbal and quantitative parts of the general test.

Requirements for the Master of Science Degree: Candidates for the M.S. degree in kinesiology with a concentration in either adapted movement science or exercise science must complete 27 semester hours of graduate work and a thesis or 33 semester hours without a thesis. A graduate GPA of 3.0 or better is required for graduation. In addition, all degree candidates must successfully complete a written comprehensive examination.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Exercise Science Concentration: (33 hours)

Required Research Component

ESRM 5393	Statistics in Education and Health Professions	3
	or ESRM 6403 Educational Statistics and Data Processing	
HHPR 5353	Research in Health, Human Performance and Recreation	3

Required Courses

EXSC 5513	Physiology Exercise I	3
EXSC 5323	Biomechanics I	3
EXSC 5593	Practicum in Laboratory Instrumentation	3

Required Project or Thesis

KINS 589V	Independent Research	3-6
	or KINS 600V Master's Thesis (Sp, Su, Fa)	

Approved Electives 12-15

Total Hours 33

M.S. in Kinesiology with Adaptive Movement Science Concentration

Prerequisites to Degree Program: For acceptance to the master's degree programs, the program area requires, in addition to the general requirements for admission to the Graduate School, an undergraduate degree in kinesiology or in a related field and the following admission standards: an overall undergraduate GPA of 3.00 or if the overall undergraduate GPA is between 2.70 and 2.99, the student must have a 3.00 GPA on the last 60 hours of undergraduate course work (excluding student teaching), or a GRE score of 1000 on the verbal and quantitative parts of the general test.

Requirements for the Master of Science Degree: Candidates for the M.S. degree in kinesiology with a concentration in either adapted movement science or exercise science must complete 27 semester hours of graduate work and a thesis or 33 semester hours without a thesis. A graduate GPA of 3.0 or better is required for graduation. In addition, all degree candidates must successfully complete a written comprehensive examination.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Adapted Movement Science Concentration: (33 hours)

Required Research Component

ESRM 5393	Statistics in Education and Health Professions	3
	or ESRM 6403 Educational Statistics and Data Processing	
HHPR 5353	Research in Health, Human Performance and Recreation	3

Required Courses

EXSC 5323	Biomechanics I	3
EXSC 5513	Physiology Exercise I	3
KINS 5423	Assessment and Prescriptive Programming in Adapted Movement Science (Odd years, Sp)	3
KINS 5413	Adapted Movement Science	3

Required Project or Thesis

KINS 589V	Independent Research	3-6
	or KINS 600V Master's Thesis (Sp, Su, Fa)	

Approved Electives 9-12

Total Hours 33

Courses

KINS 5413. Adapted Movement Science. 3 Hours.

Methods and techniques for working with individuals with disabilities in an adapted movement science.

KINS 5423. Assessment and Prescriptive Programming in Adapted Movement Science (Odd years, Sp). 3 Hours.

Instruction in the assessment, prescription, and use of instruction methods, materials, and equipment relevant to working with people with disabilities.

KINS 5493. Practicum in Adapted Physical Education (Irregular). 3 Hours.

Deals with the application of skills, knowledge and concepts necessary for planning, organizing and conducting adapted physical education programs through supervised field experiences.

KINS 574V. Internship (Sp). 1-6 Hour.

May be repeated for up to 6 hours of degree credit.

KINS 589V. Independent Research. 1-3 Hour.

Development, implementation, and completion of basic or applied research project. Prerequisite: Admission to the KINSMS degree program.

KINS 600V. Master's Thesis (Sp, Su, Fa). 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

KINS 605V. Independent Study. 1-3 Hour.

Provides students with an opportunity to pursue special study of educational problems. May be repeated for up to 3 hours of degree credit.

KINS 674V. Internship (Irregular). 1-3 Hour.

May be repeated for up to 3 hours of degree credit.

Mathematical Sciences (MASC)

Mark Johnson

Department Chair

309 Science Engineering Building

479-575-3351

Email: markj@uark.edu

Maria Tjani

Graduate Coordinator

321B Science Engineering Building

479-575-7309

Email: mtjani@uark.edu

Department of Mathematical Sciences Website (<http://fulbright.uark.edu/departments/math>)

Degrees Conferred:

M.S., Ph.D. (MATH)

M.A. in Secondary Mathematics (SMTH)

Areas of Study: Mathematics and secondary mathematics for instructors planning to teach mathematics at the high school level.

Primary Areas of Faculty Research: Analysis, algebra, geometric topology, numerical analysis, statistics.

M.S. in Mathematics

Prerequisites to Degree Program: Prospective candidates for the Master of Science degree in Mathematics are expected to have completed a program equivalent to that required by the department for a B.S. degree, as set forth in the current catalog of the Fulbright College of Arts and Sciences. Deficiencies may be removed either by taking the appropriate undergraduate courses or by examination. In addition to the application for admission to the Graduate School and the transcripts

required for Graduate School admission, applicants for admission to the degree programs of the Department of Mathematical Sciences must submit a) three letters of recommendation from persons familiar with the applicant's previous academic and professional performance and b) official scores from the Graduate Record Examination (General Test).

The degree of Master of Science is intended for collegiate teachers of mathematics, non-teaching professional mathematicians, and those who desire to continue advanced study.

Requirements for the Master of Science Degree: This degree is offered under three separate options: a general option, a computational mathematics option, and a thesis option. The general and thesis options are intended for students who plan to be collegiate teachers of mathematics, continue advanced study in mathematics, or obtain a broad background for preparation as a non-teaching professional mathematician. The computational mathematics option is intended for students who intend to specialize in computational and applied mathematics in preparation for professional employment in an interdisciplinary or computationally intensive environment.

The program of a candidate will be determined in conference with the candidate's graduate adviser. A comprehensive examination must be passed by each candidate for the Master of Science degree. It should be taken near the end of the last semester of residence. At least four weeks prior to the scheduled date, students must notify the department of their intention to take the examination. No student may take the comprehensive examination more than three times. MATH 5001, MATH 504V, MATH 507V, MATH 5013, and MATH 5033 are not applicable to the Master of Science degree in mathematics. The program will include at least two semesters of one-hour credit in MATH 510V Mathematics Seminar.

All candidates must complete a minimum of 32 semester hours of approved graduate course work, including 12 semester hours in mathematics at the 5000-6000 level (excluding MATH 510V). All selected courses are subject to the approval of the Graduate Committee.

Students in the general option may include up to nine semester hours of graduate work in courses outside the department. The comprehensive examination for the general option will be a written exam including material covered in graduate course work.

The candidate for the computational mathematics option must include at least six but not more than twelve semester hours of graduate work in courses outside of mathematics. The comprehensive examination for the computational mathematics option will be similar to the examination for the general option but must include material covered in six semester hours of MATH 5393 (formerly MATH 4353) and MATH 5383 (formerly MATH 4363).

Students in the thesis option must complete 6 semester hours of MATH 610V with the candidate's thesis adviser, which will count toward the 32 semester hours of approved graduate course work. In addition to a written comprehensive exam, the candidate will be required to complete an oral defense of the thesis. Reading copies of the thesis should be delivered to members of the Thesis Committee at least three weeks prior to undertaking the final examination.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

M.A. in Secondary Mathematics

Requirements for the Master of Arts Degree with a Major in

Secondary Mathematics: This program is designed for secondary school teachers of mathematics. It requires 30 semester hours of graduate work.

Prospective candidates for the Master of Arts degree in secondary mathematics are expected to have earned a baccalaureate degree or equivalent with a major in a mathematical science (mathematics, statistics, operations research, or computer science), engineering, or a physical science, and credit in courses equivalent to MATH 2564, MATH 3083, MATH 3113, and MATH 3773.

The program has four components in which to earn a minimum of 30 semester hours of credit:

1. Graduate course work in mathematics content and content-based pedagogy. At least 12 hours of credit in graduate course work specifically designed for preparation for teaching secondary mathematics. The content will include probability, statistics, algebra, geometry, applied mathematics and advanced calculus with connections to secondary school mathematics. At least one of the courses must be in probability and statistics; one in algebra; and one in advanced calculus. Candidates will sit for examinations in three of the following areas: probability and statistics; algebra; geometry; advanced calculus; and mathematics education. Candidates will also present a portfolio describing the body of work with samples of student work and explanations of connections to secondary school mathematics. These courses are to be selected from:

MATH 4153	Mathematical Modeling (Irregular)	3
STAT 4003	Statistical Methods (with corequisite STAT 4001L)	3
STAT 5103	Introduction to Probability Theory	3
MATH 5001	Connections to School Mathematics (Irregular)	1
MATH 5013	Abstract Algebra with Connections to School Mathematics (Irregular)	3
MATH 5033	Advanced Calculus with Connections to School Mathematics Teaching	3
MATH 5153	Advanced Linear Algebra (Formerly MATH 4103)	3
MATH 5393	Numerical Linear Algebra (formerly MATH 4353)	3

Other graduate mathematics or statistics courses may be used in place of these courses with the approval of the student's committee.

2. Independent study and research in mathematics or mathematics education. From three to six hours of credit is available in independent study and research under the direction of mathematical sciences faculty. The results will be evidenced by a report roughly equivalent to a master's thesis.
3. Advanced work in professional teacher preparation. Up to six hours of credit in MATH 507V is available for advanced work in preparation for teaching AP calculus, AP statistics, International Baccalaureate (IB) mathematics, or for achieving National Board Certification in (Adolescence and Young Adulthood) Mathematics. Other professional development activities with quality control features similar to those of the AP, IB, and National Board programs may be presented for consideration for credit. All such work must be sanctioned by the sponsoring organizations.

4. Graduate courses in education. Up to six hours of credit is available in graduate courses in education. The student's committee must approve the courses. Recommended courses include:

CIED 5483	Teaching Mathematics	3
CIED 6013	Curriculum Theory, Development, and Evaluation	3
CIED 6023	Instructional Theory	3
CIED 6033	Content Specific Pedagogy	3
CIED 6043	Analysis of Teacher Education	3
CIED 6053	Curriculum and Instruction: Learner Assessment and Program Evaluation	3

Other graduate courses in education may be used in place of these courses with the approval of the student's advisory committee.

If allowed by Graduate School rules, credit previously earned may be applied to the requirements for this degree with the approval of the student's advisory committee.

Each person receiving the Master of Arts degree in secondary mathematics must pass a written examination in three of the following areas: probability and statistics; algebra; geometry; advanced calculus; and mathematics education. No student will be allowed to take the examination more than three times. Candidates will also present a portfolio describing the body of work with samples of their work as students and explanations of connections to secondary school mathematics.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Mathematics

Requirements for the Doctor of Philosophy Degree: Candidates for the degree of Doctor of Philosophy with a major in mathematics will be required to earn not less than 60 semester hours of course credit beyond the bachelor's degree in mathematics and closely related fields. The number of hours and the courses for each student will be determined by the advisory committee. The candidate must fulfill the course requirements for the Master of Science degree in mathematics.

The basic requirement for the Ph.D. degree is the preparation of an acceptable dissertation. This dissertation must demonstrate the candidate's ability to do independent, original, and significant work in mathematics. It is required that this dissertation possess the degree of excellence of research papers ordinarily published in the leading mathematical journals.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

A comprehensive examination is given each year during the weeks preceding the beginning of the fall and spring semesters. This examination is taken by all students in the graduate program who have completed the course requirements for the M.S. degree. The prospective candidate for the Ph.D. will be allowed to take the examination at most two times. A second failure to qualify eliminates a student from the graduate program in mathematics. After qualifying, a candidacy examination will be given covering the intended areas of specialization beyond the level of the qualifying comprehensive examination. It may be repeated once.

Students who wish to specialize in mathematics education must complete and pass qualifying examinations in two graduate sequences in mathematics plus one in mathematics education. Students must complete two of MATH 5013, MATH 5023, and MATH 5053 that are not in the topics of the two graduate qualifying sequences in mathematics. Students must complete four education graduate courses to study quantitative methods in education research and qualitative methods in education research. The recommended courses are ESRM 6413, ESRM 6423, ESRM 6533, and ESRM 6653, although these may be altered depending on the student's previous study of STAT courses. Students must complete 15 hours of independent study in mathematics education to prepare for dissertation research. The areas of this study are: K-14 curriculum; learning theory; art of teaching and teacher education; and assessment and technology. The 15 hours must include a three-hour research project that will result in a pre-dissertation research report.

In addition to extending knowledge by personal reading and research, a doctoral graduate in mathematics will normally communicate knowledge to others. Therefore each student in the Ph.D. program is required to acquire the equivalent of one semester of full-time experience in teaching; this requirement may be fulfilled by part-time experience over several semesters. Typically, teaching assistantship appointments will satisfy this requirement, but other similar experience may qualify as approved by the department.

Graduate Faculty

Akeroyd, John R., Ph.D., M.A. (Indiana University at Bloomington), B.A. (University of Louisville), Professor, 1986.

Arnold, Mark E., Ph.D., B.S. (Northern Illinois University), A.S. (Rock Valley College), Associate Professor, 1993.

Barton, Ariel, Ph.D., M.S. (University of Chicago), B.S. (Harvey Mudd College), Assistant Professor, 2016.

Brewer, Dennis W., Ph.D., M.A. (University of Wisconsin), B.A. (Sterling College), Professor, 1975.

Chakraborty, Avishek, Ph.D. (Duke University), M.S., B.S. (Indian Statistical Institute), Assistant Professor, 2014.

Clay, Matt, Ph.D., M.S. (University of Utah), B.S. (University of Oregon), Associate Professor, 2012.

Datta, Jyotishka, Ph.D. (Purdue University), M.Stat., B.Stat. (Indian Statistical Institute, Kolkata, India), Assistant Professor, 2016.

Day, Matthew B., Ph.D., M.S. (University of Chicago), B.S. (University of Texas), Associate Professor, 2011.

Dingman, Shannon Wayne, Ph.D., M.S. (University of Missouri-Columbia), M.S. (Pittsburg State University), Associate Professor, 2007.

Feldman, William A., Ph.D. (Queen's University), M.S. (Northwestern University), B.S. (Tufts University), Professor, 1971.

Goodman-Strauss, Chaim, Ph.D., B.S. (University of Texas at Austin), Professor, 1994.

Harrington, Phil, Ph.D., M.S. (University of Notre Dame), B.S. (Whitworth College), Associate Professor, 2009.

Harriss, Edmund O., Ph.D. (Imperial College, London), M.M. (University of Warwick), Clinical Assistant Professor, 2010.

Johnson, Mark, Ph.D. (Michigan State University), M.S. (Purdue University), B.S. (City University of New York, Brooklyn College), Professor, 1995.

Luecking, Daniel H., Ph.D., M.S., B.A. (University of Illinois-Urbana-Champaign), Professor, 1981.

Mantero, Paolo, Ph.D. (Purdue University), M.Sc., B.Sc. (University of Genova, Italy), Assistant Professor, 2015.

Niu, Wenbo, Ph.D. (University of Illinois at Chicago), M.S., B.S. (Fudan University, China), Assistant Professor, 2015.

Petris, Giovanni, Ph.D., M.S. (Duke University), B.S. (Università degli Studi di Milano, Italy), Professor, 1999.

Raich, Andrew Seth, Ph.D., M.A. (University of Wisconsin-Madison), B.A. (Williams College), Associate Professor, 2008.

Rieck, Yo'av, Ph.D. (University of Texas at Austin), B.A. (Israel Institute of Technology), Professor, 2000.

Ryan, John, Ph.D. (University of York), M.Sc. (University of Warwick), B.A. (University of York, Britain), Professor, 1990.

Tjani, Maria, Ph.D. (Michigan State University), M.S. (Purdue University), B.S. (University of Ioannina, Greece), Associate Professor, 2003.

Van Horn-Morris, Jeremy, Ph.D. (University of Texas at Austin), B.S. (University of Oregon), Assistant Professor, 2012.

Woodland, Janet C., Ph.D., M.A. (State University of New York at Stony Brook), B.A. (King's College), Clinical Assistant Professor, 1993.

Zhang, Qingyang, Ph.D. (Northwestern University), M.S. (Loyola University-Chicago), B.S. (Beijing Normal University), Assistant Professor, 2015.

Courses

MATH 405V. Internship in Professional Practice (Fa, Sp, Su). 1-3 Hour.

Professional work experience involving significant use of mathematics or statistics in business, industry or government. Prerequisite: Departmental consent. May be repeated for up to 3 hours of degree credit.

MATH 4113. Introduction to Abstract Algebra II (Sp). 3 Hours.

Topics in abstract algebra including finite abelian groups, linear groups, factorization in commutative rings and Galois theory. Prerequisite: MATH 3113.

MATH 4153. Mathematical Modeling (Irregular). 3 Hours.

Mathematical techniques for formulating, analyzing, and criticizing deterministic models taken from the biological, social, and physical sciences. Techniques include graphical methods, stability, optimization, and phase plane analysis. Prerequisite: MATH 2584.

MATH 4163. Dynamic Models in Biology (Irregular). 3 Hours.

Mathematical and computational techniques for developing, executing, and analyzing dynamic models arising in the biological sciences. Both discrete and continuous time models are studied. Applications include population dynamics, cellular dynamics, and the spread of infectious diseases. Prerequisite: MATH 2554. This course is cross-listed with BIOL 4163.

MATH 4253. Symbolic Logic I (Fa). 3 Hours.

Rigorous analyses of the concepts of proof, consistency, equivalence, validity, implication, and truth. Full coverage of truth-functional logic and quantification theory (predicate calculus). Discussion of the nature and limits of mechanical procedures (algorithms) for proving theorems in logic and mathematics. Informal accounts of the basic facts about infinite sets. Prerequisite: MATH 2603, MATH 2803, or PHIL 2203. This course is cross-listed with PHIL 4253.

MATH 4443. Complex Variables (Fa). 3 Hours.

Complex analysis, series, and conformal mapping. Additional applications for graduate credit. Prerequisite: MATH 2603 or MATH 2803, and MATH 2584 or MATH 2584C.

MATH 4503. Differential Geometry (Irregular). 3 Hours.

Topics include: classical differential geometry of curves and surfaces in 3-space, differential forms and vector fields. Prerequisite: MATH 2574 or MATH 2574C.

MATH 4703. Introduction to Point-Set Topology. 3 Hours.

A study of topological spaces including continuous transformations, connectedness and compactness. Prerequisite: MATH 4513.

MATH 499V. Research Topics in Mathematics (Irregular). 1-3 Hour.

Current research interests in mathematics, at an advanced undergraduate or beginning graduate level. Prerequisite: Departmental consent. May be repeated for up to 12 hours of degree credit.

MATH 5001. Connections to School Mathematics (Irregular). 1 Hour.

This course is a supplement to any graduate course in statistics, algebra, analysis, or geometry. The purpose is to connect the content of the graduate course to school mathematics. Prerequisite: Departmental consent. May be repeated for up to 6 hours of degree credit.

MATH 5013. Abstract Algebra with Connections to School Mathematics (Irregular). 3 Hours.

Basic structures of abstract algebra (rings, fields, groups, modules and vector spaces) with emphasis on rings and fields as generalizations of the ring of integers and field of rational numbers. Degree credit will not be awarded for both MATH 4113 (or MATH 5123) plus MATH 5001 and for MATH 5013. Prerequisite: Graduate standing or departmental consent.

MATH 5023. Geometry with Connections to School Mathematics. 3 Hours.

School geometry from an advanced perspective including conformity to the Common Core State Standards for Mathematics. Study will include historical developments and geometry based on transformations of two- and three-dimensional space. Prerequisite: Graduate standing.

MATH 5033. Advanced Calculus with Connections to School Mathematics Teaching. 3 Hours.

Rigorous development of the real numbers, continuity, differentiation, and integration. Degree credit will not be awarded for both MATH 4513 (or MATH 5503) plus MATH 5001 and for MATH 5033. Prerequisite: Departmental consent.

MATH 504V. Special Topics for Teachers. 1-6 Hour.

Current topics in mathematics of interest to secondary school teachers. Prerequisite: Graduate standing or departmental consent. May be repeated for degree credit.

MATH 5053. Probability & Statistics with Connections to School Mathematics (Sp). 3 Hours.

An advanced perspective of probability and statistics as contained in the high school mathematics curriculum with connections to other components of school mathematics. The content is guided by the content of the high school probability and statistics of the Common Core State Standards for Mathematics. Prerequisite: Graduate standing.

MATH 507V. Professional Development for Secondary Mathematics Teaching. 1-6 Hour.

Validated participation in professional development mathematics workshops or institutes sanctioned by national or international educational organizations such as the College Board, International Baccalaureate Program, and the National Board for Professional Teaching Standards. Prerequisite: Enrollment in Secondary Mathematics Teaching, MA degree program or departmental consent. May be repeated for up to 6 hours of degree credit.

MATH 510V. Mathematical Seminar (Sp, Fa). 1-3 Hour.

Members of the faculty and advanced students meet for presentation and discussion of topics. Prerequisite: Graduate standing in mathematics or statistics, or departmental consent.

MATH 5123. Algebra I (Fa). 3 Hours.

What the beginning graduate student should know about algebra: groups, rings, fields, modules, algebras, categories, homological algebra, and Galois Theory. Prerequisite: MATH 3113, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5133. Algebra II (Sp). 3 Hours.

Continuation of MATH 5123. Prerequisite: MATH 5123, and graduate standing in mathematics or statistics.

MATH 5153. Advanced Linear Algebra. 3 Hours.

(Formerly MATH 4103.) Linear functionals, matrix representation of linear transformations, scalar product, and spectral representation of linear transformations. Graduate degree credit will not be given for both MATH 4103 and MATH 5153. Prerequisite: Graduate standing.

MATH 5213. Advanced Calculus I. 3 Hours.

(Formerly MATH 4513.) The real and complex number systems, basic set theory and topology, sequences and series, continuity, differentiation, and Taylor's theorem. Emphasis is placed on careful mathematical reasoning. Graduate degree credit will not be given for both MATH 4513 and MATH 5213. Prerequisite: Graduate standing.

MATH 5223. Advanced Calculus II. 3 Hours.

(Formerly MATH 4523.) The Riemann-Stieltjes integral, uniform convergence of functions, Fourier series, implicit function theorem, Jacobians, and derivatives of higher order. Graduate degree credit will not be given for both MATH 4523 and MATH 5223. Prerequisite: MATH 4513 or MATH 5213 (formerly MATH 4513).

MATH 5303. Ordinary Differential Equations (Fa). 3 Hours.

Existence, uniqueness, stability, qualitative behavior, and numerical solutions. Prerequisite: MATH 2584 and MATH 4513, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5313. Partial Differential Equations. 3 Hours.

Laplace's equation, Heat equation, Wave Equation, Method of Characteristics. Prerequisite: MATH 4423, MATH 4513, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5323. Partial Differential Equations II. 3 Hours.

Fourier Transforms, Sobolev Spaces, Elliptic Regularity. Prerequisite: MATH 5313, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5363. Scientific Computation and Numerical Methods (Fa). 3 Hours.

An introduction to numerical methods used in solving various problems in engineering and the sciences. May not earn credit for this course and MATH 4353 or MATH 4363. Prerequisite: Graduate standing in mathematics or statistics, or departmental consent.

This course is cross-listed with PHYS 5363.

MATH 5383. Numerical Analysis. 3 Hours.

(Formerly MATH 4363.) General iterative techniques, error analysis, root finding, interpolation, approximation, numerical integration, and numerical solution of differential equations. Graduate degree credit will not be given for both MATH 4363 and MATH 5383. Prerequisite: Graduate standing.

MATH 5393. Numerical Linear Algebra. 3 Hours.

(Formerly MATH 4353.) Numerical methods for problems of linear algebra, including the solution of very large systems, eigenvalues, and eigenvectors. Graduate degree credit will not be given for both MATH 4353 and MATH 5393. Prerequisite: Graduate standing.

MATH 5423. Introduction to Partial Differential Equations (Sp, Fa). 3 Hours.

Matrices, Fourier analysis, and partial differential equations. Does not count towards degree credit in MATH. Prerequisite: Graduate standing.

MATH 5453. Functional Analysis I (Odd years, Sp). 3 Hours.

Banach Spaces, Hilbert Spaces, operator theory, compact operators, dual spaces and adjoints, spectral theory, Hahn-Banach, open mapping and closed graph theorems, uniform boundedness principle, weak topologies. Prerequisite: MATH 5513, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5503. Theory of Functions of a Real Variable I. 3 Hours.

Real number system, Lebesgue measure, Lebesgue integral, convergence theorems, differentiation of monotone functions, absolute continuity and the fundamental theorem of calculus L^p spaces, Holder and Minkowski inequalities, and bounded linear functionals on the L^p spaces. Prerequisite: MATH 4523 or MATH 5223 (formerly MATH 4523), and graduate standing in mathematics or statistics, or departmental consent.

MATH 5513. Theory of Functions of a Real Variable II (Sp). 3 Hours.

Measure and integration on abstract measure spaces, signed measures, Hahn decomposition, Radon-Nikodym theorem, Lebesgue decomposition, measures on algebras and their extensions, product measures, and Fubini's theorem. Prerequisite: MATH 5503, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5523. Theory of Functions of a Complex Variable I. 3 Hours.

Complex numbers, analytic functions, power series, complex integration, Cauchy's Theorem and integral formula, maximum principle, singularities, Laurent series, and Mobius maps. Prerequisite: MATH 4513 or MATH 5213 (formerly MATH 4513).

MATH 5533. Theory of Functions of a Complex Variable II (Sp). 3 Hours.

Riemann Mapping Theorem, analytic continuation, harmonic functions, and entire functions. Prerequisite: MATH 5523, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5703. Topology I. 3 Hours.

An introduction to topology. Topics include metric spaces, topological spaces and general point-set topology, homotopy and the fundamental group, covering spaces, the classification of surfaces. Prerequisite: MATH 4513 or MATH 5213 (formerly MATH 4513), and graduate standing in mathematics or statistics, or departmental consent.

MATH 5713. Topology II (Odd years, Sp). 3 Hours.

The continuation of Topology I. Topics include: advanced homotopy and covering spaces, the Seifert-van Kampen theorem, homology and the Mayer-Vietoris sequence. Prerequisite: MATH 5703, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5723. Differential Topology I. 3 Hours.

An introduction to the topology of smooth manifolds: applications of the inverse function theorem to smooth maps, Sard's theorem, transversality, intersection theory, degrees of maps, vector fields and differential forms on manifolds, integration on manifolds. Prerequisite: MATH 4513 or MATH 5213 (formerly MATH 4513) and graduate standing in mathematics or statistics, or departmental consent.

MATH 5733. Differential Topology II (Even years, Sp). 3 Hours.

The continuation of Differential Topology I, with additional advanced topics. Possible advanced topics may include: Morse theory, de Rham cohomology theory, Poincaré duality, Riemannian geometry, and Lie groups and Lie algebras. Prerequisite: MATH 5723 and graduate standing in mathematics or statistics, or departmental consent.

MATH 609V. Topics in Math Education (Sp, Su, Fa). 1-6 Hour.

Topics in mathematics education research including curriculum, teacher education, learning theory, and assessment. Prerequisite: Graduate standing. May be repeated for up to 12 hours of degree credit.

MATH 610V. Directed Readings (Irregular). 1-6 Hour.

Directed readings. Prerequisite: Departmental consent.

MATH 619V. Topics in Algebra (Sp, Su, Fa). 1-6 Hour.

Current research interests in algebra. Prerequisite: Graduate standing in mathematics or statistics, or departmental consent. May be repeated for degree credit.

MATH 6203. Theory of Probability. 3 Hours.

A rigorous mathematical treatment based on measure theory of the fundamental notions and results of the theory of probability. Topics covered include laws of large numbers, central limit theorems, conditional expectations. Additional topics that may be covered include martingales, Markov chains, Brownian motion and stochastic integration. Prerequisite: MATH 5513.

MATH 6213. Mathematical Statistics. 3 Hours.

A rigorous mathematical treatment of the fundamental principles and results in the theory of Statistics. Topics include exponential families of distributions, estimation of unknown parameters, the classical theory of hypothesis testing, Large sample approximations, large sample properties of estimators. Prerequisite: MATH 6203.

MATH 659V. Topics in Analysis (Sp, Su, Fa). 1-6 Hour.

Current research interests in analysis. Prerequisite: Graduate standing in mathematics or statistics, or departmental consent. May be repeated for degree credit.

MATH 679V. Topics in Topology (Sp, Su, Fa). 1-6 Hour.

Current research interest in topology. Prerequisite: Graduate standing in mathematics or statistics, or departmental consent. May be repeated for degree credit.

MATH 700V. Doctoral Dissertation (Sp, Su, Fa). 1-18 Hour.

Doctoral Dissertation. Prerequisite: Doctoral candidacy in mathematics. May be repeated for degree credit.

Mechanical Engineering (MEEG)

Darin Nutter
Department Head
204 Mechanical Engineering Building
479-575-3153
Fax: 479-575-6982
Email: dnutter@uark.edu

Department of Mechanical Engineering website (<http://mechanical-engineering.uark.edu>)

Degrees Conferred:

M.S.M.E. (MEEG)
Ph.D. in Engineering (MEEG) (See Engineering (p. 157))

Areas of Study: Thermal systems, mechanical design, nano/mesoscale materials science, and engineering mechanics.

Primary Areas of Faculty Research: Micro Electromechanical Systems (MEMS); Micro and Nano Systems; Structural Dynamics and Modal Analysis; Industrial and Commercial Energy Systems and Energy Conservation; Machining, Advanced Tooling and Coatings; Thermal and Mechanical Design of Electronic Packages; Material Failure Analysis and Design of Experiments; Unsteady Aerodynamics; Computational Materials Science; Tribology; Design Theory, Complex System Design and Analysis; Cyberphysical System Fault Modeling and Simulation.

M.S.M.E. in Mechanical Engineering

Program Goals and Student Learning Objectives for the Master of Science Degree:

The program goals are broad general statements of what the Mechanical Engineering Graduate Program intends to accomplish and describes what a student will be able to do after completing the degree requirements. They prepare students:

- For independent studies in mechanical engineering.
- To contribute new knowledge of fundamental or applied importance.
- To disseminate new knowledge of fundamental or applied importance.

Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly

linked to the accomplishment of the program goals listed above. They are:

1. Students will gain advanced knowledge in mechanical engineering.
2. Thesis: Students will gain a necessary understanding of their research field; non-thesis: Students will apply advanced coursework to an engineering problem.
3. Thesis: Students will contribute new knowledge of fundamental or applied importance; non-thesis: Students will demonstrate important application(s) of existing knowledge.
4. Students will be able to communicate effectively during oral presentations.
5. Students will be able to communicate effectively in writing.

Requirements for the Master of Science Degree: In addition to the requirements of the Graduate School and the graduate engineering faculty, the following departmental requirements must be satisfied by candidates for the M.S.M.E. degree.

1. Candidates who present a thesis are required to complete a minimum of 24 semester hours of course work and six semester hours of thesis.
2. Candidates who do not present a thesis are required to complete a minimum of 33 semester hours of course work, which is to include at least three hours of credit for Research or Special Problems (including a formal engineering report), completed under direction of the candidate's major adviser.
3. All students must present a grade-point average of 3.00 or better on all courses included in their plan of study, with no more than 6 hours of "C."

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Mechanical Engineering

Requirements for the Doctor of Philosophy Degree (Engineering): Students desiring to pursue a doctoral degree in engineering under the direction of a professor in the Department of Mechanical Engineering must obtain a set of guidelines from the Graduate Coordinator.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Albers, David G., M.S.E. (University of Arkansas), B.S.M.E. (University of Tulsa), Instructor, 2012.

Chen, Yue, Ph.D. (Vanderbilt University), M.S. (Hong Kong Polytechnic University), B.S. (Hunan University), Assistant Professor, 2017.

Couvillion, Rick J., Ph.D., M.S.M.E. (Georgia Institute of Technology), B.S.M.E. (University of Arkansas), Associate Professor, 1981.

Davis, James Allen, Ph.D., M.S.M.E., B.S.M.E. (University of Arkansas), Instructor, 1997.

Hamilton, John H., M.S., B.S. (University of Arkansas), Instructor, 2002.

Huang, Po-Hao Adam, Ph.D., M.S., B.S. (University of California-Los Angeles), Associate Professor, 2006.

Huitink, David, Ph.D., M.S.M.E., B.S.M.E. (Texas A&M University), Assistant Professor, 2017.

Jensen, David C., Ph.D., M.S., B.S. (Oregon State University), Assistant Professor, 2012.

Jong, Ing-Chang, Ph.D. (Northwestern University), M.S.C.E. (South Dakota School of Mines and Technology), B.S.C.E. (National Taiwan University), Professor, 1965.

Leylek, Jim, Ph.D. (University of Illinois-Urbana-Champaign), M.S., B.S. (University of Illinois at Chicago), Professor, 2011.

Malshe, Ajay P., Ph.D., M.S., B.S. (University of Poona, India), Distinguished Professor, 1995.

Meng, Xiangbo, Ph.D. (University of Western Ontario), M.S.E.E. (China University of Petroleum), B.S.C.E. (Northwestern University), Assistant Professor, 2016.

Millett, Paul, Ph.D., M.S. (University of Arkansas), B.E. (Vanderbilt University), Assistant Professor, 2013.

Nair, Arun, Ph.D. (Virginia Tech), M.S. (Colorado State University), B.T. (Mahatma Gandhi University), Assistant Professor, 2013.

Nutter, Darin W., Ph.D. (Texas A&M University), M.S.M.E., B.S.M.E. (Oklahoma State University), Professor, 1994.

Roe, Larry, Ph.D. (University of Florida), M.S., B.S.M.E. (University of Mississippi), Associate Professor, 1994.

Saxena, Ashok, Ph.D., M.S. (University of Cincinnati), B.S.M.E. (Indiana Institute of Technology), Distinguished Professor, 2003.

Sha, Zhenghui, Ph.D. (Purdue University), M.S.M.E. (Xi'an Jiaotong University), B.S.M.E. (Xi'an University of Technology), Assistant Professor, 2016.

Tung, Steve, Ph.D., M.S.M.E. (University of Houston), B.S.M.E. (National Taiwan University), Professor, 2000.

Wejinya, Uchechukwu C., Ph.D., M.S., B.S. (Michigan State University), Associate Professor, 2008.

Zhou, Wenchao, Ph.D. (Georgia Institute of Technology), M.S.M.E. (Xi'an Jiaotong University, Xi'an, China), B.S.M.E. (Huazhong University of Science and Technology, Wuhan, China), Assistant Professor, 2014.

Zou, Min, Ph.D., M.S.M.E. (Georgia Institute of Technology), M.S.A.E., B.S.A.E. (Northwestern Polytechnical University), Professor, 2003.

Courses

MEEG 4003. Intermediate Dynamics (Irregular). 3 Hours.

Review of central-force motion of spacecraft, use of rotating reference frames, Coriolis acceleration. Kinematics of rigid bodies in 3-D space: velocities and accelerations in different moving reference frames, addition theorem of angular accelerations. Kinetics of rigid bodies in 3-D space: eigenvalues and eigenvectors of inertia matrices, momentum and kinetic energy of a rigid body in 3-D motion, Euler's equations of motion; precession, nutation, and spin of a gyroscope; forced steady precession, torque free steady precession, space cone, and body cone. Prerequisite: MEEG 2013.

MEEG 4023. Composite Materials: Analysis and Design (Irregular). 3 Hours.

A study of fibrous composite materials with emphasis on mechanical behavior, synthesis, and application. Topics include macro- and micromechanical analysis lamina, lamina theory, failure analysis in design, and manufacturing techniques. Prerequisite: MEEG 3013.

MEEG 4153. Fundamentals of Mechanical Design (Fa). 3 Hours.

This class is designed to provide engineering students with a head start in industry as design engineers or working in an engineering related function. The course contents cover machine design and analysis experiences as related to working in industry and performing consulting work. Major topics include the design process, design procedures, fasteners, general design and numerous consulting experiences. A concept design exercise and two special design projects will be assigned to the students as homework. Prerequisite: MEEG 4104.

MEEG 4213. Control of Mechanical Systems (Irregular). 3 Hours.

Mathematical modeling for feedback control of dynamic mechanical systems with design techniques using Laplace transforms, state variables, root locus, frequency analysis, and criteria for performance and stability. Prerequisite: MEEG 3113.

MEEG 4233. Microprocessors in Mechanical Engineering I: Electromechanical Systems (Irregular). 3 Hours.

Microcomputer architectural, programming, and interfacing. Smart product design (microprocessor-based design). Control of DC and stepper motors and interfacing to sensors. Applications to robotics and real-time control. Mobile robot project. Digital and analog electronics are reviewed where required. Prerequisite: ELEG 3903.

MEEG 4303. Materials Laboratory (Irregular). 3 Hours.

A study of properties, uses, testing, and heat treatment of basic engineering materials and related analytical techniques. Corequisite: Lab component. Prerequisite: MEEG 2303.

MEEG 4413. Heat Transfer. 3 Hours.

Basic thermal energy transport processes; conduction, convection, and radiation; and the mathematical analysis of systems involving these processes in both steady and time-dependent cases. Prerequisite: MEEG 3503.

MEEG 4423. Power Generation (Irregular). 3 Hours.

Study of design and operational aspects of steam, gas, and combined cycle power plants. Brief study of Nuclear and Alternative energy systems. Prerequisite: MEEG 3503.

MEEG 4433. Aerospace Propulsion (Irregular). 3 Hours.

Principles, operation, and characteristics of gas turbine and rocket engines. Brief study of novel spacecraft propulsion systems. Prerequisite: MEEG 3503.

MEEG 4453. Industrial Waste and Energy Management (Irregular). 3 Hours.

Applications of thermodynamics, heat transfer, fluid mechanics, and electric machinery to the analysis of waste streams and energy consumption for industrial facilities. Current techniques and technologies for waste minimization and energy conservation including energy-consuming systems and processes, utility rate analysis, economic analysis and auditing are taught. Prerequisite: MEEG 4413.

MEEG 4473. Indoor Environmental Control (Irregular). 3 Hours.

Gives student a thorough understanding of the fundamental theory of air conditioning design for commercial buildings, including calculating heating and cooling loads along with the proper selection and sizing of air conditioning equipment. Prerequisite: MEEG 4413.

MEEG 4483. Thermal Systems Analysis and Design (Su, Fa). 3 Hours.

Analysis design and optimization of thermal systems and components with examples from such areas as power generation, refrigeration, and propulsion, Availability loss characteristics of energy systems and availability conservation methods. Prerequisite: MEEG 4413.

MEEG 4503. Introduction to Flight (Fa). 3 Hours.

The course will provide understanding in basic aerodynamics, airfoil design and characteristics, and flight control surfaces. Prerequisite: MATH 2584, MEEG 3503.

MEEG 4523. Astronautics (Irregular). 3 Hours.

Study of spacecraft design and operations. Prerequisite: MEEG 2013 and MEEG 2403 or consent of instructor.

MEEG 4703. Mathematical Methods in Engineering (Irregular). 3 Hours.

Determinants, matrices, inverse of a matrix, simultaneous equations, eigenvalues, eigenvectors, coordinate transformations for matrices, diagonalization, square roots of a matrix, cryptography, and method of least squares. Vector algebra and calculus, Green's theorem, Stokes' theorem, and Gauss' divergence theorem. Index notation, epsilon-delta identity, and Cartesian tensors. Curvilinear coordinates, base vectors, and covariant and contravariant tensors. Applications to mechanics. Prerequisite: MATH 2574.

MEEG 5033. Advanced Mechanics of Materials I (Irregular). 3 Hours.

Combined stress, theories of failure, thick-walled cylinders, bending of unsymmetrical sections, torsion in noncircular section, plate stresses, and strain energy analysis. Prerequisite: MEEG 2013 and MEEG 3013.

MEEG 5103. Structural Dynamics (Irregular). 3 Hours.

The forced and random vibration response of complex structural systems are studied through the use of the finite element method. Computational aspects of these problems are discussed and digital computer applications undertaken. Prerequisite: MEEG 3113 and MEEG 4104 and graduate standing.

MEEG 5113. Modal Analysis Methods (Irregular). 3 Hours.

Fundamental concepts of both analytical and experimental modal analysis methods are examined and applied to the study of complex structural systems. Computational aspects of these problems are discussed, and digital computer applications undertaken with experimental verification. Prerequisite: MEEG 5103 and graduate standing.

MEEG 5123. Finite Elements Methods II (Irregular). 3 Hours.

Development and application of finite element (FE) methods used to solve transient and two-dimensional boundary value problems. Applications are taken from solid and fluid mechanics, heat transfer, and acoustics. Emphasis is placed on the FE methodology in order to make accessible the research literature and commercial software manuals, and to encourage responsible use and interpretation of FE analysis. Prerequisite: MEEG 4123 and graduate standing or consent.

MEEG 5143. Advanced Machine Design (Irregular). 3 Hours.

Application of advanced topics such as probability theory, fracture mechanics, and computer methods to the design and analysis of complex mechanical systems. Prerequisite: MEEG 4104 and graduate standing.

MEEG 5203. Robot Modeling and Simulation (Sp). 3 Hours.

This is a graduate level course in Robotics dealing with the behavioral study of robots. Topics covered in this course will include but not limited to the following: mathematical modeling of robots, rigid motions and homogeneous transformation, forward/inverse kinematics of robots, velocity kinematics, path and trajectory planning, robot dynamics, joint control, PD/PID control, and multivariable control. Advanced topics may include passivity-based motion control, geometric nonlinear control, computer vision, vision-based control, and sensor fusion. Prerequisite: Graduate standing in MEEG or ELEG and consent of the instructor.

MEEG 5253. Bio-Mems (Sp). 3 Hours.

Topics include the fundamental principles of microfluidics, Navier-Stokes Equation, bio/abio interfacing technology, bio/abio hybrid integration of microfabrication technology, and various biomedical and biological problems that can be addressed with microfabrication technology and the engineering challenges associated with it. Lecture 3 hours per week. Prerequisite: MEEG 3503 or CVEG 3213 or CHEG 2133. This course is cross-listed with BENG 5253.

MEEG 5263. Introduction to Micro Electro Mechanical Systems (Fa). 3 Hours.

A study of mechanics and devices on the micro scale. Course topics will include: introduction to micro scales, fundamentals of microfabrication, surface and bulk micromachining, device packaging, device reliability, examples of micro sensors and actuators. Recitation three hours per week.

MEEG 5273. Electronic Packaging (Irregular). 3 Hours.

An introductory treatment of electronic packaging from single chip to multichip including materials, electrical design, thermal design, mechanical design, package modeling and simulation, processing considerations, reliability, and testing. Credit cannot be earned for both MEEG 5273 and ELEG 5273. Prerequisite: (ELEG 3214 or ELEG 3933) and MATH 2584.

This course is cross-listed with ELEG 5273.

MEEG 5303. Physical Metallurgy. 3 Hours.

Physical and chemical properties of solids and the application of materials in commerce. Prerequisite: MEEG 2303.

MEEG 5323. Physical and Chemical Vapor Deposition Processes. 3 Hours.

Fundamental principles of materials behavior in the deposition of films by PVD/CVD. Topics include kinetic theory of gases, statistical mechanics, plasmas, diagnostics, reaction rate theory, nucleation and growth, crystal structures and defects in thin films, advanced characterization techniques for thin films, and applications in microelectronics, tribology, corrosion, bio- and nano-materials. Prerequisite: Graduate standing in Engineering or consent of instructor.

MEEG 5333. Introduction to Tribology. 3 Hours.

A study of science and technology of interacting surfaces in relative motion. Topics include solid surface characterization, contact between solid surfaces, adhesion, friction, wear, lubrication, micro/nanotribology, friction and wear screening test methods, and tribological components and applications. Students may not earn credit for both MEEG 5333 and MEEG 4313. Prerequisite: Graduate standing.

MEEG 5343. Computational Material Science. 3 Hours.

This course provides students with an overview of different modeling techniques in material science. Applications will be presented on a broad range of modeling techniques including atomistic simulation methods, Monte Carlo techniques, molecular mechanics, and molecular dynamics. Prerequisite: Graduate standing.

MEEG 5403. Advanced Thermodynamics. 3 Hours.

An in-depth review of classical thermodynamics, including availability analysis, combustion, and equilibrium, with an introduction to quantum mechanics and statistical thermodynamics. Prerequisite: Graduate standing in Engineering or consent of instructor.

MEEG 5423. Statistical Thermodynamics. 3 Hours.

Concepts and techniques for describing high temperature and chemically reactive gases from a molecular point of view. Introductory kinetic theory, chemical thermodynamics, and statistical mechanics applied. Prerequisite: MEEG 2403 and MATH 2574.

MEEG 5433. Combustion. 3 Hours.

Introduction to combustion of solid, liquid, and gaseous fuels. Equilibrium and kinetics of hydrocarbon oxidation, laminar and turbulent flames, premixed and non-premixed combustion processes, ignition, quenching, stability, emissions and diagnostics. Prerequisite: Graduate standing in Engineering or consent of instructor.

MEEG 5453. Advanced Heat Transfer. 3 Hours.

More in-depth study of topics covered in MEEG 4413, Heat Transfer, and coverage of some additional topics. Prerequisite: MEEG 4413 or equivalent.

MEEG 5473. Radiation Heat Transfer. 3 Hours.

Spectral analysis, radiant exchange in gray and non-gray enclosures, gas radiation, and multi-mode heat transfer. Prerequisite: MEEG 5453 or equivalent.

MEEG 5503. Advanced Fluid Dynamics I. 3 Hours.

A basic survey of the characteristics of fluid flow under a variety of conditions with examples. Begins with a derivation of the Navier-Stokes equations and an evaluation of the dimensionless groups found from these equations. Topics to be covered include viscous laminar and turbulent boundary layers, jets and wakes, Stokes flow, inviscid flows with and without free surfaces and turbulence. Prerequisite: MEEG 3503 and MATH 2584.

MEEG 5533. Fundamentals of Aerodynamics. 3 Hours.

A study of external-flow fluid mechanics applied to Aerodynamics. Topics include integral and differential forms of the basic fluid equations (continuity, momentum, and energy), potential flow, and supersonic flow. Prerequisite: MEEG 3503.

MEEG 5633. Additive Manufacturing. 3 Hours.

This course provides an overview of developing opportunities and critical challenges of additive manufacturing (AM, also known as 3-D printing). It covers existing and emerging additive manufacturing processes in the context of product design, materials selection and processing, and industrial and consumer applications. Students may not receive credit for both MEEG 4633 and MEEG 5633. Prerequisite: MEEG 2100, MEEG 2303, MEEG 3013, and MEEG 3503 or instructor consent.

MEEG 5733. Advanced Numerical Methods. 3 Hours.

Numerical methods for the solution of linear and non-linear ordinary and partial differential equations; initial and boundary value problems; one-step and multi-step methods; predominantly finite difference but also finite element and control volume techniques; and computer applications. Graduate standing in Engineering or consent of instructor.

MEEG 590V. Master's Research Topic and Report. 1-3 Hour.

Fundamental or applied research project required course for students electing the report option. Prerequisite: Graduate standing.

MEEG 591V. Special Topics in Mechanical Engineering. 1-6 Hour.

Consideration of current advanced mechanical engineering topics not covered in other courses. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

MEEG 592V. Individual Study in Mechanical Engineering. 1-3 Hour.

Opportunity for individual study of advanced subjects related to a graduate mechanical engineering program to suit individual requirements. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

MEEG 5953. Fundamentals of Fracture and Fatigue in Structures. 3 Hours.

The course will cover the concepts of linear-elastic, elastic-plastic and time-dependent Fracture Mechanics as applied to fracture in a variety of materials, structures, and operating conditions. The examples will include fracture in large components such as aircraft, bridges and pressure vessels and also in bones and in soft materials and human tissue. Prerequisite: Graduate standing in Civil, Mechanical or Biomedical Engineering or consent of the instructor. This course is cross-listed with BMEG 5953, CVEG 5953.

MEEG 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

MEEG 6800. Graduate Seminar. 0 Hours.

A periodic seminar devoted to mechanical engineering research topics. Course includes letter grades A, B, C, D, and F as well as CR.

MEEG 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Microelectronics–Photonics (MEPH)

Rick Wise

Program Director

103 Nanoscale Material Science and Engineering Building

479-575-2875

Email: microEP@uark.edu (microEP@cavern.uark.edu)

Microelectronics-Photonics Program Website (<http://microEP.uark.edu>)

Degrees Conferred:

M.S., Ph.D. in Microelectronics-Photonics (MEPH)

Program Description: This multidisciplinary program prepares students for careers in the development and manufacturing of micro- to nanoscale materials, processing, and devices in such industries as biosensing, photonics, telecommunications, microelectronics, and MEMs. Typical students in this program will be full-time students residing on campus, but provisions may be made to support remotely located part-time students already engaged in professional careers.

Philosophy of Graduate Education: All entering graduate students from June 1 through May 31 of the following year are formed into a cohort. Cohort members form a natural work group during their first 24 months of graduate school, and the cohort members receive training in how to effectively apply their academic knowledge in professional

group environments such as research- or teaching-based academic departments, large governmental research labs, or industrial settings. The cohort training also fosters a supportive graduate community atmosphere that enhances the likelihood of academic success of all the program's graduate students. The techniques used for this training have been developed at the University of Arkansas under the financial sponsorship of the NSF Integrative Graduate Education and Research Training program, and the Department of Education's Fund for Improvement of Post Secondary Education program. Through these methods, our graduate students exit our degree programs with the equivalent of one and a half years of on-the-job training in management techniques useful in a technology-based professional career setting.

M.S. in Microelectronics-Photonics

Prerequisites to Degree Program: Applicants to the program must satisfy the requirements of the Graduate School as described in this catalog and have the approval of the Graduate Studies Committee of the Microelectronics-Photonics program (GSCMEP).

Candidates typically have completed a Bachelor of Science degree in either engineering or science, and candidates' academic backgrounds will be evaluated by the GSCMEP for suitability to the graduate program. To be admitted to graduate study in Microelectronics-Photonics (microEP) without deficiency, candidates are required to have completed a math course sequence through differential equations, an introduction to quantum mechanics through courses such as PHYS 3603, PHYS 3614, or CHEM 3504, and an introduction to electricity and magnetism or electronic circuits. Other undergraduate deficiencies may be identified during the evaluation process, and degree completion will be contingent on successful completion of these identified deficiencies.

Prospective students from foreign countries in which English is not the native language must submit nationally recognized standardized testing results on written English proficiency for consideration by the Graduate School during the admission process. Students may be given conditional admittance pending demonstration of English language skills in appropriate courses at the University of Arkansas. Students wishing to apply for graduate assistantships that require direct contact with students in a teaching or tutorial role must meet the Graduate School's English Language proficiency test requirements for such GA positions.

Requirements for the Master of Science Degree: Students choosing this degree program will be assigned an initial adviser upon acceptance to the program. This adviser will be their Cohort Manager during that academic year. Students will work with the Director of the Microelectronics-Photonics program to define their M.S. path to best support their career goals after graduation, with three curricula paths available to Microelectronics-Photonics students:

- **Non-thesis path:** Students who are funded by personal resources or by graduate assistantships not associated with research or educational grants may complete an M.S. degree with additional course work in place of independent research. While there may be specific narrow career options where this is an appropriate path, the Microelectronics-Photonics program strongly recommends the Professional or Academic paths as providing a much better overall career preparation for working in a technical position. Students completing this path cannot be accepted for the Ph.D. Microelectronics-Photonics program.
- **Professional path:** Students who plan to enter the technical marketplace after M.S. completion will find this path most beneficial as it requires independent graduate-level research in collaboration with an external technical organization. The research may be in the form

of a traditional M.S. six-hour research topic and thesis, or may instead be in the form of two three-hour independent research efforts resulting in written reports with the clarity, style, analysis, and conclusions expected of a journal paper submission. Both the thesis and the written reports will be orally defended before the appropriate student committee. Students in this path will also be required to complete at least one internship of at least six weeks duration to experience a non-academic technical environment. Students completing this path may be considered by the GSCMEP for admission to the Ph.D. Microelectronics-Photonics program based on the strength of their academic course grades, their independent research depth, and the quality of the written research document.

- **Academic path:** Students who plan to complete an academic campus-based research thesis will take this path, although the research topic may include funding and collaboration with outside technical organizations. Students who complete all requirements for M.S. graduation, including an independent research project and thesis acceptable to their thesis committee, will be eligible without GSCMEP review for admission to the Ph.D. Microelectronics-Photonics program.

Students will form either a theses committee or an advisory committee after they have chosen their M.S. path, defined any independent research areas, and been accepted into a research group if appropriate. A thesis committee will be made up of at least three faculty members, with at least one faculty member each from the Fulbright College of Arts and Sciences and the College of Engineering (the student's research professor will chair the thesis committee). The advisory committee will include at least one GSCMEP member, the supervising faculty member for a research experience, and the student's cohort leader. If the student is in the Professional path, then either committee must also include at least one technical professional from the partner external organization as an adjunct faculty member or an ex officio committee member.

Students in this degree program can choose an Academic path, a Professional path, or a Non-thesis path. The course hours to meet the minimum requirements for each path are as follows:

Subject Area	Academic Path/ Hours	Professional Path/Hours	Non-Thesis Path/Hours
Science	6	6	6
Engineering	9	9	9
MEPH 5383 Research Commercialization	3	3	3
MEPH 5393 Product Development Process	N/A	N/A	3
Design of Experiments (such as BENG 5703)	Elective	Elective	3
Second course in management of technology	N/A	N/A	3
MEPH 5811/5911/6831/6911 Oper Seminar		>=3	>=3
MEPH 5821 Ethics	In Ph.D. Curriculum	1	Recommended

MEPH 5832 Proposal Writing and Management	In Ph.D. Curriculum	Recommended	Recommended
Technical Elective	6	6	6
DEPT 600V Research Thesis	6	(Option) 6	0
MEPH 5513 Applied External Research	Not Available	(Or Option) 3 + 3	Not Available
MEPH 5523 Applied Internal Research	Not Available	(Or Option) 3 + 3	Not Available
MEPH 588V Independent Project	Elective	Elective	(<=3 as technical elective)
MEPH 555V External Technical Internship	Recommended in Ph.D. studies	1 <=V <=3	Not Available

If a University of Arkansas undergraduate student is pursuing a Bachelor of Science degree in a department that has implemented an accelerated B.S./M.S. program (typically allowing six hours of graduate-level course work to be shared between the two degrees), the student may implement the same acceleration for a B.S. departmental degree/M.S. Microelectronics-Photonics degree set. Both the undergraduate department and the Microelectronics-Photonics program Director must approve the shared courses prior to enrollment.

Each student's curriculum must also address a need for a focus field. Each student completing a Microelectronics-Photonics degree must define a curriculum containing the following core requirements in the focus field to cover five aspects of micro- to nanoscale materials and devices. In the Applications aspect, every student must complete ELEG 5203 Semiconductor Devices. In the Materials aspect, students must take at least one course emphasizing the nature of the materials applied in their chosen focus field. In the Fabrication aspect, students must take at least one course emphasizing the theory of micro- or nanoscale fabrication in their focus field. In the Fabrication Practice aspect, all students are highly encouraged to complete at least one course containing hands-on laboratory fabrication experience. In the Management of Technology aspect, every student must complete MEPH 5383 Research Commercialization and Product Development.

The Graduate Handbook of the Microelectronics-Photonics Graduate Program will contain a current list of approved courses in each of these areas that will allow students to optimize their curriculum within their focus field. Students may choose a course not listed in the handbook to fill an aspect's required course with the permission of their thesis committee and the Microelectronics-Photonics Director. Students who have acquired the knowledge contained in these courses through prior education may petition the Microelectronics-Photonics program Director for permission to substitute other classes for these core courses.

Additional core courses to develop operations management skills also have been defined for Microelectronics-Photonics students. During year one of their graduate studies at the University of Arkansas, students are required to take MEPH 5811 1st Year Operations Seminar - Infrastructure Management and MEPH 5911 1st Year Operations Seminar - Personnel Management in the fall and spring semesters and MEPH 5821 Ethics for Scientists and Engineers in their first summer. During year two,

students are required to take MEPH 6811 and MEPH 6911 Operations Management Seminars in both fall and spring semesters and MEPH 5832 Proposal Writing and Management in their second summer. Students who begin their graduate studies at the University of Arkansas during the spring semester will be required to take MEPH 5811 in the fall semester following their completion of MEPH 6911 or to take MEPH 5811 concurrently with MEPH 6811. In addition, all cohort members participate in two days of industrial-style inventiveness and team training during the week directly preceding the start of fall classes. Three to five of these seven credit hours may be used in M.S. curricula, shown in the table, and the remaining credit hours may be applied as Ph.D.-level technical electives.

Students are required to attend monthly Microelectronics-Photonics Research Communication Seminars during the first three semesters of their M.S. degree program, and will enroll in MEPH 5611 Research Communication Seminar of MS Students in their third semester. Students working more than 20 hours per week in a technology-based professional position approved by the Microelectronics-Photonics Director will not be required to be enrolled in this class or attend the monthly seminars as a condition for graduation.

Research thesis hours will be chosen from the department of the student's research adviser (e.g., PHYS 600V, ELEG 600V, etc.) and will require a written thesis successfully defended in a comprehensive oral exam given by the thesis committee.

A research thesis is required for Academic path students, and is optional for Professional path students. Professional path thesis research must include direct collaboration with an external technical organization.

A student in the Professional path may substitute two Applied Research efforts for a thesis under MEPH 5513 (External location) or MEPH 5523 (Internal on-campus location), provided each semester's research is of graduate-level quality and is reported at the end of the semester through a written paper and in an oral presentation to the advisory committee (note that the written paper must match the clarity, style, analysis, and conclusions expected of a journal paper submission). Regardless of where the research is performed, it must include direct collaboration with an external technical organization.

Independent project hours in support of the Non-thesis path may be either MEPH 588V Special Problems in Microelectronics-Photonics or a departmental Special Problems course number, and will require a written project report modeled after a professional journal submission that is then defended in a comprehensive oral exam given by the advisory committee.

If a student is taking either a special problems independent study course (such as MEPH 588V) or a special topics course (such as MEPH 587V) to meet partial requirements for their M.S. degree, then the instructor must supply the Microelectronics-Photonics program office with a syllabus of that class to be included in their program records. They syllabus must include at least the course title, semester, instructor name, a list of specific course objectives, sources of content knowledge, and method by which the student's mastery of the learning objectives is demonstrated.

Each student is required to enroll in at least one hour of course work each fall and spring semester until the M.S. degree is issued. If all required course work has been completed, the student may enroll in one hour of master's thesis, or in one hour of a special problems course for credit only.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Microelectronics-Photonics

Requirements for the Doctor of Philosophy Degree: Students choosing this degree program will be assigned an initial adviser upon acceptance to the program. This adviser will be their Cohort manager during that academic year. Students will work with the Director of the Microelectronics-Photonics program to define their dissertation committee after they are accepted by a research faculty for a research project. This committee will be made up of at least four faculty members, with at least one faculty member each from the Fulbright College of Arts and Sciences and the College of Engineering. The student's research professor will chair the dissertation committee.

Candidates for the Ph.D. program are expected to have completed a Master of Science degree in either engineering or science, with each candidate's academic background being evaluated by the GSCMEP. Doctoral candidates in Microelectronics-Photonics are expected to have proficiency in the core curriculum of the Master of Science in Microelectronics-Photonics at the University of Arkansas. This core is described in detail above and in the handbook of the Microelectronics-Photonics program and is the knowledge that will be tested in the Microelectronics-Photonics specific candidacy exam administered in the spring semester of each academic year.

Students who have graduated with a Master of Science degree in Microelectronics-Photonics from the University of Arkansas will be expected to take the Microelectronics-Photonics written Ph.D. candidacy exam in the spring semester after M.S. graduation. Students requesting admission to the Ph.D. program with a Master of Science degree in another discipline will be required to take the Microelectronics-Photonics written Ph.D. candidacy exam within four semesters after M.S. graduation, but not before completing MEPH 5911 1st Year Operations Seminar - Personnel Management and MEPH 5383 Research Commercialization and Product Development.

A second part of the candidacy exam, a detailed Ph.D. research proposal, must be accepted by the student's committee before the end of the 24th month after the start date of the student's first semester as a Ph.D. student, or the student will be removed from the Ph.D. program. This research proposal is not linked to the written candidacy exam and may be presented to the committee any time in this 24 month period.

Students who fail to pass their written candidacy exam will have a joint consultation with their major professor and their Cohort Manager to formulate a specific action plan to correct student deficiencies identified by the exam. The student will be allowed to retake the written exam only one additional time, which must be during the next scheduled written examination period.

A Ph.D. curriculum will be defined to meet each student's research interests as well as the Microelectronics-Photonics program's interest in course breadth. It is to be expected that certain Master of Science degrees will be poorer matches to the Microelectronics-Photonics program focus areas and will therefore require a greater number of graduate courses in the Ph.D. curriculum as a requirement for graduation.

The course plan for each student must include a minimum of 27 hours of graduate coursework beyond the Master of Science degree requirements. Specific courses will be chosen by the student and must be approved by the student's doctoral advisory committee. The coursework list for the Ph.D. degree will then be combined with the courses completed during

the student's Master of Science studies to assure that the combined course list includes:

1. at least 27 hours of 5000- and 6000-level courses in science and engineering,
2. at least six hours of courses relevant to the management of technology,
3. no more than six hours of special problems and no more than nine hours of special topics courses,
4. and no more than four hours of:

MEPH 5811	1st Year Operations Seminar - Infrastructure Management	1
MEPH 5911	1st Year Operations Seminar - Personnel Management	1
MEPH 6811	2nd Year Operations Seminar - Management and Leadership	1
MEPH 5821	Ethics for Scientists and Engineers	1
MEPH 5832	Proposal Writing and Management	2

If a student is taking either a special problems independent study course (such as MEPH 588V) or a special topics course (such as MEPH 587V) to meet partial requirements for their Ph.D. degree, then the instructor must supply the Microelectronics-Photonics program office with a syllabus of that class to be included in their program records. The syllabus must include at least the course title, semester, instructor name, a list of specific course objectives, sources of content knowledge, and method by which the student's mastery of the learning objectives is demonstrated.

Students are required to attend monthly Microelectronics-Photonics Research Communication Seminars during the first five semesters of their Ph.D. degree program, and will enroll in MEPH 6611 Research Communication Seminar of PhD Students in their fifth semester. Students working more than 20 hours per week in a technology-based professional position approved by the Microelectronics-Photonics Director will not be required to be enrolled in this class or attend the monthly seminars as a condition for graduation.

In addition to these conditions, the 21 hours of research dissertation will be taken under departmental course numbers such as PHYS 700V, CHEG 700V, CHEM 700V, ELEG 700V, etc. as appropriate to match to the department of each student's major research professor. The dissertation format must meet all Graduate School published guidelines and the Microelectronics-Photonics guidelines as listed in the Microelectronics-Photonics Graduate Student Handbook. A Ph.D. candidate wishing to use a compilation of published papers for the dissertation must receive explicit permission from the GSCMEP to use this style dissertation at least six months prior to his or her dissertation defense, with a meeting between the student's committee chair and the GSCMEP required before permission can be granted.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Ang, Simon S., Ph.D. (Southern Methodist University), M.S.E.E. (Georgia Institute of Technology), B.S.E.E. (University of Arkansas), Professor, Department of Electrical Engineering, 1988.

Balda, Juan Carlos, Ph.D. (University of Natal), B.S. (Universidad Nacional del Sur), University Professor, Department of Electrical Engineering, 1989.

- Barraza-Lopez, Salvador**, Ph.D. (University of Illinois-Urbana-Champaign), B.S. (Instituto Politecnico Nacional de Mexico), Associate Professor, Department of Physics, 2011.
- Bellaiche, Laurent**, Ph.D., M.S., B.S. (University of Paris VI, France), Distinguished Professor, Department of Physics, 1999.
- Benamara, Mourad**, Ph.D., M.S. (University of Toulouse III, France), Assistant Professor, Nanotechnology, 2007.
- Beyzavi, M. Hassan**, Ph.D. (Freie Universität Berlin, Germany), Assistant Professor, Department of Chemistry and Biochemistry, 2017.
- Chen, Zhong**, Ph.D. (North Carolina State University), M.Eng. (National University of Singapore), B.S. (Zhejiang University), Assistant Professor, Department of Electrical Engineering, 2015.
- Churchill, Hugh O.H.**, Ph.D., A.M. (Harvard University), B.A. (Oberlin College), B.M. (Oberlin Conservatory of Music), Assistant Professor, Department of Physics, 2015.
- Coridan, Robert**, Ph.D., M.S. (University of Illinois-Urbana-Champaign), B.S. (The Ohio State University), Assistant Professor, Department of Chemistry and Biochemistry, 2015.
- Di, Jia**, Ph.D. (University of Central Florida), M.S., B.S. (Tsinghua University), Professor, Department of Computer Science and Computer Engineering, 2004.
- El-Shenawee, Magda O.**, Ph.D. (University of Nebraska-Lincoln), M.S., B.S. (Assiut University, Egypt), Professor, Department of Electrical Engineering, 2001.
- Fu, Huaxiang**, Ph.D., M.S. (Fudan University), B.S. (University of Science and Technology of China), Professor, Department of Physics, 2002.
- Harter, William G.**, Ph.D. (University of California-Irvine), B.S. (Hiram College), Professor, Department of Physics, 1986.
- Herzog, Joseph B.**, Ph.D. (University of Notre Dame), B.S. (Louisiana State University), Assistant Professor, Department of Physics, 2013.
- Hestekin, Jamie A.**, Ph.D. (University of Kentucky), B.S.Ch.E. (University of Minnesota-Duluth), Professor, Ralph E. Martin Department of Chemical Engineering, 2006.
- Heyes, Colin David**, Ph.D. (Georgia Institute of Technology), B.S. (Loughborough University), Associate Professor, Department of Chemistry and Biochemistry, 2008.
- Huitink, David**, Ph.D., M.S.M.E., B.S.M.E. (Texas A&M University), Assistant Professor, Department of Mechanical Engineering, 2017.
- Jensen, Morten O.**, Ph.D. (University of Aarhus, Denmark), M.Sc. (Georgia Institute of Technology), Associate Professor, Department of Biomedical Engineering, 2014.
- Kumar, Pradeep**, Ph.D. (Boston University), M.Sc. (Indian Institute of Technology, Mumbai, India), Assistant Professor, Department of Physics, 2013.
- Malshe, Ajay P.**, Ph.D., M.S., B.S. (University of Poona, India), Distinguished Professor, Department of Mechanical Engineering, 1995.
- Manasreh, Omar**, Ph.D. (University of Arkansas), M.S. (University of Puerto Rico-Rio Piedras), B.S. (University of Jordan), Professor, Department of Electrical Engineering, 2003.
- McCann, Roy A.**, Ph.D. (University of Dayton), M.S.E.E., B.S.E.E. (University of Illinois), Professor, Department of Electrical Engineering, 2003.
- Millett, Paul**, Ph.D., M.S. (University of Arkansas), B.E. (Vanderbilt University), Assistant Professor, Department of Mechanical Engineering, 2013.
- Moradi, Mahmoud**, Ph.D. (North Carolina State University), M.S., B.S. (Sharif University of Technology), Assistant Professor, Department of Chemistry and Biochemistry, 2015.
- Muldoon, Timothy J.**, M.D. (Baylor College of Medicine), Ph.D. (Rice University), B.S. (Johns Hopkins University), Assistant Professor, Department of Biomedical Engineering, 2012.
- Nair, Arun**, Ph.D. (Virginia Tech), M.S. (Colorado State University), B.T. (Mahatma Gandhi University), Assistant Professor, Department of Mechanical Engineering, 2013.
- Naseem, Hameed A.**, Ph.D., M.S. (Virginia Polytechnic State University), M.Sc. (Panjab University), University Professor, Department of Electrical Engineering, 1985.
- Pohl, Edward A.**, Ph.D., M.S.R.E. (University of Arizona), M.S.S.E. (Air Force Institute of Technology), M.S.E.M. (University of Dayton), B.S.E.E. (Boston University), Professor, Department of Industrial Engineering, 2004.
- Porter, Errol**, M.S.E.E., B.S.E.E. (University of Arkansas), Research Associate, Microelectronics-Photonics, 1997.
- Salamo, Gregory J.**, Ph.D. (City University of New York), M.S. (Indiana University-Purdue University-Indianapolis), B.S. (City University of New York, Brooklyn College), Distinguished Professor, Department of Physics, 1975.
- Selvam, R. Panneer**, Ph.D. (Texas Tech University), M.S.C.E. (South Dakota School of Mines and Technology), M.E., B.E. (University of Madras, India), University Professor, Department of Civil Engineering, 1986.
- Shew, Woodrow L.**, Ph.D. (University of Maryland-College Park), B.A. (College of Wooster), Associate Professor, Department of Physics, 2012.
- Singh, Surendra P.**, Ph.D., M.A. (University of Rochester), M.Sc., B.Sc. (Banaras Hindu University, India), University Professor, Department of Physics, 1982.
- Tung, Steve**, Ph.D., M.S.M.E. (University of Houston), B.S.M.E. (National Taiwan University), Professor, Department of Mechanical Engineering, 2000.
- Wang, Yong**, Ph.D., M.S. (University of California, Los Angeles), B.S. (University of Science and Technology of China), Assistant Professor, Department of Physics, 2015.
- Ware, Morgan**, Ph.D. (North Carolina State University), B.S. (Florida State University), Assistant Professor, Department of Electrical Engineering, 2005.
- Wejinya, Uchechukwu C.**, Ph.D., M.S., B.S. (Michigan State University), Associate Professor, Department of Mechanical Engineering, 2008.
- Xiao, Min**, Ph.D. (University of Texas at Austin), B.S. (Nanjing University), Distinguished Professor, Department of Physics, 1990.
- Xiao, Jie**, Ph.D. (State University of New York-Binghamton), M.S., B.S. (Wuhan University), Associate Professor, Department of Chemistry and Biochemistry, 2016.
- Yu, Fisher**, Ph.D. (Arizona State University), M.S., B.S. (Peking University), Associate Professor, Department of Electrical Engineering, 2008.
- Zhou, Wenchao**, Ph.D. (Georgia Institute of Technology), M.S.M.E. (Xi'an Jiaotong University, Xi'an, China), B.S.M.E. (Huazhong University of Science and Technology, Wuhan, China), Assistant Professor, Department of Mechanical Engineering, 2014.
- Zou, Min**, Ph.D., M.S.M.E. (Georgia Institute of Technology), M.S.A.E., B.S.A.E. (Northwestern Polytechnical University), Professor, Department of Mechanical Engineering, 2003.

Courses

MEPH 5253. Emerging Technologies in Industry. 3 Hours.

Business leaders present technologies used by their companies. Focusing on Arkansas-based companies, technology needs for the industry and innovative ideas for solutions or advancements are discussed. Students work to develop solutions to address company needs or further develop a company's current technology. May be repeated for up to 9 hours of degree credit.

MEPH 5383. Research Commercialization and Product Development. 3 Hours.

This survey course examines research commercialization through analysis of IP, technology space, market space, manufacturability, financials, and business plans. Entrepreneurial behaviors and product development within large companies are also discussed. A case study using a current UA faculty member's research commercialization effort will be developed. Prerequisite: Graduate Standing.

MEPH 5393. Product Development Process. 3 Hours.

Demonstration of a student's technical and management knowledge integration by creating a commercially viable product development process to meet a new societal need, with the technical solution based on micro to nanoscale technology. Final grade based on a detailed written report and oral presentation to a panel. Non-thesis students only. Pre- or Corequisite: MEPH 5383. Prerequisite: Instructor permission.

MEPH 5513. Applied Research in External Technical Organizations. 3 Hours.

A one semester narrow focus graduate level research effort while working at an external technical organization's site. Requires a final report of style and quality suitable for journal submission. This course available only to Professional Path M.S. microEP students, and may substitute for an MEPH 588V External Internship. May be repeated for up to 6 hours of degree credit.

MEPH 5523. Applied On-Campus Collaborative Research with External Technical Organizations. 3 Hours.

A one semester narrow focus graduate level on-campus research effort performed in collaboration with an external technical organization. Requires a final report of style and quality suitable for journal submission. This course available only to Professional Path M.S. microEP students. May be repeated for up to 6 hours of degree credit.

MEPH 555V. Internship in External Technical Organization. 1-3 Hour.

Used to document a microEP grad student internship experience in an external technical organization for a minimum duration of six weeks (6-9 weeks=one hour, 10-12 weeks=two hours, and 13-15 weeks=three hours). It may not be used to meet the research requirements of a M.S. degree. Prerequisite: Graduate standing.

MEPH 5611. Research Communication Seminar of MS Students. 1 Hour.

This course serves as a forum for MS students to develop oral presentation skills and to exchange research ideas. Research presentations will be on various topics in the area of micro to nanoscale materials, processing, and devices, with research management and planning also being addressed. Prerequisite: Graduate standing.

MEPH 5713. Advanced Nanomaterials Chemistry. 3 Hours.

Science and engineering graduates are using more nanomaterials, and modern industry demands that its scientists and engineers have materials chemistry knowledge. Materials from the micro to nanoscale will be examined in this course from the perspective of fundamental chemistry principles to build a picture of tomorrow's materials. May be repeated for up to 3 hours of degree credit.

MEPH 5733L. Fabrication at the Nanoscale. 3 Hours.

This hands-on lab course will cover the disciplines needed to make active electronic and photonic devices utilizing nanoscale structures and fabrication techniques presently used in research and industry. Prerequisite: Graduate standing and permission of the instructor.

MEPH 5742. Transmission Electron Microscopy Theory and Operation. 2 Hours.

This new laboratory course will introduce students to practical electron microscopy and to the operation of the Titan S/TEM for examination of sub-angstrom examination of materials. Students will learn how to conduct a TEM study, how to operate the TEM, and how to extract and interpret useful information. Prerequisite: Graduate standing.

MEPH 5811. 1st Year Operations Seminar - Infrastructure Management. 1 Hour.

Weekly seminar for 1st year Microelectronics-Photonics graduate students to discuss issues that increase professional performance in technology-centered organizations. The discussions will focus on issues that affect organizational infrastructure, career planning, organizational structures, and may include examples from current events. Prerequisite: Graduate standing.

MEPH 5821. Ethics for Scientists and Engineers. 1 Hour.

This course will introduce methods useful in the practice of ethical decision making in the high technology academic and industrial work place. An emphasis will be placed on applying the methods discussed in the text to student and instructor past professional experiences. Prerequisite: graduate standing.

MEPH 5832. Proposal Writing and Management. 2 Hours.

This course introduces factors that affect proposal success in both the academic and industrial arenas; demonstrates different approaches to writing successful proposals; and introduces students to the legal responsibilities and ramifications of proposal management. Students will write two proposals for peer review and formal evaluation. Prerequisite: Graduate standing.

MEPH 587V. Special Topics in Microelectronics-Photonics. 1-4 Hour.

Consideration of current microelectronic-photonic topics not covered in other courses. One section will be created for each topic only after a syllabus is submitted to the microEP office by the faculty member teaching the course. May be repeated for up to 9 hours of degree credit.

MEPH 588V. Special Problems in Microelectronics-Photonics. 1-3 Hour.

Opportunity for individual study of advanced subjects related to a graduate degree in Microelectronics-Photonics to suit individual requirements. One section will be created for each student only after a syllabus is submitted to the microEP office by the supervising faculty member. May be repeated for up to 6 hours of degree credit.

MEPH 5911. 1st Year Operations Seminar - Personnel Management. 1 Hour.

Weekly seminar for 1st year Microelectronics-Photonics graduate students to discuss issues that increase professional performance in technology-centered organizations. The discussions will focus on issues that affect personnel management, team building and structures, and may include examples from current events. Prerequisite: Graduate standing.

MEPH 626V. Emerging Technologies in Industry Practicum. 1-3 Hour.

Students engage in demand-driven research projects inspired by Arkansas companies as part of the interdisciplinary IGNITE (Industry Generating New Ideas and Technology through Education) program. These projects, which often result from interactions with companies during MEPH 5253, include visiting company locations; developing project goals, budgets, and timelines; and performing research. May be repeated for up to 9 hours of degree credit.

MEPH 6611. Research Communication Seminar of PhD Students. 1 Hour.

This course serves as a forum for Ph.D. students to develop oral presentation skills and to exchange research ideas. Research presentations will be on various topics in the area of micro to nanoscale materials, processing and devices, with research management and planning also being addressed. Prerequisite: Graduate standing.

MEPH 6811. 2nd Year Operations Seminar - Management and Leadership. 1 Hour.

Weekly seminar for 2nd year Microelectronics-Photonics graduate students to discuss issues that increase professional performance in technology-centered organizations. The discussions will focus on issues that affect management and leadership effectiveness and efficiency, and may include examples from current events. Prerequisite: Graduate standing.

MEPH 6911. 2nd Year Operations Seminar - Advanced Management and Leadership. 1 Hour.

Weekly seminar for 2nd year Microelectronics-Photonics graduate students to discuss advanced issues that increase professional performance in technology-centered organizations. The discussions will focus on the complex issues that affect management and leadership effectiveness and efficiency, and may include examples from current events. Prerequisite: Graduate standing.

Modern Languages (MLAN)

Steven Bell

Chair of Department of World Languages, Literatures and Cultures
425 Kimpel Hall

479-575-2951
Email: sbell@uark.edu

Nancy Arenberg
Graduate Coordinator of French
425 Kimpel Hall
479-575-2947
Email: arenberg@uark.edu

Brett Sterling
Graduate Coordinator of German
425 Kimpel Hall
479-575-2951
Email: bsterli@uark.edu

World Languages, Literatures and Cultures Website (<https://fulbright.uark.edu/departments/world-languages>)

Degree Conferred:
M.A. (MLAN)

Areas of Concentration: French and German. Supporting courses are offered in Greek and Latin.

Primary Areas of Faculty Research: Please refer to the Department of World Languages, Literatures and Cultures website for detailed information on faculty members and their areas of expertise.

Degree Program: The Master of Arts Degree in Modern Languages is offered in two tracks, German and French.

M.A. in Modern Languages with French Track

Prerequisites to Degree Program: The student must have a B.A. degree or equivalent from an accredited institution with suitable preparation in the chosen foreign language and be accepted by the department. Deficiencies in undergraduate major or prerequisites for advanced courses may be included in the student's program.

French Concentration

The Master of Arts degree in Modern Languages, French Concentration offers course work related to the literary and cultural histories of the greater Francophone world, focusing on France. The program provides advanced preparation in literary analysis and research and offers training for teaching French at the college level, including the most recent technological techniques in teaching foreign languages. Graduates of the program receive a solid preparation to pursue a Ph.D. or to teach at the college or secondary levels. Our comprehensive curriculum enables students to pursue careers in education, government, international organizations and other business opportunities either abroad or within the United States. In conjunction with the Comparative Literature and Cultural Studies program (CLCS), the program contributes to the master's and Ph.D. programs for students working in either Francophone literature, translation, French literature or French cultural studies.

Requirements for the Master of Arts Degree in Modern Languages, French Concentration: Aside from deficiencies, a minimum of 36 semester hours is required for the degree; six of the hours must be selected from the following courses: WLLC 4023, WLLC 4033, WLLC 5063 or other approved WLLC courses. Each M.A. candidate will submit a list of their course work to the graduate adviser before taking the comprehensive exam, which is comprised of a written and an oral exam. The content of the M.A. exam covers course work and the reading list. All course selections must be approved by the graduate adviser.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

M.S. in Modern Languages with German Track

Prerequisites to Degree Program: The student must have a B.A. degree or equivalent from an accredited institution with suitable preparation in the chosen foreign language and be accepted by the department. Deficiencies in undergraduate major or prerequisites for advanced courses may be included in the student's program. The Master of Arts Degree in Modern Languages is offered in two concentrations, German and French.

German Concentration

The Master of Arts Degree in Modern Languages, German Concentration offers course work related to the greater German-speaking world, including Germany, Austria, and Switzerland. The program offers a traditional, canon-centered degree in literary history. Students concentrate primarily on courses investigating literary epochs and particular genres that are focused on literary analysis and research.

Graduates of the program generally continue study at the doctoral level at other institutions or complete alternative licensure or the M.A.T. to teach at the secondary level. Doctoral training in cultural studies and translation is also offered in conjunction with the Comparative Literature and Cultural Studies Program.

Requirements for the Master of Arts Degree Modern Languages, German Concentration: Aside from deficiencies, a minimum of 36 semester hours of course work is required for the degree, six hours of which must be selected from the following courses: WLLC 4023, WLLC 4033, or WLLC 5063. Each candidate must pass a comprehensive examination covering course work and a reading list. Upon admission to this program the candidate will be assigned an adviser who, in consultation with the candidate, will design a suitable program for the candidate. The adviser, in consultation with other members of the department, will select an examination committee for the comprehensive written and oral examinations. Detailed program descriptions, including reading lists and examination procedures, are available from the department.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Music (MUSC)

Ronda Mains
Department Chair
201 Music Building
479-575-4701
Email: rmains@uark.edu

Er-Gene Kahng
Director of Graduate Advising
201 Music Building
479-575-4701
Email: ekahng@uark.edu (sgates@uark.edu)

Department of Music Website (<http://www.uark.edu/depts/uamusic>)

Degree Conferred:
M.M. (MUSC)

Graduate Certificate Offered:

Advanced Performance (non-degree)

Areas of Concentration for the M.M. in Music: Applied music, composition, theory, instrumental and choral conducting, music history, and music education.

M.M. with Performance, Instrumental Concentration

Prerequisites for applying to the Master of Music Degree Program:

Applicants should possess a bachelor's degree with a major in music from an accredited institution. The applicant must apply to both the Graduate School and the Department of Music. In addition, applicants should schedule an audition/interview with the appropriate music faculty.

The specific requirements for admission to each individual concentration of the Master of Music degree program are:

1. Performance and Collaborative Piano applicants must audition for, or submit a DVD of a recorded performance to the appropriate graduate faculty.
2. Music Education applicants are expected to have prior teaching experience and submit a DVD of a recent classroom teaching experience.
3. Music History and Music Theory applicants should submit a paper representative of their work as well as scores for the Graduate Record Exam.
4. Composition applicants are required to submit three of their compositions.

Requirements for the Master of Music Degree: In addition to the general requirements of the Graduate School the following must be met:

1. All candidates pursuing the degree of Master of Music with concentrations in Collaborative Piano, Composition, Conducting, Music History, Music Theory, and Performance are required to take a diagnostic exam for aural theory, written theory, and music history prior to the beginning of their first semester of study. Any student diagnosed with deficiencies will be required to register for remedial courses.
2. Candidates needing to augment their piano skills will be required to take additional piano study.
3. Candidates are required to take comprehensive written examinations followed by an oral examination after the completion of coursework.
4. All candidates must participate in at least one ensemble per semester throughout their residence unless pursuing a concentration in Composition, Music Theory, Music History, or Music Education.
5. Candidates for the Master of Music with Music History Concentration are expected to have or acquire reading and writing proficiency in the foreign language corresponding to their field of research (preferably German, Italian, or French).

The programs of study are listed below. All course selections are subject to approval of the graduate adviser in consultation with applied teacher or thesis director.

A. Master of Music in Performance, Instrumental

I. Applied Music

Required Courses		
MUAP 510V	Applied Voice/Instrument	14
MUAP 5201	Graduate Recital I	1

MUAP 5211	Graduate Recital II	1
-----------	---------------------	---

II. Music History, Ethnomusicology, and Music Theory

MUHS 5973	Seminar in Bibliography and Methods of Research	3
-----------	---	---

MUHS 5903	Seminar in Musicology	3
-----------	-----------------------	---

Select one of the following: 3

MUTH 477V	Special Topics in Music Theory
-----------	--------------------------------

MUTH 5623	Pedagogy of Theory
-----------	--------------------

MUTH 5343	Analytical Techniques
-----------	-----------------------

MUTH 5643	Analysis of 20th Century Music
-----------	--------------------------------

Select one of the following: 3

Music History, Ethnomusicology, and/or Music Theory to be selected from above, or:

MUHS 4253	Special Topics in Music History
-----------	---------------------------------

III. Electives

To be selected from music courses at the 4000-6000 level with the consent of the adviser and to include not more than 4 hours of ensemble. 8

Note: Study of the appropriate literature is required if not adequately covered in the undergraduate degree presented for admission but will count toward the degree as an elective.

Total Hours 36

M.M. with Performance, Keyboard Concentration

Prerequisites for applying to the Master of Music Degree Program:

Applicants should possess a bachelor's degree with a major in music from an accredited institution. The applicant must apply to both the Graduate School and the Department of Music. In addition, applicants should schedule an audition/interview with the appropriate music faculty.

The specific requirements for admission to each individual concentration of the Master of Music degree program are:

1. Performance and Collaborative Piano applicants must audition for, or submit a DVD of a recorded performance to the appropriate graduate faculty.
2. Music Education applicants are expected to have prior teaching experience and submit a DVD of a recent classroom teaching experience.
3. Music History and Music Theory applicants should submit a paper representative of their work as well as scores for the Graduate Record Exam.
4. Composition applicants are required to submit three of their compositions.

Requirements for the Master of Music Degree: In addition to the general requirements of the Graduate School the following must be met:

1. All candidates pursuing the degree of Master of Music with concentrations in Collaborative Piano, Composition, Conducting, Music History, Music Theory, and Performance are required to take a diagnostic exam for aural theory, written theory, and music history prior to the beginning of their first semester of study. Any student diagnosed with deficiencies will be required to register for remedial courses.
2. Candidates needing to augment their piano skills will be required to take additional piano study.

- Candidates are required to take comprehensive written examinations followed by an oral examination after the completion of coursework.
- All candidates must participate in at least one ensemble per semester throughout their residence unless pursuing a concentration in Composition, Music Theory, Music History, or Music Education.
- Candidates for the Master of Music with Music History Concentration are expected to have or acquire reading and writing proficiency in the foreign language corresponding to their field of research (preferably German, Italian, or French).

The programs of study are listed below. All course selections are subject to approval of the graduate adviser in consultation with applied teacher or thesis director.

B. Master of Music in Performance, Keyboard:

I. Applied Music

MUAP 510V	Applied Voice/Instrument	14
MUAP 5201	Graduate Recital I	1
MUAP 5211	Graduate Recital II	1

II. Music History, Ethnomusicology, and Music Theory

MUHS 5973	Seminar in Bibliography and Methods of Research	3
Three or more hours of 5000-level MUHS or MUSY courses selected in consultation with the student's major adviser		3

Select one of the following: 3

MUTH 477V	Special Topics in Music Theory	
MUTH 5623	Pedagogy of Theory	
MUTH 5343	Analytical Techniques	
MUTH 5643	Analysis of 20th Century Music	

Select one of the following: 3

Music History, Ethnomusicology, and/or Music Theory to be selected from above.

MUHS 4253	Special Topics in Music History	
-----------	---------------------------------	--

III. Electives

To be selected from music courses at the 4000-6000 level with the consent of the adviser and to include not more than 4 hours of ensemble. 8

Note: Study of keyboard literature is required if not adequately covered in the undergraduate degree presented for admission but will count toward the degree as an elective.

Total Hours 36

M.M. with Performance, Voice Concentration

Prerequisites for applying to the Master of Music Degree Program:

Applicants should possess a bachelor's degree with a major in music from an accredited institution. The applicant must apply to both the Graduate School and the Department of Music. In addition, applicants should schedule an audition/interview with the appropriate music faculty.

The specific requirements for admission to each individual concentration of the Master of Music degree program are:

- Performance and Collaborative Piano applicants must audition for, or submit a DVD of a recorded performance to the appropriate graduate faculty.
- Music Education applicants are expected to have prior teaching experience and submit a DVD of a recent classroom teaching experience.

- Music History and Music Theory applicants should submit a paper representative of their work as well as scores for the Graduate Record Exam.
- Composition applicants are required to submit three of their compositions.

Requirements for the Master of Music Degree: In addition to the general requirements of the Graduate School the following must be met:

- All candidates pursuing the degree of Master of Music with concentrations in Collaborative Piano, Composition, Conducting, Music History, Music Theory, and Performance are required to take a diagnostic exam for aural theory, written theory, and music history prior to the beginning of their first semester of study. Any student diagnosed with deficiencies will be required to register for remedial courses.
- Candidates needing to augment their piano skills will be required to take additional piano study.
- Candidates are required to take comprehensive written examinations followed by an oral examination after the completion of coursework.
- All candidates must participate in at least one ensemble per semester throughout their residence unless pursuing a concentration in Composition, Music Theory, Music History, or Music Education.
- Candidates for the Master of Music with Music History Concentration are expected to have or acquire reading and writing proficiency in the foreign language corresponding to their field of research (preferably German, Italian, or French).

The programs of study are listed below. All course selections are subject to approval of the graduate adviser in consultation with applied teacher or thesis director.

C. Master of Music in Performance, Voice:

I. Applied Music Requirements include:

MUAP 510V	Applied Voice/Instrument (total 14 hours, to include:)	14
a) Preparation of one complete operatic or oratorio role		
b) Demonstration of language proficiency in English and three foreign languages		

Note: Foreign language proficiency may be demonstrated by the undergraduate transcript, undergraduate classes taken at the University of Arkansas, or by examination by the Department of World Languages, Literatures, and Cultures. Minimum requirements include two semesters of Italian, two semesters of French or German, and one semester of the remaining language.

MUAP 5201	Graduate Recital I	1
MUAP 5211	Graduate Recital II	1
MUEN 5401	Opera Theatre (two semesters)	2

II. Music History, Ethnomusicology, and Music Theory

MUHS 5973	Seminar in Bibliography and Methods of Research	3
Three or more hours of 5000-level MUHS or MUSY courses selected in consultation with the student's major adviser		3

Select one of the following: 3

MUTH 477V	Special Topics in Music Theory	
MUTH 5623	Pedagogy of Theory	
MUTH 5343	Analytical Techniques	
MUTH 5643	Analysis of 20th Century Music	

Electives totaling 3 hours in either music history, ethnomusicology, and/or music theory to be selected from (2) or (3e) above of MUHS 4253 or MUHS 4963H 3

III. ELECTIVES

To be selected from music courses at the 4000-6000 level with the consent of the adviser and to include not more than 4 hours of ensemble 6

Note: Study of vocal literature is required if not adequately covered in the undergraduate degree presented for admission but will count toward the degree as an elective.

Total Hours 36

M.M. with Collaborative Piano Concentration

Prerequisites for applying to the Master of Music Degree Program:

Applicants should possess a bachelor's degree with a major in music from an accredited institution. The applicant must apply to both the Graduate School and the Department of Music. In addition, applicants should schedule an audition/interview with the appropriate music faculty.

The specific requirements for admission to each individual concentration of the Master of Music degree program are:

1. Performance and Collaborative Piano applicants must audition for, or submit a DVD of a recorded performance to the appropriate graduate faculty.
2. Music Education applicants are expected to have prior teaching experience and submit a DVD of a recent classroom teaching experience.
3. Music History and Music Theory applicants should submit a paper representative of their work as well as scores for the Graduate Record Exam.
4. Composition applicants are required to submit three of their compositions.

Requirements for the Master of Music Degree: In addition to the general requirements of the Graduate School the following must be met:

1. All candidates pursuing the degree of Master of Music with concentrations in Collaborative Piano, Composition, Conducting, Music History, Music Theory, and Performance are required to take a diagnostic exam for aural theory, written theory, and music history prior to the beginning of their first semester of study. Any student diagnosed with deficiencies will be required to register for remedial courses.
2. Candidates needing to augment their piano skills will be required to take additional piano study.
3. Candidates are required to take comprehensive written examinations followed by an oral examination after the completion of coursework.
4. All candidates must participate in at least one ensemble per semester throughout their residence unless pursuing a concentration in Composition, Music Theory, Music History, or Music Education.
5. Candidates for the Master of Music with Music History Concentration are expected to have or acquire reading and writing proficiency in the foreign language corresponding to their field of research (preferably German, Italian, or French).

The programs of study are listed below. All course selections are subject to approval of the graduate adviser in consultation with applied teacher or thesis director.

D. Master of Music in Collaborative Piano :

I. APPLIED MUSIC (16 hours)

MUAP 510V	Applied Voice/Instrument (Note: MUAP is taken every semester for four semesters)	14
MUAP 5201	Graduate Recital I	1
MUAP 5211	Graduate Recital II	1

II. MUSIC THEORY, MUSIC HISTORY AND MUSIC LITERATURE (15 hours):

MUHS 5973	Seminar in Bibliography and Methods of Research	3
	One 5000-level MUHS course	3
	One music theory class to be selected from the following:	3
MUTH 477V	Special Topics in Music Theory	
MUTH 5343	Analytical Techniques	
MUTH 5623	Pedagogy of Theory	
MUTH 5643	Analysis of 20th Century Music	
MUHS 5563	Collaborative Piano Literature I, Woodwind and Brass Repertoire	3
MUHS 5573	Collaborative Piano Literature II, String Repertoire	3

III. ELECTIVES (5 hours)

	To be selected from the following courses with the consent of the adviser:	5
MUHS 4763	Survey of Vocal Literature I	
MUHS 4773	Survey of Vocal Literature II	
MUPD 584V	Opera Workshop Techniques	
MUTH 4322	Score Reading	
MUPD 582V	Conducting	
MUHS 4733	Survey of Symphonic Literature	

M.M. with Composition Concentration

Prerequisites for applying to the Master of Music Degree Program:

Applicants should possess a bachelor's degree with a major in music from an accredited institution. The applicant must apply to both the Graduate School and the Department of Music. In addition, applicants should schedule an audition/interview with the appropriate music faculty.

The specific requirements for admission to each individual concentration of the Master of Music degree program are:

1. Performance and Collaborative Piano applicants must audition for, or submit a DVD of a recorded performance to the appropriate graduate faculty.
2. Music Education applicants are expected to have prior teaching experience and submit a DVD of a recent classroom teaching experience.
3. Music History and Music Theory applicants should submit a paper representative of their work as well as scores for the Graduate Record Exam.
4. Composition applicants are required to submit three of their compositions.

Requirements for the Master of Music Degree: In addition to the general requirements of the Graduate School the following must be met:

1. All candidates pursuing the degree of Master of Music with concentrations in Collaborative Piano, Composition, Conducting, Music History, Music Theory, and Performance are required to take a diagnostic exam for aural theory, written theory, and music history

prior to the beginning of their first semester of study. Any student diagnosed with deficiencies will be required to register for remedial courses.

- Candidates needing to augment their piano skills will be required to take additional piano study.
- Candidates are required to take comprehensive written examinations followed by an oral examination after the completion of coursework.
- All candidates must participate in at least one ensemble per semester throughout their residence unless pursuing a concentration in Composition, Music Theory, Music History, or Music Education.
- Candidates for the Master of Music with Music History Concentration are expected to have or acquire reading and writing proficiency in the foreign language corresponding to their field of research (preferably German, Italian, or French).

The programs of study are listed below. All course selections are subject to approval of the graduate adviser in consultation with applied teacher or thesis director.

E. Master of Music in Composition:

I. Music Theory and Composition

MUTH 5643	Analysis of 20th Century Music	3
	or MUTH 5343 Analytical Techniques	
MUTH 568V	Composition (must be repeated for 6 hours)	6
MUTH 600V	Master's Thesis	6
	Electives in Music Theory	6

II. Music History, Ethnomusicology, and Literature

MUHS 5973	Seminar in Bibliography and Methods of Research	3
	Three or more hours of 5000-level MUHS or MUSY courses selected in consultation with the student's major adviser	3

III. Electives

	Graduate-level courses to be selected from MUAP, MUEN (4 credit maximum), MUHS, MUSY, MUTH, or MUPD areas or other disciplines with consent of the major adviser.	9
	Total Hours	36

M.M. with Music Education Concentration

Prerequisites for applying to the Master of Music Degree Program:

Applicants should possess a bachelor's degree with a major in music from an accredited institution. The applicant must apply to both the Graduate School and the Department of Music. In addition, applicants should schedule an audition/interview with the appropriate music faculty.

The specific requirements for admission to each individual concentration of the Master of Music degree program are:

- Performance and Collaborative Piano applicants must audition for, or submit a DVD of a recorded performance to the appropriate graduate faculty.
- Music Education applicants are expected to have prior teaching experience and submit a DVD of a recent classroom teaching experience.
- Music History and Music Theory applicants should submit a paper representative of their work as well as scores for the Graduate Record Exam.
- Composition applicants are required to submit three of their compositions.

Requirements for the Master of Music Degree: In addition to the general requirements of the Graduate School the following must be met:

- All candidates pursuing the degree of Master of Music with concentrations in Collaborative Piano, Composition, Conducting, Music History, Music Theory, and Performance are required to take a diagnostic exam for aural theory, written theory, and music history prior to the beginning of their first semester of study. Any student diagnosed with deficiencies will be required to register for remedial courses.
- Candidates needing to augment their piano skills will be required to take additional piano study.
- Candidates are required to take comprehensive written examinations followed by an oral examination after the completion of coursework.
- All candidates must participate in at least one ensemble per semester throughout their residence unless pursuing a concentration in Composition, Music Theory, Music History, or Music Education.
- Candidates for the Master of Music with Music History Concentration are expected to have or acquire reading and writing proficiency in the foreign language corresponding to their field of research (preferably German, Italian, or French).

The programs of study are listed below. All course selections are subject to approval of the graduate adviser in consultation with applied teacher or thesis director.

J. Master of Music in Music Education

I. Music Core

MUTH 5623	Pedagogy of Theory	3
	Select one of the following:	3-4
MUHS 4793	Band Literature	
MUHS 5952 & MUHS 5962	Choral History and Literature I and Choral History and Literature II	
MUHS 4733	Survey of Symphonic Literature	
MUAP 500V & MUAP 510V	Applied Voice/Instrument-Secondary Level and Applied Voice/Instrument	2

II. Music Education Core

MUED 5513	Seminar: Resources in Music Education	3
MUED 5811	Curriculum Design in Music	1
MUED 5653	Seminar: Issues in Music Education	3
MUED 5733	Music Education in the Elementary School	3
MUED 5973	Tests and Measurement in Music	3
MUED 5983	Psychology of Music Behavior	3
	Select one of the following:	3-6

III. MUED 600V Master's Thesis

MUED 600V Master's Thesis

A research thesis in the field of music education. The thesis at the master's level may be preparatory or exploratory for a dissertation to be developed later in connection with work toward a doctorate.

IV. MUED 605V

MUED 605V Independent Study

Select one of the following:

- One (or more) original compositions
- An arrangement of an existing large musical work for band, orchestra, chorus, or other ensemble.
- Lecture-Recital

4) Development of an instructional method or innovative curriculum design.

5) A project involving educational planning, e.g., an administrative problem or a teaching or resource unit

V. Electives

Courses to be chosen with the consent of the advisory committee, 5-9 to include some work in one of the following areas of specialization: Elementary, Secondary Choral, or Secondary Instrumental. A maximum of two hours of ensembles may count as electives.

Total Hours 32-40

M.M. with Music History Concentration

Prerequisites for applying to the Master of Music Degree Program:

Applicants should possess a bachelor's degree with a major in music from an accredited institution. The applicant must apply to both the Graduate School and the Department of Music. In addition, applicants should schedule an audition/interview with the appropriate music faculty.

The specific requirements for admission to each individual concentration of the Master of Music degree program are:

1. Performance and Collaborative Piano applicants must audition for, or submit a DVD of a recorded performance to the appropriate graduate faculty.
2. Music Education applicants are expected to have prior teaching experience and submit a DVD of a recent classroom teaching experience.
3. Music History and Music Theory applicants should submit a paper representative of their work as well as scores for the Graduate Record Exam.
4. Composition applicants are required to submit three of their compositions.

Requirements for the Master of Music Degree: In addition to the general requirements of the Graduate School the following must be met:

1. All candidates pursuing the degree of Master of Music with concentrations in Collaborative Piano, Composition, Conducting, Music History, Music Theory, and Performance are required to take a diagnostic exam for aural theory, written theory, and music history prior to the beginning of their first semester of study. Any student diagnosed with deficiencies will be required to register for remedial courses.
2. Candidates needing to augment their piano skills will be required to take additional piano study.
3. Candidates are required to take comprehensive written examinations followed by an oral examination after the completion of coursework.
4. All candidates must participate in at least one ensemble per semester throughout their residence unless pursuing a concentration in Composition, Music Theory, Music History, or Music Education.
5. Candidates for the Master of Music with Music History Concentration are expected to have or acquire reading and writing proficiency in the foreign language corresponding to their field of research (preferably German, Italian, or French).

The programs of study are listed below. All course selections are subject to approval of the graduate adviser in consultation with applied teacher or thesis director.

G. Master of Music in Music History

I. Music History and Literature

MUHS 5973	Seminar in Bibliography and Methods of Research	3
MUHS 5903	Seminar in Musicology (Select a different topic each semester for three semesters.)	9
Select one of the following:		2-3
MUHS 5722	Directed Studies in Music Literature I	
MUHS 5732	Directed Studies in Music Literature II	
MUHS 5952	Choral History and Literature I	
MUHS 5943	Seminar in Opera	
MUHS 4253	Special Topics in Music History	
MUHS 600V	Master's Thesis	6

II. Applied Music

MUAP 500V	Applied Voice/Instrument-Secondary Level	4
-----------	--	---

III. Music Theory

Six hours to be selected from the following:		6
MUTH 477V	Special Topics in Music Theory	
MUTH 5343	Analytical Techniques	
MUTH 5623	Pedagogy of Theory	
MUTH 5643	Analysis of 20th Century Music	

IV. Electives

Courses either within the music department or in related fields, 5-6 subject to the approval of the major adviser. Five-six credit hours as needed to total 36 hours for the degree.

Total Hours 36

M.M. with Music Theory Concentration

Prerequisites for applying to the Master of Music Degree Program:

Applicants should possess a bachelor's degree with a major in music from an accredited institution. The applicant must apply to both the Graduate School and the Department of Music. In addition, applicants should schedule an audition/interview with the appropriate music faculty.

The specific requirements for admission to each individual concentration of the Master of Music degree program are:

1. Performance and Collaborative Piano applicants must audition for, or submit a DVD of a recorded performance to the appropriate graduate faculty.
2. Music Education applicants are expected to have prior teaching experience and submit a DVD of a recent classroom teaching experience.
3. Music History and Music Theory applicants should submit a paper representative of their work as well as scores for the Graduate Record Exam.
4. Composition applicants are required to submit three of their compositions.

Requirements for the Master of Music Degree: In addition to the general requirements of the Graduate School the following must be met:

1. All candidates pursuing the degree of Master of Music with concentrations in Collaborative Piano, Composition, Conducting, Music History, Music Theory, and Performance are required to take a diagnostic exam for aural theory, written theory, and music history prior to the beginning of their first semester of study. Any student

diagnosed with deficiencies will be required to register for remedial courses.

- Candidates needing to augment their piano skills will be required to take additional piano study.
- Candidates are required to take comprehensive written examinations followed by an oral examination after the completion of coursework.
- All candidates must participate in at least one ensemble per semester throughout their residence unless pursuing a concentration in Composition, Music Theory, Music History, or Music Education.
- Candidates for the Master of Music with Music History Concentration are expected to have or acquire reading and writing proficiency in the foreign language corresponding to their field of research (preferably German, Italian, or French).

The programs of study are listed below. All course selections are subject to approval of the graduate adviser in consultation with applied teacher or thesis director.

F. Master of Music in Music Theory:

I. Music Theory and Composition

MUTH 5623	Pedagogy of Theory	3
MUTH 5643	Analysis of 20th Century Music	3
	or MUTH 5343 Analytical Techniques	
MUTH 600V	Master's Thesis	6
	Courses to be selected from MUTH courses at the 4000- or 5000-level (9 hours minimum).	9

II. Music History, Ethnomusicology, and Literature

MUHS 5973	Seminar in Bibliography and Methods of Research	3
	Three or more hours of 5000-level MUHS or MUSY courses selected in consultation with the student's major adviser	3

III. Electives

	Graduate-level courses to be selected from MUAP, MUEN (4 credit maximum), MUHS, MUSY, MUTH, or MUPD areas or other disciplines with consent of the major adviser.	9
	Total Hours	36

M.M. with Instrumental Conducting Concentration

Prerequisites for applying to the Master of Music Degree Program:

Applicants should possess a bachelor's degree with a major in music from an accredited institution. The applicant must apply to both the Graduate School and the Department of Music. In addition, applicants should schedule an audition/interview with the appropriate music faculty.

The specific requirements for admission to each individual concentration of the Master of Music degree program are:

- Performance and Collaborative Piano applicants must audition for, or submit a DVD of a recorded performance to the appropriate graduate faculty.
- Music Education applicants are expected to have prior teaching experience and submit a DVD of a recent classroom teaching experience.
- Music History and Music Theory applicants should submit a paper representative of their work as well as scores for the Graduate Record Exam.

- Composition applicants are required to submit three of their compositions.

Requirements for the Master of Music Degree: In addition to the general requirements of the Graduate School the following must be met:

- All candidates pursuing the degree of Master of Music with concentrations in Collaborative Piano, Composition, Conducting, Music History, Music Theory, and Performance are required to take a diagnostic exam for aural theory, written theory, and music history prior to the beginning of their first semester of study. Any student diagnosed with deficiencies will be required to register for remedial courses.
- Candidates needing to augment their piano skills will be required to take additional piano study.
- Candidates are required to take comprehensive written examinations followed by an oral examination after the completion of coursework.
- All candidates must participate in at least one ensemble per semester throughout their residence unless pursuing a concentration in Composition, Music Theory, Music History, or Music Education.
- Candidates for the Master of Music with Music History Concentration are expected to have or acquire reading and writing proficiency in the foreign language corresponding to their field of research (preferably German, Italian, or French).

The programs of study are listed below. All course selections are subject to approval of the graduate adviser in consultation with applied teacher or thesis director.

H. Master of Music in Instrumental Conducting

I. Music Theory

MUTH 4612	Orchestration	2
	or MUTH 5672 Advanced Orchestration	
MUTH 4322	Score Reading	2
	Select one of the following:	3
	MUTH 477V Special Topics in Music Theory	
	or MUTH 5343 Analytical Techniques	
	or MUTH 5643 Analysis of 20th Century Music	

II. Music History and Literature

MUHS 4793	Band Literature	3
MUHS 5903	Seminar in Musicology	3
MUHS 5973	Seminar in Bibliography and Methods of Research	3
	Select one of the following:	2-3
	MUHS 4253 Special Topics in Music History	
	MUHS 5943 Seminar in Opera	
	MUHS 5952 Choral History and Literature I	
	MUHS 5962 Choral History and Literature II	

III. Applied Music

MUAP 500V	Applied Voice/Instrument-Secondary Level (woodwind, brass, or percu)	4
-----------	--	---

IV. Conducting

MUPD 582V	Conducting (four semesters, two hours per semester)	8
MUAP 5201 & MUAP 5211	Graduate Recital I and Graduate Recital II	2

V. Electives	4
Total Hours	36-37

M.M. with Choral Conducting Concentration

Prerequisites for applying to the Master of Music Degree Program:

Applicants should possess a bachelor’s degree with a major in music from an accredited institution. The applicant must apply to both the Graduate School and the Department of Music. In addition, applicants should schedule an audition/interview with the appropriate music faculty.

The specific requirements for admission to each individual concentration of the Master of Music degree program are:

1. Performance and Collaborative Piano applicants must audition for, or submit a DVD of a recorded performance to the appropriate graduate faculty.
2. Music Education applicants are expected to have prior teaching experience and submit a DVD of a recent classroom teaching experience.
3. Music History and Music Theory applicants should submit a paper representative of their work as well as scores for the Graduate Record Exam.
4. Composition applicants are required to submit three of their compositions.

Requirements for the Master of Music Degree: In addition to the general requirements of the Graduate School the following must be met:

1. All candidates pursuing the degree of Master of Music with concentrations in Collaborative Piano, Composition, Conducting, Music History, Music Theory, and Performance are required to take a diagnostic exam for aural theory, written theory, and music history prior to the beginning of their first semester of study. Any student diagnosed with deficiencies will be required to register for remedial courses.
2. Candidates needing to augment their piano skills will be required to take additional piano study.
3. Candidates are required to take comprehensive written examinations followed by an oral examination after the completion of coursework.
4. All candidates must participate in at least one ensemble per semester throughout their residence unless pursuing a concentration in Composition, Music Theory, Music History, or Music Education.
5. Candidates for the Master of Music with Music History Concentration are expected to have or acquire reading and writing proficiency in the foreign language corresponding to their field of research (preferably German, Italian, or French).

The programs of study are listed below. All course selections are subject to approval of the graduate adviser in consultation with applied teacher or thesis director.

I. Master of Music in Choral Conducting

I. Music Theory

MUTH 4322	Score Reading	2
Select one of the following:		3
MUTH 477V	Special Topics in Music Theory or MUTH 53-Analytical Techniques or MUTH 56-Analysis of 20th Century Music	

II. Music History and Literature

MUHS 5903	Seminar in Musicology	3
MUHS 5973	Seminar in Bibliography and Methods of Research	3
MUHS 5952	Choral History and Literature I	2
MUHS 5962	Choral History and Literature II	2

III. Applied Music

MUAP 500V	Applied Voice/Instrument-Secondary Level (two semesters of voice and two semesters of piano or organ)	4
-----------	---	---

IV. Conducting

MUPD 582V	Conducting (four semesters, two hours per semester)	8
MUAP 5201	Graduate Recital I	1
MUAP 5211	Graduate Recital II	1

V. Ensemble

MUEN 5451	Schola Cantorum	4
-----------	-----------------	---

VI. Electives

Total Hours		36
-------------	--	----

Graduate Certificate in Advanced Performance

The Graduate Certificate in Advanced Performance is a performance-intensive program for students who already possess the Master of Music or its equivalent. It is designed for all areas of applied study, and is intended for the advanced performer. (Note: The graduate certificate is not a degree.)

Prerequisites to the Graduate Certificate: To enter this program, students must be admitted by the Graduate School and should consult with the Director of Graduate Studies in Music for the specific area of study in which they are interested. The Department Chair and the Director of Graduate Studies in Music, in consultation with the faculty of the specific area, will determine acceptance, provisional acceptance contingent on the making up of specific deficiencies, or rejection of the student for admission to the program in the specific area of concentration.

Requirements for the Graduate Certificate: In addition to the general requirements of the Graduate School the following conditions must be met:

1. All students seeking admission to the program for the Graduate Certificate must show evidence of outstanding performance aptitude and proficiency and demonstrate clear potential for a career as a professional musician.
2. All applicants must present an audition with advanced repertoire encompassing four different style periods and not lasting less than 30 minutes.
3. All applicants must display proficiency in music theory and history at the Master of Music level or equivalent through transcripts or an entry examination.
4. At the end of the program the student must present a full length recital (ca. 70 min).

The programs of study are listed below. All course selections are subject to the approval of the graduate adviser in consultation with the applied teacher.

Course Requirements: 16 hours

I. Applied Music

MUAP 510V	Applied Voice/Instrument	9
MUAP 5201	Graduate Recital I	1
II. Electives		6
To be selected from music courses at the 4000-6000 level with the consent of the adviser. Possible areas of study include composition, conducting, chamber music, music theory, and music history.		
Areas of applied music concentration: Piano, violin, viola, violoncello, string bass, clarinet, bassoon, flute, oboe, alto saxophone, French horn, trombone, baritone, tuba, trumpet, percussion.		
Total Hours		16

Graduate Faculty

Abrahams, Daniel, Ph.D. (Oakland University), M.M. (University of Nebraska at Omaha), B.M.E. (Temple University), Assistant Professor, 2016.

Baranello, Micaela, Ph.D., M.A. (Princeton University), B.A. (Swarthmore College), Assistant Professor, 2017.

Caldwell, Stephen E., D.M.A. (Rutgers State University-New Brunswick), M.M. (Temple University), B.M.E. (University of Northern Colorado), Assistant Professor, 2012.

Cholthitachanta, Nophachai, D.M.A. (University of Missouri-Kansas City), M.M. (University of Northern Colorado), B.M. (Chulalongkorn University, Thailand), Associate Professor, 2001.

Delaplain, Theresa R., D.M.A. (University of Cincinnati), M.M. (Bowling Green State University), B.M. (University of Michigan), Instructor, 1997.

Duncan, Jamal, D.M.A., B.M. (University of Michigan), Instructor, 2013.

Gosman, Alan R., Ph.D. (Harvard University), Associate Professor, 2014.

Hammel, Alice, D.M.A. (Shenandoah University), M.M. (Florida State University), B.M. (Shenandoah University), Instructor, 2016.

Herzog, Jacob, M.M. (Manhattan School of Music), B.M. (Berklee College of Music), Instructor, 2016.

Kahng, Er-Gene, D.M. (Northwestern University), A.D., M.M. (Yale University), B.A. (University of California-Los Angeles), Associate Professor, 2007.

Kashiwagi, Tomoko, D.M.A. (University of Texas at Austin), M.M., B.M. (Indiana University), Assistant Professor, 2012.

Knighten, Chris, D.M.A., M.M. (University of Colorado), B.M. (Baylor University), Associate Professor, 2009.

Knighten, Janet Whitman, M.M., B.M. (East Carolina University), Assistant Professor, 2009.

Lau, Wing, Ph.D. (University of Oregon), M.M. (Indiana University), Lecturer, 2016.

Lorenzo, Benjamin, D.M.A., M.M. (University of Texas), B.M. (Florida International University), Assistant Professor, 2015.

MacRae, Christopher J., D.M.A. (Boston University), Instructor, 2015.

Mains, Ronda M., D.M.A. (University of Oregon), M.A., B.M. (Boise State University), Professor, 1987.

Malis, David, M.M. (University of Cincinnati), Assistant Professor, 2013.

Margulis, Jura, Graduate Performance Diploma (Peabody Conservatory of Music, Johns Hopkins University) M.M. (Musikhochschule Freiburg, Germany), B.M. (Musikhochschule Freiburg, Germany), Professor, 1999.

Margulis, Elizabeth Hellmuth, Ph.D., M.A., M.Phil. (Columbia University), B.M. (Peabody Conservatory), Professor, 2006.

Mihalka, Matthew W., Ph.D. (University of Minnesota), M.A. (University of Minnesota-Duluth), M.A. (University of Minnesota-Twin Cities), Instructor, 2011.

Misenhelter, Dale D., Ph.D. (Florida State University), M.A. (University of Wyoming), B.M. (Florida State University), Professor, 2002.

Mixdorf, Cory, D.M.A., M.M. (Indiana University), B.A. (University of Northern Iowa), Assistant Professor, 2013.

Mueller, Robert K., D.M.A. (University of Cincinnati), M.M. (Bowling Green State University), B.A. (Northern Michigan University), Professor, 1988.

Murdock, Jeffrey A., Ph.D. (University of Memphis), M.M., B.M. (University of Southern Mississippi), Assistant Professor, 2015.

Na, Dominic K., D.M.A. (University of North Texas), A.D. (Southern Methodist University), Instructor, 2016.

Ortega, Catalina, M.M. (University of Arkansas), B.A. (Pontificia Universidad Javeriana, Colombia), Instructor, 2014.

Panayotova, Miroslava Saifur, Ph.D. (University of Arizona), Instructor, 2014.

Park, Moon, D.M.A. (University of Cincinnati), M.M. (Staatliche Hochschule fur Musik in Freiburg), B.M. (University of Seoul National), Assistant Professor, 2012.

Park, Joon, Ph.D. (University of Oregon), M.A., B.M. (Eastman School of Music), Assistant Professor, 2016.

Pierce, Benjamin J., D.M.A., M.M. (University of Michigan-Ann Arbor), B.M. (Bowling Green State University), Professor, 2003.

Ragsdale, Chal, M.M. (East Carolina University), B.S. (Auburn University), University Professor, 1975.

Riley, Nastassja, M.M. (Florida State University), Lecturer, 2014.

Rulli, Richard J., D.M.A. (University of Wisconsin-Madison), M.M. (Ithaca College), B.M. (University of Northern Colorado), Associate Professor, 2003.

Runkles, Henry S., M.M. (University of Arkansas), Lecturer, 2002.

Salonen, Rick, Ed.D., M.M. (University of Arkansas), B.M. (Central Michigan University), Instructor, 2008.

Teal, Kimberly Hannon, Ph.D., M.M. (Eastman School of Music), B.A. (University of Oregon), Assistant Professor, 2016.

Thompson, Timothy F., D.M.A., M.M. (University of Wisconsin-Madison), Professor, 1979.

Troiano, Eric, D.M.A., M.M. (Michigan State University), B.M. (Ithaca College), Instructor, 2016.

Uribe, Lia, D.M.A. (University of Kansas), M.M. (University of Arkansas), B.M. (Universidad Nacional de Colombia, Bogotá), Assistant Professor, 2013.

Warren, W. Dale, M.M. (University of Kentucky), B.S. (Austin Peay State University), Professor, 1991.

Applied Music (Class) Courses

MUAC 4371. Teaching the High School Percussionist. 1 Hour.

A study of solo literature and small and large ensemble literature appropriate for the high school percussionist. Emphasis on advanced snare drum and marimba lit., timpani and the broad range of percussionist instruments. Includes study of high school band, orchestra and percussion ensemble scores. Prerequisite: MUAC 1371.

Applied Music (Private Inst) Courses

MUAP 500V. Applied Voice/Instrument-Secondary Level. 1-2 Hour.

Private study at the graduate secondary level. May be repeated for degree credit.

MUAP 510V. Applied Voice/Instrument. 1-5 Hour.

Private study at the graduate level. May be repeated for degree credit.

MUAP 5201. Graduate Recital I. 1 Hour.

Preparation and performance of a public recital of a minimum of 50 minutes of music. May be repeated for degree credit.

MUAP 5211. Graduate Recital II. 1 Hour.

Preparation and performance of a public recital of a minimum of 50 minutes of music. May be repeated for degree credit.

Ethnomusicology Courses

MUSY 5113. Proseminar: Ethnomusicology. 3 Hours.

An introduction to ethnomusicological study, with readings and discussion of seminal writings in the field and practical experience in ethnomusicological analysis and description. May be repeated for up to 6 hours of degree credit.

This course is equivalent to MUSY 4113.

MUSY 5313. Proseminar: Topics in Asian and Middle Eastern Musics. 3 Hours.

Research seminars on selected topics, such as The Performing Arts in East Asia; and Music and Ritual. May be repeated for up to 6 hours of degree credit.

MUSY 5323. Seminar: Topics in Asian and Middle Eastern Poetry and Music. 3 Hours.

Reading seminars on selected topics, such as Poetry and Music in Persian, Arabic and Turkish Cultures of the Islamic World; and Poetry and Song in Early East Asia. May be repeated for up to 6 hours of degree credit.

MUSY 5343. Seminar: Special Topics in Traditional Musics and Dance of Europe and the Americas. 3 Hours.

Topics including, but not limited to: European Folk Music; the musical or scholarly legacy of a particular figure.

MUSY 5413. Proseminar: Cross-cultural Performance Practices. 3 Hours.

A survey of performance practices from historic western art music through modern non-western music. An introductory course with readings from seventeenth- and eighteenth-century performance treatises as well as a study of written and aural traditions of non-western music.

MUSY 6333. Advanced Studies in Ethnomusicology. 3 Hours.

Advanced level studies, individually tailored and supervised, including Ethnomusicology (prerequisite MUSY 5113); The Music or Dance of a Selected Area (prerequisite at least one of MUSY 5313, MUSY 5323, MUSY 5343); Historic Performance Practices (prerequisite MUSY 5413); Historical East Asian Musicology (prerequisite MUSY 5313 or MUSY 5323); and Historical Central Asian or Middle- and Near-Eastern Musicology (prerequisite MUSY 5313 or MUSY 5323).

Music Education Courses

MUED 477V. Special Topics in Music Education. 1-4 Hour.

Subject matter not covered in other sources. With permission, may be repeated for credit if topics are different. May be repeated for degree credit.

MUED 5513. Seminar: Resources in Music Education. 3 Hours.

Study of the analytical and writing skills necessary for academic research in music education. Each student identifies one problem specific to music education, finds and reviews related literature and sources, develops a comprehensive bibliography, and writes a paper which synthesizes the research. Open to graduate students and undergraduates in honors in music education.

MUED 5653. Seminar: Issues in Music Education. 3 Hours.

A seminar exploring the relationships between the profession of teaching music and selected views about learning theories, teaching methods, philosophy, psychology, and other selected topics relevant to contemporary music education.

MUED 5733. Music Education in the Elementary School. 3 Hours.

Concepts of elementary music education; methods, materials, curriculum design, and supervision in elementary school music.

MUED 5811. Curriculum Design in Music. 1 Hour.

Goals and objectives in music education. Student will develop a curriculum for an actual or hypothetical music education program.

MUED 583V. Workshop: Music in the Elementary School. 1-18 Hour.

An in-service training workshop for elementary music teachers.

MUED 5862. Marching Band Techniques. 2 Hours.

Includes the place of the marching band in the school program, types of formations used, and selecting, arranging or writing the musical score.

MUED 5973. Tests and Measurement in Music. 3 Hours.

This course will address the psychometric concepts of tests and measurement of music achievement, aptitude, attitude, and self-assessment. The course will focus on the teaching and assessment of musical skills, musical responses, and will critically examine existing aptitude tests (Seashore, Watkins Farnum, Gordon, etc.). Basic statistical concepts and data analysis used in common testing scenarios will be introduced. Prerequisite: Graduate standing in music.

MUED 5983. Psychology of Music Behavior. 3 Hours.

This course is an introduction to the psychology of music, and will adopt an interdisciplinary view toward the field, covering such topics as philosophical and sociological questions about the nature and function of music, the physiology of the ear, the physical and perceptual properties of sounds (acoustics), performance anxiety, preference and taste research, social and pedagogical attributes of performance, and behavioral musical responses. Prerequisite: Graduate standing.

MUED 600V. Master's Thesis. 1-6 Hour.

Preparation of a master's thesis as partial fulfillment of the requirement for the master's degree. May be repeated for degree credit.

MUED 605V. Independent Study. 1-6 Hour.

Provides students with an opportunity to pursue special study of problems in music education. May be repeated for up to 6 hours of degree credit.

Music Ensemble Courses

MUEN 5401. Opera Theatre. 1 Hour.

Study of opera through performances of scenes, chamber and major operatic production. Admission with director's approval. May be repeated for degree credit.

MUEN 5411. Men's Chorus. 1 Hour.

Performance-based choral ensemble designed to improve individual and collective vocal skills, develop sight-reading skills, improve the individual's grasp of the essential elements of music, and expose students to repertory of the greater men's chorus canon. Admission is open to any male student on campus. May be repeated for degree credit.

MUEN 5421. Inspirational Chorale. 1 Hour.

Performance of African-American literature with particular emphasis on Negro spirituals, traditional/contemporary gospel music and sacred world music. Rehearsal 3 hours per week. Admission with director's approval. May be repeated for up to 2 hours of degree credit.

MUEN 5431. Symphony Orchestra. 1 Hour.

Rehearsal 3 hours per week with extra rehearsals at director's discretion. Admission with director's approval. May be repeated for degree credit.

MUEN 5441. Marching Band. 1 Hour.

Rehearsal 8 hours per week. Admission with director's approval. May be repeated for degree credit.

MUEN 5451. Schola Cantorum. 1 Hour.

Vocal ensemble limited to the more experienced singers. Rehearsal 5 hours per week. Admission with director's approval. May be repeated for degree credit.

MUEN 5461. Wind Symphony. 1 Hour.

Rehearsal 3 to 5 hours per week. Admission by audition and approval of the conductor. May be repeated for degree credit.

MUEN 5471. Jazz Performance Laboratory. 1 Hour.

Training in the various styles of jazz and popular music. Rehearsal 3 hours per week. Admission by audition. May be repeated for degree credit.

MUEN 5481. Campus Band. 1 Hour.

Rehearsal 3 hours per week. Admission by audition and approval of the conductor. May be repeated for degree credit.

MUEN 5491. Concert Band. 1 Hour.

Large ensemble setting with emphasis on performing wind band literature and enhancing the musicianship of members. Focus on performance standards through style and interpretation. Concerts of artistic merit which serve the campus community and general public may be required. Admission is by audition or special approval. May be repeated for up to 2 hours of degree credit.

MUEN 5501. Chamber Music. 1 Hour.

Performance of small ensemble music for any combination of instruments and/or voice. Rehearsal 3 hours per week. May be repeated for degree credit.

MUEN 5511. Symphonic Band. 1 Hour.

Rehearsal 3 hours per week. Admission by audition and approval of the conductor. May be repeated for degree credit.

MUEN 5521. Woodwind Quintet. 1 Hour.

Study and performance of music for woodwind quintet. Weekly coaching will emphasize intonation, blend, stylistic awareness, and ensemble precision. Repertoire ranges from the 18th to the 20th centuries. 3 hours of rehearsals weekly. May be repeated for degree credit.

MUEN 5541. Accompanying. 1 Hour.

Piano accompanying of vocal and instrumental soloists. Rehearsal 2 hours per week. Prerequisite: MUAP 110V. May be repeated for degree credit.

MUEN 5551. Percussion Ensemble. 1 Hour.

Study and performance of ensemble music for multiple percussion instruments. Rehearsal 2 hours per week. May be repeated for degree credit.

MUEN 5561. Musical Theater Orchestra. 1 Hour.

Instrumental ensemble with focus on the preparation and performance of musical theater pit orchestra music, in conjunction with UA Theater's mainstage musical. Admission by audition or director's approval. Prerequisite: Graduate standing. May be repeated for up to 2 hours of degree credit.

MUEN 5591. Women's Chorus. 1 Hour.

Select performance-based choral ensemble designed to improve individual and collective vocal skills, develop sight-reading skills, improve the individual's grasp of the essential elements of music, and expose students to repertory of the greater treble chorus canon. Admission by audition or director's consent. May be repeated for up to 2 hours of degree credit.

MUEN 5691. WIND ENSEMBLE. 1 Hour.

Large ensemble setting performing orchestral wind and symphonic band literature with emphasis on high performance standards through style and interpretation. Concerts of high artistic merit which serve the campus community and general public are required. Admission is by audition. May be repeated for up to 2 hours of degree credit.

MUEN 5711. Flute Ensemble. 1 Hour.

Study and performance of music for multiple flutes, including trios, quartets, quintets, and flute choir. Rehearsal 2 hours per week. May be repeated for degree credit.

MUEN 5721. Clarinet Ensemble. 1 Hour.

Study and performance of music for multiple clarinets, including trios, quartets, quintets, and clarinet choir. Rehearsal 2 hours per week. May be repeated for degree credit.

MUEN 5731. Saxophone Ensemble. 1 Hour.

Study and performance of music for multiple saxophones, including trios, quartets, quintets, and saxophone choir. Rehearsal 3 hours per week. May be repeated for degree credit.

MUEN 5751. Trumpet Ensemble. 1 Hour.

Study and performance of music for multiple trumpets, including trios, quartets, quintets, and trumpet choir. Rehearsal 2 hours per week. May be repeated for degree credit.

MUEN 5761. New Music Ensemble. 1 Hour.

Small, select ensemble with emphasis on music written in the last hundred years, especially by important living composers. Focus on audience engagement through high performance standards, unconventional settings, and programs unique to the region. Off-campus appearances and outreach activities are required. Admission by consent.

MUEN 5771. Trombone Ensemble. 1 Hour.

Study and performance of music for multiple trombones, including trios, quartets, quintets, and trombone choir. Rehearsal 2 hours per week. May be repeated for degree credit.

MUEN 5781. Tuba Ensemble. 1 Hour.

Study and performance of music for multiple combinations of tuba and euphonium, including trios, quartets, quintets, and low brass choir. Rehearsal 2 hours per week. May be repeated for degree credit.

MUEN 5881. Chamber Choir. 1 Hour.

Continuation of Chamber Choir V for graduate students. Study and performance of vocal chamber music. Rehearsal 2 hours per week for 1 hour of credit.

Music History Courses

MUHS 4253. Special Topics in Music History. 3 Hours.

Specialized topics not extensively covered in MUHS 3703 or MUHS 3713. Satisfactory completion of the term paper in this class will fulfill the Fulbright College writing requirement. Prerequisite: MUHS 3703 and MUHS 3713. May be repeated for degree credit.

MUHS 4703. Survey of String Literature. 3 Hours.

A survey of solo and chamber music literature involving stringed instruments. Prerequisite: MUAP 110V and MUTH 3613.

MUHS 4733. Survey of Symphonic Literature. 3 Hours.

A survey of the symphonic literature from its beginning to the present.

MUHS 4763. Survey of Vocal Literature I. 3 Hours.

A survey of concert literature for the solo voice.

MUHS 4773. Survey of Vocal Literature II. 3 Hours.

A survey of concert literature for the solo voice. Prerequisite: MUHS 4763.

MUHS 4793. Band Literature. 3 Hours.

A study of literature written for performance by concert band, symphonic band, and wind ensemble, representative of the following five periods in Music History: Renaissance (1420-1600), Baroque (1600-1750), Classical (1750-1820), Romantic (1820-1900), and Contemporary (1900-present).

MUHS 4803. Survey of Keyboard Literature I. 3 Hours.

A survey of the piano works of outstanding composers. Prerequisite: MUAP 110V.

MUHS 4813. Survey of Keyboard Literature II. 3 Hours.

A survey of the piano works of outstanding composers. Prerequisite: MUHS 4803.

MUHS 489V. Seminar in Music History. 1-4 Hour.

Subject matter not covered in other courses. With permission, may be repeated for credit if topics are different. May be repeated for degree credit.

MUHS 5563. Collaborative Piano Literature I, Woodwind and Brass Repertoire. 3 Hours.

Survey of collaborative literature for piano and wind or brass instruments. Focus on music for the collaborative duo (instrument and piano) including sonatas and concerti.

MUHS 5573. Collaborative Piano Literature II, String Repertoire. 3 Hours.

Survey of collaborative literature for the piano. Focus on the repertoire of sonatas, concerti and concert works for the piano and instrument (violin, viola, cello, and double bass).

MUHS 5722. Directed Studies in Music Literature I. 2 Hours.

Research in music literature in the performance field of the individual student.

MUHS 5732. Directed Studies in Music Literature II. 2 Hours.

Research in music literature in the performance field of the individual student.
Prerequisite: MUHS 5722.

MUHS 5753. Seminar in Medieval & Early Renaissance. 3 Hours.

Intensive studies in music of Western Europe from early Christian times through the 15th century.

MUHS 5773. Seminar in Music of the 18th Century. 3 Hours.

Intensive studies of late Baroque and Classical music.

MUHS 5783. Seminar in Music of the 19th Century. 3 Hours.

Intensive studies in music of the 19th century.

MUHS 5793. Seminar in Music of the 20th Century. 3 Hours.

Intensive studies in 20th century music.

MUHS 5903. Seminar in Musicology. 3 Hours.

Focuses on specialized topics and repertoires within the history of Western music and introduces students to musicological approaches to these subjects. May be repeated for degree credit.

MUHS 5943. Seminar in Opera. 3 Hours.

Intensive studies in operatic literature.

MUHS 5952. Choral History and Literature I. 2 Hours.

Detailed study of choral history and literature from Gregorian chant to J.S. Bach.

MUHS 5962. Choral History and Literature II. 2 Hours.

Detailed study of choral history and literature from J.S. Bach to the present.

MUHS 5973. Seminar in Bibliography and Methods of Research. 3 Hours.

A survey of the methods and materials of musical research, including bibliography, methods of analysis, and style in the presentation of research results. Open to graduate students and to juniors in Honors.

MUHS 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

Music Pedagogy Courses

MUPD 477V. Special Topics in Pedagogy. 1-6 Hour.

Subject matter not covered in other sources. With permission, may be repeated for credit if topics are different. May be repeated for degree credit.

MUPD 4863. Piano Pedagogy. 3 Hours.

Analytical study and discussion of the various approaches to piano pedagogy and its application in individual/class instruction. Involves demonstration of principles through actual teaching of beginning, intermediate and upper level students.

MUPD 5202. Voice Pedagogy I. 2 Hours.

Graduate-level study of the techniques and materials of teaching voice.

MUPD 582V. Conducting. 1-4 Hour.

Private lessons of 1/2 hour and 1 hour conducting laboratory each week. Development of skills in conducting symphony, choral, opera, oratorio, ballet, and band repertoire. May be repeated for up to 18 hours of degree credit.

MUPD 584V. Opera Workshop Techniques. 1-2 Hour.

A basic course in every phase of opera production, including staging, set design, music coaching, voice casting, and translation.

MUPD 586V. Woodwind Techniques. 1-2 Hour.

A continuation of the undergraduate courses in techniques and materials for elementary and secondary school music teaching. Prerequisite: One year of similar class instruction in the field on the undergraduate level.

MUPD 587V. Brass Techniques. 1-2 Hour.

A continuation of the undergraduate class brass instrument course. Emphasis is placed on teaching methods, techniques, concepts, and materials. Prerequisite: One year of similar class instruction in the field on the undergraduate level.

MUPD 599V. Special Workshop in Music. 1-6 Hour.

Presented by visiting master artist-teacher in various fields of music performance, teaching and composition. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

Music Theory Courses

MUTH 4322. Score Reading. 2 Hours.

A conductor's approach to the technique of score reading and analysis of orchestra, band, and choral scores for the purpose of preparing composition for rehearsal and performance.

MUTH 4612. Orchestration. 2 Hours.

A continuation of study of the capabilities of the various orchestral and band instruments and their use in arrangement for ensembles, band, and orchestra. Scoring for orchestra. Prerequisite: MUTH 3613.

MUTH 4703. Writing Music Analysis. 3 Hours.

Analysis of music with an emphasis on analytical writing skills and the use of library source materials. Prerequisite: MUTH 3603.

MUTH 477V. Special Topics in Music Theory. 1-4 Hour.

Subject matter not covered in other courses. Prerequisite: Instructor consent. May be repeated for up to 4 hours of degree credit.

MUTH 5343. Analytical Techniques. 3 Hours.

An intensive study of selected works from music literature. Schenkerian analysis, rhythmic analysis, and set theory analytical techniques will be studied and employed in addition to traditional harmonic and formal analysis. Prerequisite: MUTH 3613 or equivalent and graduate standing.

MUTH 5623. Pedagogy of Theory. 3 Hours.

Detailed study of methods of teaching undergraduates courses in music theory and aural perception. Prerequisite: Graduate standing.

MUTH 5631. Music Theory Teaching Practicum. 1 Hour.

Supervised teaching of an undergraduate course in music theory or aural perception, including lesson plan and examination preparation and in-class observation.

MUTH 5643. Analysis of 20th Century Music. 3 Hours.

Study of 20th century music and analytic techniques including pitch class set theory and serial techniques. Prerequisite: Graduate standing.

MUTH 5662. Instrumental Arranging. 2 Hours.

A practical course in arranging for the various small ensembles including keyboard. Review of instrumental ranges and capabilities. Study of current trends in instrumental ranges and arranging.

MUTH 5672. Advanced Orchestration. 2 Hours.

A study of advanced principles of orchestral writing through individual projects in scoring and analysis. Prerequisite: MUTH 4612 or equivalent.

MUTH 568V. Composition. 1-4 Hour.

Private lessons of one-half hour, and one hour of composition laboratory session each week. Development of skills in creative musical expression specifically for composition-theory majors - others admitted by consent. Prerequisite: Graduate standing. May be repeated for degree credit.

MUTH 599V. Independent Study in Music Theory. 1-6 Hour.

Provides students with an opportunity to pursue special study of topics in music theory. May be repeated for up to 12 hours of degree credit.

MUTH 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

Nursing (NURS)

Julie Hoff

Director

Eleanor Mann School of Nursing

Epley Center for Health Professions

606 Razorback Road
479-575-3904
Email: nursing@uark.edu

Martha Butler
Assistant Director, Graduate Studies
Eleanor Mann School of Nursing
479-575-2934

Susan Patton
Assistant Director, Undergraduate Studies
Eleanor Mann School of Nursing
479-575-6330

Eleanor Mann School of Nursing website (<http://nurs.uark.edu>)

Degrees Conferred:

M.S. in Nursing (NURS)
Doctor of Nursing Practice (NURS)

Primary Areas of Faculty Research: Primary Areas of Faculty Research: placement, recruitment and retention of advanced practice nurses; emergency preparedness from a population health perspective; evidence-based nursing education, curriculum development and design; assessment and evaluation of student performance, recruitment and retention of nursing faculty and administrators, and academic leadership; improving outcomes in trauma care; obesity, PCORI, and community engaged research; migrant childhood health; lactation assessment and education; transitional care; advanced practice nurses' work environments, their interface among rural and underserved populations, and their impact on health care outcomes; adolescent resilience and violence prevention, qualitative methods; advanced illness care; advanced care planning; spirituality in heart failure; ageism; health coaching; qualitative and mixed methods.

Master of Science in Nursing

The Master of Science in Nursing (M.S.N.) Program offered by the Eleanor Mann School of Nursing expands on the philosophy of the undergraduate nursing program and contributes to the mission of the College of Education and Health Professions and the University of Arkansas. This program is built upon the Essentials of Master's Education in Nursing to provide students with a fuller understanding of the discipline so they may engage in higher level nursing practice and nursing leadership in a variety of settings. Graduates of the M.S.N. are prepared as executive nurse leaders, nurse educators, or clinical nurse specialists and are expected to contribute to the nursing profession through the application of knowledge and skills in evidence-based leadership, education, and clinical practice. Completion of the M.S.N. program provides the essential foundation for seamless academic progression into a research or practice-focused doctoral program.

Upon the completion of the program of studies the graduate will be able to:

1. Promote evidence-based practice through problem identification and the critique of research findings.
2. Collaborate in policy development, resource management, and cost-effective care delivery.
3. Apply legal/ethical principles to promote a values-based professional practice.
4. Affect health care outcomes through advanced nursing roles of clinician, teacher, manager, researcher, and consultant.

5. Utilize theories from nursing and other disciplines for decision making.
6. Advocate for access to quality health care for diverse populations.
7. Collaborate with other disciplines to design, deliver, and evaluate health care services for diverse populations.
8. Provide executive, education and clinical leadership in a variety of health care and academic settings.

Doctor of Nursing Practice Programs

The Doctor of Nursing Practice provides the terminal degree for nurses who will assume leadership roles as practitioners or specialists in the field of nursing. There are two entry levels for students: 1) post completion of the baccalaureate degree in nursing and licensure as a registered nurse (RN), or 2) post completion of a master's degree in nursing that has resulted in national certification as an advanced practice nurse (nurse practitioner, clinical nurse specialist, nurse midwife, or nurse anesthetist).

The online program is built upon the standards set forth by the American Association of Colleges of Nursing's Essentials of Doctoral Education for Advanced Nursing Practice (2006), and incorporates specialty standards of the Acute Care Nurse Practitioner Competencies (2004) and the National Association of Clinical Nurse Specialists (2009). As such, students completing the B.S.N. to D.N.P. program of study will be eligible to sit for the adult-geriatric acute care nurse practitioner (ACNP), the adult/geriatric clinical nurse specialist (CNS), or the Family Nurse Practitioner (FNP) certification exam offered by the American Nurses Credentialing Center (ANCC) based on the concentration completed. Students in both entry levels must complete a capstone project and 1,000 clinical hours while enrolled in a graduate program. Current advanced practice nurses who enter the program as post-master's students must complete clinical hours to supplement clinical hours taken in their master's program. A variety of distance learning methods will be used to expedite clinical requirements. However, students should anticipate at least one visit to the main campus during their program of study.

Upon completion of the program, graduates will be able to:

- Evaluate and utilize advanced knowledge and theories from nursing and related disciplines to solve complex health issues for individuals, aggregates, populations, and systems.
- Design, implement and evaluate strategies that promote and sustain quality improvement at the organizational and policy levels.
- Provide leadership in the transformation of health care through intra-professional collaboration, application of technology, and policy development.
- Incorporate evidence-based clinical prevention and health services for individuals, aggregates, and populations.
- Demonstrate clinical expertise, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Areas of concentration for the B.S.N.-D.N.P. student: Adult-gerontology acute-care nurse practitioner, or family nurse practitioner.

M.S.N. with Nurse Educator Concentration

Admission Requirements for the M.S.N. and D.N.P. Degrees

1. Admission to the University of Arkansas Graduate School
2. Submission of GRE scores for M.S.N. and B.S.N.-D.N.P. students.
3. Completion of the Eleanor Mann School of Nursing (EMSON) application.
4. Completion of a baccalaureate degree in nursing from an NLNAC or CCNE accredited program and for post-M.S.N. to D.N.P. students,

a master's degree in nursing from an NLNAC or CCNE accredited program.

5. Current unencumbered licensure to practice as a registered nurse, and for M.S.N.-D.N.P. students, APN licensure, if required by student's state of residence and certification as an APRN.
6. Completion of a basic health assessment course (academic or continuing education).
7. Completion of a basic-level statistics course with a grade of "C" or above. Additionally, for M.S.N. to D.N.P. students, completion of a graduate-level health policy course with a grade of "B" or above.
8. Evidence of current CPR (American Heart Association for Professionals) certification, TB screening, Hepatitis B vaccination or titer showing immunity, Tdap/Td, Varicella vaccination or titer showing immunity, MMR vaccination, annual flu vaccination, and health insurance.
9. Basic computer and library skills including the use of electronic databases.
10. Qualified applicants will be admitted on a space available basis.

Following admission to the program and prior to enrolling in the first clinical course (NURS 5112 Advanced Health Assessment and Diagnostic Reasoning Clinical Practicum Advanced Health Assessment for B.S.N.-D.N.P. students and NURS 6224 Specialty Practice Clinical III for M.S.N.-D.N.P. students), the students must:

- Complete a background check by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide EMSON with proof of HepB, TB, CPR, MMR, Varicella, and Tdap/Td vaccinations and proof of health insurance by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide evidence of a current license to practice as a registered nurse in the state where precepted hours will be provided by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide evidence of national certification and licensure as an advanced practice nurse – if their state of residency requires licensure – for post-MSN students in the DNP program.
- Complete a drug screen within a four week time period prior to the first day of class of the semester in which the student is enrolled in the clinical course.
- Provide any other requirements requested by the clinical institution.

Requirements for the M.S. Nursing with Nurse Educator Concentration:

In addition to the general requirements of the Graduate School, students must complete a minimum of 38 credits (41 credits with thesis option) including the following courses:

Graduate Nursing Core

NURS 5043	Concepts of Health Promotion Within Diverse Populations	3
NURS 5053	Evidence-Based Practice and Innovation in Nursing	3
NURS 5063	Health Care Policy	3
NURS 5523	Healthcare Informatics	3
NURS 5403	Scholarly Writing	3

Nurse Educator Concentration Core

NURS 5143	Advanced Pathophysiology	3
NURS 5101	Advanced Health Assessment and Diagnostic Reasoning	1

NURS 5123	Pharmacotherapeutics	3
NURS 5073	Curriculum Design and Development in Nursing Education	3
NURS 5083	Methods of Assessment and Evaluation in Nursing Education	3
NURS 5093	Instructional Design and Delivery in Nursing Education	3
NURS 5343	Specialty Development I	3
Thesis or Research Project		
NURS 579V	Independent Study	3-6
	or NURS 600V Master's Thesis	
Total Hours		37-40

As an alternative to completing a thesis, students may elect the scholarly project option and are required to complete a three-credit independent study. Students who intend to pursue doctoral preparation are strongly urged to select the thesis option. All candidates for the Master of Science in Nursing (MSN) must successfully complete a comprehensive written exam.

M.S.N. with Clinical Nurse Specialist Concentration

Admission Requirements for the M.S.N. and D.N.P. Degrees

1. Admission to the University of Arkansas Graduate School
2. Submission of GRE scores for M.S.N. and B.S.N.-D.N.P. students.
3. Completion of the Eleanor Mann School of Nursing (EMSON) application.
4. Completion of a baccalaureate degree in nursing from an NLNAC or CCNE accredited program and for post-M.S.N. to D.N.P. students, a master's degree in nursing from an NLNAC or CCNE accredited program.
5. Current unencumbered licensure to practice as a registered nurse, and for M.S.N.-D.N.P. students, APN licensure, if required by student's state of residence and certification as an APRN.
6. Completion of a basic health assessment course (academic or continuing education).
7. Completion of a basic-level statistics course with a grade of "C" or above. Additionally, for M.S.N. to D.N.P. students, completion of a graduate-level health policy course with a grade of "B" or above.
8. Evidence of current CPR (American Heart Association for Professionals) certification, TB screening, Hepatitis B vaccination or titer showing immunity, Tdap/Td, Varicella vaccination or titer showing immunity, MMR vaccination, annual flu vaccination, and health insurance.
9. Basic computer and library skills including the use of electronic databases.
10. Qualified applicants will be admitted on a space available basis.

Following admission to the program and prior to enrolling in the first clinical course (NURS 5112 Advanced Health Assessment and Diagnostic Reasoning Clinical Practicum Advanced Health Assessment for B.S.N.-D.N.P. students and NURS 6224 Specialty Practice Clinical III for M.S.N.-D.N.P. students), the students must:

- Complete a background check by Dead Day of the previous semester in which they will enroll in the clinical course.

- Provide EMSON with proof of HepB, TB, CPR, MMR, Varicella, and Tdap/Td vaccinations and proof of health insurance by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide evidence of a current license to practice as a registered nurse in the state where precepted hours will be provided by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide evidence of national certification and licensure as an advanced practice nurse – if their state of residency requires licensure – for post-MSN students in the DNP program.
- Complete a drug screen within a four week time period prior to the first day of class of the semester in which the student is enrolled in the clinical course.
- Provide any other requirements requested by the clinical institution.

Requirements for the M.S. Nursing with Clinical Nurse Specialist Concentration:

In addition to the general requirements of the Graduate School, students must complete a minimum of 41 credits (44 credits with thesis option) including the following courses:

Graduate Nursing Core

NURS 5003	Theoretical and Scientific Foundations for Nursing Practice	3
NURS 5043	Concepts of Health Promotion Within Diverse Populations	3
NURS 5053	Evidence-Based Practice and Innovation in Nursing	3
NURS 5063	Health Care Policy	3

Advanced Practice Core

NURS 5033	Scientific Foundations and Role Development in Advanced Practice Nursing	3
NURS 5143	Advanced Pathophysiology	3
NURS 5102		2
NURS 5111		1
NURS 5123	Pharmacotherapeutics	3

Clinical Specialist Core

NURS 5212	Acute and Critical Illness in Adult and Geriatric Populations	2
NURS 5225	Clinical Practicum: Acute and Critical Illness in Adults and Geriatric Populations	5
NURS 5232	Chronic Illness in Adult and Geriatric Populations	2
NURS 5245	Clinical Practicum: Chronic Illness in Adult and Geriatric Populations	5

Thesis or Research Project

NURS 579V or NURS 600V	Independent Study Master's Thesis	3-6
---------------------------	--------------------------------------	-----

Total Hours 41-44

Students complete a total of 500 hours of clinical practicum. Students who select the thesis option complete a minimum of six credits of thesis that will count toward the degree. As an alternative to completing a thesis, students may elect the scholarly project option and are required to complete a three-credit independent study. Students who intend to pursue doctoral preparation are strongly urged to select the thesis option. All candidates for the Master of Science in Nursing (M.S.N.) must successfully complete a comprehensive written exam.

M.S.N. with Nurse Executive Leader Concentration

Admission Requirements for the M.S.N. and D.N.P. Degrees

1. Admission to the University of Arkansas Graduate School
2. Submission of GRE scores for M.S.N. and B.S.N.-D.N.P. students.
3. Completion of the Eleanor Mann School of Nursing (EMSON) application.
4. Completion of a baccalaureate degree in nursing from an NLNAC or CCNE accredited program and for post-M.S.N. to D.N.P. students, a master's degree in nursing from an NLNAC or CCNE accredited program.
5. Current unencumbered licensure to practice as a registered nurse, and for M.S.N.-D.N.P. students, APN licensure, if required by student's state of residence and certification as an APRN.
6. Completion of a basic health assessment course (academic or continuing education).
7. Completion of a basic-level statistics course with a grade of "C" or above. Additionally, for M.S.N. to D.N.P. students, completion of a graduate-level health policy course with a grade of "B" or above.
8. Evidence of current CPR (American Heart Association for Professionals) certification, TB screening, Hepatitis B vaccination or titer showing immunity, Tdap/Td, Varicella vaccination or titer showing immunity, MMR vaccination, annual flu vaccination, and health insurance.
9. Basic computer and library skills including the use of electronic databases.
10. Qualified applicants will be admitted on a space available basis.

Following admission to the program and prior to enrolling in the first clinical course (NURS 5112 Advanced Health Assessment and Diagnostic Reasoning Clinical Practicum Advanced Health Assessment for B.S.N.-D.N.P. students and NURS 6224 Specialty Practice Clinical III for M.S.N.-D.N.P. students), the students must:

- Complete a background check by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide EMSON with proof of HepB, TB, CPR, MMR, Varicella, and Tdap/Td vaccinations and proof of health insurance by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide evidence of a current license to practice as a registered nurse in the state where precepted hours will be provided by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide evidence of national certification and licensure as an advanced practice nurse – if their state of residency requires licensure – for post-MSN students in the DNP program.
- Complete a drug screen within a four week time period prior to the first day of class of the semester in which the student is enrolled in the clinical course.
- Provide any other requirements requested by the clinical institution.

Requirements for the M.S. Nursing with Nurse Executive Leader Concentration

In addition to the general requirements of the Graduate School, students must complete a minimum of 36 credit hours (including a thesis) including the following courses:

Graduate Nursing Core

NURS 5043	Concepts of Health Promotion Within Diverse Populations	3
NURS 5053	Evidence-Based Practice and Innovation in Nursing	3
NURS 5063	Health Care Policy	3
NURS 5523	Healthcare Informatics	3
NURS 5403	Scholarly Writing	3
Nurse Executive Leader Concentration Core		
HRWD 5233	HRWD Employment, Legal, and Ethical Issues (Sp)	3
NURS 5413	Executive Leadership in Nursing	3
NURS 5423	Health Systems Operations	3
NURS 6233	Healthcare Economics and Finance	3
NURS 5553	Specialty Development I: Nurse Executive Leader	3
NURS 5563	Specialty Development II: Nurse Executive Leader	3
Thesis or Special Project		
NURS 579V	Independent Study	3
	or NURS 600V Master's Thesis	
Total Hours		36

D.N.P. with Family Nurse Practitioner Concentration

Admission Requirements for the M.S.N. and D.N.P. Degrees

1. Admission to the University of Arkansas Graduate School
2. Submission of GRE scores for M.S.N. and B.S.N.-D.N.P. students.
3. Completion of the Eleanor Mann School of Nursing (EMSON) application.
4. Completion of a baccalaureate degree in nursing from an NLNAC or CCNE accredited program and for post-M.S.N. to D.N.P. students, a master's degree in nursing from an NLNAC or CCNE accredited program.
5. Current unencumbered licensure to practice as a registered nurse, and for M.S.N.-D.N.P. students, APN licensure, if required by student's state of residence and certification as an APRN.
6. Completion of a basic health assessment course (academic or continuing education).
7. Completion of a basic-level statistics course with a grade of "C" or above. Additionally, for M.S.N. to D.N.P. students, completion of a graduate-level health policy course with a grade of "B" or above.
8. Evidence of current CPR (American Heart Association for Professionals) certification, TB screening, Hepatitis B vaccination or titer showing immunity, Tdap/Td, Varicella vaccination or titer showing immunity, MMR vaccination, annual flu vaccination, and health insurance.
9. Basic computer and library skills including the use of electronic databases.
10. Qualified applicants will be admitted on a space available basis.

Following admission to the program and prior to enrolling in the first clinical course (NURS 5112 Advanced Health Assessment and Diagnostic Reasoning Clinical Practicum Advanced Health Assessment for B.S.N.-D.N.P. students and NURS 6224 Specialty Practice Clinical III for M.S.N.-D.N.P. students), the students must:

- Complete a background check by Dead Day of the previous semester in which they will enroll in the clinical course.

- Provide EMSON with proof of HepB, TB, CPR, MMR, Varicella, and Tdap/Td vaccinations and proof of health insurance by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide evidence of a current license to practice as a registered nurse in the state where precepted hours will be provided by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide evidence of national certification and licensure as an advanced practice nurse – if their state of residency requires licensure – for post-MSN students in the DNP program.
- Complete a drug screen within a four week time period prior to the first day of class of the semester in which the student is enrolled in the clinical course.
- Provide any other requirements requested by the clinical institution.

Requirements for the Doctor of Nursing Practice: In addition to the general requirements of the Graduate School, students who have earned a Bachelor of Science in Nursing must complete the following requirements for the Doctor of Nursing Practice with a concentration in Family Nurse Practitioner. One or more campus visits may be required for skills acquisition.

General Requirements for B.S.N. to D.N.P. Students

A total of 79 hours is required for the Doctor of Nursing Practice

NURS 5003	Theoretical and Scientific Foundations for Nursing Practice	3
NURS 5033	Scientific Foundations and Role Development in Advanced Practice Nursing	3
NURS 5043	Concepts of Health Promotion Within Diverse Populations	3
NURS 5053	Evidence-Based Practice and Innovation in Nursing	3
NURS 5102		2
NURS 5111		1
NURS 5123	Pharmacotherapeutics	3
NURS 5143	Advanced Pathophysiology	3
NURS 5272	Clinical Practicum: Interpretive Diagnostic Reasoning	2
NURS 5454	Chronic Health Problems in Adult and Gerontology Populations Clinical Practicum	4
NURS 599V	Seminar	1

Requirements for Family Nurse Practitioner Concentration

NURS 5483	Common Problems in Primary Care	3
NURS 5495	Common Problems in Primary Care Clinical Practicum	5
NURS 5543	Primary Care of Children	3

Required Courses for All D.N.P. Students

ESRM 6403	Educational Statistics and Data Processing	3
PBHL 6833	Principles of Epidemiology II	3
NURS 5063	Health Care Policy	3
NURS 5523	Healthcare Informatics	3
NURS 6123	Evaluation Methods and Translational Research for Evidence-based Practice	3
NURS 6224	DNP Clinical Practicum I (180 contact hours)	4
NURS 6233	Healthcare Economics and Finance	3
NURS 6244	DNP Clinical Practicum II (180 contact hours)	4

NURS 6263	Organization Management and Systems Leadership	3
NURS 628V	DNP Clinical Practicum III	
NURS 7113	Capstone Seminar I	3
NURS 7122	DNP Project Implementation I	2
NURS 7132	Capstone Seminar II	2
NURS 7142	DNP Project Implementation II	2

D.N.P. with Adult-Gerontology Acute-Care Nurse Practitioner Concentration

Admission Requirements for the M.S.N. and D.N.P. Degrees

1. Admission to the University of Arkansas Graduate School
2. Submission of GRE scores for M.S.N. and B.S.N.-D.N.P. students.
3. Completion of the Eleanor Mann School of Nursing (EMSON) application.
4. Completion of a baccalaureate degree in nursing from an NLNAC or CCNE accredited program and for post-M.S.N. to D.N.P. students, a master's degree in nursing from an NLNAC or CCNE accredited program.
5. Current unencumbered licensure to practice as a registered nurse, and for M.S.N.-D.N.P. students, APN licensure, if required by student's state of residence and certification as an APRN.
6. Completion of a basic health assessment course (academic or continuing education).
7. Completion of a basic-level statistics course with a grade of "C" or above. Additionally, for M.S.N. to D.N.P. students, completion of a graduate-level health policy course with a grade of "B" or above.
8. Evidence of current CPR (American Heart Association for Professionals) certification, TB screening, Hepatitis B vaccination or titer showing immunity, Tdap/Td, Varicella vaccination or titer showing immunity, MMR vaccination, annual flu vaccination, and health insurance.
9. Basic computer and library skills including the use of electronic databases.
10. Qualified applicants will be admitted on a space available basis.

Following admission to the program and prior to enrolling in the first clinical course (NURS 5112 Advanced Health Assessment and Diagnostic Reasoning Clinical Practicum Advanced Health Assessment for B.S.N.-D.N.P. students and NURS 6224 Specialty Practice Clinical III for M.S.N.-D.N.P. students), the students must:

- Complete a background check by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide EMSON with proof of HepB, TB, CPR, MMR, Varicella, and Tdap/Td vaccinations and proof of health insurance by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide evidence of a current license to practice as a registered nurse in the state where precepted hours will be provided by Dead Day of the previous semester in which they will enroll in the clinical course.
- Provide evidence of national certification and licensure as an advanced practice nurse – if their state of residency requires licensure – for post-MSN students in the DNP program.
- Complete a drug screen within a four week time period prior to the first day of class of the semester in which the student is enrolled in the clinical course.
- Provide any other requirements requested by the clinical institution.

Requirements for the Doctor of Nursing Practice: In addition to the general requirements of the Graduate School, students who have earned a Bachelor of Science in Nursing degree must complete the following requirements for the Doctor of Nursing Practice with a concentration in Adult-Geriatric Acute-Care Nurse Practitioner. One or more campus visits may be required for skills acquisition.

General Requirements for B.S.N. to D.N.P. Students

A total of 79 hours is required for the Doctor of Nursing Practice

NURS 5003	Theoretical and Scientific Foundations for Nursing Practice	3
NURS 5033	Scientific Foundations and Role Development in Advanced Practice Nursing	3
NURS 5043	Concepts of Health Promotion Within Diverse Populations	3
NURS 5053	Evidence-Based Practice and Innovation in Nursing	3
NURS 5102		2
NURS 5111		1
NURS 5123	Pharmacotherapeutics	3
NURS 5143	Advanced Pathophysiology	3
NURS 5272	Clinical Practicum: Interpretive Diagnostic Reasoning	2
NURS 5454	Chronic Health Problems in Adult and Gerontology Populations Clinical Practicum	4
NURS 599V	Seminar	1

Requirements for Adult-Geriatric Acute-Care Nurse Practitioner Concentration

NURS 5463	Acute and Critical Illness in Adult and Gerontology Populations	3
NURS 5475	Adult-Geriatric (Acute/Critical) Clinical II (Sp)	5

Required Courses for All D.N.P. Students

ESRM 6403	Educational Statistics and Data Processing	3
PBHL 6833	Principles of Epidemiology II	3
NURS 5063	Health Care Policy	3
NURS 5523	Healthcare Informatics	3
NURS 6123	Evaluation Methods and Translational Research for Evidence-based Practice	3
NURS 6224	DNP Clinical Practicum I (180 contact hours)	4
NURS 6233	Healthcare Economics and Finance	3
NURS 6244	DNP Clinical Practicum II (180 contact hours)	4
NURS 6263	Organization Management and Systems Leadership	3
NURS 628V	DNP Clinical Practicum III	
NURS 7113	Capstone Seminar I	3
NURS 7122	DNP Project Implementation I	2
NURS 7132	Capstone Seminar II	2
NURS 7142	DNP Project Implementation II	2

Post-M.S.N. Doctor of Nursing Practice

Requirements for the Doctor of Nursing Practice: In addition to the general requirements of the Graduate School, students who have earned a clinical Master of Science in Nursing degree must complete the

following requirements for the Doctor of Nursing Practice. One or more campus visits may be required for skills acquisition.

Required Courses for All D.N.P. Students

ESRM 6403	Educational Statistics and Data Processing	3
PBHL 6833	Principles of Epidemiology II	3
NURS 5063	Health Care Policy	3
NURS 5523	Healthcare Informatics	3
NURS 6123	Evaluation Methods and Translational Research for Evidence-based Practice	3
NURS 6224	DNP Clinical Practicum I (180 contact hours)	4
NURS 6233	Healthcare Economics and Finance	3
NURS 6244	DNP Clinical Practicum II (180 contact hours)	4
NURS 6263	Organization Management and Systems Leadership	3
NURS 628V	DNP Clinical Practicum III	
NURS 7113	Capstone Seminar I	3
NURS 7122	DNP Project Implementation I	2
NURS 7132	Capstone Seminar II	2
NURS 7142	DNP Project Implementation II	2

Graduate Faculty

Agana, Carol E., M.N.Sc. (University of Arkansas for Medical Sciences), B.S.E. (University of Arkansas), Instructor, 1998.

Emory, DeAnna Jan, Ph.D. (University of Arkansas), M.S., B.S.N. (University of Oklahoma Health Sciences Center), Associate Professor, 2012.

Henderson, Jaye, M.S.N., B.S.N. (Arkansas Tech University), Clinical Instructor, 2013.

Jarrett, Anna Lee, Ph.D., M.S.N. (University of Missouri-Columbia), B.S.N. (Missouri Southern State College), Associate Professor, 2012.

Kippenbrock, Thomas A., Ed.D. (Indiana University at Bloomington), M.S. (Indiana University-Purdue University-Indianapolis), B.S.N. (Indiana State University), Professor, 2003.

Lee, Peggy B., Ed.D. (University of Arkansas), M.S. (University of Southern Mississippi), B.S.N. (Mississippi College), Clinical Assistant Professor, 2009.

Miller, Bettie Gale, M.S.N. (University of Phoenix), M.S., B.S.E., B.S.N. (University of Arkansas), Instructor, 2003.

Murray, Lori M., D.N.P. (University of Kansas Medical Center), M.S., B.S.N. (University of Oklahoma Health Sciences Center), Instructor, 2015.

Patton, Susan Kane, Ph.D., M.S.N. (University of Arkansas), M.H.S.A. (University of Arkansas at Little Rock), B.S.N. (University of Arkansas for Medical Sciences), Assistant Professor, 2010.

Scott, Allison L., D.N.P. (University of Missouri-Kansas City), M.S.N., B.S.N. (University of Arkansas for Medical Sciences), Assistant Professor, 2006.

Shreve, Marilou D., D.N.P., M.S.N. (University of Missouri-Kansas City), B.S.N. (University of Arkansas), Clinical Instructor, 2013.

Smith-Blair, Nancy J., Ph.D. (University of Kansas), M.S.N. (Northwestern State University), B.S.N. (Texas Christian University), Associate Professor, 1994.

Stewart, Angela, D.N.P. (University of Arkansas), M.N.Sc., B.S.N. (University of Arkansas for Medical Sciences), Assistant Professor, 2015.

Van Winkle, Holly M., M.S.N., B.S. (University of Arkansas), Instructor, 2013.

Weymiller, Audrey, Ph.D. (University of Minnesota), M.N. (University of Washington), B.S. (University of Wisconsin), Associate Professor, 2015.

Courses

NURS 5003. Theoretical and Scientific Foundations for Nursing Practice. 3 Hours.

The course utilizes the critical reasoning process to examine the element of nursing knowledge. Emphasis is placed on concept analysis and the evaluation of nursing theories. Identification of the links between theory and empirical indicators is examined. The clinical relevance of mid-range and practice theories is explored. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5033. Scientific Foundations and Role Development in Advanced Practice Nursing. 3 Hours.

Examines development of the advanced practice nursing role and evolution of the Doctor of Nursing Practice (DNP). Concepts include scientific foundations of practice, role development, interdisciplinary collaborative strategies, advanced scope of practice, patient advocacy, and legal/ethical principles in the advanced practice role. Pre- or Corequisite: NURS 5003. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5043. Concepts of Health Promotion Within Diverse Populations. 3 Hours.

Provides a theoretical base for health promotion, risk reduction and disease prevention at the individual, family and community levels. A cross-disciplinary approach to achieve or preserve health is identified. Focuses on holistic plans and interventions that address the behavioral and social factors that contribute to morbidity and mortality in diverse populations. Provides opportunity to develop, implement, and evaluate health promotion interventions for selected clients. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5053. Evidence-Based Practice and Innovation in Nursing. 3 Hours.

Examines models and strategies for leadership in evidence-based practice and innovation, outcomes management, and translational scholarship. The emphasis of this course is on problem identification, information retrieval, critical appraisal, and synthesis of a body of evidence. It provides the student with the foundation for the DNP evidence-based practice project. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5063. Health Care Policy. 3 Hours.

Provides knowledge and understanding needed to participate in policy development analysis and implementation. Provides an overview of the political process, health care policy, advocacy, leadership roles, legislative and regulatory issues, health care financing, and evaluating outcomes. Access, cost, and quality of health care are major foci in this course. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5073. Curriculum Design and Development in Nursing Education. 3 Hours.

This course provides the essential elements that define and operationalize the process of curriculum design and development. Students will examine curriculum theories, models, and concepts from the perspective of nursing education. They will analyze factors that influence program and curriculum development. Historical and philosophical foundations of nursing practice and educational principles are examined. The application and synthesis of curriculum theory and their application to nursing is emphasized. The role of the educator in the dynamic relationship between the practice setting, research, and curriculum is examined. Students will participate in the design of curriculum which reflects professional nursing practice, standards, theory, and research. Prerequisite: Admission to the Graduate Program or departmental consent. Completion of all general and research core classes or approval of the MSN Education Program Coordinator.

NURS 5083. Methods of Assessment and Evaluation in Nursing Education. 3 Hours.

This course is one of four offered in the nursing education concentration in preparation for the role of educator in academic and clinical settings. Students explore theories, models, and evidence for best practice in assessing learning - including constructing exam items and creating tools for assessing writing assignments. Students discuss grading and other concepts related to assessment and evaluation as it relates to nursing education. Pre- or Corequisite: Completion of NURS 5073 or NURS 5093. Prerequisite: Admission to the Masters of Science in Nursing or the Doctor of Nursing Practice Program.

NURS 5093. Instructional Design and Delivery in Nursing Education. 3 Hours.

This course is one of four offered in the nursing education concentration in preparation for the role of educator in academic and clinical settings. Students explore teaching and learning theories and other evidence to guide practice in the advanced role of the educator. Students gain competencies in the knowledge and skills necessary for delivering evidence-based teaching and learning strategies in a variety of learning environments. Prerequisite: Admission to the Graduate Program or departmental consent.

NURS 5101. Advanced Health Assessment and Diagnostic Reasoning. 1 Hour.

Applies health assessment, physical examination techniques, clinical decision making, and diagnostic reasoning to formulate a culturally-sensitive, individualized plan of care, which includes health promotion and disease prevention. Corequisite: NURS 5112.

NURS 5112. Advanced Health Assessment and Diagnostic Reasoning Clinical Practicum. 2 Hours.

Focus is on the application of clinical decision making, diagnostic reasoning, and advanced physical examination techniques to develop differential diagnoses, problem list, and a plan of care for individual clients. Corequisite: NURS 5101.

NURS 5123. Pharmacotherapeutics. 3 Hours.

Provides advanced concepts and application of pharmacology for broad categories of agents used in disease management. Establishes the relationship between pharmacologic agents and physiologic/pathologic responses. It assists students with the development of knowledge and skills to prescribe and manage a client's health in a safe, high quality, and cost-effective manner. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5143. Advanced Pathophysiology. 3 Hours.

Provides a comprehensive understanding of normal physiologic and pathologic mechanisms of disease that serves as a foundation for clinical assessment, decision making, and management of individuals. Includes mechanisms of disease, genetic susceptibility, and immune responses in selected disorders. This course includes concepts of pathophysiology across the lifespan. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5212. Acute and Critical Illness in Adult and Geriatric Populations. 2 Hours.

Focuses on utilization of advanced theories, concepts, knowledge and skill in the care of diverse adult and geriatric populations with complex acute health problems. Corequisite: NURS 5225. Prerequisite: All core courses.

NURS 5225. Clinical Practicum: Acute and Critical Illness in Adults and Geriatric Populations. 5 Hours.

Clinical practicum for NURS 5212. Application of advanced theories, concepts, knowledge and skill in the care of diverse adult and geriatric populations with complex acute health problems. Corequisite: NURS 5212. Prerequisite: All core courses.

NURS 5232. Chronic Illness in Adult and Geriatric Populations. 2 Hours.

Focuses on utilization of advanced theories, concepts, knowledge and skill in the care of diverse adult and geriatric populations with complex chronic health problems. Corequisite: NURS 5245. Prerequisite: All core courses.

NURS 5245. Clinical Practicum: Chronic Illness in Adult and Geriatric Populations. 5 Hours.

Clinical practicum for NURS 5232. Application of advanced theories, concepts, knowledge and skill in the care of adults and geriatric populations experiencing chronic health problems. Corequisite: NURS 5232. Prerequisite: All core courses.

NURS 5272. Clinical Practicum: Interpretive Diagnostic Reasoning. 2 Hours.

Application of principles of pathologic mechanisms of disease, pharmacotherapeutics, and pharmacokinetics to refine and synthesize skills for history taking, physical examination, clinical assessment, diagnostic reasoning, and decision making for adult and geriatric individuals. Pre- or Corequisite: NURS 5102, NURS 5111, NURS 5143 and NURS 5123.

NURS 5303. Foundations of Nursing Education. 3 Hours.

Considers the principles, philosophies, theories, and strategies of teaching, learning, and evaluation needed in nursing education.

NURS 5313. Curriculum and Evaluation in Nursing Education. 3 Hours.

Considers knowledge and skills needed for curriculum and program development and evaluation for a variety of nursing education settings.

NURS 5323. Teaching in Nursing Practicum. 3 Hours.

Supervised experience in the nurse educator role in both classroom and clinical settings.

NURS 5332. Common Problems in Acute Care in Adult and Gerontology Populations Clinical Practicum. 2 Hours.

Focuses on the management of adult-gerontology patients with common acute illnesses. Emphasizes the application of principles of pathologic mechanisms of disease, history taking, physical examination, and clinical decision making. Corequisite: NURS 5434. Prerequisite: (Completion of core courses: NURS 5003, 5033, 5043, 5053, 5143, 5063, 5523), and (completion of specialty clinical courses: NURS 5101 and NURS 5112).

NURS 5343. Specialty Development I. 3 Hours.

This course will include two foci. There will be readings focused on current topics in a specialty area. A focused field experience will allow student to integrate knowledge and skills in a specialty area of nursing in preparation for the nurse educator role.

NURS 5353. Specialty Development II. 3 Hours.

Building on the Independent Study: Specialty Development I, this course will include two foci. There will be readings focused on current topics in a specialty area. A focused field experience will allow student to integrate knowledge and skills in a specialty area of nursing in preparation for the nurse educator role. Prerequisite: NURS 5343.

NURS 5403. Scholarly Writing. 3 Hours.

This course will focus on the fundamentals of academic writing at the graduate level with the goal of honing students' critical reading and writing skills. Attention will be given to mechanics, usage, and style, as well as to handling and citing sources. The emphasis throughout is on creative thinking and precise, scholarly writing. Prerequisite: Completion of a baccalaureate degree and acceptance into the graduate program.

NURS 5413. Executive Leadership in Nursing. 3 Hours.

This course focuses on the health care structures and processes, human capital management, health and public policy, communication principles and styles, negotiations, leadership effectiveness, strategic visioning, ethics and advocacy, and innovation. Learning will enable the professional nurse executive to lead complex health care environments applying an advanced skill set in each of the focus areas. Prerequisite: NURS 5401, NURS 5523, NURS 5043, NURS 5053, NURS 5063, MBAD 5241, HRWD 5233, NURS 6233, ESRM 6403.

NURS 5423. Health Systems Operations. 3 Hours.

This course focuses on the complex practice environment. Enables the professional nurse leader to demonstrate knowledge of care management and delivery, professional practice environment and models, and quality monitoring and improvement. Professional practice and health care delivery models and settings, role delineation, laws and regulations, accreditation, and professional practice standards will be emphasized. Prerequisite: NURS 5401, NURS 5523, NURS 5043, NURS 5053, NURS 5063, MBAD 5241, HRWD 5233, NURS 6233, ESRM 6403.

NURS 5434. Common Problems in Acute Care in Adult and Gerontology Populations. 4 Hours.

Examine principles of pathological mechanisms of disease, refine skills for history taking, physical examination, and clinical decision making for adult and geriatric individuals with common acute illnesses. Corequisite: NURS 5443. Prerequisite: (Completion of core courses: NURS 5003, 5033, 5043, 5053, 5143, 5063, 5523), and (completion of specialty clinical courses: NURS 5101 and NURS 5112).

NURS 5443. Chronic Health Problems in Adult and Gerontology Populations. 3 Hours.

Explores evidence-based models for the management of selected chronic conditions, focusing on assessment and treatment of individuals and families. Utilizes advanced theories, concepts, knowledge, and skill in the care of diverse adult and geriatric populations with complex chronic health problems. Corequisite: NURS 5454. Prerequisite: Completion of NURS 5434, and NURS 5332.

NURS 5454. Chronic Health Problems in Adult and Gerontology Populations Clinical Practicum. 4 Hours.

Focuses on the management of adult-gerontology populations with complex, chronic health problems. Emphasis is on the application of theoretical concepts, assessment skills, clinical decision making, and evidence-based standards to formulate diagnoses, clinical impressions, treatment, and evaluation plans in the acute or out-patient setting. Pre- or Corequisite: NURS 6123. Corequisite: NURS 5443. Prerequisite: (Completion of core courses: NURS 5003, 5033, 5043, 5053, 5143, 5063, 5523), and (completion of specialty clinical courses NURS 5101, NURS 5112, NURS 5434, and NURS 5332).

NURS 5463. Acute and Critical Illness in Adult and Gerontology Populations. 3 Hours.

Provides an in-depth knowledge of management of acutely and critically ill adults. Emphasis is on the use of evidence-based knowledge to formulate diagnoses, treatment, evaluation plans, and referral for adults who have complex acute or critical health problems, or are at high risk for developing complications. Corequisite: NURS 5475. Prerequisite: NURS 5101, NURS 5112, NURS 5434, NURS 5332, NURS 5443, and NURS 5454.

NURS 5475. Adult-Geriatric (Acute/Critical) Clinical II (Sp). 5 Hours.

Experiences allow the student to apply safe, scientifically sound, cost effective, legal and ethical management strategies to the care of adults with complex acute and critical illness. Emphasis is on the development of advanced clinical skills in acute and critical care settings. Corequisite: NURS 5463. Prerequisite: NURS 5443 and NURS 5454.

NURS 5483. Common Problems in Primary Care. 3 Hours.

Examines principles of pathological mechanisms of disease, refines knowledge for thorough history taking, physical examination, and clinical decision-making for men, women, and families with common illnesses treated in primary care. Corequisite: NURS 5495. Prerequisite: NURS 5101, NURS 5112, NURS 5543, and NURS 5683.

NURS 5495. Common Problems in Primary Care Clinical Practicum. 5 Hours.

Clinical component to 5483 Common Problems Primary Care. Refines skills for thorough history taking, physical examination, and clinical decision-making for men, women, and families with common illnesses treated in primary care. Pre- or Corequisite: NURS 5483. Prerequisite: NURS 5101, NURS 5112, NURS 5543, and NURS 5683.

NURS 5523. Healthcare Informatics. 3 Hours.

Explores standards and principles for selecting, using, and evaluating information systems. Discusses the application of computer programs relevant to nursing administration, education, research, and practice. Assists the student in managing individual and aggregate information, and assessing the efficacy of patient care technology appropriate to a specialized area of nursing practice. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5543. Primary Care of Children. 3 Hours.

Focuses on evidence-based models for the management of children from diverse cultures with common conditions in primary care. Includes anticipatory guidance, health promotion, and disease prevention. Emphasis on application of theoretical concepts, assessment skills, clinical decision-making, and evidence-based standards to formulate differential diagnoses, clinical impressions, treatment, and evaluation plans in primary care. Corequisite: NURS 5683. Prerequisite: NURS 5101 and NURS 5112.

NURS 5553. Specialty Development I: Nurse Executive Leader. 3 Hours.

This course will focus on microsystem level operations within the healthcare environment and issues faced by nurse administrators. Learning will enable the professional nurse to participate in operations surrounding the delivery of care in various health care organizations. This course will facilitate the application of learned theories and organizational principles. Prerequisite: NURS 5401, NURS 5523, NURS 5043, NURS 5053, NURS 5063, MBAD 5241, HRWD 5233, NURS 6233, ESRM 6403.

NURS 5563. Specialty Development II: Nurse Executive Leader. 3 Hours.

Students will complete a scholarly project or thesis synthesizing knowledge and skills from previous courses in program of study. Applied learning will focus on the development of a systems approach to nurse executive leadership and inquiry. Focus is on public and private health care delivery systems, alliances with internal and external environments, and strategic decision making and implementation in the rapidly evolving global arena of nursing leadership and practice. This course prepares professional nurses to apply leadership and evidence-based practice principles in the evaluation of quality processes encountered across health care industries. 135 contact hours. Corequisite: NURS 579V and NURS 600V. Prerequisite: NURS 5401, NURS 5523, NURS 5043, NURS 5053, NURS 5063, MBAD 5241, HRWD 5233, NURS 6233, ESRM 6403, NURS 5343, NURS 5553, and NURS 5423.

NURS 5683. Primary Care of Children Clinical Practicum. 3 Hours.

NURS 5683 is the clinical component to NURS 5543 and focuses on the management of women and children in the clinical setting with emphasis on holistic assessment and treatment of these populations and their families. Students will engage in the assessment, diagnosis and treatment of conditions common to primary practice in women's health and pediatric clinics. This course will consist of 135 contact hours, 80 in the pediatric setting and 55 in the women's health setting. Corequisite: NURS 5543. Prerequisite: NURS 5101 and NURS 5112.

NURS 579V. Independent Study. 1-3 Hour.

Independent study designed by student with faculty advisor. May be completed as alternative to thesis.

NURS 5873. Complex Problems in Primary Care. 3 Hours.

Focuses on application of health promotion and chronic disease management in complex adult patients. Students will utilize evidence-based approaches to health promotion, assessment, differential diagnosis and disease management. Emphasizes clinical decision making, chronic care models, coordination of care, poly-drug therapy and information systems. Corequisite: NURS 5884. Prerequisite: NURS 5101, NURS 5112, NURS 5543, NURS 5683, NURS 5483, and NURS 5495.

NURS 5884. Complex Problems in Primary Care Clinical Practicum. 4 Hours.

Clinical component to NURS 5873 Complex Problems in Primary Care. Offers the student an opportunity to exercise critical judgment and implement theoretical knowledge in the management of care of adults experiencing complex health problems. Corequisite: NURS 5873. Prerequisite: NURS 5101, NURS 5112, NURS 5683, NURS 5495, and NURS 5483.

NURS 598V. Nursing Special Topics. 1-6 Hour.

Special Topics course to fulfill national accrediting body for Family Nurse Practitioner. Prerequisite: NURSDP major. May be repeated for up to 6 hours of degree credit.

NURS 599V. Seminar. 1-3 Hour.

Selected topics in nursing explored in discussion format.

NURS 600V. Master's Thesis. 1-3 Hour.

Student research to fulfill degree requirement for the MSN. Prerequisite: NURS 5053. May be repeated for degree credit.

NURS 6123. Evaluation Methods and Translational Research for Evidence-based Practice. 3 Hours.

The translation of evidence into practice, including theoretical and practical challenges, is analyzed through the use of case studies and proposals. Uses methods of inquiry for systematic appraisal of nursing practice or healthcare programs to identify practice outcomes and create an environment to support and sustain changes. Pre- or Corequisite: ESRM 6403. Prerequisite: NURS 5053.

NURS 6224. DNP Clinical Practicum I. 4 Hours.

Provides an opportunity to synthesize advanced knowledge and role behaviors within a specialty concentration. Designed to apply nursing theory, translational research, epidemiologic principles, ethical/legal principles, outcome evaluations, healthcare systems thinking, and economics into a specialized clinical practice role and setting. Depending upon specialty and experience, may require travel to campus. Prerequisite: Completion of NURS 5443, NURS 5454, NURS 5463, and NURS 5475; or by permission of the instructor.

NURS 6233. Healthcare Economics and Finance. 3 Hours.

Provides economic, financial, and business knowledge and skills required for a leadership role in financial planning and decision making within healthcare delivery systems. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 6244. DNP Clinical Practicum II. 4 Hours.

Allows for the continuation of specialty role development and an advanced approach to care delivery, systems thinking, and leadership. Allows for the total number of practice hours required for certification and/or degree. Prerequisite: NURS 6224.

NURS 6263. Organization Management and Systems Leadership. 3 Hours.

Facilitates understanding of how to lead, advocate, and manage innovative responses to organizational needs and challenges. Emphasizes development and evaluation of care delivery models that meet the needs of targeted patient populations by enhancing accountability for effective and efficient healthcare, quality improvement, and patient safety. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 628V. DNP Clinical Practicum III. 1-8 Hour.

Allows for the continuation of specialty role development and an advanced approach to care delivery, systems thinking, and leadership. Allows for the total number of practice hours required for certification and/or degree. Pre- or Corequisite: NURS 6244. May be repeated for up to 8 hours of degree credit.

NURS 6343. Analytic Methods and Epidemiology for Health Care. 3 Hours.

This course will examine the role of epidemiology and statistics in advanced nursing practice. The student will learn how the concepts of epidemiology are used to measure and describe the health of individuals and populations and apply statistical concepts and analytical methods to data encountered in practice. Major topics to be covered include sources of data, study designs, analytical strategies and interpretation of data related to disease causality, risk, and prevalence. Prerequisite: ESRM 5393.

NURS 7113. Capstone Seminar I. 3 Hours.

Designed to unify and organize the student's field of inquiry for the final Capstone Project. Emphasis is on the application of an evidence-based intervention suitable to their area of focus that involves appropriate methodology and application with the goal for change in practice or outcome analysis. Prerequisite: Completion of NURS 6224 and/or permission of the instructor.

NURS 7122. DNP Project Implementation I. 2 Hours.

Provides necessary support and elements for students to begin execution of the Capstone Project in collaboration with the sponsoring site.

NURS 7132. Capstone Seminar II. 2 Hours.

Focuses on data exploration and analysis for the organization and refinement of all aspects of Capstone Project, emphasizing implementation and evaluation of the evidence-based intervention. Allows student to finalize the scholarly written and oral report for dissemination of results. Corequisite: NURS 7142. Prerequisite: NURS 7113 and NURS 7122.

NURS 7142. DNP Project Implementation II. 2 Hours.

Provides an avenue for students to showcase the Final Capstone Project. Allows students the opportunity to synthesize and demonstrate the ability to employ effective communication and collaboration skills, leadership roles, influence healthcare quality and safety, evaluate practice, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems. Prerequisite: NURS 7122.

Operations Management (OPMG)

Also offered through Graduate Resident Centers

Gregory S. Parnell
Program Director
4207 Bell Engineering Center
479-575-3413
Email: msom@uark.edu

Operations Management Program website (<http://operations-management.uark.edu>)

Degree Conferred:

M.S.O.M. (OPMG)

Graduate Certificate Offered (non-degree):

Project Management (OMPM)

Program Description: The Operations Management program, part of the Department of Industrial Engineering, teaches the processes for improving operational decisions such as design of goods and services, management of quality, consideration of process and capacity design issues, and determination of location and layout strategy.

Master of Science in Operations Management

The Master of Science program in Operations Management is directed toward the acquisition of practical knowledge in the management of work processes, projects, and people. Areas covered include project management, quality management, economic decision-making, supply chain management, operations research, safety management, lean

production and inventory control techniques, and human behavior analysis.

The operations management program is conducted at Graduate Residence Centers in Arkansas, Tennessee, and Florida, as well as at Fayetteville. Evening classes are offered in eight-week terms with five terms scheduled during an academic year. Selected courses are available online and via independent study. The operations management curriculum is aimed at the needs of working managers of technical and logistics operations, as well as managers of production, service delivery and support functions in a wide spectrum of organizations, ranging from business/industry to military, government and non-profit. The program is open to students regardless of the major they selected as an undergraduate. The subject matter is patterned after the industrial engineering curriculum but is less technical and does not require a calculus mathematics background.

Admission

Admission to the program generally follows U of A Graduate School admission policies with the following exceptions:

1. The program does not permit the use of the MAT as an entrance test to compensate for undergraduate GPAs below 3.0. The GRE and GMAT are acceptable tests, but the analytical writing score must be 4.5 or above;
2. All applicants, including those with advanced degrees, will be evaluated for admission on the basis of their first baccalaureate degree.
3. OMGT 5003 must be taken in the first term of operations management graduate study.
4. Before taking any graduate classes in the program, non-native speakers of English who do not have a conferred undergraduate degree from an accredited U.S. college or university must demonstrate minimum proficiency on one of the following tests of written English: TOEFL, IBT (26), ELPT (75) or GRE/GMAT Analytical Writing (4.5). The MSOM English Language Proficiency Policy requires Level II non-native speakers of English to complete ELAC 4043 Research Writing in the STEM fields no later than the first semester of graduate level courses. In addition to course pre-requisites, before completing 12 hours of course work toward the operations management degree, students must successfully complete the following courses (or equivalent courses or demonstrate knowledge of these subject areas acceptable to the program):

OMGT 4313	Law and Ethics	3
OMGT 4323	Industrial Cost Analysis	3
OMGT 4333	Applied Statistics	3
OMGT 4853	Introduction to Decision Support Tools in Operations Management	3

These courses are offered at the undergraduate level and cannot be applied toward the requirements for a Master of Science in Operations Management degree.

Requirements for the M.S.O.M. Degree

To fulfill requirements for the M.S.O.M. degree, a student must earn a total of 30 semester hours credit in the program. Of these hours, 12 hours consist of required courses, while the remaining 18 hours are electives.

Required courses are:

OMGT 5003	Introduction to Operations Management (Sp, Su, Fa)	3
OMGT 5783	Project Management for Operations Managers	3
OMGT 5623	Strategic Management	3
OMGT 5123	Finance for Operations Managers	3
	or OMGT 5463 Economic Decision Making	

If a core course requirement offers a choice between two options, only one can be counted as the required course. Required courses must be taken in the first 18 hours of graduate coursework and be completed with a grade of "B" or better. Students who earn a "C" or lower in a required course may repeat the course only once. Failure to earn a "B" or better in any of the four required courses will result in dismissal from the program.

A minimum grade-point average of 3.0 (A = 4.0), calculated from the University of Arkansas graduate courses in this curriculum, must be met as a graduation requirement. Please note that if a student must retake a class to meet the grade requirements of this program, both the original grade and the retaken grade will count in the calculation of the GPA for graduation purposes.

While a thesis is not required, upon approval of the program director students may take up to six thesis hours to be applied toward the 30 semester hours required for degree completion. The six hours of thesis must be completed on the Fayetteville campus.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Graduate Certificate in Project Management

Admission to the Graduate Certificate program generally follows U of A Graduate School admission policies with the following exceptions:

1. All applicants, including those with advanced degrees, will be evaluated for admission on the basis of their first baccalaureate degree.
2. Students may be eligible for admission by special consideration if the GPA is below 3.0 but above 2.5.
3. Before taking any graduate classes in the program, non-native speakers of English who do not have a conferred undergraduate degree from an accredited U.S. college or university must demonstrate minimum proficiency on one of the following tests of written English: TOEFL, IBT (26), ELPT (75) or GRE/GMAT Analytical Writing (4.5). The English Language Proficiency Policy for the Master of Science in Operations Management requires Level II non-native speakers of English to complete ELAC 4043 Research Writing in the STEM Fields no later than the first semester of graduate level courses.

Former students or alumni of the Master of Science in Operations Management program may use six credit hours (two courses) from the M.S.O.M. program toward equivalent Project Management Certificate courses. If an alumnus has completed all possible combination of courses for the Project Management Certificate, the student may petition to take one additional course chosen by the program to complete the Project Management Graduate Certificate.

Current M.S.O.M. students who are concurrently accepted into the Project Management Certificate program may use all applicable courses for both the M.S.O.M. degree and the Project Management Certificate.

Requirements for Graduate Certificate in Project Management

Required Courses

OMGT 5253	Leadership Principles and Practices	3
OMGT 5783	Project Management for Operations Managers	3
OMGT 5983	Advanced Project Management	3
Choose one elective:		3
OMGT 5373	Quality Management	
OMGT 5433	Cost Estimation Models	
OMGT 5463	Economic Decision Making	
OMGT 5873	Organizing for Change	
Total Hours		12

Graduate Faculty

Altom, Carol, M.B.A. (San Diego State University), B.S. (United States Naval Academy), Instructor, 2014.

Beam, Caroline, Ph.D., M.S. (University of California), B.S. (Princeton University), Clinical Assistant Professor, 2014.

Bean, Jeffrey, M.B.A. (University of Arkansas), B.A. (Rhodes College), Instructor, 2014.

Bingham, D. James, M.B.A. (Northwestern University), B.S. (Brigham Young University), Instructor, 2013.

Bivins, Bob, M.S. (Air Force Institute of Technology), M.S. (University of Southern California), M.A. (University of Northern Colorado), B.S. (United States Air Force Academy), Instructor, 2014.

Bolin, Aaron, Ph.D., M.A. (Northern Illinois University), B.S. (Rockford College), Instructor, 2014.

Bresnick, Terry A., M.S. (Stanford University), M.B.A. (George Mason University), B.S. (United States Military Academy), Instructor, 2014.

Brown, Brandon, M.S., B.S. (University of Arkansas), Instructor, 2014.

Burgin, James, M.B.A. (Golden Gate University), B.S. (University of Arkansas), Instructor, 2014.

Cilli, Matthew, Ph.D. (Stevens Institute of Technology), M.S. (New York University Polytechnic), M.S. (University of Pennsylvania), B.S. (Villanova University), Instructor, 2015.

Costello, Michael, Ed.D., M.S., M.B.A., B.S. (Wilmington University), Instructor, 2014.

DeGrange, Walter, M.S. (Naval Postgraduate School), B.E. (Vanderbilt University), Adjunct Assistant Professor, 2014.

DelCastillo, David, M.A.S. (Embry Riddle Aeronautical University), B.S. (Embry Riddle Aeronautical University), Instructor, 2014.

Donatelli, David, M.A. (Central Michigan University), B.A. (University of Pittsburgh), Instructor, 2014.

Ellixson, Marita, M.B.A. (Andrew Jackson University), B.S. (University of Central Florida), Instructor, 2014.

Eveleth, William, M.B.A., B.B. (University of North Texas), Instructor, 2014.

Flynn, John, M.B.A., J.D. (Case Western Reserve University), B.S. (John Carroll University), Instructor, 2014.

Friscoe, Louis F., M.S., B.S. (Embry Riddle Aeronautical University), Instructor, 2014.

Garner, Jerald, M.S. (University of Arkansas), B.S. (Park University), Instructor, 2014.

Ham, Richard, Ed.D. (University of Arkansas at Little Rock), M.A.S. (Embry-Riddle Aeronautical University), B.S. (Park University), Instructor, 2014.

Hemphill, Dewey, M.S. (University of Arkansas), B.A. (Memphis State University), Instructor, 2014.

Henderson, Craig, M.B.A. (University of Nevada), B.S. (United States Naval Academy), Instructor, 2014.

Hutto, Gregory T., M.S. (Stanford University), B.S. (U.S. Naval Academy), Instructor, 2014.

Jefferis, Neal, M.S.Ed. (Old Dominion University), B.E.S.(University of Missouri), Instructor, 2017.

Jones, Phillip, M.B.A., B.S. (University of Arkansas), Instructor, 2014.

Lattanzi, Paula, J.D. (University of Arkansas), M.S. (West Virginia University), Instructor, 2014.

Livingston, Mark A., Ph.D. (University of Maryland), Instructor, 2017.

Lowe, James, Ph.D., M.S. (Georgia Institute of Technology), B.S. (United States Air Force Academy), Instructor, 2014.

Malstrom, Derek, M.S.I.E., B.S. (University of Arkansas), Instructor, 2015.

Mason, Scott, Ph.D. (Arizona State University), M.S., B.S. (University of Texas), Instructor, 2014.

McGlynn, Moira, Ph.D., M.B.A. (Union College of Union University), Instructor, 2014.

McNeal, Travis G., M.A. (University of Nevada), B.S. (Utah State University), Instructor, 2014.

Melton, Kerry D., Ph.D. (Oklahoma State University), M.S., B.S. (University of Arkansas), Instructor, 2014.

Michealson, Kirk, M.S. (Naval Postgraduate School), B.S. (United States Naval Academy), Instructor, 2014.

Moore, John, M.A. (Ball State University), B.B.A. (Kent State University), Instructor, 2014.

Morris, Adam, Ed.D. (University of Arkansas), M.S., B.S. (Friends University), B.S. (Newman University), Instructor, 2014.

Morris, Jack, M.S., M.B.A. (University of Arkansas), B.A. (University of Central Arkansas), Instructor, 2014.

Nethercutt, Leonard, M.B.A., B.S. (University of Arkansas), Instructor, 2014.

Nichols, Emily M., M.Ed. (University of Arkansas), B.A. (University of Arkansas at Fort Smith), Instructor, 2015.

Raynor, James, M.S. (University of Arkansas), B.S. (Texas A & M University), Instructor, 2014.

Richardson, Tracey, Ed.D. (Argosy University), M.S., B.A.Sc. (Troy University), Instructor, 2014.

Rieske, David, M.S., B.S. (University of Arkansas), Instructor, 2014.

Robinson, Eddie, Ph.D. (Northcentral University), M.A.S. (Embry Riddle Aeronautical University), M.S. (University of Arkansas), B.S. (United States Air Force Academy), Instructor, 2014.

Rossetti, Amy H., M.S., B.S. (Ohio State University), Instructor, 2014.

Roy, William, M.S. (University of Arkansas), B.S. (University of Memphis), Instructor, 2014.

Schott, Elizabeth W., Ph.D., M.S. (New Mexico State University), M.S.I.E. (Georgia Institute of Technology), Instructor, 2017.

Smith, Scott, M.S. (University of Arkansas), M.S. (Air Force Institute of Technology), B.S. (United States Air Force Academy), Instructor, 2006.

Smith, Christopher, Ph.D. (University of Virginia), M.S. (University of Missouri-Rolla), M.S. (University of Texas at Austin), B.S. (U.S. Military Academy), Instructor, 2015.

Specking, Eric A., M.S.I.E., B.S. (University of Arkansas), Lecturer, .

Sutton, James M., M.S. (Southern Methodist University), B.S. (University of West Florida), B.M. (University of Southern Mississippi), Instructor, 2014.

Teague, Rick, M.S. (Webster University), B.B.A. (University of Memphis), Instructor, 2001.

Ward, Cortez, M.S. (Troy University), B.S. (University of Maryland), Instructor, 2006.

Weiss, Meredith, Ph.D. (University of North Carolina), M.B.A., M.I.S. (North Carolina Central University), B.S. (University of Delaware), Instructor, 2012.

Wells, Michael, M.S. (Florida State University), B.S. (East Stroudsburg University), Instructor, 2014.

Wells, Peggy, M.B.A. (University of Houston), B.S. (University of Arkansas), Instructor, 2012.

Wilke, Stephen, J.D., M.P.A. (University of Memphis), Instructor, 1996.

Williams, Darron, Ph.D. (Northcentral University), M.S., M.B.A., B.S. (University of Memphis), Instructor, 2015.

Wilson, Charles, Ed.D., M.E., B.S. (University of Arkansas), Instructor, 2005.

Wright, Nia, M.B.A. (Tulane University), B.S. (University of Arkansas), Instructor, 2009.

Yeager, Mickey, M.S. (University of Arkansas), M.A. (Liberty Baptist Theological Seminary), B.S. (University of Southern Mississippi), Instructor, 1989.

Zilinsky, Anthony, M.B.A., B.A. (University of Connecticut), Instructor, 2002.

Zollinger, Richard, M.B.A., B.S. (Brigham Young University), Instructor, 2016.

Courses

OMGT 5003. Introduction to Operations Management (Sp, Su, Fa). 3 Hours.

Provides an overview of the functional activities necessary for the creation/delivery of goods and services. Topics covered include: productivity; strategy in a global business environment; project management; quality management; location and layout strategies; human resources management; supply chain and inventory management; material requirements planning; JIT; maintenance and reliability; and other subjects relevant to the field. Required course. Pre- or Corequisite: OMGT 4853. Prerequisite: OMGT 4333.

OMGT 5013. Supply Chain Management for Operations Managers. 3 Hours.

Focuses on the development and application of decision models in supply chains with emphasis on supply chain performance, cost, and metrics; demand forecasting; aggregate planning; inventory management; supply chain design and distribution; transportation modeling and analysis; supply chain coordination; the role of information technology; and sourcing decisions. Spreadsheet tools and techniques will be used to analyze supply chain performance. Prerequisite: OMGT 4323, OMGT 4853 and admitted to OPMGMS, EMGTMS, ENGRME or OMPMGC Graduate Certificate Program, or departmental consent.

OMGT 5113. Human Resource Management. 3 Hours.

A review of Human Resources Management functions as they apply in today's business setting with specific emphasis on regulatory compliance, total rewards systems, recruitment, training, and employment practices. The course is designed both for HRM professionals and for line managers/professionals who need to understand the roles and responsibilities of HR as a business partner. Prerequisite: OMGT 4313, OMGT 5003 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5123. Finance for Operations Managers. 3 Hours.

Examines the scope and environment of finance for operations managers. Topics include financial markets, interest rates, financial statements, cash flows, and performance evaluation. Valuation of financial assets, using time value of money; the meaning and measurement of risk/return; capital-budgeting, cost of capital, capital structure, dividend policy, and working capital management are also covered. Required course (may substitute OMGT 5463). Pre- or Corequisite: OMGT 5003. Prerequisite: OMGT 4323, OMGT 4853 and admitted to OPMGMS, EMGTMS, ENGRME, or OMPMGC Graduate Certificate Program, or departmental consent.

OMGT 5133. Operations Management in the Service Sector. 3 Hours.

Review of the role of the operations management in the service sector, e.g., health care systems, banking, municipal services, utilities, and postal service and others. Emphasizes the principles and methodologies applicable to the solution of problems within the service industries. Pre- or Corequisite: OMGT 5003. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5143. Strategic Issues in Human Resource Management. 3 Hours.

Explores the concept of Strategic Human Resource Management with emphasis on effective partnering by various HR functions with all levels of management to support the large-scale, long-range goals of achieving success in the organization's chosen markets. Internal and external impacts on and of HR in all areas will be examined. Students will analyze case studies to build on basic concepts acquired in OMGT 5113. Prerequisite: OMGT 5003, OMGT 4313, OMGT 5113 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5223. Safety and Health Standards Research. 3 Hours.

For graduate students who seek Certified Professional or Certified Industrial Hygienist status, or both. Includes review and development of computer databases for standards, interpretations, court decisions, and field memoranda. Test equipment and procedures for determining indoor industrial aid containment PEL concentrations and industrial environment noise levels are examined. Pre- or Corequisite: OMGT 5003. Prerequisite: INEG 4223 or OMGT 5403 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5253. Leadership Principles and Practices. 3 Hours.

The course is designed to expose students to multiple approaches to leadership in a wide variety of settings. Leadership styles, the knowledge areas and competencies expected of today's leaders, the challenges leaders face, the historical and philosophical foundations of leadership, the relationships among leadership theory, leadership practice, and the moral-ethical aspects of leadership are among the topics covered in the course. A number of respected regional, national, and international leaders share "lessons learned" in their leadership journeys. Plus, a number of highly regarded leadership books and case studies on leadership are read and discussed. Students may not receive credit for INEG 4253 and INEG 5253/OMGT 5253. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent. This course is cross-listed with INEG 5253.

OMGT 5303. Health Care Policies and Issues. 3 Hours.

Explores health care management strategies and policy development with emphasis on health insurance, Medicare, Medicaid and managed care, as well as employee health benefits. The roles of government and business in policy formulation are addressed, as are the problems of financing health care, legal and ethical considerations, current healthcare issues, and quality measures. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5373. Quality Management. 3 Hours.

Introduces students to quality management concepts and their use in enhancing organizational performance and profitability. History of the quality movement, its broad application in key economic sectors, and philosophical perspectives of major quality leaders will be discussed. Focus is on continuous process improvement, using data and information to guide organizational decision-making. The Six Sigma approach and associated statistical tools, supporting process improvement, are also covered. Pre- or Corequisite: OMGT 5003. Prerequisite: OMGT 4333 and OMGT 4853, and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5403. Industrial Safety and Health Administration. 3 Hours.

Based on Federal Regulations for Occupational Safety and Health, the course examines current regulations, as well as their commonsense application. Covers various standards, such as those for material handling, personal protective equipment, toxic substances, and machine guarding. Uses case studies and real world scenarios to present topics and demonstrate their application. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5423. Operations Management & Global Competition. 3 Hours.

Studies of principles and cases in business/industrial administration in global competition. Survey of markets, technologies, multi-national corporations, cultures, and customs. Discussion of ethics, professionalism, difference valuing, human relations skills, and other topics relevant to global practice. Pre-or Corequisite: OMGT 5003. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5433. Cost Estimation Models. 3 Hours.

An examination of the methodologies for estimating and forecasting manufacturing costs. Types of cost recovery systems, work progress functions, product improvement curves, determination of hourly rates, parametric estimating systems, and the development of software for computer-assisted estimating systems. Pre- or Corequisite: OMGT 5003. Prerequisite: INEG 2513 or OMGT 4853, OMGT 4323 and OMGT 4333, and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent. This course is cross-listed with INEG 5433.

OMGT 5443. Decision Models. 3 Hours.

Focus on quantitative decision models for technical and managerial problems for private and public organizations. Topics include shareholder value, stakeholder value, Value-Focused Thinking, axioms of decision analysis, decision making challenges, decision traps, cognitive biases, decision processes, decision framing, influence diagrams, value hierarchy structuring, designing creative alternatives, single objective models, multiobjective additive value model, swing weights, sensitivity analysis, portfolio decision models with binary linear programming, probability elicitation, Bayes Theorem, decision trees, Monte Carlo simulation, expected value, dominance (deterministic and stochastic), tornado diagrams, value of information, risk preference, utility models, expected utility, and communicating analysis insights. Prerequisite: (OMGT 5003, OMGT 4333, and OMGT 4853) or INEG 2313, and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent. This course is cross-listed with INEG 5443.

OMGT 5463. Economic Decision Making. 3 Hours.

Principles of economic analysis with emphasis upon discounted cash flow criteria for decision-making. Comparison of criteria such as rate of return, annual cost, and present worth for the evaluation of investment alternatives. Required course (may be substituted by OMGT 5123). Prerequisite: OMGT 5003, OMGT 4323 and OMGT 4853, and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5473. Lean Six Sigma. 3 Hours.

This course covers the application of lean principles to manufacturing, service and government processes in order to improve productivity, increase value and eliminate waste as well as the use of the Six Sigma problem solving methodology to reduce variation and improve quality. Students will gain experience with the tools and analysis methods used in both approaches. The topics covered include: methods for creating Lean processes, proven lean problem-solving methodologies, managing a lean transformation, implementing a Six Sigma initiative, and executing the five phases of the Six Sigma DMAIC process, and communicating results to stakeholders and decision-makers. Prerequisite: (OMGT 5003 or departmental consent), and admitted to the (Master of Science in Operations Management Program, or the Project Management Graduate Certificate Program, or be a non-degree seeking graduate student with departmental consent).

OMGT 5493. Advanced Lean Six Sigma. 3 Hours.

With an emphasis on application, this course builds upon the Lean Six Sigma and Quality Management courses and covers analysis techniques for Lean Six Sigma problem solving in the Analyze, Improve, and Control phases of the DMAIC process. The topics covered include descriptive versus inferential statistics, sampling, Hypothesis Testing with Normal and Non-Normal Data, regression analysis, design of experiments, and control charts. Prerequisite: OMGT 5473 and OMGT 5373.

OMGT 5503. Maintenance Management. 3 Hours.

Principles and practices of maintenance department organization, prevention procedures, and typical equipment problems. Includes related topics such as plant protection, preventative and plant maintenance. Pre- or Corequisite: OMGT 5003. Prerequisite: OMGT 4333 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5613. Lean Production and Inventory Control. 3 Hours.

Defines analytical methods used to support inventory replenishment for the production of goods and services. Operational problems of production systems are examined, including objective/subjective forecasting methods, aggregate planning of work force and production under seasonal demand; and inventory models of EOQ for known and unknown demand. Supply chain management and lean manufacturing concepts are also discussed. Prerequisite: OMGT 4333 and OMGT 5003, and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5623. Strategic Management. 3 Hours.

Examines strategic management, which is defined as the art and science of formulating, implementing, and evaluating cross-functional decisions that enable an organization to achieve its long-term objectives. Principles of strategic management will be covered in conjunction with case studies to provide opportunity for analysis and experience in applying these principles in an operations management environment. Required course. Prerequisite: OMGT 5003 and OMGT 4313, and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5633. Linkages among Technology, Economics and Societal Values. 3 Hours.

Addresses how macro-level change is influenced by the linkages among technology, economics and societal values. Three major course initiatives: 1) Developing a conceptual model for understanding how macro-level change has occurred over history; 2) Examining recorded history in order to develop a contextual appreciation for Society's current situation; and 3) Using statistical data to identify six overriding world trends that are likely to greatly impact society's goal of achieving sustainable prosperity and well being in the foreseeable future. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

This course is cross-listed with BENG 5633.

OMGT 5653. Introduction to Data Analytics for Operations Managers. 3 Hours.

Introduces data science and data analytics. Provides basic skill instruction in the statistical data analysis programming language R. Provides experience building and interpreting descriptive and predictive data analytics models. Provides operations managers with the skill and tools to use and understand advanced data analytics methods. Provides practice communicating those results to senior stakeholders and decision makers. Prerequisite: OMGT 5003 or EMGT 5033, must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5673. Principles of Operations Research. 3 Hours.

Surveys the mathematical models used to design and analyze operational systems. Includes linear programming models, waiting line models, computer simulation models, and management science. Students will be introduced to applications of operations research and solution methods, using spreadsheet software. Pre- or Corequisite: OMGT 5003 and OMGT 4853. Prerequisite: OMGT 4333 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5733. Human Behavior Analysis. 3 Hours.

Examination of the principal drivers of individual and group behavior in organizations with coverage of practical applications of concepts in organizational behavior for operations managers. In addition to group behavior and organizational processes, the course explores people management challenges that result from external pressures on stakeholders (e.g. competitive, economic, social, political, and regulatory impacts). Pre- or Corequisite: OMGT 5003. Prerequisite: OMGT 4313 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 577V. Special Problems. 1-3 Hour.

Application of previous course work knowledge to problems encountered in military base and civilian operations. Problems are proposed by students according to individual interests and needs. Used for courses in specific concentration, certificate or focus areas with parenthetical titles. Maybe used for courses in development. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent. May be repeated for up to 3 hours of degree credit.

OMGT 5783. Project Management for Operations Managers. 3 Hours.

An introduction to the Critical Path Method and Program Evaluation and Review Technique. Covers project planning and control methods; activity sequencing; time-cost trade-offs; allocation of manpower and equipment resources; scheduling activities and computer systems for PERT/CPM with emphasis on MS project. Case studies include topical issues combining methodologies and project management soft skills, such as conflict management, negotiation, presentations to stakeholders, and team building. Required course. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5793. Risk Management. 3 Hours.

Students will learn to apply tools to identify, assess, communicate and manage risk. Course work includes methods to identify risks, develop risk models, assess risk, and evaluate risk management options. Case studies are used to understand risk management challenges in systems development in complex organizations. Prerequisite: OMGT 5003 or EMGT 5033, must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5823. Information Technology for Operations Managers. 3 Hours.

Information Technology for the management and control of information systems and processes used in operations management. Topics covered include e-Business and e-Commerce Systems, Management Information Systems (MIS), Data Resource Management, Networking, Decision Support, Information Security, Enterprise and Global IT, and IT Strategies and Solutions for Operations Managers. Pre- or Corequisite: OMGT 5003. Prerequisite: OMGT 4853 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5833. Decision Support Application Development for Operations Management. 3 Hours.

Students will utilize Microsoft Excel and will write programming code in Visual Basic for Applications to develop custom solutions to challenging operations management problems. Emphasis will be placed on computing productivity in a spreadsheet-based setting to develop practical, useful decision support applications and computer programs to support operations management. Assumes basic knowledge of programming. Pre- or Corequisite: OMGT 5003. Prerequisite: OMGT 4853 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5873. Organizing for Change. 3 Hours.

Provides an overview of fundamental management functions, organizational decision-making authority, structures and controls to support managing change. Topics include leadership, strategy and ethical perspectives on change management. Pre- or Corequisite: OMGT 5003. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5903. Operations Management of Unmanned Aircraft Systems. 3 Hours.

Course focuses on the fundamentals of UAS operations and the applications of UAS systems in research, government and business applications. Modules covers government compliance, licensing/certification requirements, University Policy and current events in the UAS field. Prepares students to participate in research or UAS operational roles. Discusses policy and process issues in society and considerations for ethical UAS use. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5983. Advanced Project Management. 3 Hours.

This course builds upon the project management for operations managers' course and offers students an opportunity to apply advanced project management tools to manage troubled projects. Topics include determining the project status using the schedule baseline, cost estimations, and earned value management techniques. Students will learn how to perform a project assessment/audit and will create a troubled project recovery plan. The course includes presentations of case study assignments to gain experience in communicating the status and recovery of failed and troubled projects. Prerequisite: OMT 5783 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5993. Homeland Security for Operations Managers. 3 Hours.

Introduces concepts of Homeland Security in industry and government settings. Covers basic legal and compliance programs and risk management processes. Explains the continuity between critical infrastructure, government and private sector roles. Focuses on system design and understanding of the National Incident Management System protecting the homeland. Introduces cybersecurity and intelligence analysis concepts. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 600V. Master's Thesis. 1-6 Hour.

Master's thesis option for OMT students.

Philosophy (PHIL)

Edward Minar
Department Chair
313 Old Main
479-575-8712

Erik Funhouser
Chair of Graduate Committee
308 Old Main
479-575-7441

Email: phildept@uark.edu

Department of Philosophy website (<http://fulbright.uark.edu/departments/philosophy>)

Degrees Conferred:

M.A., Ph.D. (PHIL)

Areas of Study: History of philosophy (including ancient, medieval, modern, early analytic, and continental), metaphysics, epistemology, ethics, social and political philosophy, philosophy of language, philosophy of mind, philosophy of religion, and philosophy of science.

Prerequisites to Degree Program: Admission to the program is subject to the approval of the graduate committee of the Department of Philosophy. For the M.A., the normal expectation is 18 hours in philosophy, including logic. Students with fewer hours in philosophy may be admitted with deficiencies. In addition to the materials required by the Graduate School, at least two letters of recommendation, a sample of written work, and GRE aptitude scores (if available) should be submitted to the department chair. For the Ph.D., completion of an M.A. degree in philosophy is required.

Requirements for the Master of Arts Degree: (Min. 33 hours.)

1. 27 total hours of course work with a cumulative GPA of 3.00 or better. These hours must include:

- a. Satisfaction of the course distribution requirement, which is as follows: one course each in ancient Greek philosophy, modern philosophy, value theory, and metaphysics/epistemology. Only courses in which the student earns a grade of "B" or better will count towards fulfilling the course distribution requirement. A student may petition the graduate committee to take an exam in one or more of the above areas, which, if passed, would satisfy the distribution requirement for the area(s) in question.
 - b. Symbolic Logic I or II with a grade of "C" or better, or equivalent, or exam in symbolic logic.
 - c. Nine hours of course work in graduate seminars.
2. An acceptable thesis and a successful oral examination before the thesis committee. With the approval of the graduate committee, the oral exam may be taken a second time.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Requirements for the Doctor of Philosophy Degree:

1. 24 hours of course work beyond completion of the M.A. in philosophy (with the approval of the graduate committee, up to six hours may be taken in another discipline). Course work beyond the M.A. must satisfy the following conditions:
 - a. Only courses in which a "B" or better is earned count toward the 24 hours of course work required for the Ph.D.
 - b. Symbolic Logic I or II, or equivalent, or exam in symbolic logic. (This requirement is waived for candidates who have completed the above M.A. program.)
 - c. At least nine hours of graduate seminar work in philosophy.
 - d. By the time final course work is taken, students must have satisfied course distribution requirements comparable to those for the M.A. degree (1a., above).
2. Qualifying Examinations:
 - a. Comprehensive Exam: The student must pass a comprehensive examination of his or her main area of specialization.
 - b. Prospectus Exam: The student must write a dissertation proposal and pass an oral preliminary dissertation examination covering the proposal and the topic of the dissertation.
3. An acceptable dissertation, successfully defended before the dissertation committee.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Through an agreement with the Academic Common Market (p. 471), residents of certain Southern states may qualify for graduate enrollment in the doctoral program in philosophy as in-state students for fee purposes.

M.A. in Philosophy

Prerequisites to Degree Program: Admission to the program is subject to the approval of the graduate committee of the Department of Philosophy. For the M.A., the normal expectation is 18 hours in philosophy, including logic. Students with fewer hours in philosophy may be admitted with deficiencies. In addition to the materials required by the Graduate School, at least two letters of recommendation, a sample of written work, and GRE aptitude scores (if available) should be submitted to the department chair. For the Ph.D., completion of an M.A. degree in philosophy is required.

Requirements for the Master of Arts Degree: (Min. 33 hours.)

1. 27 total hours of course work with a cumulative GPA of 3.00 or better. These hours must include:
 - a. Satisfaction of the course distribution requirement, which is as follows: one course each in ancient Greek philosophy, modern philosophy, value theory, and metaphysics/epistemology. Only courses in which the student earns a grade of "B" or better will count towards fulfilling the course distribution requirement. A student may petition the graduate committee to take an exam in one or more of the above areas, which, if passed, would satisfy the distribution requirement for the area(s) in question.
 - b. Symbolic Logic I or II with a grade of "C" or better, or equivalent, or exam in symbolic logic.
 - c. Nine hours of course work in graduate seminars.
2. An acceptable thesis and a successful oral examination before the thesis committee. With the approval of the graduate committee, the oral exam may be taken a second time.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Philosophy

Prerequisites to Degree Program: Admission to the program is subject to the approval of the graduate committee of the Department of Philosophy. In addition to the materials required by the Graduate School, at least two letters of recommendation, a sample of written work, and GRE aptitude scores (if available) should be submitted to the department chair. For the Ph.D., completion of an M.A. degree in philosophy is required.

Requirements for the Doctor of Philosophy Degree:

1. 24 hours of course work beyond completion of the M.A. in philosophy (with the approval of the graduate committee, up to six hours may be taken in another discipline). Course work beyond the M.A. must satisfy the following conditions:
 - a. Only courses in which a "B" or better is earned count toward the 24 hours of course work required for the Ph.D.
 - b. Symbolic Logic I or II, or equivalent, or exam in symbolic logic. (This requirement is waived for candidates who have completed the above M.A. program.)
 - c. At least nine hours of graduate seminar work in philosophy.
 - d. By the time final course work is taken, students must have satisfied course distribution requirements comparable to those for the M.A. degree (1a., above).
2. Qualifying Examinations:
 - a. Comprehensive Exam: The student must pass a comprehensive examination of his or her main area of specialization.
 - b. Prospectus Exam: The student must write a dissertation proposal and pass an oral preliminary dissertation examination covering the proposal and the topic of the dissertation.
3. An acceptable dissertation, successfully defended before the dissertation committee.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Through an agreement with the Academic Common Market (p. 471), residents of certain Southern states may qualify for graduate enrollment in the doctoral program in philosophy as in-state students for fee purposes.

Graduate Faculty

- Adler, Jacob**, Ph.D., A.B. (Harvard University), Associate Professor, 1984.
- Barrett, David A.**, B.A. (Hendrix College), Instructor, 2006.
- Funkhouser, Eric M.**, Ph.D. (Syracuse University), M.A., B.A. (University of Nebraska-Lincoln), Professor, 2002.
- Herold, Warren**, Ph.D. (University of Michigan), Assistant Professor, 2014.
- Hyman, Jeremy S.**, C.Phil. (University of California, Los Angeles), M.A. (Princeton University), B.A. (University of Michigan), Instructor, 2013.
- Lee, Richard N.**, Ph.D. (Stanford University), B.A. (Luther College), Associate Professor, 1982.
- Lyons, Jack C.**, Ph.D. (University of Arizona), B.A. (Valparaiso University), Professor, 2001.
- Maksymchuk, Oksana**, Ph.D. (Northwestern University), B.A. (Bryn Mawr College), Assistant Professor, 2013.
- Minar, Edward H.**, Ph.D., A.M. (Harvard University), M.A. (University of California at Los Angeles), A.B. (Harvard University), Professor, 1994.
- Senor, Thomas D.**, Ph.D., M.A. (University of Arizona), B.S. (University of Oregon), Professor, 1989.
- Stevens, Christopher W.**, Ph.D. (University of Maryland College Park), M.A. (City University of New York-The Graduate Center), B.A. (Humboldt State University), Instructor, 2015.
- Ward, Barry M.**, Ph.D. (Rutgers State University-New Brunswick), M.Sc., B.A.Mod. (Trinity College, Dublin), Associate Professor, 2002.

Courses

PHIL 5003. Ancient Greek Philosophy. 3 Hours.

(Formerly PHIL 4003.) Pre-Socratics, Socrates, Plato, and Aristotle. Graduate degree credit will not be given for both PHIL 4003 and PHIL 5003. Prerequisite: Three hours of philosophy coursework.

PHIL 5013. Platonism and Origin of Christian Theology. 3 Hours.

(Formerly PHIL 4013.) The study of Plato, Middle Platonism, and Neoplatonism, including Philo, Plotinus, and Proclus, and the influence of Platonism on the Greek church fathers of the 2nd-5th centuries, principally Origen and Gregory of Nyssa and also Pseudo-Dionysius. Graduate degree credit will not be given for both PHIL 4013 and PHIL 5013. Prerequisite: Three hours of philosophy coursework.

PHIL 5023. Medieval Philosophy. 3 Hours.

(Formerly PHIL 4023.) Includes Augustine, Bonaventure, Aquinas, Scotus, and Ockham. Graduate degree credit will not be given for both PHIL 4023 and PHIL 5023.

PHIL 5033. Modern Philosophy-17th and 18th Centuries. 3 Hours.

(Formerly PHIL 4033.) British and Continental philosophy, including Bacon, Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant. Graduate degree credit will not be given for both PHIL 4033 and PHIL 5033.

PHIL 5043. Nineteenth Century Continental Philosophy. 3 Hours.

(Formerly PHIL 4043.) Study of major Continental European philosophers of the 19th century including Hegel, Marx, Kierkegaard, Schopenhauer, Nietzsche. Emphasis on the nature of persons, the question of freedom, and the importance of self-expression, as well as views on knowledge, reality, and the nature of philosophy. Graduate degree credit will not be given for both PHIL 4043 and PHIL 5043. Prerequisite: 3 hours of Philosophy.

PHIL 5063. Twentieth Century Continental Philosophy. 3 Hours.

(Formerly PHIL 4063.) Study of major figures (e.g. Husserl, Heidegger, Sartre, Foucault, Derrida) and trends (phenomenology, existentialism, hermeneutics, critical theory, deconstruction) in 20th century French and German thought. Topics include human beings and their place in the world, the role of history and culture, and the possibility of critical reflection. Graduate degree credit will not be given for both PHIL 4063 and PHIL 5063.

PHIL 5073. History of Analytic Philosophy. 3 Hours.

(Formerly PHIL 4073.) From Frege to recent figures, including Russell, Moore, Wittgenstein, Schlick, Carnap, Ayer, Ryle, Strawson, Quine, including a representative sample of works on the logical analysis of language, logical positivism, and ordinary language analysis. Graduate degree credit will not be given for both PHIL 4073 and PHIL 5073. Prerequisite: 3 hours of philosophy.

PHIL 5093. Special Topics in Philosophy. 3 Hours.

(Formerly PHIL 4093.) This course will cover subject matter not covered in regularly offered courses. Graduate degree credit will not be given for both PHIL 4093 and PHIL 5093. Course cannot be repeated when topic is the same as one for which the student has been previously enrolled. May be repeated for up to 6 hours of degree credit.

PHIL 5103. Modern Jewish Thought. 3 Hours.

(Formerly PHIL 4103.) A survey of the main trends in Jewish thought from the seventeenth through the nineteenth century. Graduate degree credit will not be given for both PHIL 4103 and PHIL 5103.

PHIL 5113. Social and Political Philosophy. 3 Hours.

(Formerly PHIL 4113.) Selected philosophical theories of society, the state, social justice, and their connections with individuals. Graduate degree credit will not be given for both PHIL 4113 and PHIL 5113.

PHIL 5123. Classical Ethical Theory. 3 Hours.

(Formerly PHIL 4123.) Study of classical texts in the history of philosophical ethics from Plato to Nietzsche. Philosophers covered may include Plato, Aristotle, Butler, Hume, Kant, and Mill. Graduate degree credit will not be given for both PHIL 4123 and PHIL 5123. Prerequisite: 3 hours of philosophy.

PHIL 5133. Contemporary Ethical Theory. 3 Hours.

(Formerly PHIL 4133.) A study of contemporary texts in philosophical ethics from G.E. Moore to the present. Philosophers covered may include Moore, Stevenson, Hare, Foot, and Rawls. Graduate degree credit will not be given for both PHIL 4133 and PHIL 5133. Prerequisite: 3 hours of philosophy.

PHIL 5143. Philosophy of Law. 3 Hours.

(Formerly PHIL 4143.) A philosophical consideration of the nature of law, theory of adjudication, concepts of legal responsibility, liberty and the limits of law, and selected moral-legal issues (abortion, affirmative action, punishment, etc.). Graduate degree credit will not be given for both PHIL 4143 and PHIL 5143.

PHIL 5183. Kant's Critique of Pure Reason. 3 Hours.

(Formerly PHIL 4183.) In his Critique of Pure Reason, one of the most important works in the history of philosophy, Kant describes how the mind works and claims to solve the major problems of metaphysics. The course is aimed at coming to a basic understanding of Kant's thought and at thinking critically about his claims. Graduate degree credit will not be given for both PHIL 4183 and PHIL 5183.

PHIL 5203. Theory of Knowledge. 3 Hours.

(Formerly PHIL 4203.) An examination of skepticism, the nature and structures of knowledge and epistemic justification, human rationality, and the justification of religious belief. Graduate degree credit will not be given for both PHIL 4203 and PHIL 5203. Prerequisite: 3 hours of philosophy.

PHIL 5213. Philosophy of Science. 3 Hours.

(Formerly PHIL 4213.) Examination of issues related to scientific explanation, empirical foundations of science, observation and objectivity, nature of laws and theories, realism and instrumentalism, induction and confirmation, models, causation, and simplicity, beginning with historical survey set in the context of the history of science but emphasizing works from the 1930s to the current period, often including issues in recent physics. Graduate degree credit will not be given for both PHIL 4213 and PHIL 5213.

PHIL 5233. Philosophy of Language. 3 Hours.

(Formerly PHIL 4233.) A survey of mainstream philosophical theories of meaning, reference, truth, and logical form. Attention given to the views of such figures as Frege, Russell, Tarski, Searle, Dummett, and the advocates of possible world's semantics. Graduate degree credit will not be given for both PHIL 4233 and PHIL 5233.

PHIL 5253. Symbolic Logic I. 3 Hours.

(Formerly PHIL 4253.) Rigorous analyses of the concepts of proof, consistency, equivalence, validity, implication, and truth. Full coverage of truth-functional logic and quantification theory (predicate calculus). Discussion of the nature and limits of mechanical procedures (algorithms) for proving theorems in logic and mathematics. Informal accounts of the basic facts about infinite sets. Graduate degree credit will not be given for both PHIL 4253 and PHIL 5253. Prerequisite: PHIL 2203 or MATH 2603.

PHIL 5303. Philosophy of Religion. 3 Hours.

(Formerly PHIL 4303.) Types of religious belief and critical examination of their possible validity, including traditional arguments and contemporary questions of meaning. Graduate degree credit will not be given for both PHIL 4303 and PHIL 5303.

PHIL 5313. Contemporary Jewish Thought. 3 Hours.

(Formerly PHIL 4313.) A survey of trends in Jewish thought in the twentieth and twenty-first centuries, focusing on the ways in which Jewish thinkers have responded to the events affecting Jews and the conditions of Jewish life from approximately 1900 to the present. Graduate degree credit will not be given for both PHIL 4313 and PHIL 5313.

PHIL 5403. Philosophy of Art. 3 Hours.

(Formerly PHIL 4403.) Varieties of truth and value in the arts and aesthetic experience, focusing on the creative process in the art and in other human activities. Graduate degree credit will not be given for both PHIL 4403 and PHIL 5403.

PHIL 5423. Philosophy of Mind. 3 Hours.

(Formerly PHIL 4423.) An examination of such topics such as the relationship between mind and body, the mentality of machines, knowledge of other minds, the nature of psychological explanation, the relationships between psychology and the other sciences, mental representation, the nature of the self, and free will and determinism. Graduate degree credit will not be given for both PHIL 4423 and PHIL 5423.

PHIL 5603. Metaphysics. 3 Hours.

(Formerly PHIL 4603.) Theory and critical analysis of such basic metaphysical problems as mind and body, universals and particulars, space and time, determinism and free will, self-identity and individualism, with emphasis on contemporary perspectives. Graduate degree credit will not be given for both PHIL 4603 and PHIL 5603. Prerequisite: 3 hours of philosophy.

PHIL 5823. Seminar: Spinoza. 3 Hours.

Seminar: Spinoza.

PHIL 5883. Seminar: Wittgenstein. 3 Hours.

Seminar: Wittgenstein.

PHIL 5933. Seminar: Philosophical Theology. 3 Hours.

Seminar: Philosophical Theology.

PHIL 5983. Philosophical Seminar. 3 Hours.

Various topics and issues in historical and contemporary philosophy. May be repeated for up to 3 hours of degree credit.

PHIL 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

PHIL 690V. Graduate Readings. 1-6 Hour.

Supervised individual readings in historical and contemporary philosophy.

PHIL 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Physical Education (PHED)

Matthew S. Ganio
Department Chair
306 HPER Building
479-575-2857

Steve Dittmore
Assistant Department Head
306C HPER Building
479-575-6625
Email: dittmore@uark.edu

Health, Human Performance and Recreation Website (<http://hpr.uark.edu>)

Degrees Conferred:

M.Ed. in Physical Education (PHED)

Program Description: The Master of Education degree in Physical Education is a 33-credit-hour program that includes a 6-credit-hour research component (statistics/research) and a 27-credit-hour program core. All degree candidates must successfully pass a culminating written comprehensive examination and achieve a minimum of 3.0/4.0 GPA to graduate. Two courses using Web technology (Blackboard and other online resources) will be offered every semester (Fall, Spring, Summer) and the entire degree program can be completed in a two-year period. The online Master of Education Degree program is designed to meet the needs of current professionals in the field (physical education teachers, athletic directors, coaches) who desire to attain further education and an advanced degree in physical education.

M.Ed. in Physical Education

Prerequisites to the M.Ed. Degree Program: For acceptance to the master's degree program in physical education, the program area stipulates, in addition to the general requirements of the Graduate School, an undergraduate degree in physical education or in a related field. Additional prerequisites may be prescribed by the program area.

Requirements for the Master's of Education Degree: Candidates for the master's degree in physical education must complete 27 semester hours of graduate work and a thesis or 33 semester hours without a thesis. In addition to the program requirements listed below, all candidates must successfully complete a written comprehensive examination.

Physical Education: (33 hours)

Required Courses

HHPR 5353	Research in Health, Human Performance and Recreation	3
PHED 5253	The Physical Education Curriculum	3
PHED 5273	Professional Issues in Physical Education and Sport	3
PHED 5313	Risk Management in Physical Education & Athletics	3
PHED 5243	Sport Skill Assessment and Instructional Strategies	3
PHED 5553	Scientific Principles of Movement and Performance	3
PHED 5643	Motor Learning	3
PHED 5753	Sport Psychology	3

PHED 6363	Supervision in Physical Education	3
PHED 5803	Measurement Concepts for K-12 Physical Education Teachers	3
PHED 6723	Project Implementation and Data Analysis	3
Total Hours		33

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Courses

PHED 5233. Research on Teaching in Physical Education. 3 Hours.

A review of contemporary research literature informing effective teaching practices in physical education settings. Students gain experience in critically reviewing literature in physical education as well as related behavioral science, education, and humanities disciplines; emphasis is placed in incorporating research finding into personal teaching strategies.

PHED 5243. Sport Skill Assessment and Instructional Strategies. 3 Hours.

The focus of this course is practical assessment techniques and instructional strategies in the area of sport and physical education activities.

PHED 5253. The Physical Education Curriculum. 3 Hours.

Principles, problems, procedures, and the influence of educational philosophy on programs in physical education and their application in the construction of a course of study for a specific situation.

PHED 5273. Professional Issues in Physical Education and Sport. 3 Hours.

A review of contemporary research literature informing effective teaching practices in physical education settings. Students gain experience in critically reviewing literature and discussing current issues.

PHED 5313. Risk Management in Physical Education & Athletics. 3 Hours.

This course is designed to provide opportunities for the student to acquire an understanding of how to reduce the risk of injuries and eliminate hazards that may contribute to injuries associated with physical education and athletics.

PHED 5553. Scientific Principles of Movement and Performance. 3 Hours.

This course focuses on theoretical information about sport biomechanics and movement principles, with practical applications to the physical education of coaching profession.

PHED 5643. Motor Learning. 3 Hours.

Concepts of motor learning and control are presented. Attention is given to an analysis of the literature in movement control, motor behavior, and motor learning.

PHED 5753. Sport Psychology. 3 Hours.

Investigation of historical and contemporary research in sport psychology.

PHED 5803. Measurement Concepts for K-12 Physical Education Teachers. 3 Hours.

This course focuses on techniques that physical education teachers can use to monitor student progress in a K-12 environment.

PHED 6363. Supervision in Physical Education. 3 Hours.

The focus of this course is instructional supervision as a set of complex processes in which the supervisor works within accepted guidelines and functions to effectively supervise a teacher's pedagogical development. The Physical Education Instructional Supervision (PEIS) Model will be used to help facilitate this process.

PHED 6723. Project Implementation and Data Analysis. 3 Hours.

This course is designed to expose students to the rigors of research and will be the culminating experience of their degree program. The students will spend the majority of time developing a research topic. The research topic will be expanded into a complete research study in which the student will seek approval from the University of Arkansas IRB committee to conduct the study and then collect data. The data will be analyzed and presented at the conclusion of the class.

Physics (PHYS)

William Oliver
Department Chair
226 Physics Building
479-575-2506
Email: physics@cavern.uark.edu

Paul Thibado
Chair, Graduate Affairs Committee
226 Physics Building
479-575-7932

Department of Physics Website (<http://www.uark.edu/depts/physics>)

Degrees Conferred:

M.S., Ph.D. (PHYS)

Primary Areas of Faculty Research: Atomic and molecular physics; biophysics; condensed matter physics; laser physics; nanoscience; physics education; quantum optical physics; space and planetary sciences; surface physics; and theoretical physics.

Prerequisites to M.S. and Ph.D. Degree Programs: Prospective students must satisfy the requirements of the Graduate School as described in this catalog and have the approval of the Graduate Admissions Committee of the Department of Physics. In addition, to be admitted to graduate study in physics without deficiency, candidates should have an undergraduate degree with the equivalent of a 30-hour major in physics including intermediate-level courses in mechanics, electricity and magnetism, quantum physics and thermal physics, and mathematics through differential equations. Students who present less than the above may be admitted with deficiency dependent on degree track subject to the approval of the department's Graduate Admissions Committee. Students may eliminate deficiencies while concurrently enrolling in graduate courses, provided prerequisites are met. While submission of Graduate Record Examination scores is not required for admission, students who have taken the GRE advanced physics test are urged to submit their test scores to the physics department to facilitate advising and placement.

M.S. in Physics

Requirements for the Master of Science Degree: Students may choose between two Master of Science degrees in the physics department. These are the M.S. Physics (30-hour thesis path); and the M.S. Physics (36-hour non-thesis path). Both M.S. degree curricula prepare a student for the Physics Ph.D. degree.

Incoming graduate students will be advised by a departmental graduate adviser for the first two years. Students must form their thesis or advisory committees by the end of their third academic semester and file the appropriate forms with the Graduate School. The thesis committee (thesis-path students) consists of the research adviser as chair, two members of the physics faculty, and one member of the graduate faculty not from the Physics Department. The advisory committee (for non-thesis-path students) consists of the individual study project adviser as chair and two members of the physics faculty. Students in this degree program can choose either a 30-semester-hour thesis path or a 36-semester-hour non-thesis path.

Both the thesis and non-thesis M.S. degrees share the following academic requirements: Completion of:

PHYS 5011 Introduction to Current Physics Research Seminar 1

PHYS 5073	Mathematical Methods for Physics	3
PHYS 5413	Quantum Mechanics I (Fa)	3
PHYS 5313	Advanced Electromagnetic Theory I	3
PHYS 5323	Advanced Electromagnetic Theory II	3
PHYS 5111	Research Techniques Through Laboratory Rotations	1
PHYS 5041	Journal Club Seminar	1

Students who have had similar courses at another institution may substitute up to 12 credit hours of other courses in lieu of those listed above, on a course-by-course basis, upon petitioning the Graduate Affairs Committee.

Elective courses will be used for the remaining required degree hour. The minimum number of physics elective hours, the maximum number of non-physics technical elective hours, and the minimum number of total elective hours are shown in the table.

Degree	Physics Electives	Technical Electives	Total Electives
M.S. Physics Thesis	9	0	9
M.S. Physics Non-Thesis	18	0	18

Students will select electives from courses listed in the graduate catalog as appropriate to their field of specialization, with course selection approved by their thesis committee. For the purposes of this degree requirement, any Astronomy (ASTR) graduate course listed in the Graduate Catalog and taught through the physics department will be considered a Physics elective.

No more than one 4000-level course may be counted toward the 30-hour requirement for the thesis option, and no more than two 4000-level courses may be counted toward the 36-hour requirement for the non-thesis option.

Requirements for Thesis-Path M.S. Degrees: Completion of six master's thesis hours under PHYS 600V and a written thesis successfully defended in a comprehensive oral exam given by the student's thesis committee.

Requirements for Non-thesis Path M.S. Degrees: Completion of three hours under PHYS 502V Individual Study in Advanced Physics and a written project report successfully defended in a comprehensive oral exam given by the student's advisory committee. Students who pass the Physics Ph.D. candidacy examination will be considered to have satisfied the PHYS 502V requirement of the non-thesis path M.S. degrees.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Requirements for Ph.D. in Physics

Requirements for the Doctor of Philosophy Degree: To be admitted to candidacy for the Ph.D. degree the student must:

1. Form a dissertation committee
2. Pass the research-based candidacy exam
3. Obtain a minimum of B-grade in core physics courses and
4. File a Declaration of Intent with the Graduate School.

Incoming graduate students will be advised by a departmental adviser for the first year. Students must form their dissertation committees by the end of their second academic semester and file the appropriate forms with the Graduate School. The dissertation committee consists of the research adviser as chair and two other members of the graduate faculty.

The research-based candidacy examination, also known as the Ph.D. qualifier, consists of a written proposal and oral presentation. All students entering the Ph.D. graduate program in the fall semester must take their qualifier no later than the end of their fifth semester of graduate studies. Students entering the Ph.D. graduate program in the spring semester must take their qualifier no later than the end of their sixth semester of graduate studies. Especially well-prepared students are encouraged to take their qualifier earlier. A candidate failing the research-based qualifier in a first attempt, will have one additional semester (two if they change adviser) for a second and final attempt.

Ph.D. students must complete a minimum of 33 semester-hours in 5000- and/or 6000-level courses beyond their Bachelor of Science degrees. Courses taken to fulfill the requirements for the University of Arkansas M.S. physics degrees can be included in this 33 semester-hour requirement. Students who have had similar courses as part of an M.S. physics program at another institution may obtain a waiver, on a course-by-course basis, upon petitioning to the Physics Graduate Affairs Committee.

Ph.D. students must take:

PHYS 5011	Introduction to Current Physics Research Seminar	1
PHYS 5111	Research Techniques Through Laboratory Rotations	1
PHYS 5041	Journal Club Seminar	1
PHYS 5073	Mathematical Methods for Physics	3
PHYS 5103	Advanced Mechanics	3
PHYS 5213	Statistical Mechanics	3
PHYS 5313	Advanced Electromagnetic Theory I	3
PHYS 5413	Quantum Mechanics I (Fa)	3

A minimum grade of B is required in the following core courses:

PHYS 5073	Mathematical Methods for Physics
PHYS 5103	Advanced Mechanics
PHYS 5213	Statistical Mechanics
PHYS 5313	Advanced Electromagnetic Theory I
PHYS 5413	Quantum Mechanics I (Fa)

If a minimum grade of B is not obtained, the course may be repeated once. If the student cannot obtain a minimum of B on two attempts, the student will not be allowed to continue in the Ph.D. program.

Fifteen additional semester hours in elective physics graduate courses will be required, and they must be selected from the 5000- or 6000-level courses listed in the graduate catalog appropriate to the student's field of specialization and approved by the student's dissertation advisory committee. For the purposes of this degree requirement, any Astronomy (ASTR) graduate course listed in the Graduate Catalog and taught through the physics department will be considered a physics elective. Additional elective courses outside of the physics department may be taken with dissertation committee approval.

Physics Ph.D. students may also choose one of the following concentrations by meeting its requirements: Astrophysics, Biophysics,

or Neuroscience. Students who do not choose one of the three concentrations will pursue the general Physics Ph.D. requirements by default.

Requirements for Ph.D. in Physics with Astrophysics Concentration

Requirements for the Doctor of Philosophy Degree: To be admitted to candidacy for the Ph.D. degree the student must:

1. Form a dissertation committee
2. Pass the research-based candidacy exam
3. Obtain a minimum of B-grade in core physics courses and
4. File a Declaration of Intent with the Graduate School.

Incoming graduate students will be advised by a departmental adviser for the first year. Students must form their dissertation committees by the end of their second academic semester and file the appropriate forms with the Graduate School. The dissertation committee consists of the research adviser as chair and two other members of the graduate faculty.

The research-based candidacy examination, also known as the Ph.D. qualifier, consists of a written proposal and oral presentation. All students entering the Ph.D. graduate program in the fall semester must take their qualifier no later than the end of their fifth semester of graduate studies. Students entering the Ph.D. graduate program in the spring semester must take their qualifier no later than the end of their sixth semester of graduate studies. Especially well-prepared students are encouraged to take their qualifier earlier. A candidate failing the research-based qualifier in a first attempt, will have one additional semester (two if they change adviser) for a second and final attempt.

Ph.D. students must complete a minimum of 33 semester-hours in 5000- and/or 6000-level courses beyond their Bachelor of Science degrees. Courses taken to fulfill the requirements for the University of Arkansas M.S. physics degrees can be included in this 33 semester-hour requirement. Students who have had similar courses as part of an M.S. physics program at another institution may obtain a waiver, on a course-by-course basis, upon petitioning to the Physics Graduate Affairs Committee.

Ph.D. students must take:

PHYS 5011	Introduction to Current Physics Research Seminar	1
PHYS 5111	Research Techniques Through Laboratory Rotations	1
PHYS 5041	Journal Club Seminar	1
PHYS 5073	Mathematical Methods for Physics	3
PHYS 5103	Advanced Mechanics	3
PHYS 5213	Statistical Mechanics	3
PHYS 5313	Advanced Electromagnetic Theory I	3
PHYS 5413	Quantum Mechanics I (Fa)	3

A minimum grade of B is required in the following core courses:

PHYS 5073	Mathematical Methods for Physics
PHYS 5103	Advanced Mechanics
PHYS 5213	Statistical Mechanics
PHYS 5313	Advanced Electromagnetic Theory I
PHYS 5413	Quantum Mechanics I (Fa)

If a minimum grade of B is not obtained, the course may be repeated once. If the student cannot obtain a minimum of B on two attempts, the student will not be allowed to continue in the Ph.D. program.

Fifteen additional semester hours in elective physics graduate courses will be required, and they must be selected from the 5000- or 6000-level courses listed in the graduate catalog appropriate to the student's field of specialization and approved by the student's dissertation advisory committee. For the purposes of this degree requirement, any Astronomy (ASTR) graduate course listed in the Graduate Catalog and taught through the physics department will be considered a physics elective. Additional elective courses outside of the physics department may be taken with dissertation committee approval.

Physics Ph.D. students may also choose one of the following concentrations by meeting its requirements: Astrophysics, Biophysics, or Neuroscience. Students who do not choose one of the three concentrations will pursue the general Physics Ph.D. requirements by default.

Requirements for Astrophysics Concentration: Students must also take:

ASTR 5033	Astrophysics I: Stars and Planetary Systems	3
ASTR 5043	Astrophysics II: Galaxies and the Large-Scale Universe	3

Nine additional hours in elective coursework appropriate to the student's field of specialization and approved by the student's research thesis advisory committee. 9

Ph.D. students must also earn 18 hours of credit in Doctoral Dissertation, submit a dissertation, and defend it successfully in a comprehensive oral examination given by the dissertation committee. The doctoral degree will be awarded to students who complete a minimum of 72-graduate semester credit hours beyond the bachelor's degree.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Requirements for Ph.D. in Physics with Biophysics Concentration

Requirements for the Doctor of Philosophy Degree: To be admitted to candidacy for the Ph.D. degree the student must:

1. Form a dissertation committee
2. Pass the research-based candidacy exam
3. Obtain a minimum of B-grade in core physics courses and
4. File a Declaration of Intent with the Graduate School.

Incoming graduate students will be advised by a departmental adviser for the first year. Students must form their dissertation committees by the end of their second academic semester and file the appropriate forms with the Graduate School. The dissertation committee consists of the research adviser as chair and two other members of the graduate faculty.

The research-based candidacy examination, also known as the Ph.D. qualifier, consists of a written proposal and oral presentation. All students entering the Ph.D. graduate program in the fall semester must take their qualifier no later than the end of their fifth semester of graduate studies. Students entering the Ph.D. graduate program in the spring semester must take their qualifier no later than the end of their sixth semester of graduate studies. Especially well-prepared students are encouraged to take their qualifier earlier. A candidate failing the research-based qualifier

in a first attempt, will have one additional semester (two if they change adviser) for a second and final attempt.

Ph.D. students must complete a minimum of 33 semester-hours in 5000- and/or 6000-level courses beyond their Bachelor of Science degrees. Courses taken to fulfill the requirements for the University of Arkansas M.S. physics degrees can be included in this 33 semester-hour requirement. Students who have had similar courses as part of an M.S. physics program at another institution may obtain a waiver, on a course-by-course basis, upon petitioning to the Physics Graduate Affairs Committee.

Ph.D. students must take:

PHYS 5011	Introduction to Current Physics Research Seminar	1
PHYS 5111	Research Techniques Through Laboratory Rotations	1
PHYS 5041	Journal Club Seminar	1
PHYS 5073	Mathematical Methods for Physics	3
PHYS 5103	Advanced Mechanics	3
PHYS 5213	Statistical Mechanics	3
PHYS 5313	Advanced Electromagnetic Theory I	3
PHYS 5413	Quantum Mechanics I (Fa)	3

A minimum grade of B is required in the following core courses:

PHYS 5073	Mathematical Methods for Physics
PHYS 5103	Advanced Mechanics
PHYS 5213	Statistical Mechanics
PHYS 5313	Advanced Electromagnetic Theory I
PHYS 5413	Quantum Mechanics I (Fa)

If a minimum grade of B is not obtained, the course may be repeated once. If the student cannot obtain a minimum of B on two attempts, the student will not be allowed to continue in the Ph.D. program.

Fifteen additional semester hours in elective physics graduate courses will be required, and they must be selected from the 5000- or 6000-level courses listed in the graduate catalog appropriate to the student's field of specialization and approved by the student's dissertation advisory committee. For the purposes of this degree requirement, any Astronomy (ASTR) graduate course listed in the Graduate Catalog and taught through the physics department will be considered a physics elective. Additional elective courses outside of the physics department may be taken with dissertation committee approval.

Physics Ph.D. students may also choose one of the following concentrations by meeting its requirements: Astrophysics, Biophysics, or Neuroscience. Students who do not choose one of the three concentrations will pursue the general Physics Ph.D. requirements by default.

Requirements for Biophysics Concentration: Students must also take:

BIOL 4793	Introduction to Neurobiology	3
PSYC 4183	Behavioral Neuroscience	3

Nine additional hours in elective coursework appropriate to the student's field of specialization and approved by the student's research thesis advisory committee. 9

Ph.D. students must also earn 18 hours of credit in Doctoral Dissertation, submit a dissertation, and defend it successfully in a comprehensive oral

examination given by the dissertation committee. The doctoral degree will be awarded to students who complete a minimum of 72-graduate semester credit hours beyond the bachelor's degree.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Requirements for Ph.D. in Physics with Neuroscience Concentration

Requirements for the Doctor of Philosophy Degree: To be admitted to candidacy for the Ph.D. degree the student must:

1. Form a dissertation committee
2. Pass the research-based candidacy exam
3. Obtain a minimum of B-grade in core physics courses and
4. File a Declaration of Intent with the Graduate School.

Incoming graduate students will be advised by a departmental adviser for the first year. Students must form their dissertation committees by the end of their second academic semester and file the appropriate forms with the Graduate School. The dissertation committee consists of the research adviser as chair and two other members of the graduate faculty.

The research-based candidacy examination, also known as the Ph.D. qualifier, consists of a written proposal and oral presentation. All students entering the Ph.D. graduate program in the fall semester must take their qualifier no later than the end of their fifth semester of graduate studies. Students entering the Ph.D. graduate program in the spring semester must take their qualifier no later than the end of their sixth semester of graduate studies. Especially well-prepared students are encouraged to take their qualifier earlier. A candidate failing the research-based qualifier in a first attempt, will have one additional semester (two if they change adviser) for a second and final attempt.

Ph.D. students must complete a minimum of 33 semester-hours in 5000- and/or 6000-level courses beyond their Bachelor of Science degrees. Courses taken to fulfill the requirements for the University of Arkansas M.S. physics degrees can be included in this 33 semester-hour requirement. Students who have had similar courses as part of an M.S. physics program at another institution may obtain a waiver, on a course-by-course basis, upon petitioning to the Physics Graduate Affairs Committee.

Ph.D. students must take:

PHYS 5011	Introduction to Current Physics Research Seminar	1
PHYS 5111	Research Techniques Through Laboratory Rotations	1
PHYS 5041	Journal Club Seminar	1
PHYS 5073	Mathematical Methods for Physics	3
PHYS 5103	Advanced Mechanics	3
PHYS 5213	Statistical Mechanics	3
PHYS 5313	Advanced Electromagnetic Theory I	3
PHYS 5413	Quantum Mechanics I (Fa)	3

A minimum grade of B is required in the following core courses:

PHYS 5073	Mathematical Methods for Physics
PHYS 5103	Advanced Mechanics
PHYS 5213	Statistical Mechanics
PHYS 5313	Advanced Electromagnetic Theory I

PHYS 5413 Quantum Mechanics I (Fa)

If a minimum grade of B is not obtained, the course may be repeated once. If the student cannot obtain a minimum of B on two attempts, the student will not be allowed to continue in the Ph.D. program.

Fifteen additional semester hours in elective physics graduate courses will be required, and they must be selected from the 5000- or 6000-level courses listed in the graduate catalog appropriate to the student's field of specialization and approved by the student's dissertation advisory committee. For the purposes of this degree requirement, any Astronomy (ASTR) graduate course listed in the Graduate Catalog and taught through the physics department will be considered a physics elective. Additional elective courses outside of the physics department may be taken with dissertation committee approval.

Physics Ph.D. students may also choose one of the following concentrations by meeting its requirements: Astrophysics, Biophysics, or Neuroscience. Students who do not choose one of the three concentrations will pursue the general Physics Ph.D. requirements by default.

Requirements for Neuroscience Concentration: Students must also take:

BIOL 4793	Introduction to Neurobiology	3
PSYC 4183	Behavioral Neuroscience	3
	Nine additional hours in elective coursework appropriate to the student's field of specialization and approved by the student's research thesis advisory committee.	9

Ph.D. students must also earn 18 hours of credit in Doctoral Dissertation, submit a dissertation, and defend it successfully in a comprehensive oral examination given by the dissertation committee. The doctoral degree will be awarded to students who complete a minimum of 72-graduate semester credit hours beyond the bachelor's degree.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Barraza-Lopez, Salvador, Ph.D. (University of Illinois-Urbana-Champaign), B.S. (Instituto Politecnico Nacional de Mexico), Associate Professor, 2011.

Bellaiche, Laurent, Ph.D., M.S., B.S. (University of Paris VI, France), Distinguished Professor, 1999.

Churchill, Hugh O.H., Ph.D., A.M. (Harvard University), B.A. (Oberlin College), B.M. (Oberlin Conservatory of Music), Assistant Professor, 2015.

Fu, Huaxiang, Ph.D., M.S. (Fudan University), B.S. (University of Science and Technology of China), Professor, 2002.

Gea-Banacloche, Julio R., Ph.D. (University of New Mexico), Licenciado en Ciencias Fisicas (Universidad Autonoma de Madrid), Professor, 1989.

Hamad, Bothina, Ph.D. (University of Jordan), Research Associate Professor, 2016.

Harter, William G., Ph.D. (University of California-Irvine), B.S. (Hiram College), Professor, 1986.

Herzog, Joseph B., Ph.D. (University of Notre Dame), B.S. (Louisiana State University), Assistant Professor, 2013.

Hu, Jin, Ph.D. (Tulane University), B.S. (University of Science and Technology of China), Assistant Professor, 2016.

Joffe Minor, Tacy Marie, Ph.D. (Northwestern University), M.A., B.S. (University of Arkansas), Visiting Assistant Professor, 2011.

Kennefick, Julia Dusk, Ph.D. (California Institute of Technology), B.S. (University of Arkansas), Associate Professor, 2003.

Kennefick, Daniel John, Ph.D., M.A. (California Institute of Technology), B.S. (University College Cork, Ireland), Associate Professor, 2004.

Kumar, Pradeep, Ph.D. (Boston University), M.Sc. (Indian Institute of Technology, Mumbai, India), Assistant Professor, 2013.

Lehmer, Bret Darby, Ph.D. (Pennsylvania State University), B.S. (University of Iowa), Assistant Professor, 2015.

Li, Jiali, Ph.D., M.S. (City University of New York-City College), M.S. (University of Science and Technology of China), B.S. (Hei Long Jiang University), Professor, 2002.

Oliver, William, Ph.D., M.S. (University of Colorado-Boulder), B.S. (University of Arizona), Associate Professor, 1992.

Prosandeev, Sergey, Ph.D., M.S. (Rostov State University), Research Professor, 2005.

Salamo, Gregory J., Ph.D. (City University of New York), M.S. (Indiana University-Purdue University-Indianapolis), B.S. (City University of New York, Brooklyn College), Distinguished Professor, 1975.

Shew, Woodrow L., Ph.D. (University of Maryland-College Park), B.A. (College of Wooster), Associate Professor, 2012.

Singh, Surendra P., Ph.D., M.A. (University of Rochester), M.Sc., B.Sc. (Banaras Hindu University, India), University Professor, 1982.

Thibado, Paul M., Ph.D. (University of Pennsylvania), B.S. (San Diego State University), Professor, 1996.

Vyas, Reeta, Ph.D. (State University of New York at Buffalo), M.S., B.S. (Banaras Hindu University), Professor, 1984.

Wang, Yong, Ph.D., M.S. (University of California, Los Angeles), B.S. (University of Science and Technology of China), Assistant Professor, 2015.

Wise, Rick, Ph.D., M.S. (Southern Methodist University), B.S. (University of Arkansas), Research Professor, 2014.

Xiao, Min, Ph.D. (University of Texas at Austin), B.S. (Nanjing University), Distinguished Professor, 1990.

Courses

PHYS 4113. Physics in Perspective (Odd years, Sp). 3 Hours.

Human implications of physics, including life's place in the universe, the methods of science, human sense perceptions, energy utilization, social impacts of technology, and the effect of physics on modern world views. Credit allowed for only one of PHYS 4113 or PHYS 4103. Prerequisite: PHYS 3613.

PHYS 4213. Physics of Devices. 3 Hours.

Principles of physics applied in a selection of technologically important devices in areas including computing, communications, medical imaging, lasers, and energy utilization. Students will utilize technical journals. Credit allowed for only one of PHYS 4203 or PHYS 4213. Prerequisite: PHYS 3613.

PHYS 500V. Laboratory and Classroom Practices in Physics. 1-3 Hour.

The pedagogy of curricular materials. Laboratory and demonstration techniques illustrating fundamental concepts acquired through participation in the classroom as an apprentice teacher. May be repeated for up to 3 hours of degree credit.

PHYS 5011. Introduction to Current Physics Research Seminar. 1 Hour.

This seminar course introduces new Physics graduate students to the faculty of the Physics department and their current research efforts. In addition, the students will be introduced to scientific ethics, and learn communication skills.

PHYS 502V. Individual Study in Advanced Physics. 1-4 Hour.

Guided study in current literature. May be repeated for up to 4 hours of degree credit.

PHYS 5033. Design and Fabrication of Scientific Apparatus (Irregular). 3 Hours.

Students will learn mechanical and electronic techniques used in the design and fabrication of scientific apparatus. (This course cannot be used to satisfy degree requirements in any physics program.)

PHYS 5041. Journal Club Seminar. 1 Hour.

In this seminar, the students will present talks based on published research articles. The goal of the course is to develop oral communication skills in the students. Effective literature search techniques will also be covered.

PHYS 5073. Mathematical Methods for Physics. 3 Hours.

This course merges the mathematics required in classical mechanics, electrostatics, magnetostatics, and quantum mechanics into a single course. The goal is to develop physics problem-solving skills, a strong mathematical foundation, and a more unified picture of physics.

PHYS 5083. Mathematical Methods of Physics II. 3 Hours.

Applications of matrices, tensors, and linear vector spaces to problems in physics. Introduction to groups and their representations, and symmetry principles in modern physics. Prerequisite: PHYS 5073.

PHYS 5093. Applications of Group Theory to Physics. 3 Hours.

Application of group theory to topics in physics, especially to atomic/molecular and solid-state physics. Prerequisite: PHYS 5073.

PHYS 5103. Advanced Mechanics. 3 Hours.

Dynamics of particles and rigid bodies. Hamilton's equations and canonical variables. Canonical transformations. Small oscillations. Prerequisite: PHYS 5073.

PHYS 5111. Research Techniques Through Laboratory Rotations. 1 Hour.

Graduate students will be introduced to detailed operational aspects of two Physics research laboratories through extensive observation of those laboratory's operations during a six week rotation through each lab. Planning for starting a research project in the summer will take place in the final three week rotation period.

PHYS 5213. Statistical Mechanics. 3 Hours.

Classical and quantum mechanical statistical theories of matter and radiation. Prerequisite: PHYS 4333 and (PHYS 4073 or PHYS 5413).

PHYS 5263L. Experiment and Data Analysis. 3 Hours.

This course is devoted to learning some of the frequently used experimental techniques and methods by which experimental data are analyzed to extract quantitative information on physical parameters. Students will perform experiments, analyze data, and write lab reports. Pre- or Corequisite: PHYS 5423. Prerequisite: Graduate standing or instructor consent.

PHYS 5313. Advanced Electromagnetic Theory I. 3 Hours.

Electrostatics, boundary-value problems in electrostatics, electrostatics in a medium, magnetostatics, and Faraday's Law.

PHYS 5323. Advanced Electromagnetic Theory II. 3 Hours.

Maxwell equations, conservation laws, wave propagation, waveguides, radiating systems, scattering, special relativity, and radiation by moving charges.

PHYS 5363. Scientific Computation and Numerical Methods. 3 Hours.

An introduction to numerical methods used in solving various problems in engineering and the sciences. May not earn credit for this course and MATH 4353 or MATH 4363.

This course is cross-listed with MATH 5363.

PHYS 5413. Quantum Mechanics I (Fa). 3 Hours.

Non-relativistic quantum mechanics; the Schrodinger equation; the Heisenberg matrix representation; operator formalism; transformation theory; spinors and Pauli theory; the Dirac equation; applications to atoms and molecules; collision theory; and semiclassical theory of radiation. Prerequisite: PHYS 4073.

PHYS 5423. Quantum Mechanics II. 3 Hours.

Continuation of PHYS 5413 Prerequisite: PHYS 5413.

PHYS 5513. Atomic and Molecular Physics. 3 Hours.

Survey of atomic and molecular physics with emphasis on the electronic structure and spectroscopy of 1 and 2 electron atoms and diatomic molecules. Includes fine and hyperfine structure, Zeeman and Stark mixing of states, collision phenomena, radiative lifetimes, and experimental techniques. Prerequisite: PHYS 5413.

PHYS 5523. Theory of Relativity. 3 Hours.

Conceptual and mathematical structure of the special and general theories of relativity with selected applications. Critical analysis of Newtonian mechanics; relativistic mechanics and electrodynamics; tensor analysis; continuous media; and gravitational theory.

PHYS 5613. Introduction to Biophysics and Biophysical Techniques. 3 Hours.

Origins of biophysics, biological polymers and polymer physics, properties of DNA and proteins, techniques to study DNA and proteins, biological membrane and ion channels, biological energy, experimental techniques to study single DNA and proteins. Two experiments are included: (1) DNA Gel electrophoresis; (2) Measurement of double-stranded DNA melting point.

This course is cross-listed with PHYS 4613.

PHYS 5653. Subatomic Physics. 3 Hours.

Nuclear structure and nuclear reactions. Nature and properties of elementary particles and resonances, their interactions and decays. Phenomenological theory and discussion of experimental evidence. Prerequisite: PHYS 3613.

This course is cross-listed with PHYS 4653.

PHYS 5713. Condensed Matter Physics I. 3 Hours.

The course covers the Drude theory and the Sommerfeld theory of metals, crystal lattices, reciprocal lattices, X-ray diffraction, Bloch's theory of electrons in periodic potential, formation of band gap, lattice vibration, and cohesive energy in solids. Prerequisite: PHYS 5413.

PHYS 5723. Physics at the Nanoscale. 3 Hours.

This is a cross-disciplinary course that is focused on teaching nanoscience and engineering by studying surface science, the building and analysis of quantum-confined structures, and related nano manufacturing processes. Students will achieve an integrated knowledge of the concepts of surface science, quantum mechanics, nano processing and manipulation, and techniques of materials research.

This course is cross-listed with MEPH 5723.

PHYS 5734. Laser Physics (Sp). 4 Hours.

A combined lecture/laboratory course covering the theory of laser operation, laser resonators, propagation of laser beams, specific lasers such as gas, solid state, semiconductor and chemical lasers, and laser applications. Prerequisite: PHYS 3414 and PHYS 3544.

PHYS 5753. Applied Nonlinear Optics. 3 Hours.

Topics include: practical optical processes, such as electro-optic effects, acousto-optic effects, narrow-band optical filters, second harmonic generation, parametric amplification and oscillation, and other types of nonlinear optical spectroscopy techniques which are finding current practical applications in industry. Prerequisite: PHYS 3414 and PHYS 3544.

PHYS 5763. Experimental Methods for Nanoscience. 3 Hours.

Fundamentals of the selected techniques suitable for characterization on the nanoscale. Focus on diverse methods such as x-ray and neutron spectroscopy, scanning probe microscopies, optical methods, electron diffraction methods and more.

PHYS 5773. Introduction to Optical Properties of Materials. 3 Hours.

This course covers crystal symmetry optical transmission and absorption, light scattering (Raman and Brillouin) optical constants, carrier mobility, and polarization effects in semi-conductors, quantum wells, insulators, and other optically important materials.

PHYS 5783. Physics of 2D Materials. 3 Hours.

Introduction to the structures of all known layered materials, followed by mechanical, electronic, spin, optical, and topological properties of two-dimensional materials. Discussion of theoretical concepts and examination of experimental manifestations of those concepts are interwoven throughout the semester. Knowledge of solid state physics is required. Corequisite: PHYS 5413.

PHYS 588V. Selected Topics in Physics. 1-3 Hour.

Selected topics in experimental or theoretical physics at the advanced level. May be repeated for up to 3 hours of degree credit.

PHYS 590V. Master of Arts Research (Sp, Su, Fa). 1-6 Hour.**PHYS 600V. Master of Science Thesis. 1-6 Hour.**

Master of Science Thesis. May be repeated for degree credit.

PHYS 6413. Quantum Mechanics III. 3 Hours.

Relativistic quantum mechanics, second quantization, with applications to quantizing electromagnetic fields and to many-body theory. Introduction to Feynman diagrams. Prerequisite: PHYS 5423.

PHYS 6513. Advanced Topics in Complexity (Irregular). 3 Hours.

The goal of the course is to give students tools to investigate the behavior of complex systems and to analyze the relationship of non-linear dynamics and chaos theory to complex biological and non-biological systems. A special emphasis will be given to understanding the way neurons work as biological computing elements.

PHYS 6613. Quantum Optics. 3 Hours.

Properties of light and its interaction with atoms, particular attention given to the laser and recent experiments. Classical theory of resonance; Optical Bloch Eqs.; 2 level atoms in steady fields; pulse propagation; semiclassical theory of the laser, coherent states and coherent functions; gas, solid, and dye lasers; photon echoes and superradiance; quantum electrodynamics and spontaneous emission. Prerequisite: PHYS 5413 or equivalent.

PHYS 6713. Condensed Matter Physics II. 3 Hours.

The course covers surface physics, physics of homogeneous and inhomogeneous semiconductors, dielectric and ferroelectric physics, defects in crystals, spin interaction and magnetic properties, superconductivity, and band structure calculation. Prerequisite: PHYS 5713 and PHYS 5413.

PHYS 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Plant Pathology (PLPA)

Terry Kirkpatrick
Interim Department Head
217 Plant Sciences Building
479-575-2445
Email: kirkpatr@uark.edu

Ken Korth, Professor
Graduate Coordinator
217 Plant Sciences Building
479-575-5191
Email: kkorth@uark.edu

Plant Pathology Program Website (<http://plantpathology.uark.edu>)

Degree Conferred:

M.S. (PLPA)

Ph.D. (PTSC) See Plant Science (p. 263)

Primary Areas of Faculty Research: Research areas of the faculty of the Department of Plant Pathology are diverse, including fundamental studies emphasizing fungal, viral, nematode, and bacterial pathogens of plants, as well as mission-oriented research aimed at solving specific

disease problems. Research projects are wide-ranging, extending from basic and molecular aspects of disease and pathogenesis to more applied research on disease control methods for the major food and fiber crops in the world. Specific areas include: fungal ecology and genetics, nematology, virology, soil ecology, molecular biology of plant pathogens, biological control of plant diseases, genetics and physiology of parasitism and resistance, and diseases of cotton, fruits, rice, soybean, turfgrass, vegetables, wheat, corn, and sorghum.

M.S. in Plant Pathology

Prerequisites to the M.S. Degree Program: Specific course prerequisites are not required for admission to the M.S. program. However, a strong undergraduate background in an agricultural, biological, and/or physical science is highly desirable. Deficiencies or prerequisites for advanced courses may be included in the individual student's academic program.

Requirements for the Master of Science Degree: A thesis reporting results of original research and a minimum of 24 semester hours of course work (including 15 semester hours in plant pathology) plus 6 semester hours of thesis credit are required. The student must pass a comprehensive oral examination and successfully defend the thesis upon its completion.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Plant Pathology offers students an opportunity to earn a Ph.D. through the interdepartmental program in Plant Science (see Plant Science – PTSC).

Graduate Faculty

Bluhm, Burt H., Ph.D., M.S. (Purdue University), B.S. (University of Oklahoma), Associate Professor, 2008.

Correll, Jim, Ph.D., M.S. (University of California-Berkeley), B.S. (Pennsylvania State University), Distinguished Professor, 1989.

Egan, Martin J., Ph.D., B.Sc. (University of Exeter, United Kingdom), Assistant Professor, 2015.

Faske, Travis, Ph.D. (Texas A&M University), M.S. (Oklahoma State University), B.S. (Tarleton State University), Associate Professor, 2015.

Kirkpatrick, Terry, Ph.D. (North Carolina State University), M.S., B.S. (University of Arkansas), Professor, 1984.

Korth, Ken L., Ph.D. (North Carolina State University), B.S. (University of Nebraska), Professor, 1999.

Robbins, Robert Thomas, Ph.D. (North Carolina State University), M.S., B.S. (Kansas State University), University Professor, 1979.

Rojas, Clemencia, Ph.D. (Cornell University), M.S. (Purdue University), B.S. (Universidad de Los Andes, Colombia), Assistant Professor, 2015.

Rupe, John C., Ph.D., M.S. (University of Kentucky), B.S. (Colorado State University), Professor, 1984.

Spradley, J. Ples, M.S. (University of Arkansas), B.S. (Hendrix College), Extension Associate Professor, 1984.

Spurlock, Terry, Ph.D. (University of Arkansas), Extension Assistant Professor, 2015.

Tzanetakakis, Ioannis E., Ph.D. (Oregon State University), M.S., B.S. (Agricultural University of Athens, Greece), Professor, 2008.

Wamishe, Yeshe Andenow, Ph.D. (University of Arkansas) M.S., B.S. (Addis Ababa University, Ethiopia), Associate Professor, 2011.

Courses

PLPA 5001. Seminar. 1 Hour.

Review of scientific literature and oral reports on current research in plant pathology. Prerequisite: Graduate standing. May be repeated for up to 4 hours of degree credit.

PLPA 502V. Special Problems Research. 1-6 Hour.

Original investigations of assigned problems in plant pathology. Prerequisite: Graduate standing.

PLPA 504V. Special Topics. 1-18 Hour.

Lecture topics of current interest not covered in other courses in plant pathology or other related areas. Prerequisite: Graduate standing. May be repeated for up to 18 hours of degree credit.

PLPA 5223. Plant Disease Control. 3 Hours.

(Formerly PLPA 4223.) Principles, methods and mechanics of plant disease control. Emphasis is given to the integration of control measures and epidemiology of plant diseases. Lecture 3 hours per week. Graduate degree credit will not be given for both PLPA 4223 and PLPA 5223.

PLPA 5303. Advanced Plant Pathology: Host-Pathogen Interactions. 3 Hours.

Presentation of important contemporary concepts relative to disease resistance and the physiology, biochemistry, and molecular biology of plant-pathogen interactions. Lecture 3 hours per week. Prerequisite: PLPA 3004 or equivalent and graduate standing.

PLPA 5313. Advanced Plant Pathology: Ecology and Epidemiology. 3 Hours.

Presentation of important contemporary concepts relative to the ecology and epidemiology of foliar and soil-borne plant pathogens. Lecture 3 hours per week. Prerequisite: PLPA 3004 and graduate standing.

PLPA 5324. Applied Plant Disease Management. 4 Hours.

(Formerly PLPA 4304.) A plant pathology course emphasizing practical understanding of the concepts and principles of agronomic and horticultural crop disease management, including disease diagnosis, monitoring, and using models to forecast disease events. Graduate degree credit will not be given for both PLPA 4304 and PLPA 5324.

PLPA 5333. Biotechnology in Agriculture. 3 Hours.

(Formerly PLPA 4333.) Discussion of the techniques, applications, and issues of biotechnology as it is being used in modern agriculture. Coverage includes the basics of molecular biology, production of transgenic plants and animals, and new applications in the agricultural, food, and medical marketplace. Lecture and discussion, 3 hours per week. Graduate degree credit will not be given for both PLPA 4333 and PLPA 5333.

PLPA 5404. Diseases of Economic Crops. 4 Hours.

Diagnosis and management of important diseases of cotton, fruits, rice, trees, soybeans, wheat, and vegetables will be covered in a lecture, laboratory, and field format. Lecture 2 hours, laboratory 4 hours per week. Four 1-day field trips will be involved. Corequisite: Lab component. Prerequisite: PLPA 3004.

PLPA 5603. Plant Pathogenic Fungi. 3 Hours.

Plant Pathogenic Fungi is structured as an integrated lecture/laboratory class designed for students that are interested in developing an understanding and appreciation for taxonomy, biology, and ecology of plant pathogenic fungi and related saprophytic fungi. Corequisite: Lab component. Prerequisite: PLPA 3004 or BIOL 4424 or graduate standing.

PLPA 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

PLPA 6203. Plant Virology. 3 Hours.

Lecture emphasizing discussion of recent advances in plant virology. Laboratory concerned with techniques and equipment used in plant virus studies, including transmission of viruses, characterization utilizing ultracentrifugation, spectrophotometry, electrophoresis, electron microscopy, and serology. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CHEM 5813 or CHEM 5843 or CHEM 6873 or consent of instructor.

PLPA 6303. Plant Nematology. 3 Hours.

Nematodes and their relationship to plant diseases, with consideration of identification, morphology, biology, distribution, association with disease complexes and control. Lecture 2 hours, laboratory 2 hours per week. Corequisite: Lab component. Prerequisite: Graduate standing.

PLPA 6503. Plant Bacteriology. 3 Hours.

Current concepts and techniques in plant bacteriology, including taxonomic, ecological and molecular aspects of plant pathogenic bacteria and their interactions with hosts. Lecture 2 hours, laboratory 2 hours per weeks. Corequisite: Lab component. Prerequisite: BIOL 2013 and BIOL 2011L. May be repeated for up to 3 hours of degree credit.

Plant Science (PTSC)

Wayne Mackay
 Department Head
 316 Plant Sciences Building
 479-575-2603
 Email: mackay@uark.edu (mackay@uark.edu)

Degree Conferred:

Ph.D. (PTSC)

Areas of Concentration: Horticulture, Plant Pathology.

Program Description: The doctoral program in Plant Science is an interdepartmental program involving the departments of Plant Pathology and Horticulture.

Primary Areas of Faculty Research: Biological control of plant diseases, breeding for disease resistance, fungal biology, diseases of crop plants, mycotoxicology, nematology, physiology of parasitism and resistance, plant disease control, phytobacteriology, soil microbiology, virology, genetics and plant breeding of fruit or vegetable crops, physiology and culture of fruit, vegetable or ornamental plants, and physiology and management of turfgrasses.

Ph.D. in Plant Science with Horticulture Concentration

Prerequisites to Degree Program: In addition to the requirements for admission to the Graduate School, the student must submit to the Chair of Studies a statement of interest, three letters of recommendation, which evaluate the potential of the student to pursue advanced graduate studies, and scores from the Graduate Record Examinations. International students must submit TOEFL scores with their application. Approval by the Plant Science Steering Committee is also necessary for acceptance into the program of study leading to the Doctor of Philosophy degree.

Admissions Requirements for Entry: The requirements for admission to the plant science Ph.D. program include the following: completion of an M.S. degree in a relevant biological science with a cumulative grade-point average of 3.00 or better (of 4.00), submission of scores from the verbal, quantitative, and written Graduate Record Examinations (GRE), three letters of recommendation, and official transcripts from all institutions attended.

Requirements for Doctor of Philosophy Degree: Each candidate must present a doctoral dissertation based on original research. Course requirements are established by the student's major adviser and the graduate advisory committee. The student must pass a candidacy examination at least two semesters before the expected conferral date of the degree. A final examination on the doctoral dissertation and cognate areas must be passed at least two weeks before the time of expected

degree conferral. Students are expected to maintain a cumulative grade-point average of 2.85 or better (3.00 to graduate) as consistent with the policy of the Graduate School.

Students in the Horticulture Concentration must take at least three graduate course credits in each of the participating departments (horticulture and plant pathology), at least six elective graduate credits outside of the program in an area appropriate to their dissertation research, two semesters (2 credits) in PTSC 6101 Colloquium in Plant Sciences, one in each department, and students are required to present at least four seminars (while enrolled for credit in HORT 5001 Seminar (Sp, Fa) to include the following: a research proposal seminar, two topic seminars on subjects other than their research area and an exit seminar describing the results of their dissertation research.

All students will be expected to complete 18 hours of dissertation research.

Ph.D. in Plant Science with Plant Pathology Concentration

Prerequisites to Degree Program: In addition to the requirements for admission to the Graduate School, the student must submit to the Chair of Studies a statement of interest, three letters of recommendation, which evaluate the potential of the student to pursue advanced graduate studies, and scores from the Graduate Record Examinations. International students must submit TOEFL scores with their application. Approval by the Plant Science Steering Committee is also necessary for acceptance into the program of study leading to the Doctor of Philosophy degree.

Admissions Requirements for Entry: The requirements for admission to the plant science Ph.D. program include the following: completion of an M.S. degree in a relevant biological science with a cumulative grade-point average of 3.00 or better (of 4.00), submission of scores from the verbal, quantitative, and written Graduate Record Examinations (GRE), three letters of recommendation, and official transcripts from all institutions attended.

Requirements for Doctor of Philosophy Degree: Each candidate must present a doctoral dissertation based on original research. Course requirements are established by the student's major adviser and the graduate advisory committee. The student must pass a candidacy examination at least two semesters before the expected conferral date of the degree. A final examination on the doctoral dissertation and cognate areas must be passed at least two weeks before the time of expected degree conferral. Students are expected to maintain a cumulative grade-point average of 2.85 or better (3.00 to graduate) as consistent with the policy of the Graduate School.

Students in the Plant Pathology concentration in the Plant Science program are required to complete three graduate credits in horticulture, six graduate credits in an area appropriate to their dissertation research, two credits in the Plant Science Colloquium, PLPA 5223, PLPA 5303, PLPA 5313, and PLPA 5404. In addition, students are expected to complete three of the four following courses: PLPA 5603, PLPA 6203, PLPA 6303 or PLPA 6503. All students in the plant pathology concentration are expected to attend seminars in both departments and are required to present at least four seminars (while enrolled for credit in PLPA 5001 Seminar) to include the following: a research proposal seminar, two topic seminars on subjects other than their research area and an exit seminar describing the results of their dissertation research. Plant pathology will permit enrollment in one semester in CSES 5103 to be used as a substitute for one of the two topic seminars. All Ph.D. candidates are expected to gain teaching experience by assisting in

the teaching of a regularly scheduled plant pathology course for one semester. Students with prior teaching experience can appeal to the Graduate Admissions Committee for a waiver in the Department of Plant Pathology. Additional requirements or waivers from these requirements are available in the Graduate Handbook in Plant Pathology.

Graduate Faculty

Bluhm, Burt H., Ph.D., M.S. (Purdue University), B.S. (University of Oklahoma), Associate Professor, 2008.

Cartwright, Richard D., Ph.D. (University of California at Davis), M.S., B.S. (University of Arkansas), Extension Professor, 1993.

Correll, Jim, Ph.D., M.S. (University of California-Berkeley), B.S. (Pennsylvania State University), Distinguished Professor, 1989.

Egan, Martin J., Ph.D., B.Sc. (University of Exeter, United Kingdom), Assistant Professor, 2015.

Faske, Travis, Ph.D. (Texas A&M University), M.S. (Oklahoma State University), B.S. (Tarleton State University), Associate Professor, 2015.

Kirkpatrick, Terry, Ph.D. (North Carolina State University), M.S., B.S. (University of Arkansas), Professor, 1984.

Korth, Ken L., Ph.D. (North Carolina State University), B.S. (University of Nebraska), Professor, 1999.

Robbins, Robert Thomas, Ph.D. (North Carolina State University), M.S., B.S. (Kansas State University), University Professor, 1979.

Rojas, Clemencia, Ph.D. (Cornell University), M.S. (Purdue University), B.S. (Universidad de Los Andes, Colombia), Assistant Professor, 2015.

Rupe, John C., Ph.D., M.S. (University of Kentucky), B.S. (Colorado State University), Professor, 1984.

Spradley, J. Ples, M.S. (University of Arkansas), B.S. (Hendrix College), Extension Associate Professor, 1984.

Spurlock, Terry, Ph.D. (University of Arkansas), Extension Assistant Professor, 2015.

Tzanetakis, Ioannis E., Ph.D. (Oregon State University), M.S., B.S. (Agricultural University of Athens, Greece), Professor, 2008.

Wamishe, Yeshe Andenow, Ph.D. (University of Arkansas) M.S., B.S. (Addis Ababa University, Ethiopia), Associate Professor, 2011.

Horticulture Courses

HORT 5001. Seminar (Sp, Fa). 1 Hour.

Review of scientific literature and oral reports on current research in horticulture. May be repeated for up to 4 hours of degree credit.

HORT 501V. Special Topics in Horticulture, Turf or Landscape. 1-6 Hour.

(Formerly HORT 401V.) Topics related to horticulture, turfgrass or landscape science or management not covered in other courses or a more intensive study of a specific topic. Graduate degree credit will not be given for both HORT 401V and HORT 501V. May be repeated for degree credit.

HORT 502V. Horticulture Judging and Competition Activity (Irregular). 1-6 Hour.

(Formerly HORT 402V.) Training for and participation on horticultural identification, judging and competitive teams. Graduate degree credit will not be given for both HORT 402V and HORT 502V. Prerequisite: HORT 2003. May be repeated for up to 6 hours of degree credit.

HORT 503V. Special Problems Research. 1-6 Hour.

Original investigations on assigned problems in horticulture. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HORT 5043. Advanced Plant Breeding (Odd years, Sp). 3 Hours.

Application of genetic principles to the improvement of crop plants. Presentation of conventional plant breeding methods and special techniques such as polyploidy, interspecific hybridization and induced mutation. Lecture 3 hours per week. Prerequisite: BIOL 2323 and BIOL 2321L or (ANSC 3123 and CSES 4103).

HORT 5103. Plant Growth and Development (Fa). 3 Hours.

This course will focus on environmental and developmental processes of plant growth and development. A student completing this course should have an understanding of the developmental processes of plant growth and how environmental factors interact to affect and control plant growth and development.

HORT 5113. Fruit Production Science and Technology. 3 Hours.

(Formerly HORT 4103.) The management technologies and cultural practices of fruit crops including (but not limited to) blueberries, blackberries, raspberries, strawberries, grapes, peaches, and apples will be presented. The underlying scientific principles of crop genetics, nutrition, and physiology will be presented as a basis for making management decisions in fruit crop productions. Graduate degree credit will not be given for both HORT 4103 and HORT 5113. Corequisite: Lab component. Prerequisite: HORT 2003.

HORT 5143. Professional Landscape Management. 3 Hours.

Principles and practices of landscape management and maintenance. Topics include low maintenance and seasonal color design, pruning and hazard tree management, water and fertilizer management, pesticide use, and other maintenance activities. Basic elements of marketing, specifications and contracts, estimating, personnel management, and equipment selection and acquisition relevant for landscape services will be introduced. Preparatory training in agribusiness or business is suggested. Prerequisite: HORT 2003 and HORT 3103.

HORT 5203. Temperature Stress Physiology (Sp). 3 Hours.

This course will teach students how to apply biological, chemical and physical principles to models of how plants are damaged by temperature extremes and how they change to increase resistance. Student will apply these principles to better understand plant responses to other environmental challenges, including both biotic and abiotic stresses.

HORT 530V. Special Problems. 1-6 Hour.

(Formerly HORT 400V.) Original investigations on assigned problems in horticulture. Graduate degree credit will not be given for both HORT 400V and HORT 530V. May be repeated for up to 6 hours of degree credit.

HORT 5333. Professional Landscape Installation and Construction. 3 Hours.

(Formerly HORT 4033.) Principles and practices involved in landscape installation and construction. Topics covered include sequencing construction activities, protecting existing trees, landscape soils, selecting plants, planting and transplanting plant materials, wood construction, cement and masonry construction, and low-voltage lighting. Lecture 3 hours per week. Preparatory training in agribusiness or business is suggested. Graduate degree credit will not be given for both HORT 4033 and HORT 5333. Prerequisite: HORT 2003.

HORT 5403. Plant Propagation. 3 Hours.

(Formerly HORT 4403.) Principles of plant propagation using seeds, cuttings, grafting, budding, layering, and tissue culture. The physiological basis of propagation is described. Knowledge of plant growth and physiology is needed. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both HORT 4403 and HORT 5403. Corequisite: Lab component. Prerequisite: BIOL 1613 and BIOL 1611L.

HORT 5413. Horticulture Physiology. 3 Hours.

(Formerly HORT 4413.) This course provides students with a background into the physiological processes of plants with an emphasis on horticultural crops and how the processes relate to horticultural crop production practices. Among the topics covered are photosynthesis, respiration, water relations and morphogenesis. Graduate degree credit will not be given for both HORT 4413 and HORT 5413. Prerequisite: HORT 2003 and CHEM 1073.

HORT 5503. Sustainable Nursery Production. 3 Hours.

(Formerly HORT 4503.) This course addresses issues and practices involved in production of quality woody nursery crops (e.g. trees and shrubs produced in open filed and containerized systems). Graduate degree credit will not be given for both HORT 4503 and HORT 5503.

HORT 5701L. Greenhouse Management and Controlled Environment Horticulture Laboratory. 1 Hour.

(Formerly HORT 4701L.) Laboratory involving hands-on experiments designed to demonstrate principles discussed in the lecture section. Includes field trips. Graduate degree credit will not be given for both HORT 4701L and HORT 5701L. Corequisite: HORT 5703.

HORT 5703. Greenhouse Management and Controlled Environment Horticulture. 3 Hours.

(Formerly HORT 4703.) Operation and management of greenhouses and other controlled environments used in horticultural production. Emphasis on system design and construction, control of light intensity and photoperiod, heating and cooling systems, substrates, mineral nutrition, water quality and irrigation systems. Graduate degree credit will not be given for both HORT 4703 and HORT 5703. Prerequisite: HORT 2003 and CHEM 1073.

HORT 5801L. Greenhouse Crops Production Laboratory. 1 Hour.

(Formerly HORT 4801L.) Laboratory involving hands-on experiments designed to demonstrate principles discussed in the lecture section. Includes field trips. Graduate degree credit will not be given for both HORT 4801L and HORT 5801L. Corequisite: HORT 5803.

HORT 5803. Greenhouse Crops Production. 3 Hours.

(Formerly HORT 4803.) Principles and practices of production and marketing of crops commonly grown in controlled environments including flowering containerized herbaceous species, geophytes, annual and perennial bedding plants, hydroponic vegetables and herbs. Graduate degree credit will not be given for both HORT 4803 and HORT 5803. Prerequisite: HORT 4703 or HORT 5703 (formerly HORT 4703).

HORT 5903. Golf and Sports Turf Management. 3 Hours.

(Formerly HORT 4903.) Turf management techniques for golf courses, and athletic fields including species selection, root-zone construction and modification, fertilization, mowing, irrigation and pest control. Graduate degree credit will not be given for both HORT 4903 and HORT 5903. Corequisite: Lab component. Prerequisite: CSES 2203 and CSES 2201L and (HORT 2303 or HORT 3403).

HORT 5913. Rootzone Management for Golf and Sports Turf. 3 Hours.

(Formerly HORT 4913.) An overview of the fundamental concepts of the physical and chemical properties of rootzones as related to construction and turfgrass management. Graduate degree credit will not be given for both HORT 4913 and HORT 5913. Prerequisite: HORT 2303.

HORT 5921. Golf Course Operations. 1 Hour.

(Formerly HORT 4921.) This course is designed to cover specific aspects of golf course operations that would not be included in traditional turfgrass management courses. Topics will include budgeting, personnel management, tournament setup and operation, dealing with golf club committees, communication, and other relevant topics related to managing a golf course maintenance operation. Graduate degree credit will not be given for both HORT 4921 and HORT 5921. Prerequisite: HORT 4903 or HORT 5903 (formerly HORT 4903).

HORT 5932. Turf Best Management Practices. 2 Hours.

(Formerly HORT 4932.) The course covers the impacts of turfgrass management practices on turf quality and the environment. In addition, the identification, biology, and control practices for the major insects, diseases, and weeds that infest turf will be covered. Emphasis will be placed on management strategies that include both chemical and non-chemical approaches to the prevention and control of common turfgrass pests. Graduate degree credit will not be given for both HORT 4932 and HORT 5932. Prerequisite: HORT 2303 and 6 hours selected from CSES 2003, PLPA 3004, and ENTO 3013.

HORT 600V. Master's Thesis (Sp, Su, Fa). 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

HORT 602V. Special Topics in Horticulture. 1-3 Hour.

Discussion and advanced studies on selected topics in genetics, plant breeding, physiology and culture of horticultural crops. Prerequisite: Graduate standing. May be repeated for degree credit.

HORT 6033. Molecular Plant Breeding. 3 Hours.

In-depth study of genetic improvement and techniques. Covers both current and classical literature. Topics to be discussed: haploidy, genetic control of pairing, somatic instability, tissue culture and protoplast fusion, and male sterility. Lecture discussion 3 hours per week. Prerequisite: BIOL 2323 and BIOL 2321L (or ANSC 3123 and CSES 4103 or equivalent).

Plant Pathology Courses

PLPA 5001. Seminar. 1 Hour.

Review of scientific literature and oral reports on current research in plant pathology. Prerequisite: Graduate standing. May be repeated for up to 4 hours of degree credit.

PLPA 502V. Special Problems Research. 1-6 Hour.

Original investigations of assigned problems in plant pathology. Prerequisite: Graduate standing.

PLPA 504V. Special Topics. 1-18 Hour.

Lecture topics of current interest not covered in other courses in plant pathology or other related areas. Prerequisite: Graduate standing. May be repeated for up to 18 hours of degree credit.

PLPA 5223. Plant Disease Control. 3 Hours.

(Formerly PLPA 4223.) Principles, methods and mechanics of plant disease control. Emphasis is given to the integration of control measures and epidemiology of plant diseases. Lecture 3 hours per week. Graduate degree credit will not be given for both PLPA 4223 and PLPA 5223.

PLPA 5303. Advanced Plant Pathology: Host-Pathogen Interactions. 3 Hours.

Presentation of important contemporary concepts relative to disease resistance and the physiology, biochemistry, and molecular biology of plant-pathogen interactions. Lecture 3 hours per week. Prerequisite: PLPA 3004 or equivalent and graduate standing.

PLPA 5313. Advanced Plant Pathology: Ecology and Epidemiology. 3 Hours.

Presentation of important contemporary concepts relative to the ecology and epidemiology of foliar and soil-borne plant pathogens. Lecture 3 hours per week. Prerequisite: PLPA 3004 and graduate standing.

PLPA 5324. Applied Plant Disease Management. 4 Hours.

(Formerly PLPA 4304.) A plant pathology course emphasizing practical understanding of the concepts and principles of agronomic and horticultural crop disease management, including disease diagnosis, monitoring, and using models to forecast disease events. Graduate degree credit will not be given for both PLPA 4304 and PLPA 5324.

PLPA 5333. Biotechnology in Agriculture. 3 Hours.

(Formerly PLPA 4333.) Discussion of the techniques, applications, and issues of biotechnology as it is being used in modern agriculture. Coverage includes the basics of molecular biology, production of transgenic plants and animals, and new applications in the agricultural, food, and medical marketplace. Lecture and discussion, 3 hours per week. Graduate degree credit will not be given for both PLPA 4333 and PLPA 5333.

PLPA 5404. Diseases of Economic Crops. 4 Hours.

Diagnosis and management of important diseases of cotton, fruits, rice, trees, soybeans, wheat, and vegetables will be covered in a lecture, laboratory, and field format. Lecture 2 hours, laboratory 4 hours per week. Four 1-day field trips will be involved. Corequisite: Lab component. Prerequisite: PLPA 3004.

PLPA 5603. Plant Pathogenic Fungi. 3 Hours.

Plant Pathogenic Fungi is structured as an integrated lecture/laboratory class designed for students that are interested in developing an understanding and appreciation for taxonomy, biology, and ecology of plant pathogenic fungi and related saprophytic fungi. Corequisite: Lab component. Prerequisite: PLPA 3004 or BIOL 4424 or graduate standing.

PLPA 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

PLPA 6203. Plant Virology. 3 Hours.

Lecture emphasizing discussion of recent advances in plant virology. Laboratory concerned with techniques and equipment used in plant virus studies, including transmission of viruses, characterization utilizing ultracentrifugation, spectrophotometry, electrophoresis, electron microscopy, and serology. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CHEM 5813 or CHEM 5843 or CHEM 6873 or consent of instructor.

PLPA 6303. Plant Nematology. 3 Hours.

Nematodes and their relationship to plant diseases, with consideration of identification, morphology, biology, distribution, association with disease complexes and control. Lecture 2 hours, laboratory 2 hours per week. Corequisite: Lab component. Prerequisite: Graduate standing.

PLPA 6503. Plant Bacteriology. 3 Hours.

Current concepts and techniques in plant bacteriology, including taxonomic, ecological and molecular aspects of plant pathogenic bacteria and their interactions with hosts. Lecture 2 hours, laboratory 2 hours per weeks. Corequisite: Lab component. Prerequisite: BIOL 2013 and BIOL 2011L. May be repeated for up to 3 hours of degree credit.

Plant Sciences Courses

PTSC 6101. Colloquium in Plant Sciences. 1 Hour.

Advanced discussion of topics in plant science on a participatory basis. Topics in plant pathology, horticulture and forestry will be treated. Prerequisite: Graduate standing. May be repeated for up to 2 hours of degree credit.

PTSC 6203. Laboratory Instrumentation in Plant Science. 3 Hours.

Principles, capabilities, and operation of laboratory instrumentation utilized in plant science research. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component.

PTSC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Political Science (PLSC)

Pearl Dowe
Department Chair
428 Old Main
479-575-3356
Email: pkford@uark.edu

Patrick Conge
Graduate Coordinator and Vice Chair
428 Old Main
479-575-3356
Email: pconge@uark.edu

Department of Political Science Website (<http://catalog.uark.edu/graduatecatalog/programsofstudy/politicalsciencedepartmentofplsc/%20http://fulbright.uark.edu/departments/political-science>)

Degrees Conferred:

M.A. (PLSC)

J.D./M.A. (Dual Degree)

M.P.A. in Public Administration (p. 276) (PADM)

J.D./M.P.A. (p. 276) (Dual Degree)

Graduate Certificates Offered (non-degree):

Cross-Sector Alliances (p. 336). See also the Cross-Sector Alliance website (<http://catalog.uark.edu/graduatecatalog/programsofstudy/politicalsciencedepartmentofplsc/%20http://fulbright.uark.edu/departments/political-science/graduate-studies/crosssector.php>).

M.A. Areas of Study: American politics and political theory, comparative politics and international relations, and public administration.

Primary Areas of Faculty Research: American politics, comparative politics, international relations, political theory, public administration.

Political Science (PLSC)

Program Description: The M.A. degree in Political Science is designed to give students further training in selected areas of concentration within the discipline and to prepare them for careers in academe or public service.

M.A. in Political Science

Admission Requirements for the Master of Arts Degree Program:

Applicants for graduate study in political science must be admitted to the Graduate School and also meet the following requirements: 1) satisfactory GRE scores, 2) submission of a written essay, and 3) three letters of recommendation from persons competent to judge the applicant's potential for graduate studies. Students from all academic backgrounds are encouraged to apply. Students who have had few political science courses at the undergraduate level may be required to enroll in undergraduate courses to begin their graduate studies.

Requirements for the Master of Arts Degree: The M.A. degree is a 36-semester hour program. Completion of the program is contingent upon passing a comprehensive examination or writing and defending a thesis.

Core (21 hours)

PLSC 5163	Public Policy	3
PLSC 5703	Research Design in Political Science and Public Policy	3
PLSC 5913	Research Methods in Political Science	3
PLSC 5943	Advanced Research Methods in Political Science	3

Take three of the following (9 hours):

PLSC 5203	Seminar in American Political Institutions	3
PLSC 5213	Seminar in American Political Behavior	3
PLSC 5503	Comparative Political Analysis	3
PLSC 5803	Seminar in International Politics	3

Courses are offered in three areas of study: American politics, comparative politics and international relations, and public administration and policy. From these offerings, students must select a primary area of study. A minimum of 12 hours from the primary area of study must be completed, of which six hours will be accepted from the core. A secondary field of no less than six hours will complement the choices in the primary field, of which three hours will be accepted from the core. Selection of the areas of concentration should be commensurate with the professional or career goals of the student. A minimum of 27 hours must be fulfilled by 5000-level classes. Students must take a minimum of 30 of their 36 course hours in the Department of Political Science. The remaining hours may be taken in other departments.

Courses at the 4000 level may be taken with the graduate adviser's consent. Under special circumstances, students may arrange to take graduate-level directed readings or independent research courses. Such courses require an application that must be approved by the student's graduate adviser in concert with the professor from whom the course is to be taken. The student must apply for such a course before the semester in which the course is to be taken.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Thesis Option: Students must take 30 hours of coursework and six hours of thesis credit. Under this option, the student's comprehensive examination will be a defense of the thesis. All M.A. candidates in this option are required to develop a prospectus for their thesis. They must then write and orally defend an acceptable thesis.

Non-thesis Option: Students must take 36 semester hours of coursework. Under this option, students must take a comprehensive examination in their primary field of study.

J.D./M.A. Program

Degrees Conferred:

J.D./M.A. (Dual Degree)

fulbright.uark.edu/departments/political-science/graduate-studies/jdma-dual-degree-program/index.php

The Department of Political Science, the Graduate School, and the School of Law cooperate in offering a dual degree program that allows a student to pursue the M.A. in Political Science and the J.D. degrees concurrently.

The program described below requires 36 hours as follows: the student selects a) courses from comparative politics or international relations seminars in political science or equivalent courses in other departments approved by the graduate adviser in political science (total of 18 hours: 3 hours methods and 15 hours from a combination of international relations and comparative politics seminars); b) six additional hours of PLSC classes approved by the program's graduate director or six hours of thesis credit; and c) twelve hours of elective courses taken in the law school in an area of concentration approved by the director of the M.A. program.

Students must be admitted to the M.A. program and the School of Law. If a student seeks to enter the dual degree program after enrolling in either the law school or the M.A. program, he or she must obtain admission to the other degree program during the first year of study.

The School of Law accepts nine (9) semester hours of M.A. courses to satisfy requirements for the J.D. degree: PLSC 5503 Comparative Political Analysis, PLSC 5803 Seminar in International Politics, PLSC 5833 Seminar in Contemporary Problems, PLSC 4833 International Political Economy; and ECON 4633 International Trade are highly recommended to be part of the student's preparation.

Students admitted to the dual degree program may commence their studies in either the law school or the M.A. program but must complete first year course requirements before taking courses in the other degree program. If they do not maintain the academic or ethical standards of either degree program, students may be terminated from the dual degree program. Students in good standing in one degree program but not in the other may be allowed to continue in the other program in which they have good standing and must meet the degree requirements of that program. If for any reason a student admitted to the dual degree program does

not complete the M.A. degree, he or she cannot count nine hours of M.A. courses toward the J.D. degree. Likewise, M.A. students may not be able to count certain law courses if they decide to discontinue their studies in the law school. The J.D. will be awarded upon completion of all degree requirements; the M.A. will be awarded upon completion of the comprehensive examination and all required coursework, as well as the successful defense of a master's thesis, if applicable.

Mandatory Comprehensive Exam: All students will be required to take a written comprehensive examination covering their M.A. program or a six-hour thesis. The comprehensive exam will be graded by at least a three-person faculty committee selected by the M.A. Program Director. Students pursuing the thesis option are not required to take a written examination. Successful defense of their thesis satisfies this requirement. In addition to the successful completion of all course requirements and a passing grade on the written comprehensive examination (if taken), each student must present a minimum cumulative grade-point average of 3.00.

Thesis Option: Students pursuing the thesis option should consult the graduate coordinator of the political science department. The thesis committee must be composed of faculty members from both the School of Law and the Department of Political Science. Thesis credit is 6 hours.

Internship Option: Students may pursue an internship. Internship credit is variable and depends on the number of hours worked. Students in this option must consult with their J.D. and M.A. advisers. An internship work plan and expected academic work products will be developed.

Graduate Faculty

Bayram, A. Burcu, Ph.D. (Ohio State University), M.I.S. (North Carolina State University), B.A. (Middle East Technical University), Assistant Professor, 2016.

Conge, Patrick J., Ph.D. (University of Texas at Austin), M.A., B.S. (Arizona State University), Associate Professor, 1995.

Diallo, Anne B., Ph.D., M.P.A., B.A. (University of Arkansas), Visiting Assistant Professor, 2012.

Dowdle, Andrew J., Ph.D. (Miami University), M.A. (University of Iowa), B.A. (University of Tennessee), Professor, 2003.

Dowe, Pearl Karen, Ph.D. (Howard University), M.A. (Georgia Southern University), B.S. (Savannah State University), Associate Professor, 2008.

Gaber, John, Ph.D. (Columbia University), M.A. (University of Southern California), B.A. (University of California-Los Angeles), Professor, 2009.

Ghadbian, Najib, Ph.D. (City University of New York), M.A. (Rutgers University), M.A. (City University of New York), B.Sc. (United Arab Emirates University), Associate Professor, 1999.

Hunt, Valerie H., Ph.D., J.D., B.A. (University of Arkansas), Associate Professor, 2005.

Kelley, Donald R., Ph.D. (Indiana University at Bloomington), M.A., B.A. (University of Pittsburgh), Professor, 1980.

Kerr, Brinck, Ph.D. (Texas A&M University), B.A. (University of Texas at Austin), Professor, 1994.

Maxwell, Angie, Ph.D., M.A. (University of Texas at Austin), B.A. (University of Arkansas), Associate Professor, 2008.

Medina Vidal, D. Xavier, Ph.D. (University of California-Riverside), M.A. (University of New Mexico), Assistant Professor, 2015.

Mitchell, Joshua Lee, Ph.D. (Southern Illinois University), M.P.A., B.S. (Murray State University), Assistant Professor, 2010.

Parry, Janine A., Ph.D., M.A. (Washington State University), B.A. (Western Washington University), Professor, 1998.

Reid, Margaret F., Ph.D. (University of Oklahoma), M.B.A. (Central State University), M.P.A. (University of Oklahoma), M.A. (University of Bonn), B.A. (University of Marburg, West Germany), Professor, 1993.

Ryan, Jeffrey J., Ph.D., M.A. (Rice University), B.A. (Colorado State University), Associate Professor, 1990.

Schreckhise, William D., Ph.D., M.A., B.A. (Washington State University), Associate Professor, 1998.

Sebold, Karen Denise, Ph.D., M.A. (University of Arkansas), B.S. (Campbell College), B.S. (Rogers State University), Clinical Assistant Professor, 2011.

Shields, Todd G., Ph.D., M.A. (University of Kentucky), B.A. (Miami University), Professor, 1994.

Song, Geoboo, Ph.D. (University of Oklahoma), B.A. (Korea University), B.A. (Hanyang University), Assistant Professor, 2012.

Stewart, Patrick A., Ph.D., (Northern Illinois University), M.A., B.A. (University of Central Florida), Associate Professor, 2008.

Zeng, Ka, Ph.D. (University of Virginia), M.A. (Virginia Polytech Institute and State University), B.A. (Foreign Affairs College, Beijing), Professor, 2000.

Courses

PLSC 400V. Special Topics. 1-3 Hour.

Topics in political science not usually covered in other courses. May be repeated for degree credit.

PLSC 4193. Administrative Law. 3 Hours.

Legal aspects of the administrative process and the effect of legal principles and processes upon administrative decision-making. Emphasis is given to the limitation of administrative discretion and the judicial review of administrative decision.

Prerequisite: PLSC 3103 or PLSC 4253.

PLSC 4203. American Political Parties. 3 Hours.

The nature, function, and history of political parties in the United States with emphasis on party membership, organization, campaign techniques, finance and electoral alliances. Prerequisite: PLSC 2003.

PLSC 4213. Campaigns and Elections. 3 Hours.

This course examines the American electoral process. It is an empirical course that provides opportunities for original analysis of survey data and election returns. Emphasis is placed on the most recent federal election. Prerequisite: PLSC 2003.

PLSC 4253. The U.S. Constitution I. 3 Hours.

United States Supreme Court decisions involving the functions and powers of Congress, the Supreme Court, and the President and federalism. Prerequisite: PLSC 2003.

PLSC 4263. The U.S. Constitution II. 3 Hours.

United States Supreme Court decisions interpreting the political, economic, and civil rights of individuals and groups. Prerequisite: PLSC 2003.

PLSC 4283. Federalism and Intergovernmental Relations. 3 Hours.

Analysis of changes in intergovernmental relations in the American federal system. Discussions will focus on political, economic/fiscal and administrative aspects of policy changes of the pre-and post-Reagan eras.

PLSC 4303. History of Political Parties in the U.S. 1789-1896. 3 Hours.

Origin and development of the American party system from the implementation of the Constitution to the election of McKinley.

This course is cross-listed with HIST 4503.

PLSC 4313. History of Political Parties in the United States Since 1896. 3 Hours.

Response of the party system to America's emergence as an industrial nation and world power from the election of 1896 to present.

This course is cross-listed with HIST 4513.

PLSC 4323. Racial Identity, Politics, and Public Policy. 3 Hours.

Examines how race and perceived racial differences affect political discourse, mobilization, representation, and political outcomes. Prerequisite: PLSC 3293 or AAST 1003 or Junior standing.

This course is cross-listed with AAST 4323.

PLSC 4333. Southern Politics. 3 Hours.

Evaluates the significance of the southern region within the national political scene, as well as discuss the unique political history and workings of the region. Explores the various groups within the region that continue to fight for political influence and power.

PLSC 4373. Political Communication. 3 Hours.

Study of the nature and function of the communication process as it operates in the political environment.

This course is cross-listed with COMM 4373.

PLSC 4513. Creating Democracies. 3 Hours.

Analyses of the creation of democracies in Europe, South America, Asia, Africa, the Middle East, East Europe, and the former Soviet Union. Prerequisite: PLSC 2013.

PLSC 4533. China's Foreign Trade and International Order: History, Policy, and Theory. 3 Hours.

This interdisciplinary course explores China's foreign trade and international order by introducing students to the historical context and economic theory necessary for understanding China's role in the international trading system from the ancient past to the contemporary era.

This course is cross-listed with HIST 4533, ECON 4533.

PLSC 4563. Government and Politics of Russia. 3 Hours.

Study of Russian and Soviet politics after 1917 and of the democratization of Russia and the other successor states. Prerequisite: PLSC 2003 or PLSC 2013.

PLSC 4573. Gender and Politics. 3 Hours.

Examines the significance of gender in politics. Includes discussion of the women's movement and feminist theory, but emphasizes the content and process of public policy as it relates to women and men. Focus is on the U.S. but final third is devoted to comparative topics. Prerequisite: PLSC 2003 or PLSC 2013.

PLSC 4583. Political Economy of East Asia. 3 Hours.

Development strategies and policies of major economies in East Asia. Topics include theories for East Asia's economic growth, dynamics and process of East Asian political and economic developments, strengths and limits of the East Asian development model, Asian values and their implications for Asian-style democracy, and dynamics of regional cooperation.

PLSC 4593. Islam and Politics. 3 Hours.

Compares contemporary Islamist political movements. Seeks to explain causes, debates, agendas, and strategies of Islamists in the political realm. Addresses sovereignty, the rule of law, visions of the good state and society, and relations between nationalism, religion and political development. Focus on Middle East with comparative reference to other cases.

PLSC 4613. Social Network Analysis. 3 Hours.

Introduces the fundamentals of Social Network Analysis (SNA), and its applications for research in various social science fields. Prerequisite: SOCI 2013.

This course is cross-listed with SOCI 4183.

PLSC 4803. Foreign Policy Analysis. 3 Hours.

Comparative analysis of foreign policy, with attention paid to explanations at a variety of levels, such as the individual, group, organizational, societal, systemic.

PLSC 4823. Foreign Policy of East Asia. 3 Hours.

This course provides an introduction to the international relations of two major East Asian states, China and Japan. Key topics include: China and Japan's interaction with the world political and economic systems; domestic sources of international behavior and major dimensions of foreign policy in the 1980s and 1990s.

PLSC 4833. International Political Economy. 3 Hours.

This course provides an analysis of the interaction between politics and markets in the world economy. Its central objective is to illustrate how political and state actions have shaped and been shaped by the development of the global economy.

PLSC 4843. The Middle East in World Affairs. 3 Hours.

An analysis of geo-political and socio-economic characteristics of Middle Eastern societies and their impact on world economic and political order. Special attention to such issues as the Arab-Israeli conflict, the promotion of lasting peace in the region, impact of oil on world politics, the involvement of superpowers, rehabilitation of Palestinian refugees and the role of the United Nations.

PLSC 4863. Political Psychology and International Relations. 3 Hours.

Examines psychological approaches to international relations and examines how these perspectives advance the study of world politics.

PLSC 4873. Inter-American Politics. 3 Hours.

An analysis of the political themes, regional organization, and hemispheric relations that constitute the inter-American system, with special emphasis on conflict and cooperation in the hemispheric policies of the American republics. Prerequisite: Junior standing.

PLSC 4883. Politics of International Law. 3 Hours.

This course examines the interaction between law and politics in the international system, focusing on international law.

PLSC 4933. African American Political Ideology. 3 Hours.

A survey course designed to identify and examine characteristics and functions of several variants of black political ideology/thought. This course is cross-listed with AAST 4933.

PLSC 5103. Human Behavior in Complex Organizations. 3 Hours.

Review of the fundamental literature and a systematic analysis of various theories and research focusing on organization and behavior in public administration, including the discussion of organizational development, human motivation, leadership, rationality, efficiency and conflict management in public organizations. Prerequisite: Graduate standing.

PLSC 5113. Seminar in Human Resource Management. 3 Hours.

Intensive study of public personnel policies and practices, including legal foundations, classification and compensation plans, recruitment and selection processes, training, employment policies and morale, employee relations and organization. Prerequisite: Graduate standing.

PLSC 5123. Public Budgeting and Finance. 3 Hours.

Focuses on the budgeting process and governmental fiscal policy formulation, adoption, and execution. Prerequisite: Graduate standing.

PLSC 5133. Nonprofit Management. 3 Hours.

This course provides an overview of the principal management functions in public and nonprofit organizations. Topics include financial management, HR development, program development. The relationships among volunteer boards of trustees, fund raising, public relations, and program personnel are analyzed, and the complex environments with service sector agencies are explored.

PLSC 5143. Administrative Law. 3 Hours.

A seminar which examines the constitutional and statutory basis and authority of public organizations. Special attention focuses on the nature of the rule-making and adjudicatory powers of public agencies and on executive, legislative, and judicial restraints on such activities. Also considered are the role, scope, and place of public regulatory activities. Prerequisite: Graduate standing.

PLSC 5153. Environmental Politics and Policy. 3 Hours.

Surveys recent patterns of environmentalism in the U.S. and explores the nature of policy making with regard to environmental and economic development issues. Several debates are presented, such as conservation vs. preservation, multiple use vs. sustainability, intergovernmental policy implementation, incentives, and free market environmentalism.

PLSC 5163. Public Policy. 3 Hours.

Seminar examining the study of public policy making in complex organizations. Attention given to different theories and frameworks explaining public policy making. Prerequisite: Graduate standing.

PLSC 5173. Community Development. 3 Hours.

Community development encompasses the political, social, and economic issues that shape contemporary communities. The seminar examines substantive issues in community development, related theories, and techniques. A major focus of the course will be on low-income and minority neighborhoods and efforts to create more inclusive communities in the U.S. and abroad.

PLSC 5193. Seminar in Public Administration. 3 Hours.

Introduction to and synthesis of public administration theory, functions, history, public accountability and management concerns, economic impact of administrative decisions, current problems, and issues in the public sector. Prerequisite: Graduate standing.

PLSC 5203. Seminar in American Political Institutions. 3 Hours.

Research seminar dealing with selected aspects of the major governmental institutions in the United States. Prerequisite: Graduate standing.

PLSC 5213. Seminar in American Political Behavior. 3 Hours.

Reading seminar surveying major works on representative processes in American national politics, including political opinion, political leadership, political participation, voting behavior, political parties, and interest groups. Prerequisite: Graduate standing.

PLSC 5233. The American Chief Executive. 3 Hours.

Study of the origin, background, and evolution of the Office of the President of the United States, with a review of the president's powers in the areas of politics, administration, and legislation.

PLSC 5243. Seminar in State Politics and Policy. 3 Hours.

Research seminar dealing with selected aspects of state political institutions and politics such as policy diffusion, institutional professionalization, and representation. Prerequisite: Graduate standing.

PLSC 5253. Politics of Race and Ethnicity. 3 Hours.

Reviews identity, political action and concepts of political activity by minority groups, focusing on contemporary political behavior, the incorporation of minority groups into the U.S. political system.

PLSC 5343. Money and Politics. 3 Hours.

Familiarizes students with the world of money and politics in the United States. Examines the function of money in elections, the legal aspects, and the consequences of the regulatory environment. Provides a means to gain analytic computer skills and a strong foundation for further study of political science.

PLSC 5383. Seminar in Political Communication. 3 Hours.

Research seminar focusing on selected topics such as candidate imagery, diffusion of political information, or political symbolism. Prerequisite: Graduate standing. This course is cross-listed with COMM 5383.

PLSC 5503. Comparative Political Analysis. 3 Hours.

A selection of topics to provide the theoretical, conceptual and methodological and foundation for the analysis of contemporary political systems. Prerequisite: Graduate standing.

PLSC 5513. Seminar in Politics of the Middle East. 3 Hours.

Explores the major lines of inquiry on the politics of the state and society in the context of endogenous and exogenous forces that have influenced conceptions of power, legitimacy, and identity. Prerequisite: Graduate standing.

PLSC 5523. Topics in Politics of the Middle East. 3 Hours.

In-depth analysis of specific political phenomena in the contemporary Middle East. Inquiry will vary but may focus on gender, political economy, politics of inclusion and exclusion (democratization and authoritarianism), or the politics of oil. Prerequisite: Graduate standing.

PLSC 5703. Research Design in Political Science and Public Policy. 3 Hours.

This course is designed to introduce graduate students to fundamental research issues in the realm of applied social science while developing the ability to apply basic skills for conducting research.

PLSC 5803. Seminar in International Politics. 3 Hours.

Research seminar providing intensive coverage of selected topics in theories of international relations, the comparative study of foreign policy making, and international organizations. Prerequisite: Graduate standing.

PLSC 5833. Seminar in Contemporary Problems. 3 Hours.

Seminar with concentrated reading in selected and specialized areas of contemporary international relations. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

PLSC 5843. International Legal Order. 3 Hours.

Analysis of distinctive characteristics of contemporary international law. Topics include role of legal order in controlling the use of force in international relations and the impact of social and political environment on growth of international law and relations among international political systems. Prerequisite: Graduate standing.

PLSC 590V. Directed Readings in Political Science. 1-3 Hour.

Directed readings in Political Science. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

PLSC 5913. Research Methods in Political Science. 3 Hours.

Methods relevant to research in the various fields of political science. Required of all graduate students in political science. Prerequisite: Graduate standing.

PLSC 592V. Internship in Political Science. 1-6 Hour.

Internship in a local, state, regional, or federal agency. Paper required on a significant aspect of internship experience. Prerequisite: Graduate standing.

PLSC 593V. Special Topics. 1-3 Hour.

Topics in political science not usually covered in other courses. Prerequisite: Graduate Standing. May be repeated for up to 3 hours of degree credit.

PLSC 5943. Advanced Research Methods in Political Science. 3 Hours.

Provides a firm theoretical foundation in, and an ability to apply, various multivariate statistical methods that are most commonly used for empirical analysis of politics and policy. Prerequisite: PLSC 5913 or equivalent.

PLSC 595V. Research Problems in Political Science. 1-3 Hour.

Research problems in Political Science. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

PLSC 5983. Mixed Methods Research Design. 3 Hours.

An advanced overview of a particular type of multi-point research design. Mixed methods research combines quantitative and qualitative research strategies in a single research project.

PLSC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

Poultry Science (POSC)

Michael Kidd
Department Head and Center Director
0-114 Poultry Center
479-575-4952

John Marcy
Graduate Student Coordinator
0-203 POSC
479-575-2211
Email: jmarcy@uark.edu

Department of Poultry Science website (<http://poultry-science.uark.edu>)

Degrees Conferred:

M.S., Ph.D. (POSC)

Primary Areas of Faculty Research: Avian parasitology, avian physiology, avian virology, food safety/microbiology, immunology, molecular biology, poultry breeding and genetics, poultry economics, poultry enterprise operations, poultry health, poultry meat quality, poultry nutrition, poultry product technology, and turkey and egg product/management.

Areas of Study: Graduate studies may be pursued in those areas of primary faculty research. Poultry and laboratory animals are available for research programs in the Poultry Science Department.

M.S. in Poultry Science

Prerequisites to Degree Program: The student pursuing a program for a Master of Science degree must meet all general requirements of the Graduate School. In addition, the student must have completed the B.S. degree in a college or university with a major or equivalent in one of the areas of the poultry science department. All applicants must submit at least three letters of recommendation and scores on the Graduate Record Examinations.

For acceptance into the Ph.D. degree program, a grade-point average of 3.00 on all previous graduate work and scores on the Graduate Record Examinations must be presented.

Requirements for the Master of Science Degree: For the M.S. degree, at least 24 hours of course work and six hours of thesis must be completed. No more than 12 hours or three courses at the 4000 level may be used for credit. A maximum of four hours of 5000 Special Problems may be used for M.S. degree requirements. At least three courses should be taken in the Poultry Science Department. At least one seminar is required for all M.S. degree candidates. A minimum GPA of 3.0 is required for the M.S. degree. All M.S. candidates must complete a thesis based on their research and pass a final comprehensive exam with emphasis on thesis research. One manuscript suitable for publication in a refereed journal is required for each M.S. candidate to graduate.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Poultry Science

Prerequisites to Degree Program: The student pursuing a program for a Master of Science degree must meet all general requirements of the Graduate School. In addition, the student must have completed the B.S. degree in a college or university with a major or equivalent in one of the areas of the poultry science department. All applicants must submit at least three letters of recommendation and scores on the Graduate Record Examinations.

For acceptance into the Ph.D. degree program, a grade-point average of 3.00 on all previous graduate work and scores on the Graduate Record Examinations must be presented.

Requirements for the Doctor of Philosophy Degree: Ph.D. candidates bypassing the M.S. degree must take at least 36 hours of course work approved by the student's advisory committee with at least 24 hours of 5000 and 6000 level course work excluding Special Problems. No more than 12 hours or three courses at the 4000 level may be used for credit. A maximum of four hours of 5000 Special Problems can be used for the Ph.D. degree requirements. Students in the Ph.D program who have an M.S. degree must take at least 12 hours of 5000 and 6000 level course work excluding Special Problems. If not taken previously, a three hour

statistics course is required for graduation for all Ph.D. candidates. A minimum of two seminars is required of all Ph.D. candidates. All Ph.D. degree candidates must take 18 hours of dissertation research. Admission to candidacy requires the candidate to take a comprehensive written exam as determined by members of the student's Graduate Advisory Committee and a preliminary oral exam given by the Graduate Advisory Committee. Any student who fails the admission to candidacy exams will not be permitted to reschedule the exams for a six-month period. A second failure will lead to termination from the program. A final oral examination will be taken that is a defense of the dissertation. A minimum GPA of 3.0 is required for the Ph.D. degree. Two manuscripts suitable for publication in a refereed journal are required for each Ph.D. student to graduate. These papers will be evaluated by the Graduate Advisory Committee for comments and approval.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Anthony, Nick, Ph.D. (Virginia Polytech Institute and State University), M.S., B.S. (The Ohio State University), Professor, 1990.

Bottje, Walter G., Ph.D. (University of Illinois-Urbana-Champaign), M.S. (Southern Illinois University), B.S. (Eastern Illinois University), Professor, 1985.

Clark, Fred D., Ph.D., D.V.M., M.S., B.S. (Texas A&M University), Extension Professor, 1994.

Coon, Craig N., Ph.D., M.S., B.S. (Texas A&M University), Professor, 1997.

Donoghue, Dan, Ph.D. (Texas A&M University), M.S. (Brigham Young University), B.S. (Medical University of South Carolina), Professor, 2000.

Donoghue, Annie, Ph.D. (F. Edward Herbert School of Medicine), M.S. (Texas A&M University), B.S. (San Diego State University), Research Professor, 2000.

Dridi, Sami, Ph.D., M.S. (National Polytechnic Institute of Lorraine, France), B.S. (Superior Institute of Mateur, Tunisia), Professor, 2013.

Erf, Gisela F., Ph.D. (Cornell University), M.S., B.S. (University of Guelph, Canada), Professor, 1994.

Hanning, Casey Owens, Ph.D., M.S., B.S. (Texas A&M University), Professor, 2000.

Hargis, Billy M., Ph.D., D.V.M. (University of Minnesota-Twin Cities), M.S. (University of Georgia), B.S. (University of Minnesota), Distinguished Professor, 2000.

Kidd, Michael T., Ph.D. (North Carolina State University), M.S., B.S.A. (University of Arkansas), Professor, 2010.

Kong, Byungwhi, Ph.D., M.S. (University of Minnesota-Twin Cities), B.S. (Korea University), Associate Professor, 2006.

Kuenzel, Wayne J., Ph.D. (University of Georgia), M.S., B.S. (Bucknell University), Professor, 2000.

Kwon, Young Min, Ph.D. (Texas A&M University), M.S., B.S. (Seoul National University), Associate Professor, 2002.

Marcy, John A., Ph.D., M.S. (Iowa State), B.S. (University of Tennessee), Extension Professor, 1993.

Rochell, Samuel J., Ph.D. (University of Illinois at Urbana-Champaign), M.S., B.S. (Auburn University), Assistant Professor, 2016.

Sun, Xiaolun, Ph.D., M.S. (Virginia Polytech Institute and State University), B.S. (Southern China Agricultural University), Assistant Professor, 2016.

Tellez-Isaias, Guillermo, Ph.D. (Texas A&M University), Visiting Professor, 2002.

Wideman, Robert F., Ph.D. (University of Connecticut), B.A. (University of Delaware), Professor, 1993.

Courses

POSC 4033. Statistical Process Control in the Food Industry. 3 Hours.

Analysis of processing data related to compliance with regulatory limits, quality & safety limits and internal & external customer specifications. Emphasizes statistical process control chart development, including understanding data and chart selection, calculating statistical limits, and interpreting process performance. Prerequisite: Instructor consent.

POSC 4123. Legal Issues in Animal Agriculture. 3 Hours.

An issues-oriented course focusing on the legal issues involved in the production of poultry, swine and livestock. Emphasis will center on the laws, regulations and policy arguments involved in animal confinement, antibiotic use, humane slaughter and veterinary medicine, along with other related issues. The wide range of regulation from local to state to federal, depending on the issue will be studied and discussed. This course is cross-listed with AGEC 4123, ANSC 4123.

POSC 4213. Integrated Poultry Management Systems. 3 Hours.

Major managerial systems in the integrated commercial poultry industry. Development of an understanding of the basic decision making processes of poultry companies and the factors influencing those decisions. Prerequisite: POSC 2353 and AGEC 1103 and AGEC 2303.

POSC 4314. Egg and Meat Technology. 4 Hours.

Study of the science and practice of processing poultry meat and egg products; examination of the physical, chemical, functional and microbiological characteristics of value added poultry products; factors affecting consumer acceptance and marketing of poultry products and the efficiency of production. Corequisite: Lab component. Prerequisite: (CHEM 1123 and CHEM 1121L) or (CHEM 1073 and CHEM 1071L) and BIOL 1543 and BIOL 1541L.

POSC 4333. Poultry Breeding. 3 Hours.

Application of new developments in poultry breeding for efficient egg and meat production. Not intended for students interested in a career in veterinary sciences. Lecture 3 hours per week. Prerequisite: MATH 1203 or higher and junior standing.

POSC 4343. Poultry Nutrition. 3 Hours.

Principles of nutrition as applied to the formulation of practical chicken and turkey rations. Lecture 3 hours per week. Prerequisite: CHEM 2613 or CHEM 3603 and junior standing.

POSC 500V. Special Problems. 1-6 Hour.

Work in special problems of poultry industry. Prerequisite: Graduate standing.

POSC 510V. Special Topics in Poultry Sciences. 1-4 Hour.

Topics not covered in other courses or a more intensive study of specific topics in poultry science. Prerequisite: Graduate standing. May be repeated for degree credit.

POSC 5113. Food Toxicology and Contaminants. 3 Hours.

During this course, the student will learn basic concepts of food toxicology, study the different physiological processes involved in food borne intoxications, and learn about potential health problems associated with exposure to these compounds. Prerequisite: Graduate study.

POSC 5123. Advanced Animal Genetics. 3 Hours.

Specialized study of animal genetics. Lecture 3 hours per week. Prerequisite: POSC 3123 or ANSC 3123. This course is cross-listed with ANSC 5123.

POSC 5143. Biochemical Nutrition. 3 Hours.

Interrelationship of nutrition and physiological chemistry; structure and metabolism of physiological significant carbohydrates, lipids, and proteins; integration of metabolism with provision of tissue fuels; specie differences in regulatory control of tissue and whole body metabolism of nutrients. Prerequisite: CHEM 3813. This course is cross-listed with ANSC 5143.

POSC 5152. Protein and Amino Acid Nutrition. 2 Hours.

Students will be introduced to the basic processes of protein digestion, amino acid absorption, transport, metabolism, and utilization along with how biochemical function of proteins and their dynamic state affect nutritional status for animals and man. Prerequisite: CHEM 3813.

This course is cross-listed with ANSC 5152.

POSC 5163. Companion Animal Nutrition. 3 Hours.

This course is designed to focus on the digestive anatomy, physiology, and nutrient metabolism of non-herbivorous companion animals, primarily dogs and cats. Topics discussed will also include an overview of the pet food industry, its regulations and commonly utilized ingredients. Students will gain a deeper understanding of nutrition as it relates to life stages and various disease states that can affect both dogs and cats. This course will require a Saturday trip to one or two off campus facilities. Prerequisite: ANSC 3143 or POSC 4343.

POSC 5233. Value Added Muscle Foods. 3 Hours.

An intense study of muscle structure and how it relates to the development of further processed meat products. Muscle ultrastructure, protein functionality, product development, and quality analysis will be covered. In class hands on activities will also be included to allow students to obtain experience of producing processed meat products.

POSC 5313. Domestic Animal Bacteriology. 3 Hours.

A study of bacteria pathogenic for domestic animals. Lecture 3 hours per week.

POSC 5343. Advanced Immunology. 3 Hours.

Aspects of innate, cell-mediated, and humoral immunity in mammalian and avian species. Molecular mechanisms underlying the function of the immune system are emphasized. A course in Basic Immunology prior to enrollment in Advanced Immunology is recommended but not required. Lecture 3 hours per week.

This course is cross-listed with BIOL 5343.

POSC 5352L. Immunology in the Laboratory. 2 Hours.

Laboratory course on immune-diagnostic laboratory techniques and uses of antibodies as a research tool. Included are cell isolation and characterization procedures, immunochemistry, flow cytometry, ELISA and cell culture assay systems. Laboratory 6 hours per week. Prerequisite: POSC 5343 or BIOL 5343 or BIOL 4713.

This course is cross-listed with BIOL 5352L.

POSC 5742. Advanced Poultry Diseases. 2 Hours.

An in-depth coverage of the most important diseases of poultry with a focus on understanding mechanisms of pathogenesis, diagnostic techniques and principles of prevention. Lecture/discussion 2 hours per week. Prerequisite: POSC 3223.

POSC 5743L. Advanced Analytical Methods in Animal Sciences Laboratory. 3 Hours.

Introduction into theory and application of current advanced analytical techniques used in animal research. Two 3-hour laboratory periods per week.

This course is cross-listed with ANSC 5743L.

POSC 5873. Molecular Analysis of Foodborne Pathogens. 3 Hours.

Course topics will include molecular detection and identification of foodborne pathogens, the molecular response of foodborne pathogens to their environments, functional genomic approaches, and analysis of complex microbial communities. Lecture/discussion 3 hours per week.

POSC 5901. Graduate Seminar. 1 Hour.

Critical review of the current scientific literature pertaining to the field of poultry science. Oral reports. Recitation 1 hour per week. Prerequisite: Senior standing.

POSC 5923. Brain and Behavior. 3 Hours.

Covers cellular through neural systems, major brain functions and comparative neuroanatomy. Topics include ion channels, membrane and action potentials, synaptic integration, neurotransmitters, major brain regions of mammals and birds, sensory and autonomic nervous systems, neuroendocrine system, and control by the brain of critical functions and behavior. Lecture 3 hours per week. Prerequisite: ANSC 3032 or POSC 3032 and ANSC 3042 or POSC 3042, or PSYC 2003, or BIOL 2213, or BIOL 2443, or BIOL 2533.

POSC 5932. Cardiovascular Physiology of Domestic Animals. 2 Hours.

Cardiovascular physiology, including mechanisms of heart function and excitation, and blood vessel mechanisms associated with the circulatory system in domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component.

Prerequisite: ANSC 3032 or POSC 3032 and ANSC 3042 or POSC 3042.

This course is cross-listed with ANSC 5932.

POSC 5942. Endocrine Physiology of Domestic Animals. 2 Hours.

Endocrine physiology, including mechanisms of hormone secretion, function, and regulation. Mechanisms associated with the endocrine system will be discussed for domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component.

Prerequisite: ANSC 3032 or POSC 3032 and ANSC 3052 or POSC 3042.

This course is cross-listed with ANSC 5942.

POSC 5952. Respiratory Physiology of Domestic Animals. 2 Hours.

Respiratory physiology, including mechanisms of lung function and gas exchange.

Mechanisms associated with the interaction of the respiratory system with other bodily systems in domestic animals and poultry will be discussed. Lecture 3 hours; drill 1 hour per week for first 8 weeks of semester. Pre- or Corequisite:

CHEM 3813. Corequisite: Drill component. Prerequisite: ANSC 3032 or POSC 3032 and ANSC 3042 or POSC 3042.

This course is cross-listed with ANSC 5952.

POSC 5962. Gastrointestinal/Digestive Physiology of Domestic Animals. 2 Hours.

Gastrointestinal and hepatic physiology, including mechanisms of digestion, absorption of nutrients with emphasis on cellular control mechanisms in domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component.

Prerequisite: ANSC 3032 or POSC 3032 and ANSC 3042 or POSC 3042.

This course is cross-listed with ANSC 5962.

POSC 5972. Renal Physiology of Domestic Animals. 2 Hours.

Renal physiology, including mechanisms of renal clearance with emphasis on cellular control mechanisms in domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite:

CHEM 3813. Corequisite: Drill component. Prerequisite: ANSC 3032 or POSC 3032 and ANSC 3042 or POSC 3042.

This course is cross-listed with ANSC 5972.

POSC 600V. Thesis. 1-6 Hour.

Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

POSC 6123. Advanced Food Animal Wellbeing. 3 Hours.

Advances in fundamentals of animal welfare including animal health, animal handling, food safety and productivity. Prerequisite: ANSC 2213 or BIOL 4833 or instructor consent.

This course is cross-listed with ANSC 6123.

POSC 6343. Vitamin Nutrition in Domestic Animals. 3 Hours.

The vitamins required by domestic animals with emphasis upon their role in animal nutrition, physiological functions, and consequences of failure to meet the requirement of the animal. Lecture 3 hours per week. Prerequisite: (ANSC 3143 or POSC 4343) and CHEM 3813.

This course is cross-listed with ANSC 6343.

POSC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Psychological Science (PSYC)

Doug Behrend
Department Chair
216 Memorial Hall
479-575-4256

James Lampinen
Associate Chair
216 Memorial Hall
479-575-4256

Email for Clinical Psychology program: ctcgrad@uark.edu
Email for Experimental Psychology program: etcgrad@uark.edu

Psychological Science Website (<http://fulbright.uark.edu/departments/psychological-science>)

Degrees Conferred:

M.A., Ph.D. (PSYC) (Note: The department does not offer a terminal master's degree.)

Areas of Study: The degree of Doctor of Philosophy is offered in the fields of experimental psychology and clinical psychology. The program is designed to produce experimental and clinical psychologists with broad knowledge of the field. Specialization for research is required during the student's last two years of study.

Program Description: The Experimental Training Program is designed to provide the basic skills and an approach to scientific investigation that will allow the graduate to engage in research in any of several broad areas. In addition to this broad training, the program provides specialty training the subareas of social, cognitive, and developmental psychology, as well as in neuroscience. The faculty and students typically have their primary research programs within one of these subareas, although collaboration is common across these areas. Students in the Experimental Training Program are trained to have excellent statistical and writing skills, to become competent and autonomous researchers, and to contribute to the field of psychology through presentations at professional conferences and publications in scholarly journals. Opportunities for extensive supervised teaching experience are also available to our students. Graduates of the Experimental Training Program typically obtain teaching and academic positions after graduation, while others take jobs in the private sector.

The Ph.D. program in Clinical Psychology follows the scientist/practitioner model of training. Although some of our graduates obtain applied, direct service provision positions, our training curriculum is such that those students whose career aspirations have been directed toward academic and research positions also have been successful. The Clinical Training Program is based on the premise that clinical psychologists should be skilled practitioners and mental health service providers as well as competent researchers. To facilitate these goals, we strive to

maximize the match between the clinical and research interests of the faculty with those of the graduate students. The academic courses and clinical experiences are designed to promote the development in both areas. The objective of the Clinical Training Program is to graduate clinical psychologists capable of applying psychological theory, research methodology, and clinical skills to complex clinical problems and diverse populations. The program is fully accredited by the American Psychological Association.

Primary Areas of Faculty Research: The faculty in the Department of Psychological Science engage in research ranging from memory to child psychology to emotion and more. Find out more about individual faculty member's interests at the Psychological Science faculty page (<http://fulbright.uark.edu/departments/psychological-science/people>).

M.A. in Psychology

Prerequisites to Degree Program: The candidate for admission to graduate study in psychology must satisfy the requirements of the Graduate School and have the approval of the Admission Committee of the appropriate training program. Scores on the Graduate Record Examination General Tests must be submitted with the application. The student normally will be expected to have had at least 18 semester hours in psychology, including statistics and research methods, or their equivalents.

The program of study is designed primarily for the student who seeks the Ph.D. degree. Students interested in pursuing a terminal master's degree should not apply for admission. However, all Ph.D. candidates must complete requirements for the M.A. degree.

Requirements for the Master of Arts Degree:

Clinical— minimum 30 hours. A student who seeks only the Master of Arts degree will be advised on selection of courses that will meet specific objectives. The student must complete 24 semester hours of course work and submit a research thesis. The thesis should be finished no later than the end of the second year of study.

Experimental— minimum 30 hours. A student who seeks only the Master of Arts degree must complete 24 hours of courses, including the following required courses:

PSYC 4123	Perception	3
PSYC 5013	Advanced Developmental Psychology	3
PSYC 5063	Advanced Social Psychology	3
PSYC 5113	Theories of Learning	3
PSYC 5123	Cognitive Psychology	3
PSYC 5143	Advanced Descriptive Statistics for Psychology	3
PSYC 523V	Research Practicum	2
PSYC 6133	Advanced Behavioral Neuroscience	3

In addition, the student must submit a research thesis.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Psychology

Prerequisites to Degree Program: The candidate for admission to graduate study in psychology must satisfy the requirements of the Graduate School and have the approval of the Admission Committee of the appropriate training program. Scores on the Graduate Record Examination General Tests must be submitted with the application.

The student normally will be expected to have had at least 18 semester hours in psychology, including statistics and research methods, or their equivalents.

The program of study is designed primarily for the student who seeks the Ph.D. degree. Students interested in pursuing a terminal master's degree should not apply for admission. However, all Ph.D. candidates must complete requirements for the M.A. degree.

Requirements for the Doctor of Philosophy Degree:

1. Students in the experimental psychology program must fulfill all the requirements for the Master of Arts degree and take four 6000-level experimental psychology seminars.
2. The clinical student must take the following required courses:

PSYC 5013	Advanced Developmental Psychology	3
PSYC 5033	Psychopathology Theory & Assessment	3
PSYC 5043	Assessment of Intellectual and Cognitive Abilities	3
PSYC 5063	Advanced Social Psychology	3
PSYC 5313	Introduction to Clinical Science: Research Design and Ethical Guidelines	3
PSYC 5073	Introduction to Clinical Practice: Core Skills and Ethical Guidelines	3
PSYC 5113	Theories of Learning	3
PSYC 5133	Inferential Statistics for Psychology	3
PSYC 5143	Advanced Descriptive Statistics for Psychology	3
PSYC 5153	Advanced History and Systems of Psychology	3
PSYC 5163	Personality: Theory & Assessment	3
PSYC 6133	Advanced Behavioral Neuroscience	3
PSYC 6163	Psychotherapy	3
PSYC 6213	Psychotherapy Outcomes	3

3. The clinical student must take a clinical practicum (PSYC 607V) each semester on campus. The student must complete a one-year pre-doctoral internship at an approved facility. It may precede or follow completion of the dissertation at the discretion of the advisory committee, but it must be completed prior to formal granting of the degree.

4. All students must pass a written candidacy examination at a time recommended by the student's advisory committee.

5. All students must complete a dissertation demonstrating independent scholarship and originality in research and its oral defense.

The candidacy examination focuses upon methods characteristic of the field and upon specific content areas that are appropriate for each student. This examination may not be given until the M.A. thesis has been accepted, and it must be completed before dissertation research is begun. The final oral examination deals primarily with the dissertation research.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Faculty

Behrend, Douglas A., Ph.D. (University of Minnesota), B.A. (Kalamazoo College), Professor, 1989.

Beike, Denise R., Ph.D., B.A. (Indiana University), Professor, 1995.

Bridges, Ana Julia, Ph.D. (University of Rhode Island), M.S. (Illinois State University), B.S. (University of Illinois-Urbana-Champaign), Associate Professor, 2007.

Cavell, Timothy A., Ph.D. (Louisiana State University), M.S. (Texas A&M University), B.A. (Louisiana State University), Professor, 2002.

Chapman, Kate M., Ph.D., M.S. (Penn State University), B.A. (New Florida College), Visiting Assistant Professor, 2016.

Ditzfeld, Christopher, M.S. (University of Oklahoma), Instructor, 2011.

Dopp, Alex R., Ph.D., M.A. (University of Missouri), B.A. (University of Michigan), Assistant Professor, 2016.

Eidelman, Scott H., Ph.D. (University of Kansas), B.A. (University of Wisconsin-Madison), Associate Professor, 2008.

Feldner, Matthew T., Ph.D. (University of Vermont), M.A. (West Virginia University), B.S. (University of Wisconsin-Stevens Point), Professor, 2005.

Ham-Holm, Lindsay S., Ph.D., M.A., B.A. (University of Nebraska-Lincoln), Associate Professor, 2007.

Lamm, Connie, Ph.D., M.A. (University of Toronto, Canada), B.A. (University of Waterloo), Assistant Professor, 2016.

Lampinen, James Michael, Ph.D., M.S. (Northwestern University), B.S. (Elmhurst College), Distinguished Professor, 1998.

Leen-Feldner, Ellen Winifred, Ph.D. (University of Vermont), M.A. (West Virginia University), B.A. (University of Notre Dame), Professor, 2005.

Levine, William H., Ph.D., M.S. (State University of New York at Binghamton), B.S. (DePaul University), Associate Professor, 2001.

Parks, Nathan A., Ph.D., M.S. (Georgia Institute of Technology), B.A. (University of Virginia), Assistant Professor, 2012.

Petretic, Patricia Ann Louise, Ph.D., M.A. (Bowling Green State University), B.A. (Youngstown State University), Associate Professor, 1990.

Steinmetz, Joseph E., Ph.D. (Ohio University), M.A., B.S. (Central Michigan University), Distinguished Professor of Psychological and Brain Science, 2016.

Veilleux, Jennifer Celene, Ph.D., M.A. (University of Illinois at Chicago), B.A. (Macalaster College), Associate Professor, 2011.

Zabelina, Darya, Ph.D. (Northwestern University), Assistant Professor, 2017.

Zies, Brenda June, Ph.D., M.A. (University of Arkansas), B.S. (East Texas State University), Visiting Assistant Professor, 2005.

Courses

PSYC 4033. Educational Psychology. 3 Hours.

Psychological theories and concepts applied to the educational process. Investigates the learner and instructional variables in a wide range of educational settings.

Prerequisite: Six hours of psychology, not including PSYC 2013.

PSYC 4053. Psychological Tests. 3 Hours.

Nature and theory of individual and group tests of intelligence, personality, interests, and attitudes. Prerequisite: Nine hours of psychology, including a C or better in PSYC 2013.

PSYC 4063. Psychology of Personality. 3 Hours.

Theories and representative research concerning the development and nature of the normal personality. Prerequisite: Six hours of psychology, not including PSYC 2013.

PSYC 4073. Psychology of Learning. 3 Hours.

Theories and representative research on basic principles of learning and memory in both animals and humans. Prerequisite: Six hours of psychology, not including PSYC 2013.

PSYC 4123. Perception. 3 Hours.

Theories and representative research in the areas of sensation and perception.

Prerequisite: Six hours of psychology, not including PSYC 2013.

PSYC 4183. Behavioral Neuroscience. 3 Hours.

Examination of the biological basis of behavior. Surveys the anatomy, physiology, and pharmacology of the mammalian brain and examines brain mechanisms underlying a wide range of behaviors and cognitive processes. Prerequisite: Six hours of psychology, not including PSYC 2013.

PSYC 4193. Comparative Psychology. 3 Hours.

Analysis of animal behavior from an evolutionary perspective, with emphasis on the role of the environment and interactions with other animals in shaping the evolution of behavior within a species, and the evolution of differences in behavior between species. Prerequisite: Six hours of psychology, not including PSYC 2013.

PSYC 5013. Advanced Developmental Psychology. 3 Hours.

Critical examination of the research relevant to the psychological factors influencing the growth processes of the individual from birth to maturity.

PSYC 5023. Neuropsychological Assessment. 3 Hours.

Introduction to the principles, techniques, and tools of assessment in clinical neuropsychology. Includes training in the interpretation, integration, and reporting of results. Prerequisite: PSYC 5043 and enrollment in the Psychology graduate program.

PSYC 5033. Psychopathology Theory & Assessment. 3 Hours.

Psychological and somatic factors contributing to pathological behavior. Interrelations of these factors will be analyzed in terms of how they lead to differential abnormal states. Includes guidelines for using structured interviews in the diagnosis and clinical assessment of major psychological disorders. Prerequisite: PSYC 3023 and enrollment in the Graduate Program in Psychology, or instructor consent.

PSYC 5043. Assessment of Intellectual and Cognitive Abilities. 3 Hours.

Training in the theory, administration and interpretation of individual tests of intelligence and mental ability. Prerequisite: PSYC 4053 and enrollment in the Psychology Graduate Program.

PSYC 5063. Advanced Social Psychology. 3 Hours.

Theory, methodology, and contemporary research in the major areas of social psychology. Topics include attitude theory and measurement, group processes, social and cultural factors.

PSYC 5073. Introduction to Clinical Practice: Core Skills and Ethical Guidelines. 3 Hours.

An introduction to clinical practice focusing on a) interview methods and techniques and b) ethical principles and guidelines. Includes an introduction to clinic policies and procedures. Prerequisite: Enrollment in the Psychology graduate program.

PSYC 5080. Observational Practicum. 0 Hours.

Observation of senior therapists in the provision of psychodiagnostic and psychotherapeutic techniques. Pre- or Corequisite: Psychology Ph.D students only. May be repeated for up to 0 hours of degree credit.

PSYC 5113. Theories of Learning. 3 Hours.

Major concepts in each of the important theories of learning.

PSYC 5123. Cognitive Psychology. 3 Hours.

Contemporary theories and research on human information processing including topics such as memory, language, thinking, and problem solving.

PSYC 5133. Inferential Statistics for Psychology. 3 Hours.

Inferential statistics, including representative parametric tests of significance. Special emphasis on analysis of variance, covariance, and component variance estimators as applied to psychological research. Prerequisite: PSYC 2013.

PSYC 5143. Advanced Descriptive Statistics for Psychology. 3 Hours.

Special correlation techniques followed by a survey of representative nonparametric tests of significance. Major emphasis on advanced analysis of variance theory and designs. Prerequisite: PSYC 5133.

PSYC 5153. Advanced History and Systems of Psychology. 3 Hours.

Advanced examination of the concepts, methods, and systems which have contributed to the development of modern psychology.

PSYC 5163. Personality: Theory & Assessment. 3 Hours.

An introduction to empirically based theories of personality and personality disorders with an emphasis on standardized instruments in the assessment of normative and pathological personality. Includes training in the interpretation, integration, and reporting of results. Pre- or Corequisite: PSYC 5043. Prerequisite: Enrollment in the Psychology graduate program or instructor consent.

PSYC 523V. Research Practicum. 1-3 Hour.

Presentation, evaluation, and discussion of on-going research proposals. Required of all experimental graduate students in the first 2 years of their program.

PSYC 5313. Introduction to Clinical Science: Research Design and Ethical Guidelines. 3 Hours.

Provides a) guidelines for designing and conducting empirical research in clinical psychology, b) ethical principles that regulate clinical research, and c) supervised opportunities to develop a clinical research proposal. Prerequisite: Enrollment in the Psychology graduate program.

PSYC 5463. Descriptive Linguistics. 3 Hours.

This course aims to approach a scientific study of language with primary emphasis on modern linguistic theory and analysis. Topics include phonology, morphology, syntax, semantics, language acquisition, and historical development of world languages.

This course is cross-listed with WLLC 5463, ANTH 5473, ENGL 5463.

PSYC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

PSYC 602V. Seminar: Teaching Psychology. 1-3 Hour.

Survey of the literature on teaching of psychology in college. Includes: planning the course, method, examining and advising students. Prerequisite: Teaching assistant.

PSYC 607V. Clinical Practicum III. 1-3 Hour.

Provides supervised experience in the application of the more complex and lesser known psychodiagnostic techniques and training and experience in psychotherapeutic techniques with the more severe functional disorders, with special topics in these domains emphasized across sections. Prerequisite: PSYC 5073; Enrollment in the Psychology graduate program. May be repeated for degree credit.

PSYC 609V. Clinical Graduate Seminar. 1-3 Hour.

Provides intensive coverage of specialized clinical topics. Open to all graduate students. May be repeated for up to 9 hours of degree credit.

PSYC 611V. Individual Research. 1-18 Hour.

Individual research. May be repeated for up to 18 hours of degree credit.

PSYC 6133. Advanced Behavioral Neuroscience. 3 Hours.

Examination of the biological basis of behavior, with emphasis on underlying neural mechanisms.

PSYC 6163. Psychotherapy. 3 Hours.

A conceptual overview of psychotherapy, with emphasis on a) common mechanisms, and b) cognitive, affective, and interpersonal approaches. Prerequisite: PSYC 5033.

PSYC 6213. Psychotherapy Outcomes. 3 Hours.

Provides a critical evaluation of theory and research on empirically supported programs and interventions for major psychological disorders. Prerequisite: Enrollment in the Psychology graduate program.

PSYC 6323. Seminar in Developmental Psychology. 3 Hours.

Discussion of selected topics in the area of human development. Emphasis will be on a review of current theory and empirical research. Topics selected for discussion could range from early development (child psychology), to later development (psychology of adulthood and aging-gerontology), to current attempts to integrate the field (life-span developmental psychology).

PSYC 6343. Seminar in Quantitative Methods. 3 Hours.

Discussion of selected mathematical approaches to theorizing and research in psychology. Emphasis will be on generalization of a given approach across several content areas of psychology. Hence, while each area must be treated in reasonable depth, current thinking and research spanning more than one content area will be stressed.

PSYC 6353. Seminar in Learning/Memory/Cognition. 3 Hours.

Discussion of selected topics in learning, memory, or cognition. Emphasis on current theory and empirical research. Topics selected for discussion may be in the areas of learning, memory, problem solving, or language.

PSYC 6373. Seminar in Personality and Social Psychology. 3 Hours.

Discussion of selected topics in social psychology and personality. Current theoretical positions and recent research findings are emphasized. Topics selected for discussion will be in areas of intrapersonal processes, interpersonal processes, group processes or any of various areas of personality.

PSYC 6413. Seminar in Physiological Psychology. 3 Hours.

Discussion of selected topics in physiological psychology. Emphasis will be on a review of current theory and empirical research. Each offering of the seminar will examine the biological basis of a specific aspect of behavior, utilizing both animal and human data.

PSYC 698V. Field Work. 1-3 Hour.

Provides academic credit for field work in multidisciplinary setting, involving supervised experiences in assessment and psychotherapy. May be repeated for degree credit.

PSYC 699V. Clinical Psychology Internship. 1-3 Hour.

Supervised experience in a multidisciplinary setting of assessment and psychotherapy. May be repeated for degree credit.

PSYC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Public Administration and Nonprofit Studies (PADM)

Pearl K. Dowe
Department Chair
428 Old Main
479-575-3356
Email: pkford@uark.edu

Master of Public Administration Program Page (<http://fulbright.uark.edu/departments/political-science/graduate-studies/mpa-program>)

Degree Offered:

M.P.A. in Public Administration and Nonprofit Studies (PADM)

Program Description: The Master of Public Administration program is administered by the Department of Political Science. The major objectives of the program are as follows:

1. To provide a broad flexible program to prepare students for careers in public service and nonprofit management;
2. To afford opportunities to practicing administrators for improving their careers and services through advanced education and training; and

3. To prepare scholars for further graduate study in the field of public administration.

A dual degree program leading to a Master of Public Administration and a Juris Doctor is also available in collaboration with the School of Law.

M.P.A. in Public Administration

Admission to the M.P.A. Degree Program:

1. Admission to the Graduate School
2. Minimum scores of 155 on the verbal portion and 145 on the quantitative portions of the current Graduate Record Examinations (GRE). (GRE scores may be waived under certain circumstances at the discretion of the PLSC Admissions Committee. Examples of possible exceptions include the successful completion of a master's degree or the submission of GMAT or LSAT scores in lieu of GRE scores).
3. 3.20 minimum grade-point average in the last 60 hours of undergraduate coursework.
4. A written essay, submitted in accordance with standards set by the PLSC Admissions Committee.
5. Three letters of recommendation from persons competent to judge the applicant's academic/work experience.
6. Academic prerequisites: the PLSC Admissions Committee may require appropriate coursework related to an understanding of governmental processes and activities to cover deficiencies in past education.
7. All requirements listed above must be completed and reported before the beginning of the student's second semester or the student will not be admitted to courses that semester.

Requirements for the Master of Public Administration Degree: The M.P.A. requires a total of 42 semester hours of which 27 hours are to be 5000-level courses or above.

Required Courses (18 hours):

PLSC 5113	Seminar in Human Resource Management	3
PLSC 5163	Public Policy	3
PLSC 5193	Seminar in Public Administration	3
PADM 5803	Quantitative Methods Analysis	3
PADM 5813	Methods in Public Management Information (Sp)	3
PADM 5913	Policy Analysis: Theory and Practice	3

Select one of the following (3 hours):

PLSC 5103	Human Behavior in Complex Organizations	3
PLSC 5123	Public Budgeting and Finance	3

Select two courses from the following (6 hours):

PLSC 4283	Federalism and Intergovernmental Relations	3
PLSC 5103	Human Behavior in Complex Organizations ((may be used for either this requirement or to satisfy the 21 hour core requirement))	3
PLSC 5123	Public Budgeting and Finance ((may be used for either this requirement or to satisfy the 21 hour core requirement))	3
PLSC 5133	Nonprofit Management	3
PLSC 5143	Administrative Law	3
PLSC 5153	Environmental Politics and Policy	3
PLSC 5173	Community Development	3
PLSC 5243	Seminar in State Politics and Policy	3

PLSC 5983	Mixed Methods Research Design
PADM 5823	Grant Writing for the Social Sciences
PADM 584V	Special Topics in Public Administration
PADM 5903	Risk and Public Policy

Special Interest Areas: Fifteen graduate semester hours, depending on exercise of the internship, may be chosen in PLSC/PADM and other disciplines with approval of the M.P.A. Program Director. The M.P.A. Program Director, in consultation with the student, will develop a set of relevant graduate courses that will help the student in meeting career objectives. Concentrations may be developed for students interested in fields such as community development, environmental policy and sustainability, health services administration, higher education administration, non-profit management, public policy analysis, and recreation and tourism. Other concentrations may be exercised with the consent, advice and approval of the M.P.A. Program Director.

Professional Development/Internship: (1-6 semester hours). The professional development/internship is recommended but not required. It will be offered on a credit/non-credit basis only. The number of semester hour credits depends on the length and full/part-time nature of the internship. A maximum of six professional development/internship hours may be applied to the fifteen hours of required special interest area coursework.

All students must either pass a portfolio exam (production and oral defense of a professional portfolio) or successfully complete six hours of thesis.

Portfolio Exam Option: Students must produce a portfolio for examination near the end of the M.P.A. program covering relevant content and acquired skills and knowledge or complete a six hour thesis. The portfolio exam will be graded by a faculty committee composed of no fewer than three members.

Thesis Option: Students wishing to exercise the thesis option should consult with the graduate coordinator of the Department of Political Science. The thesis committee must be composed of at least three faculty members. The chair and another faculty member must be Political Science faculty. Thesis credit is six hours and may be used to satisfy six of the fifteen hours of required special interest area coursework. Students may not apply both internship and thesis hours to the fifteen hours of required special interest area coursework.

J.D./M.P.A. Program

Degrees Conferred:

J.D./M.P.A. (Dual Degree)

fulbright.uark.edu/departments/political-science/graduate-studies/jdmpa-dual-degree-program/index.php

The Department of Political Science, the Graduate School, and the School of Law cooperate in offering a dual degree program that allows a student to pursue the M.P.A. and the J.D. degrees concurrently. Students must be admitted to the M.P.A. program and the School of Law. If a student seeks to enter the dual degree program after enrolling in either the law school or the M.P.A. program, he/she must obtain admission to the other degree program during the first year of study.

The School of Law accepts nine semester hours of M.P.A. courses to satisfy requirements for the J.D. degree. Fifteen hours of law school courses may be counted toward the M.P.A. degree. To qualify for J.D. credit, the M.P.A. courses must come from a set of core courses and

must be approved by the law school. Students must earn a grade of "B" or higher in any M.P.A. courses offered for credit toward the J.D. For purposes of the M.P.A. degree, fifteen hours of elective courses may be taken in the law school, provided they are not required for the J.D. degree and are in an area of concentration approved by the director of the M.P.A. program.

Students admitted to the dual degree program may commence their studies in either the law school or the M.P.A. program but must complete first year course requirements before taking courses in the other degree program. If they do not maintain the academic or ethical standards of either degree program, students can be terminated from the dual degree program. Students in good standing in one degree program but not in the other may be allowed to continue in the other program in which they have good standing and must meet the degree requirements of that program. If for any reason a student admitted to the dual degree program does not complete the M.P.A. degree, he/she cannot count nine hours of M.P.A. courses toward the J.D. degree. Likewise, M.P.A. students may not be able to count certain law courses if they decide to discontinue their studies in the law school. The J.D. will be awarded upon completion of all degree requirements; the M.P.A. will be awarded upon completion of the comprehensive examination and the internship (and internship report), or alternatively, six hours of additional coursework.

Mandatory Comprehensive Exam: All students will be required to take a written comprehensive examination covering their M.P.A. program. This exam will be graded by at least a three-person faculty committee selected by the M.P.A. Program Director. Students pursuing the thesis option are not required to take a written examination. Rather, successful defense of their thesis satisfies this requirement. In addition to the successful completion of all course requirements and a passing grade on the written comprehensive examination, each student must present a minimum cumulative grade-point average of 3.00. Students enrolled in law classes that are counted towards their M.P.A. degree cannot make a grade lower than a "C." However, these courses will not be counted against the Graduate School GPA.

Thesis Option: Students pursuing the thesis option should consult with the graduate coordinator of the Political Science Department. The thesis committee must be composed of faculty members from both the School of Law and the Department of Political Science. Thesis credit is six hours.

Internships: Students may pursue an internship. Internship credit is variable and depends on the number of hours worked. Students wanting internship credit must consult with the M.P.A. adviser who will develop an internship work plan and explain expected academic work products.

Bayram, A. Burcu, Ph.D. (Ohio State University), M.I.S. (North Carolina State University), B.A. (Middle East Technical University), Assistant Professor, Department of Political Science, 2016.

Conge, Patrick J., Ph.D. (University of Texas at Austin), M.A., B.S. (Arizona State University), Associate Professor, Department of Political Science, 1995.

Diallo, Anne B., Ph.D., M.P.A., B.A. (University of Arkansas), Visiting Assistant Professor, Department of Political Science, 2012.

Dowdle, Andrew J., Ph.D. (Miami University), M.A. (University of Iowa), B.A. (University of Tennessee), Professor, Department of Political Science, 2003.

Hunt, Valerie H., Ph.D., J.D., B.A. (University of Arkansas), Associate Professor, Department of Political Science, 2005.

Kelley, Donald R., Ph.D. (Indiana University at Bloomington), M.A., B.A. (University of Pittsburgh), Professor, Department of Political Science, 1980.

Kerr, Brinck, Ph.D. (Texas A&M University), B.A. (University of Texas at Austin), Professor, Department of Political Science, 1994.

Maxwell, Angie, Ph.D., M.A. (University of Texas at Austin), B.A. (University of Arkansas), Associate Professor, Department of Political Science, 2008.

Medina Vidal, D. Xavier, Ph.D. (University of California-Riverside), M.A. (University of New Mexico), Assistant Professor, Department of Political Science, 2015.

Mitchell, Joshua Lee, Ph.D. (Southern Illinois University), M.P.A., B.S. (Murray State University), Assistant Professor, Department of Political Science, 2010.

Parry, Janine A., Ph.D., M.A. (Washington State University), B.A. (Western Washington University), Professor, Department of Political Science, 1998.

Reid, Margaret F., Ph.D. (University of Oklahoma), M.B.A. (Central State University), M.P.A. (University of Oklahoma), M.A. (University of Bonn), B.A. (University of Marburg, West Germany), Professor, Department of Political Science, 1993.

Ryan, Jeffrey J., Ph.D., M.A. (Rice University), B.A. (Colorado State University), Associate Professor, Department of Political Science, 1990.

Schreckhise, William D., Ph.D., M.A., B.A. (Washington State University), Associate Professor, Department of Political Science, 1998.

Sebold, Karen Denise, Ph.D., M.A. (University of Arkansas), B.S. (Campbell College), B.S. (Rogers State University), Clinical Assistant Professor, Department of Political Science, 2011.

Shields, Todd G., Ph.D., M.A. (University of Kentucky), B.A. (Miami University), Professor, Department of Political Science, 1994.

Song, Geoboo, Ph.D. (University of Oklahoma), B.A. (Korea University), B.A. (Hanyang University), Assistant Professor, Department of Political Science, 2012.

Stewart, Patrick A., Ph.D., (Northern Illinois University), M.A., B.A. (University of Central Florida), Associate Professor, Department of Political Science, 2008.

Zeng, Ka, Ph.D. (University of Virginia), M.A. (Virginia Polytech Institute and State University), B.A. (Foreign Affairs College, Beijing), Professor, Department of Political Science, 2000.

Courses

PADM 5803. Quantitative Methods Analysis. 3 Hours.

Data analysis techniques, including descriptive and inferential statistics and packaged computer programs. Prerequisite: Graduate standing.

PADM 5813. Methods in Public Management Information (Sp). 3 Hours.

Nature and use of public information systems. Includes: basic understanding of hardware, applications, network, and communication technologies, data and information; their use for data analysis and management, and decision support; discussion of technologies' societal impact, and security and ethical considerations. Prerequisite: Graduate standing.

PADM 5823. Grant Writing for the Social Sciences. 3 Hours.

This course will teach students the fundamentals of obtaining grants from local, state and federal agencies.

PADM 5833. Urban Planning. 3 Hours.

Reviews the many forms, functions, and purposes of American cities. Covers basic planning theories, surveys the various sub-fields of planning, discusses trends in the planning field, and utilizes computer simulations.

This course is cross-listed with PLSC 4103.

PADM 584V. Special Topics in Public Administration. 1-3 Hour.

Topic varies. Prerequisite: PLSC 5193. May be repeated for up to 6 hours of degree credit.

PADM 5853. Performance Measurement in the Public and Nonprofit Sectors. 3 Hours.

Provides a hands-on approach for measuring organizational performance and using performance information of decision making. Addresses components and key issues of performance measurement, such as steps in the measurement process, methods of data gathering, and analysis. Prerequisite: PLSC 5193.

PADM 5863. Issues in Public and Nonprofit Management. 3 Hours.

Explores current developments and themes in the theory and practice of public and nonprofit management. Covers a range of contemporary issues in the field, such as managing collaborative networks, e-government, and managing for results. Emerging trends are intensively discussed at the juncture of theory and practice.

PADM 587V. Professional Development. 1-6 Hour.

Encompasses internships, professional projects if individual is employed full-time and not eligible for an internship, conference and workshop participation, and other activities conducive to the students development as a public service professional.

PADM 588V. Directed Readings. 1-3 Hour.

Directed readings. Prerequisite: Graduate standing.

PADM 589V. Independent Research. 1-3 Hour.

Independent Research. Prerequisite: Graduate standing.

PADM 5903. Risk and Public Policy. 3 Hours.

Examines how concepts of risk serve to justify and shape public policies and risk management practices.

PADM 5913. Policy Analysis: Theory and Practice. 3 Hours.

Provides a firm theoretical foundation in, and an ability to apply, the general instruments necessary for professional practice of policy analysis.

Public Policy (PUBP)

Brinck Kerr

Director

428 Old Main

479-575-3356

Email: jbkerr@uark.edu (policy@uark.edu)

Valerie H. Hunt

Associate Director

213 Gearhart Hall

479-575-4401

Email: vhunt@uark.edu (vhunt@uark.edu)

For full faculty list, see website at policy.uark.edu

Degree Conferred:

Ph.D. in Public Policy (PUBP)

Program Description: This interdisciplinary policy program has a strong emphasis on public affairs and will train policy leaders to directly address the policy issues of the people of Arkansas, the region, and the nation.

The program provides a vehicle for the consideration of policy issues by students, faculty, and the larger community. Therefore, students and faculty will participate in colloquia, projects, and research that contribute to successful public policy. Leadership and administrative skills are included in the course of study, along with a strong emphasis on policy analysis that recognizes the complex nature of policy problems. Such an analytical approach will prepare students for work with governmental, educational, professional, and private sector experts who must cooperate in shaping public policy.

Primary Areas of Faculty Research: Faculty research areas include agricultural policy, community development and recreation policy, education policy, family policy, health policy, policy studies in aging, and

public policy management, among others. Students interested in other areas policy should contact the program.

Ph.D. in Public Policy with Agricultural Policy Concentration

Areas of Concentrations: Agricultural Policy, Community Development and Recreation Policy, Education Policy, Family Policy, Health Policy, Policy Studies in Aging, Public Policy Management. (Other areas of concentration are possible. Contact us for more information.)

Admission Requirements for Degree Program: Applicants must have a master's degree completed prior to beginning the doctoral program. The master's degree should be relevant to the policy area of their concentration. For example, students with a master's in geology might enter the agriculture policy concentration but not the family policy concentration. If students enroll in classes designated to address deficiencies, they may enter a concentration outside of their master's area. These decisions will be made by the program faculty. An application should include identification of the applicant's objectives and supportive background information including three letters of recommendation evaluating the applicant's ability to successfully pursue a Ph.D. A GPA of at least a 3.20 on a 4-point scale for all graduate course work is required. Scores from the verbal and quantitative portions of the Graduate Record Examination (GRE) must be submitted. GRE scores may not be more than five years old. Admission is competitive and based on the specialization and availability of an appropriate faculty mentor. Two students with identical packets may receive different decisions.

Requirements for the Doctor of Philosophy Degree: In addition to the general requirements of the Graduate School, the doctoral program consists of a minimum of 65 hours including:

Core Requirements

PUBP 6001	Pro-Seminar	1
PUBP 6013	Theories of Public Policy	3
SOCI 5133	The Community (or equivalent course)	3
Economics and Policy (3 hours selected from approved courses)		3
PUBP 6023	Law and Public Policy	3
PUBP 6103	Policy Planning, Implementation, and Evaluation	3
PUBP 6113	Agenda Setting and Policy Formulation	3
PUBP 6134	Capstone Seminar in Public Policy	4
Methods		
ESRM 6533	Qualitative Research (or equivalent course)	3
Quantitative Methods (3 hours selected from approved courses)		3
Advanced Research Methods (6 hours selected from approved courses)		6
Electives in area of concentration, 12 hours: See program director for concentration requirements.		12
PUBP 700V	Doctoral Dissertation	18
Total Hours		65

After completing approximately two years of graduate study, and at least one year before completing all other requirements, the prospective candidate must take candidacy examinations covering core and concentration studies as well as research methods. The examinations will be both written and oral. After having been admitted to candidacy, students will be required to successfully defend a dissertation proposal in front of their dissertation committee. All students must demonstrate a capacity for research by writing an original dissertation on a topic in

their area of concentration. The student's final examination will be an oral defense of the dissertation.

Students should also be aware that the program in public policy has a residency policy. Students shall have met the residency requirement in the public policy Ph.D. program if they make satisfactory progress including positive residency evaluations in their annual review.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Agricultural Policy Concentration

Course of study (12 hours)

Specific courses will be selected in consultation between the student and the student's curriculum committee. Examples of appropriate courses are:

AGEC 5233	Political Economy of Agriculture and Food
AGEC 5153	The Economics of Public Policy

Through a special arrangement with the Law School, students may take courses in the Law School that are relevant to agricultural policy.

Ph.D. in Public Policy with Community Development and Recreation Policy Concentration

Areas of Concentrations: Agricultural Policy, Community Development and Recreation Policy, Education Policy, Family Policy, Health Policy, Policy Studies in Aging, Public Policy Management. (Other areas of concentration are possible. Contact us for more information.)

Admission Requirements for Degree Program: Applicants must have a master's degree completed prior to beginning the doctoral program. The master's degree should be relevant to the policy area of their concentration. For example, students with a master's in geology might enter the agriculture policy concentration but not the family policy concentration. If students enroll in classes designated to address deficiencies, they may enter a concentration outside of their master's area. These decisions will be made by the program faculty. An application should include identification of the applicant's objectives and supportive background information including three letters of recommendation evaluating the applicant's ability to successfully pursue a Ph.D. A GPA of at least a 3.20 on a 4-point scale for all graduate course work is required. Scores from the verbal and quantitative portions of the Graduate Record Examination (GRE) must be submitted. GRE scores may not be more than five years old. Admission is competitive and based on the specialization and availability of an appropriate faculty mentor. Two students with identical packets may receive different decisions.

Requirements for the Doctor of Philosophy Degree: In addition to the general requirements of the Graduate School, the doctoral program consists of a minimum of 65 hours including:

Core Requirements

PUBP 6001	Pro-Seminar	1
PUBP 6013	Theories of Public Policy	3
SOCI 5133	The Community (or equivalent course)	3
Economics and Policy (3 hours selected from approved courses)		3
PUBP 6023	Law and Public Policy	3
PUBP 6103	Policy Planning, Implementation, and Evaluation	3

PUBP 6113	Agenda Setting and Policy Formulation	3
PUBP 6134	Capstone Seminar in Public Policy	4
Methods		
ESRM 6533	Qualitative Research (or equivalent course)	3
Quantitative Methods (3 hours selected from approved courses)		3
Advanced Research Methods (6 hours selected from approved courses)		6
Electives in area of concentration, 12 hours: See program director for concentration requirements.		12
PUBP 700V	Doctoral Dissertation	18
Total Hours		65

After completing approximately two years of graduate study, and at least one year before completing all other requirements, the prospective candidate must take candidacy examinations covering core and concentration studies as well as research methods. The examinations will be both written and oral. After having been admitted to candidacy, students will be required to successfully defend a dissertation proposal in front of their dissertation committee. All students must demonstrate a capacity for research by writing an original dissertation on a topic in their area of concentration. The student's final examination will be an oral defense of the dissertation.

Students should also be aware that the program in public policy has a residency policy. Students shall have met the residency requirement in the public policy Ph.D. program if they make satisfactory progress including positive residency evaluations in their annual review.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Community Development and Recreation Policy

Course of study (12 hours)

Specific courses will be selected in consultation between the student and the student's curriculum committee. Examples of appropriate courses are:

PUBP 604V	Special Topics in Public Policy	1-6
PLSC 5173	Community Development	3
SOCI 5133	The Community	3

Ph.D. in Public Policy with Education Policy Concentration

Areas of Concentrations: Agricultural Policy, Community Development and Recreation Policy, Education Policy, Family Policy, Health Policy, Policy Studies in Aging, Public Policy Management. (Other areas of concentration are possible. Contact us for more information.)

Admission Requirements for Degree Program: Applicants must have a master's degree completed prior to beginning the doctoral program. The master's degree should be relevant to the policy area of their concentration. For example, students with a master's in geology might enter the agriculture policy concentration but not the family policy concentration. If students enroll in classes designated to address deficiencies, they may enter a concentration outside of their master's area. These decisions will be made by the program faculty. An application should include identification of the applicant's objectives and supportive background information including three letters of recommendation

evaluating the applicant's ability to successfully pursue a Ph.D. A GPA of at least a 3.20 on a 4-point scale for all graduate course work is required. Scores from the verbal and quantitative portions of the Graduate Record Examination (GRE) must be submitted. GRE scores may not be more than five years old. Admission is competitive and based on the specialization and availability of an appropriate faculty mentor. Two students with identical packets may receive different decisions.

Requirements for the Doctor of Philosophy Degree: In addition to the general requirements of the Graduate School, the doctoral program consists of a minimum of 65 hours including:

Core Requirements

PUBP 6001	Pro-Seminar	1
PUBP 6013	Theories of Public Policy	3
SOCI 5133	The Community (or equivalent course)	3
Economics and Policy (3 hours selected from approved courses)		3
PUBP 6023	Law and Public Policy	3
PUBP 6103	Policy Planning, Implementation, and Evaluation	3
PUBP 6113	Agenda Setting and Policy Formulation	3
PUBP 6134	Capstone Seminar in Public Policy	4
Methods		
ESRM 6533	Qualitative Research (or equivalent course)	3
Quantitative Methods (3 hours selected from approved courses)		3
Advanced Research Methods (6 hours selected from approved courses)		6
Electives in area of concentration, 12 hours: See program director for concentration requirements.		12
PUBP 700V	Doctoral Dissertation	18
Total Hours		65

After completing approximately two years of graduate study, and at least one year before completing all other requirements, the prospective candidate must take candidacy examinations covering core and concentration studies as well as research methods. The examinations will be both written and oral. After having been admitted to candidacy, students will be required to successfully defend a dissertation proposal in front of their dissertation committee. All students must demonstrate a capacity for research by writing an original dissertation on a topic in their area of concentration. The student's final examination will be an oral defense of the dissertation.

Students should also be aware that the program in public policy has a residency policy. Students shall have met the residency requirement in the public policy Ph.D. program if they make satisfactory progress including positive residency evaluations in their annual review.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Education Policy Concentration

Course of Study (12 hours)

Students electing the Education Policy concentration must complete a minimum of twelve graduate semester-hour credits including the following: EDFD 5683 Issues in Educational Policy.

Completion of three hours in history or philosophy to be selected from the following courses:

- EDFD 5303 Historical Foundations of Modern Education

- EDFD 5353 Philosophy of Education
- HIED 5083 History and Philosophy of Higher Education

A minimum of six hours of committee-approved elective course work related to legal, governance, or administrative policy issues, from the following areas:

- Educational Administration (K-12 education)
- Higher Education (post-secondary education)

Ph.D. in Public Policy with Family Policy Concentration

Areas of Concentrations: Agricultural Policy, Community Development and Recreation Policy, Education Policy, Family Policy, Health Policy, Policy Studies in Aging, Public Policy Management. (Other areas of concentration are possible. Contact us for more information.)

Admission Requirements for Degree Program: Applicants must have a master's degree completed prior to beginning the doctoral program. The master's degree should be relevant to the policy area of their concentration. For example, students with a master's in geology might enter the agriculture policy concentration but not the family policy concentration. If students enroll in classes designated to address deficiencies, they may enter a concentration outside of their master's area. These decisions will be made by the program faculty. An application should include identification of the applicant's objectives and supportive background information including three letters of recommendation evaluating the applicant's ability to successfully pursue a Ph.D. A GPA of at least a 3.20 on a 4-point scale for all graduate course work is required. Scores from the verbal and quantitative portions of the Graduate Record Examination (GRE) must be submitted. GRE scores may not be more than five years old. Admission is competitive and based on the specialization and availability of an appropriate faculty mentor. Two students with identical packets may receive different decisions.

Requirements for the Doctor of Philosophy Degree: In addition to the general requirements of the Graduate School, the doctoral program consists of a minimum of 65 hours including:

Core Requirements

PUBP 6001	Pro-Seminar	1
PUBP 6013	Theories of Public Policy	3
SOCI 5133	The Community (or equivalent course)	3
Economics and Policy (3 hours selected from approved courses)		3
PUBP 6023	Law and Public Policy	3
PUBP 6103	Policy Planning, Implementation, and Evaluation	3
PUBP 6113	Agenda Setting and Policy Formulation	3
PUBP 6134	Capstone Seminar in Public Policy	4

Methods

ESRM 6533	Qualitative Research (or equivalent course)	3
Quantitative Methods (3 hours selected from approved courses)		3
Advanced Research Methods (6 hours selected from approved courses)		6
Electives in area of concentration, 12 hours: See program director for concentration requirements.		12
PUBP 700V	Doctoral Dissertation	18
Total Hours		65

After completing approximately two years of graduate study, and at least one year before completing all other requirements, the prospective

candidate must take candidacy examinations covering core and concentration studies as well as research methods. The examinations will be both written and oral. After having been admitted to candidacy, students will be required to successfully defend a dissertation proposal in front of their dissertation committee. All students must demonstrate a capacity for research by writing an original dissertation on a topic in their area of concentration. The student's final examination will be an oral defense of the dissertation.

Students should also be aware that the program in public policy has a residency policy. Students shall have met the residency requirement in the public policy Ph.D. program if they make satisfactory progress including positive residency evaluations in their annual review.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Family Policy Concentration

Course of Study (12 hours)

This concentration requires 12 hours of post master's studies. The three required courses are:

PUBP 612V	Research Problems in Policy	1-6
SOCI 5043	Public Policy, Children and Families	3
	or AMPD 5043 Theories and Practices in Apparel Merchandising	
HDFS 5403	Family Theories and Methods	3
In addition, three hours of approved electives must be taken.		3

This course will be chosen in consultation with the Ph.D. course committee, to fit the particular needs of the student. The following courses would meet this requirement:

LAWW 5073	Domestic Relations (Irregular)
LAWW 7012	Juvenile Justice Seminar (Irregular)

Ph.D. in Public Policy with Health Policy Concentration

Areas of Concentrations: Agricultural Policy, Community Development and Recreation Policy, Education Policy, Family Policy, Health Policy, Policy Studies in Aging, Public Policy Management. (Other areas of concentration are possible. Contact us for more information.)

Admission Requirements for Degree Program: Applicants must have a master's degree completed prior to beginning the doctoral program. The master's degree should be relevant to the policy area of their concentration. For example, students with a master's in geology might enter the agriculture policy concentration but not the family policy concentration. If students enroll in classes designated to address deficiencies, they may enter a concentration outside of their master's area. These decisions will be made by the program faculty. An application should include identification of the applicant's objectives and supportive background information including three letters of recommendation evaluating the applicant's ability to successfully pursue a Ph.D. A GPA of at least a 3.20 on a 4-point scale for all graduate course work is required. Scores from the verbal and quantitative portions of the Graduate Record Examination (GRE) must be submitted. GRE scores may not be more than five years old. Admission is competitive and based on the specialization and availability of an appropriate faculty mentor. Two students with identical packets may receive different decisions.

Requirements for the Doctor of Philosophy Degree: In addition to the general requirements of the Graduate School, the doctoral program consists of a minimum of 65 hours including:

Core Requirements

PUBP 6001	Pro-Seminar	1
PUBP 6013	Theories of Public Policy	3
SOCI 5133	The Community (or equivalent course)	3
Economics and Policy (3 hours selected from approved courses)		3
PUBP 6023	Law and Public Policy	3
PUBP 6103	Policy Planning, Implementation, and Evaluation	3
PUBP 6113	Agenda Setting and Policy Formulation	3
PUBP 6134	Capstone Seminar in Public Policy	4
Methods		
ESRM 6533	Qualitative Research (or equivalent course)	3
Quantitative Methods (3 hours selected from approved courses)		3
Advanced Research Methods (6 hours selected from approved courses)		6
Electives in area of concentration, 12 hours: See program director for concentration requirements.		12
PUBP 700V	Doctoral Dissertation	18
Total Hours		65

After completing approximately two years of graduate study, and at least one year before completing all other requirements, the prospective candidate must take candidacy examinations covering core and concentration studies as well as research methods. The examinations will be both written and oral. After having been admitted to candidacy, students will be required to successfully defend a dissertation proposal in front of their dissertation committee. All students must demonstrate a capacity for research by writing an original dissertation on a topic in their area of concentration. The student's final examination will be an oral defense of the dissertation.

Students should also be aware that the program in public policy has a residency policy. Students shall have met the residency requirement in the public policy Ph.D. program if they make satisfactory progress including positive residency evaluations in their annual review.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Health Policy Concentration

Course of Study (12 Hours)

This concentration requires twelve hours of post masters studies. The following two courses must be taken by all Ph.D. students in order to satisfy the requirements of the concentration:

PBHL 699V	Seminar	1-6
PBHL 5633	Health Services Administration	3

The following courses, or their equivalents, must be taken. However, if any of these courses, or their equivalent, have been taken during the master's program, electives will be selected to comprise the remaining six concentration hours needed for the Ph.D in Policy:

PBHL 5613	Epidemiology
PBHL 5633	Health Services Administration
Other Elective Courses	

It will be the responsibility of the student's program committee to assist in selecting appropriate electives when necessary. Through a special arrangement with the Law School, students may take up to two law courses.

Ph.D. in Public Policy with Policy Studies in Aging Concentration

Areas of Concentrations: Agricultural Policy, Community Development and Recreation Policy, Education Policy, Family Policy, Health Policy, Policy Studies in Aging, Public Policy Management. (Other areas of concentration are possible. Contact us for more information.)

Admission Requirements for Degree Program: Applicants must have a master's degree completed prior to beginning the doctoral program. The master's degree should be relevant to the policy area of their concentration. For example, students with a master's in geology might enter the agriculture policy concentration but not the family policy concentration. If students enroll in classes designated to address deficiencies, they may enter a concentration outside of their master's area. These decisions will be made by the program faculty. An application should include identification of the applicant's objectives and supportive background information including three letters of recommendation evaluating the applicant's ability to successfully pursue a Ph.D. A GPA of at least a 3.20 on a 4-point scale for all graduate course work is required. Scores from the verbal and quantitative portions of the Graduate Record Examination (GRE) must be submitted. GRE scores may not be more than five years old. Admission is competitive and based on the specialization and availability of an appropriate faculty mentor. Two students with identical packets may receive different decisions.

Requirements for the Doctor of Philosophy Degree: In addition to the general requirements of the Graduate School, the doctoral program consists of a minimum of 65 hours including:

Core Requirements

PUBP 6001	Pro-Seminar	1
PUBP 6013	Theories of Public Policy	3
SOCI 5133	The Community (or equivalent course)	3
Economics and Policy (3 hours selected from approved courses)		3
PUBP 6023	Law and Public Policy	3
PUBP 6103	Policy Planning, Implementation, and Evaluation	3
PUBP 6113	Agenda Setting and Policy Formulation	3
PUBP 6134	Capstone Seminar in Public Policy	4
Methods		
ESRM 6533	Qualitative Research (or equivalent course)	3
Quantitative Methods (3 hours selected from approved courses)		3
Advanced Research Methods (6 hours selected from approved courses)		6
Electives in area of concentration, 12 hours: See program director for concentration requirements.		12
PUBP 700V	Doctoral Dissertation	18
Total Hours		65

After completing approximately two years of graduate study, and at least one year before completing all other requirements, the prospective candidate must take candidacy examinations covering core and concentration studies as well as research methods. The examinations will be both written and oral. After having been admitted to candidacy, students will be required to successfully defend a dissertation proposal

in front of their dissertation committee. All students must demonstrate a capacity for research by writing an original dissertation on a topic in their area of concentration. The student's final examination will be an oral defense of the dissertation.

Students should also be aware that the program in public policy has a residency policy. Students shall have met the residency requirement in the public policy Ph.D. program if they make satisfactory progress including positive residency evaluations in their annual review.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Policy Studies in Aging Concentration

Course of Study (12 hours)

Required course work for the concentration include:

HDFS 5023	Critical Issues in Aging	3
CDIS 699V	Seminar in Communication Sciences and Disorders	3

Six hours to be selected from the following with the approval of the student's curriculum committee: 6

PBHL 5563	Public Health: Practices and Planning	
PBHL 5633	Health Services Administration	
PBHL 6733	Health and the Aging Process	
HDFS 5403	Family Theories and Methods	
CNED 6243	Disability Policy in the U.S.	

With the approval of the curriculum committee, other courses may be selected, depending on the student's area of interest.

Ph.D. in Public Policy with Public Policy Management Concentration

Areas of Concentrations: Agricultural Policy, Community Development and Recreation Policy, Education Policy, Family Policy, Health Policy, Policy Studies in Aging, Public Policy Management. (Other areas of concentration are possible. Contact us for more information.)

Admission Requirements for Degree Program: Applicants must have a master's degree completed prior to beginning the doctoral program. The master's degree should be relevant to the policy area of their concentration. For example, students with a master's in geology might enter the agriculture policy concentration but not the family policy concentration. If students enroll in classes designated to address deficiencies, they may enter a concentration outside of their master's area. These decisions will be made by the program faculty. An application should include identification of the applicant's objectives and supportive background information including three letters of recommendation evaluating the applicant's ability to successfully pursue a Ph.D. A GPA of at least a 3.20 on a 4-point scale for all graduate course work is required. Scores from the verbal and quantitative portions of the Graduate Record Examination (GRE) must be submitted. GRE scores may not be more than five years old. Admission is competitive and based on the specialization and availability of an appropriate faculty mentor. Two students with identical packets may receive different decisions.

Requirements for the Doctor of Philosophy Degree: In addition to the general requirements of the Graduate School, the doctoral program consists of a minimum of 65 hours including:

Core Requirements

PUBP 6001	Pro-Seminar	1
PUBP 6013	Theories of Public Policy	3
SOCI 5133	The Community (or equivalent course)	3
Economics and Policy (3 hours selected from approved courses)		3
PUBP 6023	Law and Public Policy	3
PUBP 6103	Policy Planning, Implementation, and Evaluation	3
PUBP 6113	Agenda Setting and Policy Formulation	3
PUBP 6134	Capstone Seminar in Public Policy	4
Methods		
ESRM 6533	Qualitative Research (or equivalent course)	3
Quantitative Methods (3 hours selected from approved courses)		3
Advanced Research Methods (6 hours selected from approved courses)		6
Electives in area of concentration, 12 hours: See program director for concentration requirements.		12
PUBP 700V	Doctoral Dissertation	18
Total Hours		65

After completing approximately two years of graduate study, and at least one year before completing all other requirements, the prospective candidate must take candidacy examinations covering core and concentration studies as well as research methods. The examinations will be both written and oral. After having been admitted to candidacy, students will be required to successfully defend a dissertation proposal in front of their dissertation committee. All students must demonstrate a capacity for research by writing an original dissertation on a topic in their area of concentration. The student's final examination will be an oral defense of the dissertation.

Students should also be aware that the program in public policy has a residency policy. Students shall have met the residency requirement in the public policy Ph.D. program if they make satisfactory progress including positive residency evaluations in their annual review.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Public Policy Management Concentration

Course of Study (12 hours)

Specific courses will be selected in consultation between the student and the student's curriculum committee. Examples of appropriate course are:

PLSC 5103	Human Behavior in Complex Organizations	3
PLSC 5113	Seminar in Human Resource Management	3
PLSC 5133	Nonprofit Management	3
PBHL 5633	Health Services Administration	3
HIED 5073	Management of Higher Education Institutions	3
PADM 5823	Grant Writing for the Social Sciences	3

Courses

PUBP 6001. Pro-Seminar. 1 Hour.

An introduction to the field of public policy and to the program. The seminar will address topics such as the meaning of public policy, policy research, the dissertation process, and particular issues of public policy concern. Prerequisite: Admission to program.

PUBP 6013. Theories of Public Policy. 3 Hours.

This seminar introduces doctoral students to the major concepts, frameworks, and theories of public policy. Emphasis is on the usefulness and limitations of these frameworks and theories in empirical research. Prerequisite: Graduate standing.

PUBP 6023. Law and Public Policy. 3 Hours.

This course focuses on the legal aspects of public policy, with emphasis on the regulatory process and its legal constraints. Also considered are the process of administrative decision making, judicial review, legislative oversight, and public access to government information.

PUBP 6033. Community Development Policy and Practice. 3 Hours.

This course examines multiple community development definitions, the community capitals framework as well as theories, conceptual frameworks and processes and how these are linked, both historically and currently, to broad-based US public policy and specifically, housing and workforce development policies.

PUBP 604V. Special Topics in Public Policy. 1-6 Hour.

Designed to cover specialized topics not usually presented in depth in regular courses. May be repeated for up to 6 hours of degree credit.

PUBP 6103. Policy Planning, Implementation, and Evaluation. 3 Hours.

This interdisciplinary seminar will explore the relationship between policy, public administration, and organizations in the community. Stakeholder groups will be considered as part of the newer approaches to practice-driven scholarship. The class will examine innovative approaches to decision making, strategic management and policy leadership in complex interorganizational and interagency settings.

PUBP 6113. Agenda Setting and Policy Formulation. 3 Hours.

Introduces agenda and policy formation focusing on the classic theoretical and empirical literature. The course is designed to introduce graduate students to a variety of theories typologies, concepts, and ideas relating to the study of public policy.

PUBP 612V. Research Problems in Policy. 1-6 Hour.

Research problems. May be repeated for up to 6 hours of degree credit.

PUBP 6134. Capstone Seminar in Public Policy. 4 Hours.

This course is intended to integrate various policy interests in a specific community based project. Prerequisite: Instructor permission required.

PUBP 6143. Mixed Method Research Design. 3 Hours.

Mixed method research is a multi-point research strategy that combines quantitative and qualitative research strategies into a single research project.

PUBP 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Recreation and Sport Management (RESM)

Matthew S. Ganio
Department Head
Health, Human Performance and Recreation
306 HPER Building
479-575-2857

Steve Dittmore
Assistant Department Head
306C HPER Building
479-575-6625
Email: dittmore@uark.edu

Health, Human Performance and Recreation Website

Degrees Conferred:

M.Ed. in Recreation and Sport Management (RESM)

Program Description: The Recreation and Sport Management program prepares students with the necessary competencies to pursue career opportunities primarily in intercollegiate athletic administration, but also more generally in public recreation administration, commercial recreation, sport management, community recreation, and outdoor recreation either in private or public sectors, including university settings. A minimum of 36 credit hours is required for the M.Ed. degree.

M.Ed. in Recreation and Sport Management

Prerequisites to Degree Program: For acceptance to the master's degree programs, the program area requires, in addition to the general requirements for admission to the Graduate School, an undergraduate degree in recreation or sport management (or a related field) and the following admission standards: preference is given to students with a 3.20 GPA on the last 60 hours of undergraduate course work (or cumulative); a combined GRE score of 290 or higher; and submission of a current resume and statement of interest.

Requirements for the Master of Education Degree: Candidates for a Master of Education degree in Recreation and Sport Management must complete 30 semester hours of graduate course work and 6 hours of thesis or 36 semester hours without a thesis. In addition to the program requirements listed below, all candidates must successfully complete a written comprehensive examination, except those completing a thesis.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Recreation and Sport Management:(36 hours)

Required Research Component

ESRM 5393	Statistics in Education and Health Professions	3
HHPR 5353	Research in Health, Human Performance and Recreation	3

Required Courses

RESM 5293	Athletics and Higher Education	3
RESM 5813	Social Issues in Sport	3
RESM 5873	Leadership in Recreation and Sport Management Services	3
RESM 5853	Capstone in Recreation and Sport Management	3
RESM 5883	Recreation and Sport Services Promotion	3
RESM 5893	Public and Private Finance in Recreation and Sport Management	3
RESM 6533	Legal and Political Aspects	3

Thesis Option

RESM 600V	Master's Thesis	6
Approved Elective		3

Non-Thesis Option

Approved Electives		9
--------------------	--	---

Total Hours		36
-------------	--	----

Area of Study: The program prepares qualified students for professional competence and service in the area of recreation and sport management.

Courses

RESM 4023. Outdoor Adventure Leadership. 3 Hours.

This course considers the values and scope of outdoor recreation programs, leadership and skill development with practical experience in a wilderness environment. The course will include a canoe trip through the wilderness, and skill training in such areas as orienteering and rock climbing; and leadership development in interpersonal and processing skills. The graduate portion of the class is geared toward leading and trip planning for taking college age and older students into remote areas.

RESM 4273. The Intramural Sports Program. 3 Hours.

Historical development, aim and objectives, organization, administration, units of competition, program of activities, schedule making, scoring plans, rules and regulations, awards, and special administrative problems.

RESM 5293. Athletics and Higher Education. 3 Hours.

This course features an examination of the historical development of athletics within American institutions of higher learning with an emphasis upon concepts and ideals that underlie the developments and the major problems affecting contemporary intercollegiate athletics. The purpose of this course is to teach the learner about the development of intercollegiate athletics from the mid-19th century to today. A second purpose of this course is to examine the major issues facing sport administrators within intercollegiate athletics today.

RESM 5333. Sport Media and Public Relations. 3 Hours.

The course will explore the relationship between media organizations and sport organizations, with an emphasis on the business of media rights, as well as public relations theories such as two-way symmetrical communication and agenda setting. Finally, the course will examine practical communication tactics employed by public relations practitioners such as image repair and crisis communications, and the issues presented by forms of new media.

RESM 5463. Sports Facilities Management. 3 Hours.

Considers basic elements and procedures in the planning, design, construction, operation, and maintenance of sport facilities; management considerations in conducting various types of events.

RESM 560V. Workshop. 1-3 Hour.

Workshop. May be repeated for up to 3 hours of degree credit.

RESM 574V. Internship. 1-3 Hour.

This experiential-based course requires 135 hours per semester of work in a recreation or sport setting.

RESM 5813. Social Issues in Sport. 3 Hours.

Using sociological theories and scholarship to examine social and cultural influences on sport and physical activity. Course is based on a social justice framework and a cultural studies perspective.

RESM 5833. Recreation and Sport for Special Populations. 3 Hours.

Skills, knowledge, and concepts within recreation and sport which are appropriate to planning and implementing recreation and sport programs and services for the handicapped.

RESM 5843. Tourism. 3 Hours.

Explores major concepts of tourism to discover what makes tourism work, how tourism is organized, and its social and economic effects.

RESM 5853. Capstone in Recreation and Sport Management. 3 Hours.

Capstone course where students utilize program courses to solve administrative issues which may arise in an organization. Attention is given to how departmental organization, administrative practices and policies, strategic planning, personnel management, finances, and legal areas are integrated to create solutions to broad-based contemporary issues.

RESM 5873. Leadership in Recreation and Sport Management Services. 3 Hours.

Considers research, theory, and practical applications of leadership principles utilized in the provision of recreation and sport management services. Focus is on motivation, attitude, communication, group dynamics, and problem solving.

RESM 5883. Recreation and Sport Services Promotion. 3 Hours.

Examines specific strategies for promoting recreation and sport programs in the local community.

RESM 5893. Public and Private Finance in Recreation and Sport Management. 3 Hours.

Develops an understanding of both public and private finance management for students in public and private management positions. Provides an understanding of the budgeting processes and techniques used in obtaining and controlling funds, including private sector finance problems in areas of credit, pricing, indexing, and debt management.

RESM 600V. Master's Thesis. 1-18 Hour.

Master's Thesis. May be repeated for degree credit.

RESM 605V. Independent Study. 1-3 Hour.

Independent study. May be repeated for up to 3 hours of degree credit.

RESM 612V. Directed Reading in Recreation and Sport. 1-3 Hour.

Critical analysis of literature in the area of recreation and sport.

RESM 6133. Issues in RESM. 3 Hours.

A review of the significant social, demographic, behavioral, developmental, and technological issues that influence health, kinesiology, and recreation and sport management programs. Pre- or Corequisite: Doctoral level students only.

RESM 6533. Legal and Political Aspects. 3 Hours.

An overview of major legislation affecting recreation and sport management professions; how to operate within these laws; and methods for influencing new legislation. Also discusses political aspects of professions both outside and inside government agencies.

RESM 674V. Internship. 1-3 Hour.

Students will learn diverse teaching techniques and implement them in an ongoing undergraduate recreation and sport management class serving as the teaching laboratory. The "what" "when" and "how" relative to integrating various teaching techniques with specific content areas in the class will be explored by both the student and the instructor.

Rehabilitation, Human Resources and Communication Disorders (RHRC)

Kate Mamiseishivili

Department Head

100 Graduate Education Building

479-575-4758

Email: kmamisei@uark.edu (kmamisei@uark.edu)

Rehabilitation, Human Resources and Communication Disorders website (<http://rhrc.uark.edu>)

Degrees Conferred:

M.Ed., Ed.D. in Adult and Lifelong Learning (p. 46) (ADLL)

M.Ed., Ed.D. in Higher Education (p. 186) (HIED)

M.Ed., Ed.D. in Human Resource and Workforce Development (p. 202) (HRWD)

M.S. in Communication Disorders (p. 106) (CDIS)

M.S. in Counseling (p. 123) (CNSL)

Ph.D. in Counselor Education (p. 123) (CNED)

Ph.D. in Educational Statistics and Research Methods (p. 338) (ESRM)

Certificates Offered (non-degree)

Educational Measurement (p. 338) (EDMEMC)

Educational Program Evaluation (p. 338) (EDEVMC)

Educational Psychology (p. 338) (EDPSMC)

Educational Statistics and Research Methods (p. 338) (EDSTMC)

Primary Areas of Faculty Research: Faculty in the Department of Rehabilitation, Human Resources and Communication Disorders are engaged in research activities specific to their program areas. These range from bullying behaviors in elementary school and community college leadership to swallowing disorders and human resource management. Contact individual faculty members or visit the departmental website (<http://rhrc.uark.edu>) for more information about research in the department.

Graduate Faculty

Adams, Justin J., Ph.D. (University of South Carolina, M.Ed. (Winthrop University), B.A. (Winthrop University), Assistant Professor, 2018.

Aslin, Larry W., M.A., B.A. (University of Missouri-Columbia), Instructor, 1975.

Blisard, Paul, Ed.D. (University of Arkansas), M.C., B.S., B.S. (Southwest Missouri State University), Clinical Assistant Professor, 2014.

Bowers, Lisa Marie, Ph.D. (University of Tennessee Health Science Center), M.A., B.A. (Louisiana State University), Assistant Professor, 2012.

Bowers, Andrew L., Ph.D. (University of Tennessee Health Science Center), M.A., B.A. (University of Tennessee), Assistant Professor, 2012.

Camargo, Elsa, Ph.D. (Virginia Polytechnic Institute and State University), Assistant Professor, 2018.

Cambria, Jenna, Ph.D. (University of Maryland, College Park), B.A. (Rutgers University), Assistant Professor, 2016.

Christian, David, Ph.D., M.S. (University of North Texas), B.A. (University of Texas at Dallas), Assistant Professor, 2015.

Cook, Aletha, M.S., B.A. (University of Arkansas), Clinical Instructor, 2015.

Frazier, Kimberly Frances, Ph.D. (University of South Carolina–Columbia), M.S., B.S.E. (University of Arkansas), Associate Professor, 2007.

Gilbertson, Margie, Ph.D. (University of Memphis), M.S.E., B.A. (University of Central Arkansas), Clinical Instructor, 2016.

Glade, Rachel E., Ph.D. (University of Arkansas), M.S. (University of Arkansas for Medical Sciences), M.A. (University of Arkansas), B.S. (University of Arkansas at Little Rock), Clinical Instructor, 2015.

Grover, Kenda Shea, Ed.D. (University of Arkansas), M.S., B.A. (Northeastern State University), Associate Professor, 2003.

Hagstrom, Fran W., Ph.D. (Clark University), M.S. (University of Texas Health Science Center-Houston), M.A. (St. Louis University), B.A. (Southwest Baptist University), Associate Professor, 2002.

Higgins, Kristin Kay, Ph.D., M.S. (University of Arkansas), B.A. (Vanderbilt University), Associate Professor, 2006.

Kacirek, Kit, Ed.D., M.Ed. (University of Arkansas), B.S. (University of Texas), Associate Professor, 1997.

Koch, Lynn C., Ph.D. (University of Wisconsin-Madison), M.S., B.S. (University of Arizona), Professor, 2006.

Liang, Xinya, Ph.D. (Florida State University), B.S. (Zhejiang Gongshang University, China), Assistant Professor, 2014.

Lo, Wen-Juo, Ph.D., M.A. (Arizona State University), B.S. (SooChow University), Associate Professor, 2008.

Lusk, Stephanie Lianne, Ph.D. (University of Arkansas), M.A. (Arkansas State University), B.A. (University of Arkansas), Associate Professor, 2012.

Mamiseishvili, Ketevan, Ph.D., M.A. (University of Missouri-Columbia), B.A. (Akaki Tsereteli State University), Associate Professor, 2008.

McCray, Suzanne, Ph.D. (University of Tennessee), M.A., B.A. (University of Arkansas), Associate Professor, 2010.

Perry, Kim, M.S. (University of Arkansas), Instructor, 2007.

Perryman, Kristi Leann, Ph.D. (University of Arkansas), M.S., B.S. (Southwest Missouri State University), Assistant Professor, 2014.

Popejoy, Erin O., Ph.D. (University of Texas–San Antonio), M.A. (Texas State University), B.A. (Case Western Reserve University), Assistant Professor, 2015.

Roessger, Kevin, Ph.D., M.S., B.A. (University of Wisconsin-Milwaukee), Assistant Professor, 2016.

Shelton, Leslie Jo, Ph.D. (Michigan State University), M.Ed., B.A. (Ohio University), Assistant Professor, 2014.

Stegman, Charles E., Ph.D., M.A. (University of Missouri-Kansas City), B.A. (St. Mary's College), Professor, 1995.

Turner, Ronna L., Ph.D. (University of Illinois-Urbana-Champaign), M.S.E. (Missouri State University), B.S.E. (Southwest Missouri State University), Professor, 1997.

Vajda, Anthony J., Ph.D. (Old Dominion University), M.S. (La Salle University), B.A. (University of Delaware), Assistant Professor, 2018.

Williams, Brent Thomas, Ph.D. (University of Illinois, Urbana-Champaign), M.S. (University of Texas Southwestern Medical School), B.A. (Austin College), Associate Professor, 2002.

Adult and Lifelong Learning Courses

ADLL 5113. Perspectives in Adult Education. 3 Hours.

Historical overview of the evolving field of adult education and lifelong learning in responsibilities of adult education providers and reviews the expansion of adult and lifelong learning opportunities associated with societal and demographic shifts.

ADLL 5123. Principles and Practices of Adult Learning. 3 Hours.

Overview of the adult learner including characteristics, motivation for participating in learning, and strategies for developing educational programs for diverse adult populations.

ADLL 5133. Curriculum Development in ABE and ASE. 3 Hours.

Curriculum development in Adult Basic Education (ABE) and Adult Secondary Education (ASE) settings including the various educational functioning levels, measures to assess student levels, selection of teaching materials, and development of curriculum utilizing instructional standards for ABE and ASE programs.

ADLL 5143. Instructional Strategies and Assessment in Adult Education. 3 Hours.

Selection and utilization of materials and instructional methods for use in adult learning settings. Evaluative strategies to develop or select appropriate tools and techniques predicated upon the needs and goals of adult learners.

ADLL 5153. Organization and Administration of Adult and Lifelong Learning Programs. 3 Hours.

Legal, ethical, staffing, and financial considerations for the development and implementation of programs for adult and lifelong learners in various programs including literacy centers, GED centers, community education, lifelong/leisure learning, and postsecondary education.

ADLL 5163. Managing Change in Adult and Lifelong Learning. 3 Hours.

Strategies for planning, organizing, and facilitating change in programs that serve adult learners from diverse populations, across varied developmental stages and geographic locations. Discussion of social change that has impacted adult education and analysis of change models relevant to individuals, groups and organizations.

ADLL 5173. Program Planning. 3 Hours.

Program development process for adult and lifelong learners. Overview of assessment, developing program objectives, identifying resources, and designing program plans.

ADLL 5183. Technology and Innovation in Adult Learning. 3 Hours.

Techniques for designing, developing, implementing, and assessing technology-mediated adult and lifelong learning programs. Discussion of issues relevant to the use of innovative strategies for delivering instruction via emerging technologies and their potential impact on content and learning outcomes.

ADLL 5193. Seminar in Adult and Lifelong Learning. 3 Hours.

Seminars focused on topics related to adult and lifelong learning.

ADLL 5213. Adult and Lifelong Learning Internship. 3 Hours.

Internship in adult and lifelong learning settings.

ADLL 5223. Adult and Lifelong Learning Applied Project. 3 Hours.

Development and Implementation of a project focused on adult and lifelong learning. Consent of advisor/instructor required. May be repeated for up to 9 hours of degree credit.

ADLL 5233. Independent Study. 3 Hours.

Provides students with an opportunity to pursue special study in adult and lifelong learning. May be repeated for up to 6 hours of degree credit.

ADLL 6113. Advanced Adult Learning Theory. 3 Hours.

Advanced study of theories and models of adult and lifelong learning with an emphasis on current trends, recent research, and issues affecting the field. Issues covered will include critical theory and advancements in neuroscience and cognition as they relate to adult learning and lifespan development.

ADLL 6123. Leadership and Ethics in Adult and Lifelong Learning. 3 Hours.

This doctoral course focuses on leadership principles and ethical considerations that are critical to developing and sustaining adult education programs that benefit individuals, organizations, and communities. Course content will include case study analysis and lectures from scholar-practitioners from the field.

ADLL 6133. Analysis of International Adult and Lifelong Programs. 3 Hours.

Survey of the historical and philosophical events which have shaped adult and lifelong learning worldwide. Discussion of issues affecting adult education and lifelong learning including globalization, educational access, and variance in national policies.

ADLL 6143. Instructional Adaptation and Innovation in Adult and Lifelong Learning. 3 Hours.

An overview of teaching and learning methods, styles, and techniques which are applicable when facilitating adult learners across diverse settings. Content to include teaching and learning style assessment, accommodating learning styles, physical and learning disabilities, language differences and cultural norms.

ADLL 6153. Policy and Public Governance of Adult and Lifelong Learning Programs. 3 Hours.

Policy analysis and public governance issues in adult and lifelong learning with emphasis on state and federal programs. Discussions of how to evaluate, design, and implement policy focused on promoting adult and lifelong learning activities in a myriad of organizations. Overview of trends and current issues related to policy and public governance of adult and lifelong learning.

ADLL 6163. Adult Development and Psychology. 3 Hours.

Focus on adult developmental psychology with emphasis on lifespan development and specific issues related to learning in the various stages of adulthood. Work-life balance, meaning of work, generational issues.

ADLL 6173. Current Issues. 3 Hours.

Exploration and discussion of current issues relative to adult education and lifelong learning. Focus on the review and application of current research as it relates to practice. May be repeated for up to 6 hours of degree credit.

ADLL 6183. Organization Development, Learning, and Change. 3 Hours.

Using a system perspective, this course examines the theories and practices associated with organization development, learning and change to understand the dynamic nature of organizational life. This course examines the structural frame, the human resource frame, the political frame, and the symbolic frame that influences organizational behavior and learning. The course investigates strategies and best practices for managing and leveraging this dynamism to build organizational capacity and improve performance.

ADLL 6213. Signature Pedagogy: Teaching and Learning in Community Colleges. 3 Hours.

Using a learning-centered change model, this course examines how community colleges can shift from a traditional teaching-centered paradigm to one that is learning-centered. This course examines the context of the learning college, strategic planning for a learning-outcomes approach to governance, the role of student development and technology in the learning college, and implementing and assessing learning-centered strategies.

ADLL 6223. Workforce and Community Development. 3 Hours.

This course provides an overview of how community colleges influence workforce, economic, and community development through their education missions. The course will examine the community college's expanding role in economic and community development through workforce development programs. Emphasis will be placed on program structure, best practices in program development, and partnerships and collaboration with various stakeholders.

ADLL 6233. Survey and Significance of the American Community College. 3 Hours.

A comprehensive overview of the American community college, its history, its ever-evolving purpose and the challenges it faces. Course content will focus on the administrators and faculty who lead, the students they serve, and components such as developmental education, integrative education and transfer education. Discussion will include occupational and community education and issues related to accountability. Special attention will be paid to how this unique and complex institution remains relevant and significant to the community.

ADLL 6243. Current Trends in Community Colleges. 3 Hours.

This course examines environmental factors that influence the organization and administration of community colleges. Trends related to funding, policy, staffing, and workforce development are examined and contextualized to the evolving community college mission.

ADLL 6253. Professional Development in Adult and Lifelong Learning. 3 Hours.

This course examines career planning and development, performance management, and professional development in various settings. The focus of the course will be on concepts associated with Human Resource Development (HRD) and developing employees within an organization, as well as leading adults in transition in the community and in educational settings through the process of making career decisions.

ADLL 6313. Independent Study. 3 Hours.

Independent study of topics in adult and lifelong learning.

ADLL 6403. Quantitative Reasoning I for Adult Educators. 3 Hours.

Introduction to quantitative reasoning for educators and researchers in adult education. Topics include applying the hypothetico-deductive research process, describing data using statistical terminology, building statistical models, presenting data meaningfully, and using SPSS to analyze data from practical research problems. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory.

ADLL 6413. Quantitative Reasoning II in Adult and Lifelong Learning. 3 Hours.

Methodologies for designing descriptive, correlational, and experimental studies. Development of research questions, definition of variables, selection or development of instruments, data collection, analysis, interpretation and reporting of research results. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or equivalent.

ADLL 6423. Qualitative Reasoning in Adult and Lifelong Learning. 3 Hours.

Methodologies for designing qualitative research studies in adult and lifelong learning settings. Selection of the appropriate qualitative tradition, selection of research subjects, development of data collection protocols, field work strategies, data analysis, data interpretation and presentation of data results. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory.

ADLL 6433. Program Evaluation. 3 Hours.

Overview of evaluation strategies in adult and lifelong learning programs that include: development of evaluation questions, selection or development of instrumentation, data collection methods, data analysis, and reporting of evaluation results. Emphasis on practical and ethical issues associated with evaluation processes. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or ADLL 6413 or ADLL 6423, or equivalent.

ADLL 6443. Adult and Lifelong Learning Dissertation Seminar. 3 Hours.

Development of dissertation proposal. Formation of research question, selection of methodologies, development of problem statement, research questions, and identification of research variables, constructs of phenomena. Identification of data collection and data analysis procedures. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or ADLL 6413 or ADLL 6423 or ADLL 6433, or equivalent.

ADLL 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Communication Disorders Courses

CDIS 4103. Sign Language and Deafness. 3 Hours.

An introduction to American Sign Language (ASL) and the Deaf Community that uses it. This class will study expressive and sign language skills using ASL vocabulary, structure and grammar. The Deaf Community will be studied through videotapes and readings. Issues in Deaf Education will also be introduced.

CDIS 4133. Introduction to Aural Rehabilitation. 3 Hours.

Study of the technique used in the rehabilitation of speech and language problems of the hearing impaired including the role of amplification, auditory training, and speech reading in rehabilitation. Prerequisite: CDIS 3103.

CDIS 4183. Clinical Assessment of Speech and Language Disorders. 3 Hours.

Study of the basic diagnostic procedures used in speech-language pathology. Emphasis is placed on the clinical processes of assessment, including criteria for test selection, techniques in test administration, and interpretation of test. Pre- or Corequisite: Prior coursework in CDIS and ANTH 1023.

CDIS 4213. Introduction to Speech and Hearing Science. 3 Hours.

Study of the acoustic structure of oral speech and the auditory skills underlying speech perception. Pre- or Corequisite: MATH 1203 or higher. Prerequisite: CDIS 3203, CDIS 3213, CDIS 3124 and its lab component.

CDIS 4223. Language Disorders in Children. 3 Hours.

Study of disorders of language acquisition and usage in children and adolescents, with emphasis upon the nature, assessment, and treatment of such disorders. Prerequisite: CDIS 3224.

CDIS 4253. Neurological Bases of Communication. 3 Hours.

A study of the structures and functions of the central and peripheral nervous systems as they relate to human speech, language, and cognition. Prerequisite: CDIS 3213.

CDIS 4263. Advanced Audiology. 3 Hours.

Study of the basic techniques used in audiological assessment of children and adults, including pure tone audiometry, speech audiometry, and special tests of hearing function. Prerequisite: CDIS 3103.

CDIS 4273. Communication Behavior and Aging. 3 Hours.

Study of the effects upon communication of normal aspects of the aging process, from early adulthood throughout the lifespan. Changes in speech, language, and hearing functioning are identified; common alterations in communicative disorders commonly associated with advanced age are discussed.

CDIS 5103. Research Methodology in Communication Disorders. 3 Hours.

An examination of methods of research in speech-language pathology and audiology and of the use of bibliographic tools. Focuses on purposes and problems of various forms of communication disorders research, procedures and instruments employed, and reporting of research. Prerequisite: Graduate standing.

CDIS 5113. Seminar in Early Intervention. 3 Hours.

Study of a family-centered, transdisciplinary approach to early intervention with infants and toddlers at-risk for communication disorders. Topics include early communication development, service delivery in a family context, coordination with other disciplines, legislation mandating services, and providing services to children with multiple disabilities. Prerequisite: CDIS 3223 or equivalent, and graduate standing.

CDIS 5121L. Feeding and Swallowing Disorders Lab. 1 Hour.

Observation and interpretation of techniques used for assessment and remediation of feeding and swallowing disorders in children and adults. Corequisite: CDIS 5122. Prerequisite: CDIS 3213 and graduate standing.

CDIS 5122. Feeding and Swallowing Disorders. 2 Hours.

Study of the etiology, assessment, and remediation of feeding and swallowing disorders in children and adults. Prerequisite: CDIS 3213 or equivalent, and graduate standing.

CDIS 5133. Discourse Analysis and Treatment. 3 Hours.

Study of discourse behaviors and discourse analysis procedures appropriate for communicatively disordered children and adults, along with review of management approaches associated with impaired discourse performance. Prerequisite: Previous course work in language process and disorders, and graduate standing.

CDIS 5143. Cognitive-Communication Development and Disorders. 3 Hours.

Study of normal cognitive development, the role of communication in this development, and shifts that may occur in conjunction with various speech, language and/or hearing disorders. Prerequisite: CDIS 3224.

CDIS 5153. TBI and Right-Hemisphere Disorders. 3 Hours.

Study of the speech and language disorders commonly resulting from traumatic brain injury and right hemisphere disorders. Prerequisite: CDIS 4253 or equivalent, and graduate standing.

CDIS 5163. Seminar in Language Topics. 3 Hours.

Study of selected topics in normal and disordered language acquisition and/or language use. Implications of current research are reviewed and applied to evaluation and management of language impairment(s). Prerequisite: Graduate standing.

CDIS 5181. Advanced Clinical Practicum I. 1 Hour.

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing.

CDIS 5193. Seminar in Problems of Oral Communication. 3 Hours.

Investigation of research in selected problems of oral communication; recent developments in speech-language pathology and audiology; individual problems for investigation. Prerequisite: Graduate standing.

CDIS 5213. Voice and Resonance Disorders. 3 Hours.

Study of disorders of phonation and resonance, including etiologies, diagnosis, and intervention strategies. Prerequisite: Graduate standing.

CDIS 5223. Fluency Disorders. 3 Hours.

An examination of fluency disorders including theory, etiological factors, and development. In addition, the course is designed to address assessment and management of fluency disorders consistent with evidence-based practice for prospective speech-language pathologists. Prerequisite: Graduate standing.

CDIS 5233. Speech Sound Disorders. 3 Hours.

Assessment and treatment of disorders in speech articulation. Prerequisite: Graduate standing.

CDIS 5243. Language Disorders in Adults. 3 Hours.

Cognitive and communicative breakdown due to neurological trauma, including etiology, characteristics, assessment and treatment for aphasia, traumatic brain injury, and right hemisphere disorders. Prerequisite: Graduate standing.

CDIS 5253. Motor Speech Disorders. 3 Hours.

Study of motor speech production disorders related to damage to central or peripheral nervous system motor centers and pathways. Cerebral palsy, adult dysarthria, apraxia, and dysphagia are emphasized. Both theoretical and treatment considerations are addressed. Prerequisite: CDIS 4253 or equivalent, and graduate standing.

CDIS 5273. Language, Learning and Literacy. 3 Hours.

An examination of language-based literacy skills, including consideration of development, disorders, assessment and intervention.

CDIS 5281. Advanced Clinical Practicum II. 1 Hour.

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing and CDIS 5181.

CDIS 5293. Augmentative and Alternative Communication. 3 Hours.

Approaches to communication management with the severely and profoundly handicapped child or adult, with primary emphasis on augmentative and alternative communication assessment and intervention. Prerequisite: Graduate standing.

CDIS 5381. Advanced Clinical Practicum III. 1 Hour.

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing and CDIS 5281.

CDIS 5391. Clinical Practicum: Hearing Disorders. 1 Hour.

Practicum in audiology.

CDIS 548V. Off-Campus Practicum: Public School Site. 1-6 Hour.

Practicum activities in speech-language disorders in a public school setting. Prerequisite: Graduate standing.

CDIS 5511. Professional Issues I. 1 Hour.

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Graduate standing in communication disorders.

CDIS 5521. Professional Issues II. 1 Hour.

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Graduate standing in communication disorders.

CDIS 5531. Professional Issues III. 1 Hour.

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Graduate standing in communication disorders.

CDIS 558V. Internship: Clinical Site. 3-6 Hour.

Field placement in approved clinical setting for clock hours in speech-language pathology assessment and treatment. Students in the master's program must enroll in a minimum of 3 credit hours of CDIS 558V or CDIS 578V during their last semester of graduate studies. Prerequisite: Graduate standing; Completion of one semester of either CDIS 548V or CDIS 568V. May be repeated for up to 6 hours of degree credit.

CDIS 568V. Off-Campus Practicum: Clinical Site. 1-6 Hour.

Practicum activities in speech-language disorders in an off-campus clinical site. Prerequisite: Graduate standing and completion of at least 2 semesters of CDIS 528V.

CDIS 578V. Internship: Public School Site. 3-6 Hour.

Field placement in approved public school setting for clock hours in speech-language pathology assessment and treatment. Students in the Master's program must enroll in a minimum of 3 credit hours of CDIS 578V or CDIS 558V during their last semester of graduate studies. Prerequisite: Graduate standing; Completion of one semester of either CDIS 548V or CDIS 568V. May be repeated for up to 6 hours of degree credit.

CDIS 5813. Advanced Auditory (Re)Habilitation. 3 Hours.

This course provides students with an in-depth knowledge of hearing anatomy and physiology as well as current hearing and hearing assistive technologies. The development of auditory skills across the lifespan will be discussed as well as intervention techniques to facilitate auditory, speech, and spoken language skills across the lifespan. Prerequisite: Graduate standing.

CDIS 5823. Language Learning with Multiple Disabilities. 3 Hours.

Approaches to services (assessment and intervention) for individuals who, as a result of multiple disabilities, are in the beginning stages of language development including the preintentional and presymbolic stages. Prerequisite: Graduate standing.

CDIS 5843. Communication and Swallowing in Dementia. 3 Hours.

This course provides an in-depth examination of the communication and feeding/swallowing factors demonstrated by patients with dementia. Etiologies, symptoms, progression, evaluation, and appropriate interventions for of the most common forms of dementia are addressed. Prerequisite: Graduate standing.

CDIS 5883. Policies & Procedures in Educational Speech-Language Pathology. 3 Hours.

Educational Speech Pathology is designed to familiarize the student the factors related to functioning as an SLP in an educational setting, including state and federal regulations/standards, service delivery considerations, eligibility criteria, and documentation. Prerequisite: Graduate Standing.

CDIS 590V. Special Problems. 1-6 Hour.

Special problems. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

CDIS 599V. Seminar in Professional Issues. 1-3 Hour.

Selected topics in professional issues in speech-language pathology and audiology.

CDIS 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

CDIS 699V. Seminar in Communication Sciences and Disorders. 1-6 Hour.

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Advanced graduate standing. May be repeated for up to 18 hours of degree credit.

Counselor Education Courses

CNED 5003. Counseling and Human Development. 3 Hours.

This course is intended to give students a broad overview of human nature/behavior through knowledge of lifespan developmental theory, personality development, modern & post-modern approaches to the study of human nature/behavior, and learning theory. Throughout the course, close attention will be given to human ecology or those social/historical/cultural/environmental forces furthering or impeding development. Prerequisite: Graduate standing.

CNED 5193. Clinical Mental Health Counseling. 3 Hours.

An introductory study of community counseling. The course content includes information concerning the educational, historical, philosophical, and psychological foundations of community counseling as well as specific traits and skills of professional community counselors. In addition, the course is designed to provide introductory level concepts and skills required for future certification and licensure as counseling professionals. Prerequisite: Graduate student status.

CNED 5203. Foundations of the Counseling Profession. 3 Hours.

A study of the counseling profession applicable to school, college and community agency settings. Introduction to the basic educational, historical, philosophical foundations of counseling as well as specific traits and skills of counselors. The course is also designed to provide beginning level concepts and skills required for certification and licensure. Prerequisite: Must be taken first year in program.

CNED 5213. Lifestyle & Career Development. 3 Hours.

Theories of career development and counseling, including the use of occupational information sources and career assessment tools and techniques. Prerequisite: CNED 5333.

CNED 5223. Introduction to School Counseling. 3 Hours.

Philosophy, organization, and practices of a counseling program in the elementary and secondary school. The school counselor's role as counselor, consultant, and coordinator, professional identity, and legal issues are included. Includes a significant focus on ethical standards and issues.

CNED 5303. Individual Appraisal. 3 Hours.

Analysis of concepts, methods, and procedures utilized in individual appraisal.

CNED 5313. Program Organization and Information Management. 3 Hours.

This course addresses needs and strategies for effective development and management of school counseling programs and guidance curriculum. Prerequisite: CNED 5223.

CNED 5323. Counseling Theory. 3 Hours.

Introductory survey and critical analysis of major alternative theoretical perspectives in counseling.

CNED 5333. Basic Counseling Techniques. 3 Hours.

Introduction to basic counseling techniques and skills common to multiple theoretical perspectives. Prerequisite: Master's students in Counseling.

CNED 5343. Counseling Practicum. 3 Hours.

Supervised counseling practice. CNED faculty consent required. Pre- or Corequisite: CNED 5303 and CNED 5363 and CNED 5373. Prerequisite: CNED 5203, CNED 5323, CNED 5333, CNED 5403.

CNED 5353. Psychopharmacology. 3 Hours.

Study of theory, research, & practice issues pertaining to psychopharmacology for non-medical practitioners. Prerequisite: CNED 5203, CNED 5323, and CNED 5333.

CNED 5363. Dynamics of Group Counseling. 3 Hours.

Therapeutic and other theoretical information is presented regarding group process and the counselor's role in that process. An experiential group experience is required. Prerequisite: CNED 5333 and CNED 5323.

CNED 5373. Ethical and Legal Issues in Counseling. 3 Hours.

Review of ethical and legal standards governing professional counselor training, research, and counseling practice; including client rights; confidentiality; the client-counselor relationship; and counseling research, training, and supervision. Prerequisite: CNED 5003 and CNED 5203.

CNED 5383. Crisis Intervention Counseling. 3 Hours.

Analysis and application of short-term counseling intervention strategies in crisis situations, with special attention to incidents involving rape, physical, or emotional abuse, divorce, suicidal depression, grief, marital or family instability, and violent conflict. Prerequisite: CNED 5333.

CNED 5403. Diagnosis and Treatment in Counseling. 3 Hours.

Procedures in case management utilizing both clinical and interview data in assisting children, adolescents, and adults in educational, vocational, personal, and social planning. Prerequisite: CNED 5303, CNED 5323 and CNED 5333.

CNED 5443. Vocational Rehabilitation Foundations. 3 Hours.

Survey of the philosophy of vocational rehabilitation, including history and legislation.

CNED 5453. Medical Aspects of Disability. 3 Hours.

Orientation to medical and medically related aspects of various disabling conditions with emphasis on the severely disabled.

CNED 5463. Rehabilitation Case Management. 3 Hours.

Counseling process in the rehabilitation setting. Focusing upon effective counseling strategies, representative cases, and effective case management methods.

CNED 5473. Psychological Aspects of Disability. 3 Hours.

Intensive study of the psychological aspects of adjustment to atypical physique and prolonged handicapping condition.

CNED 5483. Counseling Research. 3 Hours.

An in-depth examination of counseling research methodology and issues to prepare students to critically evaluate and use counseling research in their professional practice.

CNED 5493. Principles and Practices of Psychiatric Rehabilitation. 3 Hours.

The course introduces students to the principles and practices of recovery-oriented, evidence-based psychiatric rehabilitation. Through lectures, guest presentations, films, discussions, and readings, students (a) explore the clinical, psychosocial, and vocational aspects of psychiatric disabilities and (b) examine psychiatric rehabilitation principles and practices to facilitate community integration and successful employment outcomes for individuals with psychiatric disabilities.

CNED 5513. Counseling and Human Diversity. 3 Hours.

Examination of human and cultural diversity, emphasizing issues of race, class, and socioeconomic status, and how they impact our clients as individuals and as family and society members.

CNED 5523. Process and Behavioral Addictions. 3 Hours.

This course provides an overview of non-substance related addictive disorders such as technology (e.g., video games, Internet, television), gambling, eating, sex, shopping/buying and work as well as potential treatment options for these disorders.

CNED 5583. Placement of Persons with Disabilities. 3 Hours.

Focuses on placement theory and practice as they apply to persons who experience disabilities. Special attention is given to RehabMark approach.

CNED 574V. Counseling Internship. 1-9 Hour.

A 600-clock-hour field placement in an approved setting over a minimum of two continuous semesters. For students completing a counseling internship in a school setting, successful completion of a criminal background check is required before beginning internship. Pre- or Corequisite: CNED 5213. Prerequisite: CNED 5203, CNED 5303, CNED 5323, CNED 5333, CNED 5343, CNED 5363, CNED 5373, CNED 5403, CNED 5513. CNED faculty consent required. May be repeated for up to 6 hours of degree credit.

CNED 599V. Seminar. 1-6 Hour.

Seminar. May be repeated for up to 6 hours of degree credit.

CNED 6003. Theories and Foundations of Addictions. 3 Hours.

A study of behavioral and substance addictions, including an overview of differential treatment. Prerequisite: CNED 5323 and CNED 5333, and admission to the CNED masters or doctoral program or departmental consent.

CNED 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

CNED 6013. Advanced Counseling Theory and Methods. 3 Hours.

Critical analysis of major theoretical perspectives in counseling, including both group and individual counseling strategies for dealing with affective, cognitive, and behavioral dysfunction. Prerequisite: CNED doctoral standing or permission.

CNED 6023. Foundations of Marriage and Family Counseling Therapy. 3 Hours.

Comprehensive exploration of the current theories/techniques of marriage, family and couples counseling. Prerequisite: CNED 5323 and CNED 5333 and CNED doctoral or masters standing or permission.

CNED 6033. Advanced Group Theory and Methods. 3 Hours.

Comparative study of theories and processes of group counseling. Includes supervised experience in group facilitation with video recording and playback. Prerequisite: CNED 5363 or equivalent and CNED doctoral or masters standing or permission.

CNED 6043. Supervision of Counselors. 3 Hours.

Analysis, assessment, and practical application of counselor supervision techniques in treatment and training programs. Prerequisite: CNED doctoral standing and CNED faculty consent.

CNED 605V. Independent Study. 1-18 Hour.

Independent study. May be repeated for up to 18 hours of degree credit.

CNED 6073. Advanced Research in Counseling. 3 Hours.

This course involves acquiring a knowledge and understanding of the use of research in counseling and the development of new research in the counseling profession that has heuristic value. Prerequisite: Graduate standing.

CNED 6083. Consultation Theory and Methods. 3 Hours.

Strategies, practical application, and techniques for effective consultation with parents, teachers, and community agencies. Prerequisite: CNED 5333 (preferred) CNED doctoral or masters standing or permission.

CNED 6093. Counseling Children and Adolescents Through Play. 3 Hours.

Introduction to counseling children and adolescents through play; including the process, theories, techniques, and materials applicable to children and adolescents in a pluralistic society. Prerequisite: CNED 5323 and CNED 5333 and CNED doctoral or masters standing or permission.

CNED 6113. Theory to Practice: Working with Co-occurring Disorders. 3 Hours.

This course is designed to demonstrate the application of theory to practice in the treatment of co-occurring disorders. Specifically, it is intended to carefully review current research and literature on counseling individuals presenting with both a substance abuse disorder and mental-emotional challenges. Pre- or Corequisite: CNED 6003. Prerequisite: Graduate or license eligible.

CNED 6123. Clinical Applications of Marriage and Family Counseling and Therapy. 3 Hours.

Advanced clinical methodology appropriate for family counseling, marriage counseling, and couples counseling(in all settings), with emphasis on solution-focused systems, Satir model and psychoeducational family work in schools. Includes supervision of clinical experience in marriage, family and couples counseling, video recording and school/community outreach. Prerequisite: CNED doctoral standing or permission.

CNED 6133. Introduction to Play Therapy. 3 Hours.

This course is an introduction to the basic concepts of child-centered play therapy (CCPT). Students will learn the conceptual framework of child-centered play therapy, as well as the attitudes and skills necessary to establish and maintain facilitative relationships with children that encourage their self-expression and facilitate change. Prerequisite: CNED 5323 and CNED 5333 and CNED doctoral or masters standing or consent.

CNED 6223. Foundations of Counselor Education and Supervision. 3 Hours.

This course is designed to enhance the professional development and acculturation of doctoral students in order to facilitate their success in professional leadership roles of counselor education, supervision, counseling practice, and research competencies. Prerequisite: CNED Doctoral status or permission.

CNED 6233. Employment Practices and Interventions. 3 Hours.

An intensive study of the employment experiences of workers with disabilities with emphasis on disincentives and barriers to employment and interventions to enable people with disabilities to participate in employment. Prerequisite: RHAB 5493 or equivalent.

CNED 6243. Disability Policy in the U.S.. 3 Hours.

An analysis of public policy approaches to disability in the U.S. Examines the political and philosophical origins of disability policy; reviews major disability legislation and its effects on policy stakeholders; describes recent initiatives; and analyzes evolution of disability policy within context of changing societal, economic, and political conditions.

This course is cross-listed with PLSC 5233, RHAB 6203.

CNED 6253. Advanced Psychosocial Aspects of Disability. 3 Hours.

A theoretical and applied study of techniques that enable people to cope with 2 major life events: disability and unemployment.

CNED 6343. Cultural Foundations and Counseling. 3 Hours.

To gain learning experiences in pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning. To identify current multicultural issues as they relate to social change theories, ethical and legal considerations, disability, gender, sexuality, social justice, and advocacy models. Prerequisite: CNED or RHAB Doctoral Standing or Permission.

CNED 6413. Advanced Individual Appraisal. 3 Hours.

To provide advanced knowledge and experience with those psychoeducational instruments and procedures used in conducting school related assessment. Prerequisite: CNED 5303 or equivalent and CNED doctoral standing or permission.

CNED 6713. Advanced Counseling Practicum. 3 Hours.

Supervised counseling practice. A 100-clock hour approved practical counseling experience. Prerequisite: CNED doctoral standing and permission of CNED faculty and Clinical Coordinator. May be repeated for up to 3 hours of degree credit.

CNED 674V. Internship. 1-18 Hour.

Supervised field placement (Clinical/Instructorship/Supervision/Research). Prerequisite: CNED doctoral standing, CNED faculty consent and CNED Clinical Coordinator consent. May be repeated for up to 18 hours of degree credit.

CNED 699V. Seminar. 1-18 Hour.

Seminar. Prerequisite: CNED Doctoral standing or permission. May be repeated for up to 18 hours of degree credit.

CNED 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy and consent. May be repeated for degree credit.

Higher Education Courses

HIED 5003. Overview-American Higher Education. 3 Hours.

A basic course in the study of higher education open to all students seeking careers in colleges and universities. Serves as an introduction to the programs, problems, issues, and trends in higher education.

HIED 5033. Student Affairs in Higher Education. 3 Hours.

Study of origins, functions, and policies in student personnel services in contemporary 2- and 4-year colleges and universities with emphasis on the student and student development.

HIED 5043. Student Development in Higher Education. 3 Hours.

Provides those who work or plan to work in post secondary educational institutions with an understanding of the student population in contemporary colleges and universities.

HIED 504V. Practicum in Higher Education. 1-6 Hour.

Students are assigned to a department or agency within or outside the university for professional experience under the joint supervision of on-site personnel and university faculty. Periodic meetings are scheduled for evaluation, discussion, and examination of techniques.

HIED 5053. The Community College. 3 Hours.

An overview of the community college. Topics include the history and philosophy of the community college movement, students, curriculum, state and local campus governance, teaching, student personnel work, finance and issues, problems, and trends.

HIED 5063. Diversity in Higher Education (Irregular). 3 Hours.

Broadly explores how sociocultural contexts influence diversity at colleges and universities. Focuses on the responsibilities of higher education leaders to be multiculturally competent professionals who foster inclusive practices for diverse student populations.

HIED 5073. Management of Higher Education Institutions. 3 Hours.

Principles and concepts of management and their application in college and university settings.

HIED 5083. History and Philosophy of Higher Education. 3 Hours.

An examination of the history and development of higher education including the study of the philosophy, objectives, and functions of various types of institutions.

HIED 5093. Research in Higher Education and Student Affairs (Sp, Su, Fa). 3 Hours.

This course provides master's students an overview of research and literature applicable to the discipline; teaches students how to understand academic literature and use empirical evidence to inform practices and policies at colleges and universities. Prerequisite: MEd students in the Higher Education Program.

HIED 5103. Higher Education in International Contexts (Irregular). 3 Hours.

Explores various systems of higher education around the world. Equips students with the knowledge and skills to work in the increasingly internationalized field of higher education.

HIED 5303. Non-Profit Fundraising. 3 Hours.

Non-Profit Fundraising examines the theory and practice of the professional field of fundraising and development, which is dedicated to attracting philanthropic support from constituents for colleges, universities, health organizations, hospitals, non-profit organizations, museums and other philanthropic endeavors.

HIED 5643. Reflective Practice in Higher Education and Student Affairs (Sp, Su, Fa). 3 Hours.

Provides students an opportunity to work in a functional area of higher education, reflect on how their experiences inform their career goals as higher education professionals, and learn job search strategies in higher education. May be repeated for up to 6 hours of degree credit.

HIED 574V. Internship. 1-3 Hour.

Supervised field experiences in student personnel services, college administration, academic advising, institutional research, development, or other areas of college and university work.

HIED 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

HIED 6013. The Professoriate: Problems and Issues. 3 Hours.

An examination of the vital issues and trends affecting college faculty personnel with emphasis upon institutional practices and policies.

HIED 6023. Introduction to the Study of Higher Education. 3 Hours.

A requirement for all new doctoral and specialist students. Familiarization with writing requirements, library search procedures, library resources, and program requirements. Prerequisite: Admission to Higher Education Ed.D program.

HIED 605V. Independent Study (Sp, Su, Fa). 1-6 Hour.

Provides students with an opportunity to pursue special study in higher education.

HIED 6083. Management Skills for Effective Leadership (Irregular). 3 Hours.

Development of management skills that enhance leadership includes understanding yourself, managing yourself, team building, personnel selection, group and individual decision-making, problem solving, managing conflict, developing valid performance appraisal systems, conducting performance appraisal interview, and other topics of current interest. Prerequisite: Doctoral students in Higher Education or permission of the instructor.

HIED 6093. Leading Change (Irregular). 3 Hours.

An in-depth examination of leadership, change, and culture in postsecondary education.

HIED 6183. Organization Development and Change in Higher Education (Irregular). 3 Hours.

An examination of the theory and practice of organization development as it relates to planned change in colleges and universities.

HIED 6303. Advancement in Higher Education. 3 Hours.

Advancement in Higher Education examines the theory and practice of the professional field and function referred to as "institutional advancement", which is dedicated to attracting philanthropic support as well as building attitudinal and behavioral support among key constituents for colleges and universities.

HIED 6323. Design and Evaluation of College Teaching (Irregular). 3 Hours.

Theory and practice of effective college teaching. Emphasis is placed on preparation and evaluation of instruction.

HIED 6333. Curriculum Design in Higher Education (Irregular). 3 Hours.

Types of undergraduate curricula and their supporting philosophies; approaches to curricula planning and assessment; curricular reforms; and factors influencing curricular policy making.

HIED 6343. Strategies for Effective College Teaching. 3 Hours.

An examination of traditional and innovative instructional strategies for use in college teaching.

HIED 6353. The College and University Presidency. 3 Hours.

The course explores the basic elements of the presidency of an academic institution and examines the critical issues facing the college and university presidents/chancellors.

HIED 6423. Trends, Issues and Problems in Higher Education. 3 Hours.

A study of the current problems and trends related to the field of higher education.

HIED 6483. Strategic Enrollment Management (Irregular). 3 Hours.

An examination of admissions marketing strategies, communications plans, branding, and forecasting as well as how other areas (financial aid, honors, scholarships, and student affairs) contribute to successful recruitment efforts. Other key enrollment management areas of focus for the class include academic records, registration, degree audits, FERPA, student support, and most importantly, retention. Major state and federal legislation that underscores any of these activities will be discussed as well.

HIED 6533. Assessment of Institutional Effectiveness in Higher Education (Irregular). 3 Hours.

The course examines the fundamentals of assessment of learning outcomes and institutional effectiveness and introduces assessment as a tool to inform strategic planning and data-driven decision-making in higher education.

HIED 6643. College Students in the United States (Irregular). 3 Hours.

Students will engage with the leading theoretical and empirical scholarship related to college students and use this information to engage in class discussion, complete course assignments, consider implications for practice, and contemplate opportunities for new scholarship. Prerequisite: Doctoral student in the Higher Education Program or instructor consent.

HIED 6653. Legal Aspects of Higher Education (Sp, Fa). 3 Hours.

An examination of the legal status of higher education in the United States; the rights and responsibilities of educators and students including fair employment; due process; torts liability and contracts; student rights landmark court decisions; federal and state legislation having an impact on education.

HIED 6663. Finance and Fiscal Management. 3 Hours.

Higher education finance and budgeting practices: problems, issues, trends, and policy issues in higher education.

HIED 6683. Governance and Policy Making in Higher Education. 3 Hours.

An analysis of governance and policy making affecting the control of colleges and universities. Attention is given to policy generation, governing board supervision, and the impact of institutional, professional, and regional groups as well as community, state, and federal pressures.

HIED 6693. Research Techniques in Higher Education (Irregular). 3 Hours.

Techniques of research applicable to Higher Education.

HIED 674V. Internship. 1-6 Hour.

Supervised field experiences in student personnel services, college administration, college teaching, institutional research, development, or other areas of college and university work.

HIED 699V. Seminar (Sp, Su, Fa). 1-6 Hour.

A series of seminar for specialized study into areas of current significance in postsecondary education, such as leadership and planning; organization, development, and change; human resource development and appraisal; the student in higher education; etc. May be repeated for up to 6 hours of degree credit.

HIED 700V. Doctoral Dissertation (Sp, Su, Fa). 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Human Resource and Workforce Development Education Courses

HRWD 5113. Foundations of Human Resource & Workforce Development (Sp, Su, Fa). 3 Hours.

An overview of human resource and workforce development (HRWD) in organizations. Focus on the integration of training and development, career development, and organization development. Topics include strategic planning for human resource and workforce development, needs assessment, program development, application of workplace learning theories, career development theories and methods, and application of organization learning theories.

HRWD 5123. Career Transitions (Sp). 3 Hours.

This advanced level course is intended for career development professionals and/or subject-matter experts interested in improving their career development skills within a structured or unstructured learning environment. The emphasis in this course is on gaining career development techniques and planning formal and informal career development strategies for the individual or the organization.

HRWD 5133. HRWD Diversity Issues (Fa). 3 Hours.

This course emphasis is on current trends and case studies of diversity in the workplace. Prerequisite: Graduate standing.

HRWD 5213. Organizational Analysis. 3 Hours.

This course introduces the analysis process in organizations. The instruction and activities will enable students to develop skills in conducting organizational needs analysis (OA) as a basis for performance improvement in the workplace.

HRWD 5223. Strategic Human Resource and Workforce Development Education. 3 Hours.

A comprehensive examination of the issues, topics, principles, theories, philosophies and concepts facing tomorrow's HRD professionals. Includes the transformation of strategic HRD; the role of strategic HRD leaders as change agents; the principles of strategic HRD; professional practice do mains of strategic HRD; organizational learning, performance, and change; and analysis, design, and evaluation of HPI interventions. Students will identify practices for informing decisions related to the formation of strategic HRD planning and implementation efforts.

HRWD 5233. HRWD Employment, Legal, and Ethical Issues (Sp). 3 Hours.

This course focuses on employment, legal and ethical issues within the workplace. Students will gain knowledge that should enable them to be effective in understanding current employment concerns, equal employment opportunity (EEO) laws, and ethical practices within the workplace and how these employment concerns, laws, and practices impact society.

HRWD 5313. Facilitating Learning in the Workplace (Sp). 3 Hours.

Facilitation of learning and performance improvement in the workplace. Application of instructional methods, formal and informal learning strategies, coaching, team building, and formal and informal on-the-job learning tactics. Focus on facilitating individual and group learning to affect organizational change.

HRWD 5323. International HRWD. 3 Hours.

Exploration of how globalization and culture affect the workplace and the human resource development profession. Difference between global HRD and HRD practiced in a single country. Impact of culture on every aspect of HRD implementation and practice. Examination of HRD practices in different regions of the world.

HRWD 5333. HRWD Technological Resources (Fa). 3 Hours.

This course provides students with the tools and abilities to evaluate and understand technology resources used in HRWD. Primary course elements are instructional design characteristics of technology, theoretical and practical uses of technology resources to facilitate and manage learning, and selecting the best or most appropriate technological resources. The course uses online technologies and learning experiences.

HRWD 5433. HRWD Capstone (Sp, Su, Fa). 3 Hours.

This course is the final course for the degree in Human Resource and Workforce Development. Students will be assessed on their overall knowledge and understanding of the field. The focus of this course will be research and analysis of classic works and current trends. Pre- or Corequisite: 27 MED credit hours completed.

HRWD 571V. Independent Study. 1-3 Hour.

Independent study. May be repeated for up to 3 hours of degree credit.

HRWD 572V. Workshop. 1-3 Hour.

Workshop. Prerequisite: Advanced graduate standing. May be repeated for up to 3 hours of degree credit.

HRWD 573V. Experiential Learning. 1-18 Hour.

This course is designed for the student to attain paid or unpaid experiential development. May be repeated for up to 18 hours of degree credit.

HRWD 6313. Project and Program Evaluation (Even years, Sp). 3 Hours.

This course is a doctoral level course designed as an introduction to project and program evaluation in human resource and workforce development. Emphasis is on (a) project design and development, (b) program development and improvement, and (c) the integration of evaluation with strategic planning and performance improvement.

HRWD 6323. Qualitative Research Design and Analysis (Even years, Sp). 3 Hours.

This course is designed to introduce HRWD students to qualitative research design, data collection and data analysis. Course content includes data collection through interviews, field observation, records research, ethical issues associated with conducting research in organizational settings, and internal and external validity problems. Prerequisite: ESRM 5013 and ESRM 6403.

HRWD 6333. Quantitative Research Design and Analysis (Even years, Fa). 3 Hours.

This course provides HRWD students with the tools and abilities to design and implement an original research project using quantitative measures. Primary course elements are research design application, theoretical settings of research, and nesting research within an appropriate literature base. The course uses online technologies and on-campus learning experiences. Prerequisite: ESRM 5013 and ESRM 6403.

HRWD 6343. Principles and Techniques of Research in HRWD. 3 Hours.

This course addresses the principles and techniques underlying organizational research, both experimental and non-experimental. It covers the basic philosophy of science and research methods and gives attention to the practical problems of design, data collection sampling, and data analysis. Prerequisite: ESRM 5013 and ESRM 6403.

HRWD 6413. Career Theory and Decision Making (Fa). 3 Hours.

This course focuses on comprehensive understanding of career theory and decision making to enhance career development that emphasizes technology, cross-cultural issues, practical application, and the global economy. Career development in both the private and public sectors will be explored. Students will gain knowledge that should enable them to be effective in developing their careers and those of others using multicultural considerations and a global perspective.

HRWD 6423. Practicum. 3 Hours.

Practicum is designed to allow doctoral students in workforce development education an opportunity to apply the theoretical knowledge, skills and abilities to training, teaching, or research projects. May be repeated for up to 6 hours of degree credit.

HRWD 6513. Organization Development (Odd years, Su). 3 Hours.

This course teaches development of organization activities that intervene in the interaction of people systems to increase the effectiveness of using a variety of applied behavioral sciences. It includes the dynamics of organizations, the genesis of organizational theory and evolution of organizational dynamics, including examination of system structure, chaos theory, group dynamics and interaction, leadership theories, diversity issues impacting organizations, and techniques of change agent intervention.

HRWD 6523. Leadership Models and Concepts (Odd years, Fa). 3 Hours.

This doctoral course concentrates on using commonly accepted principles of leadership to develop skills needed in workforce development education settings.

HRWD 6533. HRWD Ethical and Legal Issues (Fa). 3 Hours.

Focuses on ethical and legal issues within the workplace and behavioral science research. Students gain knowledge that should enable them to be effective in understanding ethical and legal issues within their workplace and how they can impact society.

HRWD 6613. Learning and Teaching Theories (Odd years, Sp). 3 Hours.

Models and philosophies of important theorists in the field of teaching and learning.

HRWD 6633. Technology Systems in Human Resource and Workforce Development (Odd years, Fa). 3 Hours.

This course provides students with the tools and abilities to evaluate and understand technology systems in HRWD. Primary course elements are instructional design characteristics of technology systems, theoretical and practical settings that use technology systems to facilitate and manage learning, and selecting the best or most appropriate system for organizational use. The course uses online technologies and learning experiences.

HRWD 6643. History and Foundations of HRWD. 3 Hours.

This course focuses on the history of human resource development as a practice and a profession. Particular emphasis in this course is placed on the influence of philosophy on developing HRD theory and practice. As students progress through this course they can expect to gain greater understanding of how HRD developed as a profession, the historical root of its theory and practice, and an understanding of how to evaluate the philosophical assumptions of current HRD theory and practice.

HRWD 6713. HRWD Curriculum Design (Su). 3 Hours.

Determining principles of curriculum development, implementation, and evaluation with emphasis in human resource development education.

HRWD 6723. Entrepreneurial Development (Irregular). 3 Hours.

An advanced graduate-level course examining the history, economics, theory and practice of developing Entrepreneurial enterprises. This course presents an overview of the business and organizational systems with which an entrepreneur should be familiar.

HRWD 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Rehabilitation Education Courses

RHAB 534V. Supervised Rehabilitation Counseling. 1-3 Hour.

Gives the student practice in counseling under supervision with rehabilitation clients in selected settings and agencies.

RHAB 5363. Employer Relations and Placement Practicum. 3 Hours.

Students address the placement needs of rehabilitation agencies and their clients by implementing the RehabMark approach to employer development. Prerequisite: RHAB 5493.

RHAB 5373. Multicultural/Gender Issues in Rehabilitation. 3 Hours.

This course examines multicultural and gender issues of importance to rehabilitation practice and research, including study of women and men with disabilities within different minority cultures. The course uses a power analysis and a minority model of disability as a basis for understanding the relationship between disability, gender, race and ethnicity.

RHAB 5383. Theories and Foundations of Addiction. 3 Hours.

This course will introduce students to the field of addictions by defining clinical models of addiction, to include alcohol and other drugs, gambling, food, sex, criminal behavior and other types of addiction. This course will also introduce students to (a) key concepts of pharmacology, assessment, and diagnosis, (b) methods of prevention, intervention, treatment and care, (c) the impact of addiction on the family system, (d) ethics principles, and (e) the 12 core functions of practice for rehabilitation and clinical mental health professionals.

RHAB 5463. Independent Living and Community Adjustment. 3 Hours.

Study of the problems and practices involved in developing and maintaining independent living rehabilitation programs for people who are disabled physically, developmentally, and mentally.

RHAB 5493. Vocational Evaluation and Adjustment. 3 Hours.

An in-depth examination of theories and techniques related to evaluation of vocational potential and work adjustment of people with disabilities.

RHAB 5513. Professional and Legal Issues in Addiction Counseling. 3 Hours.

This course introduces students to key ethical principles and values within the field of addictions treatment and counseling. The history of the implementation of ethical principles and standards as well as specific professional codes of ethics relevant to the field of addiction (i.e., APA, CRCC, NAADAC) are thoroughly covered.

RHAB 5523. Clinical Assessment and Treatment in Addictions. 3 Hours.

This course introduces students to the process of screening, evaluation/assessment, and treatment processes within the field of addiction. This course will also address special issues related to assessment and treatment such as co-occurring disorders, cultural and gender factors, and pharmacological treatment options.

RHAB 5543. Family Constructs and Addictions Counseling. 3 Hours.

This course analyzes the impact of addictions on the family system and introduces students to the theory of marriage and family approaches used in addictions counseling. Special topics covered in the course include but are not limited to counseling women, employment issues, multicultural issues, ethics, and trauma.

RHAB 574V. Internship. 1-9 Hour.

Internship.

RHAB 599V. Seminar. 1-18 Hour.

Seminar. May be repeated for up to 18 hours of degree credit.

RHAB 605V. Independent Study. 1-18 Hour.

Independent study.

RHAB 6243. Advanced Rehabilitation Research. 3 Hours.

An advanced doctoral level course to facilitate the application of scientific values, research skills, and behavior to the generation of rehabilitation knowledge and problem solving.

RHAB 625V. Teaching Internship in Rehabilitation. 1-18 Hour.

Graduate teaching experience in the rehabilitation counseling curriculum. Under the supervision of a faculty member, will participate in the development of syllabi, course materials and examinations. Will team teach graduate rehabilitation courses with the faculty member. May be repeated for up to 18 hours of degree credit.

RHAB 6263. Clinical Supervision of Practicum Students. 3 Hours.

The study and practice of supervising master's rehabilitation counseling students in a clinical practicum setting. Prerequisite: Doctoral standing.

RHAB 675V. Internship. 1-18 Hour.

Advanced supervised practice in a rehabilitation setting.

RHAB 699V. Seminar. 1-18 Hour.

Discussion of pertinent topics and issues in the rehabilitation field. Prerequisite: Advanced graduate standing. May be repeated for up to 18 hours of degree credit.

RHAB 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Social Work (SCWK)

Yvette Murphy-Erby
Director, School of Social Work
SCSW 106
479-575-7786
Email: ymurphy@uark.edu

Sara Collie
M.S.W. Program Director
SCSW 106
479-575-4510
Email: sjcollie@uark.edu

School of Social Work Website (<http://fulbright.uark.edu/departments/social-work>)

Degree Conferred:

Master of Social Work (M.S.W.)

Program Description: Professional social workers promote human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide. The purpose of the graduate social work program at the University of Arkansas is to prepare advanced-level professional social workers as leader/practitioners with the capacity to address complex personal, social, community, and economic problems preventing so many of Arkansas' people (and people across the country and globally) from moving out of poverty to self-sufficiency. The M.S.W. program is accredited by the Council on Social Work Education (CSWE).

Areas of Study: The School of Social Work offers focused studies in multi-system life-course. The multi-system life-course perspective prepares students for advanced social work practice with a range of systems (individuals, families, groups, organizations, and communities) and for practice with individuals across the life course as they interact with multiple systems.

Primary Areas of Faculty Research: Healthy aging; human behavior and the social environment theory; gerontology; addictions; health and health disparities; poverty reduction; human diversity; international social work; social work history; women and asset development; children and families; domestic violence; and human trafficking.

M.S.W. in Social Work

Admission Requirements: Admission to the University of Arkansas Graduate School as well as admission to the School of Social Work M.S.W. program is required. Admission requirements for the M.S.W. program include: a baccalaureate degree with a liberal arts perspective from an accredited college or university (official transcripts must be provided); a minimum 3.00 undergraduate GPA on a four-point scale; 2.75-2.99 for conditional admission; a personal statement of motivation for and experiences supporting admission to the MSW program; a social needs paper that discusses a current social need that is of concern and interest to the applicant; three professional reference letters (faculty, employers, supervisors); a basic statistics course; and computer literacy demonstrated through prior course work. Applicants with a GPA between 2.75-2.99 for the last 60 hours of their first undergraduate degree are required to complete the Graduate Record Examination (GRE) or Millers Analogies Test (MAT) and to submit GRE/MAT scores to the Graduate School. In addition to the above requirements, for admission to the Advanced Standing program, applicants must have a bachelor's degree in social work, received during the past six years, from a school accredited by the Council on Social Work Education. If the bachelor's degree was earned over six years ago, the applicant may submit a petition for exception, demonstrating a significant history of social work employment and continuing education.

Two-year Program Option: This option is available for students without a baccalaureate degree from a program accredited by the Council on Social Work Education (CSWE). Students in the two-year option must successfully complete a total of 63 credit hours. The following are required Foundation courses:

SCWK 4073	Social Work Research and Technology I	3
SCWK 4093	Human Behavior and the Social Environment I	3

SCWK 4103	Human Behavior and the Social Environment II	3
SCWK 4153	Social Welfare Policy	3
SCWK 4333	Social Work Practice I	3
SCWK 4343	Social Work Practice II	3
SCWK 4733	Social Work Practice III	3
SCWK 5003	Foundations of Culturally Competent Social Work Practice	3
SCWK 5013	Bridge Course: Evidenced Based Social Work	3
SCWK 5412	Foundation Field Seminar	2
SCWK 5434	Foundation Field Internship	4

The following are required Advanced courses:

SCWK 5073	Social Work Research and Technology II	3
SCWK 6000L	Thesis Laboratory	0
SCWK 6003	Advanced Social Work Practice Using the MSLC Perspective	3
SCWK 6442	Advanced Field Seminar I	2
SCWK 6444	Advanced Field Internship I	4
SCWK 6452	Advanced Field Seminar II	2
SCWK 6454	Advanced Field Internship II	4

Three-year Extended Program Option: This option is available for students without a baccalaureate degree from a program accredited by the Council on Social Work Education (CSWE). Students in the three-year extended program must successfully complete a total of 63 credit hours. The following are required foundation courses:

SCWK 4073	Social Work Research and Technology I	3
SCWK 4093	Human Behavior and the Social Environment I	3
SCWK 4103	Human Behavior and the Social Environment II	3
SCWK 4153	Social Welfare Policy	3
SCWK 4333	Social Work Practice I	3
SCWK 4343	Social Work Practice II	3
SCWK 4733	Social Work Practice III	3
SCWK 5003	Foundations of Culturally Competent Social Work Practice	3
SCWK 5013	Bridge Course: Evidenced Based Social Work	3
SCWK 5412	Foundation Field Seminar	2
SCWK 5434	Foundation Field Internship	4

The following are required advanced courses:

SCWK 5073	Social Work Research and Technology II	3
SCWK 6000L	Thesis Laboratory	0
SCWK 6003	Advanced Social Work Practice Using the MSLC Perspective	3
SCWK 6442	Advanced Field Seminar I	2
SCWK 6444	Advanced Field Internship I	4
SCWK 6452	Advanced Field Seminar II	2
SCWK 6454	Advanced Field Internship II	4

Please note that the three-year extended program accepts students every other year (e.g. Fall 2009, 2011, 2013, 2015, etc.)

Advanced Standing Option: Students with a baccalaureate degree from a program accredited by CSWE are eligible to apply for Advanced Standing. This option requires a total of 39 credit hours including

SCWK 5013, SCWK 5442, SCWK 5444, and the advanced course work listed above for the two- and three-year options. Students may complete the advanced standing option on campus or online.

Electives:¹ Each student is required to successfully complete three electives (9 credit hours). Electives are chosen in consultation with and with approval from the student's major faculty adviser. Students may enroll in electives outside the School of Social Work, with faculty adviser approval.

Each student is required to successfully complete a population-specific practice course (3 credit hours) from either SCWK 6233 or SCWK 6243. Students may choose to take the other population-specific practice course as an elective.

Graduate social work electives include:

SCWK 5143	Global Social and Economic Justice and Oppression	3
SCWK 5153	Children, Youth, and Family	3
SCWK 5163	Social Work Management, Administration and Supervision	3
SCWK 5173	Advanced Practice with Families and Couples	3
SCWK 5183	Advanced Practice with Individuals	3
SCWK 5193	Advanced Practice and Policy in Aging	3
SCWK 5213	Advanced Practice in Behavioral and Mental Health	3
SCWK 5253	Spirituality and Social Work Practice	3
SCWK 5343	Advanced Practice with Groups	3

¹ Elective topics often change from semester to semester based on faculty expertise and student interest. Therefore, it is not possible to guarantee specific electives.

Other Requirements: M.S.W. students are required to complete a capstone paper and presentation. The capstone project is a research experience in the area of practice/program evaluation, guided and evaluated by a panel of faculty and senior social work practitioners from the community. Students may choose instead, with faculty approval, to complete a thesis. The thesis option is guided by the student's thesis committee, resulting in a final paper and oral defense. Both options are completed in conjunction with the three-hour Research and Technology course. Only those choosing the thesis option must enroll in thesis hours in their advanced year.

John M. Gallagher
Faculty Adviser
479-575-2368
Email: jmgallag@uark.edu

The Department of Social Work and the School of Law cooperate in offering a dual degree program that allows a student to pursue the Master of Social Work and the Juris Doctor degrees concurrently in order to achieve the following program objectives:

1. To educate practitioners in social work and law to be able to effectively utilize the problem-solving strategies and techniques of both disciplines to the benefit of their clients, their colleagues, and the community.
2. To provide the core curriculum necessary for the education of students in each profession while enabling them to focus on areas of knowledge and practice that correspond to their professional goals.

3. To facilitate integration of the two disciplines through experiential learning opportunities.
4. To promote a philosophy of interdisciplinary collaboration between law and social work professionals and create a collaborative learning environment.
5. To prepare practitioners who have a commitment to a human condition that is free from violence, oppression, and discrimination, and that protects and promotes the development of all people.

J.D./M.S.W. Program

The Juris Doctor/Master of Social Work dual degree is awarded after completion of a four-year integrated course of study. This eliminates approximately one year of study, while meeting all accreditation requirements of the American Bar Association and Council on Social Work Education.

Upon completion of the dual degree, students have earned a total of 135 credit hours (as opposed to 153 credit hours if the degrees are earned separately). A total of 12 hours credit earned in the M.S.W. program count toward completion of the J.D. degree. A total of 6 hours credit earned in the J.D. program count toward completion of the M.S.W. degree. In order to receive dual credit, minimum grade standards for each program must be met.

Students who do not maintain the academic or ethical standards of either degree program may be terminated from the dual degree program. Students in good standing in one degree program but not the other may be allowed to continue in the program in which they have good standing and must meet the degree requirements of that program. If for any reason a student admitted to the dual degree program does not complete the M.S.W. degree, the student cannot count the 12 hours of M.S.W. courses toward the J.D. degree. If for any reason a student admitted to the dual degree program does not complete the J.D. degree, the elective policy for the School of Social Work applies.

To be eligible for admission to the J.D./M.S.W. Dual Degree Program, students must apply separately and be admitted to the master's program at the School of Social Work, to the juris doctor program at the School of Law, and to the joint program. As such, applicants must meet all of the requirements for admission to each program. Upon application to the J.D./M.S.W. dual degree, the applicant shall provide a statement of intent for admission that includes a brief explanation of the reasons for pursuing this dual degree program as well as goals upon completion of the program. Each degree will be conferred when the student has met all the requirements of that degree.

Should a student enter one program and later become aware of the availability of the joint program, the student must be admitted to both programs and to the joint program during his or her first year of class work in the program of original enrollment.

Graduate Faculty

Bryson, Sarah J., M.S.W. (Colorado State University), Lecturer, 2014.
Christy, Kameri, Ph.D., M.S.W. (University of Kansas), B.A. (University of Missouri-Kansas City), Professor, 2003.
Clingan, Shelley Diane, M.S.W. (University of Arkansas at Little Rock), Lecturer, 2014.
Collie, Sara J., M.S.W. (University of Arkansas at Little Rock), B.A. (University of Arkansas), Associate Professor, 2011.
Dunavant, Kristen, M.S.W. (Augsburg College), B.S.W. (St. Olaf College), Lecturer, 2017.

Ferguson, Alishia Juanelle, Ph.D., M.S., B.A. (University of Texas Arlington), Clinical Assistant Professor, 2008.

Franklin, Carly T.S., M.S.W. (University of Arkansas), Clinical Assistant Professor, 2014.

Gallagher, John M., Ph.D., M.S.W. (Arizona State University), B.A. (State University of New York at Plattsburgh), Assistant Professor, 2016.

House, Glenda J., M.S.W. (University of Arkansas at Little Rock), B.A. (University of Arkansas), Clinical Associate Professor, 1997.

Hurd, Debra, Ph.D., M.P.A., B.A. (University of Arkansas), Clinical Professor, 1992.

Kimbrough, Hanna A.D., M.S.W. (University of Arkansas), Lecturer, 2014.

Murphy-Erby, Yvette, Ph.D. (University of North Carolina at Greensboro), M.S.W. (University of North Carolina, Chapel Hill), B.A. (University of North Carolina, Charlotte), Professor, 2004.

Scott, Adrienne R., M.S.W. (University of Texas, Arlington), B.A. (University of Arkansas), Lecturer, 2014.

Shobe, Marcia A., Ph.D. (University of Kansas), M.S.W. (University of Hawaii at Manoa), B.A. (State University of New York at Plattsburgh), Professor, 2007.

Shuler, Kimberly M., M.S.W. (University of Arkansas at Little Rock), B.S.W. (University of Arkansas), Instructor, 2015.

Sites, Joanna, M.S.W., B.A. (University of Arkansas), Lecturer, 2016.

Spears, Kari R., M.S.W., B.A. (University of Arkansas), Lecturer, 2016.

Stauss, Kim, Ph.D. (University of Utah), M.S.W. (California State University at Sacramento), B.S. (Stephen F. Austin State University), Associate Professor, 2006.

Thomas, Johanna, Ph.D., M.S.W. (Louisiana State University), B.A. (University of Akron), Assistant Professor, 2015.

Tonymon, Susan, M.S.W. (University of Arkansas at Little Rock), B.S.W. (Arkansas State University), Instructor, 2014.

Valandra, Ph.D., M.S.W. (University of Minnesota), M.B.A., B.S. (University of Nebraska at Omaha), Assistant Professor, 2013.

Courses

SCWK 405V. Special Topics in Social Work. 1-6 Hour.

Comprehensive study of various topics of importance in contemporary social welfare and social work practice. Prerequisite: Junior standing. May be repeated for degree credit.

SCWK 4073. Social Work Research and Technology I. 3 Hours.

An overview of forms and sources of social work research including existing social data, techniques for collecting original social data, and techniques of organization, interpretation, and presentation of data. Students will also become proficient in the use of current technology for social work research and practice. Pre- or Corequisite: One of the following: STAT 2303, SOCI 3303 and SOCI 3301L, PSYC 2013, or ESRM 2403. Prerequisite: SCWK 4093 and SCWK 4153.

SCWK 4093. Human Behavior and the Social Environment I. 3 Hours.

Provides a conceptual framework for knowledge of human behavior and the social environment with a focus on individuals. Social systems, life-course, assets, and resiliency-based approaches are presented. Special attention is given to the impact of discrimination and oppression on the ability to reach or maintain optimal health and well-being. Prerequisite: COMM 1313, PSYC 2003, SOCI 2013, SCWK 2133, and SCWK 3193 and (BIOL 1543 and BIOL 1541L, or ANTH 1013 and ANTH 1011L).

SCWK 4103. Human Behavior and the Social Environment II. 3 Hours.

This course applies the basic framework for creating and organizing knowledge of human behavior and the social environment acquired in HBSE I to the understanding of family, group, organizational, community, and global systems. Attention is given to discrimination, oppression, the impact of technology, and poverty at each system level. Prerequisite: SCWK 4093 and SCWK 4153.

SCWK 4153. Social Welfare Policy. 3 Hours.

Describes and analyzes the policies and services rendered by local, state, regional, national, and international agencies as well as the policy implications for social work practice. Students prepare to advocate social policy changes designed to improve social conditions, promote social and economic justice, and to empower at-risk populations. Prerequisite: COMM 1313, PLSC 2003, SCWK 2133, and SCWK 3193.

SCWK 4183. Social Work With Elders. 3 Hours.

Survey of theories of gerontology, service programs and unmet needs of the aging citizen.

SCWK 4233. Seminar: Children and Family Services. 3 Hours.

An examination of selected current issues in the field of children and family services through discussion, individual study, and interaction with professionals in the field.

SCWK 4333. Social Work Practice I. 3 Hours.

This is the first in the sequence of practice courses introducing students to the generalist approach to micro social work. This course focuses on developing a solid foundation for practice with individuals, including learning basic communication and helping skills, values, principles, and the connection of theory to practice. Pre- or Corequisite: SCWK 4103. Prerequisite: SCWK 4093 and SCWK 4153.

SCWK 4343. Social Work Practice II. 3 Hours.

This is the second course in the social work practice sequence, emphasizing theories, models, and techniques related to generalist practice with families and groups. The course elaborates on system theory as it impacts groups and families, and use of experiential teaching methods. Prerequisite: SCWK 4103 and SCWK 4333.

SCWK 4733. Social Work Practice III. 3 Hours.

Students acquire and practice the skills, knowledge, and values necessary for culturally competent generalist social work practice with organizations and communities. Special attention is given to the implications of discrimination and oppression for attaining social and economic justice. Pre- or Corequisite: SCWK 4103 and SCWK 4343. Prerequisite: SCWK 4333.

SCWK 5003. Foundations of Culturally Competent Social Work Practice. 3 Hours.

The purpose of this course is the acquisition and demonstration of beginning graduate-level social work values and ethics, knowledge, and skills necessary for cultural competence in work with individuals, families, groups, organizations, communities, and global contexts. A multi-systems life-course conceptual framework is used. Prerequisite: Admission to the two-year or part-time MSW program.

SCWK 5013. Bridge Course: Evidenced Based Social Work. 3 Hours.

This course prepares MSW students to transition from the foundation course to the advanced concentration courses. Students will become familiar with the mission and conceptual framework underlying the advanced concentration and develop beginning knowledge of traditional and alternative approaches to client system assessment. Prerequisite: Admission into the advanced standing MSW program or completion of foundation courses.

SCWK 5073. Social Work Research and Technology II. 3 Hours.

This course is intended to build the advanced research skills necessary to develop a research proposal and complete a thesis or capstone project. Students will plan the project, collect and analyze data and write a research report of their findings. Projects will focus on systematic evaluation of service delivery and personal professional practice. Corequisite: SCWK 6000L. Prerequisite: Completion of year one for two-year students or summer semester for advanced standing students.

SCWK 5143. Global Social and Economic Justice and Oppression. 3 Hours.

The role and responsibilities of the social work profession are examined in an international comparative context. Particular emphasis is given to social workers' responsibilities to advance global social and economic justice and reduce human oppression through community, social, economic, and organizational development strategies. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5153. Children, Youth, and Family. 3 Hours.

This course focuses on the development, revision, and impact of policy and practice in children, youth, and family services. Current issues in policy and practice will be examined. Students will interact with community agencies and utilize class assignments to advocate improvements in current policy and practice. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5163. Social Work Management, Administration and Supervision. 3 Hours.

This course develops advanced skills in management, administration, and supervision in social work organizations. Emphasis is placed on developing leadership skills in ethics, budgeting, finance, resource development, information management, evaluation, staff hiring, supervision and development, and the use of technology in organizational leadership, development, and maintenance. Prerequisite: Graduate standing and SCWK 5003 or SCWK 5013.

SCWK 5173. Advanced Practice with Families and Couples. 3 Hours.

The purpose of this course is to provide advanced understanding of the knowledge, skills and values needed to assess and intervene effectively with traditional and non-traditional families and couples. The course will examine social systems and life-course strengths approaches to understand how families and couples function. Students will design interventions. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5183. Advanced Practice with Individuals. 3 Hours.

This course develops advanced skills in social work practice on a micro level. Students learn to analyze and compare practice models. They gain skills in selecting a practice model and integrating multiple models based on client needs. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5193. Advanced Practice and Policy in Aging. 3 Hours.

This course focuses on social work practice with, and policies for, older persons. Current, past, and future practices and policies for older persons across systems and the life course are explored. Emphasis is placed on the influences of personal, social, economic, and cultural diversity on the well-being of older persons. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5213. Advanced Practice in Behavioral and Mental Health. 3 Hours.

This advanced course prepares students to identify mental disorders, plan intervention strategies with clients from a strengths perspective, and understand mental health programs through which services are delivered. Differential diagnosis and the impact of socioeconomic status, gender, race, and sexual orientation on diagnosis and treatment decisions are addressed. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5253. Spirituality and Social Work Practice. 3 Hours.

This course prepares students to respond competently and ethically to diverse spiritual and religious perspectives. Utilizing social work ethics and values as a guide, students will develop a comparative, critically reflective approach to practice. Prerequisite: SCWK 4103 or SCWK 5003 or SCWK 5013.

SCWK 5343. Advanced Practice with Groups. 3 Hours.

This course provides advanced knowledge, skills, and values needed to assess and intervene effectively with populations seen in the social work practice of group therapy. This course examines group dynamics, life-course and strengths perspectives, and client-centered assessment of needs and their application in agency settings. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5412. Foundation Field Seminar. 2 Hours.

A required course for MSW students without an accredited undergraduate degree in social work. The purpose of the seminar is to allow students to integrate classroom content with experiences in the field, to learn peer supervision and consultation, and to learn from the experiences of other students in the field. Corequisite: SCWK 5434.

SCWK 5434. Foundation Field Internship. 4 Hours.

This course is required of all graduate students entering the MSW program without an accredited undergraduate degree in social work. Minimum of 330 clock hours of agency-based professional social work practicum experience, supervised by a licensed MSW, is required. Corequisite: SCWK 5412. Prerequisite: SCWK 5003, SCWK 4333, SCWK 4073, SCWK 4093, and SCWK 4153.

SCWK 5442. Field Seminar III. 2 Hours.

This seminar is required of all graduate students entering the MSW program with advanced standing. Students integrate classroom content with experiences in the field, learn peer supervision and consultation, and learn from the experience of other students in the field. Corequisite: SCWK 5444. Prerequisite: Admission to graduate program with advanced standing.

SCWK 5444. Field Internship III. 4 Hours.

This course is required of all graduate students entering the MSW program with advanced standing. A minimum of 240 clock hours of agency-based professional social work practicum experience, supervised by a licensed MSW, is required. Corequisite: SCWK 5442. Prerequisite: Admission to graduate program with advanced standing.

SCWK 596V. Independent Study. 1-6 Hour.

Independent study designed to meet the particular needs of individual graduate students. May be repeated for up to 6 hours of degree credit.

SCWK 6000L. Thesis Laboratory. 0 Hours.

This laboratory is required for completion of the thesis, which is developed through components of the graduate Research & Technology sequence. Other courses in the graduate curriculum provide support for the conceptualization and development of the thesis.

SCWK 6003. Advanced Social Work Practice Using the MSLC Perspective. 3 Hours.

Advanced Social Work Practice Using the Multi-Systems Life Course (MSLC) perspective teaches advanced practice behaviors with individuals, families, groups, organizations, and communities. This course focuses on integrating the arenas of advanced theory, research, policy practice, direct practice, required competencies and advanced practice behaviors using the MSLC perspective. Prerequisite: Admission into the advanced standing MSW program or completion of foundation courses.

SCWK 6233. Advanced Social Work Practice With Children And Youth Using the MSLC Perspective. 3 Hours.

This course focuses on the development, revision, and impact of practice with children and youth from a Multi-Systems Life Course (MSLC) perspective. Historical trends as well as current practices will be examined with a focus on learning and improving social work practice skills. Prerequisite: SCWK 6003.

SCWK 6243. Advanced Social Work Practice With Adults Using the MSLC Perspective. 3 Hours.

This course focuses on the development, revision, and impact of practice with adults from a Multi-Systems Life Course (MSLC) perspective. Historical trends as well as current practices will be examined with a focus on learning and improving social work practice skills. Prerequisite: SCWK 6003.

SCWK 6442. Advanced Field Seminar I. 2 Hours.

The first of two advanced field seminars required of all students in the MSW program. The purpose of the seminar is to allow students to integrate classroom content with experiences in the field, to practice peer supervision and consultation, and to learn from the experiences of other students in the field. Corequisite: SCWK 6444. Prerequisite: SCWK 5412 or SCWK 5442.

SCWK 6444. Advanced Field Internship I. 4 Hours.

This is the first of two advanced field internships required of all graduate students in the MSW program. A minimum of 330 clock hours of agency-based professional social work practicum experience, supervised by a licensed MSW, is required. Corequisite: SCWK 6442. Prerequisite: SCWK 5434 or SCWK 5444.

SCWK 6452. Advanced Field Seminar II. 2 Hours.

This is the second of two advanced field seminars required of all students in the MSW program. The purpose of the seminar is to allow students to integrate classroom content with experiences in the field, to demonstrate peer supervision and consultation, and to learn from the experiences of other students in the field. Corequisite: SCWK 6454. Prerequisite: SCWK 6442.

SCWK 6454. Advanced Field Internship II. 4 Hours.

This is the second of two advanced Field Internship courses required of all graduate students in the MSW program. A minimum of 330 clock hours of agency-based professional social work practicum experience supervised by a licensed MSW is required. Corequisite: SCWK 6452. Prerequisite: SCWK 6442.

Sociology and Criminology (SOCI)

Anna Zajicek
Department Chair
211 Old Main
479-575-5149
Email: azajicek@uark.edu

Shauna Morimoto
Graduate Director
229 Old Main
479-575-3784
Email: smorimot@uark.edu

Sociology and Criminal Justice Website (<http://fulbright.uark.edu/departments/sociology/graduate>)

Degree Conferred:

M.A. in Sociology (SOCI)

Primary Areas of Faculty Research: Community; criminology and criminal justice; terrorism; social inequality, organization and change; social data analytics using qualitative and quantitative methods.

Areas of Concentration: General sociology and criminology.

M.A. in Sociology with General Sociology Concentration

Application Requirements for the MA in Sociology Program:

Applicants for graduate studies in sociology must be admitted to the Graduate School and must also submit the following: 1) at least two letters of recommendation from people who can judge the applicant's academic potential as a graduate student; 2) a sample of written academic work (i.e., a research paper); 3) a one page statement in which the applicant discusses the educational objectives sought by entering our graduate program; 4) satisfactory GRE scores.

Prerequisites to Degree Program: Prior undergraduate work in social theory, research methods, statistics, and writing is considered necessary for successful performance at the graduate level. SOCI 3303 (or an approved equivalent), SOCI 3313 and SOCI 3423 (or an approved equivalent) are required to eliminate deficiencies. Additionally, students applying to the criminology concentration must show prior undergraduate work in introductory criminal justice or criminology. SOCI 3023/CRIM 3023 (or an approved equivalent) is required to eliminate deficiencies for students pursuing the criminology concentration. Undergraduate deficiencies must be removed by taking the appropriate undergraduate courses during the first twelve hours of graduate work or the first time the courses are offered.

Requirements for the Master of Arts Degree: (Minimum 32 hours.)

Core Requirements:

SOCI 5001	Proseminar	1
SOCI 5253	Classical Social Theory	3
SOCI 5311L	Applied Data Analysis Laboratory	1
SOCI 5313	Applied Data Analysis	3
SOCI 5013	Advanced Social Research	3

M.A. in Sociology with a concentration in General Sociology: In addition to meeting all of the core requirements outlined above, students wishing to pursue a master's degree in Sociology with a concentration in general sociology must complete the following courses:

Required Courses

SOCI 5263	Contemporary Social Theory	3
SOCI 5083	Applied Qualitative Research	3

Restricted Electives

Select two of the following:		6
SOCI 503V	Special Topics	
SOCI 5043	Public Policy, Children and Families	
SOCI 5113	Seminar in Social Inequality	
SOCI 5133	The Community	
SOCI 5153	Sociological Perspective on Social Psychology	
SOCI 5233	Theories of Deviance	

Total Hours		12
-------------	--	----

In addition to these common core courses, the courses required in a specific concentration, and the six hours of specialization-specific restricted electives, the student must take sufficient hours of electives to reach 32 semester hours total. The Department of Sociology and Criminology retains the right to make exceptions to the list of concentration-specific electives. Such exceptions must be approved by the Graduate Committee and authorized in writing by the Graduate Director. A maximum of three elective credit hours may be taken at the 4000 level without prior approval by the Graduate Committee. Students may apply three hours of independent study toward the degree provided that a research proposal is approved by the instructor prior to enrollment in the course. The student's adviser must authorize courses outside of the department. Except for rare circumstances, no more than three hours of credit outside of the department will count for the degree.

The Department of Sociology and Criminology offers a thesis and non-thesis option. Completion of the program for all students is contingent upon passing a comprehensive examination covering major course work.

Thesis Option: Students must take 26 hours of course work and six hours of thesis credit. All M.A. candidates in this option are required to develop and present a prospectus of the thesis to their thesis committee. They must also write and orally defend their thesis, including research methods, theory, and the area of thesis concentration.

Non-Thesis Option: Students must take 32 hours of course work. Students must select an area of study as listed in the departmental graduate handbook. Under this option, students must take a written comprehensive examination in theory, research methods, and the area of study.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

M.A. in Sociology with Criminology Concentration

Application Requirements for the MA in Sociology Program:

Applicants for graduate studies in sociology must be admitted to the Graduate School and must also submit the following: 1) at least two letters of recommendation from people who can judge the applicant's academic potential as a graduate student; 2) a sample of written academic work (i.e., a research paper); 3) a one page statement in which the applicant discusses the educational objectives sought by entering our graduate program; 4) satisfactory GRE scores.

Prerequisites to Degree Program: Prior undergraduate work in social theory, research methods, statistics, and writing is considered necessary for successful performance at the graduate level. SOCI 3303 (or an approved equivalent), SOCI 3313 and SOCI 3423 (or an approved equivalent) are required to eliminate deficiencies. Additionally, students applying to the criminology concentration must show prior undergraduate work in introductory criminal justice or criminology. SOCI 3023/CRIM 3023 (or an approved equivalent) is required to eliminate deficiencies for students pursuing the criminology concentration. Undergraduate deficiencies must be removed by taking the appropriate undergraduate courses during the first twelve hours of graduate work or the first time the courses are offered.

Requirements for the Master of Arts Degree: (Minimum 32 hours.)

Core Requirements:

SOCI 5001	Proseminar	1
SOCI 5253	Classical Social Theory	3
SOCI 5311L	Applied Data Analysis Laboratory	1
SOCI 5313	Applied Data Analysis	3
SOCI 5013	Advanced Social Research	3

M.A. in Sociology with a concentration in Criminology: In addition to meeting all of the core requirements outlined above, students wishing to pursue a master's degree in Sociology with a concentration in criminology must complete the following courses:

Required Course

SOCI 5413	Seminar in Criminological Theory	3
SOCI 5423	Research in Criminology	3

Restricted Electives

Select two of the following:		6
SOCI 5433	Victimization	
SOCI 5443	Seminar in Terrorism	
SOCI 5453	Social Control	
SOCI 5463	White Collar Crime	
SOCI 5473	Crime and Community	

Total Hours		12
-------------	--	----

In addition to these common core courses, the courses required in a specific concentration, and the six hours of specialization-specific restricted electives, the student must take sufficient hours of electives to reach 32 semester hours total. The Department of Sociology and Criminology retains the right to make exceptions to the list of concentration-specific electives. Such exceptions must be approved by the Graduate Committee and authorized in writing by the Graduate Director. A maximum of three elective credit hours may be taken at the 4000 level without prior approval by the Graduate Committee. Students

may apply three hours of independent study toward the degree provided that a research proposal is approved by the instructor prior to enrollment in the course. The student's adviser must authorize courses outside of the department. Except for rare circumstances, no more than three hours of credit outside of the department will count for the degree.

The Department of Sociology and Criminology offers a thesis and non-thesis option. Completion of the program for all students is contingent upon passing a comprehensive examination covering major course work.

Thesis Option: Students must take 26 hours of course work and six hours of thesis credit. All M.A. candidates in this option are required to develop and present a prospectus of the thesis to their thesis committee. They must also write and orally defend their thesis, including research methods, theory, and the area of thesis concentration.

Non-Thesis Option: Students must take 32 hours of course work. Students must select an area of study as listed in the departmental graduate handbook. Under this option, students must take a written comprehensive examination in theory, research methods, and the area of study.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Graduate Faculty

Adams, Douglas James, Ph.D., M.A. (University of Arizona), Associate Professor, 1995.

Barnum, Anthony Justin, Ph.D. (Howard University), M.A. (University of Arkansas), B.A. (Hendrix College), Visiting Assistant Professor, 2016.

Bustamante, Juan Jose, Ph.D. (Michigan State University), M.S., B.A. (University of Texas Pan American), Associate Professor, 2012.

Drawwe, Grant R., Ph.D. (University of Arkansas at Little Rock), M.A., B.A. (Southern Illinois University), Assistant Professor, 2016.

Engen, Mindy Sue, Ph.D., M.A. (Pennsylvania State University), B.S. (Georgia State University), Professor, 2005.

Engen, Rodney L., Ph.D. (University of Washington), M.S., B.S. (University of Wisconsin-Milwaukee), Associate Professor, 2009.

Fitzpatrick, Kevin M., Ph.D. (State University of New York at Albany), M.A. (University of South Carolina at Columbia), B.A. (Susquehanna University), University Professor, 2005.

Harris, Casey Taggart, Ph.D., M.A. (Pennsylvania State University), B.S. (Texas A&M University), Associate Professor, 2011.

Holyfield, Lori C., Ph.D. (University of Georgia), M.A., B.S.E. (University of Arkansas), Professor, 1995.

Jackson, Brandon, Ph.D. (Florida State University), Assistant Professor, 2013.

Koski, Patricia, B.A., M.A., Ph.D. (Washington State University), Associate Professor, 1984.

Morimoto, Shauna, Ph.D., M.S. (University of Wisconsin-Madison), B.A. (University of Pittsburgh), Associate Professor, 2008.

Sabon, Lauren, Ph.D. (University of Tennessee-Knoxville), M.S./M.A. (Marshall University), B.S., B.A. (West Virginia University), Clinical Assistant Professor, 2014.

Schwab, Bill, Ph.D., M.A. (The Ohio State University), M.A. (University of Akron), B.A. (Miami University), University Professor, 1976.

Shields, Christopher A., Ph.D., J.D. (University of Arkansas), M.A., B.A. (Arkansas State University), Clinical Assistant Professor, 2003.

Smith, Brent Lamar, Ph.D., M.S. (Purdue University), B.A. (Ouachita Baptist University), Distinguished Professor, 2003.

Thomas, Shaun A., Ph.D., M.A. (Louisiana State University), B.A. (University of Akron), Associate Professor, 2015.

Worden, Steven K., Ph.D. (University of Texas at Austin), M.A., B.A. (Portland State University), Associate Professor, 1986.

Yang, Song, Ph.D., M.S. (University of Minnesota-Twin Cities), M.A. (Nankai University, China), B.A. (Branch College of Nankai, China), Professor, 2002.

Zajcek, Anna, Ph.D. (Virginia Polytechnic Institute and State University), M.S., B.S. (University of Silesia, Poland), Professor, 1994.

Courses

SOCI 4063. Organizations in Society. 3 Hours.

Review of literature on work and organizations, with focus on race, class, gender inequalities, and interactions between society and organizations; discussion of topics related to white collar crime and deviant behavior inside modern corporations. Prerequisite: SOCI 2013.

SOCI 4183. Social Network Analysis. 3 Hours.

Introduces the fundamentals of Social Network Analysis (SNA), and its applications for research in various social science fields. Prerequisite: SOCI 2013. This course is cross-listed with PLSC 4613.

SOCI 4603. Environmental Sociology. 3 Hours.

The course provides a social perspective on environmental issues. It examines the linkage between society, ecological systems and the physical environment. It provides conceptual framework(s) for analyzing environmental issues, considers the role of humans in environmental issues, and enhances understanding the complexity of the relationship between societal organization and environmental change. Prerequisite: Junior or above standing. This course is cross-listed with HDFS 4603, SUST 4603.

SOCI 5001. Proseminar. 1 Hour.

An informal forum for graduate students and faculty to present and discuss ongoing research interests as well as the current state of the discipline. Prerequisite: Graduate standing.

SOCI 500V. Advanced Problems in Sociology. 1-3 Hour.

Individual research on problems or problem areas. Prerequisite: Graduate standing.

SOCI 5013. Advanced Social Research. 3 Hours.

An examination of experimental and quasi-experimental designs used in the analysis of sociological data with focus upon appropriate units of analysis and design selection, sampling, interview techniques, and questionnaire construction. Prerequisite: Graduate standing or instructor consent.

SOCI 503V. Special Topics. 1-6 Hour.

Designed to cover specialized topics not usually presented in depth in regular courses. Prerequisite: Graduate Standing. May be repeated for up to 6 hours of degree credit.

SOCI 5043. Public Policy, Children and Families. 3 Hours.

The study of the impact of public policy on children and families, and the ways in which policies are created, modified, and changed. Includes the history of public policy concerning children and families. Prerequisite: Graduate standing.

SOCI 5083. Applied Qualitative Research. 3 Hours.

An introduction to research strategies including intensive interviewing, participant observational fieldwork, content analysis, historical analysis, and comparative research. Emphasis on the practical aspects of designing and executive research involving multiple methods of data gathering and analysis. Prerequisite: Graduate standing.

SOCI 5113. Seminar in Social Inequality. 3 Hours.

Major theories of stratification; types of stratification systems, comparisons of modern and traditional systems; emergent trends. Prerequisite: Graduate standing.

SOCI 5133. The Community. 3 Hours.

A sociological analysis of the theory, methods and materials used in the study of the community. Prerequisite: Graduate standing.

SOCI 5153. Sociological Perspective on Social Psychology. 3 Hours.

Principles, concepts and methods used in analyzing effects of social structures and processes on the self and interaction. Topics include exchange theory, role analysis, symbolic interactionism, social construction of reality, socialization, interpersonal competence, organizational and leadership development, social dislocation, and stress. Prerequisite: Graduate standing.

SOCI 5233. Theories of Deviance. 3 Hours.

A survey of major theories-classical, developmental, ecological, functionalist, conflict, subcultural, control, and phenomenological-explaining morally condemned differences in society. Particular emphasis is on practical implications of each perspective for policy and social control. Prerequisite: Graduate standing.

SOCI 5253. Classical Social Theory. 3 Hours.

A survey of social theory up to the late 20th century. An introduction to the classical sociological themes that continue to inform research, analysis, and policy formation. Major issues will include the relationship between the individual and the community, and the sources of stability, conflict, and change. Prerequisite: Graduate standing.

SOCI 5263. Contemporary Social Theory. 3 Hours.

Analysis of contemporary social theories & major theoretical debates. Emphasis is on critical evaluation & application of theoretical perspectives to current social issues affecting families and communities. Prerequisite: Graduate standing.

SOCI 5311L. Applied Data Analysis Laboratory. 1 Hour.

Provides instruction for data transformations required for the advanced statistical procedures used in the Statistical Package for the Social Sciences (SPSS). Also provides instruction in the use of advanced statistical procedures covered in SOCI 5313. Prerequisite: Graduate standing.

SOCI 5313. Applied Data Analysis. 3 Hours.

Covers basic concepts and applications of the general linear model to a variety of sociological research issues and problems. Also provides an introduction to binary dependent and multivariate categorical data analysis for sociological research. Prerequisite: Graduate standing. Familiarity with statistical computer programs is assumed.

SOCI 5413. Seminar in Criminological Theory. 3 Hours.

An examination of the causation of crime, focusing primarily on sociological theories. Prerequisite: Graduate standing.

SOCI 5423. Research in Criminology. 3 Hours.

Examination of empirical research in criminology, focusing on methodological problems, strategies, and findings. Prerequisite: Graduate standing.

SOCI 5433. Victimization. 3 Hours.

Study of the causes, correlates, and consequences of victimization, focusing on theories of victimization and the role of victims in the criminal justice system. Prerequisite: Graduate standing.

SOCI 5443. Seminar in Terrorism. 3 Hours.

Examination of the causes and consequences of terrorism. Prerequisite: Graduate standing.

SOCI 5453. Social Control. 3 Hours.

Study of sociological theories and research on formal social control, primarily institutional responses to criminal behavior. Prerequisite: Graduate standing.

SOCI 5463. White Collar Crime. 3 Hours.

Study of the nature of white collar, professional, and corporate crime. Prerequisite: Graduate standing.

SOCI 5473. Crime and Community. 3 Hours.

Examination of how neighborhood structural characteristics and social organization affect crime, as well as how the presence of crime and disorder in a community can affect neighborhood social organization. Prerequisite: Graduate standing.

SOCI 5503. Research Internship. 3 Hours.

Supervised research experience. Prerequisite: Graduate standing.

SOCI 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

Space and Planetary Sciences (SPAC)

John Dixon

Graduate Coordinator

Ozark 140

479-575-5808

Email: jcdixon@uark.edu (jcdixon@uark.edu)

Space and Planetary Sciences Website (<http://spacecenter.uark.edu>)

Degree Conferred:

M.S., Ph.D. in Space and Planetary Sciences (SPAC)

Program Description: The program provides advanced course work and research experience for persons seeking a career in the academic, government, private, or military sectors of space and planetary sciences or associated technologies.

Primary Areas of Faculty Research: Astronomical processes, geological processes on planetary surfaces, planetary atmospheres, mission instrumentation and design, Mars: near-surface processes and biological investigations, and ice moons — particularly Titan — and surface processes.

M.S. in Space and Planetary Sciences

Admission to Degree Program: Students wishing to apply for admission to the graduate degrees in space and planetary sciences should contact the Space and Planetary Science Center's graduate coordinator at jcdixon@uark.edu. Applicants should prepare to have transcripts, two letters of recommendation, and a statement of purpose sent to the center. Applicants are encouraged to submit scores from the Graduate Record Examination, including the writing score.

Basic Requirements for the Master's Degree: At least 24 semester hours of courses plus at least six hours of SPAC 600V are required for a total of at least 30 hours beyond the baccalaureate degree. Students are required to take the following courses:

Non-Core Courses

SPAC 5211	SPAC Proseminar	1
-----------	-----------------	---

Core Courses

Select three of the following:	3
--------------------------------	---

SPAC 5033	Stars and Planetary Systems
-----------	-----------------------------

SPAC 5313	Planetary Atmospheres
-----------	-----------------------

SPAC 5413	Planetary Geology
-----------	-------------------

SPAC 5553	Astrobiology
-----------	--------------

SPAC 5613	Astronautics
-----------	--------------

Space and Planetary Electives

(see list below) - Must take at least three courses (10 hours). Substitutions may be made with the approval of the committee.	10
--	----

Other Electives

SPAC 5161	Seminar (must take every semester)	4
-----------	------------------------------------	---

Thesis

SPAC 600V	Master's Thesis	6
-----------	-----------------	---

Total Hours	24
-------------	----

NOTE: The student's committee consists of at least four faculty members; at least three of these must be from the space center faculty, drawn from three different departments, and these must include the graduate advisor and the chair of the committee. One member of the committee should be from outside of the space center.

Every student must register for a minimum of one credit hour of SPAC 600V or 700V in each term during which the student is away from campus and doing thesis or dissertation research. The number of 4000-level courses allowed in a program is limited to two and committee approval is required.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Ph.D. in Space and Planetary Sciences

Admission to Degree Program: Students wishing to apply for admission to the graduate degrees in space and planetary sciences should contact the Space and Planetary Science Center's graduate coordinator at jcdixon@uark.edu. Applicants should prepare to have transcripts, two letters of recommendation, and a statement of purpose sent to the center. Applicants are encouraged to submit scores from the Graduate Record Examination, including the writing score.

Requirements for the Doctor of Philosophy Degree: Students are required to take a minimum of 72 hours beyond the baccalaureate degree to include a minimum 34 hours of required course work and 18 hours of SPAC 700V. Course requirements are given below.

Non-Core Courses

SPAC 5211	SPAC Proseminar	1
SPAC 5123	Internship	3

Core Courses

Select four of the following:		12
SPAC 5033	Stars and Planetary Systems	
SPAC 5313	Planetary Atmospheres	
SPAC 5413	Planetary Geology	
SPAC 5553	Astrobiology	
SPAC 5613	Astronautics	

Space and Planetary Electives

(see list below) – Must take at least three courses. Substitutions may be made with the approval of the committee. 9

Other Electives

SPAC 5161	Seminar (must take every semester)	4
-----------	------------------------------------	---

Dissertation

SPAC 700V	Doctoral Dissertation	18
-----------	-----------------------	----

Total Hours 47

Space and Planetary Electives

Note: Other courses may count as electives with the approval of the student's research adviser and committee. No more than two 4000-level courses may be counted toward the Ph.D. degree.

Planetary Astronomy

ASTR 5043	Astrophysics II: Galaxies and the Large-Scale Universe	3
CHEM 5263	Nuclear Chemistry	3
CHEM 5273	Cosmochemistry	3

PHYS 5513	Atomic and Molecular Physics	3
-----------	------------------------------	---

Planetary Geology

GEOS 5123	Stratigraphic Principles and Practice	3
GEOS 5423	Remote Sensing of Natural Resources	3
GEOS 560V	Graduate Special Problems	2-6

Planetary Atmospheres

GEOS 5353	Meteorology	3
GEOS 5363	Climatology	3
GEOS/ENDY 5113	Global Change	3

Origin and Evolution of Life

BIOL 4233	Genomics and Bioinformatics	3
BIOL 4263	Cell Physiology	3
BIOL 4353	Ecological Genetics/Genomics	3
BIOL 5463	Physiological Ecology	3
CHEM 5813	Biochemistry I	3
CHEM 5843	Biochemistry II	3

Astronautics and Orbital Mechanics

CSCE 5043	Advanced Artificial Intelligence	3
MEEG 4233	Microprocessors in Mechanical Engineering I: Electromechanical Systems (Irregular)	3
MEEG 4433	Aerospace Propulsion (Irregular)	3
MEEG 5273	Electronic Packaging (Irregular)	3

Additional Requirements: Students are required to complete a thesis or dissertation describing original research work in the space and planetary sciences that must be presented to and successfully defended before their committee. In addition, Ph.D. students must pass a candidacy examination.

The Ph.D. candidacy examination is administered by the student's committee and is designed to test the student's ability to assimilate, integrate and interpret material learned in the core required courses:

SPAC/ASTR 5033	Stars and Planetary Systems	3
SPAC/GEOS 5313	Planetary Atmospheres	3
SPAC/GEOS 5413	Planetary Geology	3
SPAC/CHEM/BIOL 5513	Biochemical Evolution	3
SPAC 5613	Astronautics	3

While at the same time having a depth of understanding in the area of the student's research. Thus the candidacy examination will be in two parts: (1) a 2500-word integrative essay on a theme chosen by the committee, and (2) an oral defense of the thesis before the committee. Part (1) will be assigned six weeks before the candidacy defense and shall be presented to the committee two weeks before that defense. The defense will be held at a date determined by the committee but usually before the end of the student's second year in graduate school. The committee will judge the examination as pass/fail and in the case of failure – and at the discretion of the committee – a second attempt to pass the qualifying examination is permitted within a period of time determined by the committee.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Chevrier, Vincent Francois, Ph.D. (CEREGE, Aix-en-Provence, France), M.E.S. (University Paris VII), B.S. (Academy of Versailles, France), Assistant Professor, Space and Planetary Sciences, 2005.

Kennefick, Julia Dusk, Ph.D. (California Institute of Technology), B.S. (University of Arkansas), Associate Professor, Department of Physics, 2003.

Kennefick, Daniel John, Ph.D., M.A. (California Institute of Technology), B.S. (University College Cork, Ireland), Associate Professor, Department of Physics, 2004.

Roe, Larry, Ph.D. (University of Florida), M.S., B.S.M.E. (University of Mississippi), Associate Professor, Department of Mechanical Engineering, 1994.

Courses

SPAC 5033. Stars and Planetary Systems. 3 Hours.

Stellar structure and evolution, the properties of the solar system, and extrasolar planetary systems.

SPAC 5111L. Space and Planetary Lab. 1 Hour.

Laboratory course in space and planetary sciences consisting of experiments in the five major areas of space and planetary sciences: planetary astronomy, planetary geology, planetary atmospheres, origin and evolution of life and orbital mechanics and astronautics. Intended for students enrolled in the graduate programs in space and planetary sciences.

SPAC 5123. Internship. 3 Hours.

Internship for graduate students in the space and planetary sciences graduate degree programs and concentrations in the graduate programs in physics, biology, geosciences and mechanical engineering. Students conduct a phase of their research, normally for one month, at a national or industrial laboratory in North America or overseas.

SPAC 5161. Seminar. 1 Hour.

Seminars organized by the Arkansas-Oklahoma Center for Space and Planetary Sciences covering topics on the cutting edge of research in the field for graduate students conducting research with a faculty member in the space and planetary sciences as part of their graduate degree programs or concentrations in the graduate programs in physics, biology, geology, geography and mechanical engineering.

SPAC 5211. SPAC Proseminar. 1 Hour.

Introductory course consisting of discourses and case studies in ethics, communications and public policy in the administration of space and planetary sciences. Prerequisite: Admission to program or instructor consent.

SPAC 5313. Planetary Atmospheres. 3 Hours.

Origins of planetary atmospheres, structures of atmospheres, climate evolution, dynamics of atmospheres, levels in the atmosphere, the upper atmosphere, escape of atmospheres, and comparative planetology of atmospheres.

SPAC 5413. Planetary Geology. 3 Hours.

Exploration of the solar system, geology and stratigraphy, meteorite impacts, planetary surfaces, planetary crusts, basaltic volcanism, planetary interiors, chemical composition of the planets, origin and evolution of the Moon and planets.

SPAC 5513. Biochemical Evolution. 3 Hours.

Abiotic synthesis of biomolecules on Earth, the origin of cells; genetic information, origin of life on Earth and elsewhere, evolution and diversity, ecological niches, bacteria, archaea, and eukaryotic, novel metabolic reshaping of the environment, life being reshaped by the environment, molecular data, and evolution. Prerequisite: CHEM 5813.

SPAC 5553. Astrobiology. 3 Hours.

Discusses the scientific basis for the possible existence of extraterrestrial life. Includes origin and evolution of life on Earth, possibility of life elsewhere in the solar system (including Mars), and the possibility of life on planets around other stars. Prerequisite: Instructor consent. This course is cross-listed with BIOL 5553.

SPAC 5613. Astronautics. 3 Hours.

Study of spacecraft design and operations. Prerequisite: Admission to program or instructor consent.

SPAC 600V. Master's Thesis. 1-10 Hour.

Master's thesis. May be repeated for degree credit.

SPAC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral dissertation. May be repeated for degree credit.

Spanish

M. Reina Ruiz
Graduate Coordinator of Spanish
507 Kimpel Hall
479-575-2951

Degree Conferred:

M.A. in Spanish (SPAN)

Program Description: Students pursuing the M.A. degree in Spanish will choose to follow one of two concentrations.

The first concentration is a traditional M.A. in Hispanic literature and culture with a strong emphasis on literary analysis. This concentration is recommended for students likely to pursue work toward a Ph.D. in literature and cultural studies after completion of the M.A.

The second concentration provides students an alternative track that places more emphasis on coursework in pedagogy, technology in the classroom, and second-language acquisition. This concentration is recommended more for students interested in language teaching, for students who may use the M.S. as a terminal degree in preparation for community college or liberal arts teaching, or for secondary teachers seeking further professional development.

M.A. in Spanish

Admission to Spanish M.A. Program: Admission to the M.A. program in Spanish requires a Bachelor of Arts degree or the equivalent from an accredited institution with suitable preparation in Spanish. Individuals interested in a teaching assistantship should submit an application for graduate assistantship to the Department of World Languages, Literatures and Cultures by February 1. In order to demonstrate oral and written proficiency in Spanish, English speakers applying for a teaching assistantship must send an audio-recorded reading of a literary text in Spanish as well as a writing sample in Spanish on a subject of the applicant's choosing (4-8 pages). Applicants requesting an assistantship must also include three letters of recommendation and a statement of purpose.

Non-native English speakers applying to the program must present satisfactory scores on the TOEFL or the IELTS. The University of Arkansas defines a satisfactory score on the TOEFL as 550 (paper-based) or 79 (computer-based) or above, or 6.5 on the IELTS or above for admission to the Graduate School. The test must have been taken within the two years immediately preceding the requested semester of admission and be valid at the time of enrollment. In addition to the English proficiency requirement, applicants seeking teaching assistantships

are required to submit a score of 50 on the TSE. Results from these exams must be received before admission to the Graduate School or an application for a teaching assistantship can be considered.

Literature Concentration

Requirements for the Spanish M.A., Literature Concentration:

Aside from deficiencies, a minimum of 36 hours of graduate coursework is required for the degree. All students during their first semester take WLLC 5063 Teaching Foreign Languages on the College Level. Students must also take a research seminar — SPAN 5703 Special Topics — and present a final paper that meets professional methods and standards. Each candidate must pass a comprehensive examination covering course work and reading list on five out of eight areas of study, which are:

- Medieval, Golden Age, 19th century, and 20th/21st century for Spain.
- Colonial, 19th century, 20th/21st century for Latin America, and U.S. Latina/o.

The five areas each candidate will be assessed must include: two from Spain and two from Latin America (including U.S. Latina/o), and at least two before 1900.

M.A. comprehensive exams can be taken only two times.

Detailed program descriptions, including reading lists and examination procedures, are available from the World Languages Department website (<http://fulbright.uark.edu/departments/world-languages/graduate/spanish-ma-program.php>).

Pedagogy Concentration

Requirements for the Spanish M.A., Pedagogy Concentration:

Aside from deficiencies, a minimum of 36 hours of graduate coursework is required for the degree. All students during their first semester take WLLC 5063 Teaching Foreign Languages on the College Level. Students must also take a research seminar — SPAN 5703 Special Topics — and present a final paper that meets professional methods and standards. Each candidate must pass a comprehensive examination covering course work and reading list on pedagogy and technology as well as on four out of eight areas of study, which are:

- Medieval, Golden Age, 19th century, and 20th/21st century for Spain.
- Colonial, 19th century, 20th/21st century for Latin America, and U.S. Latina/o.

The four areas each candidate will be assessed in addition to pedagogy must include: one from Spain and one from Latin America (including U.S. Latina/o), and at least one before 1900.

M.A. comprehensive exams can be taken only two times.

Detailed program descriptions, including reading lists and examination procedures, are available from the World Languages Department website (<http://fulbright.uark.edu/departments/world-languages/graduate/spanish-ma-program.php>).

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Courses

SPAN 4003. Advanced Grammar (Fa). 3 Hours.

For majors and advanced students covering the problematic areas of Spanish syntax and usage. Prerequisite: SPAN 3003 and SPAN 3103.

SPAN 4103. Monuments of Spanish Literature I. 3 Hours.

Monuments of the major works of Spanish literature from El Cid through the 17th century. Prerequisite: SPAN 3113.

SPAN 4113. Monuments of Spanish Literature II. 3 Hours.

Monuments of Spanish literature from the 18th century to the present. Prerequisite: SPAN 3113.

SPAN 4133. Survey of Spanish-American Literature I (Irregular). 3 Hours.

Survey of Spanish-American literature from the Colonial period to mid-19th Century, including pre-Hispanic Indigenous Literatures. Prerequisite: SPAN 3113.

SPAN 4193. Survey of Spanish-American Literature II (Irregular). 3 Hours.

Survey of Spanish-American literature from Modernism to the present, including U.S. Latino literature. Prerequisite: SPAN 3113.

SPAN 4213. Spanish Civilization. 3 Hours.

A wide-ranging exploration of Spanish history and culture from the Middle Ages to the present. Prerequisite: SPAN 3113.

SPAN 4223. Latin American Civilization (Irregular). 3 Hours.

Latin American civilization. Prerequisite: SPAN 3113.

SPAN 4243. Literature and Culture in the Hispanic United States (Irregular). 3 Hours.

An exploration of the history and culture, art and politics of the major Hispanic groups in the United States. Focus on contemporary attitudes and issues. Prerequisite: SPAN 3113.

SPAN 4253. Latin American Cinema and Society. 3 Hours.

This course examines key issues in Latin American culture and history through films, documentaries, and literary and cultural texts. Topics included are: Human Rights, Ethnicity, Gender, Revisions of the past. Prerequisite: SPAN 3113.

SPAN 4333. Business Spanish I. 3 Hours.

Enhances ability to interact in Spanish-language business environments by providing a solid foundation in vocabulary and structure in functional business areas such as company structure, banking and accounting, capital investment, goods and services, marketing, finance, and import-export. Students commit to 15 hours during the semester to work on business-related projects with the Spanish-speaking community of Northwest Arkansas. Prerequisite: SPAN 3003 and SPAN 3103.

SPAN 4553. Latin America Today. 3 Hours.

An exploration of recent and contemporary issues in Latin American culture and society, including social classes, ethnicity, urbanization, family, education, and religion, as well as popular culture and artistic movements. Prerequisite: SPAN 3113.

SPAN 4563. Latino Youth Bilingual Service Learning Project. 3 Hours.

The Latino Youth Bilingual Project is a service learning course for students in Spanish and Latin American and Latino Studies. Readings on Latino education policies and challenges, bilingualism, and the immigrant experience. Students commit from 15 to 30 hours of mentoring Latino youth at local schools during the semester (in addition to class meeting times) and complete a research project on Latino education. Prerequisite: SPAN 3113 or SPAN 3123 or graduate standing.

SPAN 470V. Special Topics. 1-3 Hour.

May be offered in a topic not specifically covered by courses otherwise listed. May be repeated for up to 6 hours of degree credit.

SPAN 5203. Medieval Spanish Literature. 3 Hours.

From the 'Jarchas' to the Celestina.

SPAN 5233. Golden Age Novel. 3 Hours.

Major works of Spanish prose fiction from the 16th and 17th centuries, with close reading of major works.

SPAN 5243. Golden Age Poetry and Drama. 3 Hours.

History and development of those genres in the 16th and 17th centuries, with close reading of major works.

SPAN 5253. Colonial Literature and Culture. 3 Hours.

An introductory course to the history, culture and literature of colonial Spanish America from 1492 until 1810. The course will cover representative colonial and indigenous texts and their contexts including Renaissance, Baroque, and travel literature of the Eighteenth Century. The course will be taught in Spanish.

SPAN 5273. Survey of 19th Century Spanish Literature. 3 Hours.

A graduate-level survey of Spanish literature from Neoclassicism to the Generation of 1898.

SPAN 5283. Survey of Contemporary Spanish Literature. 3 Hours.

A graduate-level survey of Spanish literature from the Transition to the present.

SPAN 5343. Survey of 20th Century Spanish Literature. 3 Hours.

A graduate-level survey of Spanish literature from the Generation of 1898 to the Transition. Prerequisite: Graduate standing.

SPAN 5393. 19th Century Spanish American Literature. 3 Hours.

Study of representative literary works from Independence (1810) to 1900's. The course covers Neoclassicism, Romanticism, Realism/Naturalism, and Modernism and the role of literature in the nation-building process. The course will be taught in Spanish.

SPAN 5403. Spanish American Theatre. 3 Hours.

Historical examination of the theatre in Spanish America, with close analysis particularly of representative works and movements in the 20th century.

SPAN 5433. Cervantes: Don Quijote. 3 Hours.

A close reading of Spain's greatest literary masterpiece.

SPAN 5453. Cinema and Literature. 3 Hours.

This course examines several Latin American and Spanish texts and their film adaptations as well as the main film making trends in the Hispanic world.

SPAN 5463. 20th Century Spanish American Literature. 3 Hours.

Critical survey of major movements and outstanding and representative works in 20th century prose and poetry, from the Mexican Revolution and the avant-garde to the contemporary boom and post-boom.

SPAN 5703. Special Topics. 3 Hours.

May be offered in a subject not specifically covered by the courses otherwise listed. May be repeated for up to 6 hours of degree credit.

SPAN 575V. Special Investigations. 1-6 Hour.

Special investigations. May be repeated for degree credit.

SPAN 5773. Indigenismo Literature. 3 Hours.

A study of 'indigenismo', an intellectual and literary tradition in Latin America examining the history of exploitation and marginalization of indigenous peoples. Readings include texts by Mariategui, Icaza, Andrade, Asturias, Arguedas, Castellanos, and also 'indigenista' works in music and the plastic arts.

SPAN 5883. Indigenous Literatures. 3 Hours.

A study of native oral narratives, literary texts and other writing forms in the Americas, from ancient times to the present, including the Andean Khipus, Mesoamerican Codices, and Amazonian mythic narratives.

SPAN 5943. U.S. Latino/a Literatures and Cultures. 3 Hours.

Explores the construction and negotiation of Latino/a identities through the study of literary and filmic texts. Theoretical concepts (e.g. latinidad, latinization, intra-latino, cultural remittances) will also be studied. Topics of discussion may include: transnationalism, bilingualism, and interactions between different Latino groups. Taught in Spanish. Prerequisite: Graduate standing.

Special Education (SPED)

Peggy Schaefer-Whitby

Program Coordinator

308 ARKA (410 Arkansas Avenue)

479-575-3302

Email: pschaeffe@uark.edu (bgartin@uark.edu)

Degree Conferred:

M.Ed. in Special Education (SPED)

Graduate Certificates Offered (non-degree):

Applied Behavior Analysis (APBA)

Autism Spectrum Disorders (AUTS)

Program Description: The Special Education program offers a graduate degree leading to a Master of Education in Special Education. The program also offers two graduate certificates.

M.Ed. in Special Education

Admission Requirements for the Master of Education in Special Education:

- A bachelor's degree from an accredited institution of higher education
- A minimum 3.0 cumulative grade point average (GPA) during the last 60 hours of undergraduate work
- Praxis Core Exam or other approved Standardized Core Knowledge Test

Requirements for the Master of Education in Special Education:

(Minimum of 36 graduate hours.) All programs will require nine semester hours of core courses, three semester hours of cognate study, and 24 semester hours in special education.

This course work is selected by students and faculty according to the needs of the student and licensure. Core course requirements can be satisfied by taking three hours from each of the areas listed below:

Select one from each of following categories:

9

1.

ESRM 5013 Research Methods in Education

ESRM 5393 Statistics in Education and Health Professions

2.

EDFD 5373 Psychological Foundations of Teaching and Learning

EDFD 5573 Life-Span Human Development

3.

EDFD 5303 Historical Foundations of Modern Education

EDFD 5353 Philosophy of Education

EDFD 5683 Issues in Educational Policy

The M.Ed. in Special Education prepares teachers for teaching students with exceptionalities including (a) Disabilities or (b) Gifted Education. The M.Ed. in Disabilities requires a minimum of 21 credit hours in specific disability areas and three credit hours in research in special education. The program in Gifted Education requires a minimum of 36 credit hours including the following 21 credit hours of Gifted Education course work:

CIED 5803 Nature and Needs of the Gifted and Talented 3

CIED 5813 Curriculum Development in Gifted and Talented 3

CIED 5823 Gifted and Talented (Structured) Practicum 3

CIED 5833	Gifted and Talented (Flex) Practicum	3
CIED 599V	Special Topics	3
SPED 641V	Special Topics in Special Education	1-3
CIED 6073	Seminar in Developing Creativity	3

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Graduate Certificate in Behavior Analysis

Graduate Certificate Program in Applied Behavior Analysis (APBA):

The Graduate Certificate in Applied Behavior Analysis is for those individuals who wish to pursue board certification in Behavior Analysis or to utilize behavioral theory in the area of autism or behavioral disorders. The program builds on candidate's previous knowledge of effective teaching and behavioral strategies and extends knowledge and skills in the use of applied behavior analysis (ABA), positive behavior support (PBS), and functional behavioral assessments (FBAs) in teaching persons with low incidence or severe disabilities. Classes emphasize the development and ethical use of behavioral change programs which are validated by systematic evaluation of the interventions used. Ethical, professional and legal standard are discussed and applied in the use of Applied Behavior Analysis.

Admission requirements for the Graduate Certificate program include:

- A minimum 3.00 cumulative grade point average (GPA) during the last 60 hours of undergraduate work.

Program of Study:

SPED 6843	Basic Principles of ABA	3
SPED 6853	Behavioral Assessment in ABA	3
SPED 6863	Behavior Change Procedures and Supports	3
SPED 6873	Measurement and Experimental Design	3
SPED 6883	ABA Ethical, Professional, and Legal Standards	3
SPED 6893	Practicum in Applied Behavioral Analysis (Sp, Fa)	3

Candidates for the Graduate Certificate must have a B or better in the Program of Study. Courses from other institutions will not be substituted for the required courses. As of 2015, those seeking to become a National Board Certified Behavior Analyst will be required to have a degree in Education, Psychology, or Applied Behavior Analysis. Those with master's degrees in areas other than Education, Psychology, or Applied Behavior Analysis will need to consult with the Behavior Analyst Certification Board to determine if their degree program will be accepted.

However, the graduate certificate in ABA can be infused into a degree program if needed.

Graduate Certificate in Autism Spectrum Disorders

Graduate Certificate Program in Autism Spectrum Disorders (AUTS):

The graduate certificate in Autism Spectrum Disorders develops professionals in the area of autism spectrum disorders. The program recognizes students who take a concentrated core of courses focused on autism spectrum disorders. Students who earn the certificate develop knowledge and skills in the areas of characteristics, assessment, and educational interventions for individuals with autism spectrum disorders.

Admission requirements for the Graduate Certificate program include:

- A minimum of a 3.0 cumulative grade point average (GPA) during the last 60 hours of undergraduate work.

Program of Study:

SPED 5143	Teaching Communication Skills to Persons with Autism	3
SPED 6803	Teaching Students with Autism Spectrum Disorders	3
SPED 6813	Characteristics and Assessment of Persons with ASD	3
SPED 6823	Instructional Methods for Students with Autism Spectrum Disorders	3
SPED 6833	Practicum in Autism Spectrum Disorders	3

Curriculum and Instruction Courses

CIED 4083. Creativity in Daily Practice. 3 Hours.

Arts integration course including the ideas, design, and implementation of practices in the classroom, board room, and professional field that enrich the experiences of all stakeholders while building right-brain thinking skills for the new millennium. May be repeated for up to 6 hours of degree credit.

CIED 4433. The Moral Mind in Action. 3 Hours.

The Moral Mind in Action explores how people reason through moral dilemmas and prepares students to more effectively recognize and resolve moral problems. Best practices of teachers and administrators of K-16 character education programs are discussed.

CIED 4443. Moral Courage. 3 Hours.

Moral Courage explores the factors that support translating moral thinking into moral action. This course draws from the field of positive psychology to guide students as they leverage existing strengths and develop new strategies for acting with moral courage in their personal and professional lives. Best practices of teachers and administrators of K-16 character education programs are discussed.

CIED 5003. Elementary Education Seminar. 3 Hours.

This course is designed to synthesize the foundational content presented in the Master of Arts in Teaching core courses. It focuses on refinement of the generalized knowledge to accommodate specialized content children. Professional attitudes, knowledge and skills relevant to elementary students. Professional attitudes, knowledge and skills applicable to today's elementary educator are addressed. Prerequisite: Admission to the CHED M.A.T.

CIED 5012. Measurement, Research, and Statistical Concepts for Teachers. 2 Hours.

An introduction to constructing, analyzing, and interpreting tests, types of research and the research process, qualitative and quantitative techniques for assessment, and descriptive and inferential statistics.

CIED 5013. Measurement, Research and Statistical Concepts in the Schools. 3 Hours.

An introduction to constructing, analyzing, and interpreting tests; types of research and the research process; qualitative and quantitative techniques for assessment; and descriptive and inferential statistics. Prerequisite: Admission to graduate school.

CIED 5022. Classroom Management Concepts. 2 Hours.

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager. Prerequisite: Admission to the M.A.T. program.

CIED 5032. Curriculum Design Concepts for Teachers. 2 Hours.

The design and adaptation of curriculum for students in regular and special K-6 classrooms. Theoretical bases and curriculum models are reviewed. Concurrent clinical experiences in each area of emphasis are included. Prerequisite: Admission to the M.A.T. program.

CIED 5043. Content Area Reading in Elementary Grades. 3 Hours.

This course teaches the integration of reading and writing in the content areas. Reading and writing as integrated strands of the language process is presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to the M.A.T. program.

CIED 5052. Seminar: Multicultural Issues. 2 Hours.

This seminar provides an introduction to the major concepts and issues related to multicultural education. The ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior are discussed. Prerequisite: Admission to the M.A.T. program.

CIED 5053. Multicultural Issues in Elementary Education. 3 Hours.

This course provides an introduction to the major concepts and issues related to multicultural education in elementary classrooms. The ways in which race, class, gender and exceptionality influence students' behavior are discussed. Prerequisite: Admission to graduate school.

CIED 5063. Disciplinary and Interdisciplinary Literacies in Education. 3 Hours.

This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to Teacher Education M.A.T. Program. May be repeated for up to 6 hours of degree credit.

CIED 5073. Action Research in Elementary Education. 3 Hours.

Provides the students with experience in conducting case studies and action research related to childhood education. In addition, students gain knowledge regarding practices used in ethnographic research. Prerequisite: Admission to M.A.T. program.

CIED 508V. Elementary Education Cohort Teaching Internship. 1-6 Hour.

Full-time student teaching in grades K-6 to be repeated both fall and spring semesters. Students will practice and master instructional strategies under the supervision of qualified mentor teachers and university faculty members. May be repeated for up to 6 hours of degree credit.

CIED 5093. Methods of Instruction for Middle Level I. 3 Hours.

A study of methods and materials in the special content areas (math, science, English/language arts, and social studies). The planning of instruction, microteaching, and the development of middle school instructional materials are included. Prerequisite: Admission to M.A.T. program.

CIED 5103. Advanced Middle Level Principles. 3 Hours.

An in-depth examination of recent research on the major issues, practices, and policies for middle level education. Emphasis is on analysis of cutting edge issues germane to the life, education, and welfare of the early adolescent via the integration of theory and practice. Prerequisite: Admission to Masters of Arts in Teaching program.

CIED 5113. Reading in Middle Schools. 3 Hours.

An overview of methods and materials for teaching reading to early adolescents. Reflective activities and site-based field experiences are integrated with course content to provide continuity between theory and practice. Portfolio expectations will be a primary means of course evaluation. Prerequisite: Admission to the middle level education program and CIED 3113.

CIED 5123. Writing Process Across the Curriculum (Middle Level). 3 Hours.

This course will provide an overview of the research, and methods for incorporating writing across all curriculum. Writing as a process will be emphasized. Reflective activities and site-based field experience will be integrated into the course content. Prerequisite: Admission to M.A.T. Program.

CIED 5132. Research in Middle Level Curriculum and Instruction. 2 Hours.

An introduction to inquiry and research in middle level curriculum and instruction. It examines the principles, strategies, and techniques of research, especially qualitative inquiry. Practicum in educational research and evaluation is done as part of the class. Prerequisite: Admission to the MAT program.

CIED 5143. Internship: Middle Level. 3 Hours.

The internship for middle level education is an extended field experience in which a pre-service teacher integrates knowledge and skills developed in education classes with practice in the field. Prerequisite: Admission to the M.A.T. program.

CIED 5162. Applied Practicum. 2 Hours.

Provides laboratory experiences for CIED 5173 (Literacy Assessment and Intervention) and CIED 5183 (Readings in Early Childhood Education). Corequisite: CIED 5183 and CIED 5173. Prerequisite: Admission to the M.A.T. program.

CIED 5173. Literacy Assessment and Intervention. 3 Hours.

Focuses on assessment of young children's literacy skills. Techniques discussed include informal observation, miscue analysis, and portfolio assessment. Prerequisite: Admission to graduate school.

CIED 5183. Readings in Early Childhood Education. 3 Hours.

Will continue to develop understandings of classic studies and will explore the impact these have had on the most recent issues in early childhood education. Prerequisite: Admission to the CHED M.A.T.

CIED 5193. Methods of Instruction for Middle School II. 3 Hours.

Second special methods course for teaching at the middle level. Emphasizes further refinement of teaching skills and methods; the integration of the sciences, mathematics, and technology; science, technology, and society (STS) issues; and the integration of social studies and English language arts. Prerequisite: CIED 5093 and admission to the M.A.T. program.

CIED 5203. English Language Arts/Speech & Drama Methods of Instruction. 3 Hours.

This course provides an introduction to teaching English language arts (ELA) and speech/drama in the context of elementary, middle and high school settings. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching the content area provide the major tenets of instruction.

CIED 5213. Issues and Trends in Literacy. 3 Hours.

This course provides an examination of practices to teaching literacy, broadly defined. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching provide the major tenets of instruction. Prerequisite: Admission to M.A.T. (EDUCMA) Secondary program or instructor consent. May be repeated for up to 6 hours of degree credit.

CIED 5223. Learning Theory. 3 Hours.

This course provides the student with information about foundational issues in education, including history and philosophy of American Education, psychological and social theories of education, characteristics of learners, and learning processes. Prerequisite: Admission to M.A.T. degree program.

CIED 5232. Interdisciplinary Studies. 2 Hours.

Introduction to the nature of interdisciplinary study: curricular content, course planning (topics and themes), instructional strategies, and evaluation and assessment. Prerequisite: Admission to the M.A.T. program.

CIED 5263. Assessment, Evaluation, and Practitioner Research. 3 Hours.

A study of assessment, testing, and evaluative procedures in classrooms including types of tests, abuses of tests, test construction, scoring, analysis and interpretation, statistical methods, and alternative evaluation and assessment techniques. Classroom-based data collection and analysis. Prerequisite: Admission to the M.A.T. program.

CIED 5273. Research in Curriculum and Instruction. 3 Hours.

An introduction to inquiry and research in curriculum and instruction. It examines the principles, strategies, and techniques of research, especially qualitative inquiry. Qualitative method in assessment and evaluation are considered. Practicum in educational research and evaluation is done as part of the class. Prerequisite: Admission to the M.A.T. program.

CIED 528V. Teaching Experience. 1-6 Hour.

The teaching experience is an essential component of the Masters of Arts in Teaching degree. The two semester experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in area schools for both fall and spring semesters. The fall semester consists of a field experience including observation, co-planning, and co-teaching. The spring semester consists of an immersion experience for teacher candidates to plan and teach independently. Prerequisite: Admission to the M. A. T. Program. May be repeated for up to 6 hours of degree credit.

CIED 5293. Special Methods, Interdisciplinary Section. 3 Hours.

The third and final part of the middle level special methods course. Provides interns with the knowledge, dispositions, and skills for developing an interdisciplinary course of study in conjunction with the members of their interdisciplinary team. Prerequisite: CIED 5093 and admission to M.A.T. program.

CIED 5303. Adolescence and Learning. 3 Hours.

Study of the developmental characteristics (physical, emotional, social and intellectual) of early and late adolescence (ages 10-18; grades 5 to 12). The progression from early to late adolescence and the implications this evolution has for learning, motivation, instruction and classroom practices are emphasized. Prerequisite: PSYC 2003.

CIED 5313. Principles of Qualitative Research in Curriculum & Instruction. 3 Hours.

Designed specifically for aspiring qualitative researchers who wish to conduct research in settings unique to curriculum and instruction. Methods of research design, data analysis, and writing for publication will be emphasized. Strongly recommended for graduate students who are considering a qualitative thesis or dissertation in curriculum and instruction.

CIED 5323. Transition Planning for Persons with Disabilities. 3 Hours.

Prepares students to plan, evaluate, and implement transition programs within both regular and special classrooms at the elementary, middle and secondary school levels.

CIED 5333. Curriculum Theory and Development for Educators. 3 Hours.

The design and adaptation of curriculum for students in regular and special K-12 classrooms. Theoretical bases and curriculum models are reviewed. Concurrent clinical experiences in each area of emphasis are included. Prerequisite: Admission to the M.A.T. program. May be repeated for up to 6 hours of degree credit.

CIED 5343. Analysis of Behavior for Teachers. 3 Hours.

An advanced course in managing behaviors in students with exceptionalities. Students are provided with experiences in applying theoretical bases of classroom management through identifying, assessing graphing, and analyzing behavioral data and implementing management plans. Ethical issues in the use of functional analysis are addressed.

CIED 5353. Teaching Students with Diverse Needs in Middle Education Settings. 3 Hours.

To provide future scholar-practitioners with a knowledge base concerning the issues involved in the successful instruction of persons with special learning needs during middle school years.

CIED 5363. Methods and Assessment in K-12 Online Teaching. 3 Hours.

The study of curriculum, instructional methods and assessment techniques to facilitate student learning in K-12 virtual and hybrid teaching environments. Students enrolled in the course will be required to demonstrate knowledge of prevalent and relevant models of K-12 curriculum, web-based instructional methods, assessment techniques and utilize tools for the development and implementation of effective instruction in the K-12 virtual classroom. Prerequisite: Graduate standing.

CIED 5393. Introduction to Linguistics. 3 Hours.

This course is an introduction to human language. The goal is to understand what it means to speak a language, including an introduction to phonetics and phonology (specifically the sound system of American English), morphology (the rules of English at the word level), syntax (rules that govern sentence level language), semantics (meanings of words) and sociolinguistics (or the study of language use in its social context).

CIED 5403. Early Childhood Education: Rationale and Curriculum. 3 Hours.

Rationale and curriculum of an early childhood education program, with special attention given curricular frameworks and professional organization policies.

CIED 5423. Curriculum and Instruction: Models and Implementation. 3 Hours.

The study of models of curriculum and instruction and their implementation to facilitate student learning in a variety of instructional environments.

CIED 5433. Methods and Materials for Teaching Children's and Adolescent Literature. 3 Hours.

Issues and trends in children's literature. Contemporary works are evaluated and reviewed based on changing social political conditions. Multicultural approach to children's literature is emphasized. Prerequisite: Undergraduate course in children's literature.

CIED 5443. Methods of Teaching Foreign Language K-12. 3 Hours.

Study of the methods and materials in the teaching of foreign language in K-12 settings as well as the theories of second language acquisition. Includes philosophical, cognitive, and psychological dimensions of teaching foreign languages. The planning of instruction, microteaching, and the development of instructional materials are included. Prerequisite: Admission to the MAT program. May be repeated for up to 6 hours of degree credit.

CIED 5453. Evaluation Techniques. 3 Hours.

Evaluation of learning using traditional means of assessment as well as alternative or authentic assessment techniques.

CIED 5461. Capstone Research Seminar. 1 Hour.

This course provides students with basic knowledge and practical skills in understanding, utilizing and implementing a research design project with a focus in the discipline of curriculum and instruction with particular emphasis of some aspect of teaching and/or learning. As a part of this course students will design, conduct and report the results of an action research study undertaken in the teaching internship. Prerequisite: Admission to M.A.T. program. May be repeated for up to 2 hours of degree credit.

CIED 5483. Teaching Mathematics. 3 Hours.

Content, methods, and materials for teaching multiple strands of elementary school mathematics. Emphasis on principles and procedures of a conceptual and integrated approach to learning mathematics. Prerequisite: Undergrad coursework in teaching elementary or early childhood mathematics.

CIED 5493. Teaching Social Studies. 3 Hours.

Purpose, content, psychology, materials, and methods for teaching the social sciences in the elementary school. Emphasis on principles and procedures for combining the social studies with other areas of the curriculum in broad unit instruction. Prerequisite: Undergraduate coursework in teaching elementary or early childhood social studies.

CIED 5503. Teaching Science. 3 Hours.

The influence of science on the community, on the home, and the child. Use of science in the living and learning of the child at school.

CIED 5513. Sound System of American English. 3 Hours.

This course will study the structure and development of American English (AE). Topics include: 1) the structure/systems of American English pronunciation, 2) vowels, 3) consonant system (including such features as minimal pairs, 4) prosody, intonation, rhythm, and stress, and 5) regionalism and social varieties, and 6) pedagogical approaches to teaching the features of American English.

CIED 5523. Instructional Practices in Teaching Foreign Language. 3 Hours.

A pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of foreign languages in K-12 schools. Prerequisite: Admission to M.A.T. Program. May be repeated for up to 6 hours of degree credit.

CIED 5533. Teaching Language Arts. 3 Hours.

The place of the language arts in the elementary curriculum. Exploration of materials, content, practices, and methods, used in reading, speaking, listening, and writing experiences.

CIED 5543. Structures of American English. 3 Hours.

This course provides an introduction to the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar). It includes approaches to the teaching of all types of grammars.

CIED 5553. Social Justice and Multicultural Issues in Education. 3 Hours.

This seminar provides an introduction to the major concepts and issues related to multicultural education and social justice in education and the ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior. The course also examines the intersection of teacher and student perceptions of identity, schooling, and learning and the effects on educational systems. Prerequisite: Admission to MAT. May be repeated for up to 6 hours of degree credit.

CIED 5563. Teaching Internship/Action Research. 3 Hours.

During this course, Master's candidates will be provided with classroom time to prepare to teach and then will be assigned to a classroom or classrooms. During this time the candidates will have an opportunity (under supervision) to observe, to teach and to participate in classroom activities. Additionally, candidates will research some area of their own pedagogy relevant to the experience.

CIED 5573. Foundations of Literacy. 3 Hours.

Teaching of reading to children; techniques, research, and modern practices.

CIED 5583. Correlates of Reading Process. 3 Hours.

The developmental program is emphasized through a student of the reading process. Learning theory and research are related to reading instruction and materials through the development and application of evaluative criteria based on an understanding of reading process. Prerequisite: CIED 5573.

CIED 5593. Advanced Diagnosis and Intervention. 3 Hours.

Emphasizes the diagnosis and remediation of reading difficulties in the classroom setting. Students are expected to become familiar with cause of reading failure, diagnosis instruments and procedures, principles of report writing, and corrective instructional methods and materials. The course is open to graduate students with instructor's consent. Enrollment limited to 20. Prerequisite: CIED 5573.

CIED 5603. Innovations in School Education. 3 Hours.

An examination of the change process in education with emphasis on those elements which support or hinder change in the schools, and the detailed study of schools innovations on national, state, and local levels.

CIED 5613. Contemporary Issues in Education. 3 Hours.

A study of issues pertaining to the goals, objectives, organization, and curriculum of the schools with an analysis of the teacher's role in dealing with current concerns in these areas.

CIED 5623. The School Curriculum. 3 Hours.

General principles and techniques of selecting and organizing curricular materials.

CIED 5633. Analysis of Instruction. 3 Hours.

A survey of the research and literature related to the systematic study of the field of teaching. An examination of the definitions of teaching and the knowledge base on which teaching is predicated. A study of the implications of the research of effective teaching and the key curricular and instructional issues.

CIED 564V. Science Instructional Strategies. 1-6 Hour.

Methods and materials in teaching specific science content with a focus on that content and/or the pedagogical perspectives necessary for effective and engaging instruction. May be repeated for up to 6 hours of degree credit.

CIED 5653. Methods of Middle School Instruction. 3 Hours.

Philosophy, rationale, and instructional practices of middle school instruction. Prerequisite: Graduate standing.

CIED 5663. Evaluation of Instruction. 3 Hours.

Examination of methods and philosophies of evaluation. Consideration will be given to grading, techniques of grading, and construction of behavioral objectives and test items.

CIED 567V. Teaching Foreign Cultures in Social Studies Curricula. 1-6 Hour.

Extensive examination of foreign cultures (West Europe, USSR, China, Latin America) and methods of teaching about them in secondary school social studies.

CIED 5683. Adolescent Literature. 3 Hours.

Content course in adolescent literature including selection, reading, evaluation, and psychological basis of classic and contemporary works. Prerequisite: PSYC 3093 or equivalent.

CIED 5703. English Language Arts and Reading Standards: Contents and Quality. 3 Hours.

This course will (1) examine the purposes, contents, and quality of K-12 English language arts and reading standards, (2) analyze their relationship to classroom and school district curricula, student assessment, educator licensing regulations, licensure tests, and professional development, (3) and explore educational, social, and political issues raised by ELA/R standards.

CIED 5713. Integrating the Elementary Curriculum. 3 Hours.

This course focuses on meaningful integration of science, mathematics, literacy, social studies, art, and music in the elementary classroom. A strong foundation for integrating the elementary curriculum will be developed by providing students with theoretical frameworks, research, resources, and methods related to classroom practice. Strategies to coordinate the integration of these subject areas for the K-4 classroom will be modeled.

CIED 5723. Nature and Needs of Persons with Mild Disabilities. 3 Hours.

Educational, psychological, and social characteristics of individuals who have mild disabilities with emphasis on educational methods and modifications. Prerequisite: CIED 3023.

CIED 5793. Practicum in Literacy. 3 Hours.

Laboratory experience in which students diagnose reading difficulties and practice remedial measures under the direct supervision of the instructor. Emphasis is given to continuous diagnosis and to the use of commercially produced materials and trade books in remediation. Enrollment limited to 15. Prerequisite: CIED 5593.

CIED 5803. Nature and Needs of the Gifted and Talented. 3 Hours.

Educational, psychological, and social characteristics of gifted and talented children. Prerequisite: Graduate standing.

CIED 5813. Curriculum Development in Gifted and Talented. 3 Hours.

Examines the various models for developing curriculum and providing services for students identified for gifted programs. Prerequisite: CIED 5803.

CIED 5823. Gifted and Talented (Structured) Practicum. 3 Hours.

Supervised field experience in gifted education programs, schools, institutions, and other facilities for gifted/talented children. Prerequisite: CIED 5813.

CIED 5833. Gifted and Talented (Flex) Practicum. 3 Hours.

Students design and implement an individualized practicum experience (Type III Renzulli) that provides the opportunity to refine and enhance personal attitudes, beliefs, and skills in gifted education. Prerequisite: CIED 5823.

CIED 5843. Representations of American Education in Film. 3 Hours.

This course provides an examination of students, teachers, administrators, schools, and schooling as they exist on the silver screen. Of particular interest is how film representations and misrepresentations potentially affect public perceptions of education. This course draws on educational theory and the field of cultural studies.

CIED 5853. Issues in Mathematics Education. 3 Hours.

Study of research in mathematics education and applications to classroom teaching and learning. Emphasis will be given past and current research in the areas of students' cognitive development in mathematics, mathematics curriculum development, and teaching practices and assessment.

CIED 5863. Teaching Global Issues. 3 Hours.

Global interdependence and its consequent issues have become an integral part of most social studies programs in American schools. Some schools developed specific courses, required or elective, and others include them in existing history, economics, government and civic courses. Secondary social studies teachers and their students explore these issues as part of current events discussions. Prerequisite: Graduate standing.

CIED 5923. Second Language Acquisition. 3 Hours.

This is one of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course gives an introduction to the basics in research and learning theories involved in the acquisition of second languages and cultures, particularly ESL.

CIED 5933. Second Language Methodologies. 3 Hours.

This is one of a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces the basics in approaches, methodologies, techniques, and strategies for teaching second languages, especially ESL.

CIED 5943. Teaching People of Other Cultures. 3 Hours.

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course focuses on cultural awareness, understanding cultural differences, and instruction methods for integrating second cultures, especially the culture of the United States, into the curriculum.

CIED 5953. Second Language Assessment. 3 Hours.

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces basic methods for testing, assessing and evaluating second language, especially ESL, learners for placement purposes and academic performance.

CIED 5963. Reading in Middle and Secondary Schools. 3 Hours.

Methods and materials of teaching reading in secondary schools with emphasis on remedial and developmental reading problems of students.

CIED 5973. Practicum in Secondary Education. 3 Hours.

Students will engage in action research in a school setting to advance their knowledge of teaching and learning venues including schools and informal learning environments. Prerequisite: Permission.

CIED 5983. Practicum in Curriculum & Instruction. 3 Hours.

This course will provide degree candidates with advance knowledge of teaching in the elementary or secondary schools. This will be accomplished through a semester-long practicum during which an action research project will be designed, enacted, and reported. May be repeated for up to 6 hours of degree credit.

CIED 599V. Special Topics. 1-18 Hour.

Special topics. May be repeated for up to 18 hours of degree credit.

CIED 600V. Master's Thesis. 1-6 Hour.

This course is designed for students completing a thesis at the master's level in curriculum and instruction and related programs. It may be taken multiple times for 1-6 credits but no more than 6 credits will be counted toward the degree.

Prerequisite: Graduate Standing. May be repeated for degree credit.

CIED 6013. Curriculum Theory, Development, and Evaluation. 3 Hours.

Principles and concepts of curriculum and development, with an analysis of the factors basic to planning, the aims of the educational program, the organization of the curriculum, curriculum models, and elements desirable in the curriculum of schools including evaluation.

CIED 6023. Instructional Theory. 3 Hours.

Study of psychological, anthropological, sociological, and educational theories of instruction and learning. Emphasis is placed on synthesizing a broad range of existing and emerging perspectives in understanding individual, interactional and contextual phenomena of instruction and learning.

CIED 6033. Content Specific Pedagogy. 3 Hours.

This course explores the relationship between the content of courses taught in schools and the pedagogical principles that the teaching of the content requires. Students will discuss and synthesize findings from the research literature and from personal investigation.

CIED 6043. Analysis of Teacher Education. 3 Hours.

This course examines issues, problems, trends, and research associated with teacher education programs in early childhood, elementary, special education, and secondary education. Prerequisite: CIED 6023.

CIED 6053. Curriculum and Instruction: Learner Assessment and Program Evaluation. 3 Hours.

This course provides an overview of designing, implementing and analyzing learner assessments as well as systemic and program evaluations in a variety of instructional environments. Prerequisite: Admissions to Ed.S. or Ph.D. program.

CIED 6063. Systemic Change In Education. 3 Hours.

This course is designed to critically examine education and society and interplay their interdependence between them, to differentiate between meaningful and superficial change, and to explore the agents of change in a diverse and complex social environment. Prerequisite: Admission to Ed.S. or Ph.D. program.

CIED 6073. Seminar in Developing Creativity. 3 Hours.

A study of the facets of creativity, how they can be applied to be used in one's everyday life, how they can be applied in all classrooms, and how to encourage the development of these in students.

CIED 6083. Piaget's Theory and Instruction. 3 Hours.

Piaget's theory has been applied to classroom instruction in various settings. This course will investigate the theory in depth, study classroom application, and students will devise application. Prerequisite: CIED 6023.

CIED 6093. Vygotsky in the Classroom. 3 Hours.

This course introduces the cultural-historical theory of L. Vygotsky and considers its complexity. The comprehensive nature of Vygotsky's heritage and the importance of the sociocultural context for understanding his work is emphasized, as well as the implications of his theories for contemporary educational settings.

CIED 6113. Trends and Issues in Social Studies Education. 3 Hours.

Analysis of social studies education including an examination of the historical, political and social issues that have shaped curriculum, pedagogy and the educator's role in the increasingly complex endeavor to prepare future citizens.

CIED 6123. New Literacy Studies. 3 Hours.

In the past decade scholars have expressed an interest in the diverse literacy practices in which adolescents engage outside of school. In using new media, adolescents interweave multiple sign system, including word and image, to construct a narrative or communicate information. How do readers interpret these texts? What conventions do authors manipulate to influence the meanings they construct? This course aims to answer these and other questions. May be repeated for up to 12 hours of degree credit.

CIED 6133. Trends and Issues in Curriculum and Instruction. 3 Hours.

Analysis of trends and issues in curriculum and instruction with emphasis on political/social contexts and prevailing philosophies/theories/practices across disciplines. Prerequisite: Admittance in Ed.D, Ed.S. or Ph.D. program.

CIED 6143. Differentiated Instruction for Academically Diverse Learners. 3 Hours.

Major focus of this course will be the examination of differentiated instruction, a teaching philosophy appropriate for a wide range of learners.

CIED 6153. Theories of Literacy Learning. 3 Hours.

In this seminar, students consider theories of literacy learning and their implications for practice and research. Theories are viewed as historically and socially situated, and students reflect on how their own work might be situated within these theories. The ways in which theories support research methodology are also explored.

CIED 6163. Social and Emotional Components of Gifted and Talented Students. 3 Hours.

Purpose of this course is to study the theoretical and practical aspects of those affective issues, behaviors, and experiences often associated with gifted and talented students.

CIED 6173. Reviews of Research in Reading Comprehension. 3 Hours.

In this online course, students will learn types of reviews of research, including qualitative systematic reviews and meta-analyses, and will conduct a review of research on a topic related to reading comprehension. Students will consider implicit and explicit definitions of comprehension and the influence various definitions have on assessment, instruction, policy and research and will examine comprehension in different contexts, disciplines, genres, and platforms. The course is a CIED Area of Study or Cognate Course (not part of the Inquiry Core).

CIED 6183. Theory and Research in Arts Integration. 3 Hours.

Content course in arts integration including the pedagogy, design, and implementation of lesson plans which simultaneously address core curriculum learning targets and teach skills through the visual and performing arts in order to address the needs of the learners of the new millennium. Prerequisite: Instructor consent.

CIED 6193. Teaching English Language Learners in the Content Areas. 3 Hours.

This course prepares teachers to teach English language learners in math, science, and social studies. These subject areas each have their own vocabulary that must be mastered by English language learners. The course focuses on teachers of both children and adults.

CIED 6233. Organization of Reading Programs. 3 Hours.

Study of the problem of organizing the classroom, individual school, and school system, for the improvement of reading instruction. Emphasis is given to the development of program organization rationale based on requirements of the teaching-learning setting.

CIED 6313. Issues, History, and Rationale of Science Education. 3 Hours.

This course is the foundation experience for those interested in the discipline of science education. It provides an overview of the fundamental issues in and vocabulary of science education. The course includes the research basis for science teaching, the literature of science education, and the issues and controversies surrounding the teaching of science.

CIED 6333. Nature of Science: Philosophy of Science for Science Educators. 3 Hours.

The Nature of Science is a hybrid arena consisting of aspects of the philosophy, history and sociology of science along with elements of the psychology of scientific observations all targeting the complete understanding of how science actually functions. Prerequisite: Admission to grad school.

CIED 6343. Advanced Science Teaching Methods. 3 Hours.

This course is designed for those educators who have had some previous instruction in science teaching methods and/or had some prior science teaching experience. Students will gain new or renewed perspectives with respect to their personal teaching ability while engaging in discussions and activities designed to assist others in professional grow in science instruction. Prerequisite: Admission to graduate school.

CIED 6443. Mixed Methods Research. 3 Hours.

This course will provide opportunities for students to acquire the skills, knowledge, and strategies necessary to design and implement a mixed methods research study. Emphasis is upon developing research questions, developing a research design, selecting a sample, and utilizing appropriate techniques for analyzing data.

CIED 6503. Effective Teaching: Concepts and Processes. 3 Hours.

This course is designed to assist students in examining a variety of effective teaching practices and conditions found in classrooms and in acquiring knowledge, concepts, and ideas about ways to effectively influence the interests, learning and development of students. Prerequisite: Admission to the Ph.D. program.

CIED 6533. Problem-Based Learning and Teaching. 3 Hours.

A course in the design, development, and delivery of the problem-based learning (PBL) model. Theoretical cases and curriculum models will be centered on issues and models related to PBL.

CIED 6603. Multicultural Education. 3 Hours.

This course is designed to trace, examine, discuss, and promote understanding of issues related to multicultural education, different views of multicultural education, and the impact of multicultural education upon the schooling process. Emphasis is upon schooling experiences of culturally diverse students, language issues, gender issues, and evaluation issues. Prerequisite: Admission to the Ed.S. or Ph.D. program.

CIED 660V. Workshop. 1-18 Hour.

Workshop. May be repeated for up to 18 hours of degree credit.

CIED 6623. Research Methods and Scholarship in Curriculum and Instruction. 3 Hours.

In this course students will look at methods and practices in writing a successful dissertation proposal. Emphasis will be placed on research studies, collection of reliable and valid data, and analysis of data. Throughout the course, topics will focus on what scholarship looks like in curriculum and instruction. Prerequisite: Advanced standing in the doctoral program.

CIED 674V. PhD Research Internship. 1-6 Hour.

This research internship is for doctoral level students in curriculum and instruction. The goal is provide research experience within the doctoral course of study. May be repeated for up to 6 hours of degree credit.

CIED 680V. Ed.S. Project. 1-6 Hour.

Instructor permission required to register. Prerequisite: Instructor permission.

CIED 684V. PhD Teaching Internship. 1-6 Hour.

This teaching internship is for doctoral level students in curriculum and instruction. The goal is to provide teaching experience within the doctoral course of study.

CIED 694V. Special Topics. 1-6 Hour.

Discussion and advanced studies on selected topics in curriculum and instruction. Specific focus on recent developments. May be repeated for up to 6 hours of degree credit.

CIED 695V. Independent Study. 1-6 Hour.

Independent study.

CIED 699V. Doctoral Seminar. 1-3 Hour.

Doctoral seminar. May be repeated for up to 3 hours of degree credit.

CIED 700V. Dissertation. 1-18 Hour.

Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Special Education Courses

SPED 4413. ABA and Classroom Management for Teachers. 3 Hours.

Students in this course will develop an understanding of the basic principles of Applied Behavior Analysis (ABA) and learn how to implement these principles across a Positive Behavior Support Model. Intervention plans include development of individual supports, classroom management supports, and whole school behavior supports.

SPED 4423. Technology for the Inclusive Classroom. 3 Hours.

A study of the use of instructional and assistive/augmentative technology for students with learning differences and special learning needs.

SPED 4433. Curriculum Development and Instructional Planning (Fa). 3 Hours.

Study of the research base for the design and adaptation of curriculum and instructional strategies for students with disabilities in general and special classrooms.

SPED 4443. Career Development and Transition Planning for Students with Disabilities. 3 Hours.

A study of career development theory and the research-based strategies for evaluating, planning, and implementing transition programs for students with disabilities.

SPED 4463. Teaching Students with Significant Disabilities. 3 Hours.

A study of methods and materials for teaching students (K-12) with severe disabilities, including severe mental retardation, serious emotional disturbance, other health impairments, multiple disabilities, and severe physical disabilities.

SPED 4483. Teaching Literacy Skills to Students with Disabilities. 3 Hours.

This course will offer a detailed study of how to systematically and explicitly teach essential reading skills to students with disabilities or those at-risk for learning difficulties.

SPED 4493. Introduction to Students with Autism Spectrum Disorder. 3 Hours.

The purpose of this course is to develop an understanding of autism spectrum disorders, understand the unique characteristics as they apply to the context of the classroom, be able to design an appropriate classroom setting, and use evidence based teaching practices for students with autism spectrum disorders.

SPED 5143. Teaching Communication Skills to Persons with Autism. 3 Hours.

This course focuses on classroom and teaching strategies for the development of communication skills with students who have autism spectrum disorders. Students will learn the characteristics of typical language development, atypical language development in autism, functional communication training and behavior analytic approaches to teaching communication. Prerequisite: Admission to the Graduate School.

SPED 5173. Introduction to Dyslexia: Literacy Development & Structure of Language. 3 Hours.

This course focuses on the assessment of students with disabilities, literacy development, skills and intervention. Students will utilize foundational concepts of oral and written language including the structure of language to assess students' difficulties and plan appropriate instruction. Techniques discussed include informal observation, miscue analysis, multisensory teaching, and portfolio assessment. Prerequisite: Admission to graduate school.

SPED 532V. Practicum in Special Education. 1-6 Hour.

Supervised field experiences in special education programs, schools, institutions, and other facilities for exceptional children.

SPED 5343. ABA and Classroom Management for Teachers. 3 Hours.

Students in this course will develop an understanding of the basic principles of Applied Behavior Analysis (ABA) and learn how to implement these principles across a Positive Behavior Support Model. Intervention plans include development of individual supports, classroom management supports, and whole school behavior supports.

SPED 5543. Dyslexia Teaching Practicum. 3 Hours.

Provides the opportunity to demonstrate and refine teaching skills with dyslexic students and others with literacy learning disabilities through case studies and structured multi-sensory teaching of reading and writing skills with grades k-12 while simultaneously developing a professional portfolio. A minimum of 82 hours of field experiences with dyslexic students is required.

SPED 5633. Curriculum Development and Instructional Planning. 3 Hours.

Study of the research base for the design and adaptation of curriculum and instructional strategies for students with disabilities in general and special classrooms.

SPED 5643. Individual Diagnostic Testing. 3 Hours.

A study of various individual diagnostic tests used to identify students with disabilities and develop individual educational programs. Prerequisite: Admission to Graduate School.

SPED 5653. Individual Intelligence Testing. 3 Hours.

A study of various individual intelligence tests, including the Wechsler series, and their use in schools to identify students with disabilities. Prerequisite: Admission to Graduate School.

SPED 5663. Teaching Science and Math to Students with Disabilities. 3 Hours.

A study of content, methods, and materials for teaching science and math courses to students with diverse learning needs and how to adapt curriculum to meet diverse needs. Prerequisite: Admission to graduate school.

SPED 5673. Teaching Students with Disabilities in the Content Areas. 3 Hours.

A study of content, methods, and materials for teaching content courses to students with diverse learning needs (K-12).

SPED 5683. Teaching Literacy Skills to Students with Disabilities. 3 Hours.

This course will offer a detailed study of how to systematically and explicitly teach essential reading skills to students with disabilities or those at-risk for learning difficulties.

SPED 5713. Career Development and Transition for People with Disabilities. 3 Hours.

This is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of the transition process for students with disabilities including transition plan development, work based learning opportunities, developing skills in self-advocacy and self-determination using evidence based practices, family engagement, collaborative program planning and evaluation.

SPED 5733. Inclusive Practices for Diverse Populations. 3 Hours.

An advanced study of the characteristics of persons with exceptional learning needs and the provision of appropriate instruction in the general education classroom including the use of current technologies including instructional media, social networking, and other educational technologies. Prerequisite: Graduate standing.

SPED 5743. Teaching Persons With Physical and Health Disabilities. 3 Hours.

This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of the characteristics, needs, and methods for teaching of persons with physical and health disabilities while emphasizing advance learning in the specialty studies and the social and behavioral studies in the substantive areas. Prerequisite: Graduate standing.

SPED 5753. Nature and Needs of Persons with Serious Emotional Disorders. 3 Hours.

A survey of the educational, psychological, and social characteristics of individuals with serious emotional disorders. Four major categories of behaviors (personality disorders, pervasive developmental disorders, and learning/behavior disorders) are reviewed in relationship to identification, assessment, and program intervention within the public school setting. Prerequisite: CIED 3023.

SPED 5763. Teaching Individuals with Severe Disabilities. 3 Hours.

Methods and materials for teaching students with severe disabilities, including severe mental retardation, serious emotional disturbance, and severe physical disabilities.

SPED 5773. Methods for Young Children with Disabilities. 3 Hours.

This course is one of the substantive core courses required of all students being recommended for the P-4 Instructional Specialist license. The Scholar-Practitioner Model at this level provides an introduction to the education of young children with special learning needs and a foundation for the developing professional.

SPED 5783. Professional and Family Partnerships. 3 Hours.

This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of family-school partnerships from early childhood through the transition to adulthood while emphasizing advance learning in the specialty studies and the social and behavioral studies in the substantive areas. Prerequisite: Admission to graduate school.

SPED 5873. Assessment and Programming for Students with Disabilities. 3 Hours.

Methods and techniques of assessment of children in all areas of exceptionality with emphasis on diagnosis and classification.

SPED 5883. Research in Inclusive Education. 3 Hours.

Review of research in inclusive education including all areas of exceptionality and English language learners with emphasis on research-based practices.

SPED 5893. Organization, Administration and Supervision of Special Education. 3 Hours.

Procedures, responsibilities and problems of organization, administration, and supervision of special education programs.

SPED 599V. Special Topics. 1-6 Hour.

Discussion and readings on selected topics in special education. Special focus on recent and emerging topics in special education. Prerequisite: Admission to Graduate School and Special Education graduate program. May be repeated for up to 6 hours of degree credit.

SPED 605V. Independent Study. 1-6 Hour.

Advanced studies on potential research topics for graduate students in special education. Prerequisite: Admission to the Graduate School and instructor consent. May be repeated for up to 6 hours of degree credit.

SPED 6403. Emerging Issues in Special Education. 3 Hours.

A study in the complex issues with which professionals in the field of special education must be familiar and prepared to address.

SPED 641V. Special Topics in Special Education. 1-3 Hour.

Discussion and advanced studies on select topics in special education. Specific focus will include evidence-based and emerging practices in special education.

SPED 6423. Philosophical and Sociological Bases of Special Education. 3 Hours.

A study of the basic philosophical and sociological bases for current practices in special education.

SPED 6433. Legal Aspects of Special Education. 3 Hours.

A study of litigation and legislation in special education, federal and state laws and court cases, and due process hearings.

This course is cross-listed with EDLE 6433.

SPED 6453. Human Performance Improvement. 3 Hours.

This course is an introduction to Human Performance Technology, a rapidly growing field that applies the principles, methods, and empirical generalizations of Behavior Analysis to improving human performance in organizations. Working from a theoretical basis, students will learn how to diagnose performance discrepancies in organizational settings, design and evaluate appropriate behavior-based solutions.

SPED 6803. Teaching Students with Autism Spectrum Disorders. 3 Hours.

This course provide students with an understanding of individuals who have been diagnosed with autism spectrum disorders. The course provides a life-span perspective by focusing on preschoolers, school-aged children, and adults. Students will study the characteristics of these individuals and general educational strategies for their education.

SPED 6813. Characteristics and Assessment of Persons with ASD. 3 Hours.

This course provides an in-depth study of the characteristics and assessment of persons with autism spectrum disorders. It includes formal and informal assessment measures used to assist in the identification of students with ASD, as well as provide information for program development for this group of students.

SPED 6823. Instructional Methods for Students with Autism Spectrum Disorders. 3 Hours.

This course is designed to assist professional educators in planning and implementing instructional and support services for students with autism spectrum disorders. Students will learn how to participate in collaborative family, school, and community partnerships.

SPED 6833. Practicum in Autism Spectrum Disorders. 3 Hours.

Supervised field experiences in programs, schools, and other settings for children with autism spectrum disorders.

SPED 6843. Basic Principles of ABA. 3 Hours.

Course provides information on: (a) the philosophical assumptions and principles of behavior analysis; (b) basic principles, processes, and concepts of applied behavior analysis; and (c) ethical and legal issues involved in its use.

SPED 6853. Behavioral Assessment in ABA. 3 Hours.

Course content includes information on effective methods and the development of skills: (a) assessing, organizing, and interpreting behavior; (b) conducting task analysis and selecting intervention goals and strategies; (c) displaying data; and (d) making evidence-based decisions. Legal and ethical standards will be reviewed and applied to behavioral change procedures used.

SPED 6863. Behavior Change Procedures and Supports. 3 Hours.

Course content includes (a) information on behavior change procedures; (b) activities designed to acquire skill in developing and evaluating behavioral change programs; and (c) information and activities designed to acquire skills in providing and monitoring persons and systems providing support. Legal and ethical standards will be reviewed and applied to the course content.

SPED 6873. Measurement and Experimental Design. 3 Hours.

Course content includes information on and the development of skills in: (a) the measurement of the multiple dimensions of behaviors; (b) the use of methods of measuring behavior; (c) the experimental evaluation of interventions; and (d) the multiple methods of displaying and interpreting behavioral data. Legal and ethical standards will be reviewed and applied to the course content.

SPED 6883. ABA Ethical, Professional, and Legal Standards. 3 Hours.

Course content includes information on the ethical, professional and legal standards in special education and, specifically, the area of applied behavior analysis.

SPED 6893. Practicum in Applied Behavioral Analysis (Sp, Fa). 3 Hours.

This course is a supervised practicum that provides students with experience in applying the knowledge, skills, and dispositions by teaching individuals using Applied Behavior Analysis. Instructor approval needed for enrolling in the course. May be repeated for up to 18 hours of degree credit.

Statistics and Analytics (STAN)

Mark Arnold
Program Director
301 Science Engineering Building
479-575-3351
E-mail: arnold@uark.edu

Degree Conferred:

M.S. (STANMS)

Graduate Certificate Offered:

Graduate Certificate in Statistics and Analytics (STANGC) (Nondegree)

Program Description: The Graduate Certificate and M.S. degree in Statistics and Analytics are cross-college interdisciplinary programs that build on the university's current strengths in the Colleges of Arts and Sciences; Business; Education and Health Professions; and Engineering.

Students may choose one of six concentrations: Statistics; Biological Analytics; Business Analytics; Operations Analytics; Computational Analytics; Educational Statistics & Psychometrics; or Quantitative Social Sciences.

Primary Areas of Faculty Research: Statistics and statistical analysis and design methodologies in business analytics, operations analytics, computational analytics, educational statistics and social science research.

Admission to the Master's Program: In addition to the requirements of the Graduate School, applicants for admission to the M.S. program in Statistics and Analytics must submit a) three letters of recommendation from persons familiar with the applicant's previous academic and professional performance and b) official test scores as specified for the applicant's area of interest.

Requirements for the Master of Science (M.S.) Degree

Requirements for the master's degree are fulfilled through one of the following seven concentrations. Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Requirements for Concentration in Biological Analytics

Undergraduate Deficiencies

MATH 2554 Calculus I (ACTS Equivalency = MATH 2405)

MATH 3083 Linear Algebra (Sp, Su, Fa)

Core

Requirements include one course from each of these areas as approved by the student's advisory committee: Statistical Methods, Regression Analysis, Multivariate Analysis, Experimental Design 12

Required Courses

CSCE 5013 Advanced Special Topics in Computer Science or Computer Engineering (taken as introduction to cluster computing) 3

BIOL 5153 Practical Programming for Biologists 3

ISYS 5723 Advanced Multivariate Analysis 3

Choose from one of the following options: 9

9 additional hours of electives

3 hours of electives, 6 hours of thesis credit, and submission of an acceptable thesis

Written comprehensive exam (non-thesis) or defense of the thesis

Total Hours 30

Requirements for Concentration in Business Analytics

Undergraduate Deficiencies

MATH 2554 Calculus I (ACTS Equivalency = MATH 2405)

Core

Requirements include one course from each of these areas as approved by the student's advisory committee: Statistical Methods, Regression Analysis, Multivariate Analysis, Experimental Design 12

Required Courses

ISYS 511V IT Toolkit & Skills Seminar 3

ISYS 5833 Data Management Systems 3

ISYS 5843 Seminar in Business Intelligence and Knowledge Management 3

Choose one of the following options: 9

9 hours of electives

3 hours of electives and 6 hours of thesis credit and submission of an acceptable thesis.

Written comprehensive exam (non-thesis) or defense of the thesis.

Total Hours 30

Requirements for a Concentration in Computational Analytics

Undergraduate Deficiencies

MATH 2554 Calculus I (ACTS Equivalency = MATH 2405)

MATH 3083 Linear Algebra (Sp, Su, Fa)

CSCE 4133 Algorithms

Core

Requirements include one course from each of these areas as approved by the student's advisory committee: Statistical Methods, Regression Analysis, Multivariate Analysis, Experimental Design. 12

Required Courses

CSCE 4523 Database Management Systems 3

Two of the following: 6

CSCE 4613 Artificial Intelligence

Choose one of the following options: 9

9 hours of electives

3 hours of electives, 6 hours of thesis credit and submission of an acceptable thesis

Written comprehensive exam (non-thesis) or defense of the thesis

CSCE 5063 Machine Learning

CSCE 5073 Data Mining

Total Hours 30

Requirements for Concentration in Educational Statistics and Psychometrics

Undergraduate Deficiencies

MATH 2554 Calculus I (ACTS Equivalency = MATH 2405)

MATH 3083 Linear Algebra (Sp, Su, Fa)

Core

Requirements include one course from each of these areas as approved by the student's advisory committee: Statistical Methods, Regression Analysis, Multivariate Analysis, Experimental Design 12

Required Courses

ESRM 5653	Educational Assessment	3
ESRM 6653	Measurement and Evaluation	3
ESRM 6753	Item Response Theory	3
ESRM 699V	Seminar (as approved by the student's advisory committee)	3

Choose one of the following options: 9

9 hours of electives as approved by the student's advisory committee

3 hours of electives, 6 hours of thesis credit, and submission of an acceptable thesis

Written comprehensive exam (non-thesis) or defense of the thesis

Total Hours 33

Requirements for Concentration in Operations Analytics

Undergraduate Deficiencies

MATH 2554	Calculus I (ACTS Equivalency = MATH 2405)
MATH 3083	Linear Algebra (Sp, Su, Fa)
STAT 3013	Introduction to Probability

Core

Requirements include one course from each of these areas as approved by the student's advisory committee: Statistical Methods, Regression Analysis, Multivariate Analysis, Experimental Design 12

Required Courses

INEG 5613	Introduction to Optimization Theory (Fa)	3
INEG 5803	Simulation (Irregular)	3

One of the following: 3

ISYS 5843 Seminar in Business Intelligence and Knowledge Management

CSCE 5073 Data Mining

Choose one of the following options: 9

9 hours of electives

3 hours of electives, 6 hours of thesis credit and submission of an acceptable thesis

Written comprehensive exam (non-thesis) or defense of the thesis

Total Hours 30

Requirements for a Concentration in Quantitative Social Science

Undergraduate Deficiencies

MATH 2554	Calculus I (ACTS Equivalency = MATH 2405)
MATH 3083	Linear Algebra (Sp, Su, Fa)
STAT 3013	Introduction to Probability

Core

Requirements include one course from each of these areas as approved by the student's advisory committee: Statistical Methods, Regression Analysis, Multivariate Analysis, Experimental Design. 12

Required Courses

ISYS 5723	Advanced Multivariate Analysis	3
ECON 4753	Forecasting	3

ECON 6623 Econometrics II 3

ECON 6633 Econometrics III 3

Choose one of the following options: 6

6 hours of electives to include two of the following: cost benefit analysis; GIS and spatial analysis; multilevel modeling; social network analysis

6 hours of thesis credit and submission of an acceptable thesis

Written comprehensive exam (non-thesis) or defense of the thesis

Total Hours 30

Requirements for Concentration in Statistics

Undergraduate Deficiencies

MATH 2564 Calculus II (ACTS Equivalency = MATH 2505) (Sp, Su, Fa)

MATH 3083 Linear Algebra (Sp, Su, Fa)

CSCE 2014 Programming Foundations II

Core

Requirements include one course from each of these areas as approved by the student's advisory committee: Statistical Methods, Regression Analysis, Multivariate Analysis, Experimental Design 12

Required Courses

STAT 5103 Introduction to Probability Theory 3

STAT 5113 Statistical Inference 3

STAT 5333 Analysis of Categorical Responses 3

STAT 639V Topics in Statistics 3

Choose one of the following options: 6

6 hours of electives

6 hours of thesis credit and submission of acceptable thesis

Written comprehensive exam (non-thesis) or defense of thesis

Total Hours 30

Graduate Certificate in Statistics and Analytics (STAN)

Requirements for the Graduate Certificate in Statistics and Analytics:

The Graduate Certificate requires 12 hours of courses as specified below.

Choose one of the following: 3-4

STAT 4003 Statistical Methods & STAT 4001L and Statistics Methods Laboratory

ESRM 6403 Educational Statistics and Data Processing

ISYS 5503 Decision Support and Analytics

PLSC 5913 Research Methods in Political Science

PSYC 5133 Inferential Statistics for Psychology

SOCI 5013 Advanced Social Research

Choose one of the following: 3

STAT 5313 Regression Analysis

INEG 5393 Applied Regression Analysis for Engineers (Irregular)

ISYS 5623 Multivariate Analysis

PLSC 5943 Advanced Research Methods in Political Science

PSYC 5143 Advanced Descriptive Statistics for Psychology

SOCI 5313 Applied Data Analysis

Choose one of the following:	3
STAT 5353 Methods of Multivariate Analysis	
ISYS 5723 Advanced Multivariate Analysis	
ESRM 6453 Applied Multivariate Statistics	
Choose one of the following:	3
STAT 4373 Experimental Design	
INEG 5333 Design of Industrial Experiments (Irregular)	
ESRM 6413 Experimental Design in Education	
Total Hours	12

Teacher Education (EDUC)

Freddie A. Bowles
Program Director
306 Peabody Hall
479-575-4283
Email: fbowles@uark.edu

Department of Curriculum and Instruction Website (<https://cied.uark.edu>)

Degrees Conferred:

M.A.T. in Teacher Education (EDUC)

See Curriculum and Instruction (p. 132) for full departmental faculty listing.

The Master of Arts in Teaching program in Teacher Education prepares students for teaching math, science, social studies at the multi-level licensure level, and foreign languages, speech and drama at the secondary level. The program offers two concentrations:

- Foreign language and speech/drama
- English, math, science, and social studies

Students in the program learn and practice pedagogy appropriate to the concentration.

M.A.T. in Teacher Education with English, Math, Science and Social Sciences Concentration

Students seeking admission to the Master of Arts in Teacher Education Program at the University of Arkansas must be aware of the deadlines and admissions policies. Once all admission requirements are met by each candidate, a committee will review all applications and notify accepted and denied candidates by April 1. Each of the five content areas (English and Speech/Drama, foreign languages, mathematics, science and social studies) has a maximum number of 12 students admitted each year and up to 60 students in the overall program. If spaces remain in a particular content area and the overall program capacity has not yet been met by April 1, admissions for that area will be considered on a rolling basis until the beginning of the first summer session. These deadlines and limitations are designed to ensure that all students have a high quality experience and reflect current need for teachers in any particular content area.

To apply for admission to the Master of Arts in Teaching program in Teacher Education, you must:

1. Complete an appropriate undergraduate degree program (see pre-M.A.T. transcript evaluation for additional requirements for area of licensure (<https://seed.uark.edu/admission-requirements/pmat-transcript-evaluation.php>)).

2. Check with your content specialist for any additional courses required for licensure in your area.
3. Hold a minimum GPA of 3.0 in the last 60 hours of the completed undergraduate degree.
4. Complete the application for teacher education through the Teacher Education Office by October 1 (see the Teacher Education Application Fee (<https://forms.coehp.uark.edu/start?form=teaching>)). This includes passing scores on the Math, Reading and Writing sections of the Praxis Core Academic Skills for Educators, or the equivalent scores on the ACT, SAT or GRE as defined by the Arkansas Department of Education and successful completion of the Arkansas Department of Education background checks.
5. File an application for admission to the Graduate School by December 30.
6. Provide passing scores on the Praxis CORE exam or equivalent scores before admission to the program.
7. Provide three letters of recommendation before the interview in February to the Graduate School.
8. Provide successful complete the required criminal background checks. Background check materials must be submitted by the admission interview.
9. Provide scores on the Praxis II Content Area test for admission to the program; foreign language students must also provide scores for the Oral Proficiency Interview (OPI) for admission to the program.
10. Schedule and complete an admission screening interview with a portfolio in February.

At the time of the interview, candidates must have a GPA of 3.0 on the last 60 hours of undergraduate coursework, have passed the PRAXIS CORE exam or provide equivalent scores, submitted three letters of reference, taken the Praxis II Content Area test and the OPI for foreign language students, and submitted a portfolio.

Once the program has received all application materials from the Graduate School, an admission decision will be made based on the criteria described in the admissions policy statement. The probationary status will include the content specific courses of the spring semester term. The number admitted into specific teaching fields will be determined by both availability of internship spaces in the public schools with Cohort Partnership agreements and job market potential. However, meeting or exceeding minimum requirements does not guarantee acceptance into the M.A.T.

At the completion of the first 9 hours of MAT courses (which are taken in the summer semester), the education faculty will review the status of all the students in the program. Students with unsatisfactory performance (grade C or lower) in the summer courses will not be allowed to continue with the remainder of the program.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Prerequisites to the M.A.T. Degree Program: Admission requirements for the M.A.T. degree program for initial licensure are as follows:

1. Completion of an appropriate undergraduate degree program with a minimum of 30 hours in the content area.
2. Cumulative GPA of 3.00 in the last 60 hours of the baccalaureate degree.
3. Admission to the Teacher Education Program.
4. Admission to the Graduate School.

5. Completion of the pre-education requirements with a minimum of "C" in all courses.
6. Completion of all prerequisite courses in teaching field with a minimum of "C" in all courses.
7. Passing scores on Praxis CORE or submission of equivalent scores.
8. Submission of scores on Praxis II content test(s) and scores on the OPI for foreign language students.

Requirements for the Master of Arts in Teaching Degree in Teacher Education: (Minimum 33-34 hours.)

1. Computer competencies will be demonstrated by the candidate in the admission interview portfolio or by taking an approved course.
2. CIED 4131 Practicum for Secondary and Multilevel Tracks in Education . Candidates for the M.A.T. Teacher Education program will register for this course. The requirement for this course is 60 hours of experience with children in grades K through 12. A minimum of 30 of these hours will be in a secondary school with the remaining hours in elementary or middle schools or other youth settings. These hours must be documented by the appropriate organization.
3. Students will take CIED 3023 Survey of Exceptionalities or CIED 4023 Teaching in Inclusive Secondary Settings. CIED 4023 is the preferred course.
4. Students in French, German, and Spanish will take CIED 4013 Capstone Course for Foreign Language Licensure. Students will compile a portfolio in the target language with several pieces of evidence from their content classes. In addition, students must obtain a minimum passing score of Intermediate High on the Oral Proficiency Interview prior to admission into the fall field experience.

M.A.T. Courses in Teacher Education-Multiple Level Education

Summer Courses		
CIED 5223	Learning Theory	3
CIED 5333	Curriculum Theory and Development for Educators	3
CIED 5553	Social Justice and Multicultural Issues in Education	3
Intersession		
CIED 5022	Classroom Management Concepts	2
Fall Courses		
Pedagogy		
CIED 5063	Disciplinary and Interdisciplinary Literacies in Education	3
CIED 5263	Assessment, Evaluation, and Practitioner Research	3
CIED 5953	Second Language Assessment	3
Methods I		
Choose one for content area specialty:		3
CIED 5213	Issues and Trends in Literacy	
CIED 5443	Methods of Teaching Foreign Language K-12	
Field Experience		
CIED 528V	Teaching Experience	3
Spring Courses		
Research		
CIED 5461	Capstone Research Seminar	1
Methods II		
Choose one for content area specialty:		3
CIED 5203	English Language Arts/Speech & Drama Methods of Instruction	

CIED 5523 Instructional Practices in Teaching Foreign Language

Field Experience		
CIED 528V	Teaching Experience	3
Total Hours		33

M.A.T. Courses in Teacher Education-Secondary Education

Summer Courses		
CIED 5223	Learning Theory	3
CIED 5333	Curriculum Theory and Development for Educators	3
CIED 5553	Social Justice and Multicultural Issues in Education	3
Intersession		
CIED 5022	Classroom Management Concepts	2
Fall Courses		
Pedagogy		
CIED 5063	Disciplinary and Interdisciplinary Literacies in Education	3
CIED 5263	Assessment, Evaluation, and Practitioner Research	3
CIED 5953	Second Language Assessment	3
Methods I		
Choose one for content area specialty:		3
CIED 5203	English Language Arts/Speech & Drama Methods of Instruction	
SEED 5003	Introduction to Teaching Secondary Science	
SEED 5103	Methods of Teaching Secondary Social Studies I	
SEED 5303	Teaching Secondary Mathematics	
Field Experience		
CIED 528V	Teaching Experience	3
Spring Courses		
Research		
CIED 5461	Capstone Research Seminar	1
Methods II		
CIED 5213	Issues and Trends in Literacy	
SEED 5013	Teaching Secondary Science: Theory to Practice	
SEED 5113	Teaching History, Government and Economics	
SEED 5313	Theories of Learning Mathematics	
Field Experience		
CIED 528V	Teaching Experience	3
Total Hours		33

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

M.A.T. in Teacher Education with Foreign Language and Speech/Drama Concentration

Students seeking admission to the Master of Arts in Teacher Education Program at the University of Arkansas must be aware of the deadlines and admissions policies. Once all admission requirements are met by each candidate, a committee will review all applications and notify accepted and denied candidates by April 1. Each of the five content areas (English and Speech/Drama, foreign languages, mathematics, science and social studies) has a maximum number of 12 students admitted each year and up to 60 students in the overall program. If spaces remain in a particular content area and the overall program capacity has not yet been

met by April 1, admissions for that area will be considered on a rolling basis until the beginning of the first summer session. These deadlines and limitations are designed to ensure that all students have a high quality experience and reflect current need for teachers in any particular content area.

To apply for admission to the Master of Arts in Teaching program in Teacher Education, you must:

1. Complete an appropriate undergraduate degree program (see pre-M.A.T. transcript evaluation for additional requirements for area of licensure (<https://seed.uark.edu/admission-requirements/pmat-transcript-evaluation.php>)).
2. Check with your content specialist for any additional courses required for licensure in your area.
3. Hold a minimum GPA of 3.0 in the last 60 hours of the completed undergraduate degree.
4. Complete the application for teacher education through the Teacher Education Office by October 1 (see the Teacher Education Application Fee (<https://forms.coehp.uark.edu/start?form=teaching>)). This includes passing scores on the Math, Reading and Writing sections of the Praxis Core Academic Skills for Educators, or the equivalent scores on the ACT, SAT or GRE as defined by the Arkansas Department of Education and successful completion of the Arkansas Department of Education background checks.
5. File an application for admission to the Graduate School by December 30.
6. Provide passing scores on the Praxis CORE exam or equivalent scores before admission to the program.
7. Provide three letters of recommendation before the interview in February to the Graduate School.
8. Provide successful complete the required criminal background checks. Background check materials must be submitted by the admission interview.
9. Provide scores on the Praxis II Content Area test for admission to the program; foreign language students must also provide scores for the Oral Proficiency Interview (OPI) for admission to the program.
10. Schedule and complete an admission screening interview with a portfolio in February.

At the time of the interview, candidates must have a GPA of 3.0 on the last 60 hours of undergraduate coursework, have passed the PRAXIS CORE exam or provide equivalent scores, submitted three letters of reference, taken the Praxis II Content Area test and the OPI for foreign language students, and submitted a portfolio.

Once the program has received all application materials from the Graduate School, an admission decision will be made based on the criteria described in the admissions policy statement. The probationary status will include the content specific courses of the spring semester term. The number admitted into specific teaching fields will be determined by both availability of internship spaces in the public schools with Cohort Partnership agreements and job market potential. However, meeting or exceeding minimum requirements does not guarantee acceptance into the M.A.T.

At the completion of the first 9 hours of MAT courses (which are taken in the summer semester), the education faculty will review the status of all the students in the program. Students with unsatisfactory performance (grade C or lower) in the summer courses will not be allowed to continue with the remainder of the program.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Prerequisites to the M.A.T. Degree Program: Admission requirements for the M.A.T. degree program for initial licensure are as follows:

1. Completion of an appropriate undergraduate degree program with a minimum of 30 hours in the content area.
2. Cumulative GPA of 3.00 in the last 60 hours of the baccalaureate degree.
3. Admission to the Teacher Education Program.
4. Admission to the Graduate School.
5. Completion of the pre-education requirements with a minimum of "C" in all courses.
6. Completion of all prerequisite courses in teaching field with a minimum of "C" in all courses.
7. Passing scores on Praxis CORE or submission of equivalent scores.
8. Submission of scores on Praxis II content test(s) and scores on the OPI for foreign language students.

Requirements for the Master of Arts in Teaching Degree in Teacher Education: (Minimum 33-34 hours.)

1. Computer competencies will be demonstrated by the candidate in the admission interview portfolio or by taking an approved course.
2. CIED 4131 Practicum for Secondary and Multilevel Tracks in Education . Candidates for the M.A.T. Teacher Education program will register for this course. The requirement for this course is 60 hours of experience with children in grades K through 12. A minimum of 30 of these hours will be in a secondary school with the remaining hours in elementary or middle schools or other youth settings. These hours must be documented by the appropriate organization.
3. Students will take CIED 3023 Survey of Exceptionalities or CIED 4023 Teaching in Inclusive Secondary Settings. CIED 4023 is the preferred course.
4. Students in French, German, and Spanish will take CIED 4013 Capstone Course for Foreign Language Licensure. Students will compile a portfolio in the target language with several pieces of evidence from their content classes. In addition, students must obtain a minimum passing score of Intermediate High on the Oral Proficiency Interview prior to admission into the fall field experience.

M.A.T. Courses in Teacher Education-Multiple Level Education

Summer Courses

CIED 5223	Learning Theory	3
CIED 5333	Curriculum Theory and Development for Educators	3
CIED 5553	Social Justice and Multicultural Issues in Education	3

Intersession

CIED 5022	Classroom Management Concepts	2
-----------	-------------------------------	---

Fall Courses

Pedagogy

CIED 5063	Disciplinary and Interdisciplinary Literacies in Education	3
CIED 5263	Assessment, Evaluation, and Practitioner Research	3

CIED 5953	Second Language Assessment	3
-----------	----------------------------	---

Methods I

Choose one for content area specialty:		3
--	--	---

CIED 5213	Issues and Trends in Literacy	
-----------	-------------------------------	--

CIED 5443	Methods of Teaching Foreign Language K-12	
Field Experience		
CIED 528V	Teaching Experience	3
Spring Courses		
Research		
CIED 5461	Capstone Research Seminar	1
Methods II		
Choose one for content area specialty:		3
CIED 5203	English Language Arts/Speech & Drama Methods of Instruction	
CIED 5523	Instructional Practices in Teaching Foreign Language	
Field Experience		
CIED 528V	Teaching Experience	3
Total Hours		33
M.A.T. Courses in Teacher Education-Secondary Education		
Summer Courses		
CIED 5223	Learning Theory	3
CIED 5333	Curriculum Theory and Development for Educators	3
CIED 5553	Social Justice and Multicultural Issues in Education	3
Intersession		
CIED 5022	Classroom Management Concepts	2
Fall Courses		
Pedagogy		
CIED 5063	Disciplinary and Interdisciplinary Literacies in Education	3
CIED 5263	Assessment, Evaluation, and Practitioner Research	3
CIED 5953	Second Language Assessment	3
Methods I		
Choose one for content area specialty:		3
CIED 5203	English Language Arts/Speech & Drama Methods of Instruction	
SEED 5003	Introduction to Teaching Secondary Science	
SEED 5103	Methods of Teaching Secondary Social Studies I	
SEED 5303	Teaching Secondary Mathematics	
Field Experience		
CIED 528V	Teaching Experience	3
Spring Courses		
Research		
CIED 5461	Capstone Research Seminar	1
Methods II		
CIED 5213	Issues and Trends in Literacy	
SEED 5013	Teaching Secondary Science: Theory to Practice	
SEED 5113	Teaching History, Government and Economics	
SEED 5313	Theories of Learning Mathematics	
Field Experience		
CIED 528V	Teaching Experience	3
Total Hours		33

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Teaching English to Speakers of Other Languages (TESL)

Felicia Lincoln
Program Coordinator
215 Peabody Hall
479-575-8729
Email: flincoln@uark.edu

Degree Offered:

M.Ed. in Teaching English to Speakers of Other Languages (TESL)

Description: The program is designed to prepare teachers in the U.S. and abroad to teach English to learners whose first language is not English; graduates are also prepared to create and implement curriculum and appropriate assessments for English as a second language (ESL). It also prepares individuals for further graduate study (Education Specialist or Ph.D.). Included in the course work for the M.Ed. are the four courses required by the Arkansas Department of Education for endorsement in ESL.

M.Ed. in Teaching English to Speakers of Other Languages

Admission Requirements:

1. Students must be officially accepted by the Graduate School and accepted into the M.Ed. TESOL degree program. Once information is reviewed, the Graduate School will submit applicant's completed packet to the program for review.
2. Students must complete an appropriate undergraduate degree with a minimum 3.0 grade-point average on the last 60 hours of the course work for the undergraduate degree.
3. Praxis Core or equivalent

Degree Requirements:

1. All degree candidates will also complete an action research project during their Internship/Action Research (CIED 5983).
2. All students must complete 33 hours of course work

Major Required Courses

Professional Core		12
CIED 5923	Second Language Acquisition	3
CIED 5933	Second Language Methodologies	3
CIED 5943	Teaching People of Other Cultures	3
CIED 5953	Second Language Assessment	3
CIED 5393	Introduction to Linguistics	3
Additional Required Courses		12
CIED 5513	Sound System of American English	3
CIED 5543	Structures of American English	3
CIED 599V	Special Topics	1-18

Research Requirements: Students are not required to complete a formal master's thesis, but will take a class (CIED 5013 or CIED 5273) that provides an introduction to education research and then design and carry out an action research project in CIED 5983 Practicum in Curriculum and Instruction. Following this two-course sequence, students will defend their project as the comprehensive exam for the degree. This project

will be assessed by a faculty panel which will include the adviser for the student's program and two other M.Ed. faculty members.

For students who have the experience and desire to complete a formal thesis, this option exists. In such cases, students will form a thesis committee and then propose, write and defend a thesis. The successful defense of the thesis will represent the comprehensive exam for the M.Ed. degree. Students who choose the thesis option will not be required to complete CIED 5013/CIED 5273 or CIED 5983, but must take six hours of master's thesis credit (CIED 600V) in place of these two courses.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Theatre (THTR)

Michael Riha
Department Chair
619 Kimpel Hall
479-575-3612
Email: theatre@uark.edu

Department of Theatre Website (<http://fulbright.uark.edu/departments/theatre>)

Degrees Conferred:

M.F.A. (THTR)

The Master of Fine Arts in Theatre provides a course of advanced studies within the areas of acting, directing, design, and playwriting. It aims to develop in students a high level of understanding and competence in the chosen degree concentration, leading to professional-level employment in performance and design. Considered to be the terminal degree in the creative aspects of theatre, the M.F.A. program provides a 60-hour concentration in a chosen specialty. The degree is awarded following successful fulfillment of a series of academic and performance/production requirements.

M.F.A. in Theatre

Prerequisites to the M.F.A. Program: A student entering graduate studies in the Department of Theatre should have a minimum of 24 semester hours in undergraduate drama/theatre credit. In the event a student does not satisfy this requirement, the student and an adviser will assess the student's needs and establish a plan of study that will prepare the student for advanced degree work. The GRE may be required based on the student's undergraduate GPA in accordance with Graduate School policy.

Admission Procedures: In addition to complying with all Graduate School admission procedures, M.F.A. degree applicants will present an audition and/or portfolio for assessment and evaluation prior to consideration for acceptance.

Degree Requirements: The Master of Fine Arts degree requires 60 hours of approved graduate-level coursework that is focused in one of three study tracks: Performance (Acting and Directing), Playwriting, or Design. Specific course requirements and related production requirements are determined in conference with the particular track adviser. All students will produce a thesis (6 hours credit) prior to graduation. This thesis will take the form of a performance, design or playwriting project with appropriate written research and documentation to support it. Both the proposed thesis project and the final product shall be subject to review and approval by the student's thesis committee.

Each student will be reviewed annually. Departmental faculty will determine whether sufficient progress has been made to warrant continuation into the subsequent year of study and eventual graduation.

A final examination will be administered to all graduating M.F.A. students. This examination will allow students to demonstrate their knowledge and understanding of theatre at a level appropriate to those who have reached the end of their particular course of studies.

All course credits presented for graduation must be graded "C" or better.

Up to 18 hours of credit may be waived for those students entering the M.F.A. program and already holding the M.A. degree in theatre or drama. However, a minimum of 42 hours of graduate-level courses and four regular semesters must be completed on the Fayetteville campus.

Departmental requirements may be waived by the faculty in theatre only upon receipt of evidence of equivalent learning or skill resulting from earlier education or experience. Students not holding a bachelor's degree in drama may be required to take supplemental coursework and/or demonstrate proficiency in the creative areas of drama.

Graduate Faculty

Burrow, Jason E., M.M. (Ohio University), B.M. (University of Arkansas), Assistant Professor, 2015.

Crabtree, Susan, M.A., B.A. (University of Northern Colorado), Instructor, 2016.

Dwyer, Mavourneen, M.F.A. (University of Texas at Austin), B.A. (University of Montreal), Associate Professor, 1998.

Frank, Kate L., M.F.A. (University of Arkansas), B.F.A. (California State University-Los Angeles), Lecturer, 2006.

Herzberg, Amy, M.F.A. (California Institute of the Arts), B.A. (Arizona State University), Distinguished Professor, 1989.

Hicks, Morgan, M.F.A. (University of Arkansas), M.A. (Missouri State University), B.F.A. (Arkansas State University), Assistant Professor, 2007.

Irish, Shawn D., M.F.A. (University of Arkansas), B.A. (Missouri Southern State University), Assistant Professor, 2013.

Landman, Michael, M.F.A. (Columbia University), B.A. (State University of New York at Binghamton), Associate Professor, 2004.

Lane, Valerie Jean, M.F.A. (Pennsylvania State University), B.F.A. (Memphis College of Art), Instructor, 2008.

Leftwich, Gail, B.S. (University of Arkansas), Lecturer, 1997.

Martin, Patricia, M.F.A. (Purdue University), B.A. (Rollins College), Professor, 1995.

Marzolf, Steven, M.F.A. (University of San Diego), B.A. (University of Wisconsin-Green Bay), Lecturer, 2015.

McKnight, Jennifer Ann, M.F.A., B.A. (University of Alabama), Instructor, 2015.

Meers, Matthew Thomas, M.F.A. (Indiana University at Bloomington), B.F.A. (University of Arkansas), Instructor, 2012.

Micheel, Tyler, M.F.A., B.F.A. (Dakota State University), Instructor, 2016.

Millett, Joseph D., M.F.A. (University of Southern California), B.A. (Union College), Visiting Assistant Professor, 2015.

Riha, Michael, M.F.A. (Indiana University at Bloomington), B.F.A. (University of Wisconsin), Professor, 1992.

Wade, Les, Ph.D. (University of California-Santa Barbara), M.F.A. (University of Georgia), M.A. (Duke University), B.A. (Tulane University), Professor, 2011.

Walch, John S., M.F.A. (University of Texas at Austin), B.A. (Colorado College), Assistant Professor, 2016.

Wilkerson, Weston, M.F.A. (University of Tennessee), B.A. (Texas A&M University), Assistant Professor, 2014.

Courses

THTR 4463. African American Theatre History – 1950 to Present. 3 Hours.

A chronological examination of African-American theatre history from 1950 to the present through the study of African-American plays and political/social conditions. Upon completion of this course the student should be familiar with the major works of African-American theatre and have a deeper understanding of American History.

THTR 4653. Scene Design. 3 Hours.

Theory and practice in the art of scenic design, including historical and contemporary styles and procedures. Prerequisite: THTR 1323, THTR 1321L, THTR 2313 and THTR 2513.

THTR 4833. Scene Painting. 3 Hours.

A studio class in painting techniques for the theatre. Exercises in color, textures, styles, and execution. Prerequisite: THTR 1323, THTR 1321L and THTR 2313. May be repeated for up to 6 hours of degree credit.

THTR 492V. Internship. 1-12 Hour.

A practical, experiential approach to performance and production using the internship program to provide training and experience more advanced than that provided during the normal school year. Students will outline a contract of specific requirements based upon that individual's needs, goals, and skills. Prerequisite: Instructor consent. May be repeated for up to 12 hours of degree credit.

THTR 4953. Theatre Study in Britain. 3 Hours.

Study of the components of stage production through attending and critiquing a wide variety of classical, modern, and avant garde theatre productions in England; includes tours of London and historical British sites and seminars with British theatre artists.

THTR 5123. Theatrical Design Rendering Techniques. 3 Hours.

Investigation of drawing and painting methods and materials useful to theatrical designers. Integration of graphic communication with overall production conceptualization will be explored through examination of various theatre styles and periods. May be repeated for up to 6 hours of degree credit.

THTR 5143. History of Decor for the Stage. 3 Hours.

An overview of architectural decoration and its application to theatrical design from the Predynastic Period (4400-3200 B.C.) through the Art Deco period with references to contemporary decor. Prerequisite: Graduate standing.

THTR 5183. Scene Design Studio. 3 Hours.

Individual and advanced projects in designing scenery for various theatrical genres as well as non-theatrical applications with emphasis on the design process involving playscript analysis, text analysis, and research. Collaboration skills and advanced rendering techniques will be explored. Contributes to on-going portfolio development. Prerequisite: THTR 3653 or instructor consent. May be repeated for up to 6 hours of degree credit.

THTR 5193. Scene Technology Studio. 3 Hours.

Individual and advanced projects in scenic techniques with emphasis on scene painting, drafting, rendering, properties design, or scenic crafts as determined by student need. Contributes to on-going portfolio development. Prerequisite: Graduate standing or instructor consent. May be repeated for up to 9 hours of degree credit.

THTR 5213. Costume Design. 3 Hours.

Advanced study of the art and practice of stage costume design. Emphasis on the expression of character through costume. Development of rendering and research skills. Portfolio development.

THTR 5243. Costume Technology I. 3 Hours.

Advanced methods of costume construction techniques and the practice of theatrical pattern drafting will be explored through project work.

THTR 5283. Costume Design Studio. 3 Hours.

Individual and advanced projects in designing costumes for various theatrical genres with emphasis on the design process involving text interpretation, character analysis, and research. Collaboration skills and advanced rendering techniques will be explored. Contributes to on-going portfolio development. Prerequisite: THTR 3213 or THTR 5213 or instructor consent.

THTR 5293. Costume Technology Studio. 3 Hours.

Individual and advanced projects in costume construction and techniques with emphasis on flat pattern, draping, corsetry, tailoring or costume crafts as determined by student need. Contributes to on-going portfolio development. Prerequisite: Graduate standing or instructor consent. May be repeated for up to 9 hours of degree credit.

THTR 5353. Stage Lighting Technology. 3 Hours.

The thorough examination of the technology of equipment that supports the art of stage lighting design: theory, operating principles and specification of lamps, fixtures, control systems and special effect hardware will be explored. Prerequisite: Graduate standing.

THTR 5363. Theatre Planning. 3 Hours.

A study of significant theatre buildings, modern and historical, and their relationship to contemporary theatre planning. Practical application of theory through design problems and evaluation. Graduate level research project/paper required.

THTR 5383. Lighting Technology Studio. 3 Hours.

Individual and advanced projects in lighting technology with emphasis on light sources, lighting control, equipment design and specification and the mechanics of lighting. Contributes to on-going portfolio development. Prerequisite: Graduate standing or instructor consent. May be repeated for up to 9 hours of degree credit.

THTR 5393. Lighting Design Studio. 3 Hours.

Individual projects in lighting design with emphasis on the design process involving script interpretation, design aesthetics and research. Lighting design applications to a variety of venues will be studied. Contributes to on-going portfolio development. Prerequisite: Graduate standing or instructor consent. May be repeated for up to 6 hours of degree credit.

THTR 542V. Graduate Acting Studio. 1-3 Hour.

Provides actors with intensive opportunities to explore specific aspects of their craft. Sample topics include characterization, Chekhov, Pinter, Brecht, improvisation and mask work. Topics vary each semester. Prerequisite: Graduate standing in Drama. May be repeated for up to 18 hours of degree credit.

THTR 5432. Graduate Voice and Speech I. 2 Hours.

Teaches how to build clear vocal production using proper breath support, grounded in the Alexander technique. Emphasis on the connection between breath and thought, learning to undo inadequate vocal habits, and vocal hygiene. Prerequisite: Graduate standing in Drama. May be repeated for up to 4 hours of degree credit.

THTR 5443. Graduate Acting: Period Styles. 3 Hours.

Styles of acting in relation to French and English Dramatic Literature (16th-19th Centuries). This course also examines the historical and cultural influences that shaped each genre. A period dance component is included. Prerequisite: Graduate standing in Drama.

THTR 545V. Musical Theatre Performance. 1-3 Hour.

Theory and techniques of performing a singing role for the theatre. Integrates acting and vocal techniques and examines the relationship between score and text. Prerequisite: Graduate standing in Drama.

THTR 5463. Audition Techniques. 3 Hours.

A thorough study and practical application of audition skills and techniques. This course will equip the student with prepared audition pieces and experience in cold reading, on-camera work, and improvisation. The course also explores the practical needs of the actor; from how to get an audition to how to prepare a resume. Prerequisite: Graduate standing in Drama.

THTR 5473. Graduate Acting: Shakespeare. 3 Hours.

Analysis of Shakespeare for performance. Work will include the plays of Shakespeare and his contemporaries, including cultural and theatrical contexts required for understanding the scripts. Prerequisite: Graduate standing in Drama.

THTR 548V. Meisner Technique I. 1-3 Hour.

Acting theory and exercises of Sanford Meisner, including repetition work, connecting with partner, three moment game, activities, and emotional preparation.

THTR 549V. Meisner Technique II. 1-3 Hour.

Continuation of Meisner Technique I. Incorporation of theory and advanced exercises of the Meisner Technique into the playing of text. Prerequisite: THTR 548V.

THTR 5501. Research Techniques in Drama. 1 Hour.

Basic techniques of research and study in the fields of Drama and Theatre with consideration of the necessary interplay of intellectual and intuitive skills in mature artistry. Practice in the logical, semantic, and evidential work of scholarship and in the various research methodologies.

THTR 5533. Graduate Playwriting: Special Projects. 3 Hours.

Advanced study and practice in the area of playwriting. The area of concentration will be determined by the student's specific writing project(s). Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

THTR 5543. Creating a One-Person Show. 3 Hours.

Actors learn to use compelling personal experiences and interests in the creation of a unique one-person show. Includes exploration in characterization, staging and playwriting. Culminates in the public presentation of a short one-person show. Prerequisite: Graduate standing in Drama.

THTR 5552. Graduate Voice and Speech II. 2 Hours.

A continuation of Graduate Voice and Speech I, exploring more closely the connection between breath support and volume, pitch, range, resonance and articulation. Prerequisite: THTR 5432.

THTR 5562. Graduate Voice and Speech III. 2 Hours.

Continuation of Graduate Voice and Speech II, focusing on the classification of vowels and consonants according to the International Phonetic Alphabet (IPA). Prerequisite: THTR 5552.

THTR 5572. Graduate Voice and Speech IV. 2 Hours.

Continuation of Graduate Voice and Speech III. Extension of the application of the IPA to the analysis of different accents of individuals for whom English is a second language. Approximately eight dialects of English will be examined. Prerequisite: THTR 5562.

THTR 5593. Acting and Directing Absurdist Theatre. 3 Hours.

This course focuses on a particular dramatic style that developed following World War II: Absurdism. In scene presentation projects, students will grapple with the unusual challenges acting and directing these plays, as well as explore the cultural contexts, philosophies and theatrical traditions that led to their invention. Prerequisite: Graduate standing in Drama.

THTR 5613. Graduate Directing Principles. 3 Hours.

Theory and technique of directing realistic drama: script analysis; spatial considerations of composition and picturization; development in production of the Aristotelian concepts of plot, character, thought, diction, music (sound), and spectacle. Prerequisite: Graduate standing.

THTR 562V. Seminar in Dramatic Art. 1-9 Hour.

Research, discussion and projects focusing on a variety of topics including theatre management, advanced acting methods, and specialized periods in dramatic literature. Prerequisite: Senior or graduate standing. May be repeated for up to 9 hours of degree credit.

THTR 5663. Directing Modern Drama. 3 Hours.

Studio course exploring the challenges of directing post-19th Century dramatic literature. Individual projects in collaboration with actors. Sample dramatic literature includes styles such as Realism, Expressionism, Absurdism, post-Modernism and Epic Theatre. Topics vary each semester. Prerequisite: Graduate standing in Drama. May be repeated for up to 12 hours of degree credit.

THTR 5673. Adapting and Directing Non-Theatrical Texts. 3 Hours.

Offers directors practice in the adaptation and staging of non-theatrical prose, poetry and current events. Individual projects in collaboration with actors. Prerequisite: Graduate standing in Drama.

THTR 5683. Directing Studio. 3 Hours.

Hands-on exploration into the direction of historical and contemporary texts and styles, including Greek, Roman, Shakespeare, Realism, American and international scripts and the adaptation of non-theatrical material. Topics vary each semester. Includes discussion and investigation of the theatrical arts and collaborative and production processes. Prerequisite: MFA Directing student or instructor consent. May be repeated for up to 6 hours of degree credit.

THTR 5691. Scene Study for Directing Studio. 1 Hour.

Participation as an actor in scenes presented for the graduate Directing Studio course. Varying historical and contemporary texts and styles each semester. Class meets one hour each week, plus outside rehearsals, depending on casting. Prerequisite: Instructor consent. May be repeated for up to 4 hours of degree credit.

THTR 5713. Directing Classics. 3 Hours.

Explores the challenges of directing classic texts. Individual projects in collaboration with actors on a wide variety of pre-20th Century dramatic literature. Topics vary each semester. Prerequisite: Graduate standing in Drama. May be repeated for up to 12 hours of degree credit.

THTR 5723. History of the Theatre I. 3 Hours.

A comprehensive study of the theatre in different cultures and ages, as an institution, as an art, and as a vision of life.

THTR 5733. History of the Theatre II. 3 Hours.

A continuation of THTR 5723.

THTR 5763. Dramatic Criticism. 3 Hours.

Analysis of critical theories from Aristotle to the present; interrelationships of theatre disciplines as well as the influence of the church, state, and press on dramatic criticism. Prerequisite: Senior or graduate standing.

THTR 5783. Viewpoints. 3 Hours.

Exploration and application of the Viewpoints movement technique. Prerequisite: Graduate standing in Drama.

THTR 581V. Theatre Production III. 1-3 Hour.

Participation in the process of production for the University Theatre mainstage at a supervisory level. Areas of involvement may include scenery, lighting, sound, makeup, marketing, etc. May be repeated for up to 6 hours of degree credit.

THTR 590V. Independent Study. 1-18 Hour.

Individually designed and conducted programs of reading and reporting under guidance of a faculty member. May be repeated for up to 18 hours of degree credit.

THTR 591V. Special Topics. 1-3 Hour.

Classes not listed in the regular curriculum, offered on demand on the basis of student needs and changes within the profession. Prerequisite: Graduate standing in Drama or Instructor consent required. May be repeated for degree credit.

THTR 592V. Internship. 1-6 Hour.

Supervised practice in the various arts and crafts of the theatre (e.g. full design responsibility for a production; box office management; actor apprenticeship in a professional company).

THTR 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

World Languages, Literatures, and Cultures (WLLC) French-German-Spanish

Steven Bell
Department Chair
425 Kimpel Hall
479-575-2951
Email: sbell@uark.edu

Hope Christiansen
Graduate Coordinator of French
425 Kimpel Hall
479-575-2951
Email: hopec@uark.edu

Brett Sterling
Graduate Coordinator of German
425 Kimpel Hall
479-575-2951
Email: bsterli@uark.edu

M. Reina Ruiz
Graduate Coordinator of Spanish
507 Kimpel Hall
479-575-2951
Email: rruiz@uark.edu

Department of World Languages, Literatures and Cultures Website (<http://fulbright.uark.edu/departments/world-languages>)

Degrees Conferred:

M.A. in Modern Languages (MLAN)
M.A. in Spanish (SPAN)

Areas of Concentration: French, German, and Spanish. Supporting courses are offered in Greek and Latin.

Primary Areas of Faculty Research: Please refer to the Department of World Languages, Literatures and Cultures website for detailed information on faculty members and their areas of expertise.

M.A. in Modern Languages

Prerequisites to Degree Program: The student must have a B.A. degree or equivalent from an accredited institution with suitable preparation in the chosen foreign language and be accepted by the department. Deficiencies in undergraduate major or prerequisites for advanced courses may be included in the student's program. The Master of Arts Degree in Modern Languages is offered in two concentrations, German and French.

German Concentration

The Master of Arts Degree in Modern Languages, German Concentration offers course work related to the greater German-speaking world, including Germany, Austria, and Switzerland. The program offers a traditional, canon-centered degree in literary history. Students concentrate primarily on courses investigating literary epochs and particular genres that are focused on literary analysis and research.

Graduates of the program generally continue study at the doctoral level at other institutions or complete alternative licensure or the M.A.T. to teach at the secondary level. Doctoral training in cultural studies and translation

is also offered in conjunction with the Comparative Literature and Cultural Studies Program.

Requirements for the Master of Arts Degree Modern Languages, German Concentration: Aside from deficiencies, a minimum of 36 semester hours of course work is required for the degree, six hours of which must be selected from the following courses: WLLC 4023, WLLC 4033, or WLLC 5063. Each candidate must pass a comprehensive examination covering course work and a reading list. Upon admission to this program the candidate will be assigned an adviser who, in consultation with the candidate, will design a suitable program for the candidate. The adviser, in consultation with other members of the department, will select an examination committee for the comprehensive written and oral examinations. Detailed program descriptions, including reading lists and examination procedures, are available from the department.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

French Concentration

The Master of Arts degree in Modern Languages, French Concentration offers course work related to the literary and cultural histories of the greater Francophone world, focusing on France. The program provides advanced preparation in literary analysis and research and offers training for teaching French at the college level, including the most recent technological techniques in teaching foreign languages. Graduates of the program receive a solid preparation to pursue a Ph.D. or to teach at the college or secondary levels. Our comprehensive curriculum enables students to pursue careers in education, government, international organizations and other business opportunities either abroad or within the United States. In conjunction with the Comparative Literature and Cultural Studies program (CLCS), the program contributes to the master's and Ph.D. programs for students working in either Francophone literature, translation, French literature or French cultural studies.

Requirements for the Master of Arts Degree in Modern Languages,

French Concentration: Aside from deficiencies, a minimum of 36 semester hours is required for the degree; six of the hours must be selected from the following courses: WLLC 4023, WLLC 4033, WLLC 5063 or other approved WLLC courses. Each M.A. candidate will submit a list of their course work to the graduate adviser before taking the comprehensive exam, which is comprised of a written and an oral exam. The content of the M.A. exam covers course work and the reading list. All course selections must be approved by the graduate adviser.

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Program Description: Students pursuing the M.A. degree in Spanish will choose to follow one of two concentrations.

The first concentration is a traditional M.A. in Hispanic literature and culture with a strong emphasis on literary analysis. This concentration is recommended for students likely to pursue work toward a Ph.D. in literature and cultural studies after completion of the M.A.

The second concentration provides students an alternative track that places more emphasis on coursework in pedagogy, technology in the classroom, and second-language acquisition. This concentration is recommended more for students interested in language teaching, for students who may use the M.S. as a terminal degree in preparation for

community college or liberal arts teaching, or for secondary teachers seeking further professional development.

Admission to Spanish M.A. Program: Admission to the M.A. program in Spanish requires a Bachelor of Arts degree or the equivalent from an accredited institution with suitable preparation in Spanish. Individuals interested in a teaching assistantship should submit an application for graduate assistantship to the Department of World Languages, Literatures and Cultures by February 1. In order to demonstrate oral and written proficiency in Spanish, English speakers applying for a teaching assistantship must send an audio-recorded reading of a literary text in Spanish as well as a writing sample in Spanish on a subject of the applicant's choosing (4-8 pages). Applicants requesting an assistantship must also include three letters of recommendation and a statement of purpose.

Non-native English speakers applying to the program must present satisfactory scores on the TOEFL or the IELTS. The University of Arkansas defines a satisfactory score on the TOEFL as 550 (paper-based) or 79 (computer-based) or above, or 6.5 on the IELTS or above for admission to the Graduate School. The test must have been taken within the two years immediately preceding the requested semester of admission and be valid at the time of enrollment. In addition to the English proficiency requirement, applicants seeking teaching assistantships are required to submit a score of 50 on the TSE. Results from these exams must be received before admission to the Graduate School or an application for a teaching assistantship can be considered.

Literature Concentration

Requirements for the Spanish M.A., Literature Concentration:

Aside from deficiencies, a minimum of 36 hours of graduate coursework is required for the degree. All students during their first semester take WLLC 5063 Teaching Foreign Languages on the College Level. Students must also take a research seminar — SPAN 5703 Special Topics — and present a final paper that meets professional methods and standards. Each candidate must pass a comprehensive examination covering course work and reading list on five out of eight areas of study, which are:

- Medieval, Golden Age, 19th century, and 20th/21st century for Spain.
- Colonial, 19th century, 20th/21st century for Latin America, and U.S. Latina/o.

The five areas each candidate will be assessed must include: two from Spain and two from Latin America (including U.S. Latina/o), and at least two before 1900.

M.A. comprehensive exams can be taken only two times.

Detailed program descriptions, including reading lists and examination procedures, are available from the World Languages Department website (<http://fulbright.uark.edu/departments/world-languages/graduate/spanish-ma-program.php>).

Pedagogy Concentration

Requirements for the Spanish M.A., Pedagogy Concentration:

Aside from deficiencies, a minimum of 36 hours of graduate coursework is required for the degree. All students during their first semester take WLLC 5063 Teaching Foreign Languages on the College Level. Students must also take a research seminar — SPAN 5703 Special Topics — and present a final paper that meets professional methods and standards. Each candidate must pass a comprehensive examination

covering course work and reading list on pedagogy and technology as well as on four out of eight areas of study, which are:

- Medieval, Golden Age, 19th century, and 20th/21st century for Spain.
- Colonial, 19th century, 20th/21st century for Latin America, and U.S. Latina/o.

The four areas each candidate will be assessed in addition to pedagogy must include: one from Spain and one from Latin America (including U.S. Latina/o), and at least one before 1900.

M.A. comprehensive exams can be taken only two times.

Detailed program descriptions, including reading lists and examination procedures, are available from the World Languages Department website (<http://fulbright.uark.edu/departments/world-languages/graduate/spanish-ma-program.php>).

Students should also be aware of Graduate School requirements with regard to master's degrees (p. 433).

Graduate Faculty

Almenara, Erika, Ph.D. (University of Michigan), M.A. (University of Wisconsin-Milwaukee), B.A. (Feminine University of the Sacred Heart), Assistant Professor, 2015.

Arenberg, Nancy M., Ph.D. (University of Arizona), M.A. (University of Illinois, Champaign-Urbana), B.A. (Grinnell College), Associate Professor, 1996.

Bell, Steven M., Ph.D. (University of Kansas), M.A. (University of Kentucky), B.A. (University of Kansas), Associate Professor, 1992.

Berkovich, Nadja, Ph.D. (University of Illinois), M.A. (Boston College), B.A. (St. Petersburg Pedagogical Herzen University), Clinical Assistant Professor, 2015.

Brito, Edvan P., Ph.D., M.S. (Georgetown University), M.A. (Howard University), B.A. (Universidade de São Paulo, Brazil), Assistant Professor, 2016.

Calabretta-Sajder, Ryan C., Ph.D. (Middlebury College), M.A. (Indiana University-Bloomington), B.A. (Dominican University), Assistant Professor, 2013.

Castro Salas, Raquel, M.A. (University of Arkansas), B.A. (John Brown University), Instructor, 2014.

Christiansen, Hope L., Ph.D. (University of Kansas), M.A., B.A. (Kansas State University), Associate Professor, 1990.

Clowney, Nicole, J.D. (Yale University), M.A. (University of Kentucky), B.A. (University of Chicago), Lecturer, 2014.

Comfort, Kathy, Ph.D. (University of Kansas), M.A., B.A. (Illinois State University), Associate Professor, 2001.

Condray, Kathleen, Ph.D., M.A. (University of Illinois-Urbana-Champaign), B.A. (University of Arkansas), Associate Professor, 1999.

Foote, Rebecca K., Ph.D. (University of Illinois at Urbana-Champaign), M.A. (Rice University), B.A. (University of Houston), Assistant Professor, 2017.

Fredrick, David Charles, Ph.D. (University of Southern California), M.A., B.A. (University of Kansas), Associate Professor, 1991.

Fukushima, Tatsuya, Ph.D., M.A. (Oklahoma State University), B.A. (Kanto Gakuin University, Japan), Associate Professor, 2000.

Haydar, Adnan Fuad, Ph.D. (University of California-San Diego), M.A., B.A. (American University of Beirut), Professor, 1993.

Haydar, Paula Marie, Ph.D., M.F.A. (University of Arkansas), M.Ed., B.S. (University of Massachusetts), Clinical Assistant Professor, 2006.

Hernandez-Miranda, Michael, Ph.D., M.A. (Texas A&M University), B.A. (University of Oriente), Instructor, 2015.

Hinds, Heather Rae, M.A. (University of Arkansas), B.S. (University of Central Missouri), Instructor, 2008.

Hoyer, Jennifer M., Ph.D., M.A. (University of Minnesota-Twin Cities), B.A. (University of Tulsa), Associate Professor, 2007.

Jones, Linda Carol, Ph.D. (University of New Mexico), M.A. (University of Arkansas), M.A. (University of Arizona), B.A. (Northeast Louisiana University), Associate Professor, 1988.

Levine, Daniel, Ph.D. (University of Cincinnati), B.A. (University of Minnesota), University Professor, 1980.

Lorenzo, Violeta, Ph.D. (University of Toronto), M.A., B.A. (University of Florida), Assistant Professor, 2014.

Magnetti, Brenda Monica, M.A. (University of Arkansas), B.A. (Ouachita Baptist University), Instructor, 2007.

Mahmoud, Rania, Ph.D. (University of Washington), M.A. (Old Dominion University), B.A., (University of Alexandria, Egypt), Assistant Professor, 2017.

Omura, Mafumi, M.A. (University of Iowa), B.A. (Kansai Gaidai University), Instructor, 2016.

Pérez Arroyo, Elkin Javier, M.A. (University of Arkansas), B.A. (Universidad de Córdoba, Montería, Colombia), Instructor, 2017.

Reeber, Joy Elisabeth, Ph.D., M.A. (University of Wisconsin-Madison), B.A. (University of North Carolina), Instructor, 2012.

Restrepo, Luis Fernando, Ph.D., M.A. (University of Maryland-College Park), B.A. (Universidad Pontificia Bolivariana), University Professor, 1995.

Rozier, Louise L., D.M.L. (Middlebury College), M.A. (University of Arkansas), B.A. (Licence es Lettres, Université de Besançon, France), Associate Professor, 1991.

Ruiz, M. Reina, Ph.D. (Washington University in St. Louis), M.A. (Kansas State University), B.A. (University of Leon, Spain), Associate Professor, 2001.

Sterling, Brett E., Ph.D., M.A. (Vanderbilt University), B.A. (University of Arkansas), Assistant Professor, 2013.

Su, Danjie, Ph.D. (University of California, Los Angeles), M.A., B.A. (Sun Yatsen University, China), Assistant Professor, 2017.

Ten Haaf, Rachel E., Ph.D. (University of Michigan), M.A. (University of Illinois, Urbana-Champaign), Assistant Professor, 2016.

Vennarucci, Rhodora, Ph.D., M.A. (University at Buffalo, New York), B.A. (University of Michigan), Assistant Professor, 2013.

Viennot, Gilles André Fernand, Ph.D. (University of Kansas), M.A. (University of Paris VII Jussieu), M.A. (University of Besançon), Assistant Professor, 2015.

Arabic Courses

ARAB 470V. Special Topics. 1-6 Hour.

May be offered in a topic not specifically covered by courses otherwise listed. May be repeated for degree credit.

French Courses

FREN 4003. French Grammar and Composition. 3 Hours.

French grammar and composition. Prerequisite: FREN 3003 or FREN 3103.

FREN 4033. French for Oral Proficiency. 3 Hours.

Three hours per week of conversation practice for the advanced undergraduate. Prerequisite: FREN 3003 or FREN 3103.

FREN 4113. Special Themes in French. 3 Hours.

Topics not normally covered in period courses. Sample topics: "The Comic Tradition in French Literature," "French Cinema." Topics announced one semester in advance. Prerequisite: FREN 3113. May be repeated for up to 3 hours of degree credit.

FREN 4213. French Civilization. 3 Hours.

French civilization. Prerequisite: FREN 3113.

FREN 4223. Survey of French Literature I. 3 Hours.

A survey of French literature, its forms and themes from the medieval period through the 18th century. Prerequisite: FREN 3113.

FREN 4233. Survey of French Literature II. 3 Hours.

A survey of French literature, its forms and themes in the 19th and 20th centuries. Prerequisite: FREN 3113.

FREN 4333. Introduction to Business French. 3 Hours.

Introduction and orientation to the French world of business and commerce through the study of vocabulary, forms, and formulas and expression used in commercial correspondence. Prerequisite: FREN 3113 or FREN 3103.

FREN 4433. Business Culture and Practices. 3 Hours.

A practical application of French to the business world focusing on the cultural challenges faced by Americans doing business in France and francophone countries. Case studies and translations of authentic documents from French to English and English to French reinforce the specialized vocabulary of the business world. Prerequisite: FREN 3103 or FREN 3113.

FREN 5003. French Grammar and Phonetics. 3 Hours.

Systematic review of principles of French grammar and syntax; comprehensive presentation of French phonetics.

FREN 5033. Advanced French Conversation. 3 Hours.

This course will provide a small discussion environment in which graduate students will improve their command of spoken French in an interactive setting. Discussion will concentrate on current cultural issues in the French speaking world.

FREN 5213. French Culture & Civilization. 3 Hours.

An analysis of French cultural symbols and attitudes as observed in their historical, economical, political, social, educational, and linguistic aspects.

FREN 5333. Old French Literature. 3 Hours.

An intensive study of French Medieval Literature from the Chansons de Geste to Villon, including an in-depth analysis of the genres and their evolution, and of the major authors of the times.

FREN 5353. Survey of French Poetry. 3 Hours.

A comprehensive study of French poetry from the Middle Ages to the twentieth century, focusing on close readings of individual poems. This course will cover literary movements and trends of the periods and presents the terminology required to do explication de texte.

FREN 5433. French 16th-Century Literature. 3 Hours.

A survey of representative writers of the sixteenth century.

FREN 5543. French 17th-Century Literature. 3 Hours.

A survey of representative writers of the seventeenth century.

FREN 5663. French Short Story. 3 Hours.

An introduction to the French short story, focusing on close readings of a variety of contes and nouvelles from the Middle Ages through the twenty-first century.

FREN 5673. French 18th-Century Literature. 3 Hours.

French 18th-Century literature.

FREN 5703. Special Topics. 3 Hours.

May be offered in a subject not specifically covered by the courses otherwise listed. May be repeated for up to 6 hours of degree credit.

FREN 575V. Special Investigations. 1-6 Hour.

Special investigations. May be repeated for degree credit.

FREN 5773. Survey of Francophone Literature. 3 Hours.

A survey of representative texts in the field of sub-Saharan and North African literature concentrating on postcolonial novels using contemporary critical approaches.

FREN 5783. The French Nineteenth-Century Novel. 3 Hours.

The French Nineteenth-Century novel.

FREN 5813. French 20th-Century Theatre. 3 Hours.**FREN 5833. French 20th-Century Novel. 3 Hours.**

French 20th-Century novel.

German Courses

GERM 4013. Germany and the Holocaust: The Significance of the Holocaust in Differentiated Contexts. 3 Hours.

Taught in English. Topics covering the role of the Holocaust in German history, culture, art, language and German Studies. Equal emphasis will be placed on historical competence and philosophical/theoretical inquiry, addressed from a variety of media and primary and secondary sources. May be repeated for up to 6 hours of degree credit.

GERM 4043. German Cinema. 3 Hours.

Presents a range of German films in cultural-historical context; vocabulary and structures for discussing film, film history, and film theory in German. Prerequisite: GERM 3003.

GERM 4213. German Civilization. 3 Hours.

German civilization. Prerequisite: GERM 3003 or equivalent.

GERM 470V. Special Topics. 1-3 Hour.

May be offered in a topic not specifically covered by courses otherwise listed. May be repeated for up to 6 hours of degree credit.

GERM 5123. The German Novella. 3 Hours.

An intensive study of the novella as a genre from its origin to the present. Prerequisite: GERM 3013.

GERM 5133. The German Drama. 3 Hours.

A study of the development of the forms and themes of the German drama from the middle ages to the present. Prerequisite: GERM 3013.

GERM 5143. German Lyric Poetry. 3 Hours.

A study of the forms and themes of German lyric poetry from the middle ages to the present. Prerequisite: GERM 3013.

This course is cross-listed with GERM 4143.

GERM 5223. Early German Literature: Middle Ages to the Enlightenment. 3 Hours.

Early German literature.

GERM 5273. German Literature: Enlightenment, Storm and Stress, and Classicism. 3 Hours.

German literature.

GERM 5343. Early Modern German Literature: Late 19th and Early 20th Century. 3 Hours.

Early modern German literature.

GERM 5363. German Literature after 1945. 3 Hours.

German literature after 1945.

GERM 5703. Special Topics. 3 Hours.

May be offered in a subject not specifically covered by the courses otherwise listed. May be repeated for up to 6 hours of degree credit.

Greek Courses

GREK 4003. Greek Lyric Poetry. 3 Hours.

Readings from selected Greek lyric poems, to be chosen from several appropriate authors from the 7th through the 5th centuries BCE: Archilochus, Hipponax, Sappho, Alcaeus, Tyrtaeus, Mimnermus, Semonides, Solon, Xenophanes, Theognis, Pindar, Bacchylides. Prerequisite: GREK 2013 or equivalent.

GREK 4013. Greek Epic Poetry. 3 Hours.

Study of the primary works of Greek hexameter poetry, including Homer, Hesiod, and/or the Homeric Hymns, with special attention to issues of oral composition and performance. Prerequisite: GREK 2013.

GREK 4023. Greek Philosophy. 3 Hours.

Study of representative works of Greek philosophy, including those of the Pre-Socratics, Plato, and/or Aristotle. Prerequisite: GREK 2013 or equivalent.

GREK 4033. Herodotus or Thucydides. 3 Hours.

Readings of Herodotus, Book VII, and Thucydides, Book VI; collateral readings on the Persian and Peloponnesian Wars. Prerequisite: GREK 2013 or equivalent.

GREK 4043. Greek Drama. 3 Hours.

Readings of 2 tragedies and one comedy; a study of the Greek theatre. Prerequisite: GREK 2013 or equivalent.

GREK 4053. Greek Syntax and Composition. 3 Hours.

Greek syntax and composition. Prerequisite: GREK 2013 or equivalent.

GREK 4063. Hellenistic Poetry. 3 Hours.

Selections from significant post-classical authors, including Callimachus, Theocritus, Bion, Moschus, Herondas, Apollonios of Rhodes, and/or poets of the Greek Anthology. Special attention to archaic and classical influences, contemporary Hellenistic culture, and Roman responses. Prerequisite: GREK 2013.

GREK 4073. Ancient Greek Novel. 3 Hours.

Study of the development of the Greek novel including the works of Lucian, Longus, Heliodorus, and/or Achilles Tatius. Prerequisite: GREK 2013 or equivalent.

GREK 4083. Greek Epigraphy. 3 Hours.

Study of inscriptions, especially Attic, in their historical and social contexts, from the 8th century BCE to the Hellenistic/Roman period. Training in epigraphical conventions and symbols. Prerequisite: GREK 2013 or equivalent.

GREK 4093. Biblical and Patristic Greek. 3 Hours.

Selected readings from appropriate texts, varying by semester, including the Septuagint, New Testament, Apostolic Fathers, and other patristic literature to the 5th century CE. Reading and discussion of selected texts in major genres. Prerequisite: GREK 2013 or equivalent.

GREK 4103. Greek Oratory. 3 Hours.

Readings from selected speeches, to be chosen from one or more appropriate authors: Lysias, Antiphon, Demosthenes, Isocrates, Andocides. Study of sophism and rhetoric of Athens in the 5th and 4th centuries BCE. Prerequisite: GREK 2013 or equivalent.

GREK 475V. Special Investigations. 1-6 Hour.

Special investigations. May be repeated for degree credit.

GREK 575V. Special Investigations. 1-6 Hour.

May be repeated for up to 12 hours of degree credit.

Japanese Courses

JAPN 4313. Language and Society of Japan (Fa). 3 Hours.

The primary objective of this course is to investigate the way the Japanese language reflects the beliefs and custom of the Japanese people as a social group. For comparison purposes, this course makes reference to studies in American language and culture. Proficiency in Japanese not required. Prerequisite: Junior standing.

JAPN 4333. Professional Japanese I: Business Writing (Sp). 3 Hours.

This course aims to familiarize the students with formats, vocabulary, and expressions in Japanese business correspondence. Emphasizes career-ready Japanese language proficiency. Prerequisite: JAPN 3116 or equivalent Japanese proficiency.

Russian Courses

RUSS 4123. Survey of Russian Literature from Its Beginning to the 1917 Revolution. 3 Hours.

The instructor will discuss the historical and cultural backgrounds while focusing on major writers and will deal with literature as an outlet for social criticism. There will be textual analysis. It will be taught in English.

This course is cross-listed with WLIT 4123.

RUSS 4133. Survey of Russian Literature Since the 1917 Revolution. 3 Hours.

The instructor will discuss the historical and cultural backgrounds while focusing on major writers and will deal with literature as an outlet for social criticism. There will be textual analysis. It will be taught in English with readings in English.

This course is cross-listed with WLIT 4133.

Spanish Courses

SPAN 4003. Advanced Grammar (Fa). 3 Hours.

For majors and advanced students covering the problematic areas of Spanish syntax and usage. Prerequisite: SPAN 3003 and SPAN 3103.

SPAN 4103. Monuments of Spanish Literature I. 3 Hours.

Monuments of the major works of Spanish literature from El Cid through the 17th century. Prerequisite: SPAN 3113.

SPAN 4113. Monuments of Spanish Literature II. 3 Hours.

Monuments of Spanish literature from the 18th century to the present. Prerequisite: SPAN 3113.

SPAN 4133. Survey of Spanish-American Literature I (Irregular). 3 Hours.

Survey of Spanish-American literature from the Colonial period to mid-19th Century, including pre-Hispanic Indigenous Literatures. Prerequisite: SPAN 3113.

SPAN 4193. Survey of Spanish-American Literature II (Irregular). 3 Hours.

Survey of Spanish-American literature from Modernism to the present, including U.S. Latino literature. Prerequisite: SPAN 3113.

SPAN 4213. Spanish Civilization. 3 Hours.

A wide-ranging exploration of Spanish history and culture from the Middle Ages to the present. Prerequisite: SPAN 3113.

SPAN 4223. Latin American Civilization (Irregular). 3 Hours.

Latin American civilization. Prerequisite: SPAN 3113.

SPAN 4243. Literature and Culture in the Hispanic United States (Irregular). 3 Hours.

An exploration of the history and culture, art and politics of the major Hispanic groups in the United States. Focus on contemporary attitudes and issues.

Prerequisite: SPAN 3113.

SPAN 4253. Latin American Cinema and Society. 3 Hours.

This course examines key issues in Latin American culture and history through films, documentaries, and literary and cultural texts. Topics included are: Human Rights, Ethnicity, Gender, Revisions of the past. Prerequisite: SPAN 3113.

SPAN 4333. Business Spanish I. 3 Hours.

Enhances ability to interact in Spanish-language business environments by providing a solid foundation in vocabulary and structure in functional business areas such as company structure, banking and accounting, capital investment, goods and services, marketing, finance, and import-export. Students commit to 15 hours during the semester to work on business-related projects with the Spanish-speaking community of Northwest Arkansas. Prerequisite: SPAN 3003 and SPAN 3103.

SPAN 4553. Latin America Today. 3 Hours.

An exploration of recent and contemporary issues in Latin American culture and society, including social classes, ethnicity, urbanization, family, education, and religion, as well as popular culture and artistic movements. Prerequisite:

SPAN 3113.

SPAN 4563. Latino Youth Bilingual Service Learning Project. 3 Hours.

The Latino Youth Bilingual Project is a service learning course for students in Spanish and Latin American and Latino Studies. Readings on Latino education policies and challenges, bilingualism, and the immigrant experience. Students commit from 15 to 30 hours of mentoring Latino youth at local schools during the semester (in addition to class meeting times) and complete a research project on Latino education. Prerequisite: SPAN 3113 or SPAN 3123 or graduate standing.

SPAN 470V. Special Topics. 1-3 Hour.

May be offered in a topic not specifically covered by courses otherwise listed. May be repeated for up to 6 hours of degree credit.

SPAN 5203. Medieval Spanish Literature. 3 Hours.

From the 'Jarchas' to the Celestina.

SPAN 5233. Golden Age Novel. 3 Hours.

Major works of Spanish prose fiction from the 16th and 17th centuries, with close reading of major works.

SPAN 5243. Golden Age Poetry and Drama. 3 Hours.

History and development of those genres in the 16th and 17th centuries, with close reading of major works.

SPAN 5253. Colonial Literature and Culture. 3 Hours.

An introductory course to the history, culture and literature of colonial Spanish America from 1492 until 1810. The course will cover representative colonial and indigenous texts and their contexts including Renaissance, Baroque, and travel literature of the Eighteenth Century. The course will be taught in Spanish.

SPAN 5273. Survey of 19th Century Spanish Literature. 3 Hours.

A graduate-level survey of Spanish literature from Neoclassicism to the Generation of 1898.

SPAN 5283. Survey of Contemporary Spanish Literature. 3 Hours.

A graduate-level survey of Spanish literature from the Transition to the present.

SPAN 5343. Survey of 20th Century Spanish Literature. 3 Hours.

A graduate-level survey of Spanish literature from the Generation of 1898 to the Transition. Prerequisite: Graduate standing.

SPAN 5393. 19th Century Spanish American Literature. 3 Hours.

Study of representative literary works from Independence (1810) to 1900's. The course covers Neoclassicism, Romanticism, Realism/Naturalism, and Modernism and the role of literature in the nation-building process. The course will be taught in Spanish.

SPAN 5403. Spanish American Theatre. 3 Hours.

Historical examination of the theatre in Spanish America, with close analysis particularly of representative works and movements in the 20th century.

SPAN 5433. Cervantes: Don Quijote. 3 Hours.

A close reading of Spain's greatest literary masterpiece.

SPAN 5453. Cinema and Literature. 3 Hours.

This course examines several Latin American and Spanish texts and their film adaptations as well as the main film making trends in the Hispanic world.

SPAN 5463. 20th Century Spanish American Literature. 3 Hours.

Critical survey of major movements and outstanding and representative works in 20th century prose and poetry, from the Mexican Revolution and the avant-garde to the contemporary boom and post-boom.

SPAN 5703. Special Topics. 3 Hours.

May be offered in a subject not specifically covered by the courses otherwise listed. May be repeated for up to 6 hours of degree credit.

SPAN 575V. Special Investigations. 1-6 Hour.

Special investigations. May be repeated for degree credit.

SPAN 5773. Indigenismo Literature. 3 Hours.

A study of 'indigenismo', an intellectual and literary tradition in Latin America examining the history of exploitation and marginalization of indigenous peoples. Readings include texts by Mariategui, Icaza, Andrade, Asturias, Arguedas, Castellanos, and also 'indigenista' works in music and the plastic arts.

SPAN 5883. Indigenous Literatures. 3 Hours.

A study of native oral narratives, literary texts and other writing forms in the Americas, from ancient times to the present, including the Andean Khipus, Mesoamerican Codices, and Amazonian mythic narratives.

SPAN 5943. U.S. Latino/a Literatures and Cultures. 3 Hours.

Explores the construction and negotiation of Latino/a identities through the study of literary and filmic texts. Theoretical concepts (e.g. latinidad, latinization, intra-latino, cultural remittances) will also be studied. Topics of discussion may include: transnationalism, bilingualism, and interactions between different Latino groups. Taught in Spanish. Prerequisite: Graduate standing.

World Languages, Literatures and Cultures Courses

WLLC 4013. Native American Languages and Cultures. 3 Hours.

Focuses on one of the major Native American groups from the southeast and midwest including the Quapaws, the Choctaws, the Caddos, and the Osages. Introduces the selected Native American group's language, culture, history and literature. Content varies each semester. May be repeated for up to 6 hours of degree credit.

WLLC 4023. Languages, Cultures, and Teaching with Technology. 3 Hours.

This course provides senior level undergraduate and graduate students with innovative ways to teach and communicate through the use of modern technologies as applied to second languages. Topics of discussion include instructional systems design, Web 2.0 technologies, presentation technologies, online facilitation, and pedagogical strategies for using technological tools in language and culture courses. Prerequisite: Senior standing.

WLLC 4033. Languages, Cultures and Teaching with Video. 3 Hours.

This course provides senior level undergraduates and graduate students with the knowledge and skills needed to teach and communicate through the use of video as applied to second languages. Topics of discussion include instructional systems design, development of strong pedagogical strategies for teaching with film, analysis of research focused on subtitling, learning strategies, mental effort, and language and culture development, as well as some videotaping and editing. Prerequisite: Senior standing.

WLLC 4043. The Early French in North America. 3 Hours.

This course focuses on French exploration in North America from 1508 until 1698. Activities for both French and non-French speaking students provide a rich environment to discuss first encounters, cultural differences, and colonization struggles throughout New France by indigenous peoples, missionaries, military and colonists alike. This course strongly familiarizes students with historic events leading up to beginnings of Colonial French Arkansas and Lower Mississippi Valley. Prerequisite: FREN 2013 or equivalent.

WLLC 4053. The Colonial French in the Mississippi Valley. 3 Hours.

This course focuses on the French Colonial Mississippi Valley from 1698 until 1763. Activities for both French and non-French speaking students provide a rich environment to discuss encounters, subsistence strategies, and warfare faced by native peoples, missionaries, explorers, and colonists alike. Students will examine primary handwritten, transcribed, or translated sources.

This course is cross-listed with WLLC 4053H, HIST 4593.

WLLC 5023. Languages, Cultures, and Teaching with Technology. 3 Hours.

This course provides graduate students with innovative ways to teach and communicate through the use of modern technologies as applied to second languages. Topics of discussion include instructional systems design, Web 2.0 technologies, presentation technologies, online facilitation, and pedagogical strategies for using technological tools in language and culture courses. Prerequisite: Graduate standing.

WLLC 5033. Languages, Cultures and Teaching with Video. 3 Hours.

This course provides graduate students with the knowledge and skills needed to teach and communicate through the use of video as applied to second languages. Topics of discussion include instructional systems design, development of strong pedagogical strategies for teaching with film, analysis of research focused on subtitling, learning strategies, mental effort, and language and culture development, as well as some videotaping and editing.

WLLC 504V. Translation Workshop. 1-6 Hour.

Problems of translation and the role of the translator as both scholar and creative writer; involves primarily the discussion in workshop of the translations of poetry, drama, and fiction done by the students, some emphasis upon comparative studies of existing translations of well-known works. Primary material will vary. Prerequisite: Reading knowledge of a foreign language.

This course is cross-listed with ENGL 5043.

WLLC 5063. Teaching Foreign Languages on the College Level. 3 Hours.

Focus on basic methodological concepts and their practical application to college foreign language instruction.

WLLC 5463. Descriptive Linguistics. 3 Hours.

A scientific study of language with primary emphasis on modern linguistic theory and analysis. Topics include phonology, morphology, syntax, semantics, language acquisition, and historical development of world languages.

This course is cross-listed with ANTH 5473, ENGL 5463.

WLLC 575V. Special Investigations. 1-6 Hour.

Special investigations in world languages, literatures and cultures. May be repeated for up to 6 hours of degree credit.

WLLC 6553. Applied Linguistics Seminar. 3 Hours.

Research and discussion in areas of applied linguistics ranging from discourse analysis, literacy, language pedagogy, and language planning to translation theory. Subject matter changes depending on student interest and faculty expertise.

Prerequisite: WLLC 5463 or equivalent introduction to linguistics.

Certificate Programs

The following graduate certificate programs are offered by the University of Arkansas Graduate School:

Graduate School of Business

- Business (p. 369)
- Enterprise Systems (p. 381)
- Entrepreneurship (p. 369)

Department of Computer Science and Computer Engineering (CSCE)

- Cybersecurity (p. 337) (CYBRGC)

Department of Curriculum & Instruction (CIED)

- Applied Behavior Analysis (p. 306) (APBAMC)
- Arkansas Curriculum/Program Administrator (p. 332) (ACPAMC)
- Autism Spectrum Disorders (p. 306) (AUTSMC)
- Building-Level Administration (p. 333) (PSBLMC)
- District-Level Administration (p. 337) (PSDLMC)
- K-12 Online Teaching (p. 147) (ETECGC)
- STEM Education for Early Childhood (p. 344) (K-4)

Department of English

- Technical Writing and Public Rhetorics (p. 158) (TWRHGC)

Program in Educational Statistics & Research Methods (ESRM)

- Educational Measurement (p. 338) (EDMEMC)
- Educational Psychology (p. 338) (EDPSMC)
- Educational Statistics & Research Methods (p. 338) (EDSTMC)

Department of Geosciences

- Geospatial Technologies (p. 176) (GISTGC)

Interdisciplinary Studies

- African and African American Studies (p. 331) (AASTGC)
- Cross-Sector Alliances (p. 336) (CSALGC)
- Sustainability (p. 344) (SUSTGC)

Department of Music (MUSC)

- Advanced Instrumental Performance (p. 226) (non-degree) (MUSCGC)

Program in Operations Management

- Project Management (p. 343) (OMPMGC)

School of Law

- Business Law (p. 333) (BLAWGC)
- Criminal Law (p. 335) (CRLWGC)

Advanced Performance (MUSC)

Ronda Mains
Department Chair
201 Music Building

479-575-4701
E-mail: rmains@uark.edu

Er-Gene Kahng
Director of Graduate Advising
201 Music Building
479-575-4701
E-mail: ekahng@uark.edu (sgates@uark.edu)

Department of Music Website (<http://www.uark.edu/depts/uamusic>)

The Graduate Certificate in Advanced Performance is a performance-intensive program for students who already possess the Master of Music or its equivalent. It is designed for all areas of applied study, and is intended for the advanced performer. (Note: The graduate certificate is not a degree.)

Prerequisites to the Graduate Certificate: To enter this program, students must be admitted by the Graduate School and should consult with the Director of Graduate Studies in Music for the specific area of study in which they are interested. The Department Chair and the Director of Graduate Studies in Music, in consultation with the faculty of the specific area, will determine acceptance, provisional acceptance contingent on the making up of specific deficiencies, or rejection of the student for admission to the program in the specific area of concentration.

Requirements for the Graduate Certificate: In addition to the general requirements of the Graduate School the following conditions must be met:

1. All students seeking admission to the program for the Graduate Certificate must show evidence of outstanding performance aptitude and proficiency and demonstrate clear potential for a career as a professional musician.
2. All applicants must present an audition with advanced repertoire encompassing four different style periods and not lasting less than 30 minutes.
3. All applicants must display proficiency in music theory and history at the Master of Music level or equivalent through transcripts or an entry examination.
4. At the end of the program the student must present a full length recital (ca. 70 min).

The programs of study are listed below. All course selections are subject to the approval of the graduate adviser in consultation with the applied teacher.

Course Requirements: 16 hours

I. Applied Music

MUAP 510V	Applied Voice/Instrument	9
MUAP 5201	Graduate Recital I	1

II. Electives

6

To be selected from music courses at the 4000-6000 level with the consent of the adviser. Possible areas of study include composition, conducting, chamber music, music theory, and music history.

Areas of applied music concentration: Piano, violin, viola, violoncello, string bass, clarinet, bassoon, flute, oboe, alto saxophone, French horn, trombone, baritone, tuba, trumpet, percussion.

Total Hours		16
-------------	--	----

African and African American Studies

Dr. Valandra
Director
230 Memorial Hall
479-575-3001
aast.uark.edu

African and African American Studies Website (<http://aast.uark.edu>)

Graduate Certificate offered (non-degree):

African and African American Studies

Program Description: The African and African American Studies program promotes an interdisciplinary approach to the study of the history, culture, and identity of Africans and African Americans. Graduate students may pursue an African and African American Studies Graduate Certificate after making application to the African and African American Studies program and the Graduate School.

Graduate Certificate in African and African American Studies

Admission Requirements:

The following materials must be submitted to the Director of the AAST Program:

1. Application for Admission to the Certificate Program in African & African American Studies. The form is available from the Program Director and the program's Web page.
2. Confirmation of admission to the University of Arkansas Graduate School.
3. Complete official transcripts of all undergraduate and graduate work.
4. Three letters of recommendation from former teachers, employers, or supervisors.
5. Statement of purpose describing academic interests and professional goals and how the Graduate Certificate fits into them.

Requirements for Graduate Certificate in African and African American Studies

In order to complete the Graduate Certificate in African & African American Studies, students must complete a total of 15 hours of coursework, which must include AAST 5003 Graduate Seminar in African & African American Studies.

The remaining 12 hours of coursework must be approved by the Program Director and adhere to the following stipulations:

- A maximum of 9 of the 12 may come from courses taken in a single department
- At least 9 hours must be from courses numbered 5000 or higher
- A maximum of 3 hours may be earned through AAST 5103 Graduate Readings in African & African American Studies

Possible Courses:

ENGL 6853	Seminar in African American Literature and Culture	3
HIST 6093	The History of African Americans and Social Justice (Irregular)	3

HIST 6623	Africa and the Trans-Atlantic Slave Trade (Irregular)	3
HIST 6263	Independence and Africa Today	3
HIST 6273	Comparative Slavery (Irregular)	3
HIST 5563	The Old South, 1607-1865	3
HIST 5573	The New South, 1860 to the Present	3
HIST 5823	Black Freedom in the Age of Emancipation	3
HIST 5953	The History of Sub-Saharan African Women	3
PLSC 4323	Racial Identity, Politics, and Public Policy	3
PLSC 4933	African American Political Ideology	3
THTR 4463	African American Theatre History -- 1950 to Present	3

Additional courses numbered 4000 or higher may be approved by the Program Director for the Graduate Certificate if its subject matter focuses on the study of Africans or African Americans.

Courses

AAST 5003. Graduate Seminar in African & African American Studies. 3 Hours.

Introduction to graduate study of African & African American Studies through an interdisciplinary examination of the history of the discipline, research methods employed, and its relationship to other disciplines.

AAST 5103. Graduate Readings in African & African American Studies. 3 Hours.

An exploration of African & African American Studies topics independently with a faculty member. Topic variable with permission of faculty member. May be repeated for up to 6 hours of degree credit.

Applied Behavior Analysis (APBA)

Peggy Schaefer-Whitby
Program Coordinator
308 ARKA (410 Arkansas Avenue)
479-575-3302
E-mail: pschaeffe@uark.edu (bgartin@uark.edu)

Graduate Certificate Offered:

Applied Behavior Analysis (non-degree)(APBA)

Graduate Certificate Program in Applied Behavior Analysis (APBA):

The Graduate Certificate in Applied Behavior Analysis is for those individuals who wish to pursue board certification in Behavior Analysis or to utilize behavioral theory in the area of autism or behavioral disorders. The program builds on candidate's previous knowledge of effective teaching and behavioral strategies and extends knowledge and skills in the use of applied behavior analysis (ABA), positive behavior support (PBS), and functional behavioral assessments (FABs) in teaching persons with low incidence or severe disabilities. Classes emphasize the development and ethical use of behavioral change programs which are validated by systematic evaluation of the interventions used. Ethical, professional and legal standard are discussed and applied in the use of Applied Behavior Analysis.

Admission requirements for the Graduate Certificate program include:

- A minimum 3.00 cumulative grade point average (GPA) during the last 60 hours of undergraduate work.

Program of Study:

SPED 6843	Basic Principles of ABA	3
-----------	-------------------------	---

SPED 6853	Behavioral Assessment in ABA	3
SPED 6863	Behavior Change Procedures and Supports	3
SPED 6873	Measurement and Experimental Design	3
SPED 6883	ABA Ethical, Professional, and Legal Standards	3
SPED 6893	Practicum in Applied Behavioral Analysis (Sp, Fa)	3

Candidates for the Graduate Certificate must have a B or better in the Program of Study. Courses from other institutions will not be substituted for the required courses. As of 2015, those seeking to become a National Board Certified Behavior Analyst will be required to have a degree in Education, Psychology, or Applied Behavior Analysis. Those with master's degrees in areas other than Education, Psychology, or Applied Behavior Analysis will need to consult with the Behavior Analyst Certification Board to determine if their degree program will be accepted.

However, the graduate certificate in ABA can be infused into a degree program if needed.

Arkansas Curriculum/Program Administrator (ACPA)

Michael Daugherty
Department Head
216 Peabody Hall
479-575-5119
Email: mkd03@uark.edu

Ed Bengtson
Program Coordinator
106 Peabody Hall
479-575-5982
Email: egbengts@uark.edu

Admission to the Graduate Certificate Program in Arkansas Curriculum/Program Administrator: Applicants must meet university requirements for admission to the Graduate School as non-degree-seeking, but certificate-seeking students, and must have a master's degree. In addition, to receive the graduate certificate in district-level administration, applicants must have a valid teaching license and a valid building-level administration license.

Admission to the Graduate Certificate program: Applicants must meet university requirements for admission to the Graduate School as non-degree-seeking, but certificate-seeking students, and must have a master's degree.

Requirements for the Graduate Certificate in Arkansas Curriculum/Program Administrator: To receive the graduate certificate in Arkansas Curriculum/Program Administrator, students are required to have a valid teaching license and a master's degree. The program of study includes the following 15-18 hours of Educational Leadership core courses. All courses are required, but do not have to be completed in any particular order. Candidates may present acceptable course work for transfer credit by presenting official transcripts from an NCATE accredited and approved educational leadership program of study, but only a maximum of six hours of transfer work may be used to fulfill the requirements of the certificate. Candidates will complete required course projects and activities related to the area of specialization.

Educational Leadership Courses

EDLE 5013	School Organization and Administration	3
EDLE 5043	Leadership Ethics	3

EDLE 5063	Instructional Leadership, Planning, and Supervision	3
EDLE 5083	Analytical Decision-Making	3
EDLE 5093	Effective Leadership for School Improvement	3
CIED 674V	PhD Research Internship	6

Special Education Courses (15 hours)

CIED 532V		
SPED 5733	Inclusive Practices for Diverse Populations	3
SPED 5783	Professional and Family Partnerships	3
SPED 5893	Organization, Administration and Supervision of Special Education	3
SPED 6433	Legal Aspects of Special Education	3

Curriculum and Instruction (15 hours)

CIED 5423	Curriculum and Instruction: Models and Implementation	3
CIED 5453	Evaluation Techniques	3
CIED 5613	Contemporary Issues in Education	3
CIED 6013	Curriculum Theory, Development, and Evaluation	3
CIED 674V	PhD Research Internship	1-6

Prerequisites at the master's level may be required according to the candidate's area of specialization. A faculty representative from the area of specialization will make this determination at the time of admission.

Autism Spectrum Disorders (AUTS)

Peggy Schaefer-Whitby
Program Coordinator
308 ARKA (410 Arkansas Avenue)
479-575-3302
E-mail: pschaefe@uark.edu (bgartin@uark.edu)

Graduate Certificate Offered:

Autism Spectrum Disorders (non-degree): AUTS

Graduate Certificate Program in Autism Spectrum Disorders (AUTS):

The graduate certificate in Autism Spectrum Disorders develops professionals in the area of autism spectrum disorders. The program recognizes students who take a concentrated core of courses focused on autism spectrum disorders. Students who earn the certificate develop knowledge and skills in the areas of characteristics, assessment, and educational interventions for individuals with autism spectrum disorders.

Admission requirements for the Graduate Certificate program include:

- A minimum of a 3.0 cumulative grade point average (GPA) during the last 60 hours of undergraduate work.

Program of Study:

SPED 5143	Teaching Communication Skills to Persons with Autism	3
SPED 6803	Teaching Students with Autism Spectrum Disorders	3
SPED 6813	Characteristics and Assessment of Persons with ASD	3
SPED 6823	Instructional Methods for Students with Autism Spectrum Disorders	3

SPED 6833 Practicum in Autism Spectrum Disorders 3

Building-Level Administration (PSBL)

Michael Daugherty
Department Head
216 Peabody Hall
479-575-5119
Email: mkd03@uark.edu

Ed Bengtson
Program Coordinator
106 Peabody Hall
479-575-5982
Email: egbengts@uark.edu

Prerequisites for Acceptance to the Graduate Certificate Program in Building-Level Administration: Applicants must meet university requirements for admission to the Graduate School as non-degree-seeking, but certificate-seeking students, and must have a master's degree. In addition, to receive the graduate certificate in district-level administration, applicants must have a valid teaching license and a valid building-level administration license.

Requirements for the Building-Level Administration Certificate

EDLE 5013	School Organization and Administration	3
EDLE 5023	The School Principalship	3
EDLE 5043	Leadership Ethics	3
EDLE 5053	School Law	3
EDLE 5063	Instructional Leadership, Planning, and Supervision	3
EDLE 5083	Analytical Decision-Making	3
EDLE 5093	Effective Leadership for School Improvement	3
EDLE 574V	Internship	3
Total Hours		24

Business (BUSN)

Anne O'Leary-Kelly
Associate Dean for Research and Graduate Programs
328 Walton College of Business
479-575-2851

Admission Requirements: The Graduate Certificate in Business is open to all non-business degree-seeking graduate students who are in good standing with the graduate school and admitted to the graduate school of business. Information on graduate school of business admission requirements can be found in the admissions portion of the graduate school of business section of the graduate catalog.

Requirements for the Graduate Certificate in Business: (15 hours)

To receive the Graduate Certificate in Business, students are required to take 9 hours of coursework in the Walton College of Business and 6 hours of electives related to business in either the Walton College or in another college at the University of Arkansas. Elective courses other than those listed below may be approved by the Director of the Certificate program. Some elective courses have prerequisites that are not met by courses in the certificate program. Students are advised to check prerequisites prior to enrolling in a course.

To receive the graduate Certificate in Business, students are required to take 15 hours as follows:

Course List

Required Courses (no prerequisites)

MGMT 5213	Business Foundations for Entrepreneurs	3
-----------	--	---

Choose one of the following classes (one course with prerequisites):

MGMT 5323	New Venture Development	3
MGMT 5223	Business Leadership and Ethics	3
MGMT 5363	Innovation & Creativity	3
MGMT 5313	Strategic Management ((prerequisite – instructor consent))	3

Choose one of the following classes (no prerequisites):

ACCT 5223	MBA Accounting Analysis	3
ECON 5243	Managerial Economics	3
FINN 5223	Financial Markets & Valuation	3
MKTG 5103	Introduction to Marketing	3
SCMT 5633	Introduction to Supply Chain Management	3
ISYS 5213	ERP Fundamentals	3

Dale Bumpers College of Agricultural, Food, and Life Sciences

AGEC 5303	Agricultural Marketing Theory	3
AGEC 5143	Financial Management in Agriculture	3
AGEC 5413	Agribusiness Strategy	3
AMPD 5033	Issues and Trends in Textile Studies	3
AMPD 5043	Theories and Practices in Apparel Merchandising	3

J. William Fulbright College of Arts & Sciences

COMM 5403	Organizational Communication Theory	3
COMM 5423	Seminar in Mass Media Cognition	3
JOUR 5063	Issues in Advertising and Public Relations	3

College of Education and Health Professions

RESM 5463	Sports Facilities Management	3
RESM 5843	Tourism	3

College of Engineering

CHEG 5033	Technical Administration	3
INEG 4443	Project Management (Irregular),Project Management	3
INEG 5623	Analysis of Inventory Systems (Irregular)	3

Graduate School

MEPH 5383	Research Commercialization and Product Development	3
MEPH 5821	Ethics for Scientists and Engineers	1
MEPH 5832	Proposal Writing and Management	2

Certificate in Business Law

The School of Law business law certificate is designed for those students wishing to focus on business or transactional law to prepare themselves for a business law practice or to enhance their career prospects in the business field in general. The program provides a strong framework in the fundamentals of business and transactional law and skills through coursework and related activities. The program will prepare qualified J.D. degree and post-J.D. candidates for a wide variety of business and transactional law practices and, for non-law students, it will help provide a strong foundation for legal aspects of the business environment.

Admission requirements: The student must satisfy one of the following requirements: (1) be currently enrolled in the J.D. program at the School of Law or be admitted as a visiting J.D. student at the School of Law; (2) hold a J.D. degree from an accredited law school; (3) be enrolled in the LL.M. program at the School of Law; or (4) be admitted by the Associate Dean or that dean's designee (hereinafter the "Associate Dean") as otherwise qualified to complete the certificate requirements successfully. The Associate Dean may limit the number of students eligible to pursue the certificate at any one time.

Course requirements:

Required Courses

Students seeking the certificate will enter the program having already successfully completed, as part of their J.D. degree program or other qualifying studies, the following basic business law courses (or equivalent):

LAWW 4024	Contracts (Irregular)
LAWW 4294	Business Organizations (Irregular)
LAWW 6233	Federal Income Tax of Individuals (Irregular)

Skills Course

Select at least one of the following:

LAWW 5213	Business Lawyering Skills
LAWW 648V	Special Topics (Skills) (Sp, Su, Fa) (Interviewing, Counseling and Negotiating)

Writing Course

Select at least one of the following:

LAWW 406V	Upper Level Writing (Business Drafting-2 hours)
LAWW 602V	Independent Legal Research (Sp, Su, Fa) (An independent research project on a business law topic approved in advance by the associate dean for academic affairs or that dean's designee. 2 hours)

Two or more hours of drafting lab courses that are associated with one of the Core Business Courses.

Experiential Capstone:

LAWW 686V	Corporate Counsel Externships (Irregular) (or another experiential capstone course approved as a substitute by the associate dean for academic affairs or that dean's designee.)
-----------	--

Electives

Select at least 9 hours of elective business law programming from the following two categories:

Category A – Select at least two of the following Core Business Courses:

LAWW 4442	Law & Accounting (Irregular)
LAWW 629V	Public Corporations
LAWW 599V	Debtor-Creditor Relations (Irregular) (3 or 4 hours)
LAWW 6253	Federal Income Taxation of Business Entities (Irregular)
LAWW 5662	Mergers and Acquisitions (Irregular)
LAWW 5133	Real Estate Transactions (Irregular)
LAWW 536V	Securities Regulation

Category B Electives

Select from the following to count toward the 9 credits of elective business law programming:

LAWW 5163	Administrative Law
-----------	--------------------

LAWW 6133	Antitrust Law (Irregular)
LAWW 6613	Bankruptcy (Irregular)
LAWW 760V	Bankruptcy - Business Reorganizations (Irregular) (2 hours)
LAWW 500V	Special Topics (Doing Business with Indian Tribes – 3 hours)
LAWW 6523	Employment Law (Irregular)
LAWW 6913	Environmental Law (Irregular)
LAWW 633V	Intellectual Property (Irregular) (2-3 hours)
LAWW 500V	Special Topics (International Ag Trade Law – 3 hours)
LAWW 5513	Labor Law (Irregular)
LAWW 6393	Legal Clinic: Transactional (Irregular)
LAWW 5313	Payment Systems (Irregular)
LAWW 500V	Special Topics (Nonprofit Corporations – 2-3 hours)
LAWW 5303	International and Domestic Sales and Leasing (Irregular)

Transnational Negotiations – 2 hours

LAWW 6192	Workers' Compensation (Irregular)
LAWW 6193	Workplace Legislation (Irregular)

Up to 3 hours of coursework in the Walton College of Business, approved in advance by the associate dean for academic affairs, or that dean's designee.

Such additional elective courses as may be approved by the associate dean for academic affairs, or that dean's designee.

Extracurricular Course of Study

Students must attend at least 250 minutes of extracurricular programming sponsored by the business law society or approved in advance by the Associate Dean.

Substitutions

The Associate Dean may designate a Special Topics or other course as a qualifying Business Elective, and in rare cases, with substantial justification, may allow substitution in the Experiential Business, Business Drafting, or Public Company course categories listed above.

Other requirements:

J.D. candidates

Our J.D. students must declare their intention to complete the program before the final semester of their J.D. studies by notifying the Associate Dean. The student must have a cumulative law school GPA of at least 2.75 and a GPA of 3.0 or above in certificate courses at the time he or she declares. In order to receive the certificate upon graduation, the student must successfully complete the required courses, earn a GPA of at least 3.2 in certificate courses, and have a cumulative GPA of 2.75 or above.

J.D. visitors

Those currently earning a J.D. at another ABA accredited law school but visiting here may earn the business law certificate. They must apply to the Associate Dean before their final semester of J.D. studies. These students can satisfy certificate course credits with courses taken at their own law school, but must take at least 12 credits in certificate courses here, and they must complete the corporate counsel externship program or other approved experiential capstone course here.

A visiting J.D. student must have a cumulative law school GPA of at least 2.75 and a GPA of 3.0 or above in certificate courses at the time he or she applies for the certificate program. In order to receive the certificate upon graduation, the student must successfully complete the required courses and earn a GPA of 3.2 or above in certificate courses, and have a cumulative GPA of 2.75 or above.

Post-J.D. candidates

Those who have already earned a J.D. degree from an accredited law school in the United States may also earn a certificate. They must apply to the Associate Dean before commencing the program.

For the purposes of this program, post-J.D. candidates can determine their GPA within the program based in part on courses completed elsewhere. All post-J.D. candidates must fulfill the requirements listed in §5-1505 of the Faculty Policies Manual, at least 12 credits of which must be taken here, and they must complete the corporate counsel externship program or other approved experiential capstone course here.

Post-J.D. candidates must have a cumulative GPA of at least 3.0 from the school that conferred their law degree. To complete the program, they must earn a GPA of 3.2 or above in certificate courses.

LL.M. candidates

Our LL.M. candidates must notify the Associate Dean one month before enrollment in the LL.M. program of their intention to complete the program and must have the approval of the director of the LL.M. program.

For the purposes of this program, LL.M. candidates can determine their GPA within the program based in part on courses completed elsewhere. LL.M. candidates must satisfy all the required courses, at least 12 credits of which must be taken here, and must take the corporate counsel externship or other approved experiential capstone course here.

To declare, an LL.M. candidate must have a cumulative GPA of at least 3.0 from the school that conferred their law degree. To complete the program, they must earn a GPA of at least 3.2 in certificate courses and have a cumulative GPA of 2.75 or above.

General Requirements (Non-J.D./Non-LL.M. Candidates)

Post-baccalaureate students who are not enrolled as J.D. or LL.M. students at the law school (and do not have a J.D. degree) may also earn a certificate. They must apply to the Associate Dean before commencing the program. If they have taken at least 12 credits of the required certificate courses at another ABA-accredited law school, their GPA in those courses must be at least 3.0 to apply. If they have not, their undergraduate cumulative GPA must be at least 3.5. For the purposes of this program, these students can determine their GPA within the program based in part on courses completed elsewhere.

To earn the certificate, these students must complete all the required courses, at least 12 credits of which must be taken here, and they must complete the approved experiential capstone course here. To complete the program, they must also earn a GPA of 3.2 or above in certificate courses.

Learning Objectives

Students who successfully complete the requirements for the Business Law Certificate will: (1) demonstrate proficiency in explaining and analyzing the legal and regulatory implications of common business matters (2) be able to draft documents relevant to typical business

formations and basic transactions and (3) demonstrate an understanding of the role of counsel to businesses, business owners, or business management, as well as an appreciation of the ethical implications of representing each discrete group.

Certificate in Criminal Law

The Law School offers a criminal law certificate to those students wishing to focus on criminal law during law school and prepare themselves for the practice of criminal law or policy. The program is available to J.D. candidates, LL.M. candidates, as well as other post-baccalaureate students as described below. The program requires students to develop litigation skills through at least one criminal law clinic (or other experiential capstone course approved as a substitute by the Associate Dean for Academic Affairs or that dean's designee), as well as skills courses while also providing a strong framework in the fundamentals of criminal law and procedure through coursework.

Many law schools and employers continue to seek ways to better prepare students for the practice of law immediately upon graduation, and this certificate seeks to make its graduates far more prepared to step into criminal law practice, whether at public agencies such as prosecution or public defender offices, or at firms or even in solo practice. The program seeks, through minimum requirements, to ensure qualified candidates graduate ready for a practice in criminal law. For non-law students, it will help provide a strong foundation for policy work or other criminal justice fields.

Admission requirements: The student must satisfy one of the following requirements:

1. Be currently enrolled in the J.D. program at the School of Law or be admitted as a visiting J.D. student at the School of Law.
2. Hold a J.D. degree from an accredited law school.
3. Be enrolled in the LL.M. program at the U of A School of Law.
4. Be admitted by the associate dean for academic affairs or that dean's designee as otherwise qualified to complete the certificate requirements successfully.

The associate dean for academic affairs, or designee, may limit the number of students eligible to pursue the certificate at any one time.

Course Requirements for the Certificate in Criminal Law

Students seeking the certificate generally will enter the program having already successfully completed as part of their J.D. degree program or other qualifying studies, the following basic law courses (or equivalents): LAWW 4074 Criminal Law (Irregular); LAWW 4173 Criminal Procedure I (Irregular); LAWW 6093 Basic Evidence (Irregular); and LAWW 5013 Professional Responsibility (Irregular). Students who have not already completed one or more of these courses before entering the program may, however, do so during the time they are also pursuing the certificate.

Required Courses

LAWW 6203	Trial Advocacy (Sp, Fa)	3
-----------	-------------------------	---

Electives

Select four of the following (at least three must be non-externships)

LAWW 6633	Criminal Procedure II (Irregular)	3
LAWW 6413	Legal Clinic: Advanced Criminal Practice (Irregular)	3
LAWW 5613	Capital Punishment (Irregular)	3
LAWW 4233	Upper Level Writing: Crime and the Supreme Court	3
LAWW 500V	Special Topics (Federal Criminal Law)	3

LAWW 5643	International Criminal Law (Irregular)	3
LAWW 7012	Juvenile Justice Seminar (Irregular)	2
LAWW 4212	Upper Level Writing: Police Discretion (Irregular)	2
LAWW 500V	Special Topics (Prisoners' Rights Seminar)	2
Externships		
LAWW 673V	Criminal Defense Externship (Irregular)	1-3
LAWW 683V	Criminal Prosecution Externship (Irregular)	1-3

Other requirements:

J.D. Candidates: Our J.D. students must declare their intention to complete the program in the spring of their 2L year by notifying the Associate Dean.

The student must have a cumulative law school GPA of at least 2.75 and a GPA of 3.0 or above in certificate courses at the time the student declares. In order to receive the certificate upon graduation, the student must fulfill the requirements in §5-1408 in the Faculty Policies Manual, earn a GPA of 3.2 or above in certificate courses (including Criminal Certificate prerequisites), a cumulative GPA of at least 2.75, and a B+ or above in the criminal practice clinic, or other approved experiential capstone course (if graded).

J.D. Visitors: Those currently earning a J.D. at another ABA-accredited law school but visiting here may earn the criminal law certificate. They must apply to the Associate Dean by spring of their 2L year. These students can satisfy certificate course credits with courses taken at their own law school, but must take at least 12 credits in certificate courses here. Also, they must complete the criminal clinic program or other approved experiential capstone course here.

The student must have a cumulative law school GPA of at least 2.75 and a GPA of 3.0 or above in certificate courses at the time the student applies. In order to receive the certificate upon graduation, the student must fulfill the requirements in §5-1408 in the Faculty Policies Manual, earn a GPA of at least 3.2 in certificate courses (including Criminal Certificate prerequisites), and a B+ or above in the criminal practice clinic or other approved experiential capstone course (if graded).

Post-J.D. Candidates: Those who have already earned a J.D. degree from an accredited law school in the United States may also earn a certificate. They must apply to the Associate Dean before commencing the program.

For the purposes of this program, post-J.D. candidates can determine their GPA within the program based in part on courses completed elsewhere. All post-J.D. candidates must fulfill the requirements in §5-1408 in the Faculty Policies Manual, at least 12 credits of which must be taken here, and they must complete or have completed the criminal clinic program or other approved experiential capstone course.

Post-J.D. candidates must have at least a cumulative GPA of 3.0 from the school that conferred their law degree. To complete the program, they must earn a GPA of 3.2 or above in certificate courses (including Criminal Certificate prerequisites) and a B+ or above in the criminal practice clinic or other approved experiential capstone course (if graded).

LL.M. Candidates: Our LL.M. candidates must notify the Associate Dean no later than one month before enrollment in the LL.M. program of their intention to complete the program and must have the approval of the director of the LL.M. program.

For the purposes of this program, LL.M. candidates can determine their GPA within the program based in part on courses completed elsewhere.

LL.M. candidates must satisfy all the requirements in §5-1408 in the Faculty Policies Manual, at least 12 credits of which must be taken here, and must take the criminal practice clinic or other approved experiential capstone course here.

To declare, an LL.M. candidate must have at least a cumulative GPA of 3.0 from the school that conferred their law degree. To complete the program, they must earn a GPA of 3.2 in certificate courses (including Criminal Certificate prerequisites), a cumulative GPA of at least 2.75, and a B+ or above in the criminal practice clinic or other approved experiential capstone course (if graded).

General Requirements (Non-J.D. and Non-LL.M. Candidates): Post-baccalaureate students who are not enrolled as J.D. or LL.M. students at the law school (and do not have a J.D. degree) may also earn a certificate. They must apply to the Associate Dean before commencing the program. If they have taken at least 12 credits of the required certificate courses listed in §5-1408 in the Faculty Policies Manual at another ABA accredited law school, their GPA in those courses must be at least 3.0 to apply. If they have not, their undergraduate cumulative GPA must be at least 3.5. For the purposes of this program, these students can determine their GPA within the program based in part on courses completed elsewhere.

To earn the certificate, these students must complete all the coursework as set forth in §5-1408 in the Faculty Policies Manual, at least 12 credits of which must be taken here, and they must complete the approved experiential capstone course here. To complete the program, they must also earn a GPA of at least 3.2 in certificate courses (including Criminal Certificate prerequisites) and a B+ or above in the approved experiential capstone course (if graded).

Certificate; Substitute Courses; Enrollment Limit: Each student completing the requirements will receive a certificate. If appropriate, the Associate Dean may approve any new electives proposed to satisfy the elective requirements of the program. The Associate Dean may limit the number of students eligible to pursue the certificate at any one time.

Cross-Sector Alliances (CSAL)

Pearl K. Dowe
Vice Chair, Department of Political Science
Old Main 428
479-575-5352
pkford@uark.edu (mreid@uark.edu)

<http://grad.uark.edu/crossSectorAlliance>

Graduate Certificate Offered:

Cross-Sector Alliances (non-degree) (CSAL)

Program Description: A Graduate Certificate in Cross-Sector Alliances is offered collaboratively by the Master of Public Administration program in the J. William Fulbright College of Arts and Sciences and the Master of Business Administration program in the Walton College of Business. The program prepares students for a workplace in which they will be interacting with organizations from other sectors in joint projects or initiatives. Accordingly, students must understand the financial, accountability and general management challenges of the different sectors. In addition, the program also prepares students for work in different sectors and builds skills not addressed in stand-alone programs. In general, students will gain a fundamental knowledge of

within-sector management issues, how those issues relate to cross-sector management and governance, and will be able to apply this understanding in practical scenarios.

Admission Requirements: Admission to the Graduate School.

Requirements for a Graduate Certificate in Cross-Sector Alliances

The graduate certification Cross-Sector Alliances requires satisfactory completion of 15 hours of coursework:

Core Courses

PLSC 5193	Seminar in Public Administration	3
PLSC 5133	Nonprofit Management	3
WCOB 5843	Cross-Sector Collaboration for Sustainability	3
MGMT 5213	Business Foundations for Entrepreneurs (Core requirement for Fulbright students only)	0-3

Electives

Choose one of the following (or two if MGMT 5213 was not taken above)

PADM 5823	Grant Writing for the Social Sciences	
MGMT 5223	Business Leadership and Ethics	
MGMT 5313	Strategic Management	

Cybersecurity (CYBR)

Program Description: The Cybersecurity Graduate Certificate prepares students to protect valuable data assets and develop cyber-centric multidisciplinary security skills for predicting and avoiding cyber threats.

Program Requirements: Students are required to take 12 hours of coursework to complete the Cybersecurity Graduate Certificate.

Required Course

CSCE 5323	Computer Security	3
Choose 9 hours from the following courses:		9
CSCE 5333	Computer Forensics	
CSCE 5433	Advanced Cryptography	
CSCE 5623	Secure Digital System Design	
CSCE 5653	Network Security	
CSCE 5663	Database Security	
CSCE 5753	Wireless Systems Security	
CSCE 5763	Privacy Enhancing Technologies	
CSCE 5833	Computer Architecture Security	

Total Hours 12

District-Level Administration (PSDL)

Michael Daugherty
Department Head
216 Peabody Hall
479-575-5119
Email: mkd03@uark.edu

Ed Bengtson
Program Coordinator
106 Peabody Hall
479-575-5982

Email: egbengts@uark.edu

Graduate Certificate Offered:

District-Level Administration (non-degree) (PSDL)

Prerequisites for Acceptance to the Graduate Certificate Program

in District-Level Administration: Applicants must meet university requirements for admission to the Graduate School as non-degree-seeking, but certificate-seeking students, and must have a master's degree. In addition, to receive the graduate certificate in district-level administration, applicants must have a valid teaching license and a valid building-level administration license.

Requirements for the District-Level Administration Certificate

EDLE 6023	School Facilities Planning and Management	3
EDLE 6053	School-Community Relations	3
EDLE 6093	School District Governance: The Superintendency	3
EDLE 6103	School Finance	3
EDLE 6173	School Business Management	3
EDLE 674V	Internship	3
Total Hours		18

If the certificate candidate is an experienced and practicing administrator at another administrative licensure level, the six required courses may be reduced by one course for a total of 15 hours past prerequisites. All certificate programs of study courses must be completed within five years before submission to the Arkansas Department of Education.

Educational Measurement (EDME)

Charles Stegman
Program Co-Chair
246 Graduate Education Building
479-575-5757
E-mail: cstegman@uark.edu (gdenny@uark.edu)

Wen-juo Lo
Program Co-Chair
236 Graduate Education Building
479-575-6321
E-mail: wlo@uark.edu

<http://esrm.uark.edu>

Graduate Certificate Offered:

Educational Measurement (non-degree) (EDME)

Program Description: The Educational Statistics and Research Methods program develops professionals in the areas of educational research methods and policy studies, both through courses and Independent research. Graduates can obtain employment with school districts, educational agencies, and industries with internal data analysis needs.

Graduate Certificates

Admission to the Graduate Certificate Programs: In addition to meeting University requirements for admission to the Graduate School, applicants must have earned a master's degree with a 3.25 cumulative GPA and minimum scores on the Graduate Record Examinations at the 48th percentile Verbal, the 56th percentile Quantitative and the 29th percentile on Analytic Writing OR be currently enrolled in a doctoral program at the University of Arkansas.

Certificate Requirements: Required list of courses for a certificate with a grade-point average of 3.50.

Graduate Certificate in Educational Measurement: The graduate certificate develops professionals in the areas of measurement, testing, and assessment, through courses in the area of instrument development and research design. Graduates can obtain employment with educational agencies and industries with assessment and research analysis needs.

Program Of Study

ESRM 5653	Educational Assessment	3
ESRM 6403	Educational Statistics and Data Processing	3
ESRM 6653	Measurement and Evaluation	3
ESRM 6753	Item Response Theory	3
Select one of the following:		3
ESRM 6613	Evaluation of Policies, Programs, and Projects	
ESRM 6633	Survey Research Methods	
Select one of the following:		3
ESRM 6413	Experimental Design in Education	
ESRM 6423	Multiple Regression Techniques for Education	
Total Hours		18

Educational Psychology (EDPS)

Charles Stegman
Program Co-Chair
246 Graduate Education Building
479-575-5757
E-mail: cstegman@uark.edu (gdenny@uark.edu)

Wen-juo Lo
Program Co-Chair
236 Graduate Education Building
479-575-6321
E-mail: wlo@uark.edu

<http://esrm.uark.edu>

Graduate Certificate Offered:

Educational Psychology (non-degree) (EDPS)

Program Description: The Educational Statistics and Research Methods program develops professionals in the areas of educational research methods and policy studies, both through courses and Independent research. Graduates can obtain employment with school districts, educational agencies, and industries with internal data analysis needs.

Graduate Certificates

Admission to the Graduate Certificate Programs: In addition to meeting University requirements for admission to the Graduate School, applicants must have earned a master's degree with a 3.25 cumulative GPA and minimum scores on the Graduate Record Examinations at the 48th percentile Verbal, the 56th percentile Quantitative and the 29th percentile on Analytic Writing OR be currently enrolled in a doctoral program at the University of Arkansas.

Certificate Requirements: Required list of courses for a certificate with a grade-point average of 3.50.

Graduate Certificate in Educational Psychology:

The graduate certificate in Educational Psychology recognizes students who take a concentrated core of courses focused on educational psychology. Students who earn this certificate develop a foundational understanding of educational psychology theories, application of theory to educational practices and evaluation, and methods for identifying issues that arise in the learning process for learners of all ages.

Program Of Study

EDFD 5573	Life-Span Human Development	3
EDFD 5373	Psychological Foundations of Teaching and Learning	3
EDFD 5673	Principles of Motivation	3
EDFD 5773	Advanced Topics in Educational Psychology	3
Select one of the following:		3
ESRM 5013	Research Methods in Education	
ESRM 5393	Statistics in Education and Health Professions	
ESRM 6403	Educational Statistics and Data Processing	
Total Hours		15

Other relevant graduate coursework will be allowed on a case-by-case basis, subject to Educational Statistics and Research Methods program faculty approval and topical relevancy to the graduate certificate and its aims.

Educational Statistics and Research Methods (ESRM)

Ronna Turner
Program Coordinator
250 Graduate Education Building
479-575-4143
Email: rturner@uark.edu

Educational Statistics and Research Methods website (<http://esrm.uark.edu>)

Degrees Conferred:

Ph.D. in Educational Statistics and Research Methods (ESRM)

Graduate Certificates Offered (non-degree):

Educational Psychology (EDPS)
Educational Measurement (EDME)
Educational Statistics and Research Methods (EDST)

Program Description: The Educational Statistics and Research Methods program develops professionals in the areas of educational research methods and policy studies, both through courses and Independent research. Graduates can obtain employment with school districts, educational agencies, and industries with internal data analysis needs.

Graduate Certificates

Admission to the Graduate Certificate Programs: In addition to meeting University requirements for admission to the Graduate School, applicants must have earned a master's degree with a 3.25 cumulative GPA and minimum scores on the Graduate Record Examinations at the 48th percentile Verbal, the 56th percentile Quantitative and the 29th percentile on Analytic Writing OR be currently enrolled in a doctoral program at the University of Arkansas.

Certificate Requirements: Required list of courses for a certificate with a grade-point average of 3.50.

Doctor of Philosophy

Doctor of Philosophy in Educational Statistics and Research

Methods: The increased emphasis on educational accountability and data-driven decision making to improve public school institutions, as well as greater reliance on empirical research and analysis in public policy and educational studies, have led to a greater need for experts in educational statistics and research methods. The Educational Statistics and Research Methods doctoral program develops professionals who can lead in these areas through coursework and independent research in educational statistics, research design, assessment, and program evaluation.

Requirements for Ph.D. in Educational Statistics and Research Methods

Admission Requirements for the Ph.D. Degree: In addition to meeting University requirements for admission to the Graduate School, applicants should have an earned master's degree with a minimum 3.25 GPA and scores on the Graduate Record Examinations at the 48th percentile Verbal, the 65th percentile Quantitative and the 48th percentile on Analytic Writing. Higher performance on the quantitative component of the GRE may compensate for a lower GPA in admissions decisions.

Requirements for the Ph.D. Degree: Students must complete all requirements of the Graduate School for the Doctor of Philosophy degree, and complete an approved program of study including a minimum of 36 credit hours of core courses, 9 hours of elective courses, and 18 credit hours of doctoral dissertation. Coursework must be completed with a cumulative grade average of at least 3.25, with no credit for courses with a grade of "C" or lower.

EDFD 5373	Psychological Foundations of Teaching and Learning	3
EDFD 5683	Issues in Educational Policy	3
ESRM 6403	Educational Statistics and Data Processing	3
ESRM 6413	Experimental Design in Education	3
ESRM 6423	Multiple Regression Techniques for Education	3
ESRM 6453	Applied Multivariate Statistics	3
ESRM 6513	Hierarchical Linear Modeling	3
ESRM 6523	Structural Equation Modeling	3
ESRM 6533	Qualitative Research	3
ESRM 6553	Advanced Multivariate Statistics (Even years, Sp)	3
ESRM 6613	Evaluation of Policies, Programs, and Projects	3
ESRM 6653	Measurement and Evaluation	3
Select three of the following:		9
ESRM 5653	Educational Assessment	
ESRM 6633	Survey Research Methods	
ESRM 6753	Item Response Theory	
ESRM 699V	Seminar	
ESRM 700V	Doctoral Dissertation	18
Total Hours		63

Students should also be aware of Graduate School requirements with regard to doctoral degrees (p. 438).

Graduate Certificate in Educational Psychology

Graduate Certificate in Educational Psychology:

The graduate certificate in Educational Psychology recognizes students who take a concentrated core of courses focused on educational psychology. Students who earn this certificate develop a foundational understanding of educational psychology theories, application of theory to educational practices and evaluation, and methods for identifying issues that arise in the learning process for learners of all ages.

Program Of Study

EDFD 5573	Life-Span Human Development	3
EDFD 5373	Psychological Foundations of Teaching and Learning	3
EDFD 5673	Principles of Motivation	3
EDFD 5773	Advanced Topics in Educational Psychology	3
Select one of the following:		3
ESRM 5013	Research Methods in Education	
ESRM 5393	Statistics in Education and Health Professions	
ESRM 6403	Educational Statistics and Data Processing	
Total Hours		15

Other relevant graduate coursework will be allowed on a case-by-case basis, subject to Educational Statistics and Research Methods program faculty approval and topical relevancy to the graduate certificate and its aims.

Graduate Certificate in Education Measurement

Graduate Certificate in Educational Measurement: The graduate certificate develops professionals in the areas of measurement, testing, and assessment, through courses in the area of instrument development and research design. Graduates can obtain employment with educational agencies and industries with assessment and research analysis needs.

Program Of Study

ESRM 5653	Educational Assessment	3
ESRM 6403	Educational Statistics and Data Processing	3
ESRM 6653	Measurement and Evaluation	3
ESRM 6753	Item Response Theory	3
Select one of the following:		3
ESRM 6613	Evaluation of Policies, Programs, and Projects	
ESRM 6633	Survey Research Methods	
Select one of the following:		3
ESRM 6413	Experimental Design in Education	
ESRM 6423	Multiple Regression Techniques for Education	
Total Hours		18

Graduate Certificate in Educational Statistics and Research Methods

Graduate Certificate in Educational Statistics and Research

Methods:

The graduate certificate in Educational Statistics and Research Methods recognizes students who complete a core of courses focused on developing theoretical, application, and interpretative aspects of statistical techniques and research methods. Graduate students completing this certificate will also develop comprehensive programming and data management skills necessary for today's academic researcher.

Program Of Study

ESRM 6403	Educational Statistics and Data Processing	3
ESRM 6413	Experimental Design in Education	3
ESRM 6423	Multiple Regression Techniques for Education	3
ESRM 6453	Applied Multivariate Statistics	3
Select one of the following:		3
ESRM 5653	Educational Assessment	
ESRM 6653	Measurement and Evaluation	
Select one of the following:		3
ESRM 6513	Hierarchical Linear Modeling	
ESRM 6523	Structural Equation Modeling	
ESRM 6553	Advanced Multivariate Statistics (Even years, Sp)	
ESRM 699V	Seminar	
Total Hours		18

Educational Foundations Courses

EDFD 5303. Historical Foundations of Modern Education. 3 Hours.

Critical analysis and interpretation of the historical antecedents of contemporary education, focusing upon the American experience from the colonial period to the present.

EDFD 5353. Philosophy of Education. 3 Hours.

Introduction to the method and attitude essential to effective analysis and interpretation of issues and values within a society reflecting cultural, ethnic, gender, and global diversity. Prerequisite: Graduate standing.

EDFD 5373. Psychological Foundations of Teaching and Learning. 3 Hours.

Psychological principles and research applied to classroom learning and instruction. Social, emotional, and intellectual factors relevant to topics such as readiness, motivation, discipline, and evaluation in the classroom.

EDFD 5573. Life-Span Human Development. 3 Hours.

Basic principles of development throughout the human life-cycle. Physical, cognitive, social, emotional, and personality development.

EDFD 5673. Principles of Motivation. 3 Hours.

This course focuses on theories and concepts of human motivation. Students explore what motivates students to learn and examine strategies, techniques, and interventions that promote and sustain learner motivation.

EDFD 5683. Issues in Educational Policy. 3 Hours.

This course examines how K-12 education policy is designed and implemented in the United States. Students will develop a working knowledge of policymaking frameworks to examine major education policies of current interest and debate key policy issues that arise at each level of government.

This course is cross-listed with EDRE 6413.

EDFD 5773. Advanced Topics in Educational Psychology. 3 Hours.

This course provides an opportunity for advanced study of socio-cognitive variables that play a crucial role in working in administration, teaching, and the evaluation of the success of students and academic programs. Prerequisite: ESRM 6403 and EDFD 5373.

Educational Statistics and Research Methods Courses

ESRM 5013. Research Methods in Education. 3 Hours.

General orientation course which considers the nature of research problems in education and the techniques used by investigators in solving those problems.

Prerequisite: Graduate standing.

ESRM 5393. Statistics in Education and Health Professions. 3 Hours.

Applied statistics course for Master's degree candidates. Includes concepts and operations for frequency distributions, graphing techniques, measures of central tendency and variation, sampling, hypothesis testing, and interpretation of statistical results.

ESRM 5653. Educational Assessment. 3 Hours.

Introduction to measurement issues and basic test theory. Focus on types and usage of assessment tools, data management, and analysis and interpretation of educational data. Practical training in the utilization and interpretation of academic achievement data in Arkansas.

ESRM 599V. Seminar. 1-6 Hour.

Seminar. May be repeated for up to 6 hours of degree credit.

ESRM 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

ESRM 605V. Independent Study. 1-6 Hour.

Independent study.

ESRM 6403. Educational Statistics and Data Processing. 3 Hours.

Theory and application of frequency distributions, graphical methods, central tendency, variability, simple regression and correlation indexes, chi-square, sampling, and parameter estimation, and hypothesis testing. Use of the computer for the organization, reduction, and analysis of data (required of doctoral candidates). Prerequisite: ESRM 5013 or equivalent.

ESRM 6413. Experimental Design in Education. 3 Hours.

Principles of experimental design as applied to educational situations. Special emphasis on analysis of variance techniques used in educational research. Prerequisite: ESRM 6403 or equivalent.

ESRM 6423. Multiple Regression Techniques for Education. 3 Hours.

Introduction to multiple regression procedures for analyzing data as applied in educational settings, including multicollinearity, dummy variables, analysis of covariance, curvi-linear regression, and path analysis. Prerequisite: ESRM 6403.

ESRM 6453. Applied Multivariate Statistics. 3 Hours.

Multivariate statistical procedures as applied to educational research settings including discriminant analysis, principal components analysis, factor analysis, canonical correlation, and cluster analysis. Emphasis on use of existing computer statistical packages. Prerequisite: ESRM 6413.

ESRM 6513. Hierarchical Linear Modeling. 3 Hours.

This course covers the theory and applications of hierarchical linear modeling (HLM) also known as multilevel modeling. Both the conceptual and methodological issues for analyses of nested (clustered) data in using HLM will be reviewed, including linear models, non-linear models, growth models, and some alternative designs. Prerequisite: ESRM 6413 and ESRM 6423.

ESRM 6523. Structural Equation Modeling. 3 Hours.

This course provides a detailed introduction to structural equation modeling (SEM) based on students' previous knowledge of multiple linear regression. Topics include path analysis, confirmatory factor analysis, full latent variable models, estimation techniques, data-model fit analysis, model comparison, and other topics, potentially equivalent models, specification searches, latent mean models, parameter invariance, multi-group models, and models of discrete data. Prerequisite: ESRM 6423.

ESRM 6533. Qualitative Research. 3 Hours.

Introduction of non-quantitative methods, including data collection through interviews, field observation, records research, internal and external validity problems in qualitative research. Prerequisite: ESRM 6403.

ESRM 6543. Advanced Qualitative Research. 3 Hours.

Preparation for the conduct of qualitative research, structuring, literature reviews, data collection and analysis, and reporting results. Prerequisite: ESRM 6533. May be repeated for up to 6 hours of degree credit.

ESRM 6553. Advanced Multivariate Statistics (Even years, Sp). 3 Hours.

Builds on the foundation provided in Multivariate and introduces techniques that extend methodological elements of canonical, discriminant, factor analytic, and longitudinal analyses, providing the mathematical and theoretical foundations necessary for these designs. Prerequisite: ESRM 6453.

ESRM 6613. Evaluation of Policies, Programs, and Projects. 3 Hours.

Introduction to evaluation in social science research, including why and how evaluations of programs, projects, and policies are conducted; includes analysis of actual evaluations in a variety of disciplines. Prerequisite: ESRM 6403.

This course is cross-listed with EDRE 6213.

ESRM 6623. Techniques of Research in Education. 3 Hours.

Use of scientific method in attacking educational problems. Emphasis placed on the planning and design of research studies, collection of reliable and valid data, sampling methods, and analysis and interpretation of data. Prerequisite: ESRM 6403.

ESRM 6633. Survey Research Methods. 3 Hours.

The course addresses all phases of conducting a survey research study, including conceptualization, sample selection, instrument development, and analysis and reporting of findings. Prerequisite: ESRM 6403.

ESRM 6653. Measurement and Evaluation. 3 Hours.

Fundamentals of measurement: scales, scores, norms, reliability, validity. Test and scale construction and item analysis. Standardized measures and program evaluation models in decision making. Prerequisite: ESRM 6403.

ESRM 668V. Practicum in Research. 1-6 Hour.

Practical experience in educational research on campus, in school systems, or in other agencies in educational program development.

ESRM 6753. Item Response Theory. 3 Hours.

Topics of measurement in the psychometric field focusing on item response theory; item level and test level analyses including differential item functioning, test dimensionality, computer adaptive testing, equating, and general evaluation and usage of measurement instruments. Prerequisite: ESRM 6653.

ESRM 699V. Seminar. 1-6 Hour.

Seminar. Prerequisite: Advanced graduate standing. May be repeated for up to 6 hours of degree credit.

ESRM 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Enterprise Systems (ENTS)

Timothy Paul Cronan
Director
WCOB 215
479-575-6130
cronan@uark.edu

The Graduate Certificate in Enterprise Systems is a part-time program offered on campus, blended, and online. It is designed to provide graduate students with knowledge and experience in information systems used in modern enterprise environments. The demand for skilled professionals in information systems continues to outpace the supply of qualified applicants. Students may choose one of three concentrations for the Graduate Certificate in Enterprise Systems: Enterprise Information Systems, Business Analytics, or Enterprise Resource Planning. The certificate program is intended to be completed part-time (ordinarily no more than six hours per semester), and is open to individuals with backgrounds in any discipline.

Admission Requirements: The Graduate Certificate in Enterprise Systems is a part-time program open to individuals with backgrounds

in any discipline. Students must apply and be admitted to the Graduate School of Business; the GMAT/ GRE requirement is waived for the Graduate Certificate in Enterprise Systems degree program. (Students who have earned a GPA 3.5 or better upon completion of the certificate program and subsequently apply to the Master of Information Systems program will not be required to submit a test score). Information regarding Graduate School of Business admission requirements can be found earlier in this chapter.

Requirements for the Graduate Certificate in Enterprise Systems: (12 hours)

To receive the Graduate Certificate in Enterprise Systems, students must select one of the concentrations below. Students are required to take 9 hours of coursework in the Walton College of Business and 3 hours of electives related to Enterprise Systems in either the Walton College or in another college at the University of Arkansas. Elective courses other than those listed below must be approved by the Director of the Certificate program. Some elective courses have prerequisites that are not met by courses in the Certificate program. Students are advised to check prerequisites prior to enrolling in a course.

Required Course

for all concentrations

ISYS 5833	Data Management Systems	3
or ISYS 5213	ERP Fundamentals	

Enterprise Information Systems Concentration

This concentration is open to individuals with backgrounds in fields other than Information Systems (IS) and is designed to provide non-IS graduate students with the fundamental knowledge and skills needed to successfully transition to a career in the IS field. Students who complete this concentration will have exposure to fundamental principles of IS, techniques for management and development of IS projects, and effective management and use of relational and dimensional data. Students who successfully complete this concentration may be eligible to receive a certificate endorsed by Microsoft

Required Courses (9 hours)

ISYS 511V	IT Toolkit & Skills Seminar (this course may not be used for the Master of Information Systems Degree)	3
ISYS 5423	Seminar in Systems Development	3
ISYS 5833	Data Management Systems	3

Elective Course

Students should choose 3 hours of coursework from among the following:

ISYS 5103	Data Analytics Fundamentals	3
ISYS 5213	ERP Fundamentals (recommended)	
ISYS 5133	E Business Development and Analytics	
ISYS 5453	Enterprise Data	
ISYS 5933	Global Technology and Analytics Seminar	

Total Hours		15
-------------	--	----

Business Analytics Concentration

This concentration is open to individuals with backgrounds in any discipline and is designed to give business and non-business graduate student's knowledge and experience in the management and use

of enterprise data for operations and decision-making. The ability to effectively manage and analyze increasingly large and complex sets of data is highly valued among employers in all disciplines, as “business intelligence” becomes a primary source of competitive advantage in many organizations. Students who complete this concentration will have a foundation in the effective management and use of relational and dimensional data, the application of statistical decision-making theory, and the exploration and exploitation of data using advanced data mining tools and techniques. Students completing this concentration may be eligible to receive a certificate endorsed by the SAS Institute.

Required Courses (9 hours)

ISYS 5833	Data Management Systems	3
or ISYS 5213	ERP Fundamentals	
ISYS 5503	Decision Support and Analytics	3
ISYS 5843	Seminar in Business Intelligence and Knowledge Management	3

Elective Course

Students should choose 3 hours of coursework from among the following:

ISYS 5103	Data Analytics Fundamentals	3
ISYS 511V	IT Toolkit & Skills Seminar (this course may not be used for the Masters of Information Systems Degree)	
ISYS 5213	ERP Fundamentals	
ISYS 5133	E Business Development and Analytics	
ISYS 5423	Seminar in Systems Development	

Total Hours 15

Enterprise Resource Planning Concentration

This concentration is open to individuals with backgrounds in any discipline and is designed to provide business and non-business graduate students a foundation in the effective use, implementation, and customization of Enterprise Resource Planning (ERP) systems. ERP systems support integrated core business processes in nearly every large organization, and knowledge of and experience with these systems are highly valued among employers in all business disciplines. Students who complete this concentration will have exposure to fundamental principles of ERP and techniques for configuration, implementation, and development of ERP systems. Students completing this concentration may be eligible to receive a certificate endorsed by SAP America and the SAP University Alliances Program.

Required Courses (9 hours)

ISYS 5213	ERP Fundamentals	3
ISYS 5223	ERP Configuration and Implementation	3
ISYS 5233	Seminar in ERP Development	3

Elective Course (3 hours)

Students should choose 3 hours of coursework from among the following:

ISYS 5103	Data Analytics Fundamentals	3
ISYS 511V	IT Toolkit & Skills Seminar (recommended)	
ISYS 5453	Enterprise Data	
ISYS 5833	Data Management Systems	
ISYS 5933	Global Technology and Analytics Seminar	

Total Hours 15

Entrepreneurship (ENTR)

Anne O'Leary-Kelly
Associate Dean for Research and Graduate Programs
328 Walton College of Business
479-575-2851

Admission Requirements: The Graduate Certificate in Entrepreneurship is open to all graduate students who are in good standing with the graduate school at their campus. Students must apply and be admitted to the Graduate School of Business. Information regarding Graduate School of Business admission requirements can be found earlier in this chapter.

Requirements for the Graduate Certificate in Entrepreneurship: (12 hours) To receive the Graduate Certificate in Entrepreneurship, students are required to take 9 hours of coursework in the Walton College of Business and 3 hours of electives related to entrepreneurship in either the Walton College or in another college at the University of Arkansas. Elective courses other than those listed below may be approved by the Director of the Certificate program. Some elective courses have prerequisites that are not met by courses in the certificate program. Students are advised to check prerequisites prior to enrolling in a course.

Required Courses

MGMT 5213	Business Foundations for Entrepreneurs * Non-Business students only	3
MGMT 5323	New Venture Development	3
MGMT 5413	New Venture Development II	3

Elective Course

Select one of the following: 3

Dale Bumpers College of Agricultural, Food, and Life Sciences

AGEC 5143	Financial Management in Agriculture
AGEC 5413	Agribusiness Strategy
HDFS 4463	Administration and Leadership in the Helping Professions

J. William Fulbright College of Arts & Sciences

ARTS 493V	Fine Arts Gallery Internship
ARTS 494V	Graphic Design Internship
COMM 5403	Organizational Communication Theory
COMM 5423	Seminar in Mass Media Cognition
JOUR 5063	Issues in Advertising and Public Relations
JOUR 5323	Documentary Production I

Walton College of Business

FINN 636V	Special Problems in Finance
MGMT 5313	Strategic Management
MBAD 535V	MBA Internship (Su)
MGMT 5993	Entrepreneurship Practicum
MGMT 5363	Innovation & Creativity
MKTG 5433	Consumer and Market Research
MKTG 5553	New Product Development and Strategy

College of Education and Health Professions

RESM 5463	Sports Facilities Management
ATTR 5473	Administration in Athletic Training
RESM 5843	Tourism

College of Engineering

INEG 4433	Systems Engineering and Management
-----------	------------------------------------

INEG 4443	Project Management (Irregular), Project Management
-----------	--

INEG 5623	Analysis of Inventory Systems (Irregular)
-----------	---

Graduate School

MEPH 5383	Research Commercialization and Product Development
-----------	--

MEPH 5821	Ethics for Scientists and Engineers
-----------	-------------------------------------

MEPH 5832	Proposal Writing and Management
-----------	---------------------------------

Geospatial Technologies (GIST)

Christopher L. Liner
Department Chair and Graduate Coordinator of Geosciences
216 Gearhart Hall
479-575-3355
E-mail: liner@uark.edu

Graduate Certificate Offered:

Geospatial Technologies (non-degree) (GIST)

The Department of Geosciences offers an online Geospatial Technologies Graduate Certificate through University of Arkansas Global Campus (<http://globalcampus.uark.edu/>). This certificate is designed for working professionals who wish to develop technical skills in the emerging field of geospatial technologies. The certificate provides the technical instruction needed to be employed in the geosciences and collateral disciplines as one of the American Society of Photogrammetry and Remote Sensing's "Mapping Scientist" and as a "Certified Geographic Information Systems Professional" (GISP).

Requirements for a Geospatial Technologies Graduate Certificate

Requirements for admission: Graduate status; there are no disciplinary requirements.

A total of 12-18 hours are required for the certificate:

GEOS 5043	Foundations of Geospatial Data Analysis	3
GEOS 5073	Geospatial Technologies Computational Toolkit	3
GEOS 5083	Geospatial Data Mining	3
GEOS 5543	Geospatial Applications and Information Science	3
GEOS 5553	Spatial Analysis Using ArcGIS	3
GEOS 5593	Introduction to Geodatabases	3

It is possible to waive 3 to 6 hours of required coursework for GEOS 5043 and GEOS 5073 through successful completion of proficiency exams.

K-12 Online Teaching

Cheryl Murphy
Program Coordinator
101 Peabody Hall
479-575-5111
E-mail: cmurphy@uark.edu

Graduate Certificate Offered:

K-12 Online Teaching (non-degree)

Admission Requirements for the Graduate Certificate:

Applicants must meet university requirements for admission to the Graduate School as a non-degree seeking, but certificate-seeking student

as well as application requirements of the Educational Technology graduate program, which includes:

- A completed bachelor's degree at an accredited institution
- An earned 3.00 GPA on the last 60 hours of undergraduate course work
- A completed Application for Admission to the Certificate Program in K-12 Online Teaching, which is available on the Educational Technology admissions web page (<http://etec.uark.edu/admission>).

Certificate Course Requirements (15 hrs):

EETC 5213	Educational Media	3
EETC 5303	Learning with Computers in K-12 Classrooms	3
EETC 6253	Distance Learning	3
CIED 5363	Methods and Assessment in K-12 Online Teaching	3
CIED 5423	Curriculum and Instruction: Models and Implementation	3
Total Hours		15

Courses from other institutions or academic programs may not be substituted for the required courses. Candidates for the Graduate Certificate must have a 3.0 or better at the conclusion of all course work to successfully complete the certificate requirements.

Project Management (OMPM)

Gregory S. Parnell
Program Director
4207 Bell Engineering Center
479-575-3413
Email: msom@uark.edu

<http://operations-management.uark.edu>

Graduate Certificate Offered (non-degree)

Project Management (OMPM)

Admission to the Graduate Certificate program generally follows U of A Graduate School admission policies with the following exceptions:

1. All applicants, including those with advanced degrees, will be evaluated for admission on the basis of their first baccalaureate degree.
2. Students may be eligible for admission by special consideration if the GPA is below 3.0 but above 2.5.
3. Before taking any graduate classes in the program, non-native speakers of English who do not have a conferred undergraduate degree from an accredited U.S. college or university must demonstrate minimum proficiency on one of the following tests of written English: TOEFL, IBT (26), ELPT (75) or GRE/GMAT Analytical Writing (4.5). The English Language Proficiency Policy for the Master of Science in Operations Management requires Level II non-native speakers of English to complete ELAC 4043 Research Writing in the STEM Fields no later than the first semester of graduate level courses.

Former students or alumni of the Master of Science in Operations Management program may use six credit hours (two courses) from the M.S.O.M. program toward equivalent Project Management Certificate courses. If an alumnus has completed all possible combination of courses for the Project Management Certificate, the student may petition to take

one additional course chosen by the program to complete the Project Management Graduate Certificate.

Current M.S.O.M. students who are concurrently accepted into the Project Management Certificate program may use all applicable courses for both the M.S.O.M. degree and the Project Management Certificate.

Requirements for Graduate Certificate in Project Management

Required Courses

OMGT 5253	Leadership Principles and Practices	3
OMGT 5783	Project Management for Operations Managers	3
OMGT 5983	Advanced Project Management	3
Choose one elective:		3
OMGT 5373	Quality Management	
OMGT 5433	Cost Estimation Models	
OMGT 5463	Economic Decision Making	
OMGT 5873	Organizing for Change	
Total Hours		12

Statistics and Analytics (STAN)

Mark Arnold
Program Director
301 Science Engineering Building
479-575-3351
E-mail: arnold@uark.edu

Program Description: The graduate certificate in Statistics and Analytics is a cross-college interdisciplinary program that builds on the university's current strengths in the colleges of Arts and Sciences; Business; Education and Health Professions; and Engineering.

Admission to the Graduate Certificate Program: Applicants to the graduate certificate in Statistics and Analytics must meet the admission requirements of the Graduate School.

Requirements for the Graduate Certificate in Statistics and Analytics:

The Graduate Certificate requires 12 hours of courses as specified below.

Choose one of the following:		3-4
STAT 4003	Statistical Methods & STAT 4001L and Statistics Methods Laboratory	
ESRM 6403	Educational Statistics and Data Processing	
ISYS 5503	Decision Support and Analytics	
PLSC 5913	Research Methods in Political Science	
PSYC 5133	Inferential Statistics for Psychology	
SOCI 5013	Advanced Social Research	
Choose one of the following:		3
STAT 5313	Regression Analysis	
INEG 5393	Applied Regression Analysis for Engineers (Irregular)	
ISYS 5623	Multivariate Analysis	
PLSC 5943	Advanced Research Methods in Political Science	
PSYC 5143	Advanced Descriptive Statistics for Psychology	
SOCI 5313	Applied Data Analysis	
Choose one of the following:		3

STAT 5353	Methods of Multivariate Analysis	
ISYS 5723	Advanced Multivariate Analysis	
ESRM 6453	Applied Multivariate Statistics	
Choose one of the following:		3
STAT 4373	Experimental Design	
INEG 5333	Design of Industrial Experiments (Irregular)	
ESRM 6413	Experimental Design in Education	
Total Hours		12

STEM Education for Early Childhood (K-4) (STEM)

Heather Kindall
Program Coordinator
207 Peabody Hall
479-575-2516
Email: hkindall@uark.edu

Graduate Certificate in STEM Education for Early Childhood (K-4):

Required courses:

STEM 4033	Introduction to STEM Education	3
STEM 5023	Creativity and Innovation in STEM	3
CIED 5032	Curriculum Design Concepts for Teachers	2
STEM 5203	Problem-Based Mathematics	3
STEM 5213	Teaching Problem-Based Science in the Elementary Grades	3

In addition to the required courses, students will maintain a minimum 3.0 GPA; pass Praxis II; complete a year-long internship placement in a local school; and complete an action-research project.

Sustainability (SUST)

David G. Hyatt
Coordinator of Academic Sustainability
Walton College 354
479-575-6085
Email: dhyatt@uark.edu

Email: sust@uark.edu
sustainability.uark.edu

Graduate Certificate Offered: Sustainability (non-degree)

Program Description: The Graduate Certificate in Sustainability is interdisciplinary, drawing from faculty and course work across all colleges of the University of Arkansas. The graduate certificate is accessible to all students admitted to the Graduate School, both degree-seeking and non-degree seeking, who wish to pursue advanced study in Sustainability. The purpose of the Graduate Certificate in Sustainability is to provide functional graduate-level knowledge and skills related to the emerging discipline of Sustainability organized around four thematic areas reflecting strength in scholarship of University of Arkansas academic colleges: Sustainability of Social Systems, Sustainability of Natural Systems, Sustainability of Built Systems, and Sustainability of Managed Systems.

Students who complete the graduate certificate in Sustainability will be expected to:

1. Articulate commonly accepted definitions of sustainability and discuss various nuances among those definitions as well as engage in analytical thinking to enhance sustainability measures;
2. Address real-world problems of sustainability to reinforce their professional interests.
3. Have an understanding of the interdisciplinary nature of sustainability issues, particularly as they pertain to the thematic areas of knowledge addressed by the graduate certificate (sustainability of natural systems, sustainability of managed systems, sustainability of built systems, and sustainability of human social systems);
4. Be conversant regarding acquisition and analysis of data pertinent to measuring sustainability;
5. Communicate orally, and in writing organized thoughts defining sustainability measures and technical aspects of sustainability;
6. Identify potential strategies to address sustainability issues using appropriate analytical methods and data and provide results of analyses of data using novel sustainability metrics and indicators;
7. Make recommendations, based on data analysis and interpretation, to advance sustainability of individuals or institutions.
8. Develop methods, techniques and tools for implementing sustainability initiatives.

Required Courses

Students must earn a grade of "B" or better for all courses used to fulfill requirements of the Graduate Certificate in Sustainability.

WCOB 5023	Sustainability in Business (Required course for the Graduate Certificate)	3
Elective courses with sustainability focus selected from a broad menu of offerings in four thematic areas:		12
	Sustainability of Social Systems	
	Sustainability of Natural Systems	
	Sustainability of Built Systems	
	Sustainability of Managed Systems	
Total Hours		15

Elective courses must be completed in at least two thematic areas. In addition, nine of these 12 hours must be in courses numbered 5000 or above.

A complete list of elective courses may be found on the university's Sustainability website (<http://sustainability.uark.edu/academics/grad-certificate/certificate-courses.php>).

Courses

SUST 4603. Environmental Sociology. 3 Hours.

The course provides a social perspective on environmental issues. It examines the linkage between society, ecological systems and the physical environment. It provides conceptual framework(s) for analyzing environmental issues, considers the role of humans in environmental issues, and enhances understanding the complexity of the relationship between societal organization and environmental change. Prerequisite: Junior or senior standing.

This course is cross-listed with HDFS 4603, SOCI 4603.

SUST 4693. Environmental Justice. 3 Hours.

This course deals with the ethical, environmental, legal, economic, and social implications of society's treatment of the poor, the disenfranchised, and minorities who live in the less desirable, deteriorating neighborhoods, communities, and niches of our country. The class integrates science with philosophy, politics, economics, policy, and law, drawing on award-winning films, current news, and case studies. This course is cross-listed with GEOS 4693, GEOS 4693H.

SUST 5103. Analysis and Design of Resilient Systems. 3 Hours.

Introduces students to complex systems theory, change theory, systems analysis and modeling, and design theory for resilient systems. This course draws theory and heuristics from multiple disciplines, including but not limited to engineering, architecture, ecology, risk assessment, management, social sciences, political sciences, the arts and the humanities.

SUST 5203. Decision Making, Analysis and Synthesis in Sustainability. 3 Hours.

Provides an applied framework for analyzing decision dynamics, supporting and promoting more sustainable decisions, and measuring the sustainability of systems. The course applies theories of change, institutional decision theory, social and institutional constructs of sustainability, indicator and metric development across social, ecological, and economic domains, and communication strategies.

SUST 5303. Sustainable Global Food, Energy and Water Systems. 3 Hours.

Provides a detailed review of the existing global food production/distribution and water systems, with an emphasis on scarcity, equity, management and challenges from changing global systems. This course explores the inputs and efficiencies of existing agricultural production systems, and examines equity and value in these systems.

SUST 590V. Special Problems in Sustainability. 1-6 Hour.

Special Problems is intended to fulfill a need in the sustainability curriculum to offer one-time pilot course work in any semester prior to the formal curriculum approval process, offer seminars on unusual but timely topics in sustainability on a one-time basis, or independent study for students seeking additional expertise in sustainability research and scholarship. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

Technical Writing and Public Rhetorics (TWRH)

Dorothy A. Stephens

Department Chair

333 Kimpel Hall

479-575-4301

E-mail: dstephen@uark.edu (dstephen@uark.edu)

Lisa A. Hinrichsen

Director of Graduate Studies

333 Kimpel Hall

479-575-4301

E-mail: lhinrich@uark.edu

Certificate Offered:

Technical Writing and Public Rhetorics (TWRH) (non-degree)

For more information about the Graduate Certificate in Technical Writing and Public Rhetorics, visit the program's website (<http://fulbright.uark.edu/departments/english/graduate/graduate-certificate-technical-writing-public-rhetorics>). In addition to the general requirements of the Graduate School, the department stipulates that the following conditions must be met.

Requirements: In order to complete the Graduate Certificate in Technical Writing and Public Rhetorics, students must complete 12 credit hours

of coursework, with at least 6 of these hours coming from the Technical Writing and Public Rhetorics core curriculum. The additional 6 hours of credit may come from a list of approved elective courses or from additional courses from the core curriculum. Students must earn a grade of 'B' or better for all courses used to fulfill the requirements of the Graduate Certificate in Technical Writing and Public Rhetorics. In addition to coursework, students are required to complete a Technical Writing and Public Rhetorics Portfolio consisting of at least 4 pieces from the student's coursework in the program.

Core Curriculum	6-9
Minimum 6 hours required	
ENGL 5513	Document Design for Technical Writers
ENGL 5523	Technical Writing for Online Audiences
ENGL 5533	Technical Writing Praxis
Elective Courses	3-6
Maximum of 6 hours allowed	
ENGL 5963	Advanced Studies in Technical Writing and Public Rhetorics
ENGL 5973	Advanced Studies in Rhetoric and Composition
ENGL 6973	Seminar in Rhetoric and Composition

Other relevant graduate coursework will be allowed on a case-by-case basis, subject to administrative approval and topical relevancy to the graduate certificate and its aims.

Portfolio: Students must consult with the Director of the Graduate Certificate in Technical Writing and Public Rhetorics program during their final semester to develop and defend a portfolio. The program director will chair students' portfolio review committee; working with the director, students will choose two additional faculty members to serve on the committee and at least four pieces of writing to include in the portfolio.

Students will work with the committee to polish those pieces to a level appropriate for publication or non-profit, government, or corporate use.

When the portfolio is approved by the committee, students will host a public viewing of their works, and the portfolio will be added to the certificate program's online repository of student work hosted by the university library.

Graduate School of Business

310 Willard J. Walker Hall
University of Arkansas
Fayetteville, AR 72701

Telephone: 479-575-2851
Fax: 479-575-8721

E-mail: gsb@walton.uark.edu
Web: gsb.uark.edu

Objectives

The Graduate School of Business has as its objective the advancement and dissemination of knowledge in the business and organizational disciplines through scholarly research and excellence in its graduate management education programs.

Admission

Anyone who wishes to earn graduate-level credit, whether as a degree-seeking student or as a non-degree seeking student, must make formal application and be officially admitted by the Graduate School of Business. The Graduate School of Business offers two classifications of admission: Degree Standing and Non-Degree Standing.

1. Degree Standing

The Graduate School of Business shall admit only those applicants to Degree Standing whose enrollment the Graduate School of Business considers will contribute positively to the quality of life and educational programs of the Graduate School of Business. Unlike the Graduate School, students are simultaneously admitted to the Graduate School of Business and a degree program.

2. Non-Degree Standing

The Graduate School of Business will admit applicants to single semester Non-Degree Standing whose enrollment will not lead to a degree.

Application. Applications for admission to the Graduate School of Business must be accompanied by a \$40 application fee (\$50 for international applicants), which is not refundable and will not apply against the general registration fee if the applicant enrolls. Applicants will not be considered for admission until all required application materials have been received by the Graduate School of Business.

Applicants who are seeking a graduate degree must submit the following items:

1. Application form
2. Application fee (\$40 domestic; \$50 international)
3. Current resume
4. Three letters of recommendation
5. Official transcripts from each college or university attended
6. Two one-page essays
7. Official GMAT score (M.B.A., M.Acc., and M.I.S.; Ph.D. concentrations: Accounting, Finance, Information Systems, Management, Marketing, and Supply Chain Management)
8. Official GRE score (M.A. Economics and Ph.D. Economics)

9. Official TOEFL or IELTS score (international applicants only)
10. Financial and Supplemental Information form (international applicants only)
11. Educational Summary form (International applicants only)

Applicants are encouraged to use our online application procedure. The application form may be obtained on the Web at <http://gsb.uark.edu/>, or the application packet may be obtained from and should be submitted directly to the following address:

Graduate School of Business
310 Willard J. Walker Hall
1 University of Arkansas
Fayetteville, AR 72701

Graduate School Of Business

Transcripts: For applicants who desire Degree Standing: It is the responsibility of each applicant who desires full graduate standing to request of each college or university at which the student has previously attended that it send directly to the Graduate School of Business one official copy of the student's academic record including all courses, grades, and credits attempted and indication of degree(s) earned.

Note: The fact that courses completed at one institution may be included on a transcript from another institution will not suffice; official transcripts must be received from each institution previously attended. All transcripts become the property of the Graduate School of Business and will not be released to the applicant or to any other person, institution or agency. All application materials, including all official transcripts, should be received by the Graduate School of Business by the published application deadline for the program for which the student is applying.

For students previously enrolled or currently enrolled at the University of Arkansas, Fayetteville, the Graduate School of Business obtains transcripts from the Registrar's Office. For a graduate of the University of Arkansas, Fayetteville (baccalaureate degree), the only transcripts required are those from the University of Arkansas, Fayetteville, and those from each institution attended after completing the University of Arkansas, Fayetteville, degree. Anyone who was previously enrolled, but who is not currently enrolled in the University of Arkansas Graduate School of Business, is considered a "readmission" and is required only to submit an Application for Admission, a \$25 processing fee, and official transcripts from institutions attended after the University of Arkansas Graduate School of Business enrollment. (See Classification of Admission: Readmission below.)

Deferred Admission: Admission to the Graduate School of Business is for a specific semester only and admission is not deferred. Applicants who wish to change their date of entry after submitting an application must notify the Graduate School of Business Office. Applicants who have already been admitted but who would like to change their date of entry must request that their application be held for consideration. Application materials for applicants who apply for admission, but who do not subsequently enroll, will be retained by the Graduate School of Business Office for one calendar year from the date of the applicant's original proposed semester of entry. However, applicants must file a new Application for Admission to notify the Graduate School of Business of their request for reconsideration. Applicants who are admitted but who do not enroll for one year or more after admission must resubmit the entire application packet and follow procedures for initial admission.

Admission to Degree Standing: Official notice of the decision concerning admission will be sent from the Graduate School of Business

for admission to the Master of Business Administration, Master of Accountancy, Master of Arts in Economics, and Master of Information Systems programs as well as all Ph.D. programs.

Adviser: At the time of admission to a degree program in the Graduate School of Business, the student is assigned to a major adviser who acts as the adviser throughout the student's program of study. The appointment of the adviser is made in the student's major department.

International and Resident Alien Applicants: International applicants and resident aliens must submit a minimum score of 550 on the paper-based Test of English as a Foreign Language (TOEFL), 213 on the computer-based version of the TOEFL, 79 on the Internet-based TOEFL or a minimum score of 6.5 on the International English Language Training System (IELTS) taken within the preceding two years, unless their native language is English, they have received a graduate degree from an accredited U.S. graduate school, or they have demonstrated an acceptable level of language proficiency as defined in the Graduate School Handbook located on the Graduate School Web site. International applicants and resident alien applicants may refer to Admissions of this catalog for additional information related to their application.

Non-Native Speakers of English. All applicants, regardless of citizenship, whose first language is not English, must submit a minimum score of 6.5 on the International English Language Testing System (IELTS) or 79 on the Internet-based Test of English as a Foreign Language (TOEFL) or a 58 on the Pearson Test of English-Academic (PTE-A) taken within the preceding two years, unless they have received a graduate degree from an accredited U.S. graduate school, or they have demonstrated an acceptable level of language proficiency as defined in the Graduate School Handbook located on the Graduate School Web site. Students applying to a Ph.D. program in the Sam M. Walton College of Business must submit one of these tests at the time of admission. Resident aliens must submit a copy of their Resident Alien card with their application.

Additional Language Requirement for Doctoral Students: Doctoral students are normally called upon to teach an undergraduate course at some point during their program. The University of Arkansas and the Walton College of Business are committed to providing quality instruction at the undergraduate level. Non-native speakers of English, regardless of citizenship, even if eligible for a TOEFL waiver, must demonstrate competency in both spoken and written English to be eligible for a graduate assistantship that requires direct contact with students in a teaching or tutorial role, in a traditional classroom setting or via distance education.

Competency in spoken English may be demonstrated by:

Submitting a test score of at least 7 on the IELTS (speaking) sub-test, 26 on the Internet-based TOEFL (speaking) sub-test, 71 on the PTE-A (speaking) sub-test, or "pass" on the Spoken Language Proficiency Test (SLPT) and

Competency in written English may be demonstrated by:

a. Submitting a test score of at least a 6.0 on the IELTS (writing) subtest, 26 on the Internet-based TOEFL (writing) subtest, a 4.0 on the GRE, a 4.5 on the GMAT (analytical writing) subtest, a 71 on the PTE-A (writing) sub-test, or a 75 on the English Language Proficiency Test (ELPT)

OR

b. Concurrently enrolling in EASL 0033 Reading and Writing II and EASL 0021 Grammar OR ELAC 2033 Research Writing for Non-Native Speakers and ELAC 0011 Writing Workshop: Grammar through Editing via placement by test scores (5.5 IELTS writing sub-test, 23 Internet-based TOEFL writing sub-test, 3.5 GRE or 4.0 GMAT analytical writing subtest, 62 PTE-A writing sub-test, or 70 on the ELPT). The Graduate Coordinator or Department Chair must request this option.

In no case will a doctoral student be allowed to teach an undergraduate course without meeting the minimum score requirement on one of the above tests. The Walton College requires that scores demonstrating competency in spoken English be submitted as a part of the application, prior to review by the admissions committee.

English Language Use by Non-Native Speakers. Applicants, regardless of citizenship, whose first language is not English and who are admitted to graduate study at the University of Arkansas, are required to present an acceptable score on one of the following tests: TOEFL (Writing), IELTS (writing), PTE-A (writing), GRE (analytical writing), GMAT (analytical writing) or ELPT (writing). Depending upon exam scores, a student may be required to take one or more EASL course(s) during their first term of study. Students may be required to take the English Language Placement Test (ELPT) prior to the beginning of classes in their first term of study. Non-native speakers in the following categories are exempt from this requirement, although individual departments may re-quire any of these tests for admission.

1. Graduate students who earned bachelor's or master's degrees in U.S. institutions or in foreign institutions where the official and native language is English;
2. Graduate students with an Internet-based TOEFL writing score of 29, IELTS (writing) score of 7.0, or a PTE-A writing score of 80.
3. Graduate students with a 4.5 on the analytical writing portion of the GRE or GMAT.

Diagnostic and placement testing is designed to test students' ability to use English effectively in an academic setting, and its purpose is to promote the success of non-native speakers in completing their chosen course of study at the University of Arkansas. Test results provide the basis for placement into English as a Second Language (EASL) support courses or course sequences. Courses are offered by the Department of World Languages, Literatures and Cultures for those students whose language skills are diagnosed as insufficient for college work at the level to which they have been admitted (undergraduate or graduate study). Credit in EASL courses does not count toward University of Arkansas degrees. Non-native speakers diagnosed as having language competence sufficient for their level of study will not be required to enroll in EASL courses.

The ELPT is administered by Testing Services during New Student Orientation and there is a \$15 charge. Graduate students assessed course work as a result of performance on the ELPT, TOEFL writing, IELTS writing, PTE-A writing, GRE or GMAT analytical writing will be required to complete the EASL course(s) to support initial course work taken in their fields. Graduate departments/degree programs will have the discretion to waive either the requirement for the language evaluation or the required language courses.

TOEFL Waiver for Walton College Professional Graduate Programs.

The publication, "International Student Information," is available from the Graduate and International Admissions Office, 213 Gearhart Hall, 1 University of Arkansas, Fayetteville, Arkansas 72701.

International applicants to a professional program may petition the Graduate School of Business for a TOEFL waiver if the following criteria are met:

- 1) Possess H1B, L1, Green Card or work visa equivalent, AND
- 2) Be 100% employed in the U.S. with English speaking companies for a minimum period of three years

The Program Director (or designee) for the professional program in which the student is seeking admission will interview the applicant and either grant or deny the waiver.

If the TOEFL waiver is denied, in order to be eligible for admission into a professional program, an official TOEFL score meeting Graduate School requirements must be submitted prior to the beginning of the term in which admission is desired.

Classifications of Admission to Graduate Standing

The Graduate School of Business admits students as either degree-seeking or as non-degree-seeking for a single semester. Degree-seeking students are simultaneously admitted to the Graduate School of Business and to the degree program in which they are seeking a degree. Each degree program in the Walton College has its own minimum admissions criteria. Meeting the minimum criteria listed below does not imply that admission will be granted. The minimum requirements for admission to the Graduate School of Business are as follows:

Degree-Seeking/Regular Standing

1. A grade-point average of 2.70 or better (A = 4.00) on all course work taken prior to receipt of a baccalaureate degree from a regionally accredited institution of higher education and an acceptable GMAT or GRE score.
2. A grade-point average of 3.20 or better on the last 60 hours of course work taken prior to the receipt of a baccalaureate degree from a regionally accredited institution of higher education and an acceptable GMAT or GRE score.

Degree-Seeking/Conditional Standing

1. A grade-point average between 2.50 and 2.69 on all course work taken prior to receipt of a baccalaureate degree from a regionally accredited institution of higher education, acceptable GMAT or GRE score.
2. Approval of the Associate Dean for Research and Graduate Programs, on condition that the student makes a cumulative grade-point average of 3.00 or better on the first 12 hours of graduate-level course work in the degree program and meets any other conditions that may be specified by the faculty of the department or program.

Any other consideration for regular admission must be by individual petition to the Associate Dean for Programs and Research and, where pertinent, a recommendation from the appropriate departmental chair will be considered on its own merits, case by case.

Non-Degree Seeking, Single Semester. Students admitted to a single semester non-degree standing must understand that any enrollment taken in this classification will not normally carry degree credit. Transcripts are not required for applicants seeking this single semester non-degree standing.

Persons who are admitted as non-degree seeking and who subsequently decide to pursue a degree must apply for and be admitted into a degree program by the appropriate admissions committee of the Graduate School of Business.

A non-degree seeking student may take no more than six semester hours of graduate-level courses that can be counted toward the requirements for a master's degree. Students in the Information Systems ERP Certificate Program (sponsored by SAP America) and the Business Intelligence Certificate (sponsored by SAS Institute) and who are subsequently accepted into the Master of Information Degree Program will be allowed to use up to 12 graduate hours taken as a non-degree seeker toward the MIS degree.

At the time of acceptance into a degree program, the director of the appropriate degree program will recommend to the Graduate School of Business which courses previously taken, if any, are to be accepted in the degree program.

Letter of Good Standing. A graduate student who is in good standing at another regionally accredited institution in the United States may be given admission (non-degree status) to the Graduate School of Business for one semester upon submission of an Application for Admission and a letter of good standing from the dean of the Graduate School at that institution. If, at some time in the future, the student should wish to pursue a degree in the Graduate School of Business or in the University of Arkansas Graduate School, it will be necessary to follow the normal procedures for admission and to have official transcripts sent from each institution previously attended. Graduate courses transferred and used for requirements for a degree at another university cannot be used for a graduate degree at this institution.

Readmission: Readmission to the Graduate School of Business is not automatic.

A student who has not been enrolled during the previous semester (fall or spring) must submit a new application form to the Graduate School of Business along with a \$25 processing fee and an official transcript from any institution attended while not enrolled in the Graduate School of Business.

At the time of readmission, the appropriate admissions committee will determine whether to readmit the student and which classes taken during previous enrollments at the Graduate School of Business will be counted toward graduation.

Transfer of Credit. The Graduate School of Business will allow transfer of credit of a maximum of six credit hours under the following circumstances:

1. The hours were earned at an AACSB-accredited school, and
2. The student earned an "A" or "B" in the courses requested for transfer credit, and
3. The master's program coordinator approves the courses for credit toward a master's degree.
4. The student must have graduate standing and the course(s) must be graduate level.

Academic Integrity

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible

when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy (<http://honesty.uark.edu/policy>) at honesty.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Academic Dismissal

Students may be dropped from further study in the Graduate School of Business if, at any time, their performance is considered unsatisfactory as determined by either the program faculty or the Associate Dean for Programs and Research. Academic or research dishonesty or failure to maintain a specified cumulative grade-point average are considered to be unsatisfactory performance. The Graduate School of Business subscribes to and enforces the Academic Integrity Policy (<https://honesty.uark.edu/policy>) of the University of Arkansas.

For students enrolled in the Master of Accountancy, Master of Arts in Economics or Master of Information Systems degree programs, the following academic standards apply: Whenever a student has less than a 3.00 cumulative grade-point average on graded course work taken in residence for graduate credit, the student will be placed on academic probation and warned of the possibility of academic dismissal. If the student fails to bring his/her cumulative grade-point average up to or above a 3.00 at the conclusion of the next grading period, he/she will be academically dismissed from the program.

For students enrolled in the Master of Business Administration degree programs, the following academic standards apply: Whenever a student has less than a 2.85 cumulative grade-point average on graded course work taken in residence for graduate credit, the student will be placed on academic probation for the following semester and warned of the possibility of academic dismissal. When the student has accumulated a minimum of 12 hours of graded coursework taken in residence for graduate credit with a cumulative grade-point average below 2.85 and has received at least one warning, he/she will be academically dismissed from the Graduate School of Business.

For students enrolled in the Master of Business Administration degree programs, a cumulative grade-point average of 2.85 is required to be eligible for graduation. Students may take up to an additional six credit hours of graduate coursework in an effort to raise the cumulative grade-point average to 2.85. Students who repeat a course to raise their grade must count the repetition toward the maximum of six additional hours.

Using its own written procedures, the graduate faculty of each master's degree program may recommend that the student be readmitted to the Graduate School of Business. The graduate faculty of the master's degree programs may establish, and state in writing, the requirements for continuation in that program. Non-degree seeking students who are dismissed may petition for readmission to the Graduate School of Business by submitting a written appeal to the Associate Dean for Research and Graduate Programs.

A cumulative grade-point average of 3.00 is required to be eligible for graduation. Students may take up to an additional six credit-hours of graduate coursework in an effort to raise the cumulative grade-point average to 3.00. Students who repeat a course to raise their grade must count the repetition toward the maximum of six additional hours. All requirements for a master's degree must be completed within six calendar years.

This page includes information and policies about the following:

- Academic Grievance Procedures for Graduate Students
- Grievance Policy and Procedures for Graduate Assistants
- Research and Scholarly Misconduct Policies and Procedures

Graduate Student Grievance

The Graduate School of Business of the Sam M. Walton College of Business recognizes that there may be occasions when a graduate student has a grievance about some aspect of his/her academic involvement. It is an objective of the University of Arkansas that a graduate student may have prompt and formal resolution of his/her academic grievances and that this be accomplished according to orderly procedures. Below are the procedures to be used when a graduate student has an academic grievance with a faculty member or administrator. If the student has a grievance against another student or another employee of the university, or if the student has a grievance that is not academic in nature, the appropriate policy may be found by contacting the Office of Affirmative Action or the Office of the Dean.

Definition of Terms

Graduate Student: Under this procedure, a graduate student is any person who has been formally admitted to the Graduate School of Business of the Sam M. Walton College of Business of the University of Arkansas, Fayetteville, and who is/was enrolled as a graduate-level student at the time the alleged grievance occurred. (Note: Students pursuing a Ph.D. in Business Administration or in Economics should follow the grievance policy of the Graduate School.)

Academic Grievance: An academic grievance is a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is unjust or is in violation of his/her rights and is the result of a university error. Any behavior on the part of a faculty member or administrator, which the student believes to have interfered with his/her academic progress, is subject to a grievance. While a complete enumeration of the student's rights with regard to academic involvement is not possible or desirable, we have provided a short list as illustration. However, as in all cases involving individual rights, whether a specific behavior constitutes a violation of these rights can only be decided in context, following a review by a panel of those given the authority to make such a decision.

In general, the graduate student:

1. has the right to competent instruction;
2. is entitled to have access to the instructor at hours other than class times (office hours);
3. is entitled to know the grading system by which he/she will be judged;
4. has the right to evaluate each course and instructor;
5. has the right to be treated with respect and dignity.

In addition, an academic grievance may include alleged violations of the affirmative action plans of the university related to academic policies and regulations, as well as disputes over grades, graduate assistantship employment agreements, course requirements, graduate/degree program requirements, thesis advisory committee composition, and/or adviser decisions.

Formal Academic Grievance: An academic grievance is considered formal when the student notifies the Dean of the Walton College, in writing, that he/she is proceeding with such a grievance. The implications

of this declaration are: 1) all correspondence pertaining to any aspect of the grievance will be in writing and will be made available to the Dean and his/her designee; 2) all documents relevant to the case, including minutes from all relevant meetings, will be part of the complete written record and will be forwarded to the Dean and his/her designee upon receipt by any party to the grievance; 3) the policy contained herein will be strictly followed; and 4) any member of the academic community who does not follow the grievance policy will be subject to disciplinary actions. Filing a formal academic grievance is a serious matter, and the student is strongly encouraged to seek informal resolution of his/her concerns before taking such a step.

Complete Written Record: The “complete written record” refers to all documents submitted as evidence by any party to the complaint, as subject to applicable privacy considerations. (Note: Because the tape recordings of committee meetings may contain sensitive information, including private information pertaining to other students, the tape or verbatim transcription of the tape will not be part of the complete written record. However, general minutes of the meetings, documenting the action taken by the committees, will be part of the record.)

Working Days: Working days shall refer to Monday through Friday, excluding official University holidays.

Procedures

1. Individuals should attempt to resolve claimed grievances first with the person(s) involved, within the department or program, and wherever possible, without resort to formal grievance procedures. The graduate student should first discuss the matter with the faculty member or administrator involved, with the faculty member’s chairperson or degree program coordinator, or with the Walton College Dean or his/her designee. The student’s questions may be answered satisfactorily during this discussion. If the grievance is with the departmental chairperson or program coordinator, the student may choose to meet with the Walton College Dean or his/her designee for a possible informal resolution of the matter.
2. If a student chooses to file a formal academic grievance, the following procedures are to be followed. The students in the Master of Business Administration (M.B.A.) program shall take the appeal in written form to the M.B.A. Program Director. Students in the departmentally based master’s programs (M.Acc., M.A.Econ., and M.I.S.) shall take the written appeal to the appropriate departmental chairperson. The student shall forward a copy of the written appeal to the Walton College Dean or his/her designee. In the case of a grievance against a departmental chairperson, the M.B.A. Program Director or an administrator who does not report directly to a departmental chairperson, the student will go directly to the Walton College Dean or his/her designee. The appropriate person to receive the written appeal will be referred to as the initial appellate authority. In any case, the Walton College Dean or his/her designee must be notified of the grievance. After discussion between the initial appellate authority (i.e. chairperson/M.B.A. Program Director/Dean and his/her designee) and all parties to the grievance, option 2a, 2b, or 3 may be chosen.
 - a. All parties involved may agree that the grievance can be resolved by a recommendation of the initial appellate authority. In this case, the initial appellate authority will forward a written recommendation to all parties involved in the grievance within 20 working days after receipt of the written grievance. The initial appellate authority is at liberty to use any appropriate method of investigation, including personal interviews and/or referral to an appropriate departmental or program committee for recommendation.
 - b. Alternatively, any party to the grievance may request that the initial appellate authority at once refer the request, together with all statements, documents, and information gathered in his or her investigation, to the applicable reviewing body. For the M.B.A. Program the applicable reviewing body is the M.B.A. Advisory Committee; for other masters programs it is the relevant program advisory committee. The reviewing body shall, within ten working days from the time its chairperson received the request for consideration, present to the initial appellate authority its written recommendations concerning resolution of the grievance. Within ten working days after receiving these recommendations, the initial appellate authority shall provide all parties to the dispute with copies of the reviewing body’s recommendation and his or her consequent written decision on the matter.
3. If the grievance is not resolved by the procedure outlined in item 2, or if any party to the grievance chooses not to proceed as suggested in item 2, he/she will appeal directly to the Dean of the Walton College or his designee. Whenever a grievance comes to the attention of the Dean, either as a result of a direct appeal or when a grievance has not been resolved satisfactorily at the departmental/program level, the Dean and his/her designee will consult with the person alleging the grievance. If that person decides to continue the formal grievance procedure, the Dean will notify all parties named in the grievance and the relevant program administrator (i.e. departmental chairperson or the M.B.A. Program Director), that a formal grievance has been filed. Within ten working days, the Dean and his/her designee will:
 - a. with the consent of the student, appoint a faculty member as the student’s advocate, and
 - b. utilize an ad hoc committee of five faculty members and two graduate students, chosen to avoid obvious bias or partiality, to review the grievance and report to him/her. The Walton College Dean or his/her designee will serve as the chair of the grievance committee and will vote only in the case of a tie. A voting member of the Graduate School of Business Masters Program Committee will serve as the non-voting secretary of the committee.

The committee shall have access to witnesses and records, may take testimony, and may make a record by taping the hearing. Its charge is to develop all pertinent factual information (with the exception that the student and faculty member/administrator will not be required to be present in any meeting together without first agreeing to do so) and, on the basis of this information, to make a recommendation to the Walton College Dean to either support or reject the appeal. The Dean will then make a decision based on the committee’s recommendation and all other documents submitted by the parties involved. The Dean’s decision, the committee’s written recommendation and a copy of its complete written record (excluding those in which other students have a privacy interest) shall be forwarded to the person(s) making the appeal within 20 working days from the date the committee was first convened; copies shall be sent simultaneously to other parties involved in the grievance. The Graduate School of Business, in such a way that the student’s privacy is protected, shall retain a copy.
4. Within ten working days of the receipt of the Walton College Dean’s decision, any party to the grievance may appeal to the Dean of the University of Arkansas Graduate School as described in step 3 of the procedures of Academic Grievance Procedures for Graduate Students in the Graduate School.
5. When, and only when, the grievance concerns a course grade and the committee’s recommendation is that the grade assigned by the

instructor should be changed, the following procedure applies. The committee's recommendation that the grade should be changed shall be accompanied by a written explanation of the reasons for that recommendation and by a request that the instructor change the grade. If the instructor declines, he/she shall provide a written explanation for refusing. The committee, after considering the instructor's explanation and upon concluding that it would be unjust to allow the original grade to stand, may then recommend to the department chair that the grade be changed. The department chair will provide the instructor with a copy of the recommendation and ask the instructor to change the grade. If the instructor continues to decline, the department chair may change the grade, notifying the instructor, the Walton College Dean or his/her designee, and the student of the action. Only the department chair, and only on recommendation of the committee, may change a grade over the objection of the instructor who assigned the original grade. For courses with a specific M.B.A. program designation (MBAD course number prefix) the Walton College Dean or his/her designee shall fulfill the department chair responsibilities described in this section. No appeal or further review is allowed from this action. All grievances concerning course grades must be filed within one calendar year of receiving that grade.

6. The Master of Arts in Economics is the only Graduate School of Business program with a thesis option. When, and only when, a student in that program brings a grievance concerning the composition of his/her thesis committee, the following procedure will apply. The Walton College Dean or his/her designee shall meet with the graduate student and the faculty member named in the grievance, and shall consult the chair of the committee, the department chairperson, and/or the program coordinator for their recommendations. In unusual circumstances, the Dean and his/her designee may remove a faculty member from a student's thesis committee or make an alternative arrangement. With regard to the chair of the thesis committee, this is a mutual agreement between the faculty member and the student to work cooperatively on a research project of shared interest. Either the graduate student or the faculty member may dissolve this relationship by notifying the other party, the departmental chairperson, and the Walton College Dean or his/her designee. However, the student and the adviser should be warned that this may require that all data gathered for the thesis be abandoned and a new research project undertaken with a new faculty adviser.
7. If a grievance, other than those covered by step 5, is not satisfactorily resolved through steps 1 through 4 or 6, an appeal in writing and with all relevant material may be submitted for consideration and a joint decision by the Chancellor of the University of Arkansas, Fayetteville, and the Provost/Vice Chancellor for Academic Affairs. This appeal must be filed within 20 working days of receiving the decision of the Dean of the University of Arkansas Graduate School. Any appeal at this level shall be on the basis of the complete written record only, and will not involve interviews with any party to the grievance. The Chancellor of the University of Arkansas, Fayetteville, and the Provost/Vice Chancellor for Academic Affairs shall make a decision on the matter within 20 working days from the receipt of the appeal. Their decision shall be forwarded in writing to the same persons receiving such a decision in step 4. Their decision is final pursuant to the delegated authority of the Board of Trustees.
8. If any party to the grievance violates this policy, he/she will be subject to disciplinary action. When alleging such a violation, the aggrieved

individual shall contact the Walton College Dean in writing, with an explanation of the violation.

Graduate Assistant Grievance Policy

It is the philosophy of the Graduate School that assistantships are not typical employee positions of the university. This has two implications. First, the sponsor should also serve as a mentor to the student and assist, to the extent possible, in facilitating the student's progress toward his/her degree. Second, any questions concerning performance in or requirements of assistantships shall be directed to the Graduate School or, for master's students in business, to the Graduate School of Business. (Note: the term "graduate assistant" will be used to refer to those on other types of appointments as well, such as fellowships, clerkships, etc.)

The Graduate School has the following authority with regard to graduate assistantships:

1. All requests for new positions, regardless of the source of the funds, must be approved by the Graduate School. When the position is approved, the requesting department or faculty member must complete the form, "Request for a New Graduate Assistant Position" and submit it to the Graduate School. All proposed changes in duties for existing graduate assistantships must be approved by the Graduate School prior to their implementation.
2. The duty requirements of the graduate assistantship, including the number of hours required, must be approved by the Graduate School. Fifty percent graduate assistants may not be asked to work more than 20 hours per week (Note: this is not limited to time actually spent in the classroom or lab; the 20 hour requirement also pertains to time required to grade/compute results, develop class/lab materials, etc. Moreover, students cannot be asked to work an average of 20 hours per week, with 30 hours one week and 10 hours the next, for example. The duty hour requirement is no more than 20 hours per week for a 50 percent appointment. See the Graduate Handbook. However, it should also be noted that if the student is engaged in research which will be used in his/her required project, thesis, or dissertation, or if the student is traveling to professional meetings, data sources, etc., the student may work more than 20 hours per week.) The duty requirements must complement the degree program of the graduate student and must abide by the philosophy that the first priority of graduate students is to finish their degrees.
3. The Graduate School, in consultation with the Graduate Council, has the right to set the enrollment requirements for full-time status for graduate assistants.
4. The Graduate School sets the minimum stipend for graduate assistantships, but does not have responsibility for setting the actual stipend. Graduate assistants will be provided with a written statement of the expected duties for their positions, consistent with the duties outlined in the "Request for New Graduate Assistant Position" or any amendments submitted to the Graduate School. A copy of the written statement will be submitted to the Graduate School of Business for inclusion in the student's file. Graduate assistants may be terminated from their positions at any time or dismissed for cause under the procedures of Board Policy No. 405.1. Termination is effected through the giving of a notice, in writing, of that action at least 60 days in advance of the date the employment is to cease. A copy of the notice must be sent to the Dean of the Walton College and to the Dean of the Graduate School.

A graduate assistant has the right to request a review of the termination by the Dean, following the procedure given below. However, a student should be warned that if the grounds for dismissal are based on any of the

following, the only defense to the termination is evidence to show that the charges are not true:

1. The student fails to meet the expectations of the assistantship positions, as outlined in the initial written statement provided to them at the beginning of the appointment.
2. The student provides fraudulent documentation for admission to their degree program and/or to their sponsor in applying for the assistantship positions.
3. The student fails to meet certain expectations which need not be explicitly stated by the sponsor, such as the expectation that
 - a. the student has the requisite English language skills to adequately perform the duties of the position;
 - b. the student has the appropriate experience and skills to perform the duties of the position; and
 - c. the student maintains the appropriate ethical standards for the position. The Research Misconduct Policy provides one reference source for such ethical standards.
4. The student fails to make good progress toward the degree, as determined by the annual graduate student academic review and defined by program and Graduate School policies.

Definition of Terms

Graduate Assistant. Any graduate student holding a position which requires that the student be admitted to a graduate degree program of the University of Arkansas, regardless of the source of funds, and for whom tuition is paid as a result of that position.

Sponsor. The person responsible for the funding and duty expectations for the graduate assistant.

Formal graduate assistant grievance. Any dispute concerning some aspect of the graduate assistantship, as defined above, which arises from an administrative or faculty decision that the graduate student claims is a violation of his or her rights. The formal graduate assistant grievance does not pertain to cases in which there is a dispute between co-workers.

Violation of graduate assistant's rights. An action is considered a violation of the graduate assistant's rights if:

1. it violates Graduate School policy with regard to graduate assistantships;
2. it threatens the integrity of, or otherwise demeans, the graduate student, regardless of any other consideration;
3. it illegally discriminates or asks the graduate assistant to discriminate;
4. it requires the student to do something which was not communicated as a condition of holding the assistantship (or the underlying expectations outlined above);
5. it terminates the student from an assistantship for behaviors which are irrelevant to the holding of the assistantship or were never included as expectations for the assistantship;
6. it requires the student to do something which violates University policy, the law, or professional ethics.

Note: It is impossible to state all of the conditions which might constitute a violation of graduate assistants' rights or, conversely, which might defend a respondent against charges of such violations. Such complaints require a process of information gathering and discussion that lead to a final resolution of the matter by those who have been given the authority to do so.

Formal grievance. A grievance concerning graduate assistantships/fellowships is considered formal when the student notifies the Dean of the Walton College, in writing, that he/she is proceeding with such a grievance. The implications of this declaration are: a) the student will be provided with an advocate; b) all correspondence pertaining to any aspect of the grievance will be in writing, and will be made available to the Dean; c) all documents relevant to the case, including minutes from all relevant meetings, will be part of the complete written record, and will be forwarded to the Dean upon receipt by any party to the grievance; d) the policy contained herein will be strictly followed; and e) any member of the academic community who does not follow the grievance policy will be subject to disciplinary actions. Filing a formal grievance is a serious matter, and the student is strongly encouraged to seek informal resolution of his/her concerns before taking such a step.

Respondent. The person who is the object of the grievance.

Procedures

Note: Grievances are confidential. Information about the grievance, including the fact that such a grievance has been filed, may never be made public to those who are not immediately involved in the resolution of the case, unless the student has authorized this release of information or has instigated a course of action which requires the respondent to respond. An exception to this confidentiality requirement is that the immediate supervisor or departmental chairperson of the respondent will be notified and will receive a copy of the resolution of the case. Since grievances against a respondent also have the potential to harm that person's reputation, students may not disclose information about the grievance, including the fact that they have filed a grievance, to any person not immediately involved in the resolution of the case, until the matter has been finally resolved. This is not intended to preclude the student or respondent from seeking legal advice.

1. When a graduate student believes that his/her rights have been violated, as the result of action(s) pertaining to a graduate assistantship he/she holds or has held within the past year, the student shall first discuss his/her concerns with the respondent. If the concerns are not resolved to the student's satisfaction, the student may discuss it with the Dean of the Walton College or his/her designee, and/or with the Office of Affirmative Action. If the concerns are satisfactorily resolved by any of the above discussions, the terms of the resolution shall be reduced to writing, if any of the involved parties desires to have such a written statement.
2. If the student's concerns are not resolved by the above discussions, and he/she chooses to pursue the matter further, the student shall notify the Dean of the Walton College in writing of the nature of the complaint. This notification will include all relevant documentation and must occur within one year from the date of the occurrence. The Dean of the Walton College will inform the Graduate Dean that a grievance has been filed and will, upon request, forward the written complaint and all relevant documentation to the Graduate Dean.
3. Upon receipt of this notification and supporting documentation, the Dean of the Walton College or the Dean's designee will meet with the graduate student. If the student agrees, the Dean or the Dean's designee will notify the respondent of the student's concerns. If the student does not wish for the respondent to be notified, the matter will be dropped. The respondent will be given ten working days from receipt of the Dean's notification to respond to the concerns.
4. The Dean or the Dean's designee will meet again with the student and make an effort to resolve the concerns in a mutually satisfactory

- manner. If this is not possible, the Dean will refer the case to a committee.
5. Within ten working days from the final meeting between the student and the Dean, the Dean will notify the respondent and will appoint an ad hoc committee of five faculty members and two graduate students chosen to avoid bias or partiality. The Associate Dean of the Walton College or the Dean's designee will serve as the chair of the grievance committee and will vote only in the case of a tie. A voting member of the Walton College Masters Advisory Committee will serve as the non-voting secretary of the committee. At this time, the Dean will also assign an advocate to the student. The advocate must be a member of the graduate faculty. The immediate supervisor of the respondent will serve as his/her advocate. Note: The student and respondent advocates will have the responsibility to help the student/respondent prepare his/her written materials and will attend committee meetings with the student/respondent. The advocate will not speak on behalf of the student/respondent and will not take part in committee discussions of the merits of the case.
 6. The committee shall have access to witnesses and records, may take testimony, and may make a record by taping the hearing. Its charge is to develop all pertinent factual information (with the exception that the student and respondent will not be required to be present in any meeting together without first agreeing to do so) and, on the basis of this information, to make a recommendation to the Dean of the Walton College either to support or reject the grievance. The Dean will then make a decision based on the committee's recommendation and all documents submitted by the parties involved. The Dean's decision, the committee's written recommendation, and a copy of all documents submitted as evidence by any party to the complaint, consistent with all privacy considerations, shall be forwarded to the person(s) alleging the grievance within 20 working days from the date the committee was first convened; copies shall be sent simultaneously to other parties involved in the grievance. A copy shall be retained by the Graduate School of Business in such a way that the student's and respondent's privacy is protected.
 7. If the decision of the Dean of the Walton College is that the student's concerns should be addressed, the respondent may appeal to the Provost/Vice Chancellor for Academic Affairs of the University, as outlined below in step 10. It should be noted that the Graduate Dean has limited authority to require a sponsor to reappoint a graduate assistant. Consequently, the redress open to the student may be limited.
 8. If the decision of the Dean is that the student's concerns should not be addressed, the student may appeal to the Graduate Dean, as outlined below in step 9.
 9. If the grievance is not satisfactorily resolved through step 6, an appeal in writing and with all relevant material may be submitted for consideration to the Graduate Dean. This appeal must be filed within 20 working days of receiving the decision of the Dean of the Walton College. Any appeal at this level shall be on the basis of the complete written record and may involve interviews with any party to the grievance. The Graduate Dean shall make a decision on the matter within 20 working days from the date of receipt of the appeal. His/her decision shall be forwarded in writing to the Walton College Dean, the student, and the respondent.
 10. Either party to the grievance may appeal the decision of the Graduate Dean by appealing to the Provost/Vice Chancellor for Academic Affairs of the University of Arkansas. The appeal must be submitted in writing and with all relevant material attached. This appeal must be filed within 20 working days of receiving the decision of the Graduate Dean. Any appeal at this level shall be on the basis of the complete written record only and will not involve interviews with any party to the grievance. The Provost/Vice Chancellor for Academic Affairs shall make a decision on the matter within 20 working days from the date of receipt of the appeal. His/her decision shall be forwarded in writing to the Graduate Dean, the Dean of the Walton College, the student and the respondent. This decision is final.
 11. If any party to the grievance violates this policy, he/she will be subject to either losing the assistantship position or losing the assistantship. When alleging such a violation, the aggrieved individual shall contact the Walton College Dean or the Graduate Dean, in writing, with an explanation of the violation.

Research and Scholarly Misconduct Policies and Procedures

I. Introduction

A. General Policy

The University of Arkansas is committed to the highest integrity in research and scholarly activity. Actions which fail to meet this standard can undermine the quality of academic scholarship and harm the reputation of the University. This policy is designed to help ensure that all those associated with the University of Arkansas carry out their research and scholarly obligations in a manner that is consistent with the mission and values of the university, and provides a means of addressing instances of suspected research misconduct should they arise.

Principal investigators are responsible for maintaining ethical standards in the projects they direct and reporting any violations to the appropriate university official. Students charged with academic misconduct are subject to separate disciplinary rules governing students, however, such cases may also be reviewed under these policies if applicable under the provisions stated below. The Research Integrity Officer, in consultation with the student's dean shall determine which policy is most appropriate in each case.

A charge of research misconduct is very serious, and will be reviewed carefully and thoroughly. Any allegation of research misconduct will be handled as confidentially and expeditiously as possible. Full attention will be given to the rights and responsibilities of all individuals involved. Charges of research misconduct which are determined not to be made in good faith, as provided for in this policy, may result in administrative action against the charging party.

B. Scope

This statement of policy and procedures is intended to carry out the responsibilities of the University of Arkansas, Fayetteville under the Public Health Service (PHS) Policies on Research Misconduct, 42 CFR Part 93 and the research misconduct policies of other funding agencies, as applicable to particular allegations.

This document applies to allegations of research misconduct (as defined below) involving:

- A person who, at the time of the alleged research misconduct, was employed by, was an agent of, or was affiliated by enrolled student status, contract or agreement with the University of Arkansas, Fayetteville; and
- is accused of plagiarism, fabrication, or falsification of research records produced in the course of research, research training or

activities related to that research or research training. This includes any research formally proposed, performed, reviewed, or reported, or any document or record generated in connection with such research, regardless of whether an application or proposal for funds resulted in a grant, contract, cooperative agreement, or other form of support.

Severance of the respondent's relationship with the University, whether by resignation or termination of employment, completion of or withdrawal from studies, or otherwise, before or after initiation of procedures under this policy, will not preclude or terminate research misconduct procedures.

II. Definitions and Standard of Review

Charge. A written allegation of misconduct that triggers the procedures described in this policy.

Complainant. A person who submits a charge of research misconduct.

Deciding Official (DO). The Provost and Vice Chancellor for Academic Affairs who is the institutional official responsible for making determinations, subject to appeal, on allegations of research misconduct and any institutional administrative actions. The Deciding Official will not be the same individual as the Research Integrity Officer and should have no direct prior involvement in the institution's allegation assessment, inquiry, or investigation. Discussing concerns regarding suspected research misconduct, as provided for in Section IV.A. of this policy, shall not be considered direct prior involvement. If the Deciding Official is unable to serve as DO in a particular matter, the Chancellor may appoint an appropriate official to act as the DO for purposes of that matter.

Good Faith Charge. A charge of research misconduct made by a complainant who believes that research misconduct may have occurred. A charge is not in good faith if it is made with reckless disregard for or willful ignorance of facts that would disprove the charge.

Inquiry. The process under the policy for information gathering and preliminary fact-finding to determine if a charge or apparent instance of research misconduct has substance and therefore warrants an investigation.

Investigation. The process under this policy for the formal examination and evaluation of all relevant facts to determine whether research misconduct has occurred, and, if so, the responsible person and the seriousness of the misconduct.

Investigator. Any person, including but not limited to any person holding an academic or professional staff appointment at the University of Arkansas, who is engaged in the design, conduct, or reporting of research.

ORI. The Office of Research Integrity within the U.S. Department of Health and Human Services.

PHS. The Public Health Service within the U.S. Department of Health and Human Services.

Preponderance of Evidence. Evidence which is of greater weight or more convincing than evidence to the contrary; evidence which shows that something more likely than not is true.

Recklessly. To act recklessly means that a person acts in such a manner that the individual consciously disregards a substantial and unjustifiable risk or grossly deviates from the standard of conduct that a reasonable individual would observe; reckless means more than mere or ordinary negligence.

Research. A systematic investigation designed to develop or contribute to generalizable knowledge. The term includes the search for both basic and applied knowledge and well as training methods by which such knowledge may be obtained.

Research Integrity Officer (RIO) means the Chair of the Research Council who is the institutional official responsible for: (1) assessing allegations of research misconduct to determine if the allegations fall within the definition of research misconduct, are covered by 42 CFR Part 93 or other applicable federal policies, and warrant an inquiry on the basis that the allegation is sufficiently credible and specific so that potential evidence of research misconduct may be identified; (2) overseeing inquiries and investigations; and (3) the other responsibilities described in this policy. If the Research Integrity Officer is unable to serve as RIO in a particular matter, the DO may appoint an appropriate official to act as the RIO for purposes of that matter.

Research Misconduct. Research misconduct means the fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.

1. Fabrication is making up data or results and recording or reporting them.
2. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
3. Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

Research misconduct does not include disputes regarding honest error or honest differences in interpretations or judgments of data, and is not intended to resolve bona fide scientific disagreement or debate. Research misconduct is also not intended to include "authorship" disputes such as complaints about appropriate ranking of co-authors in publications, presentations, or other work, unless the dispute constitutes plagiarism (as defined above).

Research Record. Any data, document, computer file, computer storage media, or any other written or non-written account or object that reasonably may be expected to provide evidence or information regarding the proposed, conducted, or reported research that constitutes the subject of a charge of research misconduct. A research record includes, but is not limited to, grant or contract applications, whether funded or unfunded; grant or contract progress and other reports; laboratory notebooks; notes; printed or electronic correspondence; memoranda of telephone calls; videos; photographs; X-ray film; slides; biological materials; computer files and printouts; manuscripts and publications; equipment use logs; laboratory procurement records; animal facility records; human and animal subject protocols; consent forms; medical charts; and patient research files.

Respondent. The person against whom a charge of research misconduct is directed, or the person whose actions are the subject of an inquiry or investigation.

Standard of Review.

A finding of research misconduct requires that:

1. There be a significant departure from accepted practices of the relevant research community; and
2. The research misconduct be committed intentionally, knowingly, or recklessly; and

3. The allegation be proven by a preponderance of the evidence.

This standard and related definitions are restated in the charge to the investigation committee located in section V.E. of this policy.

III. Rights and Responsibilities

A. Research Integrity Officer

The Chair of the Research Council will serve as the RIO who will have primary responsibility for implementation of the institution's policies and procedures on research misconduct. These responsibilities include the following duties related to research misconduct proceedings:

- Consult confidentially with persons uncertain about whether to submit an allegation of research misconduct;
- Receive allegations of research misconduct;
- Assess each allegation of research misconduct in accordance with Section V.A. of this policy to determine whether the allegation falls within the definition of research misconduct and warrants an inquiry;
- As necessary, take interim action and notify ORI of special circumstances, in accordance with Section IV.H. of this policy;
- Sequester research data and evidence pertinent to the allegation of research misconduct in accordance with Section V.C. of this policy and maintain it securely in accordance with this policy and applicable law and regulation;
- Provide confidentiality to those involved in the research misconduct proceeding as required by 42 CFR § 93.108 or other applicable law or regulations, or institutional policy;
- Notify the respondent and provide opportunities for him/her to review/comment/respond to allegations, evidence, and committee reports in accordance with Section III.C. of this policy.
- Inform respondents, complainants, and witnesses of the procedural steps in the research misconduct proceeding;
- Appoint the chair and members of the inquiry and investigation committees, ensure that those committees are properly staffed and that there is expertise appropriate to carry out a thorough and authoritative evaluation of the evidence;
- Determine whether each person involved in handling an allegation of research misconduct has an unresolved personal, professional, or financial conflict of interest and take appropriate action, including recusal, to ensure that no person with such conflict is involved in the research misconduct proceeding;
- In cooperation with other institutional officials, take all reasonable and practical steps to protect or restore the positions and reputations of good faith complainants, witnesses, and committee members and counter potential or actual retaliation against them by respondents or other institutional members;
- Keep the Deciding Official and others who need to know apprised of the progress of the review of the allegation of research misconduct;
- Notify and make reports to ORI or other applicable federal agencies as required by 42 CFR Part 93 or other applicable law or regulations;
- Ensure that administrative actions taken by the institution, ORI, or other appropriate agencies are enforced and take appropriate action to notify other involved parties, such as sponsors, law enforcement agencies, professional societies, and licensing boards of those actions; and
- Maintain records of the research misconduct proceeding and make them available to ORI or other appropriate agencies as applicable in accordance with Section VIII.F. of this policy.

B. Complainant

The complainant is responsible for making allegations in good faith, maintaining confidentiality to the extent permitted by law, and cooperating with the inquiry and investigation. As a matter of good practice, the complainant should be interviewed at the inquiry stage and given the transcript of the interview for comment. The complainant must be interviewed during an investigation, and be given the transcript of the interview for comment. The complainant may be provided for comment with (1) relevant portions of the inquiry report (within a time frame that permits the inquiry to be completed within 60 days of its initiation); and (2) relevant portions of the draft investigation report. In reviewing reports, the complainant must adhere to time limits set by the corresponding committee for timely completion of the inquiry or investigation

C. Respondent

The respondent is responsible for maintaining confidentiality and cooperating with the conduct of an inquiry and investigation. The respondent is entitled to:

- A good faith effort from the RIO to notify the respondent in writing at the time of or before beginning an inquiry;
- An opportunity to comment on the inquiry report and have his/her comments attached to the report;
- Be notified of the outcome of the inquiry, and receive a copy of the inquiry report that includes a copy of, or refers to 42 CFR Part 93 or other applicable law or regulations and the institution's policies and procedures on research misconduct;
- Be notified in writing of the allegations to be investigated within a reasonable time after the determination that an investigation is warranted, but before the investigation begins (within 30 days after the institution decides to begin an investigation), and be notified in writing of any new allegations, not addressed in the inquiry or in the initial notice of investigation, within a reasonable time after the determination to pursue those allegations;
- Be interviewed during the investigation, have the opportunity to correct the recording or transcript, and have the corrected recording or transcript included in the record of the investigation;
- Have a good faith effort made to interview during the investigation any witness who has been reasonably identified by the respondent as having information on relevant aspects of the investigation, have the recording or transcript provided to the witness, have the witness suggest any corrections in the transcript, and have the recording or corrected transcript included in the record of investigation; and
- Receive a copy of the draft investigation report and, concurrently, a copy of, or supervised access to any records or materials on which the report is based, and be notified that any comments must be submitted within 30 days of the date on which the copy was received and that the comments will be considered by the institution and addressed in the final report
- Appeal the decision of the DO as provided in Section XIII.D.

The respondent should be given the opportunity to admit that research misconduct occurred and that he/she committed the research misconduct. With the advice of the RIO and/or other institutional officials, the Deciding Official may terminate the institution's review of an allegation that has been admitted, if the institution's acceptance of the admission and any proposed resolution is approved by ORI or the appropriate federal agency, if required.

D. Deciding Official

The DO will receive the inquiry report and after consulting with the RIO and/or other institutional officials, decide whether an investigation is warranted under this policy, the criteria in 42 CFR § 93.307(d), or other applicable law or regulations. Any finding that an investigation is warranted must be made in writing by the DO and must be provided to ORI or other federal agencies, if required, together with a copy of the inquiry report meeting the requirements of 42 CFR § 93.309, within 30 days of the finding. If it is found that an investigation is not warranted, the DO and the RIO will ensure that detailed documentation of the inquiry is retained for at least 7 years after termination of the inquiry, so that ORI or other applicable agencies may assess the reasons why the institution decided not to conduct an investigation.

The DO will receive the investigation report and, after consulting with the RIO and/or other institutional officials, decide the extent to which this institution accepts the findings of the investigation and, if research misconduct is found, decide what, if any, institutional administrative actions are appropriate. The DO shall ensure that the final investigation report, the findings of the DO and a description of any pending or completed administrative actions are provided to ORI, as required by 42 CFR § 93.315 or to other federal agencies as required by their respective misconduct policies.

IV. General Policies and Principles

A. Responsibility to Report Misconduct

All institutional members will report observed, suspected, or apparent research misconduct to the RIO, the DO, or their designees. Prior to submitting a formal charge, a potential complainant is encouraged to consult informally with the RIO, the DO, or their designees to consider whether the case involves questions of research misconduct, should be resolved by other University procedures, or does not warrant further action. Contact information for the RIO may be obtained from the Office of Research Support and Sponsored Programs or the listing of Research Council members on the Faculty Senate website. If the circumstances described by the individual do not meet the definition of research misconduct, but further action is required, the RIO will refer the individual or allegation to other offices or officials with responsibility for resolving the problem.

At any time, to the extent permitted by law, an institutional member may have confidential discussions and consultations about concerns of possible misconduct with the RIO, the DO, or their designees and will be counseled about appropriate procedures for reporting allegations and their obligation to cooperate in any inquiry or investigation that may occur.

B. Cooperation with Research Misconduct Proceedings

Institutional members shall cooperate with the RIO and other institutional officials in the review of allegations and the conduct of inquiries and investigations. Institutional members, including respondents, have an obligation to provide evidence relevant to research misconduct allegations to the RIO or other institutional officials.

C. Confidentiality

The RIO shall, as required by 42 CFR § 93.108 or other applicable law or regulation: (1) limit disclosure of the identity of respondents and complainants to those who need to know in order to carry out a thorough, competent, objective and fair research misconduct proceeding; and (2) except as otherwise prescribed by law, limit the disclosure of any records

or evidence from which research subjects might be identified to those who need to know in order to carry out a research misconduct proceeding.

D. Conflicts of interest

At each stage of handling an inquiry or subsequent investigation, all persons involved shall be vigilant to prevent any real or perceived conflict of interest, or personal conflicts or relationships between colleagues, from affecting the outcome of the proceedings and resolution of the charges. Possible conflicts of interest may include co-authorship of work within the recent past with any of the individuals directly involved with the alleged misconduct, or professional or personal relationship with the respondent beyond that of mere acquaintances or colleagues. Committee members shall not have had any personal, professional or financial involvement with the matters at issue in the investigation that might create an appearance of bias or actual bias. If such relationships or involvement are present, the individual shall recuse himself or herself from any investigative or decisional role in the case. If any prospective committee member at any point in the process presents a conflict of interest, that committee member shall be replaced by another appointee. If the RIO has a conflict of interest, the DO shall appoint a replacement; if the DO has a conflict of interest, the Chancellor shall appoint a replacement. The RIO may use a written conflict of interest statement to implement this provision; a sample statement is referenced in the Appendix to this policy.

E. Protecting complainants, witnesses, and committee members

Institutional members may not retaliate in any way against complainants, witnesses, or committee members. Institutional members should immediately report any alleged or apparent retaliation against complainants, witnesses or committee members to the RIO, who shall review the matter and, as necessary, make all reasonable and practical efforts to counter any potential or actual retaliation and protect and restore the position and reputation of the person against whom the retaliation is directed.

F. Protecting the Respondent

As requested and as appropriate, the RIO and other institutional officials shall make all reasonable and practical efforts to protect or restore the reputation of persons alleged to have engaged in research misconduct, but against whom no finding of research misconduct is made.

During the research misconduct proceeding, the RIO is responsible for ensuring that respondents receive all the notices and opportunities provided for in 42 CFR Part 93, or other applicable federal policies, and the policies and procedures of the institution.

G. Adviser to the Respondent

The respondent may consult with an adviser, who may or may not be an attorney. The adviser may not be a principal or witness in the case. The adviser may accompany the respondent to proceedings conducted as a part of the research misconduct proceeding, but shall not speak on behalf of the respondent or otherwise participate in the proceedings. The adviser must maintain confidentiality and be available as needed to ensure that that all proceedings are completed on a timely basis.

H. Interim Administrative Actions and Notifying ORI or Other Federal Agencies of Special Circumstances

Throughout the research misconduct proceeding, the RIO will review the situation to determine if there is any threat of harm to public health, federal funds and equipment, or the integrity of the research process. In the event of such a threat, the RIO will, in consultation with other

institutional officials and ORI or other federal agencies, if applicable, take appropriate interim action to protect against any such threat. Interim action might include additional monitoring of the research process and the handling of federal funds and equipment, reassignment of personnel or of the responsibility for the handling of federal funds and equipment, additional review of research data and results or delaying publication. The RIO shall, at any time during a research misconduct proceeding, consult with appropriate university officials and legal counsel immediately if he/she has reason to believe that any of the following conditions exist:

- Health or safety of the public is at risk, including an immediate need to protect human or animal subjects;
- Federal resources or interests are threatened;
- Research activities should be suspended;
- There is a reasonable indication of possible violations of civil or criminal law;
- Federal action is required to protect the interests of those involved in the research misconduct proceeding;
- The research misconduct proceeding may be made public prematurely and federal action may be necessary to safeguard evidence and protect the rights of those involved; or
- The research community or public should be informed.

Following such consultation, the institution shall take appropriate steps to address such conditions, such as by notifying ORI or other applicable agency.

I. Computation of Time

In this policy, any reference to days shall mean calendar days. Any period of time equal to ten days or fewer shall exclude University holidays. If a deadline falls on a weekend or University holiday, the deadline shall be the next University business day.

J. Procedural Changes

1. **Deadlines.** Due to the sensitive nature of allegations of misconduct, each case shall be resolved as expeditiously as possible. The nature of some cases may, however, render normal deadlines difficult to meet. If at any time an established deadline cannot be met, a report shall be filed with the DO setting out the reasons why the deadline cannot be met and estimating when that stage of the process will be completed. A copy of this report shall be provided to the respondent. If PHS funding is involved, an extension must be received from the Office of Research Integrity.
2. **Other Procedural Changes.** Particular circumstances in an individual case may dictate variation from the procedures set out in this policy in order to ensure fair and efficient consideration of the matter. Any change in the procedures must ensure fair treatment of the respondent. Any major deviations from the procedures described in this policy shall be made only with the written approval of the DO in consultation with the respondent. Any minor deviations from the procedures described in this policy shall not require the written approval of the DO.

K. Exclusive Process

The procedures described in this policy constitute the exclusive process for raising and resolving charges of research misconduct.

V. Conducting the Assessment and Inquiry

A. Assessment of Allegations

Upon receiving an allegation of research misconduct, the RIO will immediately assess the allegation to determine whether it is sufficiently credible and specific so that potential evidence of research misconduct may be identified and further review is warranted. The RIO shall also determine whether the alleged misconduct is within the jurisdictional criteria of 42 CFR § 93.102(b), and whether the allegation falls within the definition of research misconduct in 42 CFR § 93.103. An inquiry must be conducted if these criteria are met. In conducting this assessment, the RIO may consult with the institution's legal counsel and other appropriate University officials. If a charge is frivolous, does not raise questions of research misconduct, is more appropriately resolved by other University procedures, or does not warrant further action, the RIO may, at his or her discretion, handle the matter informally or refer it to the appropriate person or process, and will notify the complainant and anyone else known to be aware of the charge.

The assessment period should be brief, preferably concluded within a week. In conducting the assessment, the RIO need not interview the complainant, respondent, or other witnesses, or gather data beyond any that may have been submitted with the allegation, except as necessary to determine whether the allegation is sufficiently credible and specific so that potential evidence of research misconduct may be identified and further review is warranted. The RIO shall, on or before the date on which the respondent is notified of the allegation, obtain custody of, inventory, and sequester all research records and evidence needed to conduct the research misconduct proceeding, as provided in paragraph C. of this section.

B. Initiation and Purpose of the Inquiry

If the RIO determines that the criteria for an inquiry are met, he or she will immediately initiate the inquiry process. The purpose of the inquiry is to conduct an initial review of the available evidence to determine whether to conduct an investigation. An inquiry does not require a full review of all the evidence related to the allegation.

C. Notice to Respondent; Sequestration of Research Records

At the time of or before beginning an inquiry, the RIO must make a good faith effort to notify the respondent in writing, if the respondent is known. With the approval of the respondent, the RIO will also notify the dean of the school or college in which the respondent holds his or her primary appointment. If the inquiry subsequently identifies additional respondents, they must be notified in writing. On or before the date on which the respondent is notified, or the inquiry begins, whichever is earlier, the RIO must take all reasonable and practical steps to obtain custody of all the research records and evidence needed to conduct the research misconduct proceeding, inventory the records and evidence and sequester them in a secure manner, except that where the research records or evidence encompass scientific instruments shared by a number of users, custody may be limited to copies of the data or evidence on such instruments, so long as those copies are substantially equivalent to the evidentiary value of the instruments. The RIO may consult confidentially with the institution's legal counsel and other appropriate University officials for advice and assistance in this regard. In addition, if necessary, the RIO may consult with ORI or other applicable federal agency.

D. Appointment of the Inquiry Committee

The RIO, in consultation with other institutional officials as appropriate, shall appoint an inquiry committee and committee chair as soon after

the initiation of the inquiry as is practical. The inquiry committee must consist of individuals who do not have unresolved personal, professional, or financial conflicts of interest with those involved with the inquiry and should include individuals with the appropriate scientific expertise to evaluate the evidence and issues related to the allegation, interview the principals and key witnesses, and conduct the inquiry. The RIO shall notify the respondent of the proposed inquiry committee membership. The respondent may then submit a written objection to any appointed member of the inquiry committee based on bias or conflict of interest within seven days. If an objection is raised, the RIO shall determine whether to replace the challenged member with a qualified substitute. The RIO's decision shall be final. The RIO may, with the concurrence of the DO, appoint one or more experts to assist the inquiry committee if necessary to evaluate specific allegations. The RIO shall direct the members of the committee that the investigation and all information relating to the investigation shall be kept confidential.

E. Charge to the Committee and First Meeting

The RIO will prepare a charge for the inquiry committee that:

- Sets forth the time for completion of the inquiry;
- Describes the allegations and any related issues identified during the allegation assessment;
- States that the purpose of the inquiry is to conduct an initial review of the evidence, including the testimony of the respondent, complainant and key witnesses, to determine whether an investigation is warranted, not to determine whether research misconduct definitely occurred or who was responsible;
- States that an investigation is warranted if the committee determines: (1) there is a reasonable basis for concluding that the allegation falls within the definition of research misconduct and is within the jurisdictional criteria of 42 CFR § 93.102(b), if applicable; and, (2) the allegation may have substance, based on the committee's review during the inquiry.
- Informs the inquiry committee that they are responsible for preparing or directing the preparation of a written report of the inquiry that meets the requirements of this Policy and 42 CFR § 93.309(a), if applicable.

At the committee's first meeting, the RIO will review the charge with the committee, discuss the allegations, any related issues, and the appropriate procedures for conducting the inquiry, assist the committee with organizing plans for the inquiry, and answer any questions raised by the committee. The RIO will be present or available throughout the inquiry to advise the committee as needed. Prior to the first meeting, the RIO shall also consult with legal counsel for the institution as to the need for counsel to provide legal advice to the committee at the first meeting and in subsequent phases of the inquiry, including, but not limited to, for the purpose of reviewing institutional policies governing research misconduct proceedings, confidentiality and potential conflicts of interest.

F. Inquiry Process

The inquiry committee shall interview the complainant and the respondent, and may interview witnesses as well as examine relevant research records and materials. Then the inquiry committee will evaluate the evidence, including the testimony obtained during the inquiry. After consultation with the RIO, the committee members will decide whether an investigation is warranted based on the criteria in this policy and 42 CFR § 93.307(d) as applicable. The scope of the inquiry is not required to and does not normally include deciding whether misconduct definitely occurred, determining definitely who committed the research misconduct or conducting exhaustive interviews and analyses. However, if a legally

sufficient admission of research misconduct is made by the respondent, misconduct may be determined at the inquiry stage if all relevant issues are resolved. In that case, the institution shall promptly consult with ORI or other appropriate agencies, as required, to determine the next steps that should be taken. See Section IX.

G. Time for Completion

The inquiry, including preparation of the final inquiry report and the decision of the DO on whether an investigation is warranted, must be completed within 60 days of initiation of the inquiry, unless the RIO determines that circumstances clearly warrant a longer period. If the RIO approves an extension, the inquiry record must include documentation of the reasons for exceeding the 60-day period. The respondent will be notified of the extension.

VI. The Inquiry Report

A. Elements of the Inquiry Report

A written inquiry report must be prepared that includes the following information: (1) the name and position of the respondent; (2) a description of the allegations of research misconduct; (3) the PHS or other federal support, if any, including, for example, grant numbers, grant applications, contracts and publications listing support; (4) the basis for recommending or not recommending that the allegations warrant an investigation; (5) any comments on the draft report by the respondent or complainant. An outline for reports to be furnished to ORI is referenced in the Appendix to this policy.

Institutional counsel shall review the draft inquiry report prior to transmission of the draft to the respondent. Modifications shall be made as appropriate in consultation with the RIO and the inquiry committee. The inquiry report shall include the following information: the names and titles of the committee members and experts who conducted the inquiry; a summary of the inquiry process used; a list of the research records reviewed; summaries of any interviews; and whether any other actions should be taken if an investigation is not recommended.

B. Notification to the Respondent and Opportunity to Comment

The RIO shall notify the respondent whether the inquiry found an investigation to be warranted, together with a copy of the draft inquiry report, and a copy of or reference to 42 CFR Part 93 or other applicable federal policies and the institution's policies and procedures on research misconduct. The report shall clearly be labeled "DRAFT" in bold and conspicuous type font. The RIO shall notify the respondent that the respondent shall have 10 days to comment on the draft inquiry report. The RIO shall also direct the respondent that the draft report shall be kept confidential.

On a case-by-case basis, the RIO may provide the complainant a copy of the draft inquiry report, or relevant portions of it, for comment. If so, the report shall clearly be labeled "DRAFT" in bold and conspicuous type font, and the complainant will be allowed no more than 10 days to submit comments to the RIO. The complainant shall be directed that the draft report shall be kept confidential.

Any comments that are submitted by the respondent or the complainant shall be attached to the final inquiry report. Based on the comments, the inquiry committee may revise the draft report as appropriate and prepare it in final form. The committee will deliver the final report to the RIO. The RIO shall notify the complainant in writing whether the inquiry found an investigation to be warranted.

C. Institutional Decision and Notification

1. Decision by Deciding Official

The RIO will transmit the final inquiry report and any comments to the DO, who will determine in writing whether an investigation is warranted. The inquiry is completed when the DO makes this determination.

2. Notification to ORI and Respondent

Within 30 days of the DO's decision that an investigation is warranted, the RIO will provide ORI, if required, with the DO's written decision and a copy of the inquiry report. The RIO shall also provide a copy of the DO's written decision and a copy of the inquiry report to the respondent within 30 days of the DO's decision. Subject to confidentiality, the RIO will also notify those institutional officials, if any, who need to know of the DO's decision because they will be directly involved in the investigation or otherwise have a need to know because of their official duties. The RIO must provide the following information to ORI, if required, or other applicable federal agency upon request: (1) the institutional policies and procedures under which the inquiry was conducted; (2) the research records and evidence reviewed, transcripts or recordings of any interviews, and copies of all relevant documents; and (3) the charges to be considered in the investigation.

3. Documentation of Decision Not to Investigate

If the DO decides that an investigation is not warranted, the RIO shall secure and maintain for 7 years after the termination of the inquiry sufficiently detailed documentation of the inquiry to permit a later assessment by applicable federal agencies of the reasons why an investigation was not conducted. These documents must be provided to such agencies or their authorized personnel upon request.

VII. Conducting the Investigation

A. Initiation and Purpose

The investigation must begin within 30 days, after the determination by the DO that an investigation is warranted. The purpose of the investigation is to develop a factual record by exploring the allegations in detail and examining the evidence in depth, leading to recommended findings on whether research misconduct has been committed, by whom, and to what extent. The investigation will also determine whether there are additional instances of possible research misconduct that would justify broadening the scope beyond the initial allegations. This is particularly important where the alleged research misconduct involves clinical trials or potential harm to human subjects or the general public or if it affects research that forms the basis for public policy, clinical practice, or public health practice. The findings of the investigation must be set forth in an investigation report.

B. Notifying ORI and Respondent; Sequestration of Research Records

On or before the date on which the investigation begins, the RIO must: (1) notify the ORI Director of the decision to begin the investigation and provide ORI a copy of the inquiry report, if required; and (2) notify the respondent in writing of the allegations to be investigated. The RIO must also give the respondent written notice of any new allegations of research misconduct within a reasonable amount of time of deciding to pursue allegations not addressed during the inquiry or in the initial notice of the investigation.

The RIO will, prior to notifying respondent of the allegations, take all reasonable and practical steps to obtain custody of and sequester in a

secure manner all research records and evidence needed to conduct the research misconduct proceeding that were not previously sequestered during the inquiry. The need for additional sequestration of records for the investigation may occur for any number of reasons, including the institution's decision to investigate additional allegations not considered during the inquiry stage or the identification of records during the inquiry process that had not been previously secured. The procedures to be followed for sequestration during the investigation are the same procedures that apply during the inquiry.

C. Appointment of the Investigation Committee

The RIO, in consultation with other institutional officials as appropriate, will appoint an investigation committee and the committee chair as soon after the beginning of the investigation as is practical. The investigation committee must consist of at least three individuals who do not have unresolved personal, professional, or financial conflicts of interest with those involved with the investigation and should include individuals with the appropriate scientific expertise to evaluate the evidence and issues related to the allegation, interview the respondent and complainant and conduct the investigation. Individuals appointed to the investigation committee may also have served on the inquiry committee. When necessary to secure the necessary expertise or to avoid conflicts of interest, the RIO may select committee members from outside the institution, or, with concurrence of the DO, may appoint experts to assist the committee in particular aspects of the case. The RIO will notify the respondent of the proposed investigation committee membership and any appointed experts. If the respondent then submits a written objection to any appointed member or expert based on bias or conflict of interest within seven days, the RIO will determine whether to replace the challenged member or expert with a qualified substitute, and the decision of the RIO shall be final.

D. Charge to the Committee and the First Meeting

1. Charge to the Committee

The RIO will define the subject matter of the investigation in a written charge to the committee that:

- Describes the allegations and related issues identified during the inquiry;
- Identifies the respondent;
- Informs the committee that it must conduct the investigation as prescribed in paragraph E. of this section;
- Reviews the definition of research misconduct as stated in this Policy;
- Informs the committee that it must evaluate the evidence and testimony to determine whether, based on a preponderance of the evidence, research misconduct occurred and, if so, the type and extent of it and who was responsible;
- Informs the committee that in order to determine that the respondent committed research misconduct it must find that a preponderance of the evidence establishes that: (1) research misconduct, as defined in this policy, occurred (respondent has the burden of proving by a preponderance of the evidence any affirmative defenses raised, including honest error or a difference of opinion); (2) the research misconduct is a significant departure from accepted practices of the relevant research community; and (3) the respondent committed the research misconduct intentionally, knowingly, or recklessly; and
- Informs the committee that it must prepare or direct the preparation of a written investigation report that meets the requirements of this

Policy and any other applicable federal policies, such as 42 CFR § 93.313.

2. First Meeting

The RIO will convene the first meeting of the investigation committee to review the charge, the inquiry report, and the prescribed procedures and standards for the conduct of the investigation, including the necessity for developing a specific investigation plan. The RIO shall also direct the members of the committee that the investigation and all information relating to the investigation shall be kept confidential. The investigation committee will be provided with a copy of this statement of policy and procedures and any applicable federal research misconduct policies. The RIO will be present or available throughout the investigation to advise the committee as needed. Prior to the first meeting, the RIO shall also consult with legal counsel for the institution as to the need for counsel to provide legal advice to the committee at the first meeting and in subsequent phases in the investigation, including, but not limited to, for the purpose of reviewing institutional policies governing research misconduct proceedings, confidentiality and potential conflicts of interest.

E. Investigation Process

The investigation committee and the RIO must:

- Use diligent efforts to ensure that the investigation is thorough and sufficiently documented and includes examination of all research records and evidence relevant to reaching a decision on the merits of each allegation;
- Take reasonable steps to ensure an impartial and unbiased investigation to the maximum extent practical;
- Interview each respondent, complainant, and make a good-faith effort to interview any other available person who has been reasonably identified as having information regarding any relevant aspects of the investigation, including witnesses identified by the respondent, and record or transcribe each interview, provide the recording or transcript to the interviewee for correction, and include the recording or transcript in the record of the investigation; and
- Pursue diligently all significant issues and leads discovered that are determined relevant to the investigation, including any evidence of any additional instances of possible research misconduct, and continue the investigation to completion.

F. Time for Completion

The investigation is to be completed within 120 days of the first meeting of the investigation committee, including conducting the investigation, preparing the report of findings, providing the draft report for comment and sending the final report to ORI, if applicable. However, if the RIO determines that the investigation will not be completed within this 120-day period, he/she will submit a written request for an extension to the DO and to ORI or other applicable federal agencies, setting forth the reasons for the delay. If the request for an extension is approved by the DO and applicable federal agencies, then the RIO will ensure that periodic progress reports are filed with the approving officials.

G. Amended Charges

If issues of research misconduct that fall outside of the charge arise during the course of the investigation, the committee shall so inform the RIO, including in its communication the evidence on which its concerns are based. The RIO in consultation with the DO and the investigation committee, will consider the issues raised and, in the RIO's discretion,

provide the investigation committee with an amended charge. The respondent shall be notified of any such amendments.

VIII. The Investigation Report

A. Elements of the Investigation Report

The investigation committee and the RIO are responsible for preparing a written draft report of the investigation that:

- Describes the nature of the allegation of research misconduct, including identification of the respondent and the respondent's curriculum vitae;
- Describes and documents the federal support, if any, including, for example, the numbers of any grants that are involved, grant applications, contracts, and publications listing federal support;
- Describes the specific allegations of research misconduct considered in the investigation;
- Includes the institutional policies and procedures under which the investigation was conducted;
- Identifies and summarizes the research records and evidence reviewed and identifies any evidence taken into custody but not reviewed; and
- Includes a statement of findings for each allegation of research misconduct identified during the investigation. Each statement of findings must: (1) identify whether the research misconduct was falsification, fabrication, or plagiarism, and whether it was committed intentionally, knowingly, or recklessly; (2) summarize the facts and the analysis that support the conclusion and consider the merits of any reasonable explanation by the respondent, including any effort by respondent to establish by a preponderance of the evidence that he or she did not engage in research misconduct because of honest error or a difference of opinion; (3) identify the specific federal support, if any; (4) identify whether any publications need correction or retraction; (5) identify the person(s) responsible for the misconduct; and (6) list any current support or known applications or proposals for support that the respondent has pending with federal agencies.
- If the committee determines that any allegation of research misconduct is true, the report shall recommend appropriate institutional actions in response to the findings of research misconduct.

The report and other retained documentation must be sufficiently detailed as to permit a later assessment of the investigation. An outline for reports to be furnished to ORI is referenced in the Appendix to this Policy.

B. Comments on the Draft Report and Access to Evidence

The RIO must give the respondent a copy of the draft investigation report for comment and, concurrently, a copy of, or supervised access to the evidence on which the report is based. The report shall clearly be labeled "DRAFT" in bold and conspicuous type font. The respondent will be allowed 30 days from the date he/she received the draft report to submit comments to the RIO. The respondent's comments must be considered and made a part of the final investigation record. The respondent shall be directed that the draft report shall be kept confidential.

On a case-by-case basis, the RIO may provide the complainant a copy of the draft investigation report, or relevant portions of it, for comment. If so, the report shall clearly be labeled "DRAFT" in bold and conspicuous type font, and the complainant will be allowed no more than 30 days from the date on which he/she received the draft report to submit comments to the RIO. The complainant's comments must be included and considered

in the final report. The complainant shall be directed that the draft report shall be kept confidential.

C. Decision by Deciding Official

The RIO will assist the investigation committee in finalizing the draft investigation report, including ensuring that the respondent's and, if applicable, complainant's comments are included and considered, and transmit the final investigation report to the DO, who will determine in writing: (1) whether the institution accepts the investigation report, its findings, and the recommended institutional actions; and (2) the appropriate institutional actions in response to the accepted findings of research misconduct. If this determination varies from the findings of the investigation committee, the DO will, as part of his/her written determination, explain in detail the basis for rendering a decision different from the findings of the investigation committee. Alternatively, the DO may return the report to the investigation committee with a request for further fact-finding or analysis. When a final decision on the case has been reached, whether at this stage or after a subsequent appeal, the RIO will notify the respondent in writing. If the DO's findings are not appealed within ten days, the DO's findings shall become the institution's final decision. At the time of a final decision, whether at this stage or after an appeal, the RIO will also notify the complainant in writing of the final outcome of the case. After informing ORI or other applicable federal agency, as required, the DO will determine whether law enforcement agencies, professional societies, professional licensing boards, editors of journals in which falsified reports may have been published, collaborators of the respondent in the work, or other relevant parties should be notified of the outcome of the case. The RIO is responsible for ensuring compliance with all notification requirements of funding or sponsoring agencies.

D. Appeals

The respondent, within ten days of receiving written notification of the decision of the DO, may file an appeal with the Chancellor. The appeal may result in (i) a reversal or modification of the DO's findings of research misconduct or determinations of institutional action, (ii) the Chancellor may direct the DO to return the report to the investigation committee with a request for further fact-finding or analysis, or (iii) other action the Chancellor deems appropriate. The appeal process must be completed within 120 days of the filing of the appeal unless an extension is granted by appropriate officials and federal agencies. The decision of the Chancellor shall be final.

E. Notice to Federal Agencies of Institutional Findings and Actions

Unless an extension has been granted, the RIO must, within the 120-day period for completing the investigation or the 120-day period for completion of an appeal, submit the following to any applicable federal agencies as required: (1) a copy of the investigation report with all attachments and any appeals; (2) the findings of research misconduct, including who committed the misconduct; (3) a statement of whether the institution accepts the findings of the investigation; and (4) a description of any pending or completed administrative actions against the respondent.

F. Maintaining Records for Review by Federal Agencies

If required, the RIO must maintain and provide to ORI, if required, or other applicable federal agencies upon request "records of research misconduct proceedings" as that term is defined by 42 CFR § 93.317 or other applicable policies, as appropriate. Unless custody has been transferred to an appropriate federal agency or such agency has advised in writing that the records no longer need to be retained, records of

research misconduct proceedings must be maintained in a secure manner for 7 years after completion of the proceeding or the completion of any federal proceeding involving the research misconduct allegation. The RIO is also responsible for providing any information, documentation, research records, evidence or clarification requested by ORI or other appropriate federal agency to carry out its review of an allegation of research misconduct or of the institution's handling of such an allegation.

IX. Completion of Cases; Reporting Premature Closures to Federal Agencies

Generally, all inquiries and investigations will be carried through to completion and all significant issues will be pursued diligently. A case may be closed at the inquiry stage if it is determined that an investigation is not warranted. A case may be closed at the investigation stage if there is a finding that no research misconduct was committed. If the alleged misconduct was in the jurisdiction of the ORI or other federal agency, then this finding must be reported to the applicable agency. An advance notification by the RIO to any applicable federal agency must be made if there are plans to close a case at the inquiry, investigation, or appeal stage on the basis that respondent has admitted guilt, a settlement with the respondent has been reached, or for any other reason except those noted above.

X. Institutional Administrative Actions

If the DO and any subsequent appeal determine that research misconduct is substantiated by the findings, then the DO will decide on the appropriate actions to be taken, after consultation with the RIO and the Chancellor. The administrative actions may include, but are not limited to, the following:

- Withdrawal or correction of all pending or published abstracts and papers emanating from the research where research misconduct was found;
- Removal of the responsible person from the particular project, letter of reprimand, special monitoring of future work, probation, suspension, salary reduction, or initiation of steps leading to possible rank reduction or termination of employment;
- Restitution of funds to the grantor agency as appropriate; and
- Other action appropriate to the research misconduct.

XI. Other Considerations

A. Termination or Resignation Prior to Completing Inquiry or Investigation

The termination of the respondent's institutional employment, by resignation or otherwise, before or after an allegation of possible research misconduct has been reported, will not preclude or terminate the research misconduct proceeding or otherwise limit any of the institution's responsibilities under 42 CFR Part 93 or the corresponding research misconduct policies of other federal agencies.

If the respondent, without admitting to the misconduct, elects to resign his or her position after the institution receives an allegation of research misconduct, the assessment of the allegation will proceed, as well as the inquiry and investigation, as appropriate based on the outcome of the preceding steps. If the respondent refuses to participate in the process after resignation, the RIO and any inquiry or investigation committee will use their best efforts to reach a conclusion concerning the allegations, noting in the report the respondent's failure to cooperate and its effect on the evidence.

B. Restoration of the Respondent's Reputation

Following a final finding of no research misconduct, including ORI concurrence where required by 42 CFR Part 93 or other federal agencies, if required, the RIO must, at the request of the respondent, undertake all reasonable and practical efforts to restore the respondent's reputation. Depending on the particular circumstances and the views of the respondent, the RIO should consider notifying those individuals aware of or involved in the investigation of the final outcome, publicizing the final outcome in any forum in which the allegation of research misconduct was previously publicized, and expunging all reference to the research misconduct allegation from the respondent's personnel file. Any institutional actions to restore the respondent's reputation should first be approved by the DO.

C. Protection of the Complainant, Witnesses and Committee Members

During the research misconduct proceeding and upon its completion, regardless of whether the institution or ORI determines that research misconduct occurred, the RIO must undertake all reasonable and practical efforts to protect the position and reputation of, or to counter potential or actual retaliation against, any complainant who made allegations of research misconduct in good faith and of any witnesses and committee members who cooperate in good faith with the research misconduct proceeding. The DO will determine, after consulting with the RIO, and with the complainant, witnesses, or committee members, respectively, what steps, if any, are needed to restore their respective positions or reputations or to counter potential or actual retaliation against them. The RIO is responsible for implementing any steps the DO approves.

D. Allegations Not Made in Good Faith

If relevant, the DO will determine whether the complainant's allegations of research misconduct were made in good faith, or whether a witness or committee member acted in good faith. If the DO determines that there was an absence of good faith he/she will determine whether any administrative action should be taken against the person who failed to act in good faith.

Appendix

A. Summary of Items that must be Reported or Submitted to the ORI in those Cases Covered by 42 CFR Part 93

(Note: This list is subject to modification based on adherence to current ORI regulations.)

- An annual report containing the information specified by ORI on the institution's compliance with the final rule. Section 93.302(b).
- Within 30 days of finding that an investigation is warranted, the written finding of the responsible official and a copy of the inquiry report. Sections 93.304(d), 93.309(a), and 93.310(a) and (b).
- Where the institution has found that an investigation is warranted, the institution must provide to ORI upon request: (1) the institutional policies and procedures under which the inquiry was conducted; (2) the research records and evidence reviewed, transcripts or recordings of any interviews, and copies of all relevant documents; and (3) the charges for the investigation to consider. Section 93.309.
- Periodic progress reports, if ORI grants an extension of the time limits on investigations or appeals and directs that such reports be submitted. Sections 93.311(c) and 93.314(c).
- Following completion of the investigation report or any appeal: (1) a copy of the investigation report with all attachments and any appeals;

(2) the findings of research misconduct, including who committed the misconduct; (3) a statement of whether the institution accepts the findings of the investigation; and (4) a description of any pending or completed administrative actions against the respondent. Section 93.315.

- Upon request, custody or copies of records relevant to the research misconduct allegation, including research records and evidence. Section 93.317(c).
- Notify ORI immediately of the existence of any of the special circumstances specified in Section 93.318.
- Any information, documentation, research records, evidence or clarification requested by ORI to carry out its review of an allegation of research misconduct or the institution's handling of such an allegation. Section 93.400(b).

B. Outline for an Inquiry/Investigation Report for ORI

(Note: A recommended outline for inquiry and investigation reports has been furnished by ORI and is available on the Research Support and Sponsored Programs web site. Committee members should consult this outline in preparing reports. The outline is subject to modification based on adherence to current ORI regulations.)

C. Conflict of Interest Statement

(Note: A sample conflict of interest statement is available on the Research Support and Sponsored Programs web site. This statement shall be provided to the RIO for use in implementing the conflict of interest portions of this policy.)

Registration and Related Topics

The Graduate School's stance on full-time status is thus: Enrollment in nine semester hours (not including audited courses) is considered full-time for graduate students not on assistantship. For graduate assistants or students with research fellowships on 50 percent appointment or more, six semester hours (not including audited courses) of enrollment is considered full-time in the fall and spring semesters. Graduate assistants who are on a 50% appointment for a six-week summer term must earn at least three hours of graduate credit during the summer. However, these credits do not have to be earned in the same session as the appointment, and may be taken at any time during the summer. Tuition and fees for graduate assistants on 50% appointments for a six-week summer term will be paid up to a maximum of 4 hours. Students not on graduate assistantships or fellowships must be enrolled in six hours (not including audited courses) to be full time in the summer.

The Graduate School of Business adheres to the guidelines as set forth above with the exception of full-time status noted below.

Full-Time Status

Enrollment in 9 semester hours (not including audited courses) is considered full-time for graduate students unless otherwise specified by individual degree programs. For full-time enrollment in the summer, consult the Graduate School Handbook, available on the Graduate School Web site, grad.uark.edu.

Grades and Marks

Final grades for courses are "A," "B," "C," "D," and "F" (except for courses taken in the Bumpers College of Agricultural, Food, and Life Sciences). No credit is earned for courses in which a grade of "F" is recorded. For

students admitted to the Graduate School in Fall 2001 or after no credit is earned for courses in which a grade of “F” or “D” is recorded.

A final grade of “F” shall be assigned to a student who is failing on the basis of work completed but who has not completed all requirements. The instructor may change an “F” so assigned to a passing grade if warranted by satisfactory completion of all requirements.

A mark of “I” may be assigned to a student who has not completed all course requirements, if the work completed is of passing quality. An “I” so assigned may be changed to a grade provided all course requirements have been completed within 12 weeks from the beginning of the next semester of the student’s enrollment after receiving the “I.” If the instructor does not report a grade within the 12-week period, the “I” shall be changed to an “F.” When the mark of “I” is changed to a final grade, this shall become the grade for the semester in which the course was originally taken.

A mark of “AU” (Audit) is given to a student who officially registers in a course for audit purposes (see Registration for Audit).

A mark of “CR” (credit) is given for a course in which the university allows credit toward a degree, but for which no grade points are earned. The mark “CR” is not normally awarded for graduate-level courses but may be granted for independent academic activities. With departmental (or program area) approval and in special circumstances, up to a maximum of six semester hours of “CR” may be accepted toward the requirements for a graduate degree.

A mixing of course letter grades and the mark “CR” is permitted only in graduate-level courses in which instruction is of an independent nature.

A mark of “R” (Registered) indicates that the student registered for master’s thesis or doctoral dissertation. The mark “R” gives neither credit nor grade points toward a graduate degree.

A mark of “S” (Satisfactory) is assigned in courses such as special problems and research when a final grade is inappropriate. The mark “S” is not assigned to courses or work for which credit is given (and thus no grade points are earned for such work). If credit is awarded upon the completion of such work, a grade or mark may be assigned at that time and, if a grade is assigned, grade points will be earned.

A mark of “W” (Withdrawal) will be given for courses from which students withdraw after the first 10 class days of the semester and before the drop deadline of the semester.

For numerical evaluation of grades, “A” is assigned 4 points for each semester hour of that grade; “B,” 3 points; “C,” 2 points; “D,” 1 point; and “F,” 0 points. Grades of plus and minus are assigned grade-point values in the Bumpers College of Agricultural, Food, and Life Sciences.

Annual Notice of Student Rights Under the Family Educational Rights And Privacy Act (FERPA)

The Graduate School of Business adheres to the Family Educational Rights and Privacy Act (FERPA) which affords students certain rights with respect to their education records, described on page 41.

Annual Graduate Student Academic Review

The Graduate School of Business implements the Graduate Council policy that any student whose program lasts more than three semesters

will be reviewed annually by his/her degree program for progress toward the degree. At a minimum, the review will cover progress in the following: a) in completing courses with an adequate grade-point average; b) in completing the thesis/dissertation/project requirements; c) in completing all of the required examinations; d) toward completing other requirements for the degree. When the review of each student is completed, the review form will be signed by the graduate student and the department/program head/chair, as well as other appropriate individuals as designated in the program review policy. This review will be forwarded to the Graduate School, to be included in the student’s file.

Administrative Requirement for Graduation

Application for graduation must be completed in the Graduate School of Business office, filed with the Registrar, and fees paid for the semester in which degree requirements will be completed and graduation effected. If a student fails to complete the degree, the student must then renew the application and pay a renewal fee.

Residency Requirements

The Graduate School of Business adheres to the residency requirements established by the Graduate School as described on page 40.

Degrees Offered

The faculty of the Graduate School, under the authorization of the Board of Trustees, grants the following degrees offered by the Graduate School of Business. The graduate faculty, as represented by the Dean of the Graduate School and through the Graduate Council, has primary responsibility for the development, operating policies, administration, and quality of these programs. Operating through the Graduate Dean, the faculty appoints committees that directly supervise the student’s program of study and committees, which, in turn, monitor research activities and approve theses and dissertations.

- Doctor of Philosophy in Economics
- Doctor of Philosophy in Business Administration:
 - Concentration Areas:
 - Accounting
 - Information Systems
 - Finance
 - Management
 - Marketing
 - Supply Chain Management
- Master of Accountancy
- Master of Arts in Economics
- Master of Business Administration
- Master of Information Systems
- Graduate Certificate in Business
- Graduate Certificate in Enterprise Systems
- Graduate Certificate in Entrepreneurship

Overview – Master’s Degrees in the Sam M. Walton College of Business

Each master’s degree in the Sam M. Walton College of Business is designed to prepare a student for a career in the professional world of business. The programs provide a broad-based education where critical thinking, creative problem solving and professional resolve are encouraged. Much of the curriculum is team-based, simulating experience

in the corporate environment. Successful students have demonstrated potential for growth, maturity, motivation and leadership.

Overview – Ph.D. Programs in the Sam M. Walton College of Business

The Ph.D. programs in Business Administration and Economics are designed primarily to prepare individuals for teaching, research, service, and collegial roles in academic and research institutions. The degree programs provide: a) an exposure to the functional areas of business, b) intensive study of the relevant body of knowledge in a focused area, and c) skills and tools to conduct research in that area.

Through an agreement with the Academic Common Market, residents of certain Southern states may qualify for graduate enrollment in this Ph.D. degree program (with the emphasis in accounting) as in-state students for fee purposes. Please see the Graduate School's website for general information regarding the declaration of intent, candidacy examinations, dissertation requirements, and final examinations.

An M.B.A. or other appropriate master's degree is generally required for admission. Individuals admitted to the program may be required to take additional courses in accounting, business law, computer information systems, statistics, finance, economics, management, or marketing. The additional courses will be determined by the adviser in the student's concentration with the approval of the Sam M. Walton College of Business Associate Dean for Programs and Research.

Students apply for admission to one of the following concentrations:

- Accounting
- Information Systems
- Finance
- Management
- Marketing
- Supply Chain Management

Requirements for the Ph.D. Programs in the Sam M. Walton College of Business:

1. Course work and seminars: The requirements for the Ph.D. in Business Administration and Ph.D. in Economics will consist of a program of research, appropriate course work, seminars, and independent study as specified by the student's program.
2. Comprehensive Examination: Satisfactory completion of a comprehensive examination in the concentration is required.
3. Dissertation: A dissertation will be written and successfully defended in the concentration.

Accounting (ACCT)

Gary Peters
Department Chair and S. Robson Walton Chair in Accounting
447 Business Building
479-575-4051

Cory Cassell
Ph.D. Program Director
456 Business Building
479-575-4051

Ken Bills
M.Acc. Program Director

449 Business Building
479-575-4051

Degrees Conferred:

Master of Accountancy
Ph.D. in Business Administration

Program Description: The program in Accounting offers three graduate degree options, a Master of Accountancy, an integrated program combining the undergraduate Bachelor of Science in Business Administration with the Master of Accountancy, and the Doctor of Philosophy in Business Administration with a concentration in Accounting. The programs are designed to provide professional preparation at the graduate level for students wishing to pursue accounting-oriented careers in public practice, industry, and government.

Master of Accountancy (M.Acc.) Program

Master of Accountancy Program Website (<https://gsb.uark.edu/accounting-masters-degree/accounting-masters-degree-macc.php>)

The Master of Accountancy (M.Acc.) program is accredited by the AACSB International – The Association to Advance Collegiate Schools of Business. AACSB accreditation assures quality and promotes excellence and continuous improvement in undergraduate and graduate education for business administration and accounting.

The Master of Accountancy program provides rigorous preparation at the graduate level for students to achieve success in their chosen career path in public practice, industry, or government. Students entering the program are expected to have an undergraduate degree or significant background in accounting. Building on the knowledge developed as an undergraduate, the M.Acc. courses broaden, extend, and integrate the student's knowledge.

Students completing the M.Acc. program develop the following skills:

- Research: Students will be able to access, assess, and apply the appropriate standards, regulations, or other information needed to address accounting and business problems.
- Risk Analysis: Students will understand business risk, how it affects decisions and how to create strategies to mitigate risk.
- Problem Solving and Decision Making: Students will be able to identify problems, consider alternative solutions, analyze the pros and cons of each alternative and support their conclusions.

The M.Acc. program is a full-time program designed to be completed in one year.

Admission Requirements: The M.Acc. program is open to students who have an acceptable undergraduate grade-point average, an acceptable Graduate Management Admission Test (GMAT) score, and (international students only) an acceptable TOEFL or IELTS score. Students entering the program are expected to have completed undergraduate coursework in statistics, mathematics, information systems, accounting, and business. Prior courses must either have been successfully completed within the five years prior to entry to the M.Acc. program, or the student must provide other evidence of current knowledge in these areas. Otherwise, applicants may be required to repeat or complete selected courses, in addition to their degree coursework.

Requirements for the Master of Accountancy Degree: Students with appropriate backgrounds in business administration and economics and with an undergraduate concentration in accounting will be required to

complete 30 semester hours of course work beyond the baccalaureate degree.

Ordinarily, students must be enrolled for a minimum of 12 hours during consecutive fall/spring semesters.

Eighteen semester hours of accounting are required, 12 hours of which are specified:

ACCT 5413	Advanced Financial Accounting	3
ACCT 5953	Auditing Standards	3
ACCT 5463	Financial Statement Analysis	3
ACCT 5873	Advanced Taxation	3
Total Hours		12

A minimum of six semester hours of the student's program must be non-accounting electives. Six semester hours may be either accounting or non-accounting electives.

To ensure that students acquire the skills necessary for career success, the M.Acc. program strongly encourages all students to obtain additional training directly related to the M.Acc. program prior to graduation. Students are strongly encouraged, but not required, to complete an accounting internship for academic credit, ACCT 535V. The M.Acc. program considers this training an integral part of the curriculum that allows for the practical application of the theoretical principles taught in accounting courses.

A student may transfer to the M.Acc. program not more than six hours of graduate level credit from an AACSB-accredited graduate program, provided that each course has a grade of "B" or better, and the courses are acceptable to the departmental M.Acc. committee. Students contemplating transfer of credit should consult in advance with both the M.Acc. Adviser and the Graduate School of Business.

A cumulative grade-point average of 3.00 is required on 1) graduate work taken for the degree and 2) all accounting courses (both undergraduate and graduate) taken for the degree. At least 75 percent of the graduate credit hours submitted for the degree must be "A" or "B" grades. The M.Acc. degree program does not require a thesis. Successful completion of a Master of Accountancy Degree from the University of Arkansas will qualify a student to take relevant professional examinations.

For further information, contact the Graduate School of Business: gsb@walton.uark.edu.

B.S.B.A./M.Acc. Integrated Program

Integrated B.S.B.A./M.Acc. Program Website (<https://gsb.uark.edu/accounting-masters-degree/integrated-macc.php>)

The integrated program to the Master of Accountancy is a five-year program of undergraduate and graduate coursework that allows outstanding students to earn the B.S.B.A. and the Master of Accountancy (M.Acc.) degrees at the same time. The professional curriculum, which usually begins in the student's junior year, includes specially designed accounting courses taught in relatively small classes by full-time faculty members. Students accepted into the integrated degree program may concurrently enroll in undergraduate and graduate level courses.

Because M.Acc. graduates are expected to become leaders in the accounting profession, highly motivated students with the personal qualities and intellectual capacity to establish successful careers in public

accounting, industry, not-for-profit organizations, and higher education are encouraged to apply.

Admission

Students are admitted to the integrated program according to the following requirements. Admission is granted only for the fall semester; February 15 of the Junior year is the application deadline for those who wish to begin the integrated program the following fall. Students interested in this program must have completed 90 credit hours of study towards the baccalaureate degree (including ACCT 2013, ACCT 3723 and ACCT 3843) by the February 15 deadline.

Acceptance into the integrated program is based upon the discretion of the admissions committee. The committee considers the overall quality of the applications, including the overall grade point average, the grades in ACCT 2013, ACCT 3723 and ACCT 3843, and the Graduate Management Admission Test (GMAT), as well as other relevant examples of academic ability and leadership. To receive serious consideration by the admissions committee, a student should have a minimum GPA of 3.0 within the applicant's overall university and accounting coursework. Due to the demand for seats in the program, the admissions committee selectively restricts admission into the program based upon the availability of instructional resources. Students must complete at least two long-session semesters in residence in the M.Acc. program.

Transfer students will be handled on a case-by-case basis.

Satisfactory Progress

Students are expected to make continuous progress toward the degree by completing required accounting coursework each semester. Students who fail to meet the requirements for the M.Acc. program must choose another major of study or finalize their B.S.B.A. in Accounting. Students will be notified before this action is taken and should meet with an academic advisor in the Undergraduate Programs Office upon notification.

Probation

A student is placed on probation if his or her grade point average in core undergraduate accounting courses falls below 3.00. Except with the consent of the M.Acc. Program Director a student on probation may not take graduate accounting courses.

Graduation

To receive an integrated B.S.B.A./M.Acc. degree, a student must have a grade point average of at least 3.00 in all coursework taken as part of the minimum thirty hour M.Acc. degree. He or she must also have a grade point average in graduate accounting coursework of at least 3.00.

Degree Requirements

The requirements of B.S.B.A./M.Acc. Integrated program are:

1. Undergraduate coursework
 - a. Complete the requirements for the B.S.B.A. degree requirements and Accounting Major Requirements detailed above.
 - b. Students are strongly encouraged, but not required, to participate in an accounting internship, ACCT 310V.
2. Graduate coursework

Students with appropriate backgrounds in business administration and economics and with an undergraduate concentration in accounting will be required to complete 30 semester hours of course work beyond the

baccalaureate degree, at least 21 semester hours of which must be in courses reserved exclusively for graduate students..

All students must be enrolled for a minimum of 12 hours during consecutive fall/spring semesters. The student must be in residence a minimum of 24 weeks (see residency requirements of the Master of Arts/Master of Science).

A minimum of 18 semester hours of accounting are required, 12 hours of which are specified:

ACCT 5413	Advanced Financial Accounting	3
ACCT 5433	Fraud Prevention and Detection	3
ACCT 5953	Auditing Standards	3
ACCT 5873	Advanced Taxation	3

A minimum of six semester hours of the student's graduate program must be non-accounting electives.

The M.Acc. degree program does not require a thesis. Successful completion of integrated B.S.B.A/M.Acc program from the University of Arkansas will qualify a student to take relevant professional examinations.

For further information, write to the M.Acc. Adviser, Department of Accounting, Walton College of Business, University of Arkansas, Fayetteville, AR 72701 or contact the Graduate School of Business at gsb@walton.uark.edu.

Ph.D. in Business Administration, Accounting Concentration

Accounting Ph.D. Program Website (<https://gsb.uark.edu/phd-programs/accounting.php>)

Program Structure

The doctoral program in accounting consists of the following elements: course work, two summer papers, a comprehensive examination, and a dissertation. The latter involves an oral defense of both the dissertation proposal as well as the final dissertation. It is anticipated that all required course work, including accounting seminars, tool courses, and supporting courses, will be completed in two to two and a half years (a total of 42 hours excluding colloquium and dissertation credit). Students must recognize a joint responsibility in their preparation to perform research and, in some cases, may wish to take courses beyond those specified to strengthen their skills and abilities in fields that will contribute to successful completion of their dissertation.

The seminars will be offered in alternating years, A and B, respectively.

Year A:

- Seminar I covers research methods and research design, with an emphasis on disclosure choices and consequences.
- Seminar II presents an overview of accounting research, focusing on auditing and corporate governance.

Year B:

- Seminars III and IV present and overview of accounting research, and emphasize capital markets research and selected research topics respectively.

After these four seminars, students are able to select an area of specialization. The expectation is that students take two specialized

seminars. For example, students could take seminars offered by the Finance Department.

Research Tools

Required Courses:

ECON 6133	Mathematics for Economic Analysis	3
ECON 6613	Econometrics I	3
ECON 6623	Econometrics II	3
ECON 6213	Microeconomic Theory I	3

Elective Courses:

Select at least two courses from the following: 6

ECON 6223	Microeconomic Theory II
ECON 6633	Econometrics III
ECON 6713	Industrial Organization I
ISYS 5623	Multivariate Analysis
ISYS 5613	Business Applications of Nonparametric Techniques
ISYS 5723	Advanced Multivariate Analysis
MKTG 6433	Seminar in Research Methods
STAT 5313	Regression Analysis

Total Hours 18

Supporting Courses

Nine hours of supporting courses are selected by the student in consultation with the accounting doctoral program coordinator. Generally such courses should be concentrated in a specific field in business or outside business (e.g. psychology, sociology, etc.) to meet the objectives of the student's program. All supporting courses taken must be completed with a grade of "B" or higher prior to sitting for the written comprehensive examination in Accounting.

Research Requirement

The Accounting Doctoral Program emphasizes the development of strong analytic skills and the mastery of sophisticated research methods. The program involves doctoral students in research at the beginning of the program. The intent of the first year research project is for students to explore an area of scholarship and to develop skills to conduct original research within a team framework. During the first and second years, under the direction of a qualified faculty member or members, the student identifies an area of interest that would lead to a summer working paper.

The summer project is a concerted scholarly effort with faculty providing broad, but detailed formal guidance. The goal is to produce a paper publishable in a highly respected, academic journal, which may be co-authored by the doctoral student and the faculty member or members.

Requirements for the research teams include highly motivated students, strong faculty involvement, structured projects, commitment to deadlines, commitment to goals, and continuous project review.

Comprehensive Examination

After satisfactory completion of all required course work, each Ph.D. student must pass a written comprehensive examination prepared by the Doctoral Program Committee of the Department of Accounting and administered on a date selected by the Doctoral Program Committee. Each student is expected to take the written comprehensive exam within 36 months after starting coursework. If the written comprehensive examination is failed, it should be retaken within 6 months after the failure on a date selected by the Doctoral Program Committee of the Department

of Accounting. If the written comprehensive is failed a second time, and if the Doctoral Program Committee allows a third sitting, the examination must be retaken within 6 months after the second failure. Failure to satisfactorily complete the written comprehensive examination results in termination from the program.

Summer Paper

Students are required to complete summer papers during the first and second years of their residence. The summer papers represent an opportunity to practice the development and execution of a complete research project under the guidance and tutelage of an experienced faculty member or members. They constitute the final “practice run” before embarking on the dissertation. In addition, the summer papers provide an opportunity to explore a specific area of accounting as a potential source for dissertation research. A final benefit of the summer papers is the development of manuscripts that are expected to yield publications by the time the student completes the program or afterward.

Graduate Faculty

Allee, Kristian, Ph.D. (Indiana University), Associate Professor, 2016.
Atwood, T. J., Ph.D. (University of Illinois), M.B.A. (University of Texas at Austin), B.S. (Western Kentucky University), Associate Professor, 2014.
Bills, Ken, Ph.D. (University of Oklahoma), M.A., B.A. (Southern Utah University), Associate Professor, 2015.
Cassell, Cory A., Ph.D. (Texas A&M University), M.S., B.S. (Trinity University), Associate Professor, 2009.
Crawley, Michael, Ph.D. (University of Texas at Austin), M.B.A., B.S. (Indiana University), Assistant Professor, 2016.
Daily, Cynthia, D.B.A. (Louisiana Tech University), M.B.A., B.B.A. (Henderson State University), Clinical Associate Professor, 2016.
French, Mandy, B.B.A. (University of Oklahoma), Instructor, 2015.
Greenhaw, William Karl, J.D. (University of Arkansas), B.A. (Westminster College), Instructor, 2001.
Jarnagin, Robyn, LL.M. (New York University), J.D., B.S. (University of Montana), Visiting Assistant Professor, 2016.
Keskek, Sami, Ph.D. (Texas A&M University), M.S. (Fatih University), B.S. (Bogazici University), Assistant Professor, 2011.
Leflar, Charles Joseph, Ph.D., M.A. (University of Missouri-Columbia), B.S.B.A. (University of Arkansas), Clinical Professor, 1993.
Norwood, John Martel, J.D. (Tulane University), M.B.A., B.A. (Louisiana State University), Professor, 1981.
Peters, Gary F., Ph.D. (University of Oregon), M.S. (University of Missouri-Columbia), B.S. (Arkansas Tech University), Professor, 2003.
Petrone, Kim, J.D. (Northwestern University), B.A. (Southern Methodist University), Instructor, 2014.
Pincus, Karen V., Ph.D., M.B.A., B.S. (University of Maryland-College Park), Professor, 1995.
Richardson, Vernon J., Ph.D. (University of Illinois-Urbana-Champaign), M.B.A., B.S. (Brigham Young University), Distinguished Professor, 2005.
Rowe, Stephen, Ph.D. (University of Illinois), M.S. (Loyola University Chicago), B.A. (Covenant College), Assistant Professor, 2016.
Shipman, Jonathan, Ph.D. (University of Tennessee), B.S. (University of Central Arkansas), Assistant Professor, 2015.
Terrell, Katie, M.B.A. (University of Arkansas), B.A. (University of Central Arkansas), Instructor, 2012.
Thomas, JaLynn D., B.S. (Louisiana Tech College Ruston Campus), Instructor, 2011.

Courses

ACCT 410V. Special Topics in Accounting. 1-3 Hour.

Explore current events, concepts and new developments relevant to Accounting not available in other courses. Prerequisite: ACCT 3723 with a grade of C or better. May be repeated for degree credit.

ACCT 4673. Product, Project and Service Costing. 3 Hours.

Cost systems with emphasis on information generation for cost management of products, projects and services. The course includes spreadsheet and other computer program analysis. Prerequisite: ACCT 2023 or ACCT 3613 and ACCT 3723 each with grades of C or better.

ACCT 4883. Energy Accounting. 3 Hours.

This course covers the basic issues of accounting and financial reporting for energy issues including hydrocarbon production, processing and sales as well as accounting for wind, solar and other alternative energy sources. Covers national and international energy policy, relevant public policy, environmental and geological issues, and considers environmental law, climate and economic topics relevant to energy topics. Prerequisite: ACCT 3723 and ACCT 3753 each with a grade of B or better, and admission to the MAcc program for the graduate section.

ACCT 4963. Audit and Assurance Services. 3 Hours.

Professional standards and procedures as applied to external and internal assurance engagements. Including coverage of the economic role of assurance providers, engagement planning, risk assessment, evidence gathering, and reporting. Prerequisite: ACCT 3723 with a grade of C or better.

ACCT 5223. MBA Accounting Analysis. 3 Hours.

Highlights the role played by accounting information in managing supply chains and retail operations. Provides tools for managing cost flows, including activity-based costing, retail accounting, and operational budgeting. Focuses on improving decision making processes, and linking the impact of retail/supply chain decisions to financial statements and shareholder value.

ACCT 5263. Financial Statement Analysis for Executives. 3 Hours.

This course provides a framework for understanding the intersection between business strategy, accounting, economics, and finance. Using historical financial statements as the primary information input, you will employ tools that enable you to better understand the drivers of current performance and risk, forecast future performance, and construct a value estimate. These tools can be applied in a number of contexts including equity valuation, project selection, and managerial evaluation. Not eligible for MAcc program students. Prerequisite: MBA Director consent.

ACCT 5323. An Introduction to Academic Accounting Research. 3 Hours.

This course is designed to provide students with a better understanding of the financial reporting environment. This includes the incentives of various constituencies (including investors, lenders, financial analysts, managers, labor unions, regulators, and auditors) as well as the consequences of financial reporting for these parties.

ACCT 535V. Professional Accounting Internship. 1-3 Hour.

This course allows a student to experience an internship within a business and benefit from the applied experience. The internship may be designed to offer a wide range of professional accounting experiences in Industry or Public Accounting. The internship must be supervised by a faculty member as well as a member of the firm. MAcc Director approval required. Prerequisite: MAcc Director consent. May be repeated for up to 6 hours of degree credit.

ACCT 5413. Advanced Financial Accounting. 3 Hours.

Integrated course which examines the financial reporting, tax, managerial, systems and auditing aspects of major corporate restructurings arising from events such as mergers, acquisitions, spinoffs, reorganizations and downsizing. Prerequisite: ACCT 3753 or equivalent with a grade of C or better or MAcc Director consent.

ACCT 5433. Fraud Prevention and Detection. 3 Hours.

An examination of various aspects of fraud prevention and detection, including the sociology of fraud, elements of fraud, types of fraud involving accounting information, costs of fraud, use of controls to prevent fraud, and methods of fraud detection.

ACCT 5443. Asset Management. 3 Hours.

Managing assets to achieve corporate strategy. Included are issues such as strategy formulation, acquisition processes, internal controls, system requirements, accounting measurements, inventory models, re-engineering, capital budgeting, tax issues, and discussion of current business events that have ethical implications.

ACCT 5463. Financial Statement Analysis. 3 Hours.

This course provides a framework for understanding the current economic position and future prospects of firms using corporate financial statements. Specifically, the student will study financial statements and their related footnotes in order to understand the drivers of current performance and risk, forecast future performance, and estimate the intrinsic value implied by those forecasts. These tools can be applied in a number of contexts including equity valuation, project selection, managerial evaluation, and corporate financial statement audits. Prerequisite: ACCT 3723 or equivalent with a grade of C or better.

ACCT 5483. Financial Accounting Research and Theory. 3 Hours.

This course explores our contemporary understanding of financial reporting incentives and outcomes. The course draws upon existing research on the determinants and consequences of financial reporting and examines the roles of various constituents including investors, lenders, financial analysts, managers, regulators, and auditors within the financial reporting environment. Prerequisite: Graduate standing and MAcc Director consent.

ACCT 549V. Special Topics in Accounting. 1-3 Hour.

Seminar in current topics not covered in other courses. Students may enroll in one or more units. May be repeated for up to 3 hours of degree credit.

ACCT 5523. Advanced Accounting Information Systems. 3 Hours.

This course describes accounting systems in technologically advanced environments. Controls and other technical design considerations are described for the input, processing, storage, and reporting of accounting information. Special topics, such as expert systems and artificial intelligence applications in financial accounting, auditing, and tax also receive considerable attention. Prerequisite: MAcc Director consent.

ACCT 5703. Governmental/Nonprofit Accounting. 3 Hours.

The course will critically examine current issues in governmental and non-profit accounting, financial statement compliance and control for governmental and non-profit entities, and auditing for government and other non-profit organizations. Topics will include examination of state and local government accounting and reporting; sources and applications of taxes and program resources; not-for-profit organization accounting including taxation, regulatory, performance, and compliance issues; industry specific issues in accounting for health care organizations and colleges and universities; and federal governmental accounting. The course will also examine the application processes and compliance procedures for not-for-profit organizations and grants, and will provide a brief introduction to urban planning and economics. Prerequisite: MAcc Director consent.

ACCT 5873. Advanced Taxation. 3 Hours.

In-depth coverage of the tax treatment of corporations including advanced tax issues. Introduction to tax research including the organization and authority of tax law; accessing and using the tax law; and, applying tax law to taxpayer scenarios. Prerequisite: ACCT 4703 or equivalent with a grade of C or better.

ACCT 5883. Tax Planning. 3 Hours.

In-depth coverage of the tax treatment of passthrough business entities including advanced tax issues. Overview of the income tax treatment of estates and trusts. Overview of the essentials of estate and gift taxation. Prerequisite: ACCT 3843 or equivalent with a grade of C or better.

ACCT 5893. Multi-jurisdictional Tax Issues. 3 Hours.

This course provides an in-depth examination of multi-jurisdictional tax issues including U.S. federal income taxation of inbound and outbound transactions, state and local taxation, and multi-jurisdictional tax policy issues. Pre- or Corequisite: ACCT 5873.

ACCT 5953. Auditing Standards. 3 Hours.

Professional aspects of financial statement auditing and registered auditors. Including ethics and legal responsibilities; internal control testing; critical evaluation of evidence; application of sampling; and reporting problems. Prerequisite: ACCT 4963 or equivalent with a grade of C or better.

ACCT 6013. Graduate Colloquium. 3 Hours.

Presentation and critique of research papers and proposals. May be repeated for up to 9 hours of degree credit.

ACCT 6033. Accounting Research Seminar I. 3 Hours.

First course in the accounting research seminar sequence which explores and evaluates current accounting literature. Course content reflects recent developments in the literature and specific interests of participants. Examples of potential topics include research methods in accounting, managerial accounting, behavioral accounting, and education.

ACCT 6133. Accounting Research Seminar II. 3 Hours.

Second course in the accounting research seminar sequence which explores and evaluates current accounting literature. Course content reflects recent developments in the literature and specific interests of participants. Examples of potential topics include research methods in accounting, financial accounting, managerial accounting, behavioral accounting, tax, audit, international accounting, and education. Prerequisite: ACCT 6033.

ACCT 6233. Accounting Research Seminar III. 3 Hours.

Third course in the accounting research seminar sequence which explores and evaluates current accounting literature. Course content reflects recent developments in the literature and specific interests of participants. Examples of potential topics include research methods in accounting, financial accounting, managerial accounting, behavioral accounting, tax, audit, international accounting, and education. Prerequisite: ACCT 6033.

ACCT 636V. Special Problems in Accounting. 1-6 Hour.

Special research project under supervision of a graduate faculty member.

ACCT 6433. Accounting Research Seminar IV. 3 Hours.

Fourth course in the accounting research seminar sequence which explores and evaluates current accounting literature. Course content reflects recent developments in the literature and specific interests of participants. Examples of potential topics include research methods in accounting, financial accounting, managerial accounting, behavioral accounting, tax, audit, international accounting, and education. Prerequisite: ACCT 6033.

ACCT 6633. Accounting Research Seminar V. 3 Hours.

Fifth course in the accounting research seminar sequence which explores and evaluates current accounting literature. Course content reflects recent developments in the literature and specific interests of participants. Examples of potential topics include research methods in accounting, financial accounting, managerial accounting, behavioral accounting, tax, audit, international accounting, and education. Prerequisite: ACCT 6033.

ACCT 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Business Administration (BADM)

Alan E. Ellstrand

Associate Dean for Programs and Research

328 Walton College of Business

479-575-7105

Faculty are listed by department

Executive M.B.A. website (<https://gsb.uark.edu/executive-mba>)

Degrees Conferred:

M.B.A.
Ph.D. in Business Administration

Graduate Certificates (non-degree):

Graduate Certificate in Business
Graduate Certificate in Entrepreneurship

Program Description: Designed for working professionals, the Business Administration program offers two concentrations at the master's level: the Executive M.B.A. and the Executive Healthcare M.B.A. These hybrid/online programs allow students to obtain an Executive M.B.A. or an Executive Healthcare M.B.A. in two years by attending classes approximately one Saturday each month. The Ph.D. in Business Administration is also offered as concentrations with requirements listed in the various respective departments of Walton College.

The Business Administration program also offers two graduate certificates, one in business and one in entrepreneurship.

Requirements for the Full-Time M.B.A. Concentration

Admission to the M.B.A.: Students must be admitted to the Graduate School of Business and to the M.B.A. program by the M.B.A. Admissions Committee. Admission to the M.B.A. program is based upon an acceptable GMAT or GRE score, an acceptable grade-point average, recommendations, essays, and related work experience. For questions regarding admission requirements for the M.B.A. program, please access information online at gsb.uark.edu or contact the Graduate School of Business at gsb@walton.uark.edu.

Prerequisites to Degree Program: Students entering the M.B.A. program are expected to have already mastered basic business concepts or, demonstrated, with an official GMAT or GRE test score, the ability to master business concepts taught in the program. Mastery of the aforementioned topics must be demonstrated before entering the program. Students without academic backgrounds in business may be required to take additional hours or noncredit preparatory classes prior to enrollment in the M.B.A. program.

Requirements for a Master of Business Administration Degree

Requirements include one or more courses from each of the following core areas: People Management, Ethics, and Leadership; Information Technology and Analytics; Accounting and Financial Capital; Marketing and Supply Chain Management; and Strategic and International Management. In addition, requirements include two to four courses from each concentration's specialization track.

Requirements for the M.B.A. are fulfilled through one of the following three concentrations: Full-Time M.B.A., Executive M.B.A., and Executive Healthcare M.B.A.

Concentration Requirements

Core Courses

MGMT 5223	Business Leadership and Ethics	3
MGMT 5391	Business History and Practice	1

Information Technology and Analytics

ISYS 5363	Business Analytics	3
ISYS 5433	Enterprise Systems	3

Accounting and Financial Capital

ACCT 5223	MBA Accounting Analysis	3
FINN 5223	Financial Markets & Valuation	3

Marketing and Supply Chain Management

MKTG 5103	Introduction to Marketing	3
SCMT 5633	Introduction to Supply Chain Management	3

Strategic and International Management

ECON 5243	Managerial Economics	3
MGMT 5313	Strategic Management	3

Special Topics

ECON 537V	Global Business or MGMT 537V Global Business	1
-----------	---	---

Global Experience/Study Abroad

Departmental 636V	Special Topics or Special Problems in Business	3
MBAD 536V	Study Abroad-Special Problems (Su)	3

Tracks 12

Full Time M.B.A. concentration students must select from one of the following tracks:

Marketing/Retail

MKTG 5433	Consumer and Market Research
MKTG 5523	Marketing Analytics
MKTG 5553	New Product Development and Strategy
MKTG 5563	Retail Strategy

Supply Chain Management

SCMT 5623	Supply Chain Innovation and Technology
SCMT 5663	Retail and CPG Supply Chain Management
SCMT 5683	Supply Chain Management in Global Business
SCMT 5693	Predictive Supply Chain Analytics

Finance

FINN 5173	Energy Finance and Risk Management
FINN 5303	Advanced Corporate Financial Management
FINN 4133	Advanced Investments or FINN 541' Shollmier Investment Project
FINN 5333	Investment Theory and Management

Entrepreneurship

MGMT 5323	New Venture Development
MGMT 5413	New Venture Development II
MGMT 5363	Innovation & Creativity
Graduate Business Elective (3 hours)	

Professional Development and Internship hours (6 hours)

Students must complete the following 3 hours in New Student Orientation: 3

MBAD 5511	Professional Development -- Special Topics In Business (Sp, Fa)
MBAD 5511	Professional Development -- Special Topics In Business (Sp, Fa)
MBAD 5511	Professional Development -- Special Topics In Business (Sp, Fa)

Students must complete a 3-hour Internship: 3

MBAD 535V MBA Internship (Su)

Total Hours 53

Requirements for Executive M.B.A. Concentration

Admission to the M.B.A.: Students must be admitted to the Graduate School of Business and to the M.B.A. program by the M.B.A. Admissions Committee. Admission to the M.B.A. program is based upon an acceptable GMAT or GRE score, an acceptable grade-point average, recommendations, essays, and related work experience. For questions regarding admission requirements for the M.B.A. program, please access information online at gsb.uark.edu or contact the Graduate School of Business at gsb@walton.uark.edu.

Prerequisites to Degree Program: Students entering the M.B.A. program are expected to have already mastered basic business concepts or, demonstrated, with an official GMAT or GRE test score, the ability to master business concepts taught in the program. Mastery of the aforementioned topics must be demonstrated before entering the program. Students without academic backgrounds in business may be required to take additional hours or noncredit preparatory classes prior to enrollment in the M.B.A. program.

Requirements for a Master of Business Administration Degree

Requirements include one or more courses from each of the following core areas: People Management, Ethics, and Leadership; Information Technology and Analytics; Accounting and Financial Capital; Marketing and Supply Chain Management; and Strategic and International Management. In addition, requirements include two to four courses from each concentration's specialization track.

Requirements for the M.B.A. are fulfilled through one of the following three concentrations: Full-Time M.B.A., Executive M.B.A., and Executive Healthcare M.B.A.

Concentration Requirements

Core Courses**People Management, Ethics and Leadership**

MGMT 5613 Leadership and Organizational Behavior 3

Information Technology and Analytics

SCMT 5133 Quantitative Methods and Decision Making 3

ISYS 5603 Analytics and Visualization 3

Accounting and Financial Capital

FINN 5113 Corporate Financial Management 3

ACCT 5263 Financial Statement Analysis for Executives 3

Marketing and Supply Chain Management

MKTG 5223 Marketing 3

SCMT 5663 Retail and CPG Supply Chain Management 3

Strategic and International Management

MGMT 5313 Strategic Management 3

MGMT 537V Global Business 3

MGMT 5602 Introduction to Strategy 2

ECON 5253 Economics of Management and Strategy 3

Tracks 6

Executive M.B.A. concentration students must select from one of the following tracks:

Retail

MKTG 5563 Retail Strategy

Choose one course from either the Supply Chain Management track or Business Analytics track.

Supply Chain Management

SCMT 5683 Supply Chain Management in Global Business

SCMT 5693 Predictive Supply Chain Analytics

Financial Management

FINN 5303 Advanced Corporate Financial Management

FINN 5333 Investment Theory and Management

Innovation/Entrepreneurship

MGMT 5323 New Venture Development

MGMT 5413 New Venture Development II

Business Analytics

ISYS 5833 Data Management Systems

ISYS 5843 Seminar in Business Intelligence and Knowledge Management

Total Hours 38

Requirements for Executive Healthcare M.B.A. Concentration

Admission to the M.B.A.: Students must be admitted to the Graduate School of Business and to the M.B.A. program by the M.B.A. Admissions Committee. Admission to the M.B.A. program is based upon an acceptable GMAT or GRE score, an acceptable grade-point average, recommendations, essays, and related work experience. For questions regarding admission requirements for the M.B.A. program, please access information online at gsb.uark.edu or contact the Graduate School of Business at gsb@walton.uark.edu.

Prerequisites to Degree Program: Students entering the M.B.A. program are expected to have already mastered basic business concepts or, demonstrated, with an official GMAT or GRE test score, the ability to master business concepts taught in the program. Mastery of the aforementioned topics must be demonstrated before entering the program. Students without academic backgrounds in business may be required to take additional hours or noncredit preparatory classes prior to enrollment in the M.B.A. program.

Requirements for a Master of Business Administration Degree

Requirements include one or more courses from each of the following core areas: People Management, Ethics, and Leadership; Information Technology and Analytics; Accounting and Financial Capital; Marketing and Supply Chain Management; and Strategic and International Management. In addition, requirements include two to four courses from each concentration's specialization track.

Requirements for the M.B.A. are fulfilled through one of the following three concentrations: Full-Time M.B.A., Executive M.B.A., and Executive Healthcare M.B.A.

Concentration Requirements

Core Courses**People Management, Ethics and Leadership**

MGMT 5613 Leadership and Organizational Behavior 3

Information Technology and Analytics

SCMT 5133 Quantitative Methods and Decision Making 3

ISYS 5603 Analytics and Visualization 3

Accounting and Financial Capital

FINN 5113	Corporate Financial Management	3
ACCT 5263	Financial Statement Analysis for Executives	3
Marketing and Supply Chain Management		
MKTG 5223	Marketing	3
SCMT 5663	Retail and CPG Supply Chain Management	3
Strategic and International Management		
MGMT 5313	Strategic Management	3
MGMT 537V	Global Business	3
Public Health Courses		
MGMT 5602	Introduction to Strategy	2
ECON 5253	Economics of Management and Strategy	3
Public Health Courses		
Executive Healthcare M.B.A. concentration students must also complete the following courses from UAMS:		
PBHL 5123	The Health Care System	3
PBHL 5293	Health Law	3
PBHL 5333	Advanced Health Systems Financial Management	3
PBHL 5533	Health Care Quality Management	3
Total Hours		44

Requirements for Ph.D. with Concentration in Accounting

Program Structure

The doctoral program in accounting consists of the following elements: course work, two summer papers, a comprehensive examination, and a dissertation. The latter involves an oral defense of both the dissertation proposal as well as the final dissertation. It is anticipated that all required course work, including accounting seminars, tool courses, and supporting courses, will be completed in two to two and a half years (a total of 42 hours excluding colloquium and dissertation credit). Students must recognize a joint responsibility in their preparation to perform research and, in some cases, may wish to take courses beyond those specified to strengthen their skills and abilities in fields that will contribute to successful completion of their dissertation.

The seminars will be offered in alternating years, A and B, respectively.

Year A:

- Seminar I covers research methods and research design, with an emphasis on disclosure choices and consequences.
- Seminar II presents an overview of accounting research, focusing on auditing and corporate governance.

Year B:

- Seminars III and IV present and overview of accounting research, and emphasize capital markets research and selected research topics respectively.

After these four seminars, students are able to select an area of specialization. The expectation is that students take two specialized seminars. For example, students could take seminars offered by the Finance Department.

Research Tools

Required Courses:

ECON 6133	Mathematics for Economic Analysis	3
-----------	-----------------------------------	---

ECON 6613	Econometrics I	3
ECON 6623	Econometrics II	3
ECON 6213	Microeconomic Theory I	3
Elective Courses:		
Select at least two courses from the following:		
ECON 6223	Microeconomic Theory II	
ECON 6633	Econometrics III	
ECON 6713	Industrial Organization I	
ISYS 5623	Multivariate Analysis	
ISYS 5613	Business Applications of Nonparametric Techniques	
ISYS 5723	Advanced Multivariate Analysis	
MKTG 6433	Seminar in Research Methods	
STAT 5313	Regression Analysis	
Total Hours		18

Supporting Courses

Nine hours of supporting courses are selected by the student in consultation with the accounting doctoral program coordinator. Generally such courses should be concentrated in a specific field in business or outside business (e.g. psychology, sociology, etc.) to meet the objectives of the student's program. All supporting courses taken must be completed with a grade of "B" or higher prior to sitting for the written comprehensive examination in Accounting.

Research Requirement

The Accounting Doctoral Program emphasizes the development of strong analytic skills and the mastery of sophisticated research methods. The program involves doctoral students in research at the beginning of the program. The intent of the first year research project is for students to explore an area of scholarship and to develop skills to conduct original research within a team framework. During the first and second years, under the direction of a qualified faculty member or members, the student identifies an area of interest that would lead to a summer working paper.

The summer project is a concerted scholarly effort with faculty providing broad, but detailed formal guidance. The goal is to produce a paper publishable in a highly respected, academic journal, which may be co-authored by the doctoral student and the faculty member or members.

Requirements for the research teams include highly motivated students, strong faculty involvement, structured projects, commitment to deadlines, commitment to goals, and continuous project review.

Comprehensive Examination

After satisfactory completion of all required course work, each Ph.D. student must pass a written comprehensive examination prepared by the Doctoral Program Committee of the Department of Accounting and administered on a date selected by the Doctoral Program Committee. Each student is expected to take the written comprehensive exam within 36 months after starting coursework. If the written comprehensive examination is failed, it should be retaken within 6 months after the failure on a date selected by the Doctoral Program Committee of the Department of Accounting. If the written comprehensive is failed a second time, and if the Doctoral Program Committee allows a third sitting, the examination must be retaken within 6 months after the second failure. Failure to satisfactorily complete the written comprehensive examination results in termination from the program.

Summer Paper

Students are required to complete summer papers during the first and second years of their residence. The summer papers represent an opportunity to practice the development and execution of a complete research project under the guidance and tutelage of an experienced faculty member or members. They constitute the final “practice run” before embarking on the dissertation. In addition, the summer papers provide an opportunity to explore a specific area of accounting as a potential source for dissertation research. A final benefit of the summer papers is the development of manuscripts that are expected to yield publications by the time the student completes the program or afterward.

Requirements for Ph.D. with Concentration in Information Systems

Admission Requirements: In addition to the university’s Graduate School and Walton College of Business’ Graduate School of Business requirements, the ISYS Ph.D. program has the following requirement: Applicants are expected to have a background in information systems via prior courses in topics such as a programming language, systems analysis, design, and development, and database processing. Students without the background may also be admitted but will likely be required to take up to 3 master’s level courses to remedy the deficiency.

Requirements: Requirements for the Ph.D. in business administration with concentration in information systems include core courses and elective courses in information systems, research tools, and supporting fields. These 43 credit hours of courses are taken prior to advancing to candidacy and are broken down as follows: research tools (9 hours); ISYS core courses (21 hours); and supporting field courses (13 hours). Also, there is a requirement that students satisfactorily complete a one-hour Graduate Colloquium during the fall and spring semesters of each year when students are in residence on campus in pursuit of the degree. Following completion of the coursework, students must pass a comprehensive examination. The program also requires completion of 1st and 2nd year summer research projects, defense of a dissertation proposal, and successful defense of the dissertation (18 credit hours). Students are also prepared for a career in research through research assistantships, collaborative research projects with faculty members, colloquia, and classroom teaching and support.

Course Requirements

Research Tools

ISYS 5203	Experimental Design	3
ISYS 5623	Multivariate Analysis	3
ISYS 5723	Advanced Multivariate Analysis	3

Information Systems Core Courses

Select seven of the following:		21
ISYS 6133	Survey of IS Research (Fa)	
ISYS 6233	IS Research Projects (Irregular)	
ISYS 6333	Individual-level Research in IS	
ISYS 6433	Team-level Research in IS (Irregular)	
ISYS 6533	Macro- and Meso-level IS Research (Irregular)	
ISYS 6633	Systems Development (Irregular)	
ISYS 6733	Emerging Topics (Irregular)	
ISYS 6833	Theory Development (Irregular)	
ISYS 601V	Graduate Colloquium	

Supporting Fields

In addition to the WCOB 6111 Teaching Seminar and MGMT 6213 Research Methods Seminar, courses to meet this requirement will be determined in consultation with the ISYS Ph.D. program committee (courses must be at the Ph.D. level, unless otherwise approved by the ISYS Ph.D. program committee). These courses are normally taken outside the ISYS Department and are in the student’s area(s) of interest.

WCOB 6111	Seminar in Business Administration Teaching I	1
MGMT 6213	Seminar in Research Methods	3

Comprehensive Examination

Written exam, research tools and IS (at the end of all coursework)

Oral exam

Summer Research Requirements

1st summer paper

2nd summer (to include a round of feedback and revision)

Dissertation Requirements

Successful defense of Dissertation proposal ¹

Successful defense of Dissertation ¹

Other Ph.D. Courses Taken

Students may take up to 9 hours of other Ph.D. courses, as necessary. 9

Masters Level Courses

Students typically without an information systems background will be required to take some Masters courses prior to taking their comprehensive examinations. These courses do not count toward the Ph.D. degree and are taken to remedy deficiencies. The ISYS Ph.D. program committee will determine whether a student needs to take one or more of these courses. The specific courses are:

ISYS 5423	Seminar in Systems Development
ISYS 5503	Decision Support and Analytics
ISYS 5833	Data Management Systems

¹ Minimum committee size: 4

Residence Requirement

There is a strong preference for students to be in residence — i.e., be full-time students with assistantship duties — during the entire program. Residence requirements are intended to ensure that every student has ample opportunity for the intellectual development that can result from a sustained period of intensive study and close association with scholars in the intellectual environment of the university. The requirement recognizes that growth as an independent scholar is not merely a matter of class attendance, but rather involves a broader development of the intellect that comes through intensive study, independent research, sustained association with faculty members and other colleagues who share common scholarly and professional interests, attendance at seminars and colloquia, intensive reading and familiarization with library resources, consultation with specialists in other disciplines and resource centers, and the opportunity for broadened exposure to current intellectual issues as they are revealed in various campus offerings.

After filing a Declaration of Intent to pursue the doctoral degree, a student must fulfill a residence requirement as outlined in the Graduate Catalog (p. 414) section on doctors of philosophy and education degrees.

Requirements for Ph.D. with Concentration in Management

Ph.D. in Business Administration – Management Concentration

Management Content Core Requirements

MGMT 6113	Seminar in Organizational Behavior	3
MGMT 6123	Seminar in Organization Theory	3
MGMT 6133	Seminar in Strategy Research	3
MGMT 6233	Seminar in Human Resource Management	3

Supporting Fields

Courses for the supporting fields requirement are selected in consultation with the student's Ph.D. Advisory Committee. All courses taken for the Supporting Fields must be at the graduate level and/or taken for graduate credit. Statistics and methods classes cannot be used to fulfill the Supporting Fields requirement. A minimum of 6 hours and a maximum of 9 hours are to be taken in Management. These hours may include MGMT 6223, Special Topics in Management, and , Special Problems.

Research Tools

Courses used to meet the Research Tools requirement will be selected in consultation with the student's Ph.D. Advisory Committee and should support the student's program of study. The courses should provide the student with a knowledge of advanced descriptive and inferential statistics, research design, and research methods.

Comprehensive Exam

Students will be required to take a comprehensive examination as a requirement of the PhD program in the Management Department. The exam will be administered over a three day period with the first day focusing on questions concerning the primary and secondary content areas, the second day being a day off to study a research article that will be covered on the research methods exam and the third day covering research methods. Successful completion of both parts of the comprehensive exam are required for admission to candidacy.

The exam will consist of three parts:

Content: Students will have questions from the two content areas they identified. There will be more questions on the primary area than the secondary area. Students will have some opportunity to choose among the questions. There will be some mandatory questions

Methods: All students will have the same methods questions. One part of the methods exam will be an article that students review a priori and critique. Students will have some opportunity to choose among the questions. There will be some mandatory questions.

Specialty Area: Each student taking the comprehensive exam will select a specialty area of emphasis and a management department faculty willing to sponsor that area. This area is one that the student is expected to be an expert in, and ideally, linked to his or her future dissertation area. The last part of the comprehensive exam will comprise questions that are based on the specialty area.

Requirements for Ph.D. with Concentration in Marketing

Program Requirements: Generally, the Ph.D. Program in Business Administration with a Marketing Concentration is comprised of 60 credit hours. Up to 6 credit hours of prior coursework may be applied to the requirements for the Marketing Concentration with the recommendation and consent of the student's Ph.D. Program Advisory Committee.

Marketing Tools

MKTG 6433	Seminar in Research Methods	3
ISYS 6333	Individual-level Research in IS	3
12 hours of electives to be determined in consultation with the Ph.D. Program Advisory Committee.		12

Marketing Core

MKTG 6443	Seminar in Marketing Theory	3
MKTG 6413	Special Topics in Marketing (must be consumer behavior content)	3

Supporting Fields

Courses for the supporting field requirement are made in consultation with the student's Ph.D. Program Advisory Committee. All courses taken for the supporting fields must be at the graduate level and/or taken for graduate credit. A minimum of nine hours should be taken in graduate research seminars.

Dissertation

A dissertation will be written under the guidance of the marketing faculty. The dissertation committee consists of a minimum of 3 graduate faculty members. One graduate faculty member outside the Marketing Department may be chosen for this committee depending on the dissertation topic.

Total Hours	60
-------------	----

Graduate Certificate in Business

The Graduate Certificate in Business is designed to give non-business graduate students a foundation in the core aspects of business they will need to start successful commercial or non-commercial enterprises or assist in creating new products or service offerings in existing organizations. The certificate program is open to all non-business graduate students throughout the University of Arkansas, and students from all majors are encouraged to participate. Ideally, these students will be well-positioned to create knowledge-based, high-growth start-ups or assist existing companies in developing successful new product and services. Both of these goals will contribute to the economic development of the state of Arkansas.

Admission Requirements: The Graduate Certificate in Business is open to all non-business degree-seeking graduate students who are in good standing with the graduate school and admitted to the graduate school of business. Information on graduate school of business admission requirements can be found in the admissions portion of the graduate school of business section of the graduate catalog.

Requirements for the Graduate Certificate in Business: (15 hours)

To receive the Graduate Certificate in Business, students are required to take 9 hours of coursework in the Walton College of Business and 6 hours of electives related to business in either the Walton College or in another college at the University of Arkansas. Elective courses other than those listed below may be approved by the Director of the Certificate program. Some elective courses have prerequisites that are not met by courses in

the certificate program. Students are advised to check prerequisites prior to enrolling in a course.

To receive the graduate Certificate in Business, students are required to take 15 hours as follows:

Course List

Required Courses (no prerequisites)

MGMT 5213	Business Foundations for Entrepreneurs	3
-----------	--	---

Choose one of the following classes (one course with prerequisites):

MGMT 5323	New Venture Development	3
MGMT 5223	Business Leadership and Ethics	3
MGMT 5363	Innovation & Creativity	3
MGMT 5313	Strategic Management ((prerequisite – instructor consent))	3

Choose one of the following classes (no prerequisites):

ACCT 5223	MBA Accounting Analysis	3
ECON 5243	Managerial Economics	3
FINN 5223	Financial Markets & Valuation	3
MKTG 5103	Introduction to Marketing	3
SCMT 5633	Introduction to Supply Chain Management	3
ISYS 5213	ERP Fundamentals	3

Dale Bumpers College of Agricultural, Food, and Life Sciences

AGEC 5303	Agricultural Marketing Theory	3
AGEC 5143	Financial Management in Agriculture	3
AGEC 5413	Agribusiness Strategy	3
AMPD 5033	Issues and Trends in Textile Studies	3
AMPD 5043	Theories and Practices in Apparel Merchandising	3

J. William Fulbright College of Arts & Sciences

COMM 5403	Organizational Communication Theory	3
COMM 5423	Seminar in Mass Media Cognition	3
JOUR 5063	Issues in Advertising and Public Relations	3

College of Education and Health Professions

RESM 5463	Sports Facilities Management	3
RESM 5843	Tourism	3

College of Engineering

CHEG 5033	Technical Administration	3
INEG 4443	Project Management (Irregular),Project Management	3
INEG 5623	Analysis of Inventory Systems (Irregular)	3

Graduate School

MEPH 5383	Research Commercialization and Product Development	3
MEPH 5821	Ethics for Scientists and Engineers	1
MEPH 5832	Proposal Writing and Management	2

Graduate Certificate in Entrepreneurship

The Graduate Certificate in Entrepreneurship is designed to give graduate students a foundation in the core aspects of entrepreneurship they will need to start successful enterprises, to create and promote new products or service offerings in existing organizations, or to engage in social entrepreneurship. The Certificate program is open to all graduate students at the University of Arkansas, and graduate students from all majors are encouraged to participate. Students who

complete the Graduate Certificate in Entrepreneurship will have explored the context, tools, and processes of entrepreneurial activity and will have learned how to apply them to commercial and non-commercial enterprises.

Admission Requirements: The Graduate Certificate in Entrepreneurship is open to all graduate students who are in good standing with the graduate school at their campus. Students must apply and be admitted to the Graduate School of Business. Information regarding Graduate School of Business admission requirements can be found earlier in this chapter.

Requirements for the Graduate Certificate in Entrepreneurship: (12 hours) To receive the Graduate Certificate in Entrepreneurship, students are required to take 9 hours of coursework in the Walton College of Business and 3 hours of electives related to entrepreneurship in either the Walton College or in another college at the University of Arkansas. Elective courses other than those listed below may be approved by the Director of the Certificate program. Some elective courses have prerequisites that are not met by courses in the certificate program. Students are advised to check prerequisites prior to enrolling in a course.

Required Courses

MGMT 5213	Business Foundations for Entrepreneurs * Non-Business students only	3
MGMT 5323	New Venture Development	3
MGMT 5413	New Venture Development II	3

Elective Course

Select one of the following:	3
------------------------------	---

Dale Bumpers College of Agricultural, Food, and Life Sciences

AGEC 5143	Financial Management in Agriculture
AGEC 5413	Agribusiness Strategy
HDFS 4463	Administration and Leadership in the Helping Professions

J. William Fulbright College of Arts & Sciences

ARTS 493V	Fine Arts Gallery Internship
ARTS 494V	Graphic Design Internship
COMM 5403	Organizational Communication Theory
COMM 5423	Seminar in Mass Media Cognition
JOUR 5063	Issues in Advertising and Public Relations
JOUR 5323	Documentary Production I

Walton College of Business

FINN 636V	Special Problems in Finance
MGMT 5313	Strategic Management
MBAD 535V	MBA Internship (Su)
MGMT 5993	Entrepreneurship Practicum
MGMT 5363	Innovation & Creativity
MKTG 5433	Consumer and Market Research
MKTG 5553	New Product Development and Strategy

College of Education and Health Professions

RESM 5463	Sports Facilities Management
ATTR 5473	Administration in Athletic Training
RESM 5843	Tourism

College of Engineering

INEG 4433	Systems Engineering and Management
INEG 4443	Project Management (Irregular),Project Management

INEG 5623 Analysis of Inventory Systems (Irregular)

Graduate School

MEPH 5383 Research Commercialization and Product Development

MEPH 5821 Ethics for Scientists and Engineers

MEPH 5832 Proposal Writing and Management

Master of Business Administration Courses

MBAD 5241. Ethical Decision Making (Fa). 1 Hour.

Business Ethics will address business ethics issues from a personal, professional, and organizational perspective. We will cover basic ethical decision-making frameworks to help inform students' personal moral frameworks, ethical issues that are most relevant to managers of modern organizations, and the role of business in society.

MBAD 535V. MBA Internship (Su). 1-3 Hour.

This course allows a student to experience an internship within a business and benefit from the applied experience. The internship may be designed to offer a wide range of business experiences. The internship must be supervised by a faculty member as well as a member of the firm. MBA Director approval required. May be repeated for up to 3 hours of degree credit.

MBAD 536V. Study Abroad-Special Problems (Su). 1-3 Hour.

Provides MBA students with the opportunity to explore a business problem in depth under the guidance of a graduate faculty member. MBA Director approval required. May be repeated for degree credit.

MBAD 5433. Capstone Project (Su). 3 Hours.

A large-scale project integrating various business topics. Prerequisite: MGMT 5313.

MBAD 5511. Professional Development -- Special Topics In Business (Sp, Fa). 1 Hour.

A concentrated emphasis on one business topic. Corequisite: MBAD 5212, MBAD 5122 and MBAD 5232. May be repeated for up to 5 hours of degree credit.

MBAD 5613. Financial Accounting (Fa). 3 Hours.

This course covers the preparation and use of financial statements of publicly held corporations in the United States. Topics include the theory and rules used in financial statement preparation, a comparison of United States rules to International Accounting Standards, the analysis of financial statements to provide inter-company and industry comparisons and information about the financial statements of non-profit and governmental organizations.

MBAD 5773. China Business Law, Regulations, and Ethics (Irregular). 3 Hours.

Business law in China that is relevant to managers; Chinese regulations particularly relevant to consumer products and retail; business ethics in China.

MBAD 591V. Capstone Project Definition (Irregular). 1-3 Hour.

Identification of business processes for capstone project, including: estimation of the size of the opportunity, identification of key decisions, and proposal write up.

MBAD 592V. Capstone Project Plan (Irregular). 1-3 Hour.

Second estimation of the size of the project benefit, identification of how the current process operates, assumptions identified, literature investigated, performance metrics, and Gantt chart for project.

MBAD 593V. Capstone Project Management (Irregular). 1-3 Hour.

Management of the project, including frequent updates, milestone accomplishment, strategies to overcome challenges, and creation of an implementation plan.

MBAD 594V. Capstone Project Final Deliverables (Irregular). 1-3 Hour.

Write up of entire capstone project, presentation of project, estimates of value, implementation plan, performance metrics, and change management plan.

Walton College of Business Courses

WCOB 5023. Sustainability in Business. 3 Hours.

The course focuses on theoretical and practical bases for pursuing sustainability in business and society.

WCOB 510V. Special Topics in Business. 1-3 Hour.

Special business topics of an interdisciplinary nature. May be repeated for up to 6 hours of degree credit.

WCOB 5843. Cross-Sector Collaboration for Sustainability. 3 Hours.

This course explores how organizations in the three sectors of society work together in value creation by addressing social and environmental problems. Focusing on business and nonprofit organizations, we investigate the forces that bring about and influence these collaborations from practical and theoretical perspectives, and managerial responses to collaboration challenges. Prerequisite: Graduate Status.

WCOB 6111. Seminar in Business Administration Teaching I. 1 Hour.

This course in college level teaching is designed for graduate students and new college teachers with specific emphasis on the Business Administration learning and classroom management. The purpose of this course is to introduce graduate students to principles of teaching and learning and to prepare these future teachers to lifelong learners in the classroom as teachers. Prerequisite: Graduate standing.

Economics (ECON)

William P. Curington
Department Chair
402 Business Building
479-575-ECON (3266)

Gary D. Ferrier
Ph.D. and M.A. Program Director
516 Willard J. Walker Hall
479-575-ECON (3266)

Degrees Conferred:

M.A., Ph.D. (ECON)

Program Description: The skills and knowledge needed in today's economic climate are changing as quickly as technology and practices in the business world. The two degrees offered — a Master of Arts in Economics and the Doctor of Philosophy in Business Administration with a concentration in economics — offer exceptional preparation for pursuing an academic career or working in the private or public sectors. This innovative program combines the study of economic theory and applied econometrics to provide rigorous training and preparation for your chosen career.

M.A. in Economics

Prerequisites to Degree Program: Applicants for graduate studies in economics must meet the requirements of the Graduate School of Business and be accepted by the Department of Economics. The requirements are (1) a bachelor's degree from an accredited institution with a satisfactory grade-point average, (2) a satisfactory score on the Graduate Record Examinations (GRE), and (3) satisfactory performance in the following courses: intermediate microeconomics, intermediate macroeconomics, statistics, two semesters of calculus, and linear algebra. Students from all academic backgrounds are encouraged to apply.

Degree Options: Students must select the Non-Thesis or Thesis option. Both options combine a study of economic theory, applied econometrics, and an applied field that will prepare students for careers in the private or public sector, or for doctoral programs. The Non-Thesis option can be completed in one year. The Thesis option is for students who seek more

advanced skills. It requires additional coursework and a thesis, and will take three or four semesters to complete.

Common Requirements for the Master of Arts Degree, Non-Thesis and Thesis Options: All master's students must satisfactorily complete the 30 hours of course work listed below. Students must have a 3.00 cumulative grade point average in order to graduate. If at any point, a student's cumulative GPA falls below a 3.00, the student will be placed on academic probation. A student with a cumulative GPA below 3.00 for two consecutive semesters will be dismissed from the program.

Core Requirements

ECON 6133	Mathematics for Economic Analysis	3
ECON 6213	Microeconomic Theory I	3
ECON 6223	Microeconomic Theory II	3
ECON 6313	Macroeconomic Theory I	3
ECON 6323	Macroeconomic Theory II	3
ECON 6613	Econometrics I	3
ECON 6623	Econometrics II	3
	or ECON 6633 Econometrics III	
ECON 643V	Seminar in Economic Theory and Research I	1-3
ECON 644V	Seminar in Economic Theory and Research II	1-3
Total Hours		23-27

Applied Field Concentration (6 hours): Each student shall complete at least six hours of coursework in one applied field. Students who seek advanced training in applied economics and business in preparation for entering business or government employment should select one of the following fields: finance, accounting, marketing, transportation, information systems, or quantitative methods. Students who plan to enter a doctoral program should choose mathematics or statistics as their field. Other concentrations are possible with the approval of the Program Coordinator.

Graduate Seminar (3 hours): Students must register for at least one hour of graduate seminar each semester they are in residence.

Additional Degree Requirements, Non-Thesis Option (30 hours): In addition to 30 hours of required coursework, students who select the non-thesis option must take a comprehensive exam. Students must pass written exams in microeconomics and macroeconomics. The final exams at the end of ECON 6223 Microeconomic Theory II and ECON 6323 Macroeconomic Theory II will be comprehensive over both Micro I & II and Macro I & II. These two exams will be taken by all students in the course and will serve as the comprehensive exam for master's students. Each exam has three possible grades: Pass, Marginal Pass, and Fail. Students must earn at least a Marginal Pass on both exams.

Should a Ph.D. student later decide to receive the master's degree, the master's comprehensive examination requirement will have been satisfied if the student received at least a Marginal Pass on both exams. These exams will be developed and graded by the instructor of record for the courses. In cases where a student's performance might produce a "Fail," the instructor will consult with the faculty who normally develop the Ph.D. preliminary examination in that area.

Additional Degree Requirements, Thesis Option (Minimum of 42 hours): This option is intended for students who seek the acquisition of advanced analytical and research skills. Students who select the Thesis option must pass 30 hours of required coursework specified above, 12 additional hours of coursework – 6 hours approved by the Program

Director and 6 hours of thesis credit, and pass a comprehensive exam. The comprehensive exam will take the form of a formal thesis defense.

Ph.D. in Business Administration with Economics Concentration

Prerequisites to Degree Program: Students may enter the program directly from a bachelor's degree or a master's degree program. Applicants for graduate studies in economics must meet the requirements of the Graduate School of Business and be accepted by the Department of Economics. The requirements are (1) a bachelor's degree from an accredited institution with a satisfactory grade-point average, (2) a satisfactory score on the Graduate Record Examinations (GRE), and (3) satisfactory performance in the following courses: intermediate microeconomics, intermediate macroeconomics, statistics, two semesters of calculus, and linear algebra. Students from all academic backgrounds are encouraged to apply.

Requirements for the Doctor of Philosophy Degree: The doctoral program consists of

1. Core requirements
2. Candidacy
3. Field Examination
4. Dissertation
5. Final Examination

Core Requirements: All doctoral candidates must satisfactorily complete the 39 hours of course work listed below. Students must also register for graduate seminar each semester they are in residence. Students must have a 3.00 cumulative grade point average in order to graduate. If at any point, a student's cumulative GPA falls below a 3.00 the student will be placed on academic probation. A student with a cumulative GPA below 3.00 for two consecutive semesters will be dismissed from the program.

ECON 6133	Mathematics for Economic Analysis	3
ECON 6213	Microeconomic Theory I	3
ECON 6223	Microeconomic Theory II	3
ECON 6313	Macroeconomic Theory I	3
ECON 6323	Macroeconomic Theory II	3
ECON 6613	Econometrics I	3
ECON 6623	Econometrics II	3
ECON 6633	Econometrics III	3
ECON 6713	Industrial Organization I	3
ECON 6723	Industrial Organization II	3
ECON 6833	International Development I	3
ECON 6843	International Development II	3
ECON 6913	Experimental Economics	3

Note: The foregoing requirements are for students who enter the doctoral program directly from undergraduate school. Students whose qualifications exceed the baccalaureate will be evaluated individually in accordance with standards established by the Graduate School and the Walton College of Business. Students who have earned a master's degree in economics at the University of Arkansas or elsewhere may have substantially shorter programs.

Comprehensive Examinations: Students must pass written examinations in microeconomics and macroeconomics. These exams will normally be given in the summer after a student's first year in the program. Each exam has three possible grades: Pass, Marginal Pass,

and Fail. Students must earn at least a Marginal Pass on both exams and a Pass in at least one of the exams. A student will normally have two opportunities to pass each exam with the second opportunity typically occurring in January. If a student's exam scores are not satisfactory, all exams for which a grade of Pass was not earned must be retaken. Only the most recent grade will be used in determining if this requirement has been met. Students will normally have only two attempts to pass the candidacy exams. Failure to successfully complete this requirement will result in a student being dismissed from the program.

Field Examination: Ph.D. students will have two fields of study, which will normally be a) Industrial Organization and b) International Macroeconomics and Development. Other fields are possible with the approval of the Director of Doctoral Studies. A field will consist of 6 hours of specialized courses (numbered 6000 or above). Students will select one of their two fields as a major field and must pass a Field Examination in that area. The Field Examination requirement is satisfied by a research paper on a topic in the student's field of specialization that is approved by the student's adviser. The paper will typically be completed after the student completes the required field courses (typically in the summer after the student's second year). The paper topic must be approved by the student's advisor and registered with the Director of Graduate Studies. This requirement is completed when the student's adviser approves the completed paper. When feasible, the paper will be presented at a departmental seminar before it is approved by the student's adviser.

Dissertation: The dissertation represents a demonstration of a candidate's ability to select, define, organize, and complete a major research project. It should demonstrate that the student has technical mastery of the field, is capable of doing independent scholarly research, and is able to formulate conclusions that enlarge the body of economic knowledge. Dissertation requirements include (1) a defense of proposal and (2) completion of an acceptable doctoral dissertation. Students must enroll in a total of 18 hours of dissertation credit.

Final Examination: The final examination is normally an oral defense of the student's dissertation.

Graduate Faculty Courses

ECON 4423. Behavioral Economics. 3 Hours.

Both economics and psychology systematically study human judgment, behavior, and well-being. This course surveys attempts to incorporate psychology into economics to better understand how people make decisions in economic situations. The course will cover models of choice under uncertainty, choice over time, as well as procedural theories of decision making. Prerequisite: ECON 2023 or ECON 2143.

ECON 4433. Experimental Economics. 3 Hours.

The course offers an introduction to the field of experimental economics. Included are the methodological issues associated with developing, conducting, and analyzing controlled laboratory experiments. Standard behavioral results are examined and the implications of such behavior for business and economic theory are explored. Prerequisite: ECON 2023 or ECON 2143.

ECON 4743. Introduction to Econometrics. 3 Hours.

Introduction to the application of statistical methods to problems in economics. Prerequisite: ((ECON 2013 and ECON 2023) or ECON 2143) and ((MATH 2043 or MATH 2554 or higher) and (WCOB 1033 or STAT 2303)).

ECON 4753. Forecasting. 3 Hours.

The application of forecasting methods to economics, management, engineering, and other natural and social sciences. The student will learn how to recognize important features of time series and will be able to estimate and evaluate econometric models that fit the data reasonably well and allow the construction of forecasts. Prerequisite: (ECON 2013 and ECON 2023) or (ECON 2143) and (MATH 2043 or MATH 2554) and (WCOB 1033 or STAT 2303).

ECON 5243. Managerial Economics. 3 Hours.

This course will provide students with a strong foundation in core economics principles, with emphasis on industrial organization issues and applications geared toward the supply-chain and retail focus of the redesigned MBA program.

ECON 5253. Economics of Management and Strategy. 3 Hours.

Information economics and applied game theory.

ECON 537V. Global Business. 1-3 Hour.

Integrated overview of the global business environment and the organizational challenges of a multinational firm. To enhance understanding of the business and cultural environment of prominent emerging markets, the course includes a 2-3 week overseas immersion project to fulfill a predefined goal. Project is integrated with global content upon return.

This course is cross-listed with MGMT 5373, ECON 5373.

ECON 5853. International Economics Policy. 3 Hours.

An intensive analysis of the operation of the international economy with emphasis on issues of current policy interest.

ECON 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

ECON 6133. Mathematics for Economic Analysis. 3 Hours.

This course will develop mathematical and statistical skills for learning economics and related fields. Topics include calculus, static optimization, real analysis, linear algebra, convex analysis, and dynamic optimization. Prerequisite: Graduate standing and MATH 2554 or equivalent.

ECON 6213. Microeconomic Theory I. 3 Hours.

Introductory microeconomic theory at the graduate level. Mathematical formulation of the consumer choice, producer behavior, and market equilibrium problems at the level of introductory calculus. Discussion of monopoly, oligopoly, public goods, and externalities.

ECON 6223. Microeconomic Theory II. 3 Hours.

Advanced treatment of the central microeconomic issues using basic real analysis. Formal discussion of duality, general equilibrium, welfare economics, choice under uncertainty, and game theory.

ECON 6313. Macroeconomic Theory I. 3 Hours.

Theoretical development of macroeconomic models that include and explain the natural rate of unemployment hypothesis and rational expectations, consumer behavior, demand for money, market clearing models, investment, and fiscal policy.

ECON 6323. Macroeconomic Theory II. 3 Hours.

Further development of macroeconomic models to include uncertainty and asset pricing theory. Application of macroeconomic models to explain real world situations.

ECON 636V. Special Problems in Economics. 1-6 Hour.

Independent reading and investigation in economics. May be repeated for up to 9 hours of degree credit.

ECON 643V. Seminar in Economic Theory and Research I. 1-3 Hour.

Seminar. May be repeated for up to 6 hours of degree credit.

ECON 644V. Seminar in Economic Theory and Research II. 1-3 Hour.

Independent research and group discussion.

ECON 6533. Seminar in Advanced Economics I. 3 Hours.

This seminar will cover advanced fields of current research importance in economics. This will facilitate the development of research directions for doctoral study and research. Prerequisite: Graduate standing.

ECON 6543. Seminar in Advanced Economics II. 3 Hours.

This seminar will cover advanced fields of current research importance in economics. This will facilitate the development of research directions for doctoral study and research. Prerequisite: Graduate standing.

ECON 6613. Econometrics I. 3 Hours.

Use of economic theory and statistical methods to estimate economic models. The single equation model is examined emphasizing multicollinearity, autocorrelation, heteroskedasticity, binary variables and distributed lags. Prerequisite: MATH 2043 and knowledge of matrix methods, which may be acquired as a corequisite, and ECON 2023, and an introductory statistics course or equivalent.

ECON 6623. Econometrics II. 3 Hours.

Use of economic theory and statistical methods to estimate economic models. The treatment of measurement error and limited dependent variables and the estimation of multiple equation models and basic panel data models will be covered. Additional frontier techniques may be introduced. Prerequisite: ECON 6613.

ECON 6633. Econometrics III. 3 Hours.

Use of economic theory and statistical methods to estimate economic models. Nonlinear and semiparametric/nonparametric methods, dynamic panel data methods, and time series analysis (both stationary and nonstationary processes) will be covered. Additional frontier techniques may be covered. Prerequisite: ECON 6613.

ECON 6713. Industrial Organization I. 3 Hours.

This course will develop the theory of modern industrial organization. The latest advances in microeconomic theory, including game theory, information economics and auction theory will be applied to understand the behavior and organization of firms and industries. Theory will be combined with empirical evidence on firms, industries and markets. Prerequisite: ECON 6213 and ECON 6223.

ECON 6723. Industrial Organization II. 3 Hours.

This course surveys firm decisions, including setting prices, choosing product lines and product quality, employing price discrimination, and taking advantage of market structure. It will also cover behavioral IO, which reconsiders the assumption that firms and consumers are perfectly rational and examines the role of regulation. Prerequisite: ECON 6133.

ECON 6833. International Development I. 3 Hours.

A first graduate level course in development economics with a focus on foundational theoretical issues. We explore the causation, implications, and remedies for pervasive and persistent poverty in low-income countries. Emphasis will be primarily on microeconomics topics. May be taken either as a precursor to International Development Economics II or stand-alone. Prerequisite: ECON 6213, (ECON 6613 or AGE 5613) or by instructor's permission.

ECON 6843. International Development II. 3 Hours.

A second graduate level course in development economics that focuses on the empirical aspect of development in low-income countries. The course explores various microeconomics topics related to poverty, human capital accumulation, and their interactions with role of public policy. Prerequisite: ECON 6213, (ECON 6613 or AGE 5613) or instructor consent.

ECON 6913. Experimental Economics. 3 Hours.

The course develops advanced concepts in the use of controlled experiments to test economic theory and explore behavioral regularities relating to economics. The class focuses on the methodology of experimental economics while reviewing a variety of established results. Prerequisite: ECON 6213.

ECON 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Finance (FINN)

Pu Liu
Department Chair
302A Business Building
479-575-4505

Wayne Y. Lee
Ph.D. Program Director
473 Business Building
479-575-4505

Degree Conferred:

Ph.D. in Business Administration (BADM)

Program Description: The Ph.D. program in Business Administration with a concentration in finance prepares students for faculty positions at academic institutions or for professional careers in private industry and government. During their course of study, students receive specialized instruction in the areas of corporate finance, investments, and financial institutions. The conceptual knowledge and methodological skills necessary to conduct independent research are acquired through courses and individual apprenticeships with faculty.

Ph.D. in Business Administration with Finance Concentration

Curriculum:**Finance**

FINN 6043	Finance Theory	3
FINN 6133	Seminar in Investment Theory	3
FINN 6233	Seminar in Financial Management	3
FINN 6333	Empirical Research in Finance	3
FINN 6733	Seminar in Financial Markets and Institutions	3

Economics

ECON 6133	Mathematics for Economic Analysis	3
ECON 6213	Microeconomic Theory I	3
ECON 6223	Microeconomic Theory II	3
ECON 6613	Econometrics I	3
ECON 6623	Econometrics II	3
ECON 6633	Econometrics III	3

Research Tools

Select two of the following:		6
STAT 5103	Introduction to Probability Theory	3
STAT 5113	Statistical Inference	3
STAT 5343	Stochastic Processes	3
STAT 5353	Methods of Multivariate Analysis	3
STAT 5333	Analysis of Categorical Responses	3
STAT 5383	Time Series Analysis	3
STAT 5413	Spatial Statistics	3

Total Hours 60

Student may take up to one research tool course approved by the Finance Department doctoral student adviser if the research tool course is not listed above.

Program Structure: The Ph.D. program in Finance requires 42 credit hours of coursework. Five seminars (15 credit hours) in financial theory and research are required. The remaining credit hours, distributed across

two supporting areas, economics and research tools, are customized in consultation with the departmental doctoral program adviser. In addition, students must complete a research paper requirement, pass a written and an oral comprehensive exam, as well as successfully defend and conclude an approved doctoral thesis.

Graduate Faculty Courses

FINN 4013. Seminar in Personal Financial Planning. 3 Hours.

Explores financial planning function, including contact, data acquisition, plan development and implementation; covers all areas of personal financial planning including investments, insurance, taxes, and estate planning; addresses planning techniques and financial planning ethical issues; emphasis on case studies. Pre- or Corequisite: FINN 4733. Prerequisite: FINN 3003, FINN 3063, FINN 3623, and ACCT 3843.

FINN 410V. Special Topics in Finance. 1-6 Hour.

Explore current events, new developments and special topics in Finance not covered in other courses. Prerequisite: FINN 3043. May be repeated for up to 6 hours of degree credit.

FINN 4133. Advanced Investments. 3 Hours.

Sound training in the principles of security analysis and portfolio management and certain advanced techniques of financial management. Modern portfolio theory and its application to portfolio management practices will be emphasized. Prerequisite: FINN 3063.

FINN 4143. Portfolio Management I. 3 Hours.

This course applies modern investment theory to the practical management of the Rebsament Trust. Students prepare a statement of investment objectives, recommend an asset allocation strategy based on a quantitative analysis of asset class returns, and select securities using fundamental analysis. Classes are organized as management meetings and visits to investment firms are an important part of the class. Application, interview and instructor approval are required. Corequisite: FINN 3063 and ACCT 3723. Prerequisite: Departmental consent.

FINN 4153. Portfolio Management II. 3 Hours.

This course is a continuation of FINN 4143. Topics covered include technical analysis, dynamic asset allocation and derivative strategies. Visits to major investments firms and organized exchanges in New York City or other locations are generally planned. Selection is by invitation. Prerequisite: FINN 4143 and by invitation only.

FINN 4233. Advanced Corporate Finance. 3 Hours.

Addresses complex and multifaceted issues and problems in financial decision-making. Prerequisite: FINN 3603.

FINN 4433. Real Estate Finance and Investment. 3 Hours.

Consideration of professional aspects of the real estate field. Emphasis is placed upon finance techniques and investment analysis. The focus is on commercial real estate. Brokerage, property management, appraisal, property development and current problems are also addressed. Students prepare a feasibility study on a commercial development project. Prerequisite: FINN 3933.

FINN 450V. Independent Study. 1-3 Hour.

Permits students on an individual basis to explore selected topics in finance, with the consent of instructor.

FINN 5113. Corporate Financial Management. 3 Hours.

Financial analysis, planning and control; decision making and modeling for financial managers; and financial policies for management.

FINN 5173. Energy Finance and Risk Management. 3 Hours.

This course provides an advanced introduction to energy finance, defined as the application of finance principles to energy, energy service, and related industries, concerning all aspects of the energy value chain. Topics include: (1) physical fossil fuel markets; (2) physical electricity markets; (3) financially traded energy products; and (4) credit, counterpart, country, and enterprise risk. It also introduces students to business valuation and investment banking applications in the energy industry vertical. Prerequisite: FINN 5113 or FINN 5223. This course is cross-listed with FINN 4173.

FINN 5223. Financial Markets & Valuation. 3 Hours.

Analysis of financial information by capital markets in the determination of security values with specific applications to retail and logistics companies. This course views these and other companies from the point of view of the capital markets. May be repeated for degree credit.

FINN 5303. Advanced Corporate Financial Management. 3 Hours.

Focus on financial policy issues using real situational cases. Topics include cost of capital, capital budgeting and long-term planning, value-based management, real options, as well as project financing and valuation. Prerequisite: FINN 5223.

FINN 5333. Investment Theory and Management. 3 Hours.

Integration of theory, practice of investments with solution of individual and institutional portfolio management problems; Institute of Chartered Financial Analysts' Problems; variable annuity in estate planning. Prerequisite: FINN 5223.

FINN 541V. Shollmier Investment Project. 1-3 Hour.

Provide students with the opportunity to design and apply complex investment strategies used in institutional portfolio management on the Shollmier MBA Fund that can involve fixed income and equity securities as well as derivatives. Students will use top down asset allocation models, bottom up security selection, and hedge fund strategies. Prerequisite: FINN 5223 and FINN 5333. May be repeated for up to 9 hours of degree credit.

FINN 5443. Retail Finance. 3 Hours.

The financial success of retail product and service offerings depends on a clear understanding of the socio-economic as well as demographic and environmental factors that drive the changing patterns of consumption. This course introduces the fundamentals and use of consumer and trade area analysis tools, specifically geographic information systems (GIS) and psychographic market analysis, to make informed financial decisions. Extensive case studies are utilized throughout the course to learn concepts and best practices. Prerequisite: FINN 5223.

FINN 5703. Multinational Business Finance. 3 Hours.

Problems pertinent to managers of firms in multinational business environments, including international institutions, risks, investments and capital budgeting.

FINN 6043. Finance Theory. 3 Hours.

Provides a conceptual understanding of key theoretical developments in the field of financial economics, including firm decisions under risk within a world of uncertainty.

FINN 6133. Seminar in Investment Theory. 3 Hours.

Study advanced literature in field investments, with special reference to theory of random walks, stock valuation models, portfolio management.

FINN 6233. Seminar in Financial Management. 3 Hours.

Financial management of firm with emphasis on financial theory or firm, quantitative methods used in financial analysis, planning.

FINN 6333. Empirical Research in Finance. 3 Hours.

A study of recent empirically based research in finance.

FINN 636V. Special Problems in Finance. 1-6 Hour.

Case studies in investments, corporation finance, money and banking, monetary theory, international finance, public finance. By arrangement. May be repeated for up to 6 hours of degree credit.

FINN 6733. Seminar in Financial Markets and Institutions. 3 Hours.

Recent developments in the literature of financial markets and institutions. Participants will be involved in the extensive study of existing theories and empirical tests of the theories.

FINN 683V. Contemporary Issues in Doctoral Colloquium. 1-3 Hour.

To explore and evaluate contemporary research issues in finance. Course content to reflect the most recent developments in theory and empirical research methodologies. Prerequisite: Doctoral student status and instructor consent. May be repeated for up to 18 hours of degree credit.

FINN 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Information Systems (ISYS)

Rajiv Sabherwal
Department Chair
204 Business Building
479-575-4500

Pankaj Setia
Ph.D. Program Director
224 Business Building
479-575-5653

Paul Cronan
Master of Information Systems Program Director
215 Business Building
479-575-6130

Degrees Conferred:

Ph.D. in Business Administration (BADM)
M.I.S. in Information Systems (INSY)

Graduate Certificate:

Graduate Certificate in Enterprise Systems (ISESGC)

Program Description: The Master of Information Systems is designed to provide professional preparation for positions in business and government. It provides sufficient flexibility to meet the needs of students with various backgrounds and foster lifelong learning and innovation. Students may concentrate in one of four areas: Information Technology Management, Enterprise Resource Planning Management, Enterprise Systems Management, or Software Engineering. The Ph.D. in Business Administration with a concentration in Information Systems is designed to produce a graduate with an understanding of the necessary subject matter required to contribute educational and research expertise to the field of information systems.

The program also offers a graduate certificate in Enterprise Systems to provide graduate students with knowledge and experience in information systems used in modern enterprise environments. The certificate includes three concentrations to allow students to focus on one facet of information systems.

Master of Information Systems

Master of Information Systems Program Website (<https://gsb.uark.edu/master-of-information-systems>)

The Master of Information Systems is designed to provide professional preparation for positions in business and government. It provides sufficient flexibility to meet the needs of students with various backgrounds and foster lifelong learning and innovation. Students may concentrate in one of four areas: Information Technology Management,

Enterprise Resource Planning (ERP) Management, Enterprise Systems (ES) Management, or Software Engineering.

Admission Requirements: The Master of Information Systems program is open to students who have earned a bachelor's degree from an accredited institution and who can present evidence of their ability to do graduate work. "Evidence of ability" means superior grade-point average, an acceptable test score on the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE), and recommendations with respect to ability for successful pursuit of graduate-level work. International applicants and resident aliens must submit an acceptable TOEFL or IELTS score, or complete the Intensive English Language Program (Spring International Language Center) and receive an English proficiency recommendation for admission. Other admissions criteria can be considered on a case by case basis.

Requirements for the Master of Information Systems Degree:

Students whose previous studies have fulfilled requirements of the common body of knowledge in business and information systems will be required to complete a minimum of 30 hours of graduate work. The required common body of knowledge in Information Systems includes management information systems, systems analysis, database, and programming languages (such as Visual Basic, Java, or other).

To ensure that students acquire the skills necessary for career success, the M.I.S. program strongly encourages all students to obtain additional training directly related to the M.I.S. program prior to graduation. The M.I.S. program considers this training an integral part of the curriculum and recommends that students work for up to one year in a position (or positions) which allow for the practical application of the theoretical principles taught in M.I.S. courses.

Students who hold non-immigrant status in the United States in the F-1 or J-1 categories are responsible for coordinating any necessary authorization for employment with the Office of International Students and Scholars (ISS). F-1 and J-1 students are strongly advised to discuss training options with the M.I.S. Program Director and the ISS office early in their program, and to make themselves aware of limitations and restrictions related to F-1 or J-1 employment authorization benefits.

Pre-M.I.S.

ISYS 511V	IT Toolkit & Skills Seminar (This course may not be used for the Master of Information Systems degree.)	3
-----------	---	---

Core Courses

ISYS 5423	Seminar in Systems Development	3
ISYS 5833	Data Management Systems	3
ISYS 5943	Management of Information Technology Seminar	3

Areas of Concentration

15

Select one of the following concentrations:

Information Technology Management

ISYS 5213	ERP Fundamentals
ISYS 5503	Decision Support and Analytics

Computing Electives (9 hours) selected from approved ISYS and C SCE

Enterprise Resource Planning (ERP) Management

ISYS 5213	ERP Fundamentals
ISYS 5223	ERP Configuration and Implementation
ISYS 5233	Seminar in ERP Development

Select six hours from the following:

ISYS 5103	Data Analytics Fundamentals	
ISYS 5133	E Business Development and Analytics	
ISYS 5453	Enterprise Data	
ISYS 5503	Decision Support and Analytics	
ISYS 5843	Seminar in Business Intelligence and Knowledge Management	
Enterprise Systems (ES) Management		
ISYS 5133	E Business Development and Analytics	
ISYS 5453	Enterprise Data	
ISYS 5503	Decision Support and Analytics	
Select six hours from the following:		
ISYS 5103	Data Analytics Fundamentals	
ISYS 5213	ERP Fundamentals	
ISYS 5463	Enterprise Transaction Systems	
ISYS 5843	Seminar in Business Intelligence and Knowledge Management	
Software Engineering Management		
ISYS 5133	E Business Development and Analytics	
ISYS 5503	Decision Support and Analytics	
Select nine hours from the following:		
CSCE 3513	Software Engineering	
CSCE 4323	Formal Languages and Computability	
CSCE 5323	Computer Security	
ISYS or CSCE courses (approved by Director)		
Electives		6
Total Hours		33

M.I.S. (Part-time): The Department of Information Systems also provides an opportunity for professionals in the workplace to complete the program by taking 6 hours per semester; 5 semester program with Enterprise Resource Planning (ERP) Management and Enterprise Systems (ES) Management concentrations. Contact the department for additional information or visit <http://gsb.uark.edu/>.

Electives are chosen by the student in consultation with the Master of Information Systems Program Director in the Department of Information Systems (ISYS). Approved electives (6 hours) may be any graduate course approved by the Master of Information Systems Program Director.

With the approval of the Master of Information Systems Program Director, any senior-level ISYS course (ISYS 4000+) may be taken for graduate credit. After admission, the student must maintain a 3.00 grade-point average on all graduate coursework and all information systems coursework. Additionally, the student must receive a letter grade of at least a "B" in 75 percent of the courses attempted.

For the M.I.S. (part-time), approval of the Director is required to enroll in more than six hours per semester.

Ph.D. in Business Administration with Information Systems Concentration

Information Systems Ph.D. Program Website (<https://gsb.uark.edu/phd-programs/information-systems.php>)

Overview: The objective of the Ph.D. in business administration with a concentration in information systems is to prepare students to conduct quality research in information systems as a faculty member at a research-oriented university school of business. The program is designed

to produce a graduate with an understanding of the necessary subject matter required to contribute educational and research expertise to the field of information systems. In addition to preparing students to be world-class researchers, the program seeks to prepare students to teach effectively in an information systems curriculum.

Admission Requirements: In addition to the university's Graduate School and Walton College of Business' Graduate School of Business requirements, the ISYS Ph.D. program has the following requirement: Applicants are expected to have a background in information systems via prior courses in topics such as a programming language, systems analysis, design, and development, and database processing. Students without the background may also be admitted but will likely be required to take up to 3 master's level courses to remedy the deficiency.

Requirements: Requirements for the Ph.D. in business administration with concentration in information systems include core courses and elective courses in information systems, research tools, and supporting fields. These 43 credit hours of courses are taken prior to advancing to candidacy and are broken down as follows: research tools (9 hours); ISYS core courses (21 hours); and supporting field courses (13 hours). Also, there is a requirement that students satisfactorily complete a one-hour Graduate Colloquium during the fall and spring semesters of each year when students are in residence on campus in pursuit of the degree. Following completion of the coursework, students must pass a comprehensive examination. The program also requires completion of 1st and 2nd year summer research projects, defense of a dissertation proposal, and successful defense of the dissertation (18 credit hours). Students are also prepared for a career in research through research assistantships, collaborative research projects with faculty members, colloquia, and classroom teaching and support.

Course Requirements

Research Tools

ISYS 5203	Experimental Design	3
ISYS 5623	Multivariate Analysis	3
ISYS 5723	Advanced Multivariate Analysis	3

Information Systems Core Courses

Select seven of the following:		21
ISYS 6133	Survey of IS Research (Fa)	
ISYS 6233	IS Research Projects (Irregular)	
ISYS 6333	Individual-level Research in IS	
ISYS 6433	Team-level Research in IS (Irregular)	
ISYS 6533	Macro- and Meso-level IS Research (Irregular)	
ISYS 6633	Systems Development (Irregular)	
ISYS 6733	Emerging Topics (Irregular)	
ISYS 6833	Theory Development (Irregular)	
ISYS 601V	Graduate Colloquium	

Supporting Fields

In addition to the WCOB 6111 Teaching Seminar and MGMT 6213 Research Methods Seminar, courses to meet this requirement will be determined in consultation with the ISYS Ph.D. program committee (courses must be at the Ph.D. level, unless otherwise approved by the ISYS Ph.D. program committee). These courses are normally taken outside the ISYS Department and are in the student's area(s) of interest.

WCOB 6111	Seminar in Business Administration Teaching I	1
MGMT 6213	Seminar in Research Methods	3

Comprehensive Examination

Written exam, research tools and IS (at the end of all coursework)

Oral exam

Summer Research Requirements

1st summer paper

2nd summer (to include a round of feedback and revision)

Dissertation Requirements

Successful defense of Dissertation proposal ¹

Successful defense of Dissertation ¹

Other Ph.D. Courses Taken

Students may take up to 9 hours of other Ph.D. courses, as necessary. 9

Masters Level Courses

Students typically without an information systems background will be required to take some Masters courses prior to taking their comprehensive examinations. These courses do not count toward the Ph.D. degree and are taken to remedy deficiencies. The ISYS Ph.D. program committee will determine whether a student needs to take one or more of these courses. The specific courses are:

ISYS 5423 Seminar in Systems Development

ISYS 5503 Decision Support and Analytics

ISYS 5833 Data Management Systems

¹ Minimum committee size: 4

Residence Requirement

There is a strong preference for students to be in residence — i.e., be full-time students with assistantship duties — during the entire program. Residence requirements are intended to ensure that every student has ample opportunity for the intellectual development that can result from a sustained period of intensive study and close association with scholars in the intellectual environment of the university. The requirement recognizes that growth as an independent scholar is not merely a matter of class attendance, but rather involves a broader development of the intellect that comes through intensive study, independent research, sustained association with faculty members and other colleagues who share common scholarly and professional interests, attendance at seminars and colloquia, intensive reading and familiarization with library resources, consultation with specialists in other disciplines and resource centers, and the opportunity for broadened exposure to current intellectual issues as they are revealed in various campus offerings.

After filing a Declaration of Intent to pursue the doctoral degree, a student must fulfill a residence requirement as outlined in the Graduate Catalog (p. 414) section on doctors of philosophy and education degrees.

Graduate Certificate in Enterprise Systems

Timothy Paul Cronan

Director

WCOB 215

479-575-6130

cronan@uark.edu

Enterprise Systems Graduate Certificate Program Website (<https://gsb.uark.edu/graduate-certificates>)

The Graduate Certificate in Enterprise Systems is a part-time program offered on campus, blended, and online. It is designed to provide graduate students with knowledge and experience in information systems

used in modern enterprise environments. The demand for skilled professionals in information systems continues to outpace the supply of qualified applicants. Students may choose one of three concentrations for the Graduate Certificate in Enterprise Systems: Enterprise Information Systems, Business Analytics, or Enterprise Resource Planning. The certificate program is intended to be completed part-time (ordinarily no more than six hours per semester), and is open to individuals with backgrounds in any discipline.

Admission Requirements: The Graduate Certificate in Enterprise Systems is a part-time program open to individuals with backgrounds in any discipline. Students must apply and be admitted to the Graduate School of Business; the GMAT/ GRE requirement is waived for the Graduate Certificate in Enterprise Systems degree program. (Students who have earned a GPA 3.5 or better upon completion of the certificate program and subsequently apply to the Master of Information Systems program will not be required to submit a test score). Information regarding Graduate School of Business admission requirements can be found earlier in this chapter.

Requirements for the Graduate Certificate in Enterprise Systems: (12 hours)

To receive the Graduate Certificate in Enterprise Systems, students must select one of the concentrations below. Students are required to take 9 hours of coursework in the Walton College of Business and 3 hours of electives related to Enterprise Systems in either the Walton College or in another college at the University of Arkansas. Elective courses other than those listed below must be approved by the Director of the Certificate program. Some elective courses have prerequisites that are not met by courses in the Certificate program. Students are advised to check prerequisites prior to enrolling in a course.

Required Course

for all concentrations

ISYS 5833	Data Management Systems	3
or ISYS 5213	ERP Fundamentals	

Enterprise Information Systems Concentration

This concentration is open to individuals with backgrounds in fields other than Information Systems (IS) and is designed to provide non-IS graduate students with the fundamental knowledge and skills needed to successfully transition to a career in the IS field. Students who complete this concentration will have exposure to fundamental principles of IS, techniques for management and development of IS projects, and effective management and use of relational and dimensional data. Students who successfully complete this concentration may be eligible to receive a certificate endorsed by Microsoft

Required Courses (9 hours)

ISYS 511V	IT Toolkit & Skills Seminar (this course may not be used for the Master of Information Systems Degree)	3
ISYS 5423	Seminar in Systems Development	3
ISYS 5833	Data Management Systems	3

Elective Course

Students should choose 3 hours of coursework from among the following: 3

ISYS 5103	Data Analytics Fundamentals	3
ISYS 5213	ERP Fundamentals (recommended)	

ISYS 5133	E Business Development and Analytics	
ISYS 5453	Enterprise Data	
ISYS 5933	Global Technology and Analytics Seminar	
Total Hours		15

Business Analytics Concentration

This concentration is open to individuals with backgrounds in any discipline and is designed to give business and non-business graduate student's knowledge and experience in the management and use of enterprise data for operations and decision-making. The ability to effectively manage and analyze increasingly large and complex sets of data is highly valued among employers in all disciplines, as "business intelligence" becomes a primary source of competitive advantage in many organizations. Students who complete this concentration will have a foundation in the effective management and use of relational and dimensional data, the application of statistical decision-making theory, and the exploration and exploitation of data using advanced data mining tools and techniques. Students completing this concentration may be eligible to receive a certificate endorsed by the SAS Institute.

Required Courses (9 hours)

ISYS 5833	Data Management Systems	3
or ISYS 5213	ERP Fundamentals	
ISYS 5503	Decision Support and Analytics	3
ISYS 5843	Seminar in Business Intelligence and Knowledge Management	3

Elective Course

Students should choose 3 hours of coursework from among the following:		3
ISYS 5103	Data Analytics Fundamentals	3
ISYS 511V	IT Toolkit & Skills Seminar (this course may not be used for the Masters of Information Systems Degree)	
ISYS 5213	ERP Fundamentals	
ISYS 5133	E Business Development and Analytics	
ISYS 5423	Seminar in Systems Development	
Total Hours		15

Enterprise Resource Planning Concentration

This concentration is open to individuals with backgrounds in any discipline and is designed to provide business and non-business graduate students a foundation in the effective use, implementation, and customization of Enterprise Resource Planning (ERP) systems. ERP systems support integrated core business processes in nearly every large organization, and knowledge of and experience with these systems are highly valued among employers in all business disciplines. Students who complete this concentration will have exposure to fundamental principles of ERP and techniques for configuration, implementation, and development of ERP systems. Students completing this concentration may be eligible to receive a certificate endorsed by SAP America and the SAP University Alliances Program.

Required Courses (9 hours)

ISYS 5213	ERP Fundamentals	3
ISYS 5223	ERP Configuration and Implementation	3
ISYS 5233	Seminar in ERP Development	3

Elective Course (3 hours)

Students should choose 3 hours of coursework from among the following:		3
ISYS 5103	Data Analytics Fundamentals	3
ISYS 511V	IT Toolkit & Skills Seminar (recommended)	
ISYS 5453	Enterprise Data	
ISYS 5833	Data Management Systems	
ISYS 5933	Global Technology and Analytics Seminar	
Total Hours		15

Graduate Faculty Courses

ISYS 4243. Current Topics in Computer Information (Irregular). 3 Hours.

Intensive investigation of selected developments in computer information systems hardware, software, and organization having current impact on computer information systems design and application. Offering an extension of lower-level CIS courses through individual student research and faculty team-teaching of advanced topics. Topical selection made with each course offering. Prerequisite: Junior standing. May be repeated for up to 6 hours of degree credit.

ISYS 4373. Application Development with Java. 3 Hours.

This course covers object-oriented programming concepts and illustrates them via an appropriate object-oriented programming language. Students will be exposed to the design of software objects, creation of software objects, and the use of objects in constructing an information system. Prerequisite: ISYS 3293 with a grade of C or better.

ISYS 450V. Independent Study (Sp, Fa). 1-3 Hour.

Permits students on individual basis to explore selected topics in data processing and/or Quantitative Analysis.

ISYS 5103. Data Analytics Fundamentals. 3 Hours.

Fundamental knowledge and skills in several major areas of business data analytics. Emphasis on the management and use of data in modern organizations, intermediate & advanced spreadsheet topics; relational databases & SQL; and programming (such as Python). Prerequisite: MIS Director approval.

ISYS 511V. IT Toolkit & Skills Seminar. 1-3 Hour.

Seminar in Information Systems solutions and concepts (such as applications development, VB.NET, analysis of problems and design of solutions via application systems, etc.) designed for students entering the MIS program--may not be used for MIS degree credit. Prerequisite: MIS Director approval. May be repeated for up to 3 hours of degree credit.

ISYS 5133. E Business Development and Analytics. 3 Hours.

This course explores various e-business development technologies and then utilizes the technologies for developing a relatively realistic business-to-consumer (B2C) e-business site. Students will also learn about Business to Business (B2B) strategies, market exchanges, XML and XML Web services applications. Simple XML Web services will also be created. Prerequisite: ISYS 511V.

ISYS 5203. Experimental Design. 3 Hours.

ANOVA, experimental design, introduction to basis of statistics. Prerequisite: Graduate standing and WCOB 1033 or equivalent.

ISYS 5213. ERP Fundamentals. 3 Hours.

An introduction to enterprise resource planning systems. Students should gain an understanding of the scope of these integrated systems that reach across organizational boundaries and can change how a company does business. Implementation issues are covered, including the importance of change management. Prerequisite: Graduate standing.

ISYS 5223. ERP Configuration and Implementation. 3 Hours.

The process of configuring and implementing an enterprise resource planning system. Business process analysis and integration. Students will develop a company and set up several modules in SAP for use. Develop understanding of how the business processes work and integrate. Prerequisite: ISYS 5213 or equivalent.

ISYS 5233. Seminar in ERP Development. 3 Hours.

ERP administration and system development practices. Advanced system support issues related to Enterprise Resource Planning systems that are used in global organizations. Basic ABAP programming. In addition, students will learn how to provide basic systems administration support of the operating system, database, and application systems software levels of ERP systems. Pre- or Corequisite: ISYS 5223. Prerequisite: ISYS 5213. May be repeated for up to 6 hours of degree credit.

ISYS 535V. Internship Experience. 1-6 Hour.

This course allows a student to experience an internship within a business and benefit from the work experience. The internship focuses on applications and business problems and is supervised by a faculty member as well as a member of the company/firm. Prerequisite: MIS Director approval is required. May be repeated for up to 6 hours of degree credit.

ISYS 5363. Business Analytics. 3 Hours.

This course in managerial business analytics provides future managers with the key concepts of decision modeling and information technology management concepts. Students will learn to utilize real time operational business data, as well as quickly process and effectively leverage information. In addition, students will exercise strategic IT deployment skills for supply chain and marketing processes as well as develop strong decision modeling abilities.

ISYS 5403. Quantitative Methods and Decision Making. 3 Hours.

Utilization of information, quantitative techniques, and computer application in decision making and problem solving for managers. This course is cross-listed with SCMT 5133.

ISYS 5423. Seminar in Systems Development. 3 Hours.

Advanced study of structured systems development. Emphasis on strategies and techniques of structured analysis and structured design for producing logical systems specifications and for deriving physical systems designs. Coverage of methodologies for dealing with complexity in the development of information systems. Prerequisite: ISYS 511V.

ISYS 5433. Enterprise Systems. 3 Hours.

Enterprise Systems comprises the entire class of information technology and systems that support the mission of the company including decision support and business processes. This managerial enterprise systems course focuses on strategic issues of information technology. Students study the various elements and integration of an organization's business processes; as a result, students gain an understanding and working knowledge of systems used to support these business processes and their use in decision making. In addition, students will study concepts and develop skills needed to utilize decision-centric business intelligence and knowledge management applications.

ISYS 5453. Enterprise Data. 3 Hours.

The focus of this course is to expose students to working with large scale mainframe computer systems. Mainframe computers are the heart of large company's transaction processing systems. This course provides the opportunity for students to gain valuable insight into computing in a mainframe operating environment. Pre- or Corequisite: ISYS 5833.

ISYS 5463. Enterprise Transaction Systems. 3 Hours.

Being able to accurately capture and store business transactions is an important processing function in many businesses. For many large companies with high volume processing, the tools of choice for transaction processing are CICS/Cobol/DB2. This course provides students with the necessary understanding and skills to work in this type environment. Pre- or Corequisite: ISYS 5453 or equivalent or MIS Director approval.

ISYS 5503. Decision Support and Analytics. 3 Hours.

Analysis of the highest level of information support for the manager-user. A study of systems providing analytics-based information derived from databases within and/or external to the organization and used to support management in the decision making. Application of tools in business analytics, problem solving, and decision making. Prerequisite: MIS Director approval.

ISYS 5603. Analytics and Visualization. 3 Hours.

This course focuses on how to discern and tell your story visually using data based on traditional graphical data representation as well as the latest data and information technologies. Coverage includes both visualization theory and hands-on exercises using appropriate computing tools. The course will also include visualization of predictive, clustering, and association models. The opportunities and challenges of Big Data visualization will be explored. Prerequisite: (ISYS 5503) or (ISYS 5133 and departmental consent).

ISYS 5613. Business Applications of Nonparametric Techniques. 3 Hours.

Consideration of business and economic research related to sampling and experimental design, testing of hypothesis, and using nonparametric tests. Prerequisite: ISYS 5203 or equivalent.

ISYS 5623. Multivariate Analysis. 3 Hours.

Principal component analysis, regression analyses. Prerequisite: ISYS 5203.

ISYS 5713. Seminar in IS Topics. 3 Hours.

Intensive seminar in selected information systems topics. Topical selection made with each course offering. Prerequisite: ISYS 511V or MIS Director approval. May be repeated for up to 9 hours of degree credit.

ISYS 5723. Advanced Multivariate Analysis. 3 Hours.

Factor analysis and other advanced techniques. Prerequisite: ISYS 5623.

ISYS 5833. Data Management Systems. 3 Hours.

Investigation and application of advanced database concepts include database administration, database technology, and selection and acquisition of database management systems. Data modeling and system development in a database environment. Prerequisite: ISYS 5103.

ISYS 5843. Seminar in Business Intelligence and Knowledge Management. 3 Hours.

Business intelligence focuses on assessing and creating information and knowledge from internal and external sources to support business decision making process. In this seminar, data mining and information retrieval techniques will be used to extract useful knowledge from data, which could be used for business intelligence, and knowledge management. Pre- or Corequisite: ISYS 5833 or equivalent. Prerequisite: ISYS 5503 or equivalent.

ISYS 5933. Global Technology and Analytics Seminar. 3 Hours.

This course is designed to provide an updated, comprehensive, and rigorous treatment of emerging global topics. Includes, but is not limited to, global study experiences, business insights, and foundational perspectives; examines significant issues from global perspectives. Prerequisite: Graduate standing and MIS Director approval.

ISYS 5943. Management of Information Technology Seminar. 3 Hours.

Presented in a way that allows you to play an active role in the design, use, and management of information technology. Using IT to transform the organization, as competitive strategy, and creating new relationship with other firms is included. Pre- or Corequisite: ISYS 5833. Prerequisite: ISYS 5423.

ISYS 599V. Practicum Seminar. 3-6 Hour.

This course is designed to introduce and engage the student in the practice, application, and problem solving in the business environment. Hands-on application of a business problem. Students will gain experience working on, making decisions about, and developing solutions for business applications. Topics include but not limited to analytics, data, and information technology. Prerequisite: Graduate standing and MIS Director approval. May be repeated for up to 6 hours of degree credit.

ISYS 601V. Graduate Colloquium. 1-6 Hour.

Presentation and critique of research papers and proposals.

ISYS 6133. Survey of IS Research (Fa). 3 Hours.

This is an introductory seminar in information systems research for doctoral students. Its objective is to introduce participants to major streams of IS research and discuss many of the important roles and responsibilities of an IS researcher. Also, this course will play the important role of introducing participants to the research of the current IS faculty.

ISYS 6233. IS Research Projects (Irregular). 3 Hours.

The students will understand the ideas underlying a scientific contribution; understand the practical challenges in designing and executing a study; Design and execute a study; Write an empirical journal article.

ISYS 6333. Individual-level Research in IS. 3 Hours.

This course aims to expose students to individual-level research in IS. It provides a window into major streams of individual-level research in IS and reference disciplines. May be repeated for up to 18 hours of degree credit.

ISYS 636V. Special Problems (Irregular). 1-6 Hour.

Independent reading and research under supervision of senior staff member. May be repeated for up to 6 hours of degree credit.

ISYS 6423. Structural Equation Modeling. 3 Hours.

Structural equation modeling using current tools, such as AMOS. This course is cross-listed with MKTG 6423, SCMT 6423.

ISYS 6433. Team-level Research in IS (Irregular). 3 Hours.

This course aims to expose students to team-level research in IS. It provides a window into major streams of team-level research in IS and reference disciplines.

ISYS 6533. Macro- and Meso-level IS Research (Irregular). 3 Hours.

This course aims to expose students to research at the macro- and meso-levels. For example, it could provide a window into major streams of organizational-level research in IS and reference disciplines. Topics could also include: change management, ERP research models, implementation, applications, and successes/failures, and ERP simulation models. Other topics that fall within the purview of the course are: large-scale technology and process innovations in organizations--e.g., software development process innovations and RFID will be examined at various levels (e.g., organizational).

ISYS 6633. Systems Development (Irregular). 3 Hours.

The course provides an in-depth study of systems development as an area of research, understanding of the theoretical and conceptual foundations, insight into the current state of the research area, utilizes both IS and reference discipline literature as appropriate, guidance for conducting research projects and producing publishable research, an opportunity to work on cutting-edge research.

ISYS 6733. Emerging Topics (Irregular). 3 Hours.

Various emerging topics, such as RFID applications and RFID supply chain, ethical decision models, behavioral modeling, piracy and privacy issues, and virtual worlds.

ISYS 6833. Theory Development (Irregular). 3 Hours.

To acquire theory development and writing skills, to understand challenges in developing and writing theory sections of papers, and to discuss approaches to writing good empirical journal articles. This course is suited for all social sciences students and is particularly appropriate for students conducting behavioral research in the business disciplines.

ISYS 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

J.D./M.B.A. Program

J.D./M.B.A. program

The School of Law and the College of Business Administration cooperate in offering an opportunity for students to pursue the J.D. and the Master of Business Administration (M.B.A.) degrees concurrently. Students pursuing their degrees concurrently must gain admission to both the School of Law and the Graduate School and be accepted in the program of study leading to the M.B.A. degree. If the student is accepted into both programs, a maximum of six hours of approved, upper-level elective law courses may be used as duplicate credit toward the M.B.A. degree, and a maximum of six hours of approved graduate courses in business administration may be used as duplicate credit toward the J.D. degree, reducing the time necessary for completion of the degrees.

Management (MGMT)

Vikas Anand
Department Chair
402 Business Building
479-575-4007

Jon Johnson
Ph.D. Program Director
522 Willard J. Walker Hall
479-575-6227

Degree Conferred:

Ph.D. in Business Administration (BADM)

Program Description: The primary objective of the Ph.D. program in Business Administration with a concentration in management is to prepare candidates for careers in university research and teaching. The program of study is designed to ensure that students receive an exposure to the broad areas of management, develop the conceptual skills and methodological tools necessary to design and conduct independent research, and develop the skills and experience necessary to teach at all levels of higher education.

Ph.D. in Business Administration with Management Concentration

Ph.D. in Business Administration – Management Concentration

Management Content Core Requirements

MGMT 6113	Seminar in Organizational Behavior	3
MGMT 6123	Seminar in Organization Theory	3
MGMT 6133	Seminar in Strategy Research	3
MGMT 6233	Seminar in Human Resource Management	3

Supporting Fields

Courses for the supporting fields requirement are selected in consultation with the student's Ph.D. Advisory Committee. All courses taken for the Supporting Fields must be at the graduate level and/or taken for graduate credit. Statistics and methods classes cannot be used to fulfill the Supporting Fields requirement. A minimum of 6 hours and a maximum

of 9 hours are to be taken in Management. These hours may include MGMT 6223, Special Topics in Management, and , Special Problems.

Research Tools

Courses used to meet the Research Tools requirement will be selected in consultation with the student's Ph.D. Advisory Committee and should support the student's program of study. The courses should provide the student with a knowledge of advanced descriptive and inferential statistics, research design, and research methods.

Comprehensive Exam

Students will be required to take a comprehensive examination as a requirement of the PhD program in the Management Department. The exam will be administered over a three day period with the first day focusing on questions concerning the primary and secondary content areas, the second day being a day off to study a research article that will be covered on the research methods exam and the third day covering research methods. Successful completion of both parts of the comprehensive exam are required for admission to candidacy.

The exam will consist of three parts:

Content: Students will have questions from the two content areas they identified. There will be more questions on the primary area than the secondary area. Students will have some opportunity to choose among the questions. There will be some mandatory questions

Methods: All students will have the same methods questions. One part of the methods exam will be an article that students review a priori and critique. Students will have some opportunity to choose among the questions. There will be some mandatory questions.

Specialty Area: Each student taking the comprehensive exam will select a specialty area of emphasis and a management department faculty willing to sponsor that area. This area is one that the student is expected to be an expert in, and ideally, linked to his or her future dissertation area. The last part of the comprehensive exam will comprise questions that are based on the specialty area.

Graduate Faculty Courses

MGMT 5213. Business Foundations for Entrepreneurs. 3 Hours.

Introduction to the fundamental business concepts an entrepreneur needs to know to evaluate and launch a successful new venture. Topic areas include recruitment, selection, motivation and management of employees, market analysis and the marketing mix, financial strategies and accounting for funds, economic considerations, and the management of operations. Prerequisite: Graduate standing.

MGMT 5223. Business Leadership and Ethics. 3 Hours.

Management for a global environment. The class will cover interpersonal workplace skills such as leadership and motivation, along with the management of human capital through well designed recruitment, selection, performance evaluation, compensation, and quality control systems. May be repeated for degree credit.

MGMT 5313. Strategic Management. 3 Hours.

Strategy formulation, strategy implementation, and other topics related to the long-term success of the firm. Includes role of the general manager, international issues, and the impact of management fads on decision making.

MGMT 5323. New Venture Development. 3 Hours.

Focuses on the identification and analysis of new venture opportunities and how entrepreneurs acquire the human and financial resources needed to develop successful businesses. Topics include market analysis, development of products and services, negotiation, developing and executing business plans, and new venture financing. Students are required to complete summer assignments before the course begins in the fall semester. Prerequisite: MGMT 5213 or an undergraduate degree in business or permission of the instructor.

MGMT 5363. Innovation & Creativity. 3 Hours.

This class will provide a framework for developing, assessing and implementing innovations in start-ups and established businesses. Focus is on creative decision making, managing for innovation, strategic analysis of innovations, and implementation of innovations. Aimed at entrepreneurs, brand managers, and managers in industries where innovation is a key strategic capability.

MGMT 537V. Global Business. 1-3 Hour.

Integrated overview of the global business environment and the organizational challenges of a multinational firm. To enhance understanding of the business and cultural environment of prominent emerging markets, the course includes a 2-3 week overseas immersion project to fulfill a predefined goal. Project is integrated with global content upon return.

This course is cross-listed with MGMT 5373, ECON 5373.

MGMT 5391. Business History and Practice. 1 Hour.

This course provides students with an overview of how businesses evolve over the years, and how they are run today. Using examples from research and practitioner articles, it allows students to learn about hands on concepts such as business models, Integrative Performance, Organization Structure, Competitive Advantage, Value Networks, and Business Obligations in an experiential manner.

MGMT 5413. New Venture Development II. 3 Hours.

A large-scale, real world, 10 week project involving hands-on work addressing issues faced by managers in partnering firms. Corequisite: Instructor consent. Prerequisite: MGMT 5323.

MGMT 5602. Introduction to Strategy. 2 Hours.

An introduction to the value chain concept, the underlying framework of the Managerial MBA program. Topics include the primary value chain activities of inbound logistics, operations, outbound logistics, marketing and sales, and service, as well as the support activities of procurement, technology development, human resource management and firm infrastructure.

MGMT 5613. Leadership and Organizational Behavior. 3 Hours.

Managing in a global workforce, including human resource issues, motivation, performance evaluation, quality concepts, transformational leadership, and selection/ recruitment/ development of employees.

MGMT 5993. Entrepreneurship Practicum. 3 Hours.

Hands-on management of an actual on-going business. Students will gain experience working in, making decisions about, and managing a competitive business. Students will be required to analyze the business in a term paper or other integrative assignment. Entrance by application only.

MGMT 6011. Graduate Colloquium. 1 Hour.

Presentation and critique of research papers and proposals. May be repeated for degree credit.

MGMT 6113. Seminar in Organizational Behavior. 3 Hours.

Survey of theoretical and empirical literature in organizational behavior. Stresses critical evaluation of current writing in the field and its integration with prior research. Covers topics relating to motivation, individual differences, job attitudes, social influence processes, and group dynamics. Prerequisite: Admission to a Ph.D. program.

MGMT 6123. Seminar in Organization Theory. 3 Hours.

This Ph.D.-level seminar presents an overview and introduction into organization theory literature. Emphasis on the development of relevant schools of thought, changes in the content of the traditional or 'mainstream' themes, current topics, schools of thought, and future directions are examined. Prerequisite: Admission to a Ph.D. program.

MGMT 6133. Seminar in Strategy Research. 3 Hours.

This Ph.D.-level seminar presents an overview and introduction into the strategic management literature. Emphasis on both the content and process of the extant research. Relevant theory, methods, 'mainstream' themes, current topics, schools of thought, and future directions are examined. Prerequisite: Admission to a Ph.D. program.

MGMT 6213. Seminar in Research Methods. 3 Hours.

Familiarizes students with the principles and techniques underlying research in management and organizations. Issues of basic philosophy of science and research methods are covered. Special attention given to the practical problems of research design, measurement, data collection, sampling, and interpretation in conducting research in management and in organizations. Prerequisite: Admission to a Ph.D. program.

MGMT 6223. Seminar in Management Topics. 3 Hours.

Seminar in special research topics in management. Topics vary depending upon instructor. Prerequisite: Admission to a Ph.D. program. May be repeated for up to 3 hours of degree credit.

MGMT 6233. Seminar in Human Resource Management. 3 Hours.

Provides an overview of major issues in human resource management. Designed to familiarize students with the seminal research in human resource management, and to provide them with the conceptual and methodological tools necessary to do research in the area. Prerequisite: Admission to a Ph.D. program.

MGMT 636V. Special Problems in Management. 1-6 Hour.

Individual reading and research. May be repeated for up to 6 hours of degree credit.

MGMT 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Marketing (MKTG)

Jeff Murray
Department Chair
302 Business Building
479-575-5115

Ronn Smith
Ph.D. Program Director
325 Business Building
479-575-4632

Degrees Conferred:

Ph.D. in Business Administration (BADM)

Program Description: The Ph.D. in Business Administration with a Marketing Concentration allows students to concentrate within one of three areas:

- Channels (e.g., retail, logistics, transportation, supply chain management)
- Management (e.g., strategy, international, relationship marketing)
- Communications (e.g., consumer behavior, advertising, promotion).

The student's concentration will determine the courses taken in fulfilling the supporting fields requirement and the specialization for the comprehensive examination.

Ph.D. in Business Administration with Marketing Concentration

Program Requirements: Generally, the Ph.D. Program in Business Administration with a Marketing Concentration is comprised of 60 credit hours. Up to 6 credit hours of prior coursework may be applied to the requirements for the Marketing Concentration with the recommendation and consent of the student's Ph.D. Program Advisory Committee.

Marketing Tools

MKTG 6433	Seminar in Research Methods	3
ISYS 6333	Individual-level Research in IS	3
12 hours of electives to be determined in consultation with the Ph.D. Program Advisory Committee.		12

Marketing Core

MKTG 6443	Seminar in Marketing Theory	3
MKTG 6413	Special Topics in Marketing (must be consumer behavior content)	3

Supporting Fields

Courses for the supporting field requirement are made in consultation with the student's Ph.D. Program Advisory Committee. All courses taken for the supporting fields must be at the graduate level and/or taken for graduate credit. A minimum of nine hours should be taken in graduate research seminars. 18

Dissertation

A dissertation will be written under the guidance of the marketing faculty. The dissertation committee consists of a minimum of 3 graduate faculty members. One graduate faculty member outside the Marketing Department may be chosen for this committee depending on the dissertation topic. 18

Total Hours	60
-------------	----

Graduate Faculty

Ashton, Dub, Ph.D. (University of Georgia), M.B.A., B.S.B.A. (Memphis State University), Associate Professor, 1981.

Burton, Scot, Ph.D. (University of Houston), M.B.A., B.S.B.A. (University of Texas), Distinguished Professor, 1993.

Cox, Nicole R., M.B.A. (University of Arkansas), B.S. (College of the Ozarks), Instructor, 2003.

Gauri, Dinesh K., Ph.D., M.A. (State University of New York-Buffalo), M.S. (Indian Institute of Technology, New Delhi), Professor, 2016.

Howlett, Betsy, Ph.D. (Duke University), M.S., B.A. (Lehigh University), Professor, 1995.

Jensen, Thomas D., Ph.D., M.A., B.A. (University of Arkansas), Professor, 1982.

Jensen, Molly R., Ph.D., M.A. (University of Arkansas), B.S. (Southwest Missouri State University), Clinical Associate Professor, 2003.

Kopp, Steven W., Ph.D. (Michigan State University), M.B.A. (University of Southern Mississippi), B.S. (University of Missouri-Rolla), Associate Professor, 1992.

Murray, Jeff B., Ph.D. (Virginia Polytechnic Institute and State University), M.A., B.A. (University of Northern Colorado), Professor, 1989.

Rapert, Molly, Ph.D. (University of Memphis), M.B.A., B.S.B.A. (University of Arkansas), Associate Professor, 1991.

Smith, Ronn J., Ph.D. (Washington State University), M.S., B.S. (Montana State University), Associate Professor, 2006.

Stassen, Robert E., Ph.D., M.B.A. (University of Nebraska-Lincoln), B.S. (University of Minnesota), Associate Professor, 1989.

Taylor, Jennifer, Ph.D. (University of Missouri-Kansas City), M.A. (University of Northern Iowa), B.A. (University of Kentucky), Research Professor, 2014.

Velliquette, Anne M., Ph.D. (University of Arkansas), M.A.B., B.S. (Southwest Missouri State University), Clinical Assistant Professor, 2014.

Courses

MKTG 5103. Introduction to Marketing. 3 Hours.

Introduction to marketing concepts and practices as applied to the retail consumer environment. Focuses on the strategic development, positioning, and management of products, promotion, distribution, pricing, and store environments in building customer relationships from retailer and supplier perspectives. (Core). May be repeated for degree credit.

MKTG 5223. Marketing. 3 Hours.

Product management, market research, marketing communications, retailing and distribution, consumer behavior, and social and ethical implications of marketing.

MKTG 5333. Retailing Strategy and Processes. 3 Hours.

Strategic planning and operation of retailing organizations. Investigation of the various types of retailing with emphasis on both the strategic and functional aspects in retail processes.

MKTG 5433. Consumer and Market Research. 3 Hours.

Modern marketing research methods and analyses applied to consumers, shoppers, and buyers of goods and services sold in competitive retail environments. Attention is given to both quantitative and qualitative methods, analyses, interpretation, and decision making. Prerequisite: MKTG 5103.

MKTG 5523. Marketing Analytics. 3 Hours.

This course is intended to teach students how to use data analytics to improve marketing decision making at every stage of the Strategic Marketing Process. The focus will be on the skills and tools needed to obtain, process, and analyze data to formulate and answer critical marketing questions and make managerial recommendations. This is a hands-on course that employs real-world databases, lectures, cases, and exercises. Prerequisite: MKTG 5103.

MKTG 5533. Strategic Category Management. 3 Hours.

Strategic planning and management of brands and product categories from both manufacturing and retailing perspectives. Focus is on the product brand development, pricing, distribution, and promotion of brands and their strategic and functional roles in the product mix.

MKTG 5543. Category Analysis and Management. 3 Hours.

Analysis and management of brands and product categories from supplier and retailing strategic perspectives. Focus is on brand and category strategic and functional roles in the merchandising mix as well as their development, pricing, distribution, promotion, and in-store placement. May be repeated for degree credit.

MKTG 5553. New Product Development and Strategy. 3 Hours.

Behavioral and social science concepts applied to retail shoppers, buyers, and consumers of products and services. Attention is given to research on the cognitive, affective, and experiential aspects involved in the acquisition, consumption, and disposal of products and services by individuals and households. Prerequisite: MKTG 5103.

MKTG 5563. Retail Strategy. 3 Hours.

The purpose of this course is to investigate the changing landscape of the retail industry. It should be noted that "retail" is an incredibly broad topic covering everything from consumer insights to supply chain to sales management. Retail is currently experiencing somewhat of a revolution as companies experiment with new technology, innovative ways to make shopping more enjoyable, or ways of engaging the customer in a way they are not likely to forget. This course will be based on identification and discussion of new trends that emerge in the retail environment. Prerequisite: MKTG 5223.

MKTG 636V. Special Problems in Marketing. 1-6 Hour.

Individual research problems. May be repeated for up to 6 hours of degree credit.

MKTG 6413. Special Topics in Marketing. 3 Hours.

Seminar in special topics in marketing. Topics vary depending upon the instructor. May be repeated for up to 3 hours of degree credit.

MKTG 6433. Seminar in Research Methods. 3 Hours.

Extensive review of literature illustrative of marketing research studies. Focuses upon theoretical foundations of research design, methodology, and analysis as well as interpretation of univariate, bivariate, and multivariate data in marketing theory exploration. May be repeated for up to 3 hours of degree credit.

MKTG 6443. Seminar in Marketing Theory. 3 Hours.

Comprehensive survey and critical review of the history of marketing thought and contemporary schools of thought in marketing discipline. In-depth research, review, synthesis, and a research proposal will be required in a selected topic from the perspectives of advancing marketing theory.

MKTG 6453. Seminar in Transportation and Business Logistics. 3 Hours.

Underlying theories and problems related to the development of logistical systems in the U.S. Attention focused on transport economics, the role of government in providing transportation facilities, and managerial issues related to integrating transportation, inventory control, warehousing, customer service levels, and facility location.

MKTG 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

M.B.A./M.P.S. Program

Requirements for the concurrent M.B.A./M.P.S. Degrees: Students interested in obtaining both the Master of Business Administration (M.B.A.) and the Clinton School of Public Service Master of Public Service (M.P.S.) degrees may pursue both degrees concurrently. The programs require separate application and admission to both the Clinton School of Public Service and the Graduate School of Business M.B.A. program. Students participating in the M.B.A./M.P.S. programs concurrently must file a degree plan for both degrees and obtain prior approval to take courses to be used for reciprocal credit. Interested students should obtain applications from both the Walton College Graduate School of Business and the Clinton School of Public Service.

Supply Chain Management (SCMT)

Brian Fugate
Department Chair
355 Business Building
479-575-7674

John Alysious
Ph.D. Program Director
475D Business Building
479-575-3003

Degrees Conferred:

Ph.D. in Business Administration (WCOB)

Program Description: The Ph.D. Program in Business Administration with a Supply Chain Management Concentration prepares individuals for academic careers in research, teaching and service at universities. The program imparts knowledge of the theoretical and substantive areas of supply chain management, as well as of conceptual skills and

methodological tools, and prepares students to conduct independent research.

Ph.D. in Business Administration with Supply Chain Management Concentration

Program Requirements

Generally, the program is composed of 60 credit hours. Up to 3 credit hours of prior coursework may be applied to the requirements for the supply chain management Concentration with the recommendation and consent of the student's Ph.D. Program Advisory Committee.

Tools 15

Depending on their interest and backgrounds, students will choose five courses from the following list:

- Univariate statistics (minimum 3 hours; e.g., ISYS 5203)

ISYS 5203	Experimental Design (prior course work may be applied toward this requirement)
-----------	--
- Multivariate statistics (minimum 3 hours; e.g., MKTG 6433, ISYS 5623, ISYS 5723)

MKTG 6433	Seminar in Research Methods
ISYS 5623	Multivariate Analysis
ISYS 5723	Advanced Multivariate Analysis
- Econometrics (minimum 3 hours; e.g., ECON 6613, ECON 6623, ECON 6633)

ECON 6613	Econometrics I
ECON 6623	Econometrics II
ECON 6633	Econometrics III
- Structural equation analysis (e.g., SCMT 6423)

SCMT 6423	Seminar in Structural Equation Modeling
-----------	---
- Other (e.g., linear programming, integer programming, stochastic processes, qualitative research methods, etc.)

Supply Chain Management Core

Each doctoral will take five SCM Core Ph.d seminars from set of six courses 15

SCMT 6413	Fundamentals of Logistics and Supply Chain Management
SCMT 6433	Supply Chain Management Research
SCMT 6443	Theory in Supply Chain Management
SCMT 6453	Behavioral Supply Chain Management
SCMT 6463	Research in Retail Supply Chain Management
SCMT 6473	Emerging Topics in Supply Chain Management

Microeconomics 3

ECON 6223 Microeconomic Theory II (Prior course work may be applied toward this requirement)

or equivalent

Supporting Fields

Courses for the supporting fields requirement are made in consultation with the student's Ph.D. Program Advisory Committee. All courses taken for the supporting fields must be at the graduate level and/or taken for graduate credit. A minimum of six hours should be taken in graduate research seminars. 9

Dissertation

A dissertation will be written under the guidance of the supply chain management faculty. The dissertation committee consists of a minimum of 3 graduate faculty members. One graduate faculty member outside the Department may be chosen for this committee depending on the dissertation topic. 18

SCMT 700V Doctoral Dissertation

Total Hours 60

Graduate Faculty Courses

SCMT 5123. Sustainable Logistics and Supply Chain Management. 3 Hours.

Explores key sustainability concepts across supply chain functions of supply management, operations, and distribution. Course topics include values-based leadership, globalizing sustainability, marketing sustainability, voluntary product standards and governance, stakeholder engagement, reverse logistics, humanitarian logistics, and transportation. Overall, we will consider the feasibility and role of firms in producing sustainability in global supply chains.

SCMT 5133. Quantitative Methods and Decision Making. 3 Hours.

Utilization of information, quantitative techniques, and computer application in decision making and problem solving for managers. This course is cross-listed with ISYS 5403.

SCMT 560V. Special Topics in Logistics. 1-6 Hour.

Explores current events, concepts, and new developments in the field of logistics and transportation. Topics are selected by the Marketing and Transportation faculty for each semester the course is offered. May be repeated for up to 6 hours of degree credit.

SCMT 5623. Supply Chain Innovation and Technology. 3 Hours.

This course explores innovation as a strategy to improve existing and/or invent new supply chain processes which ultimately create and/or maintain competitive advantage. Open, reverse, disruptive, incremental and breakthrough innovation concepts are explored. Design thinking is utilized to facilitate critical customer centric thinking about supply chains resulting in innovative solutions by inventing new or improving on existing processes, intellectual property, technologies, and systems. Leadership assessment techniques will be utilized to create diverse and inclusive cross-functional teams focused on current industry projects.

SCMT 5633. Introduction to Supply Chain Management. 3 Hours.

Supply chain management is the integration of key business processes from end user through suppliers. The focus of this course is on the core processes that must be linked throughout the supply chain with an emphasis on logistics processes. Foundational topics in logistics and supply chain management will be covered.

SCMT 5643. Transportation Strategies in the Supply Chain. 3 Hours.

This course focuses on the setting of objectives and the design of optimal transportation strategy and alternative means of implementing transportation strategies within different types of organizations.

SCMT 5653. Global Logistics and Supply Management. 3 Hours.

This course examines the planning and management of logistics, but emphasizes supplier selection and development, logistics options, strategic alliances, and performance measurement. Emphasis is placed on the integration of purchasing, materials management, and multi-firm logistics planning. International logistics is also addressed within each of these topics. Prerequisite: SCMT 5633.

SCMT 5663. Retail and CPG Supply Chain Management. 3 Hours.

This course examines the planning and management of supply chain activities including supplier selection and development, demand management, quick response, vendor managed inventory, logistics options, strategic alliances, and performance measurement. Emphasis is placed on the integration of purchasing, materials management, and multi-firm logistics planning.

SCMT 5673. Modeling Retail & Consumer Products Logistics. 3 Hours.

This is a more quantitative approach to measuring logistics performance, modeling tradeoffs and making decisions. Topics include forecasting, inventory management, network optimization, and transportation routing. Prerequisite: SCMT 5633.

SCMT 5683. Supply Chain Management in Global Business. 3 Hours.

Logistics management is that part of supply chain management that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services and related information between the point of origin and the point of consumption in order to meet customers' requirements. To achieve its objectives, logistics management requires the integration of business processes within and across organizations in a supply chain. Using hands on projects and class discussions based on case studies and current press articles, this course will expose participants to logistics management challenges faced by member organizations of retail supply chains competing in an omni-channel environment transformed by radical changes in consumer behavior, technology, and globalization. Prerequisite: SCMT 5663.

SCMT 5693. Predictive Supply Chain Analytics. 3 Hours.

This course will introduce students to the variety and sources of data available from different technology-enabled sources, and through cases, expose them to innovative ways in which firms are using this data to improve supply chain management processes. The course will survey standard and advanced analytical techniques used to transform this data into actionable business intelligence and students will gain hands-on experience with these techniques. They will gain an understanding of the practical considerations that arise in real-world applications by means of projects.

SCMT 636V. Special Topics in Supply Chain Management. 1-6 Hour.

Independent reading and investigation in supply chain management. Prerequisite: Doctoral standing.

SCMT 6413. Fundamentals of Logistics and Supply Chain Management. 3 Hours.

Introduces students to the key substantive areas of logistics and supply chain management. Offers a combination of lectures covering topics such as inventory control and forecasting and seminars discussing associated academic literature. Prerequisite: Admission to doctoral program. May be repeated for up to 6 hours of degree credit.

SCMT 6423. Seminar in Structural Equation Modeling. 3 Hours.

The seminar focuses on data analysis using structural equation modeling methodologies. The course will concentrate on four basic methodologies: exploratory factor analysis, confirmatory factor analysis, path analysis, structural equations modeling with latent variables and their applications in empirical research.

Prerequisite: Graduate Standing and MKTG 6433 or ISYS 5623 or ISYS 5723 or PSYC 6343 or equivalent. May be repeated for up to 6 hours of degree credit.

This course is cross-listed with MKTG 6423, ISYS 6423.

SCMT 6433. Supply Chain Management Research. 3 Hours.

Introduces students to major streams of SCM research and discusses the interest and merit of the research question(s), the appropriateness of the theoretical framework and/or hypothesis development, the adequacy of the research design, including data collection, measurement, and analysis (methodology), the accuracy of the discussion of the results. Prerequisite: Admission to doctoral program. May be repeated for up to 6 hours of degree credit.

SCMT 6443. Theory in Supply Chain Management. 3 Hours.

Provides an overview of theories from fields such as strategic management and marketing and explores applications of these theories to supply chain management research. Emphasis is placed on the development of theoretically grounded testable hypotheses in the context of a broad range of SCM research areas. Prerequisite: Admission to doctoral program.

SCMT 6453. Behavioral Supply Chain Management. 3 Hours.

Focuses on human behavior in supply chain management. Topics may include but will not be restricted to behavior in inventory and ordering processes, in retail store execution, in global supply chain management, in the face of adversity and catastrophic supply chain risk, and in supply chain relationships. Prerequisite: Admission to doctoral program. May be repeated for up to 6 hours of degree credit.

SCMT 6463. Research in Retail Supply Chain Management. 3 Hours.

Focuses on retail-related supply chain management research. Seminar topics may include but will not be restricted to retail sales and order forecasting, inventory management, and store execution issues. Prerequisite: Admission to doctoral program. May be repeated for up to 6 hours of degree credit.

SCMT 6473. Emerging Topics in Supply Chain Management. 3 Hours.

Covers various emerging topics, such as information technology applications in the supply chain, humanitarian logistics, supply chain security, and individual-level decision-making in the supply chain. Prerequisite: Admission to doctoral program. May be repeated for up to 6 hours of degree credit.

SCMT 700V. Doctoral Dissertation. 1-18 Hour.

Dissertation studies in supply chain management. Prerequisite: Candidacy. May be repeated for degree credit.

Admission

Anyone who wishes to earn graduate-level credit, whether as a degree-seeking or non-degree-seeking student, must make formal application to, and be officially admitted by the Graduate School.

The Graduate School offers two classifications of admission:

Degree-Seeking

This enrollment will allow degree credit to be earned if the degree program also accepts the student.

Non-Degree Seeking

This enrollment will not lead to a degree.

Application. Please submit an online application (<https://application.uark.edu>). You may pay the nonrefundable \$60 application fee by credit card at the time of application, or you may opt to pay later.

Once your application is submitted, you will receive a series of email communications directing you to set up your uark student email account, and then you will be able to upload unofficial transcripts and other supporting documents through your Applicant Center in our UAConnect student information system. Alternatively, supporting documents may be mailed to:

GRADUATE SCHOOL ADMISSIONS OFFICE
213 Gearhart Hall
1 University of Arkansas
Fayetteville, AR 72701
Telephone: 479-575-6246

Transcripts. It is the responsibility of those applicants who desire full graduate standing to request from each college or university which the student has previously attended an official copy of the student's academic record including all courses, grades, and credits attempted and indication of degree(s) earned. Official transcripts should be sent directly to the applicant to be included in the self-managed application package. The applicant must not open the envelopes as transcripts not in the original, sealed envelopes will not be considered official. If choosing to scan and send transcripts, students will be required to submit the official transcript(s) by mail before registration for classes will be allowed.

NOTE: The fact that courses completed at one institution may be included on a transcript from another institution will not suffice; official transcripts must be received from each institution previously attended. However, applicants with an earned post-baccalaureate graduate degree (excluding professional degrees) from a regionally accredited institution may submit an official copy of the transcript conferring the baccalaureate degree and the transcript confirming the post-baccalaureate degree. For applicants with an earned post-baccalaureate degree: A degree program may require transcripts from every institution attended in pursuit of the baccalaureate degree even though the Graduate School Admissions Office does not. Please check with the degree program for specific requirements.

All transcripts become the property of the University of Arkansas Graduate School and will not be released to the applicant or to any other person, institution, or agency.

Standardized Test Scores: All degree-seeking applicants to the University of Arkansas Graduate School must submit scores on a

standardized exam that is acceptable to the degree program, unless exempted by the degree program or the Graduate School. Standardized examination scores will not be required for any of the non-degree categories of admission, including admission to graduate certificate programs.

Deadlines. The University should receive all application materials, including all official transcripts, at least one month prior to the date of registration. Absolute deadlines for admission consideration are: Fall semester, Aug. 1; Spring semester, Dec. 1; Summer sessions, April 15. International applicants must have all materials submitted by April 1 for fall semester admission, by Oct. 1 for the spring semester, and by March 1 for the summer session, but it is recommended that all materials required for application be received by the admissions office at least nine months before the applicant wishes to begin his/her studies.

Applications received after the deadline, including non-degree and readmits, will be deferred to the next available semester. Many departments/programs have earlier application deadlines. The recommended deadline for fall semester graduate assistantship consideration is Feb. 1, although departments/programs may have earlier deadlines.

Previously Enrolled or Currently Enrolled at Fayetteville. For those previously enrolled or currently enrolled at the University of Arkansas, Fayetteville, the Graduate School obtains transcripts from the Registrar's Office. For a graduate of the University of Arkansas, Fayetteville (baccalaureate degree), the only transcripts required are those from the University of Arkansas, Fayetteville, and those from each institution attended after completing the University of Arkansas, Fayetteville, degree. Anyone who was previously enrolled but who is not currently enrolled in the University of Arkansas Graduate School is considered a "readmission" and is required only to submit an Application for Admission, \$30 processing fee, and official transcripts from institutions attended after the University of Arkansas Graduate School enrollment. (See Admission Classification: Readmission.) All requirements for the master's and specialist degrees must be completed within six years; all requirements for the doctoral degree must be completed within seven years. Absence from the University does not change these time limits.

Admission is for a Specific Semester Only. Applicants who wish to change their date of entry after submitting an application must notify the Graduate School Admissions Office; applicants who have already been admitted should also notify the program in which they plan to major. Application materials for applicants who apply for admission but who do not subsequently enroll will be retained by the Graduate School Admissions Office for one calendar year from the date of the applicant's original proposed semester of entry. However, applicants must file a new Application for Admission (no fee) to notify the Graduate School of their request for reconsideration. Applicants who are admitted but do not enroll for one year or more after admission must submit an application for admission, application fee, and have an official copy of the student's academic record sent from each college or university attended and follow procedures for initial admission.

Admission to Graduate Standing. Official notice of the decision concerning admission will be sent from the Graduate School. Admission will not be granted until all requirements are met, and graduate credit will not be granted retroactively except as specified in the Retroactive Graduate Credit Policy. Further, admission to graduate standing does not automatically constitute admission to a specific program of study leading to a graduate degree. Therefore, in addition to satisfying the general requirements of the Graduate School, applicants must comply

with the program requirements and have the approval of the program in which they desire to pursue graduate study. It should be emphasized that students may not earn graduate credit in any course unless they have been admitted to the Graduate School.

Adviser. At the time of admission to a degree program of the Graduate School, the student is assigned to a major adviser. The appointment of the adviser is made in the student's major program and is determined primarily by the student's particular areas of interest in the field. Detailed information regarding the student's program of study may be secured from the appropriate department chairperson or program director.

Non-Native Speakers of English. All applicants, regardless of citizenship, whose first language is not English, must submit a minimum score of 6.5 on the International English Language Testing System (IELTS), 79 on the Internet-based Test of English as a Foreign Language (TOEFL), or a 58 on the Pearson Test of English - Academic (PTE-A), taken within the preceding two years, unless they have received a graduate degree from an accredited U.S. graduate school, or they have demonstrated an acceptable level of language proficiency as defined in the Graduate School Handbook located on the Graduate School Web site. Individual departments may have higher requirements, and reference should be made to program descriptions. Students applying to a Ph.D. program in the Sam M. Walton College of Business must submit one of these tests at the time of admission.

Non-native speakers of English, regardless of citizenship, even if eligible for a TOEFL waiver, must demonstrate competency in both spoken and written English to be eligible for a graduate assistantship that requires direct contact with students in a teaching or tutorial role, in a traditional classroom setting or via distance education. Competency in spoken English may be demonstrated by submitting a test score of at least 7 on the IELTS (speaking) sub-test, 26 on the Internet-based TOEFL (speaking) sub-test, 71 on the PTE-A (speaking) sub-test, or "pass" on the Spoken Language Proficiency Test (SLPT). Competency in written English may be demonstrated by either 1) submitting a test score of at least a 6.0 on the IELTS (writing subtest), 26 on the Internet-based TOEFL (writing) subtest, a 4.0 on the GRE, a 4.5 on the GMAT (analytical writing) subtest, a 71 on the PTE-A (writing) sub-test, or a 70 on the English Language Proficiency Test (ELPT) OR 2) by concurrently enrolling in ELAC 5033 Research Writing for Non-Native Speakers OR ELAC 5043, Research Writing in the STEM Fields, and ELAC 0011 Writing Workshop: Grammar through Editing. Option 2 is available via placement by test scores (5.5 IELTS writing sub-test, 23 Internet-based TOEFL writing sub-test, 3.5 GRE or 4.0 GMAT analytical writing subtest, 62 PTE-A writing sub-test or 70 on the ELPT). The Graduate Coordinator or Department Chair/program Director must request option 2. Students applying to a Ph.D. program in the Sam M. Walton College of Business must submit one of these spoken English tests (above) at the time of admission.

English Language Use by Non-Native Speakers. Applicants, regardless of citizenship, whose first language is not English and who are admitted to graduate study at the University of Arkansas, are required to present an acceptable score on one of the following tests: TOEFL (Writing), IELTS (writing), PTE-A (writing), GRE (analytical writing), GMAT (analytical writing) or ELPT (writing). Depending upon exam scores, a student may be required to take one or more ELAC course(s) during their first term of study. Students may be required to take the English Language Placement Test (ELPT) prior to the beginning of classes in their first term of study. Non-native speakers in the following categories are exempt from this requirement, although individual departments may require any of these tests for admission. (Please note that those students who will

be in graduate assistantships in which they will have direct contact with students in a teaching or tutorial role must still demonstrate proficiency in spoken English, even if they qualify for one of these exemptions.)

1. Graduate students who earned bachelor's or master's degrees in U.S. institutions or in foreign institutions where the official and native language is English;
2. Graduate students with an Internet-based TOEFL writing score of 29, IELTS (writing) score of 7.0, or PTE-A writing score of 80.
3. Graduate students with a 4.5 on the analytical writing portion of the GRE or a 5.0 on the writing portion of the GMAT.

Diagnostic and placement testing is designed to test students' ability to use English effectively in an academic setting, and its purpose is to promote the success of non-native speakers in completing their chosen course of study at the University of Arkansas. Test results provide the basis for placement into English Language and Culture (ELAC) support courses or course sequences. Courses are offered by the Graduate School and International Education for those students whose language skills are diagnosed as insufficient for college work at the level to which they have been admitted (undergraduate or graduate study). Credit in ELAC courses may not count toward University of Arkansas degrees. Non-native speakers diagnosed as having language competence sufficient for their level of study will not be required to enroll in ELAC courses.

The ELPT is administered by Testing Services during New Student Orientation and there is a \$15 charge. Graduate students assessed course work as a result of performance on the ELPT, TOEFL writing, IELTS writing, PTE-A writing, GRE or GMAT analytical writing will be required to complete the ELAC course(s) to support initial course work taken in their fields. Graduate departments/degree programs will have the discretion to waive either the requirement for the language evaluation or the required language courses.

The publication, "International Student Information," is available from the Graduate and International Admissions Office, 213 Gearhart Hall, 1 University of Arkansas, Fayetteville, Arkansas 72701.

Classifications of Admission to Graduate Standing

Full Graduate Standing, Regular Admission. To be considered for full graduate standing, regular status, applicants must have earned a baccalaureate or a master's degree from the University of Arkansas, Fayetteville, or from a regionally accredited institution in the United States with requirements for the degrees substantially equivalent to those of this University, or from a foreign institution with similar requirements for the degrees. Admission to graduate standing does not automatically constitute acceptance to a program of study leading to a graduate degree. To pursue a graduate degree, a person must also be accepted in a program of study after gaining regular admission to graduate standing. International applicants cannot be admitted to graduate standing unless they are also accepted by a degree program at the same time.

Persons who achieve regular admission but are not initially seeking a graduate degree (non-degree) and who subsequently decide to pursue a degree must apply for and be accepted in a degree program by the Graduate School. A student with regular graduate standing who has not been accepted in a program of study leading to a specific graduate degree may take no more than 12 semester hours of graduate-level courses that can be counted toward the requirements for a graduate degree (six for graduate certificate programs). At the time of acceptance

in a degree program, the chair of the appropriate department or program director will recommend to the Graduate School which courses previously taken, if any, are to be accepted in the degree program.

Requirements for admission to graduate standing and acceptance in a program of study leading to a graduate degree are:

1. For admission to graduate standing:
 - a. A grade-point average of 3.0 or better (A=4.00) on the last 60 hours of course work taken prior to receipt of a baccalaureate degree from a regionally accredited institution of higher education; or
 - b. Conferral of a post-baccalaureate graduate degree (excluding professional degrees) from a regionally accredited institution; and
 - c. A score on a standardized examination (e.g. Graduate Record Examination, Miller Analogies Test, Praxis, Graduate Management Admission Test) that is acceptable to the degree program, unless exempted by the degree program or the Graduate School.
2. For acceptance to a graduate degree program the requirements are as follows:
 - a. Fulfillment of either 1.a or 1.b, and and 1.c, if required, and recommendation of the chair of the department or program offering instruction for the degree program; or
 - b. Fulfillment of 1.b, recommendation of the chair of the department or program offering instruction for the degree program and approval of the Graduate Dean. The student must also meet any other conditions that may be specified by the faculty of the department.

Any other consideration for admission must be by individual petition to the Graduate Dean and, where pertinent, a recommendation from the appropriate program chair. Each petition will be considered on its own merits, case by case. Program requirements should be considered the minimum for admission to a degree program but do not guarantee admission. That is, fully qualified applicants who are accepted by the Graduate School will not necessarily be accepted into the degree program of their choice. It is the responsibility of the program faculty to allocate program resources in the most effective manner. To accomplish this, the program may not be able to accept every qualified applicant.

Non-Degree Seeking. If a student meets all of the requirements for regular admission to the Graduate School but chooses not to pursue a degree, he/she may be admitted as non-degree seeking. If the student subsequently chooses to pursue a degree, only 12 of the hours taken as a non-degree-seeking student may be used to fulfill degree requirements, and those 12 hours must be approved by the advisory committee.

Non-Consecutive One Term Admission, NON-DEGREE Standing. Applicants who desire admission standing allowing them to enroll in non-consecutive single semesters must obtain from the Graduate School Admissions Office and must sign a statement of understanding. Students admitted to such non-consecutive one-term admissions must understand that any enrollment taken in this classification will not normally carry degree credit. Transcripts are not required for applicants seeking this non-degree standing.

Visiting Graduate Students. A graduate student who is in good standing at another accredited institution may be given admission (non-degree status) to the Graduate School for one semester (renewable) upon submission of an Application for Admission and a letter of good

standing from the Dean of the Graduate School at that institution. If the student's first language is not English, TOEFL requirements will apply, but programs may petition for a student to be admitted without the TOEFL score. If, sometime in the future, the student should wish to pursue a degree in the University of Arkansas Graduate School, it will be necessary to follow the normal procedures for admission, to have official transcripts sent from each institution previously attended, and to submit a TOEFL score, if appropriate.

Readmission. Readmission to the Graduate School is not automatic. Students must meet each of the following criteria and are also strongly encouraged to ensure that an adviser in the department/program is still available to them. Post-candidacy doctoral students who have not been enrolled in the preceding year must be acceptable by the program for readmission.

1. Students who have been enrolled in the Graduate School within the five preceding academic years but have not enrolled in the immediately preceding semester will be readmitted if:
 - a. The student has earned at least a 2.85 cumulative grade-point average on all graduate credits attempted during all previous enrollments;
 - b. A new Application for Admission form (and \$30 processing fee) is filed prior to the desired registration date (preferably, at least one month prior to that date);
 - c. The Graduate School has received an official transcript of all course work attempted at other institutions subsequent to the previous enrollment in the University of Arkansas Graduate School;
 - d. For students initially admitted Fall 2014 or after, an official standardized test score acceptable to the degree program is on file in the Graduate School; and
 - e. The student's graduate status at the end of the previous enrollment was "good standing."
2. All requirements for the master's and specialist degrees must be completed within six years of the first enrollment used for the degree; all requirements for the doctoral degree must be completed within seven years from the original date of the Record of Progress. Absence from the University does not change these time limits. Students may petition for extensions to these time limits only if the course work was completed at the University of Arkansas (Fayetteville).
3. Students who have been previously admitted to and enrolled in the Graduate School but have no enrollment within the five years preceding the semester of readmission and who wish to be readmitted to pursue a graduate degree, may be considered for readmission upon a petition by the degree program to the Graduate School. Such students should contact the department/program head/director or graduate coordinator to request readmission. The department/program head/director, graduate coordinator, or major adviser of the student will petition the Director of Graduate Admissions, using the form "Request for an Exception to the Admissions Requirements of the Graduate School," and will specify whether all of the student's previous course work and grade points will be forfeited. (Note: Neither the degree program nor the student may petition to forfeit only some of the previous course work and grade points; rather, all or none of the course work may be forfeited.) If all of the previous course work and grade points will be forfeited, a notation on the transcript next to these courses will state: "This course may not be used for graduate credit at the University of Arkansas." If the previous course work and

grade points will not be forfeited, the student's major adviser must petition for a time extension. Please see the Time Extension Policy.

4. Readmission for non-degree seeking students: Non-degree-seeking students who have previously been enrolled in the Graduate School but have had a lapse in their enrollment will follow the procedures stated above, or in the policy pertaining to non-consecutive one-term admissions, whichever is most appropriate.
5. Readmission to the Graduate School under any other circumstances will be considered and decided on an individual basis. Students interested in obtaining such readmission should contact the Graduate School.
Students who were not enrolled in the Spring semester, but who were enrolled for the Summer session will have registration materials available for the Fall semester should they wish to continue their registration.

Retroactive Graduate Credit

Degree Programs

Graduate students fully admitted into a degree program at the University of Arkansas may request that up to 12 hours of courses taken in the final 12-month period of their undergraduate degree count toward their graduate degree, if these courses were taken on the University of Arkansas, Fayetteville campus. These courses may not have been used for the undergraduate degree (unless the student is in a program where this has been approved by the Graduate Council), must be approved by the student's advisory committee, and must be at the 5000 level or above. Petition will be by the student's advisory committee or major professor to the Graduate School.

Sometimes students have completed their undergraduate degrees elsewhere, but have then taken course work as undergraduate students at the University of Arkansas after completing their undergraduate degree, but before being admitted to the Graduate School. Such students may request that up to six hours of courses taken for undergraduate credit in the final 12 months prior to admission to the Graduate School count toward their degrees. All of the rules stated in this policy are also applicable to this type of situation.

If the student's advisory committee wishes to accept courses at the 4000 level toward the graduate degree, when those courses were taken in the last 12 months of a student's undergraduate degree at the University of Arkansas, Fayetteville, the committee may petition the Graduate School. The petition must include an explanation of why the committee considers these courses to meet graduate degree requirements and expectations for graduate-level work. The instructors for these courses must have had graduate faculty status, and these courses may not have been used for the undergraduate degree.

Courses at the 3000 level taken before the student is fully admitted to the Graduate School may not be used to fulfill graduate degree requirements.

Courses offered by institutions other than the University of Arkansas, Fayetteville, may not be counted toward the graduate degree requirements in this way.

Graduate Certificates

Graduate students fully admitted to a graduate certificate program are allowed to use six hours of credit to count for both an undergraduate degree and a graduate certificate. All requirements of this retroactive

graduate credit policy will apply and a transcript notation will note that the courses may not be used to fulfill requirements for a graduate degree.

Admission to Graduate Centers

In an attempt to fulfill the recognized need for graduate education for Arkansas residents who find it impossible or inconvenient to attend classes at Fayetteville, the University of Arkansas Graduate School offers selected graduate-level courses at graduate centers throughout the state.

All courses and instructors at these centers have been individually evaluated by the University of Arkansas Graduate Council and are subject to the same standards of quality that apply to graduate faculty and graduate programs at Fayetteville.

Similarly, those desiring to enroll in these courses must follow the same admission procedures and are subject to the same admission criteria as persons admitted at Fayetteville. There are no exceptions or deviations from these policies and procedures. Admission materials, including all official transcripts, should be received in the Graduate School at least one month prior to the requested semester of entry. (See section on "Admission.")

For more comprehensive information regarding format of instruction, schedule of classes, enrollment and registration, fees, etc., contact the Global Campus, School of Continuing Education and Academic Outreach, 2 E. Center St., Fayetteville, AR 72701; 479-575-6486 or 1-800-633-2267.

Those intending to enroll for classes at the Graduate Resident Center for Engineering (University of Arkansas at Little Rock, host campus) must submit application for admission to the Graduate School at least one month prior to initial registration through:

Graduate Resident Center for Engineering
3189 Bell Engineering Center
University of Arkansas
Fayetteville, AR 72701
Telephone: 1-800-423-1176 or 479-575-6015

To assure timely processing of the Application for Admission, a check or money order made to the University of Arkansas for the \$60 application fee must accompany the application when submitted to the Graduate School.

Contact the above address for information pertaining to classes, enrollment, fees, etc.

Graduate Centers

The University of Arkansas offers graduate-level courses for residence credit at Graduate Centers located off the Fayetteville campus. There are two types of graduate centers currently in existence: Twelve-Hour Graduate Centers and Graduate Resident Centers.

Graduate courses completed at Graduate Resident Centers may be used to satisfy course work requirements for any graduate degree. Any graduate credit course offered by the University of Arkansas, Fayetteville, via distance education (regardless of class sites) will be counted as residence credit.

Twelve-Hour Graduate Centers. The University of Arkansas, Fayetteville, offers graduate courses at off-campus locations. At those locations, not defined as Graduate Resident Centers for specified degrees, a student may complete a maximum of twelve semester

hours of courses for residence credit applicable to the master's degree requirements at the University of Arkansas.

To obtain graduate credit for courses offered at off-campus locations, the student must gain admission to the University of Arkansas, Fayetteville, Graduate School. If graduate credit so received is to be applied to a specific master's degree, the student must be accepted in a program of study leading to that degree. Graduate courses completed, but not applicable to the requirements for the master's degree the student is pursuing, will not be accepted as part of the 30-week residence required for that degree.

Graduate Resident Centers. The University of Arkansas offers graduate level courses for residence credit off the Fayetteville campus. All of the residence requirements for some graduate degrees may be completed off campus at Graduate Resident Centers as indicated in the following list.

• **Graduate Resident Centers at Military Bases and the Blytheville and Camden Graduate Resident Centers**

The Master of Science in Operations Management (M.S.O.M.) is offered at Graduate Resident Centers established at the Naval Support Activity Mid-South in Millington, Tennessee; the Little Rock Air Force Base in Jacksonville; the Hurlburt Field Air Force Base in Florida; and in Blytheville and Camden. For further information on this degree program and a description of courses offered, see the Operations Management page.

• **Little Rock Graduate Resident Center**

All of the course requirements for the Master of Science degree in rehabilitation may be completed at the Graduate Resident Center in Little Rock.

• **University of Arkansas Clinton School**

All course requirements for the Master of Public Service may be completed at a combination of the University of Arkansas Clinton School of Public Service, the University of Arkansas at Little Rock, the University of Arkansas for Medical Sciences, and the University of Arkansas, Fayetteville.

The following table provides a brief outline of minimum requirements for admission to a degree program and for graduation from the program. See the Objectives and Regulations chapter and each degree program for full information about admission and graduation requirements.

Degree Program	Degree Abbr.	Test Req. for Admission	Letter of Rec.	Department Application & Admission Requirements	Dissertation or Thesis Required	Foreign Language Required for Grad.
Accounting (p. 365) ¹	M.Acc.	GMAT	3B	B	No	No
Accounting (p. 365) ¹	Ph.D.	GMAT	3B	B	Yes	No
Adult and Lifelong Learning (p. 46)	Ed.D.	GRE	No	Y	Yes	No
Adult and Lifelong Learning (p. 46)	M.Ed.	GRE	No	Y	No	No
Agricultural Economics (p. 49)	M.S.	GRE	3	Stmt of Purpose	Opt	No

Agricultural and Extension Education (p. 54)	M.S.	GRE or MAT	Yes	No	Opt	No
Agricultural (p. 56), Food and Life Sciences (p. 56)	M.S.	Opt.	No	No	No	No
Animal Science (p. 56)	M.S.	GRE	3	No	Opt	No
Animal Science (p. 56)	Ph.D.	GRE	3	No	Yes	No
Anthropology (p. 60)	M.A.	GRE	3	B	Opt	No
Anthropology (p. 60)	Ph.D.	GRE	3B	Yes	Yes	Yes
Art (p. 64)	M.F.A.	No	3	B+Images	Yes	No
Athletic Training (p. 68)	M.A.T.	GRE	3	Essay	Opt	No
Biological Engineering (p. 76)	Ph.D.	GRE	3	Yes	Yes	No
Biological Engineering (p. 76) ⁴	M.S.B.E.	GRE	3	Yes	Yes	Opt
Biology (p. 71)	M.S.	G	3	Yes	Yes	No
Biology (p. 71)	Ph.D.	G	3	Yes	Yes	No
Biomedical Engineering (p. 80)	M.S.B.M.E.	GRE	3	Yes	Yes	No
Biomedical Engineering (p. 80)	Ph.D.	GRE	3	Yes	Yes	No
Business Administration (p. 369) ¹	M.B.A.	GMAT, GRE	3B	B	Yes	No
Business Administration (p. 369) ¹	Ph.D.	GMAT	3B	B	Yes	No
Career and Technical Education (p. 83)	M.Ed.	GRE	No	No	Opt	No
Cell and Molecular Biology (p. 84)	M.S.	GRE	Yes	Yes	Yes	No
Cell and Molecular Biology (p. 84)	Ph.D.	GRE	Yes	Yes	Yes	No
Chemical Engineering (p. 87)	Ph.D.	GRE	Opt	Yes	Yes	No
Chemical Engineering (p. 87) ⁴	M.S.Ch.E.	GRE	Opt	Yes	Opt.	No
Chemistry (p. 89)	M.S.	GRE	3	No	Yes	No
Chemistry (p. 89)	Ph.D.	GRE	3	No	Yes	No

Civil Engineering (p. 93)	Ph.D.	GRE	3	No	Yes	No
Civil Engineering (p. 93) ⁴	M.S.C.E.	GRE	No	No	Opt	No
Clinical Occupational Therapy (p. 97)	O.T.D.					
Communication Disorders (p. 106)	M.S.	GRE	Yes	Centralized Electronic Application	No	No
Communication (p. 103)	M.A.	GRE	3	Writing Sample + Stmt of Goals	Opt	No
Community Health Promotion (p. 108)	M.S.	GRE	No	Stmt of Purpose	Opt	No
Community Health Promotion (p. 108)	Ph.D.	GRE	3	CV+ Stmt of Purpose	Yes	No
Comparative Literature and Cultural Studies (p. 111)	M.A.	GRE	3	B	Opt	Yes
Comparative Literature and Cultural Studies (p. 111)	Ph.D.	GRE	3	B	Yes	Yes
Computer Engineering (p. 118)	Ph.D.	GRE	3	Stmt of Purpose	Yes	No
Computer Engineering (p. 118) ⁴	M.S.Cmp.E.	GRE	3	Yes	Opt	No
Computer Science (p. 118)	M.S.	GRE	3	Stmt of Purpose	Opt	No
Computer Science (p. 118)	Ph.D.	GRE	3	Stmt of Purpose	Yes	No
Counseling (p. 123)	M.S.	No	3B	Yes	Opt	No
Counselor Education (p. 123)	Ph.D.	GRE	3B	Yes	Yes	No
Creative Writing (p. 128)	M.F.A.	GRE	3B	B	Yes	No
Crop (p. 130), Soil and Environmental Sciences (p. 130)	M.S.	No	3	Stmt of Purpose+3 ref letters	Yes	No
Crop (p. 130), Soil and Environmental Sciences (p. 130)	Ph.D.	No	3	Stmt of Purpose+3 ref letters	Yes	No
Curriculum and Instruction (p. 132)	Ed.S.	GRE	No	No	No	No

Curriculum and Instruction (p. 132)	M.Ed.	GRE	No	No	No	No
Curriculum and Instruction (p. 132)	Ph.D.	GRE	3	Yes	Yes	No
Economics (p. 376) ¹	M.A.	GRE	3B	B	Opt	No
Economics (p. 376) ¹	Ph.D.	GRE	3B	B	Yes	No
Education Policy (p. 143)	Ph.D.	GRE	2	B	Yes	No
Educational Leadership (p. 144)	Ed.D.	GRE	3B	Yes	Yes	No
Educational Leadership (p. 144)	Ed.S.	GRE, SLLA	3B	Yes	No	No
Educational Leadership (p. 144)	M.Ed.	No	No	No	Opt	No
Educational Statistics and Research Methods (p. 338)	Ph.D.	GRE	Opt	Yes	Yes	No
Educational Technology (p. 147)	M.Ed.	No	3	Yes	Opt	No
Electrical Engineering (p. 149)	Ph.D.	GRE	3	Stmt of Goals	Yes	No
Electrical Engineering (p. 149) ⁴	M.S.E.E.	GRE	3	Stmt of Goals	Opt	No
Elementary Education (p. 154)	M.A.T.	No	No	Yes	No	No
Engineering (p. 157)	M.S.	Opt.	No	B	No	No
English (p. 158)	M.A.	GRE	3B	B+Writing Sample + Stmt of Purpose	Opt	Yes
English (p. 158)	Ph.D.	GRE	3	B	Yes	Yes
Entomology (p. 166)	M.S.	GRE	3	CV and	Yes	No
Entomology (p. 166)	Ph.D.	GRE	3	Stmt of Goals	Yes	Opt
Environmental Dynamics (p. 168)	Ph.D.	GRE	3	B+Writing Sample + Stmt	Yes	No
Environmental Engineering (p. 171) ⁴	M.S.En.E	GRE	No	No	Opt	No
Finance (p. 379) ¹	Ph.D.	GMAT	3B	B	Yes	No
Food Science (p. 172)	M.S.	GRE	2	Stmt of Purpose	Yes	No
Food Science (p. 172)	Ph.D.	GRE	2	Stmt of Purpose	Yes	No
French (p. 324)	M.A.	No	Yes	No	No	No

Geography (p. 176)	M.A.	No	3	Yes	Yes	No						
Geology (p. 176)	M.S.	No	3	No	Yes	No						
Geosciences (p. 176)	Ph.D.	GRE	3	Yes	Yes	No						
German (p. 324)	M.A.	No	3	Writing Sample +Stmnt of Purpose	No	No						
Higher Education (p. 186) ³	Ed.D.	GRE, MAT	3B	Yes	Yes	No						
Higher Education (p. 186) ³	M.Ed.	GRE	3B	Yes	Opt	No						
History (p. 189)	M.A.	GRE	3	B	Yes	No						
History (p. 189)	Ph.D.	GRE	3	B	Yes	Yes						
Horticulture (p. 197)	M.S.	Opt	3	No	Yes	No						
Human Environmental Sciences (p. 199)	M.S.	GRE	3	No	Opt	No						
Human Resource and Workforce Development Education (p. 202)	Ed.D.	GRE	No	Yes	Yes	No						
Human Resource and Workforce Development Education (p. 202)	M.Ed.	GRE	No	No	No	No						
Industrial Engineering (p. 205)	Ph.D.	GRE	3	CV+Stmnt of Purpose	Yes	No						
Industrial Engineering (p. 205) ⁴	M.S.I.E.	GRE	3	CV+Stmnt of Purpose	Opt	No						
Information Systems (p. 381) ¹	M.I.S.	GMAT, GRE	3B	B	No	No						
Information Systems (p. 381) ¹	Ph.D.	GMAT, GRE	3B	B	Yes	No						
Journalism (p. 209)	M.A.	GRE	3	CV +Stmnt of Purpose	Yes	No						
Kinesiology (p. 212)	M.S.	GRE	No	No	Opt	No						
Kinesiology (p. 212)	Ph.D.	GRE	3	CV+Stmnt of Purpose	Yes	No						
Management (p. 386) ¹	Ph.D.	GMAT, GRE	3B	B	Yes	No						
Marketing (p. 388) ¹	Ph.D.	GMAT, GRE	3B	B	Yes	No						
Mathematics (p. 213)	M.S.	GRE	3	Stmnt of Purpose	Opt	No						
Mathematics (p. 213)	Ph.D.	GRE	3	Stmnt of Purpose	Yes	No						
Mechanical Engineering (p. 217)	M.S.	GRE	Yes	CV+Stmnt of Purpose	Yes	No						
Mechanical Engineering (p. 217)	Ph.D.	GRE	Yes	CV+Stmnt of Purpose	Yes	No						
Mechanical Engineering (p. 217) ⁴	M.S.M.E.	GRE	Yes	CV+Stmnt of Purpose	Opt	No						
Microelectron Photonics (p. 220)	M.S.	P	3	B	P	No						
Microelectron Photonics (p. 220)	Ph.D.	P	3	B	Yes	No						
Music (p. 226)	M.M.	No	Opt	Dept Placemt Test	Opt	No						
Nursing (p. 237)	M.S.N.	No	No	Yes	Opt	No						
Operations Management (p. 246)	M.S.O.M.	No	No	No	No	No						
Philosophy (p. 252)	M.A.	Opt	3	Yes	Yes	No						
Philosophy (p. 252)	Ph.D.	Opt	3	Yes	Yes	Yes						
Physical Education (p. 255)	M.Ed.	No	No	No	No	No						
Physics (p. 256)	M.A.	P	3	B	No	No						
Physics (p. 256)	M.S.	P	3	B	Yes	No						
Physics (p. 256)	Ph.D.	P	3	B	Yes	No						
Plant Pathology (p. 261)	M.S.	GRE	3	Yes	Yes	No						
Plant Science (p. 263)	Ph.D.	GRE	3	Yes	Yes	No						
Political Science (p. 266)	M.A.	GRE	3	Writing Sample	Opt	No						
Poultry Science (p. 270)	M.S.	GRE	3	Yes	Yes	No						
Poultry Science (p. 270)	Ph.D.	GRE	3	Yes	Yes	No						
Psychology (p. 273)	M.A.	GRE	3B	Yes	Yes	No						
Psychology (p. 273)	Ph.D.	GRE	3B	Yes	Yes	No						
Public Administrator (p. 276)	M.P.A.	GRE	3	Writing Sample	No	No						
Public Policy (p. 278)	Ph.D.	GRE	3	Yes	Yes	No						
Recreation and Sport Management (p. 284) ³	Ed.D.	GRE	3	CV+Stmnt of Purpose	Yes	No						
Recreation and Sport Management (p. 284) ³	M.Ed.	GRE	No	CV+Stmnt of Purpose	Opt	No						
Secondary Education (p. 317) ²	M.A.T.	GRE	3	Yes	No	No						
Secondary Mathematics (p. 213)	M.A.	No	No	No	Opt	No						

Social Work (p. 295)	M.S.W.	GRE for below 3.0 GPA. No test for 3.0 GPA or above	3	Yes	Opt	No
Sociology (p. 299)	M.A.	GRE	2, 3P	Writing Sample +Stmt of Interest	Opt	No
Space and Planetary Sciences (p. 302)	M.S.	Opt	2	Yes	Yes	No
Space and Planetary Sciences (p. 302)	Ph.D.	Opt	2	Yes	Yes	No
Spanish (p. 324)	M.A.	No	No	No	No	No
Special Education (p. 306)	M.Ed.	No	No	Yes	No	No
Statistics and Analytics (p. 315)	M.S.	No	No	No	No	No
Supply Chain Management (p. 389)	Ph.D.	GMAT	3B	B	Yes	No
Teacher Education (p. 317) ²	M.A.T.	Praxis II	3	Yes	No	No
Teaching English to Speakers of Other Languages (p. 320)	M.Ed.	No	2	Stmt of Purpose +Optional Writing Sample	Opt	No
Theatre (p. 321)	M.F.A.	No	3	Yes	Yes	No

1. Non-departmental students must obtain permission from department to register for courses in these fields.
2. An Educational Specialist degree is available in this area of study. See Curriculum and Instruction (p. 132).
3. A Doctor of Education degree is available in this area of study. See Curriculum and Instruction (p. 132).
4. A Doctor of Philosophy degree in Engineering is available in this area of study. See Engineering (p. 157).

P Preferred

Opt Optional

A International applicants only

B Forms obtained from and returned to department

G General test

S Subject area test

Fees and General Information

Editor's Note: The numbers shown here are the tuition and fees approved for the 2017-18 school year. Rates for the 2018-19 school year have not been set by the Board of Trustees yet, but these numbers will be updated as soon as they are approved.

Educational expenses will vary according to a student's course of study, personal needs, and place of residence. Student progress or general course of action in pursuit of higher education at the University of Arkansas is determined during the application and acceptance process. At the conclusion of the application and acceptance process, the progress or general course of action for each student will be assigned a category, called a career.

The career categories at the University of Arkansas — in order of magnitude by the cost of tuition per credit hour — are Agricultural & Food Law, Law, Graduate, and Undergraduate. Students concurrently enrolled in multiple careers will be assigned one primary career for all tuition billing purposes, called a billing career, based on the order of magnitude listed above. The Office of the Registrar is responsible for assigning the appropriate billing career. Students pursuing an Undergraduate career will also be classified by undergraduate program. The undergraduate programs of College of Education and Health Professions' plan of Nursing and the Fay Jones School of Architecture and Design's undergraduate program of Architecture have specific tuition rates, while all other undergraduate programs are the Undergraduate tuition rate. Similar to career, although a student may be concurrently enrolled in multiple undergraduate programs, the Office of the Registrar will assign each student only one primary undergraduate program for tuition billing purposes based on the order of magnitude by the cost of tuition per credit hour. All fees, charges, and costs quoted in this catalog are subject to change without notice. A survey tool for tuition and fee estimation is available at the Treasurer's website (<http://treasurer.uark.edu/Tuition.asp?pagestate=Estimate>).

Financial obligations to the university must be satisfied by the established deadlines. Payment may be made at the university Cashier's Office in the Arkansas Union, Room 214, by cash, personal check, money order or certified check. Echeck (electronic check) and credit/debit payments are made online at UAConnect (<http://uaconnect.uark.edu>). If you pay with a debit or credit card, there is a convenience fee charged of 1.8 percent.

Acceptance of payment for fees does not imply academic acceptance to the university.

Estimated Necessary Expenses for an Academic Year

Estimates of necessary expenses for the 2017-18 academic year for a typical graduate student taking 24 credit hours at the University of Arkansas:

Fee	Graduate Resident	Graduate Non-Resident
Tuition *	\$9,938.00	\$25,122
University Fees**	\$1,294.00	\$1,294.00
Books	\$1,046.00	\$1,046.00
Subtotal	\$12,178.00	\$27,462.00

Room***	\$6,620.00	\$6,620.00
Board***	\$3,712.00	\$3,712.00
TOTAL****	\$22,510.00	\$37,794.00

* Students enrolled in College of Business courses are charged differential tuition at \$132.82 per credit hour more than standard graduate in-state tuition.

** University fees per year include the following student-initiated and student-approved fees:

Student Activity fee, \$2.64/credit hour	\$63.36
Student Health fee, \$7.25/credit hour	\$174.00
Media fee, \$0.84/credit hour	\$20.16
Transit fee, \$2.88/credit hour	\$69.12

Network Infrastructure and Data Systems fee, \$10.48/credit hour
\$251.52

Facilities fee, \$14.00/credit hour
\$336.00

Library fee, \$2.70/credit hour
\$64.80

College of Arts and Sciences fee, \$13.12/credit hour
\$314.88

*** Room amount is provided by the cost of attendance as listed on the student budget from Financial Aid.

**** Budget amounts were adjusted for rounding to accommodate UAConnect budgetary rules.

When paying tuition, room and board, and associated fees, anticipated financial aid for a current semester may be deducted when it is listed as anticipated aid on the student's account. Students receiving financial aid are strongly encouraged to have sufficient personal funds available to purchase books and to meet necessary expenses for at least one month at the start of school as some aid funds may not be available for disbursement.

The latest information regarding costs and other aspects of university life may be obtained by calling or writing the Office of Graduate and International Recruitment, 213 Gearhart Hall, 1 University of Arkansas, Fayetteville, AR 72701. In Arkansas, call 479-575-6246; from outside of Arkansas, call toll-free 1-866-234-3957.

Tuition Fees

Students classified as "in-state" for fee payment purposes are assessed tuition. Students classified as "out-of-state" for fee payment purposes are assessed additional non-resident tuition.

Official policies of the University of Arkansas Board of Trustees provide the basis for classifying students as either "in-state" or "out-of-state" for purposes of paying student fees. Board policies relating to residency status for fee payment purposes are included at the end of this chapter of the catalog. Out-of-state students who question their residency classification are encouraged to contact the Registrar's Office, 146 Silas H. Hunt Hall, for more information about residency classification review procedures.

Academic Year

Graduate students are assessed tuition fees of \$409.94 per credit hour each semester. Graduate students with out-of-state residency status are assessed tuition of \$1,046.76 per credit hour. Graduate students enrolled in the Walton College of Business courses are charged tuition at \$542.76 per credit hour and \$1,385.91 per credit hour for students with out-of-state residency.

Summer Sessions

Graduate students are assessed tuition fees of \$409.94 per credit hour. Graduate students with out-of-state residency status are assessed tuition of \$1,046.76 per credit hour. Graduate students enrolled in the Walton College of Business courses are charged tuition at \$542.76 per credit hour and \$1,385.91 per credit hour for students with out-of-state residency.

Fee Adjustments

Academic Semesters and Summer Sessions

Students who officially withdraw (dropping ALL classes that have not been completed up to that time) from the University of Arkansas during the regular fall or spring semesters receive a cancellation of fees (see chart below), less an Administrative Withdrawal fee of \$45. Students who officially withdraw from a summer session or who drop classes in the summer also receive a cancellation of fees (see chart below).

Adjustment Percentage	If withdrawn
100%	Before the first day of the semester/session
90%	Through the first 10% of days in the semester/session
80%	Through the second 10% of days in the semester/session
70%	Through the third 10% of days in the semester/session
60%	Through the fourth 10% of days in the semester/session
50%	Through the fifth 10% of days in the semester/session
40%	Through the sixth 10% of days in the semester/session

Student Invoices

Students who pre-register for a semester will be invoiced approximately six weeks prior to the first day of classes. The Treasurer's Office will send out an e-mail notification when the student invoices are available on UAConnect. You will log into UAConnect (<http://uaconnect.uark.edu>), navigate to the Finances section in your Student Center, and click the 'Student Invoice' link located under the My Account section.

Late Fees

Students who register for the fall 2016 and spring 2017 semesters are required to pay all charges by the posted payment deadline. Students who fail to pay all charges or who fail to execute an installment payment plan by the deadline may be assessed a late payment fee equal to the outstanding balance, not to exceed \$50.00.

Any student with an outstanding balance, to include registration-related fees and/or housing charges, by the last payment deadline will be

assessed an additional late payment fee equal to the outstanding balance, not to exceed \$50.00.

The late fee will not be waived because an invoice was not received.

Disbursement of Refunds

Disbursement of refunds due to overpayments by scholarships, loans, and/or grants will begin approximately five (5) days prior to the start of classes. The University of Arkansas has partnered with BankMobile to deliver financial aid and other school refunds to University of Arkansas students. Students should receive their welcome packet, in a bright green envelope, from BankMobile prior to the beginning of classes.

Refund options include direct deposit to your current bank account, a paper check sent via U.S. mail, or creating a checking account with BankMobile. For more information visit www.refundselection.com (<http://www.refundselection.com>).

Addresses

Students may create a check address, which will be used specifically for overpayment checks. This address may be created in addition to the local and permanent addresses. If a check address is not created, the default address will be the permanent address. The student may change their address on UAConnect (<http://uaconnect.uark.edu>) in the Student Center.

Teaching Equipment and Laboratory Enhancements Fees

These fees provide and maintain state-of-the-art classroom equipment and instructional laboratory equipment. These fees vary, based upon the student's college of enrollment.

During the regular fall, spring and summer academic semesters, these fees are assessed on a per credit hour basis.

College or School	Per Credit Hour Fee
Agricultural, Food and Life Sciences	\$25.20
Arts And Sciences	\$13.12
Business	\$24.50
Education And Health Professions	\$14.95
Engineering	\$39.53

Students Called into Active Military Service

When a student or student's spouse is activated for full-time military service and is required to cease attending the University of Arkansas without completing and receiving a grade in one or more courses, they shall receive compensation for the resulting monetary loss as provided by Fayetteville Policy 504.2 (<http://vcfa.uark.edu/policies/fayetteville/avcf/5042.php>). The student must cease attendance because 1) the student is activated or deployed by the military or 2) the student's spouse is activated or deployed by the military and the student or student's spouse has dependent children residing in the household.

To be eligible for the compensation, the student must provide, prior to activation or deployment for military service, an original or official copy of the military activation or deployment orders to the university's Veterans Resource and Information Center. A student whose spouse is a service member shall provide proof of registration with the Defense Enrollment Eligibility Reporting System (DEERS) of the U.S. Department of the

Defense that establishes that dependent children reside in the household of the student and the service member.

Upon leaving the University of Arkansas because of active duty or deployment, the student may choose one of three compensatory options. The student may officially withdraw and receive full adjustment and refund of tuition and non-consumable fees for the term involved; the student can remain enrolled and arrange for a mark of "Incomplete" for each class and finish the courses 12 months after deactivation; or the student may receive free tuition and fees for one semester after deactivation. For more detailed information, read Fayetteville Policy 504.2 (<http://vcfa.uark.edu/policies/fayetteville/avcf/5042.php>).

Financial Assistance

Registration (in-state tuition) fees and Non-Resident Tuition for Graduate Assistants

Registration Fee. Any graduate student appointed to the position of Graduate Assistant whose appointment is equal to or greater than 50 percent may be granted registration fees (in-state tuition) in addition to the stipend.

Non-Resident Tuition. Any graduate student appointed to the position of Graduate Assistant whose percent appointment is equal to or greater than 25 percent shall, in addition to any stipend, be treated as an in-state student for tuition and fee purposes for the semester that they are on appointment.

Graduate Assistantships

Graduate assistantships are available for qualified students in numerous fields and must be obtained from the department in which the student is majoring or another appropriate unit. Recipients of these appointments are expected to carry a limited program of graduate studies. Graduate students appointed to the position of graduate assistant whose appointment is equal to or greater than 25 percent shall, in addition to any stipend, be classified as an in-state student for tuition and fee purposes only. In addition, in-state registration (tuition) fees may be paid for appointees of 50 percent or more although tuition is normally not paid for audited courses. Successful applicants must have good academic records, adequate preparation for graduate study in their major field, regular admission to the Graduate School, and must maintain a cumulative grade-point average of at least 2.85 on all work taken for graduate credit, although some departments may require their graduate assistants to maintain a higher grade point average. See probation policy below.

Graduate students on 50 percent appointment must be enrolled in a minimum of six hours of graduate credit during the academic year and a minimum of three hours during the summer if on summer appointment. For the full policy, see the Graduate School Handbook, available on the Graduate School Web site at <http://grad.uark.edu/>.

Master's students may hold a graduate assistantship for no more than four major semesters; a doctoral student may hold a graduate assistantship for no more than eight major semesters; a student who enters a doctoral program with only a baccalaureate degree may hold a graduate assistantship for no more than ten major semesters. The department/program may petition the Graduate School for an extension to these time limits, on a case by case basis.

Application forms may be obtained from the Dean of the Graduate School or from the head or chair of the department in which the student seeks to do his/her major work.

Information on other financial aid (loans and employment) can be obtained at the Office of Scholarships and Financial Aid in Hunt Hall.

Graduate School Fellowships

Exceptionally promising new entrants to doctoral programs may be nominated at the time of application for University Doctoral Fellowships. These Fellowships are awarded competitively, and the stipend may be held in addition to a graduate assistantship.

Students on academic probation who have been in residence at UA Fayetteville for two or more semesters will not be allowed to receive a doctoral fellowship.

The Benjamin Franklin Lever Fellowship is designed to provide financial assistance to graduate students from under-represented groups and to provide a means by which the University can achieve greater diversity in the student body. To accomplish these purposes, the program funds a limited number of fellowships to qualified under-represented students who enroll in an on-campus program at the University of Arkansas, Fayetteville campus.

Contact the Graduate School, 346 N. Arkansas Ave., (479) 575-4401, for further information about the University Doctoral and the Benjamin Franklin Lever Fellowships.

Eligibility for Continuing Financial Aid

Graduate students are eligible for continuing financial aid through the Office of Financial Aid (e.g., student loans) if:

1. the student completes, with grades of "C" or better, 67 percent of graduate courses attempted at the University, and
2. the student has not yet completed more than 150 percent of the graduate credits required for his/her degree.

Students wishing to continue receiving financial aid who do not meet these requirements will petition the Student Aid Committee.

Academic Probation Policy for Graduate Students

Whenever a regularly admitted graduate student earns a cumulative grade-point average below 2.85 on graded course work taken in residence for graduate credit, he/she will be warned of the possibility of academic dismissal. When a graduate student has accumulated a minimum of 15 hours of graded course work taken in residence for graduate credit with a cumulative grade-point average below 2.85 and has received at least one warning, he/she will be academically dismissed from the Graduate School. This policy is effective with students entering the Graduate School in Fall 2002, or later. For the policy in effect before this time, contact the Graduate School.

Graduate teaching and research assistants and students on Lever, Doctoral, or other Graduate School fellowships must maintain a CGPA of at least 2.85 on all course work taken for graduate credit. If a student's CGPA falls below 2.85 on six or more hours of graduate work (one full-time semester), notification will be sent to the students and his/her department. If the CGPA is below 2.85 at the end of the next major semester (fall or spring), the department will not be allowed to appoint

the student to an assistantship until such time as his/her CGPA has been raised to the required level.

Veteran Benefits

The University of Arkansas is approved by the Arkansas Department of Education for veterans and veterans' beneficiaries who are working toward a degree. Veterans of recent military service, service members, members of reserve units, and the dependents of certain other servicemen may be entitled to educational assistance payments under the following programs: Post 911, Title 38, Chapter 30, Montgomery GI Bill for Veterans; Title 38, Chapter 32, Veterans Educational Assistance Program (VEAP); Title 38, Chapter 35, Survivors and Dependents Education; and Title 10, Chapter 106, Montgomery GI Bill for Selective Reserves.

All students must be working toward a degree and should follow the curriculum outline for their objectives since only specific courses may be applied toward VA certification and graduation. Persons eligible for educational benefits should contact the Office of the Registrar for information.

Waiver of Tuition and Fees for Senior Citizens

Arkansas residents who are 60 years of age or older and show proper proof of age may choose to have on-campus tuition and fees waived for on-campus courses under the senior citizen waiver of fees. Admission and enrollment under these conditions is open only on a "space available" basis in existing classes and students choosing to use this waiver may not register until just prior to the beginning of the term.

Room and Board

University Housing

(Rates are subject to change)

Housing for married students, students with family status, nontraditional, graduate, and law students is limited and requires early application.

Summer rates for room and board in university residence halls with unlimited meal plans for 2017 summer sessions are \$36.63 per day for single-occupancy rooms. Charges start on the requested move-in day and run through the date of check-out. Contact University Housing for information on meal plans 479-575-3951.

Specific questions concerning on-campus living may be directed to Residence Life and Dining Services 479-575-3951. Specific questions concerning sorority and fraternity living may be directed to the Office of Greek Affairs 479-575-4001.

Off-Campus Housing

Students eligible to live off-campus may contact local real estate offices for rental information or check <http://offcampushousing.uark.edu/>.

Other General Fee Information

Checks tendered to the university are deposited immediately. The university does not accept postdated checks. Checks returned for "insufficient funds" (NSF checks) are generally presented for payment only once. Each check returned by a bank for any reason will be assessed a returned check fee. The university may, at its discretion, verify available bank funds for any checks written for payment of indebtedness before accepting a check.

The University of Arkansas reserves the right to withhold transcripts or priority registration privileges, to refuse registration, and to withhold diplomas for students or former students who have not fulfilled their financial obligations to the University. These services may also be denied students or former students who fail to comply with the rules governing the audit of student organization accounts or to return property entrusted to them.

Requests for exceptions to the university's fees, charges, and refund policies must be made in writing. Instructions for submitting requests for exceptions to the various fees, charges, and refund policies of the University may be obtained as follows:

- For residence life and dining services fees, charges, and refund policies contact Residence Life and Dining, Attention: Assistant Director for Business, Hotz Hall, Ninth Floor, (479) 575-3951.
- For parking services fees, charges, and refund policies contact: Parking and Transit, Administrative Services Building, 155 Razorback Road, (479) 575-3507.
- For all other fees, charges, and refunds, contact the Treasurer's Office at 214 Arkansas Union, Attention: Treasurer.

Students receiving financial aid are strongly encouraged to have sufficient personal funds available to purchase books and to meet necessary expenses for at least one month at the start of school as some aid funds may not be available for disbursement.

Students are allowed to have automobiles at the university, although parking is quite limited. There is a parking permit and registration fee for each vehicle, varying in cost depending upon the parking option selected.

Fees*

Title	Description	Amount**
FACILITIES FEE	Provides support dedicated specifically to campus facilities needs, including major projects and deferred maintenance.	\$14.00
MEDIA FEE	The University's student publications, specifically the Arkansas Traveler newspaper and the Razorback yearbook, are partially funded by the media fee. Students reserving a copy are provided with a Razorback yearbook.	\$.84
NETWORK INFRASTRUCTURE AND DATA SYSTEMS FEE	Provides support for the development and operation of the campus network, including electronic equipment, servers with software, and cabling. The network systems serve computer labs, academic and administrative buildings, residence halls and off-campus access facilities. Data systems will enable Web-based access to the University's information systems for students, faculty, and staff. Also provides support for upgrades and replacement of the student information system.	\$10.48

STUDENT ACTIVITY FEE	Empowers the Associated Student Government (ASG) to make funding available to over 300 Registered Student Organizations and program activities on campus to develop lasting friendships and leadership abilities and provide all students with a unique opportunity to participate in cultural, social, educational, and recreational events throughout the year.	\$2.64
STUDENT HEALTH FEE	Covers Wellness and Health Promotion educational programs and healthy student behavior programs to maintain health and safety. Covers individual consultations with a certified wellness coach, consultation with a Registered Dietitian and consultation with an Orthopedic Specialist from the community. Student Health Fee also provides students access to sexual assault counseling, prevention and advocacy services. The Student Health Fee also covers several mental health services, such as 24-hour mental health emergency care, the cost for two intake assessments with a mental health clinician per semester, most group counseling sessions, case management/referral services, psychiatric nurse consultations, refill requests and outreach/advocacy.	\$7.25
TRANSIT FEE	Helps fund the Razorback Bus Transit System, which services the campus and neighboring community year round.	\$2.88
LIBRARY FEE	Provides additional support for library materials acquisitions	\$2.70

* Assessed each academic semester for which the student is enrolled: fall, spring, and summer

** Per Credit Hour

Program/Service Specific Fees

Program or Service	Amount
English Language Placement Test (ELPT)	\$15.00
Graduation fees:	
• Graduation Application – Late Fee	\$25.00
• Masters' Degree and Education Specialist	\$85.00
• Master's Thesis	
• Ph.D. and Ed.D. Degree	\$95.00
• Dissertation Fee	
I.D. Card — First card	\$22.00
• Authentication fee (exclusively online students)	\$5.00
• First card (exclusively online students)	\$25.00

• First card	\$22.00
• Each replacement card	\$18.00
Returned Check Fee	\$31.00
Installment Payment Plan	\$35.00
International Graduate Orientation Fee	\$42.00
International Student (non-immigrant) Application fee	\$50.00
International Student per semester service fee (non-immigrants)	\$90.00
Sponsored Student Management Fee	\$325.00
International Visiting Student Program Fee	\$250.00
Late payment:	
• On September 30 or February 28 if \$50.00 balance has not been paid	
• Additional fee at Nov. 30, April 30, and July 31 for fall, spring, and summer, respectively, if payment has not been made	\$50.00
Mandatory International Student Health Insurance	\$1,836.00/year
Late Registration Fee – Prior to Census Day	\$25.00
Late Registration Fee – After Census Day	\$50.00
Graduate Application Fee	\$40.00
Graduate Application Late Fee-Domestic	\$25.00
Graduate Application Late Fee-International	\$50.00
Graduate Document Processing Fee	\$25.00
Global Campus Fee	\$30.00
Global Campus Extension Fee	\$30.00
Infant Development Center for UA Student Families: (40 hrs/week)	
• Materials per semester	\$38.00/semester
• Infants, Toddlers an Preschool	\$250.00/week
Parking Permit (per vehicle)	
• Remote	\$65.01
• Student	\$96.65
• Resident Reserved	\$626.55
• Parking Garage Reserved	\$854.05
• Motorcycle	\$65.01
• Scooter	\$65.01
• Scooter Reserved	\$195.02
Residence Hall nonrefundable application fee	\$40.00
Tests	
• IELTS Registration Fee	\$230.00
• Spoken Language Placement Test (SLPT)	\$70.00
• Late Testing Registration Fee	\$20.00

• TOEFL	\$70.00
• Transcript Fee - Official Copy	\$5.00
• Miller Analogies Test (MAT)	\$80.00
• Premium Online Proctored Exam "Take It Now" Fee	\$8.75
• Premium Online Proctored Exam "Take It Soon" Fee	\$5.00
• Proctoring Fee	\$50.00
Withdrawal from the University fee	\$45.00

College/Course Specific Fees

College of Arts and Sciences

College	Course(s)	Amount
Certificate in Business French	FREN 4333, FREN 4433	\$130.00/semester
Expendable Art Supplies	Per credit hour for all ARTS courses	\$41.67/credit hour
Expendable THTR Supplies and Materials	Per credit hour for all THTR courses	\$20.00/credit hour
Fifth-year Internship Fee (M.A.T.)	ARED 476V, MUED 451V	\$100.00/semester
Program/Excursion Fee	GEOS 436V	\$200.00/semester

College of Business

College	Course	Specific Fees
Course Materials Fee – EMBA		\$150.00/credit hour
Course Materials Fee – PMIS		\$250.00/credit hour
Program Fee – EMBA		\$401.82/credit hour
Program Fee – PMIS		\$152.24/credit hour
Technology Fee		\$7.00/credit hour

College of Education and Health Professions

College	Course(s)	Amount
Adult and Lifelong Learning Seminar Fee	ADLL 6173	\$25.00/credit hour
Communication Disorders Clinical Fee	CDIS 528V, CDIS 5381, CDIS 5391	\$100.00/credit hour
Counseling Practicum Fee	CNED 5343, CNED 6711	\$25.00/credit hour
Counseling Internship Fee	CNED 574V, CNED 674V (section 1)	\$25.00/credit hour
Curriculum Instruction Education Internship Fee	CIED 508V, CIED 514V, CIED 528V, CATE 5016	\$20.00/credit hour
Fifth-year Internship Fee (M.A.T.)	CIED 508V, CIED 514V, CIED 528V, CATE 5016, PHED 507V	\$250.00/semester
Internship for Communication Disorders	CDIS 578V	\$100.00/semester
Internship Program in Education Leadership	EDLE 574V, EDLE 674V	\$25.00/semester

Liability Insurance Fee

• Communication Disorders	CDIS 548V, CDIS 558V, CDIS 568V, CDIS 578V	\$7.50/semester
• Communication Disorders (on campus)	CIED 528V	\$5.00/semester
Literacy Clinic		
• Beginning Assessment	CIED 5173	\$20.00/semester
• Reading Specialist	CIED 5593, CIED 5793, CIED 5963, CIED 5983, CIED 6233	\$20.00/semester
Malpractice Liability Insurance – Nursing		\$56.50/annual
Nursing Advanced Skills Lab Fee	NURS 5475	\$130.00/semester
Off-Campus Practicum: Clinical Site	CDIS 568V	\$50.00/semester
Off-Campus Practicum: Clinical Site	CDIS 558V	\$100.00/semester
Off-Campus Practicum: Public School Site	CDIS 548V	\$50.00/semester
Outdoor Adventure Leadership Fee	RESM 4023	\$40/credit hour
Rehabilitation Internship and Practicum Fee	RHAB 534V, RHAB 574V	\$75.00/semester
Special Education Lab fee, Practicum	CIED 532V	\$25.00/credit hour
Student Teaching Supervision	PHED 407V	\$45.00/semester
Teacher Excellence and Support system (TESS) Preparation Fee	EDLE 5063	\$489.00/semester

College of Engineering

College	Course(s)	Amount
Off-Campus Engineering Graduate Courses		\$275.63/credit hour
Distance Technology Fee		\$50.00/credit hour
Operations Management		
Tuition		\$275.63/credit hour
Distance Technology Fee		\$50.00/credit hour

Graduate Procedures

It is a student's responsibility to ascertain that requirements have been met and deadlines observed.

Degree programs may establish additional requirements.

Procedures for Master's and Specialist Degrees

Procedure	Responsible Party	Action Date
Formation of program advisory committee and submission of Master's Committee form*	Major Adviser/ Department Chair/Head	Immediately following admission to degree program for those programs that use an advisory committee
Changes in program advisory committee by memorandum or Master's Committee form	Major Adviser/Member Leaving Committee	As soon as change occurs
Request transfer of credit by submitting Request for Transfer of Graduate Credit form* (master's degrees only)	Major Adviser	Before Graduation
Graduation Application*	Student	By the following deadlines for the semester in which the degree is to be awarded: Fall - Oct. 1; Spring - March 1; Summer - July 1
Inclusion of name for commencement exercises, regalia, and announcement orders	Student	Deadlines indicated in on the Registrar's Office web page at https://registrar.uark.edu/graduation/applying-to-graduate.php
Removal of incompletes (Change of Grade form)	Student/Instructor	When course requirements have been met
To avoid an incomplete becoming "F"	Student/Instructor	Change of grade form must be submitted prior to twelve weeks into the next major semester of enrollment
Final comprehensive examination (Certified by submission of Record of Progress form* with original signatures)	Advisory Committee	Must be completed by last day of graduation term (published date on Registrar's page)
Review of Degree Audit	Student/Major Adviser	Each semester or as dictated by department
Clear Degree Audit	Department Head/ Graduate Coordinator	After deadline to apply for graduation

Submission of Record of Progress	Department	Due to Graduate School by one week after end of term
----------------------------------	------------	--

Additional Requirements for the Thesis Option

Procedure	Responsible Party	Action Date
Selection of thesis title and formation of thesis committee and submission of new Master's Committee form* if thesis committee differs from the advisory committee	Thesis Director/ Department Chair/Head	At least three months prior to the date of the defense
Review Thesis and Dissertation Guide from the Graduate School website	Student	Prior to formatting of thesis document
Submission of preliminary copies to each thesis committee member	Student	At least three weeks before theses are due in the Graduate School
Defense of thesis (certified by submission of Record of Progress with original signatures*)	Thesis Committee	At least two weeks before theses are due to the Graduate School
Registration for at least six hours of thesis	Student	Before graduation
Preliminary editorial check of thesis	Student	At least two weeks before theses are due in the Graduate School
Final submission of approved thesis to Graduate School	Student submits to Graduate School	No later than one week before graduation**
Review of Degree Audit	Student/Major Adviser	Each semester or as dictated by department
Clear Degree Audit	Department Head/ Graduate Coordinator	After deadline to apply for graduation
Submission of Record of Progress	Department	Due to Graduate School by one week after end of term

* Forms are available from the Graduate School website (<http://grad.uark.edu>).

** Specific deadlines are available in the Graduate School.

Procedures for Doctoral Degrees

Procedure	Responsible Party	Action Date
Formation of program advisory committee and submission of Doctoral Committee form*	Major Adviser/ Department Chair/Head	Immediately following admission to degree program for those programs that use an advisory committee

Changes in program advisory committee by memorandum or Doctoral Committee form	Major Adviser/ Department Chair/Head	As soon as change occurs
Foreign Language Requirement (if required)	Advisory Committee	Determined by committee
Admission to candidacy	Advisory Committee	Before beginning work on the dissertation*
Submit Exam Notification form to Graduate School	Department	Term in which candidacy exam was passed
Enrollment in at least one hour of graded graduate course work or dissertation credit following passing of candidacy exams	Student	Each major semester (fall, spring) until graduation. Summer is excluded unless it is the term of graduation.
Selection of dissertation title and formation of dissertation committee and submission of Doctoral Dissertation Title and new Doctoral Committee form* if dissertation committee differs from advisory committee	Dissertation Director	At least three months prior to the date of the defense*
Registration for at least 18 hours of dissertation	Student	Before graduation
Graduation Application	Student	By the following deadlines for the semester in which the degree is to be awarded: Fall - Oct. 1; Spring - March 1; Summer - July 1
Inclusion of name for commencement exercises, regalia, and announcement orders	Student	Deadlines indicated on the Registrar's Office web page at https://registrar.uark.edu/graduation/applying-to-graduate.php
Removal of incompletes (Change of Grade form)	Student/Instructor	When course requirements have been met
To avoid an incomplete becoming "F"	Student/Instructor	Change of grade form must be submitted prior to 12 weeks into the next major semester of enrollment
Review Thesis and Dissertation Guide on the Graduate School website	Student	Before formatting of dissertation document

Submission of Announcement of Defense through web form on Graduate School website	Dissertation Director or student	At least two weeks before the defense**
Defense of dissertation (Certified by submission of Record of Progress with original signatures*)	Dissertation Committee	At least two weeks before dissertations are due to the Graduate School**
Submission of preliminary copies to each dissertation committee member	Student	At the direction of the dissertation adviser
Preliminary editorial check of dissertation	Student	At least two weeks before dissertations are due in the Graduate School **
Final submission of approved dissertation to Graduate School	Student submits to Graduate School	No later than one week before graduation**
Review of Degree Audit	Student/Major Adviser	Each semester or as dictated by department
Clear Degree Audit	Department Head/ Graduate Coordinator	After deadline to apply for graduation
Submission of Record of Progress	Department	Due to Graduate School by one week after end of term

* Forms are available from the Graduate School website (<http://grad.uark.edu>).

** Specific deadlines are available in the Graduate School

Objectives and Regulations

The Graduate School and International Education is the home for all graduate students and all international students, both graduate and undergraduate. Our vision, mission and goals encompass our dedication to the recruitment, admission, retention and graduation of students from Arkansas and across the U.S. and the world, as well as our service to the University of Arkansas. The Graduate School is an autonomous organizational unit, whose dean is responsible to the provost/vice chancellor for academic affairs. The mission statement and goals of the Graduate School may be found in the Graduate School Handbook, available at the Graduate School website (<http://grad.uark.edu>).

Vision

The Graduate School and International Education assists the University of Arkansas in excelling at research, teaching, training, and service while fostering student and scholar success and enhancing the overall student academic experience.

Mission

The Graduate School and International Education supports the strategic goals of the University of Arkansas to continue as a very high research university; recruits, retains and graduates high-caliber students; advocates for students and student success; facilitates intercultural and international experiences to increase global competencies; and assists in the development of international, interdisciplinary and graduate programs.

Honor Code for the Graduate School

The mission of the Graduate School is to provide post-baccalaureate students with the opportunity to further their educational goals through programs of study, teaching, and research in an environment that promotes freedom of expression, intellectual inquiry, and professional integrity. This mission is only possible when intellectual honesty and individual integrity are taken for granted.

The graduate student at the University of Arkansas is expected to know and abide by the university's academic and research integrity policies. It is expected that graduate students will refrain from all acts of academic and research dishonesty and will furthermore report to the Graduate School any acts witnessed.

The pledge of the Honor Code is this: "On my honor as a graduate student at the University of Arkansas, I certify that I will neither give nor receive inappropriate assistance on the work I do for my degree." Students will be asked to sign this pledge when they are admitted to the Graduate School. Faculty also may require students to sign this pledge before completing the requirements of a course or a program of study.

Registration and Related Topics

Students must register during one of the formal registration periods. Graduate students, new, returning, or currently enrolled, may register during the priority registration held each semester for the following semester. Students who have not already registered should register during the open registration session. For information on registration, consult the Schedule of Classes on the Registrar's website (<https://registrar.uark.edu>).

Enrollment Limits

Under ordinary circumstances, graduate registration is limited to 18 hours for any one semester in the fall or spring, including undergraduate courses and courses audited. Registration above 15 hours must be approved by the Graduate Dean. For registration in the summer, the enrollment limit is 12 hours without approval by the Graduate Dean.

Registration for Audit

When a student audits a course, that student must register for audit, pay the appropriate fees, and be admitted to class on a space-available basis. Students formally admitted to a degree program have priority for auditing a class. The instructor shall notify the student of the requirements for receiving the mark of "AU" for the course being audited. The instructor and the student's dean may drop a student from a course being audited if the student is not satisfying the requirements specified by the instructor. The student is to be notified if this action is taken. The only grade or mark that can be given is "AU." The Graduate School does not normally pay tuition for audited classes for students on assistantship.

Registration Out of Career

Students who wish to enroll in classes for credit outside of their career (e.g. graduate students who wish to enroll in undergraduate classes for undergraduate credit) should print the appropriate form from the Graduate School Web site (<http://grad.uark.edu/>) and return the form to the office indicated on the form. Students are not able to register themselves out of career. Graduate students taking undergraduate classes via the out-of-career registration form should be aware that those classes do not count toward their minimum number of hours required to receive financial aid. Undergraduate students who register for graduate courses out of career and subsequently are admitted to the Graduate School will not automatically be allowed to use those courses to fulfill requirements of their graduate degrees. See the policy on retroactive graduate credit.

Graduate Credit for 3000 and 4000-level Undergraduate Courses

Graduate students wishing to take 3000-level undergraduate courses for graduate credit will find the necessary forms on the Graduate School website. 3000-level courses can be taken by graduate students for graduate credit only when the courses are not in the student's major area of study and when the courses have been approved by the Dean of the Graduate School for graduate credit. The instructor for the course must hold graduate faculty status and must certify that he/she will make appropriate adjustments in assignments and grading scales to raise the level of expectation for the student to the graduate level. No more than 20 percent of the graded course work in the degree program may be comprised of 3000-level courses carrying graduate credit. Undergraduate courses numbered below 3000 will not be allowed to carry graduate credit.

Students wishing to take 4000-level undergraduate courses for graduate credit will find the necessary forms on the Graduate School website (<http://grad.uark.edu>). The instructor for the course must hold graduate faculty status and must certify that he/she will make appropriate adjustments in assignments and grading scales to raise the level of expectation for the student to the graduate level.

Students should be aware that a minimum of 50% of the semester hours presented for the graduate degree must be at the 5000 level or above and in the student's field of study. Individual degree programs may have more stringent requirements.

Proper Address of Students

All students are responsible for maintaining their addresses with the university and to report any change of address by update on the university's student information system (<https://uaconnect.uark.edu>). Failure to do so may result in undelivered grades, registration notices, invoices, invitations, or other official correspondence and announcements. It is also vitally important that students regularly check their university-assigned email account as many important notices will be sent by email.

Identification Cards

Identification cards are produced by the Campus Card Office during each registration period and at scheduled times and places during the year. Among other things, this card is used for identification as a member of the campus community, security access, enrollment verification, meal plan access and Razorback\$ to purchase goods and services.

Adding and Dropping Courses

A currently enrolled student who has registered during the advance registration period should make any necessary or desired schedule adjustments such as adding or dropping courses or changing course sections during the schedule-adjustment period scheduled for the same semester. Students may also add or drop courses during the first five class days of the fall or spring semester. Students who drop classes by the end of the first week of classes in the fall and spring will have their fees adjusted. (Refer to the Treasurer's website for summer dates.) Fee adjustments are not done for classes dropped after the first week of classes. Drops and withdrawals are two different functions. In a drop process the student remains enrolled. The result of the withdrawal process is that the student is no longer enrolled for the term. The two functions have different fee adjustment policies. Fee adjustment deadlines for official withdrawal are noted on the Treasurer's website.

A student may drop a course during the first 10 class days of the fall or spring semester without having the drop shown on the official academic record. After the first 10 class days, and before the drop deadline of the semester, a student may drop a course, but a mark of "W," indicating the drop, will be recorded. A student may not drop a full-semester course after the Friday of the tenth week of classes in a semester.

Drop-add deadlines for partial semester courses and summer classes are in the schedule of classes.

Withdrawal from Registration

Withdrawing from the University of Arkansas means withdrawing from all classes that have not been completed up to that time. A student who leaves the university voluntarily before the end of the semester or summer term must officially withdraw by logging onto the student information system and completing a brief online interview. Withdrawal must occur prior to the last class day of a semester. Students who do not withdraw officially from a class that they fail to complete will receive an "F" in that class.

Attendance

Students are expected to be diligent in the pursuit of their studies and in their class attendance. Students have the responsibility of making arrangements satisfactory to the instructor regarding all absences. Such arrangements should be made prior to the absence if possible. Policies of making up work missed as a result of absence are at the discretion of the instructor, and students should inform themselves at the beginning of each semester concerning the policies of their instructors.

Full-Time Status

Enrollment in nine semester hours (not including audited courses) is considered full-time for graduate students not on assistantship. For graduate assistants on 50 percent appointment or more, or students with research fellowships, six semester hours (not including audited courses) of enrollment is considered full-time in the fall and spring semesters. Graduate assistants who are on a 50% appointment for a five-week summer term must earn at least three hours of graduate credit during the summer. However, these credits do not have to be earned in the same session as the appointment, and may be taken at any time during the summer. Tuition for graduate assistants on 50 percent appointments for a five-week summer term will be paid up to a maximum of 6 hours. Students not on graduate assistantships or fellowships must be enrolled in six hours (not including audited courses) to be full time in the summer.

Continuous Enrollment

After a doctoral student has passed the candidacy examinations, the student must register for at least one hour of graded graduate course credit or dissertation credit each semester and one hour during the summer session until the work is completed, whether the student is in residence or away from the campus. For each semester in which a student fails to register without prior approval of the Dean of the Graduate School, a registration of three hours may be required before the degree is granted. Please see the Graduate School Registration and Leave of Absence Policy.

Retroactive Graduate Credit

Degree Programs

Graduate students fully admitted into a degree program at the University of Arkansas may request that up to 12 hours of courses taken in the final 12-month period of their undergraduate degree count toward their graduate degree, if these courses were taken on the University of Arkansas, Fayetteville campus. These courses may not have been used for the undergraduate degree (unless the student is in a program where this has been approved by the Graduate Council), must be approved by the student's advisory committee, and must be at the 5000 level or above. Petition will be by the student's advisory committee or major professor to the Graduate School.

Sometimes students have completed their undergraduate degrees elsewhere, but have then taken course work as undergraduate students at the University of Arkansas after completing their undergraduate degree, but before being admitted to the Graduate School. Such students may request that up to six hours of courses taken for undergraduate credit in the final 12 months prior to admission to the Graduate School count toward their degrees. All of the rules stated in this policy are also applicable to this type of situation.

If the student's advisory committee wishes to accept courses at the 4000 level toward the graduate degree, when those courses were taken in the last 12 months of a student's undergraduate degree at the University of Arkansas, Fayetteville, the committee may petition the Graduate School. The petition must include an explanation of why the committee considers these courses to meet graduate degree requirements and expectations for graduate-level work. The instructors for these courses must have had graduate faculty status, and these courses may not have been used for the undergraduate degree.

Courses at the 3000 level taken before the student is fully admitted to the Graduate School may not be used to fulfill graduate degree requirements.

Courses offered by institutions other than the University of Arkansas, Fayetteville, may not be counted toward the graduate degree requirements in this way.

Graduate Certificates

Graduate students fully admitted to a graduate certificate program are allowed to use six hours of credit to count for both an undergraduate degree and a graduate certificate. All requirements of this retroactive graduate credit policy will apply and a transcript notation will note that the courses may not be used to fulfill requirements for a graduate degree.

Use of Electronic Resources of the Library

The use of electronic resources of the University Libraries from a location outside of the library is only available to enrolled students. Students who are enrolled in the spring semester and have pre-registered for the succeeding fall semester may have access to these resources during the intervening summer. Students who are not required to be enrolled for other reasons, who are not pre-registered for the fall, and who wish to use the library resources during the summer must be enrolled in at least one hour of credit in any one of the summer sessions or be entered in the student affiliates table on UAConnect. Requests for affiliate status for graduate students must be sent from the major professor to the Graduate School.

Grades and Marks

Final grades for courses are "A," "B," "C," "D," and "F" (except for courses taken in the Bumpers College of Agricultural, Food, and Life Sciences). No credit is earned for courses in which a grade of "F" is recorded. For students admitted to the Graduate School in Fall 2001 or after no credit is earned for courses in which a grade of "F" or "D" is recorded.

A final grade of "F" shall be assigned to a student who is failing on the basis of work completed but who has not completed all requirements. The instructor may change an "F" so assigned to a passing grade if warranted by satisfactory completion of all requirements.

A mark of "I" may be assigned to a student who has not completed all course requirements, if the work completed is of passing quality. An "I" so assigned may be changed to a grade provided all course requirements have been completed within 12 weeks from the beginning of the next semester of the student's enrollment after receiving the "I." If the instructor does not report a grade within the 12-week period, the "I" shall be changed to an "F." When the mark of "I" is changed to a final grade, this shall become the grade for the semester in which the course was originally taken.

A mark of "AU" (Audit) is given to a student who officially registers in a course for audit purposes (see Registration for Audit).

A mark of "CR" (credit) is given for a course in which the university allows credit toward a degree, but for which no grade points are earned. The mark "CR" is not normally awarded for graduate-level courses but may be granted for independent academic activities. With departmental (or program area) approval and in special circumstances, up to a maximum of six semester hours of "CR" may be accepted toward the requirements for a graduate degree.

A mixing of course letter grades and the mark "CR" is permitted only in graduate-level courses in which instruction is of an independent nature.

A mark of "R" (Registered) indicates that the student registered for master's thesis or doctoral dissertation. The mark "R" gives neither credit nor grade points toward a graduate degree.

A mark of "S" (Satisfactory) is assigned in courses such as special problems and research when a final grade is inappropriate. The mark "S" is not assigned to courses or work for which credit is given (and thus no grade points are earned for such work). If credit is awarded upon the completion of such work, a grade or mark may be assigned at that time and, if a grade is assigned, grade points will be earned. Courses with marks of S may not be used to count toward graduate degree requirements.

A mark of "W" (Withdrawal) will be given for courses from which students withdraw after the first 10 class days of the semester and before the drop deadline of the semester.

For numerical evaluation of grades, "A" is assigned 4 points for each semester hour of that grade; "B," 3 points; "C," 2 points; "D," 1 point; and "F," 0 points. Grades of plus and minus are assigned grade-point values in the Bumpers College of Agricultural, Food, and Life Sciences.

Students awarded a graduate degree must complete the minimum specified hours by the degree program and the Graduate School. Courses not marked in the course description as eligible to be repeated for degree credit may be included in this total only once.

The Research Council

The Research Council recommends policies to encourage research, establish a research environment, and provide research support facilities; serves as a review board for proposed research programs and facilities; recommends adjudication of variances to policies and procedures; supervises the approved policies; and addresses research misconduct cases at the direction of the Provost/Vice Chancellor for Academic Affairs. Membership consists of a faculty member active in research from: a) the Dale Bumpers College of Agricultural, Food and Life Sciences; b) the Sam M. Walton College of Business; c) the College of Education and Health Professions; d) the College of Engineering; and e) one from the science areas of the J. William Fulbright College of Arts and Sciences and f) one from another research area in the Fulbright College; g) non-voting, one student; h) ex officio and non-voting, the Director of Research and Sponsored Programs; and i) ex officio and non-voting, the Vice Provost for Research. A secretary (non-voting) will be provided by the Office of Research and Sponsored Programs.

Policies/Procedures for Use of Toxic Substances on Campus

The University of Arkansas is committed to the health and safety of its students, faculty, and staff. It is recognized that during their work for the university, some people will be involved in activities that require the use of substances or materials that are hazardous or toxic in nature. The Environmental Health and Safety unit of the physical plant has prepared the UAF Chemical Hygiene plan. This document addresses the safe use of toxic substances in laboratories. In addition, it defines the minimum acceptable standard safety practices for execution of laboratory work for both research and teaching. The chemical hygiene plan is available from the Office of Environmental Health and Safety (<http://ehs.uark.edu>) and is the full statement of the UAF campus policy and procedures for handling toxic substances.

Travel Policy for Graduate Students

Graduate students who travel on university business must comply with the travel policies of the university. For those graduate students not on assistantships/fellowships, please see the university policy 332.4 (<https://vcfa.uark.edu/policies/fayetteville/sade/3324.php>).

Term Paper Assistance

The use of the services of term paper assistance companies is a violation of university policies on academic integrity. Student submission of such research or term papers to meet requirements of any class or degree program is expressly prohibited and constitutes academic dishonesty. Any violation of this prohibition will be dealt with as a violation of the academic integrity policy.

Academic Dismissal/Academic Probation

Students may be dropped from further study in the Graduate School if at any time their performance is considered unsatisfactory as determined by either the program faculty or the Dean of the Graduate School. Academic or research dishonesty and failure to maintain a specified cumulative grade-point average are considered to be unsatisfactory performance. See the Graduate Student Dismissal Policy, the Academic Probation Policy for Graduate Students, the university's Academic Integrity Policy, and the Research and Scholarly Misconduct Policies and Procedures in this catalog.

Using its own written procedures, the graduate faculty of an academic degree program may recommend that the student be readmitted to the Graduate School after dismissal. Dismissed students with non-degree status may petition for readmission to the Graduate School by submitting a written appeal to the Dean of the Graduate School. The graduate faculty of any degree program may establish and state in writing requirements for continuation in that program.

Graduate Student Dismissal Policy

Graduate degree programs have the right to dismiss graduate students who do not make adequate academic progress or engage in illegal, fraudulent, or unethical behavior as defined in any of the university codes or policies pertaining to academic and research integrity. There may also be other unusual situations in which a student may be dismissed from a degree program. In each case, the dismissal should comply with the following procedures.

Lack of Adequate Academic Progress

Students may be dismissed per the academic probation policy of the Graduate School, and students should familiarize themselves with this policy. In addition, students who have not been placed on probation, but who are not making adequate academic progress, may also be dismissed. They must be warned in writing of the possibility of dismissal and will be given a clear statement about what must be done within a specified time period to alleviate the problem. A copy of this warning letter must be filed with the Graduate School. These expectations must be reasonable and consistent with expectations held for all students in the program. If the student does not meet the requirements within the time frame specified, he/she may be dismissed by the degree program with notification to the student and the Graduate School. Students dismissed in this way will not necessarily be dismissed by the Graduate School. Students may appeal this dismissal to the Graduate School, following the procedures outlined in the Graduate Student Grievance Policy. Students who receive two consecutive unsatisfactory academic progress reports

may be immediately dismissed by the degree program and the Graduate School.

Academic or Research Misconduct/Illegal, Fraudulent, or Unethical Behavior

For the process for dismissing students as a result of academic or research misconduct; or as a result of illegal, fraudulent, or unethical behavior, please see the "University of Arkansas Academic Integrity Policy," the "Research and Scholarly Misconduct Policy and Procedures," and the University of Arkansas Student Handbook.

Other Situations

Departments may dismiss students for situations other than those specified above. When doing so, the department must notify the student in writing of the possibility of dismissal and send a copy of this letter to the Graduate School. If it is possible for the student to rectify the situation, he/she must be given a clear statement about what must be done within a specified time period to alleviate the problem. These expectations must be reasonable and consistent with expectations held for all students in the program. If the student does not meet the requirements within the time frame specified, he/she may be dismissed by the degree program with notification to the student and the Graduate School. Students dismissed in this way will not necessarily be dismissed by the Graduate School.

If the situation cannot be rectified, the student will be notified in writing of the grounds for dismissal and the date when the dismissal will be effective. This will normally be the end of the semester in which the student is enrolled, but the circumstances of the dismissal will be important in determining this date.

Students may appeal their dismissal to the Graduate School, following the procedures outlined in the Graduate Student Grievance Policy.

Academic Probation Policy for Graduate Students

Whenever a regularly admitted graduate student earns a cumulative grade-point average below 2.85 on graded course work taken in residence for graduate credit, he/she will be warned of the possibility of academic dismissal. When a graduate student has accumulated a minimum of 15 hours of graded course work taken in residence for graduate credit with a cumulative grade-point average below 2.85, and has received at least one warning, he/she will be academically dismissed from the Graduate School. This policy is effective with students entering the Graduate School in Fall 2002 or after. For the policy in effect before that time, contact the Graduate School. If a student is originally admitted prior to Fall 2002, but does not maintain registration and applies for readmission after Fall 2002, the current policy will apply. The student's degree program may request that the academic warning period be extended if the program can offer extenuating circumstances as a rationale and is willing to provide a plan of remediation for the student's success.

Graduate teaching and research assistants and students on Lever, Doctoral, Chancellor, Walton or other fellowships must maintain a cumulative grade-point average of at least 2.85 on all course work taken for graduate credit. If a student's cumulative GPA falls below 2.85 on 6 or more hours of graduate work (one full-time semester), notification will be sent to the student and his/her department. If the CGPA is below 2.85 at the end of the next major semester (fall or spring), the department will not be allowed to appoint the student to an assistantship/fellowship until

such time as his/her CGPA has been raised to the required level. Note: Individual degree programs may have more stringent requirements.

The Graduate School calculates the cumulative grade-point average on all courses taken for graduate credit at the University of Arkansas. Individual degree programs have the option to calculate the cumulative grade-point average only for those graduate courses taken in residence for the current degree. Consequently, individual degree programs may academically dismiss students whose cumulative grade point average on all graduate course work is above 2.85, but whose work for the current degree is below 2.85. If a program adopts this alternative policy, it must be so stated in the departmental graduate student handbook and in the Graduate Catalog and must apply to all graduate students in that program. When the program anticipates dismissing a student whose cumulative grade-point average is above 2.85, the program must notify the student, using the same process as specified in the general probation policy and must also notify the Graduate School. This policy is effective Fall 2003.

Annual Notice of Student Rights Under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are as follows:

1. The right to inspect and review the student's education records, with some exceptions under the Act, within 45 days of the day the university receives a request for access. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. A sample form, which may be used in making this request, is contained in the appendix to UA Systemwide Policies and Procedures 515.1 (<http://www.uasys.edu/policies/ua-system-policies>).

If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing and is also contained in UA Systemwide Policies and Procedures 515.1 (<http://www.uasys.edu/policies/ua-system-policies>).

3. The right to withhold consent of disclosure of directory information, defined as the following information: the student's name; address; telephone number; email address; major field of study; classification by year; number of hours in which enrolled and number completed; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance including withdrawal dates; degrees, scholarships, honors, and awards received, including type and date granted; and photograph.

This information will be subject to public disclosure unless the student restricts such information through the appropriate settings in

UACConnect, the student information system, or informs the Office of the Registrar in writing that he or she does not want this information designated as directory information.

4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record to fulfill his or her professional responsibility. Upon request, the university also discloses education records without consent to officials for another school in which a student seeks or intends to enroll.

Postsecondary institutions may also disclose personally identifiable information from education records, without consent, to appropriate parties, including parents of an eligible student, in connection with a health or safety emergency. Under this provision, colleges and universities may notify parents when there is a health or safety emergency involving their son or daughter, even if the parents do not claim the student as a dependent.

There are several other exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records, some of which are briefly mentioned below. Under certain conditions (specified in the FERPA regulations), a school may non-consensually disclose personally identifiable information from education records:

- to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;
- to organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction;
- to officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer;
- to comply with a judicial order or a lawfully issued subpoena;
- to the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime; and
- to any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any

other student, including a victim or witness, without the written consent of that other student.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

6. UA System Policy and Procedure 515.1 (<http://www.uasys.edu/policies/ua-system-policies>) serves as a supplement to the campus FERPA policy.
7. FERPA applies to students at the University of Arkansas at the point of their enrollment into courses.

Photographic and Video Images

The university is proud to publish and display photographic and video images of U of A students, their activities and accomplishments. Any student who does not wish to be represented in such photographic and video images by the university should choose to withhold photos on the FERPA option on the university's student information system.

Annual Graduate Student Academic Review

It will be a policy of the Graduate Council that every master's, specialist, and doctoral student will be reviewed annually by his/her degree program for progress toward the degree. At a minimum, the review will cover progress in the following: a) completing courses with an adequate grade-point average; b) completing the thesis/dissertation/project requirements; c) completing all of the required examinations; d) completing other requirements for the degree. When the review of each student is completed, the review form will be signed by the graduate student and the department/program head/chair, as well as other appropriate individuals as designated in the program review policy. This review will be forwarded to the Graduate School, to be included in the student's file. If a student receives two consecutive reviews indicating that the student is not making adequate academic progress, the program and the Graduate School have the option to dismiss the student.

Graduate School Registration and Leave of Absence Policy

All doctoral students who have been admitted to candidacy must enroll in a minimum of one hour of course or dissertation credit every semester (fall, spring) until they graduate. Under unusual circumstances, this enrollment requirement may be waived for post-candidacy doctoral students for up to two years, with an approved request for a leave of absence. To request a leave of absence, the student's major professor must petition the Graduate Dean, specifying the circumstances that make it necessary for the student to interrupt his/her studies. While a decision will be made on a case-by-case basis, circumstances that might be considered include serious illness of the student or his/her immediate family, serious personal problems, or job-related issues. While the student is on an approved leave of absence, he/she cannot use any university resources, such as the library or faculty time. A post-candidacy doctoral student who takes an unauthorized break in registration by failing to maintain continuous enrollment or failing to obtain a leave of absence will no longer be considered a graduate student at the University of Arkansas. Students who wish to be reinstated will be required to file an

Application for Readmission (no fee) and may be required to register for three graduate credits for each term of unauthorized break in registration. In the case of extraordinarily extenuating circumstances, students may appeal the provisions of this policy and request additional terms of leave of absence or forgiveness of the additional credits of registration. Such an appeal must be made to the Graduate Dean.

The student should be aware that the leave of absence policy does not waive the time requirements for a degree. A separate petition must be made for a time extension, if required. Also, a request for leave of absence may not be made for the semester in which the student graduates.

Time Extension

It is a requirement of the Graduate School that certificate, master's and specialist students complete their degrees within six consecutive calendar years from the date of the first courses used to fulfill requirements for the degree and doctoral students complete the degree within seven consecutive calendar years from the semester in which the student was first admitted to the program. Requests to extend these time requirements must be reviewed and approved by the Graduate Dean, following these procedures:

1. The student's major adviser will fill out a "Request for Time Extension" form (available on the Web site of the Graduate School) and submit this to the Graduate School.
2. For both master's and doctoral students, the central consideration in determining whether more time can be allowed is whether the student's knowledge of the subject matter is current at the time of graduation. Therefore, as part of the request for time extension, the major adviser will be asked to explain how this will be ensured:
 - For the certificate and master's degree, the student's knowledge of any course work over six years old at the time of graduation must be recertified. Please see "Recertification of Student's Knowledge of Course Content," below.
 - For the doctoral degree, recertification of the student's knowledge of course work is not necessary, but the major adviser must explain how the currency of the student's knowledge of the field will be assessed prior to graduation.
3. Requests for time extension are allowed only for course work taken at the University of Arkansas (Fayetteville). We do not allow time extensions on transfer credit.

Recertification of Student's Knowledge of Course Content: The major adviser must specify how recertification of the student's knowledge of course content will occur. By recertification, we mean that the student's knowledge of the subject matter included in the course is determined to be current at the time of graduation and that the content of that course is still current. There are several ways this may be demonstrated. Examples include: The student is teaching the subject matter in a separate context; the student will be examined by the current instructor of the course to determine his/her currency of knowledge; the student will be examined on the subject matter during his/her final oral defense of the thesis or during the comprehensive exam. It is not acceptable to say only that the content of the course has not changed in the time since the student was enrolled, as the student's knowledge of that content is also critical. Courses taken more than 10 years prior to the conferral of the degree will normally not be eligible for recertification.

Administrative Requirement for Graduation

Application for graduation must be completed through the Student Homepage in UAConnect and fees paid by the appropriate deadline in the semester in which degree requirements will be completed and graduation effected. Instructions for applying to graduate can be found at registrar.uark.edu. If a student fails to complete the degree, the student must then renew the application by contacting the Registrar's Office. It will not be possible for a student to be cleared to graduate for a previous semester.

Students should be aware that FERPA restrictions on disclosing personally identifiable information may prevent their names being printed in the commencement program and/or being engraved on the sidewalk. Students can change their privacy settings on their Student Homepage in UAConnect. Questions about this should be directed to the Office of the Registrar.

Degrees Offered

The faculty of the Graduate School, under the authorization of the Board of Trustees, grants the degrees listed below. In addition, the Graduate School offers several non-degree graduate certificates. The graduate faculty, as represented by the Dean of the Graduate School and through the Graduate Council, has primary responsibility for the development, operating policies, administration, and quality of these programs. Operating through the Graduate Dean, the faculty appoints committees that directly supervise the student's program of study and committees that monitor research activities and approve theses and dissertations.

- Doctor of Philosophy
- Doctor of Nursing Practition
- Doctor of Occupational Therapy
- Doctor of Education
- Educational Specialist
- Master of Accountancy
- Master of Athletic Training
- Master of Arts
- Master of Arts in Teaching
- Master of Business Administration
- Master of Design Studies
- Master of Education
- Master of Fine Arts
- Master of Information Systems
- Master of Music
- Master of Public Administration
- Master of Public Service (Clinton School)
- Master of Science
- Master of Science in Biological Engineering
- Master of Science in Biomedical Engineering
- Master of Science in Chemical Engineering
- Master of Science in Civil Engineering
- Master of Science in Computer Engineering
- Master of Science in Computer Science
- Master of Science in Electrical Engineering
- Master of Science in Engineering
- Master of Science in Environmental Engineering
- Master of Science in Industrial Engineering
- Master of Science in Mechanical Engineering
- Master of Science in Nursing
- Master of Science in Operations Management
- Master of Social Work

Graduate Certificates (Non-degree)

As defined by the Arkansas Department of Higher Education, graduate certificate programs consist of 12 to 18 hours of required course work in a focused area of study. The awarding of the certificate will be shown on the student's transcript. Students must meet the admission requirements of the Graduate School and the certificate program. Students who enter a graduate certificate program may use up to six hours of course work taken previously at the University of Arkansas and may use up to six hours of course work taken at another accredited university to meet certificate requirements, with approval of the program faculty and the Graduate School. The Graduate School does not impose a limit on the number of hours that may be shared between graduate certificate programs, but a limit may be set by the program. Students who enter a graduate certificate program must complete all certificate requirements within six years of admission to the program. For students who have been admitted to both a degree program and a certificate program, courses taken to meet the requirements of one may also be used to meet the requirements of the other, at the discretion of the program and the student's Advisory Committee.

Graduate Certificates are offered in the following areas:

- Advanced Instrumental Performance (p. 226)
- African and African American Studies (p. 331)
- Applied Behavior Analysis (p. 306)
- Arkansas Curriculum/Program Administrator (p. 144)
- Autism Spectrum Disorders (p. 306)
- Building-Level Administration (p. 144)
- Bioenergy and Sustainability Technology (p. 56)
- Business (p. 369)
- Business Law (p. 333)
- Criminal Law (p. 335)
- Cross-Sector Alliances (p. 336)
- District-Level Administration (p. 144)
- Educational Measurement (p. 338)
- Educational Program Evaluation (p. 338)
- Educational Psychology (p. 338)
- Educational Statistics & Research Methods (p. 338)
- Enterprise Systems (p. 381)
- Entrepreneurship (p. 369)
- Geospatial Technologies (p. 176)
- Project Management (p. 343)
- STEM Education for Early Childhood (p. 344)
- Sustainability (p. 344)
- Technical Writing and Public Rhetorics (p. 158)

Master of Arts, Master of Science

General minimum requirements of the Graduate School follow for the degrees of Master of Arts, Master of Science – including the several engineering degrees – and Master of Fine Arts. Program requirements

may be higher. Note: For degree requirements in the Master of Arts in Economics, see the Graduate School of Business.

1. 24 graduate semester hours and a thesis, or 30 semester hours without a thesis. (The thesis may be a departmental requirement or may be required by the major adviser.)
2. A comprehensive examination.
3. A minimum cumulative grade-point average of 2.85. (Individual departments may have higher grade standards.)
4. Minimum residence of 24 weeks. (See Residence Requirements.)

Program of Study. At the time of admission to the Graduate School and acceptance in a program of study leading to a graduate degree, the student is assigned to a major adviser. The choice of a major adviser is largely determined by the student's choice of a major subject.

The program of study may consist of courses chosen from one department or it may include such cognate courses from other departments as may in individual instances seem to offer greatest immediate and permanent value. As a general principle, two-thirds of the courses come from the degree program in which the student is seeking a graduate degree. The program of study must be approved by the student's Advisory Committee or, depending on program requirements, the Thesis Committee. No more than six hours of special problems (individual study) courses may count toward a 30 hour master's degree.

A student who writes a master's thesis must register for a minimum of six semester hours of master's thesis. No more than six semester hours of master's thesis enrollment may be given credit in the degree program.

Students wishing to take 3000-level undergraduate courses for graduate credit will find the necessary forms on the Graduate School website (<http://grad.uark.edu>). Courses numbered at the 3000 level may be taken by graduate students for graduate credit only when the courses are not in the student's major area of study and when the courses have been approved by the Dean of the Graduate School for graduate credit. The instructor for the course must hold graduate faculty status and must certify that he/she will make appropriate adjustments in assignments and grading scales to raise the level of expectation for the student to the graduate level. No more than 20 percent of the graded course work in the degree program may be comprised of 3000-level courses carrying graduate credit. Undergraduate courses numbered below 3000 will not be allowed to carry graduate credit.

Students wishing to take 4000-level undergraduate courses for graduate credit will find the necessary forms on the Graduate School website (<http://grad.uark.edu>). The instructor for the course must hold graduate faculty status and must certify that he/she will make appropriate adjustments in assignments and grading scales to raise the level of expectation for the student to the graduate level.

Under ordinary circumstances graduate registration is limited to 18 hours for any one semester including undergraduate courses and courses audited. Registration above 15 hours must be approved by the Graduate Dean.

All requirements for a master's degree must be satisfied within six consecutive calendar years from the first semester of enrollment in the program.

Transfer of Credit. The University of Arkansas will permit a student to transfer six hours of graduate credit from an accredited graduate school in the United States as part of the master's program, provided that the grades are "B" or better, the courses were taken within six years previous

to the conferral of the current degree, and the subjects are acceptable to the program concerned. (The transfer of graduate credit from institutions outside the United States is at the discretion of the Graduate Dean.) This does not, however, reduce the minimum requirement of 24 weeks of residence for the master's degree as set by state law. Students contemplating transfer of credit should consult with the Graduate School Office in advance. Please see transfer of credit regulations, below.

Transfer of Credit Regulations Established by the Graduate School for the Various Master's Degrees:

Transfer of Credit is permissible for master's programs only. Transfer of credit is not acceptable for doctoral degrees. For doctoral candidates, at the discretion of the advisory committee, the program of study may be adjusted in lieu of work taken at other colleges or universities and recognized by the candidate's committee, but it will not appear on the University of Arkansas academic record.

Criteria for Acceptable Transfer Credit:

1. The course must have been regularly offered by a regionally accredited graduate school.
2. The course must have been a bona fide graduate level course, approved for graduate credit and taught by a member of the graduate faculty.
3. The student desiring to transfer graduate credit must have been enrolled as a graduate student in the graduate school at the institution offering the course.
4. The course must appear on an official transcript as graduate credit from the institution offering the course.
5. The course grade must be a "B" or "A." (The student's grade-point average is NOT to include grades on transfer courses.)
6. The course must be recommended by the student's major adviser and be applicable to the degree requirement at the University of Arkansas.
7. The course must not have been taken as a self-paced online (correspondence) course or for extension credit.
8. The course must be acceptable to the department concerned and to the Graduate Dean.
9. The student must have satisfied the 24-week residence requirements. (The student must have satisfactorily completed a total of 24 hours of graded graduate course work taken in residence.)
10. The course must have been taken within the time limit of the student's program at the University of Arkansas.
11. Credit from foreign universities is typically not acceptable for transfer because of academic and procedural differences between U.S. regionally accredited and foreign institutions, but petition may be made to the Graduate Dean on a case by case basis.

Note: Graduate credit cannot be transferred to satisfy any of the requirements for the M.B.A. degree unless the school at which the course was taken is accredited by A.A.C.S.B. This requirement is not specified by the Graduate School, but by the Graduate School of Business.

Ex Officio Committee Members: Student committees may contain ex officio members who have graduate faculty status on the University of Arkansas campus. However, when a person does not hold graduate faculty status on the University of Arkansas campus, he/she may still be allowed to hold an ex officio position on a student's committee, in accordance with the following policy: When a committee member does not hold graduate faculty status at the University of Arkansas, he/she will

be allowed to serve on a student's master's thesis or doctoral dissertation committee, in addition to the minimum number of members required by the Graduate School or the department/program. The ex officio member will be allowed to sign the thesis or dissertation and his/her vote will be recorded but will not be binding for conferring the degree. This use of the term ex officio will indicate that the person does not hold graduate faculty status at the University of Arkansas and is serving in an honorary role.

Conflict of Interest Policies for Graduate Committees: Students should be aware that the Graduate School has policies pertaining to the composition of advisory and thesis committees. These may be found in the Graduate Student Handbook on the Graduate School website.

Residence Requirements. The candidate must present a minimum of 24 weeks of course hours taken in residence at the University of Arkansas, Fayetteville. A total of 12 hours of residence may be accredited from University of Arkansas off-campus graduate courses (restriction does not apply to graduate degree programs offered through the Graduate Residence Centers, see page 21) or for work done in off-campus classes held in Fayetteville. Acceptance of transferred credit does not reduce the minimum residence requirement of 24 weeks of course hours taken on the University of Arkansas, Fayetteville, campus or through approved University of Arkansas, Fayetteville, distance courses.

Thesis. The title of the thesis must be recommended by the thesis director and the thesis committee and be approved by the Dean of the Graduate School at least three months before the date of the comprehensive examination. The thesis must be submitted for approval to the thesis committee consisting of a minimum of three faculty members who have been approved by the Dean of the Graduate School. This committee must receive the thesis in time for the student to defend the thesis and submit it to the Graduate School by the posted deadline date. In the situation when there is a split decision among committee members of a master's program advisory or thesis committee, majority rules. For instructions on submitting an approved thesis, students should consult the Graduate School's Guide to Preparing Theses and Dissertations. Students will be required to submit their theses to University Microfilms Incorporated (UMI/ProQuest). There will be an additional charge for this submission.

Comprehensive Examination/Thesis Defense. In addition to completing other requirements, the candidate for a master's degree must take a comprehensive examination, which may be oral and/or written as recommended by the major department. If the student has completed a thesis, the final defense of the thesis must be oral. This can substitute for the comprehensive examination, if the department so chooses. If the final defense of the thesis substitutes for the comprehensive examination, the examination may include other aspects of the candidate's graduate work. All members of the thesis committee (and advisory committee, if the thesis defense substitutes for the comprehensive examination) must participate in the thesis defense unless the Dean of the Graduate School has approved an exception. If a committee member does not participate in the final oral defense, that person will be asked by the Graduate School to resign from the committee. While this examination is typically not open to the public (unlike the doctoral dissertation defense), the student's committee chair may, with the approval of the student, open the defense to selected members of the public. Questions from the public are at the discretion of the committee chair. The chair will insure that questions from the public are appropriate by disallowing those which are not.

Students may elect to participate by distance through electronic means in their final oral defense of the thesis, if approved by the thesis faculty director. In advance of the final oral defense, the student must provide to

the Graduate School a written, signed statement that he/she has elected this option.

Grade-Point Average. To receive a master's degree, a candidate must present a minimum cumulative grade-point average of 2.85 on all graduate courses required for the degree, unless the department requires a higher grade point average. Failing to earn such an average on the minimum number of hours, the student is permitted to present up to six additional hours of graduate credit to accumulate a grade-point average of 2.85. In the computation of grade point, all courses pursued at this institution for graduate credit (including any repeated courses) shall be considered. Students who repeat a course in an endeavor to raise their grade must count the repetition toward the maximum of six additional hours. Students should also be aware that they may not use for degree credit any course in which they received a grade of D or F. Individual departments may have higher grade standards.

Split Decisions among Advisory and Thesis Committees. When a split decision occurs among committee members of a master's advisory or thesis committee, the majority decision will hold.

Sharing Courses Between Two Degrees. When a student earns two master's degrees, no more than six hours of course work may be used to satisfy the requirements of both degrees, i.e. shared between the degrees. This rule pertains whether the course work is taken on the University of Arkansas campus or is transferred from another university.

Master of Accountancy

See the accounting program in the Graduate School of Business (p. 347).

Master of Arts in Teaching

See the Elementary Education (p. 154) program or the Teacher Education (p. 317) program.

Master of Business Administration

See the Graduate School of Business (p. 347).

Master of Design Studies

See the Master of Design Studies (p. 142) program.

Master of Education

See the Curriculum and Instruction (p. 132) program.

Master of Fine Arts in Art

See the Art program (p. 64).

Master of Fine Arts in Creative Writing

See the Creative Writing program (p. 128).

Master of Fine Arts in Theatre

See the Theatre program (p. 321).

Other Requirements for M.F.A. Degrees

The policies and procedures approved for the Master of Arts and the Master of Science degrees also apply to the Master of Fine Arts degrees. In addition to completing other requirements, the candidate must pass a comprehensive examination administered by the respective program area.

Master of Information Systems

See the Graduate School of Business (p. 347).

Master of Public Service

See the Clinton School of Public Service (p. 102).

Master of Science in Computer Science

See the Computer Science program (p. 119).

Master of Science in Nursing

See the Nursing program (p. 237).

Master of Social Work

See the Social Work program (p. 295).

Education Specialist Degree

The Educational Specialist degree (Ed.S.) has two areas of specialization – curriculum and instruction, and educational leadership – and may be issued by the Graduate School to those students whose major objective is to develop educational competency in one of these specialized areas. All graduate courses applicable to this degree must be taken on the Fayetteville campus unless otherwise specified.

All requirements for the Educational Specialist degree with specialization in educational leadership may be completed at the Graduate Resident Centers in the University of Arkansas at Pine Bluff, University of Arkansas Community College at Hope, and Phillips Community College of the University of Arkansas at Helena.

Admission to the Program. Admission to the Educational Specialist degree program is based on the total profile of the applicants' educational background and their career objectives. After students have been admitted to the Graduate School, they may seek acceptance in one of the program areas of specialization. All students seeking admission must meet the following admission criteria:

1. Completed a master's degree or its equivalent in a related field.
2. Presented a Graduate Record Examinations general score on three parts (verbal, quantitative, and analytical) or a Miller Analogies Test score. These scores are considered as part of the applicant's profile. Required scores may vary within given programs.
3. Attained a cumulative grade-point average of at least 3.25 on all graduate course work before being admitted into the Specialist program.
4. Students with a 3.00 to 3.25 cumulative grade-point average in all graduate courses must present a combined minimum Graduate Record Examinations general score of 1300 on three parts (verbal, quantitative, and analytical) or 55 on the Miller Analogies Test.
5. Two years of successful professional experience, or equivalent, in an area related to the student's academic goals prior to the completion of the degree.
6. A minimum of three letters of recommendation from individuals capable of commenting on qualification for graduate study.
7. A personal interview with the program area graduate faculty. This evaluative process will subjectively measure factors such as poise, professional objectives, professional commitment, and ability to discuss professional problems.

General Requirements. All Ed.S. programs contain a minimum of 30 semester hours of graduate work beyond the master's degree in a planned program. The program for each student must include the requirements specified in the particular program to which the student has been accepted; assessed deficiencies in the area of specialization;

assessed courses to meet current professional requirements of the Master of Education degree; a minimum of nine semester hours of graduate work in a related field(s) other than the area of specialization; a graduate course in research, statistics, or data processing applicable for educational specialists; and an original project, research paper, or report for which variable credit up to six semester hours is required. A grade-point average of 3.25 is required for the Ed.S. degree program on all work presented as part of the Ed.S. degree program.

After a student is accepted into an Ed.S. program, a committee with a minimum of three members will be appointed, and a program of study will be established outlining the minimum requirements. Only the adviser and one other member of the student's committee may be from the program area sponsoring the program. The committee's responsibilities include the determination of deficiencies, the acceptability of previous graduate work, the approval of the candidate's program of study, the approval of the original project or research paper, and the conduct of a final examination. This examination will be a comprehensive oral evaluation scheduled near the end of the candidate's program and will include one or both of the following: 1) evaluation of the original project, research paper, or report, and 2) evaluation covering material related to the background and professional preparation of the candidate. A written examination may not be taken to substitute for the oral examination. A written account of the original project, research paper, or report will be filed with the program area sponsoring the candidate's program of study.

The last 30 hours of the program must be completed within a period of six years from the first semester of admission to the program. A minimum of 30 weeks of resident study at the University of Arkansas, Fayetteville, in an approved program is required. Credit earned in any University of Arkansas center, off-campus workshop or special course will not count as residence study in the Ed.S. program. The only exception is course work completed at the University of Arkansas at Pine Bluff Graduate Resident Center by students pursuing the Ed.S. degree in education with a specialization in educational leadership; the University of Arkansas Community College at Hope Graduate Resident Center and Phillips Community College of the University of Arkansas at Helena Graduate Resident Center by students pursuing the Ed.S. degree in education with a specialization in educational leadership.

Upon completion of all requirements, candidates are issued an Educational Specialist degree. Their names appear on the commencement program, but there is no distinctive academic regalia in connection with the Educational Specialist degree.

Doctor of Occupational Therapy (O.T.D.)

See the Clinical Occupational Therapy (p. 97) program.

Doctors of Philosophy (Ph.D.) and Education (Ed.D.)

Programs of advanced study leading to the degree of Doctor of Philosophy (Ph.D.) are offered in: animal science, anthropology, biology, business administration, cell and molecular biology, chemistry, community health promotion, comparative literature and cultural studies, computer science, counselor education, crop, soil, and environmental sciences, curriculum & instruction, economics, engineering, education policy, educational statistics and research methods, English, entomology, environmental dynamics, food science, geosciences, history, kinesiology, mathematics, microelectronics-photonics, philosophy, physics, plant science, poultry science, psychology, public policy, rehabilitation,

and space and planetary sciences. (Note: For the Ph.D. in Business Administration and Economics, see the Graduate School of Business.)

Programs of advanced study leading to the degree of Doctor of Education (Ed.D.) are offered in adult and lifelong learning, educational leadership, higher education, recreation and sport management, and human resource and workforce development education.

The degrees of Doctor of Philosophy and Doctor of Education are awarded in recognition of high scholarly attainment as evidenced by a period of successful advanced study with at least a 3.0 cumulative graduate grade-point average (2.85 for those students admitted to the Graduate School prior to Fall 2001), the satisfactory completion of certain prescribed examinations, and the development of a dissertation covering some significant aspect of a major field of learning.

Students who wish to become candidates for the degree of Doctor of Philosophy or Doctor of Education are expected to complete work equivalent to the requirements for the master's degree as determined by program faculty and must apply to be admitted to the Graduate School and the specific program of study. A student cannot satisfy any part of the residence requirement for the doctoral degree until after he/she has been officially admitted to the doctoral degree program.

Immediately after admission to the program, with the approval of the Dean of the Graduate School, a Doctoral Program Advisory Committee will be appointed from the graduate faculty to evaluate the student's preparation and fitness for further graduate work. This committee will serve in an advisory capacity in working out and directing a suitable program of advanced study and investigation. The student's major adviser shall serve as chair of the committee. Appointment of this committee does not constitute admission to candidacy for the degree of Doctor of Philosophy or Doctor of Education, a very important and significant step in the student's graduate career, which must be taken after the student has completed approximately two years of graduate work beyond the baccalaureate degree.

The degree must be completed within seven consecutive calendar years from the first semester of admission to the program.

Program of Study. The objectives of the program of study leading to the degree of Doctor of Philosophy or Doctor of Education shall be scholarly achievement of high order and the development of a fundamental understanding of the major field and its relation to supporting fields of knowledge, rather than the satisfactory completion of a certain number of credit hours. The nature of the program of study will vary somewhat, depending upon the major field of study and the objective of the prospective candidate.

Ex Officio Committee Members: Student committees may contain ex officio members who have graduate faculty status on the University of Arkansas campus. However, when a person does not hold graduate faculty status on the University of Arkansas campus, he/she may still be allowed to hold an ex officio position on a student's committee, in accordance with the following policy:

When a committee member does not hold graduate faculty status at the University of Arkansas, he/she will be allowed to serve on a student's master's thesis or doctoral dissertation committee, in addition to the minimum number of members required by the Graduate School or the department/program. The ex officio member will be allowed to sign the thesis or dissertation and his/her vote will be recorded but will not be binding for conferring the degree. This use of the term ex officio will

indicate that the person does not hold graduate faculty status at the University of Arkansas and is serving in an honorary role.

Conflict of Interest Policies for Graduate Committees: Students should be aware that the Graduate School has policies pertaining to the composition of advisory and dissertation committees. These may be found in the Graduate Student Handbook on the Graduate School website.

Transfer of Credit. Transfer of credit is not acceptable for doctoral degrees. For doctoral candidates, at the discretion of the advisory committee, the program of study may be adjusted in lieu of work taken at other colleges or universities and recognized by the candidate's committee, but it will not appear on the University of Arkansas academic record.

Grade-Point Average Requirement. A minimum cumulative graduate grade-point average of 3.0 is required to earn a Doctor of Philosophy or Doctor of Education degree. Note: For students admitted to the Graduate School prior to Fall 2001, the minimum cumulative graduate grade-point average required to earn a Doctor of Philosophy or Doctor of Education degree was 2.85. Students should also be aware that they may not present for degree credit any course in which they earned a grade of D or F.

Language Requirement. Foreign language requirements for the Doctor of Philosophy degree vary from department to department. For specific details see departmental statements. These requirements should be completed early in the doctoral program. The Doctor of Education degree does not have a foreign language requirement.

Examination for Candidacy. After completing approximately two years of graduate study, the prospective candidate must take candidacy examinations in specified fields of study in accordance with the requirements of the program/department in which the candidate is working. These examinations may be either written or written and oral, but the expectation is that their purpose is to determine if a student is prepared to move to the independent research stage of his/her degree. Upon satisfactorily completing these examinations, the student may be admitted to candidacy and may proceed to work toward completion of the remaining requirements for the degree. The Graduate School should be notified within two weeks of the student being admitted to candidacy. Note: The Graduate School considers the Advisory Committee to be responsible for administering and evaluating the candidacy examinations, but degree programs may have different structures.

Registration. All doctoral students who have been admitted to candidacy must enroll in a minimum of one hour of graduate course work or dissertation credit every semester (fall, spring, summer) until they graduate. Under unusual circumstances, this enrollment requirement may be waived for post-candidacy doctoral students for up to two years, with an approved request for a leave of absence. See the Graduate School Registration and Leave of Absence Policy.

Dissertation. Each candidate must complete a doctoral dissertation on some topic in the major field. The topic assignment shall be made and a title filed with the Dean of the Graduate School at least one year before the final examination, the specific problem and subject of the dissertation to be determined by the major adviser, the candidate, and the advisory committee. The completed dissertation must be a definite, scholarly contribution to the major field. This contribution may be in the form of new knowledge of fundamental importance, or of modification, amplification, and interpretation of existing significant knowledge.

Each doctoral candidate must register for a minimum of 18 hours of doctoral dissertation. After the student has passed the candidacy examinations, the student must register for at least one hour of dissertation (or graded course work) each semester and one hour during the summer session until the work is completed, whether the student is in residence or away from the campus. Before the final degree is conferred, registration will be assessed for each semester in which a student fails to register without prior approval of the Dean of the Graduate School.

The dissertation must be submitted for approval to the dissertation committee consisting of a minimum of three faculty members who have been approved by the Dean of the Graduate School. This committee must receive the dissertation in time for the student to defend the dissertation and submit it to the Graduate School by the posted deadline date. For instructions on submitting an approved dissertation, students should consult the Graduate School's Guide to Preparing Theses and Dissertations. Students will be required to submit their dissertations to University Microfilms Incorporated (UMI/ProQuest).

Final Examination. The candidate's final examination for the degree of Doctor of Philosophy or Doctor of Education will be oral. At least two weeks in advance, the major adviser will forward to the Dean of the Graduate School notification about the date, time and place of the final oral examination. The examination will be primarily concerned with the field of the dissertation, but may also include other aspects of the candidate's graduate work. The doctoral dissertation committee is responsible for insuring that the dissertation contributes new knowledge of fundamental importance or significantly modifies, amplifies, or interprets existing knowledge in a new and important manner. All members of the dissertation committee must participate in the final oral defense of the dissertation unless the Dean of the Graduate School has approved an exception. This participation may be by distance. If they do not participate in the final oral defense, in person or by distance, they will be asked by the Graduate School to resign from the committee. While this examination is open to the public, the exam is controlled by the student's committee chair. Questions from the public are at the discretion of the committee chair. If the committee chair expects to allow questions from the public, the student must be so advised. The chair will insure that questions from the public are appropriate by disallowing those which are not.

Students may elect to participate by distance through electronic means in their final oral defense of the dissertation, if approved by the dissertation faculty director. In advance of the final oral defense, the student must provide to the Graduate School a written, signed statement that he/she has elected this option.

Split Decisions Within Advisory and Dissertation Committees. In the situation when there is a split decision among committee members of a doctoral program advisory or dissertation committee, the situation must be resolved to the satisfaction of each committee member. In the event that each committee member is not satisfied, the committee member may insist on the necessary steps to reach a resolution or elect to step down from the committee. In unusual circumstances, the Dean of the Graduate School may remove a faculty member from a student's thesis/dissertation or advisory committee, or make an alternative arrangement (e.g., assign a representative from the Graduate faculty to serve on the committee).

Academic Integrity

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University

of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy (<http://honesty.uark.edu/policy>) at honesty.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

This page includes information and policies about the following:

- Academic Grievance Procedures for Graduate Students
- Grievance Policy and Procedures for Graduate Assistants
- Research and Scholarly Misconduct Policies and Procedures

Academic Grievance Procedures for Graduate Students

The Graduate School of the University of Arkansas recognizes that there may be occasions when a graduate student has a grievance about some aspect of his/her academic involvement. It is an objective of this University that such a graduate student may have prompt and formal resolution of his or her personal academic grievances and that this be accomplished according to orderly procedures. Below are the procedures to be utilized when a graduate student has an academic grievance with a faculty member or administrator. If the student has a grievance against another student or another employee of the University, or if the student has a grievance which is not academic in nature, the appropriate policy may be found by contacting the Office of Affirmative Action or the office of the Graduate Dean. For policies and procedures pertaining to conduct offenses, consult the Code of Student Life.

NOTE: Master's students in the Graduate School of Business should follow the grievance procedures for that School.

Definition of Terms

Academic grievance. An academic grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is in violation of his or her rights and is the result of a University error. The Graduate School considers any behavior on the part of a faculty member or an administrator, which the student believes to interfere with his/her academic progress, to be subject to a grievance. While an enumeration of the students' rights with regard to their academic involvement is not possible or desirable, we have provided a short list as illustration. However, as in all cases involving individual rights, whether a specific behavior constitutes a violation of these rights can only be decided in context, following a review by a panel of those given the authority to make such a decision.

In general, we consider that the graduate student:

1. has the right to competent instruction;
2. is entitled to have access to the instructor at hours other than class times (office hours);
3. is entitled to know the grading system by which he/she will be judged;
4. has the right to evaluate each course and instructor;
5. has the right to be treated with respect and dignity.

In addition, an academic grievance may include alleged violations of the affirmative action plans of the University as related to academic policies and regulations, as well as disputes over grades, course requirements, graduation/degree program requirements, thesis/dissertation/advisory committee composition, and/or adviser decisions.

Formal academic grievance. An academic grievance is considered formal when the student notifies the Graduate Dean, in writing, that he/she is proceeding with such a grievance. The implications of this declaration are: 1) all correspondence pertaining to any aspect of the grievance will be in writing and will be made available to the Graduate Dean; 2) all documents relevant to the case, including minutes from all relevant meetings, will be part of the complete written record and will be forwarded to the Graduate Dean upon receipt by any party to the grievance; 3) the policy contained herein will be strictly followed; and 4) any member of the academic community who does not follow the grievance policy will be subject to disciplinary actions. Filing a formal academic grievance is a serious matter, and the student is strongly encouraged to seek informal resolution of his/her concerns before taking such a step.

Complete Written Record. The “complete written record” refers to all documents submitted as evidence by any party to the complaint, as subject to applicable privacy considerations.

NOTE: Because the tape recordings of committee meetings may contain sensitive information, including private information pertaining to other students, the tape or a verbatim transcription of the tape will not be part of the complete written record. However, general minutes of the meetings, documenting the action taken by the committees, will be part of the complete written record.

Graduate student. Under this procedure, a graduate student is any person who has been formally admitted into the Graduate School of the University of Arkansas, Fayetteville, and who is/was enrolled as a graduate-level student at the time the alleged grievance occurred.

Working Days. Working days shall refer to Monday through Friday, excluding official University holidays.

Procedures

NOTE: Master’s students in the Graduate School of Business should follow the grievance procedures for that School.

1. Individuals should attempt to resolve claimed grievances first with the person(s) involved, within the department, and wherever possible, without resort to formal grievance procedures. The graduate student should first discuss the matter with the faculty member involved, or with the faculty member’s chairperson or area coordinator. The student’s questions may be answered satisfactorily during this discussion. The student may also choose to contact the University Ombuds Office or, if the grievance is with the departmental chairperson or area coordinator, with the academic dean or the Graduate Dean, for a possible informal resolution of the matter.
2. If a graduate student chooses to pursue a formal grievance procedure, the student shall take the appeal in written form to the appropriate departmental chairperson/area coordinator, and forward a copy to the Graduate Dean. In the case of a grievance against a departmental chairperson or an area coordinator who does not report directly to a departmental chairperson, or in the absence of the chairperson/coordinator, the student will go directly to the dean of the college or school in which the alleged violation has occurred, or to the Graduate Dean. In any case, the Graduate Dean must be notified of the grievance. After discussion between the chairperson/coordinator/dean and all parties to the grievance, option 2a, 2b, or 3 may be chosen.
 - a. All parties involved may agree that the grievance can be resolved by a recommendation of the chairperson/coordinator/dean. In this case, the chairperson/coordinator/dean will forward a written recommendation to all parties involved in the grievance

within 20 working days after receipt of the written grievance.

The chairperson/area coordinator/dean is at liberty to use any appropriate method of investigation, including personal interviews and/or referral to an appropriate departmental committee for recommendation.

- b. Alternatively, any party to the grievance may request that the departmental chairperson/area coordinator/dean at once refer the request, together with all statements, documents, and information gathered in his or her investigation, to the applicable departmental group (standing committee or all graduate faculty of the department). The reviewing body shall, within ten working days from the time its chairperson received the request for consideration, present to the department chairperson/coordinator/dean its written recommendations concerning resolution of the grievance. Within ten working days after receiving these recommendations, the department chairperson/area coordinator/dean shall provide all parties to the dispute with copies of the reviewing body’s recommendation and his or her consequent written decision on the matter.
3. If the grievance is not resolved by the procedure outlined in step 2, or if any party to the grievance chooses not to proceed as suggested in 2, he/she will appeal in writing to the Dean of the Graduate School. When, and only when, the grievance concerns the composition of the student’s thesis/dissertation committee or advisory committee, the Graduate Dean will proceed as described in step 5 (following). In all other cases, whenever a grievance comes to the attention of the Dean of the Graduate School, either as a result of a direct appeal or when a grievance has not been resolved satisfactorily at the departmental/academic dean level, the Dean of the Graduate School will consult with the person alleging the grievance. If that person decides to continue the formal grievance procedure, the Graduate Dean will notify all parties named in the grievance, the departmental chairperson/area coordinator, and the academic dean that a formal grievance has been filed. Within ten working days, the Dean of the Graduate School will: 1) with the consent of the student, appoint a faculty member as the student’s advocate, and 2) notify the Academic Appeals Subcommittee of the Graduate Council, which will serve as the hearing committee. The Associate Dean of the Graduate School will serve as the chair of the grievance committee and will vote only in the case of a tie. A voting member of the Graduate Council who is not a member of the Academic Appeals Subcommittee will serve as the non-voting secretary of the committee. The committee shall have access to witnesses and records, may take testimony, and may make a record by taping the hearing. Its charge is to develop all pertinent factual information (with the exception that the student and faculty member/administrator will not be required to be present in any meeting together without first agreeing to do so) and, on the basis of this information, to make a recommendation to the Graduate Dean to either support or reject the appeal. The Graduate Dean will then make a decision based on the committee’s recommendation and all documents submitted by the parties involved. The Graduate Dean’s decision, the committee’s written recommendation and a copy of its complete written record (excluding those in which other students have a privacy interest) shall be forwarded to the person(s) making the appeal within 20 working days from the date the committee was first convened; copies shall be sent simultaneously to other parties involved in the grievance and to the dean of the college in which the alleged violation occurred. A copy shall be retained by the Graduate School in such a way that the student’s privacy is protected.

4. When, and only when, the grievance concerns a course grade and the committee's recommendation is that the grade assigned by the instructor should be changed, the following procedure applies. The committee's recommendation that the grade should be changed shall be accompanied by a written explanation of the reasons for that recommendation and by a request that the instructor change the grade. If the instructor declines, he or she shall provide a written explanation for refusing. The committee, after considering the instructor's explanation and upon concluding that it would be unjust to allow the original grade to stand, may then recommend to the department chair that the grade be changed. The department chair will provide the instructor with a copy of the recommendation and ask the instructor to change the grade. If the instructor continues to decline, the department chair may change the grade, notifying the instructor, the Graduate Dean, and the student of the action. Only the department chair, and only on recommendation of the committee, may change a grade over the objection of the instructor who assigned the original grade. No appeal or further review is allowed from this action. All grievances concerning course grades must be filed within one calendar year of receiving that grade.
5. When, and only when, a student brings a grievance concerning the composition of his/her thesis/dissertation or advisory committee, the following procedure will apply. The Dean of the Graduate School shall meet with the graduate student and the faculty member named in the grievance and shall consult the chair of the committee, the departmental chairperson/area coordinator, and the academic dean, for their recommendations. In unusual circumstances, the Dean of the Graduate School may remove a faculty member from a student's thesis/dissertation committee or advisory committee, or make an alternative arrangement (e.g. assign a representative from the Graduate faculty to serve on the committee). With regard to the chair of the dissertation/thesis committee (not the advisory committee), the Graduate School considers this to be a mutual agreement between the faculty member and the student to work cooperatively on a research project of shared interest. Either the graduate student or the faculty member may dissolve this relationship by notifying the other party, the departmental chairperson, and the Graduate Dean. However, the student and the adviser should be warned that this may require that all data gathered for the dissertation be abandoned and a new research project undertaken, with a new faculty adviser.
6. If a grievance, other than those covered by step 4, is not satisfactorily resolved through step 3 or 5, an appeal in writing and with all relevant material may be submitted for consideration and a joint decision by the Chancellor of the University of Arkansas, Fayetteville, and the Provost/Vice Chancellor for Academic Affairs. This appeal must be filed within 20 working days of receiving the decision of the Graduate Dean. Any appeal at this level shall be on the basis of the complete written record only, and will not involve interviews with any party to the grievance. The Chancellor of the University of Arkansas, Fayetteville, and the Provost/Vice Chancellor for Academic Affairs shall make a decision on the matter within 20 working days from the date of receipt of the appeal. Their decision shall be forwarded in writing to the same persons receiving such decision in step 3. Their decision is final pursuant to the delegated authority of the Board of Trustees.
7. If any party to the grievance violates this policy, he/she will be subject to disciplinary action. When alleging such a violation, the aggrieved individual shall contact the Graduate Dean, in writing, with an explanation of the violation.

Grievance Policy and Procedures for Graduate Assistants

NOTE: Graduate Assistants in the Graduate School of Business should follow the grievance procedures for that School.

Introduction

It is the philosophy of the Graduate School that assistantships are not typical employee positions of the University. This has two implications. First, the sponsor should also serve as a mentor to the student and assist, to the extent possible, in facilitating the student's progress toward his/her degree. Second, any questions concerning performance in or requirements of assistantships shall be directed to the Graduate School or, for master's students in business, to the Graduate School of Business. Note: the term graduate assistant will be used to refer to those on other types of appointments as well, such as fellowships, clerkships, etc.

The Graduate School has the following authority with regard to graduate assistantships:

1. All requests for new positions, regardless of the source of the funds, must be approved by the Graduate School. When the position is approved, the requesting department or faculty member must complete the form "Request for a New Graduate Assistant Position" and submit it to the Graduate School. All proposed changes in duties for existing graduate assistantships must be approved by the Graduate School prior to their implementation.
2. The duty requirements of the graduate assistantship, including the number of hours required, must be approved by the Graduate School. Fifty percent GAs may not be asked to work more than 20 hours per week (Note: this is not limited to time actually spent in the classroom or lab; the 20 hour requirement also pertains to time required to grade/compute results, develop class/lab materials, etc. Moreover, students cannot be asked to work an average of 20 hours per week, with 30 hours one week and 10 hours the next, for example. The duty hour requirement is no more than 20 hours per week for a 50 percent appointment. See the Graduate Handbook. However, it should also be noted that if the student is engaged in research which will be used in his/her required project, thesis or dissertation, or if the student is traveling to professional meetings, data sources, etc., the student may work more than 20 hours per week.) The duty requirements must complement the degree program of the graduate student and must abide by the philosophy that the first priority of graduate students is to finish their degrees. If a student is assigned to teach, the maximum duty assignment is full responsibility for two three-hour courses per semester.
3. The Graduate School has set the following limits on holding graduate assistantships (not fellowships): Master's students may hold a graduate assistantship for no more than four major semesters; a doctoral student may hold a graduate assistantship for no more than eight major semesters; a student who enters a doctoral program with only a baccalaureate degree may hold a graduate assistantship for no more than ten major semesters. The department/program may petition the Graduate School for extensions to these requirements on a case by case basis.
4. The Graduate School, in consultation with the Graduate Council, has the right to set the enrollment requirements for full-time status for graduate assistants (as well as graduate students in general).

5. The Graduate School sets the minimum stipend for graduate assistantships, but does not have responsibility for setting the actual stipend.

Graduate assistants will be provided with a written statement of the expected duties for their positions, consistent with the duties outlined in the "Request for New Graduate Assistant Position" or any amendments submitted to the Graduate School. A copy of the written statement will be submitted to the Graduate School for inclusion in the student's file.

Graduate assistants may be terminated from their positions at any time, or dismissed for cause (Board Policy No. 500.1). Termination for convenience is effected through the giving of a notice, in writing, of that action at least 60 days in advance of the date the employment is to cease; termination for cause, excluding unsatisfactory work performance, or because of abandonment of the assistantship is effected immediately upon notice and no advance notice shall be required. The conditions under which a graduate assistant may be terminated for unsatisfactory work performance are described in Board Policy No. 500.1. Termination of a graduate assistantship because of the loss of funds may be effected immediately or with reduced notice. In all cases of termination of the graduate assistantship, a copy of the notice must be sent to the Graduate School.

A graduate assistant has the right to request a review of the termination by the Graduate Dean, following the procedure given below. Students also may seek the assistance of the University Ombuds Office, prior to the filing of a formal grievance. However, a student should be warned that if the grounds for dismissal are based on any of the following, the only defense to the termination is evidence to show that the charges are not true:

1. The student fails to meet the expectations of the assistantship positions, as outlined in the initial written statement provided to him/her at the beginning of the appointment.
2. The student provides fraudulent documentation for admission to his/her degree program and/or to his/her sponsor in applying for the assistantship position.
3. The student fails to meet certain expectations, which need not be explicitly stated by the sponsor, such as the expectation that:
 - a. the student has the requisite English language skills to adequately perform the duties of the position;
 - b. the student has the appropriate experience and skills to perform the duties of the position; and
 - c. the student maintains the appropriate ethical standards for the position. The Research Misconduct Policy provides one reference source for such ethical standards.
4. The student fails to make good progress toward the degree, as determined by the annual graduate student academic review and defined by program and Graduate School policies.
5. The assistantship position expires.

Definition of Terms

Graduate Assistant. Any graduate student holding a position which requires that the student be admitted to a graduate degree program of the University of Arkansas, regardless of the source of funds, and for whom tuition is paid as a result of that position.

Sponsor. The person responsible for the funding and duty expectations for the graduate assistant.

Formal graduate assistant grievance. Any dispute concerning some aspect of the graduate assistantship, as defined above, which arises from an administrative or faculty decision that the graduate student claims is a violation of his or her rights. The formal graduate assistant grievance does not pertain to cases in which there is a dispute between co-workers.

Violation of graduate assistant's rights. An action is considered a violation of the graduate assistants' rights if: a) it violates Graduate School policy with regard to graduate assistantships; b) it threatens the integrity of, or otherwise demeans the graduate student, regardless of any other consideration; c) it illegally discriminates or asks the graduate assistant to discriminate; d) it requires the student to do something which was not communicated as a condition of holding the assistantship (or the underlying expectations outlined above); e) it terminates the student from an assistantship for behaviors which are irrelevant to the holding of the assistantship or were never included as expectations for the assistantship; f) it requires the student to do something which violates University policy, the law, or professional ethics. Note: It is impossible to state all of the conditions which might constitute a violation of graduate assistants' rights or, conversely, which might defend a respondent against charges of such violations. Such complaints require a process of information gathering and discussion that leads to a final resolution of the matter by those who have been given the authority to do so.

Formal grievance. A grievance concerning graduate assistantships/fellowships is considered formal when the student notifies the Graduate Dean, in writing, that he/she is proceeding with such a grievance. The implications of this declaration are: a) the student will be provided with an advocate; b) all correspondence pertaining to any aspect of the grievance will be in writing and will be made available to the Graduate Dean; c) all documents relevant to the case, including minutes from all relevant meetings, will be part of the complete written record, and will be forwarded to the Graduate Dean upon receipt by any party to the grievance; d) the policy contained herein will be strictly followed; and e) any member of the academic community who does not follow the grievance policy will be subject to disciplinary actions. Filing a formal grievance is a serious matter, and the student is strongly encouraged to seek informal resolution of his/her concerns before taking such a step.

Respondent. The person who is the object of the grievance.

Procedures

NOTE: Grievances are confidential. Information about the grievance, including the fact that such a grievance has been filed, may never be made public to those who are not immediately involved in the resolution of the case, unless the student has authorized this release of information or has instigated a course of action which requires the respondent to respond. An exception to this confidentiality requirement is that the immediate supervisor or departmental chairperson of the respondent will be notified and will receive a copy of the resolution of the case. Since grievances against a respondent also have the potential to harm that person's reputation, students may not disclose information about the grievance, including the fact that they have filed a grievance, to any person not immediately involved in the resolution of the case, until the matter has been finally resolved. This is not intended to preclude the student or respondent from seeking legal advice.

1. (Graduate assistants who are master's students in the Graduate School of Business should contact the Director of that School.) When a graduate student believes that his/her rights have been violated, as the result of action(s) pertaining to a graduate assistantship he/she holds or has held within the past year, the student shall first discuss his/her concerns with the respondent. If the concerns are not

resolved to the student's satisfaction, the student may discuss it with the Graduate Dean and/or with the Office of Affirmative Action. If the concerns are satisfactorily resolved by any of the above discussions, the terms of the resolution shall be reduced to writing, if any of the involved parties desires to have such a written statement.

2. If the student's concerns are not resolved by the above discussions and he/she chooses to pursue the matter further, the student shall notify the Graduate Dean in writing of the nature of the complaint. This notification will include all relevant documentation and must occur within one year from the date of the occurrence.
3. Upon receipt of this notification and supporting documentation, the Graduate Dean will meet with the graduate student. If the student agrees, the Dean will notify the respondent of the student's concerns. If the student does not wish for the respondent to be notified, the matter will be dropped. The respondent will be given ten working days from receipt of the Graduate Dean's notification to respond to the concerns.
4. The Graduate Dean will meet again with the student and make an effort to resolve the concerns in a mutually satisfactory manner. If this is not possible, the Graduate Dean will refer the case to a committee.
5. Within ten working days from the final meeting between the student and the Graduate Dean, the Graduate Dean will notify the respondent and the Academic Appeals Subcommittee of the Graduate Council, which will serve as the hearing committee. The Associate Dean of the Graduate School will serve as the chair of the grievance committee and will vote only in the case of a tie. A voting member of the Graduate Council who is not on the Academic Appeals Subcommittee will serve as the non-voting secretary of the committee. At this time, the Graduate Dean will also assign an advocate to the student. The advocate must be a member of the graduate faculty. The immediate supervisor of the sponsor will serve as his/her advocate. Note: The student and sponsor advocates will have the responsibility to help the student/sponsor prepare his/her written materials and will attend committee meetings with the student/sponsor. The advocate will not speak on behalf of the student/sponsor and will not take part in committee discussions of the merits of the case.
6. The committee shall have access to witnesses and records, may take testimony, and may make a record by taping the hearing. Its charge is to develop all pertinent factual information (with the exception that the student and respondent will not be required to be present in any meeting together without first agreeing to do so) and, on the basis of this information, to make a recommendation to the Graduate Dean to either support or reject the grievance. The Graduate Dean will then make a decision based on the committee's recommendation and all documents submitted by the parties involved. The Graduate Dean's decision, the committee's written recommendation and a copy of all documents submitted as evidence by any party to the complaint, consistent with all privacy considerations, shall be forwarded to the person(s) alleging the grievance within 20 working days from the date the committee was first convened; copies shall be sent simultaneously to other parties involved in the grievance. A copy shall be retained by the Graduate School in such a way that the student's and respondent's privacy is protected. It should be noted that the Graduate Dean has limited authority to require a sponsor to reappoint a graduate assistant. Consequently, the redress open to the student may be limited.
7. If the grievance is not satisfactorily resolved through step 6, an appeal in writing with all relevant material may be submitted by either the student or the sponsor for consideration by the Provost/Vice Chancellor for Academic Affairs of the University of Arkansas. This appeal must be filed within 20 working days of receiving the decision

of the Graduate Dean. Any appeal at this level shall be on the basis of the complete written record only and will not involve interviews with any party to the grievance. The Provost/Vice Chancellor for Academic Affairs shall make a decision on the matter within 20 working days from the date of receipt of the appeal. His/her decision shall be forwarded in writing to the Graduate Dean, the student, and the respondent. This decision is final.

8. If any party to the grievance violates this policy, he/she will be subject either to losing the assistantship position or losing the assistantship. When alleging such a violation, the aggrieved individual shall contact the Graduate Dean, in writing, with an explanation of the violation.

Research and Scholarly Misconduct Policies and Procedures

I. Introduction

A. General Policy

The University of Arkansas is committed to the highest integrity in research and scholarly activity. Actions which fail to meet this standard can undermine the quality of academic scholarship and harm the reputation of the University. This policy is designed to help ensure that all those associated with the University of Arkansas carry out their research and scholarly obligations in a manner that is consistent with the mission and values of the University, and provides a means of addressing instances of suspected research misconduct should they arise.

Principal investigators are responsible for maintaining ethical standards in the projects they direct and reporting any violations to the appropriate University official. Students charged with academic misconduct are subject to separate disciplinary rules governing students, however, such cases may also be reviewed under these policies if applicable under the provisions stated below. The Research Integrity Officer, in consultation with the student's dean shall determine which policy is most appropriate in each case.

A charge of research misconduct is very serious, and will be reviewed carefully and thoroughly. Any allegation of research misconduct will be handled as confidentially and expeditiously as possible. Full attention will be given to the rights and responsibilities of all individuals involved. Charges of research misconduct which are determined not to be made in good faith, as provided for in this policy, may result in administrative action against the charging party.

B. Scope

This statement of policy and procedures is intended to carry out the responsibilities of the University of Arkansas, Fayetteville under the Public Health Service (PHS) Policies on Research Misconduct, 42 CFR Part 93 and the research misconduct policies of other funding agencies, as applicable to particular allegations.

This document applies to allegations of research misconduct (as defined below) involving:

- A person who, at the time of the alleged research misconduct, was employed by, was an agent of, or was affiliated by enrolled student status, contract or agreement with the University of Arkansas, Fayetteville; and
- Is accused of plagiarism, fabrication, or falsification of research records produced in the course of research, research training or activities related to that research or research training. This includes

any research formally proposed, performed, reviewed, or reported, or any document or record generated in connection with such research, regardless of whether an application or proposal for funds resulted in a grant, contract, cooperative agreement, or other form of support.

Severance of the respondent's relationship with the University, whether by resignation or termination of employment, completion of or withdrawal from studies, or otherwise, before or after initiation of procedures under this policy, will not preclude or terminate research misconduct procedures.

II. Definitions and Standard of Review

Charge. A written allegation of misconduct that triggers the procedures described in this policy.

Complainant. A person who submits a charge of research misconduct.

Deciding Official (DO). The Provost and Vice Chancellor for Academic Affairs who is the institutional official responsible for making determinations, subject to appeal, on allegations of research misconduct and any institutional administrative actions. The Deciding Official will not be the same individual as the Research Integrity Officer and should have no direct prior involvement in the institution's allegation assessment, inquiry, or investigation. Discussing concerns regarding suspected research misconduct, as provided for in Section IV.A. of this policy, shall not be considered direct prior involvement. If the Deciding Official is unable to serve as DO in a particular matter, the Chancellor may appoint an appropriate official to act as the DO for purposes of that matter.

Good Faith Charge. A charge of research misconduct made by a complainant who believes that research misconduct may have occurred. A charge is not in good faith if it is made with reckless disregard for or willful ignorance of facts that would disprove the charge.

Inquiry. The process under the policy for information gathering and preliminary fact-finding to determine if a charge or apparent instance of research misconduct has substance and therefore warrants an investigation.

Investigation. The process under this policy for the formal examination and evaluation of all relevant facts to determine whether research misconduct has occurred, and, if so, the responsible person and the seriousness of the misconduct.

Investigator. Any person, including but not limited to any person holding an academic or professional staff appointment at the University of Arkansas, who is engaged in the design, conduct, or reporting of research.

ORI. The Office of Research Integrity within the U.S. Department of Health and Human Services.

PHS. The Public Health Service within the U.S. Department of Health and Human Services.

Preponderance of Evidence. Evidence which is of greater weight or more convincing than evidence to the contrary; evidence which shows that something more likely than not is true.

Recklessly. To act recklessly means that a person acts in such a manner that the individual consciously disregards a substantial and unjustifiable risk or grossly deviates from the standard of conduct that a reasonable individual would observe; reckless means more than mere or ordinary negligence.

Research. A systematic investigation designed to develop or contribute to generalizable knowledge. The term includes the search for both basic and applied knowledge and well as training methods by which such knowledge may be obtained.

Research Integrity Officer (RIO) means the Chair of the Research Council who is the institutional official responsible for: (1) assessing allegations of research misconduct to determine if the allegations fall within the definition of research misconduct, are covered by 42 CFR Part 93 or other applicable federal policies, and warrant an inquiry on the basis that the allegation is sufficiently credible and specific so that potential evidence of research misconduct may be identified; (2) overseeing inquiries and investigations; and (3) the other responsibilities described in this policy. If the Research Integrity Officer is unable to serve as RIO in a particular matter, the DO may appoint an appropriate official to act as the RIO for purposes of that matter.

Research Misconduct. Research misconduct means the fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.

1. Fabrication is making up data or results and recording or reporting them.
2. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
3. Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

Research misconduct does not include disputes regarding honest error or honest differences in interpretations or judgments of data, and is not intended to resolve bona fide scientific disagreement or debate. Research misconduct is also not intended to include "authorship" disputes such as complaints about appropriate ranking of co-authors in publications, presentations, or other work, unless the dispute constitutes plagiarism (as defined above).

Research Record. Any data, document, computer file, computer storage media, or any other written or non-written account or object that reasonably may be expected to provide evidence or information regarding the proposed, conducted, or reported research that constitutes the subject of a charge of research misconduct. A research record includes, but is not limited to, grant or contract applications, whether funded or unfunded; grant or contract progress and other reports; laboratory notebooks; notes; printed or electronic correspondence; memoranda of telephone calls; videos; photographs; X-ray film; slides; biological materials; computer files and printouts; manuscripts and publications; equipment use logs; laboratory procurement records; animal facility records; human and animal subject protocols; consent forms; medical charts; and patient research files.

Respondent. The person against whom a charge of research misconduct is directed, or the person whose actions are the subject of an inquiry or investigation.

Standard of Review.

A finding of research misconduct requires that:

1. There be a significant departure from accepted practices of the relevant research community; and
2. The research misconduct be committed intentionally, knowingly, or recklessly; and

3. The allegation be proven by a preponderance of the evidence.

This standard and related definitions are restated in the charge to the investigation committee located in section V.E. of this policy.

III. Rights and Responsibilities

A. Research Integrity Officer

The Chair of the Research Council will serve as the RIO who will have primary responsibility for implementation of the institution's policies and procedures on research misconduct. These responsibilities include the following duties related to research misconduct proceedings:

- Consult confidentially with persons uncertain about whether to submit an allegation of research misconduct;
- Receive allegations of research misconduct;
- Assess each allegation of research misconduct in accordance with Section V.A. of this policy to determine whether the allegation falls within the definition of research misconduct and warrants an inquiry;
- As necessary, take interim action and notify ORI of special circumstances, in accordance with Section IV.H. of this policy;
- Sequester research data and evidence pertinent to the allegation of research misconduct in accordance with Section V.C. of this policy and maintain it securely in accordance with this policy and applicable law and regulation;
- Provide confidentiality to those involved in the research misconduct proceeding as required by 42 CFR § 93.108 or other applicable law or regulations, or institutional policy;
- Notify the respondent and provide opportunities for him/her to review/comment/respond to allegations, evidence, and committee reports in accordance with Section III.C. of this policy.
- Inform respondents, complainants, and witnesses of the procedural steps in the research misconduct proceeding;
- Appoint the chair and members of the inquiry and investigation committees, ensure that those committees are properly staffed and that there is expertise appropriate to carry out a thorough and authoritative evaluation of the evidence;
- Determine whether each person involved in handling an allegation of research misconduct has an unresolved personal, professional, or financial conflict of interest and take appropriate action, including recusal, to ensure that no person with such conflict is involved in the research misconduct proceeding;
- In cooperation with other institutional officials, take all reasonable and practical steps to protect or restore the positions and reputations of good faith complainants, witnesses, and committee members and counter potential or actual retaliation against them by respondents or other institutional members;
- Keep the Deciding Official and others who need to know apprised of the progress of the review of the allegation of research misconduct;
- Notify and make reports to ORI or other applicable federal agencies as required by 42 CFR Part 93 or other applicable law or regulations;
- Ensure that administrative actions taken by the institution, ORI, or other appropriate agencies are enforced and take appropriate action to notify other involved parties, such as sponsors, law enforcement agencies, professional societies, and licensing boards of those actions; and
- Maintain records of the research misconduct proceeding and make them available to ORI or other appropriate agencies as applicable in accordance with Section VIII.F. of this policy.

B. Complainant

The complainant is responsible for making allegations in good faith, maintaining confidentiality to the extent permitted by law, and cooperating with the inquiry and investigation. As a matter of good practice, the complainant should be interviewed at the inquiry stage and given the transcript of the interview for comment. The complainant must be interviewed during an investigation, and be given the transcript of the interview for comment. The complainant may be provided for comment with (1) relevant portions of the inquiry report (within a timeframe that permits the inquiry to be completed within 60 days of its initiation); and (2) relevant portions of the draft investigation report. In reviewing reports, the complainant must adhere to time limits set by the corresponding committee for timely completion of the inquiry or investigation

C. Respondent

The respondent is responsible for maintaining confidentiality and cooperating with the conduct of an inquiry and investigation. The respondent is entitled to:

- A good faith effort from the RIO to notify the respondent in writing at the time of or before beginning an inquiry;
- An opportunity to comment on the inquiry report and have his/her comments attached to the report;
- Be notified of the outcome of the inquiry, and receive a copy of the inquiry report that includes a copy of, or refers to 42 CFR Part 93 or other applicable law or regulations and the institution's policies and procedures on research misconduct;
- Be notified in writing of the allegations to be investigated within a reasonable time after the determination that an investigation is warranted, but before the investigation begins (within 30 days after the institution decides to begin an investigation), and be notified in writing of any new allegations, not addressed in the inquiry or in the initial notice of investigation, within a reasonable time after the determination to pursue those allegations;
- Be interviewed during the investigation, have the opportunity to correct the recording or transcript, and have the corrected recording or transcript included in the record of the investigation;
- Have a good faith effort made to interview during the investigation any witness who has been reasonably identified by the respondent as having information on relevant aspects of the investigation, have the recording or transcript provided to the witness, have the witness suggest any corrections in the transcript, and have the recording or corrected transcript included in the record of investigation; and
- Receive a copy of the draft investigation report and, concurrently, a copy of, or supervised access to any records or materials on which the report is based, and be notified that any comments must be submitted within 30 days of the date on which the copy was received and that the comments will be considered by the institution and addressed in the final report
- Appeal the decision of the DO as provided in Section XIII.D.

The respondent should be given the opportunity to admit that research misconduct occurred and that he/she committed the research misconduct. With the advice of the RIO and/or other institutional officials, the Deciding Official may terminate the institution's review of an allegation that has been admitted, if the institution's acceptance of the admission and any proposed resolution is approved by ORI or the appropriate federal agency, if required.

D. Deciding Official

The DO will receive the inquiry report and after consulting with the RIO and/or other institutional officials, decide whether an investigation is warranted under this policy, the criteria in 42 CFR § 93.307(d), or other applicable law or regulations. Any finding that an investigation is warranted must be made in writing by the DO and must be provided to ORI or other federal agencies, if required, together with a copy of the inquiry report meeting the requirements of 42 CFR § 93.309, within 30 days of the finding. If it is found that an investigation is not warranted, the DO and the RIO will ensure that detailed documentation of the inquiry is retained for at least 7 years after termination of the inquiry, so that ORI or other applicable agencies may assess the reasons why the institution decided not to conduct an investigation.

The DO will receive the investigation report and, after consulting with the RIO and/or other institutional officials, decide the extent to which this institution accepts the findings of the investigation and, if research misconduct is found, decide what, if any, institutional administrative actions are appropriate. The DO shall ensure that the final investigation report, the findings of the DO and a description of any pending or completed administrative actions are provided to ORI, as required by 42 CFR § 93.315 or to other federal agencies as required by their respective misconduct policies.

IV. General Policies and Principles

A. Responsibility to Report Misconduct

All institutional members will report observed, suspected, or apparent research misconduct to the RIO, the DO, or their designees. Prior to submitting a formal charge, a potential complainant is encouraged to consult informally with the RIO, the DO, or their designees to consider whether the case involves questions of research misconduct, should be resolved by other University procedures, or does not warrant further action. Contact information for the RIO may be obtained from the Office of Research Support and Sponsored Programs or the listing of Research Council members on the Faculty Senate website. If the circumstances described by the individual do not meet the definition of research misconduct, but further action is required, the RIO will refer the individual or allegation to other offices or officials with responsibility for resolving the problem.

At any time, to the extent permitted by law, an institutional member may have confidential discussions and consultations about concerns of possible misconduct with the RIO, the DO, or their designees and will be counseled about appropriate procedures for reporting allegations and their obligation to cooperate in any inquiry or investigation that may occur.

B. Cooperation with Research Misconduct Proceedings

Institutional members shall cooperate with the RIO and other institutional officials in the review of allegations and the conduct of inquiries and investigations. Institutional members, including respondents, have an obligation to provide evidence relevant to research misconduct allegations to the RIO or other institutional officials.

C. Confidentiality

The RIO shall, as required by 42 CFR § 93.108 or other applicable law or regulation: (1) limit disclosure of the identity of respondents and complainants to those who need to know in order to carry out a thorough, competent, objective and fair research misconduct proceeding; and (2) except as otherwise prescribed by law, limit the disclosure of any records

or evidence from which research subjects might be identified to those who need to know in order to carry out a research misconduct proceeding.

D. Conflicts of interest

At each stage of handling an inquiry or subsequent investigation, all persons involved shall be vigilant to prevent any real or perceived conflict of interest, or personal conflicts or relationships between colleagues, from affecting the outcome of the proceedings and resolution of the charges. Possible conflicts of interest may include co-authorship of work within the recent past with any of the individuals directly involved with the alleged misconduct, or professional or personal relationship with the respondent beyond that of mere acquaintances or colleagues. Committee members shall not have had any personal, professional or financial involvement with the matters at issue in the investigation that might create an appearance of bias or actual bias. If such relationships or involvement are present, the individual shall recuse himself or herself from any investigative or decisional role in the case. If any prospective committee member at any point in the process presents a conflict of interest, that committee member shall be replaced by another appointee. If the RIO has a conflict of interest, the DO shall appoint a replacement; if the DO has a conflict of interest, the Chancellor shall appoint a replacement. The RIO may use a written conflict of interest statement to implement this provision; a sample statement is referenced in the Appendix to this policy.

E. Protecting complainants, witnesses, and committee members

Institutional members may not retaliate in any way against complainants, witnesses, or committee members. Institutional members should immediately report any alleged or apparent retaliation against complainants, witnesses or committee members to the RIO, who shall review the matter and, as necessary, make all reasonable and practical efforts to counter any potential or actual retaliation and protect and restore the position and reputation of the person against whom the retaliation is directed.

F. Protecting the Respondent

As requested and as appropriate, the RIO and other institutional officials shall make all reasonable and practical efforts to protect or restore the reputation of persons alleged to have engaged in research misconduct, but against whom no finding of research misconduct is made.

During the research misconduct proceeding, the RIO is responsible for ensuring that respondents receive all the notices and opportunities provided for in 42 CFR Part 93, or other applicable federal policies, and the policies and procedures of the institution.

G. Adviser to the Respondent

The respondent may consult with an adviser, who may or may not be an attorney. The adviser may not be a principal or witness in the case. The adviser may accompany the respondent to proceedings conducted as a part of the research misconduct proceeding, but shall not speak on behalf of the respondent or otherwise participate in the proceedings. The adviser must maintain confidentiality and be available as needed to ensure that that all proceedings are completed on a timely basis.

H. Interim Administrative Actions and Notifying ORI or Other Federal Agencies of Special Circumstances

Throughout the research misconduct proceeding, the RIO will review the situation to determine if there is any threat of harm to public health, federal funds and equipment, or the integrity of the research process.

In the event of such a threat, the RIO will, in consultation with other institutional officials and ORI or other federal agencies, if applicable, take appropriate interim action to protect against any such threat. Interim action might include additional monitoring of the research process and the handling of federal funds and equipment, reassignment of personnel or of the responsibility for the handling of federal funds and equipment, additional review of research data and results or delaying publication. The RIO shall, at any time during a research misconduct proceeding, consult with appropriate University officials and legal counsel immediately if he/she has reason to believe that any of the following conditions exist:

- Health or safety of the public is at risk, including an immediate need to protect human or animal subjects;
- Federal resources or interests are threatened;
- Research activities should be suspended;
- There is a reasonable indication of possible violations of civil or criminal law;
- Federal action is required to protect the interests of those involved in the research misconduct proceeding;
- The research misconduct proceeding may be made public prematurely and federal action may be necessary to safeguard evidence and protect the rights of those involved; or
- The research community or public should be informed.

Following such consultation, the institution shall take appropriate steps to address such conditions, such as by notifying ORI or other applicable agency.

I. Computation of Time

In this policy, any reference to days shall mean calendar days. Any period of time equal to ten days or fewer shall exclude University holidays. If a deadline falls on a weekend or University holiday, the deadline shall be the next University business day.

J. Procedural Changes

1. **Deadlines.** Due to the sensitive nature of allegations of misconduct, each case shall be resolved as expeditiously as possible. The nature of some cases may, however, render normal deadlines difficult to meet. If at any time an established deadline cannot be met, a report shall be filed with the DO setting out the reasons why the deadline cannot be met and estimating when that stage of the process will be completed. A copy of this report shall be provided to the respondent. If PHS funding is involved, an extension must be received from the Office of Research Integrity.
2. **Other Procedural Changes.** Particular circumstances in an individual case may dictate variation from the procedures set out in this policy in order to ensure fair and efficient consideration of the matter. Any change in the procedures must ensure fair treatment of the respondent. Any major deviations from the procedures described in this policy shall be made only with the written approval of the DO in consultation with the respondent. Any minor deviations from the procedures described in this policy shall not require the written approval of the DO.

K. Exclusive Process

The procedures described in this policy constitute the exclusive process for raising and resolving charges of research misconduct.

V. Conducting the Assessment and Inquiry

A. Assessment of Allegations

Upon receiving an allegation of research misconduct, the RIO will immediately assess the allegation to determine whether it is sufficiently credible and specific so that potential evidence of research misconduct may be identified and further review is warranted. The RIO shall also determine whether the alleged misconduct is within the jurisdictional criteria of 42 CFR § 93.102(b), and whether the allegation falls within the definition of research misconduct in 42 CFR § 93.103. An inquiry must be conducted if these criteria are met. In conducting this assessment, the RIO may consult with the institution's legal counsel and other appropriate University officials. If a charge is frivolous, does not raise questions of research misconduct, is more appropriately resolved by other University procedures, or does not warrant further action, the RIO may, at his or her discretion, handle the matter informally or refer it to the appropriate person or process, and will notify the complainant and anyone else known to be aware of the charge.

The assessment period should be brief, preferably concluded within a week. In conducting the assessment, the RIO need not interview the complainant, respondent, or other witnesses, or gather data beyond any that may have been submitted with the allegation, except as necessary to determine whether the allegation is sufficiently credible and specific so that potential evidence of research misconduct may be identified and further review is warranted. The RIO shall, on or before the date on which the respondent is notified of the allegation, obtain custody of, inventory, and sequester all research records and evidence needed to conduct the research misconduct proceeding, as provided in paragraph C. of this section.

B. Initiation and Purpose of the Inquiry

If the RIO determines that the criteria for an inquiry are met, he or she will immediately initiate the inquiry process. The purpose of the inquiry is to conduct an initial review of the available evidence to determine whether to conduct an investigation. An inquiry does not require a full review of all the evidence related to the allegation.

C. Notice to Respondent; Sequestration of Research Records

At the time of or before beginning an inquiry, the RIO must make a good faith effort to notify the respondent in writing, if the respondent is known. With the approval of the respondent, the RIO will also notify the dean of the school or college in which the respondent holds his or her primary appointment. If the inquiry subsequently identifies additional respondents, they must be notified in writing. On or before the date on which the respondent is notified, or the inquiry begins, whichever is earlier, the RIO must take all reasonable and practical steps to obtain custody of all the research records and evidence needed to conduct the research misconduct proceeding, inventory the records and evidence and sequester them in a secure manner, except that where the research records or evidence encompass scientific instruments shared by a number of users, custody may be limited to copies of the data or evidence on such instruments, so long as those copies are substantially equivalent to the evidentiary value of the instruments. The RIO may consult confidentially with the institution's legal counsel and other appropriate University officials for advice and assistance in this regard. In addition, if necessary, the RIO may consult with ORI or other applicable federal agency.

D. Appointment of the Inquiry Committee

The RIO, in consultation with other institutional officials as appropriate, shall appoint an inquiry committee and committee chair as soon after the initiation of the inquiry as is practical. The inquiry committee must consist of individuals who do not have unresolved personal, professional, or financial conflicts of interest with those involved with the inquiry and should include individuals with the appropriate scientific expertise to evaluate the evidence and issues related to the allegation, interview the principals and key witnesses, and conduct the inquiry. The RIO shall notify the respondent of the proposed inquiry committee membership. The respondent may then submit a written objection to any appointed member of the inquiry committee based on bias or conflict of interest within seven days. If an objection is raised, the RIO shall determine whether to replace the challenged member with a qualified substitute. The RIO's decision shall be final. The RIO may, with the concurrence of the DO, appoint one or more experts to assist the inquiry committee if necessary to evaluate specific allegations. The RIO shall direct the members of the committee that the investigation and all information relating to the investigation shall be kept confidential.

E. Charge to the Committee and First Meeting

The RIO will prepare a charge for the inquiry committee that:

- Sets forth the time for completion of the inquiry;
- Describes the allegations and any related issues identified during the allegation assessment;
- States that the purpose of the inquiry is to conduct an initial review of the evidence, including the testimony of the respondent, complainant and key witnesses, to determine whether an investigation is warranted, not to determine whether research misconduct definitely occurred or who was responsible;
- States that an investigation is warranted if the committee determines: (1) there is a reasonable basis for concluding that the allegation falls within the definition of research misconduct and is within the jurisdictional criteria of 42 CFR § 93.102(b), if applicable; and, (2) the allegation may have substance, based on the committee's review during the inquiry.
- Informs the inquiry committee that they are responsible for preparing or directing the preparation of a written report of the inquiry that meets the requirements of this Policy and 42 CFR § 93.309(a), if applicable.

At the committee's first meeting, the RIO will review the charge with the committee, discuss the allegations, any related issues, and the appropriate procedures for conducting the inquiry, assist the committee with organizing plans for the inquiry, and answer any questions raised by the committee. The RIO will be present or available throughout the inquiry to advise the committee as needed. Prior to the first meeting, the RIO shall also consult with legal counsel for the institution as to the need for counsel to provide legal advice to the committee at the first meeting and in subsequent phases of the inquiry, including, but not limited to, for the purpose of reviewing institutional policies governing research misconduct proceedings, confidentiality and potential conflicts of interest.

F. Inquiry Process

The inquiry committee shall interview the complainant and the respondent, and may interview witnesses as well as examine relevant research records and materials. Then the inquiry committee will evaluate the evidence, including the testimony obtained during the inquiry. After consultation with the RIO, the committee members will decide whether an investigation is warranted based on the criteria in this policy and 42 CFR § 93.307(d) as applicable. The scope of the inquiry is not required

to and does not normally include deciding whether misconduct definitely occurred, determining definitely who committed the research misconduct or conducting exhaustive interviews and analyses. However, if a legally sufficient admission of research misconduct is made by the respondent, misconduct may be determined at the inquiry stage if all relevant issues are resolved. In that case, the institution shall promptly consult with ORI or other appropriate agencies, as as required, to determine the next steps that should be taken. See Section IX.

G. Time for Completion

The inquiry, including preparation of the final inquiry report and the decision of the DO on whether an investigation is warranted, must be completed within 60 days of initiation of the inquiry, unless the RIO determines that circumstances clearly warrant a longer period. If the RIO approves an extension, the inquiry record must include documentation of the reasons for exceeding the 60-day period. The respondent will be notified of the extension.

VI. The Inquiry Report

A. Elements of the Inquiry Report

A written inquiry report must be prepared that includes the following information: (1) the name and position of the respondent; (2) a description of the allegations of research misconduct; (3) the PHS or other federal support, if any, including, for example, grant numbers, grant applications, contracts and publications listing support; (4) the basis for recommending or not recommending that the allegations warrant an investigation; (5) any comments on the draft report by the respondent or complainant. An outline for reports to be furnished to ORI is referenced in the Appendix to this policy.

Institutional counsel shall review the draft inquiry report prior to transmission of the draft to the respondent. Modifications shall be made as appropriate in consultation with the RIO and the inquiry committee. The inquiry report shall include the following information: the names and titles of the committee members and experts who conducted the inquiry; a summary of the inquiry process used; a list of the research records reviewed; summaries of any interviews; and whether any other actions should be taken if an investigation is not recommended.

B. Notification to the Respondent and Opportunity to Comment

The RIO shall notify the respondent whether the inquiry found an investigation to be warranted, together with a copy of the draft inquiry report, and a copy of or reference to 42 CFR Part 93 or other applicable federal policies and the institution's policies and procedures on research misconduct. The report shall clearly be labeled "DRAFT" in bold and conspicuous type font. The RIO shall notify the respondent that the respondent shall have 10 days to comment on the draft inquiry report. The RIO shall also direct the respondent that the draft report shall be kept confidential.

On a case-by-case basis, the RIO may provide the complainant a copy of the draft inquiry report, or relevant portions of it, for comment. If so, the report shall clearly be labeled "DRAFT" in bold and conspicuous type font, and the complainant will be allowed no more than 10 days to submit comments to the RIO. The complainant shall be directed that the draft report shall be kept confidential.

Any comments that are submitted by the respondent or the complainant shall be attached to the final inquiry report. Based on the comments, the inquiry committee may revise the draft report as appropriate and prepare it in final form. The committee will deliver the final report to the RIO. The

RIO shall notify the complainant in writing whether the inquiry found an investigation to be warranted.

C. Institutional Decision and Notification

1. Decision by Deciding Official
 - a. The RIO will transmit the final inquiry report and any comments to the DO, who will determine in writing whether an investigation is warranted. The inquiry is completed when the DO makes this determination.
2. Notification to ORI and Respondent
 - a. Within 30 days of the DO's decision that an investigation is warranted, the RIO will provide ORI, if required, with the DO's written decision and a copy of the inquiry report. The RIO shall also provide a copy of the DO's written decision and a copy of the inquiry report to the respondent within 30 days of the DO's decision. Subject to confidentiality, the RIO will also notify those institutional officials, if any, who need to know of the DO's decision because they will be directly involved in the investigation or otherwise have a need to know because of their official duties. The RIO must provide the following information to ORI, if required, or other applicable federal agency upon request: (1) the institutional policies and procedures under which the inquiry was conducted; (2) the research records and evidence reviewed, transcripts or recordings of any interviews, and copies of all relevant documents; and (3) the charges to be considered in the investigation.
3. Documentation of Decision Not to Investigate
 - a. If the DO decides that an investigation is not warranted, the RIO shall secure and maintain for 7 years after the termination of the inquiry sufficiently detailed documentation of the inquiry to permit a later assessment by applicable federal agencies of the reasons why an investigation was not conducted. These documents must be provided to such agencies or their authorized personnel upon request.

VII. Conducting the Investigation

A. Initiation and Purpose

The investigation must begin within 30 days, after the determination by the DO that an investigation is warranted. The purpose of the investigation is to develop a factual record by exploring the allegations in detail and examining the evidence in depth, leading to recommended findings on whether research misconduct has been committed, by whom, and to what extent. The investigation will also determine whether there are additional instances of possible research misconduct that would justify broadening the scope beyond the initial allegations. This is particularly important where the alleged research misconduct involves clinical trials or potential harm to human subjects or the general public or if it affects research that forms the basis for public policy, clinical practice, or public health practice. The findings of the investigation must be set forth in an investigation report.

B. Notifying ORI and Respondent; Sequestration of Research Records

On or before the date on which the investigation begins, the RIO must: (1) notify the ORI Director of the decision to begin the investigation and provide ORI a copy of the inquiry report, if required; and (2) notify the respondent in writing of the allegations to be investigated. The RIO must also give the respondent written notice of any new allegations of research misconduct within a reasonable amount of time of deciding to pursue

allegations not addressed during the inquiry or in the initial notice of the investigation.

The RIO will, prior to notifying respondent of the allegations, take all reasonable and practical steps to obtain custody of and sequester in a secure manner all research records and evidence needed to conduct the research misconduct proceeding that were not previously sequestered during the inquiry. The need for additional sequestration of records for the investigation may occur for any number of reasons, including the institution's decision to investigate additional allegations not considered during the inquiry stage or the identification of records during the inquiry process that had not been previously secured. The procedures to be followed for sequestration during the investigation are the same procedures that apply during the inquiry.

C. Appointment of the Investigation Committee

The RIO, in consultation with other institutional officials as appropriate, will appoint an investigation committee and the committee chair as soon after the beginning of the investigation as is practical. The investigation committee must consist of at least three individuals who do not have unresolved personal, professional, or financial conflicts of interest with those involved with the investigation and should include individuals with the appropriate scientific expertise to evaluate the evidence and issues related to the allegation, interview the respondent and complainant and conduct the investigation. Individuals appointed to the investigation committee may also have served on the inquiry committee. When necessary to secure the necessary expertise or to avoid conflicts of interest, the RIO may select committee members from outside the institution, or, with concurrence of the DO, may appoint experts to assist the committee in particular aspects of the case. The RIO will notify the respondent of the proposed investigation committee membership and any appointed experts. If the respondent then submits a written objection to any appointed member or expert based on bias or conflict of interest within seven days, the RIO will determine whether to replace the challenged member or expert with a qualified substitute, and the decision of the RIO shall be final.

D. Charge to the Committee and the First Meeting

1. Charge to the Committee

The RIO will define the subject matter of the investigation in a written charge to the committee that:

- Describes the allegations and related issues identified during the inquiry;
- Identifies the respondent;
- Informs the committee that it must conduct the investigation as prescribed in paragraph E. of this section;
- Reviews the definition of research misconduct as stated in this Policy;
- Informs the committee that it must evaluate the evidence and testimony to determine whether, based on a preponderance of the evidence, research misconduct occurred and, if so, the type and extent of it and who was responsible;
- Informs the committee that in order to determine that the respondent committed research misconduct it must find that a preponderance of the evidence establishes that: (1) research misconduct, as defined in this policy, occurred (respondent has the burden of proving by a preponderance of the evidence any affirmative defenses raised, including honest error or a difference of opinion); (2) the research

misconduct is a significant departure from accepted practices of the relevant research community; and (3) the respondent committed the research misconduct intentionally, knowingly, or recklessly; and

- Informs the committee that it must prepare or direct the preparation of a written investigation report that meets the requirements of this Policy and any other applicable federal policies, such as 42 CFR § 93.313.

2. First Meeting

The RIO will convene the first meeting of the investigation committee to review the charge, the inquiry report, and the prescribed procedures and standards for the conduct of the investigation, including the necessity for developing a specific investigation plan. The RIO shall also direct the members of the committee that the investigation and all information relating to the investigation shall be kept confidential. The investigation committee will be provided with a copy of this statement of policy and procedures and any applicable federal research misconduct policies. The RIO will be present or available throughout the investigation to advise the committee as needed. Prior to the first meeting, the RIO shall also consult with legal counsel for the institution as to the need for counsel to provide legal advice to the committee at the first meeting and in subsequent phases in the investigation, including, but not limited to, for the purpose of reviewing institutional policies governing research misconduct proceedings, confidentiality and potential conflicts of interest.

E. Investigation Process

The investigation committee and the RIO must:

- Use diligent efforts to ensure that the investigation is thorough and sufficiently documented and includes examination of all research records and evidence relevant to reaching a decision on the merits of each allegation;
- Take reasonable steps to ensure an impartial and unbiased investigation to the maximum extent practical;
- Interview each respondent, complainant, and make a good-faith effort to interview any other available person who has been reasonably identified as having information regarding any relevant aspects of the investigation, including witnesses identified by the respondent, and record or transcribe each interview, provide the recording or transcript to the interviewee for correction, and include the recording or transcript in the record of the investigation; and
- Pursue diligently all significant issues and leads discovered that are determined relevant to the investigation, including any evidence of any additional instances of possible research misconduct, and continue the investigation to completion.

F. Time for Completion

The investigation is to be completed within 120 days of the first meeting of the investigation committee, including conducting the investigation, preparing the report of findings, providing the draft report for comment and sending the final report to ORI, if applicable. However, if the RIO determines that the investigation will not be completed within this 120-day period, he/she will submit a written request for an extension to the DO and to ORI or other applicable federal agencies, setting forth the reasons for the delay. If the request for an extension is approved by the DO and applicable federal agencies, then the RIO will ensure that periodic progress reports are filed with the approving officials.

G. Amended Charges

If issues of research misconduct that fall outside of the charge arise during the course of the investigation, the committee shall so inform the

RIO, including in its communication the evidence on which its concerns are based. The RIO in consultation with the DO and the investigation committee, will consider the issues raised and, in the RIO's discretion, provide the investigation committee with an amended charge. The respondent shall be notified of any such amendments.

VIII. The Investigation Report

A. Elements of the Investigation Report

The investigation committee and the RIO are responsible for preparing a written draft report of the investigation that:

- Describes the nature of the allegation of research misconduct, including identification of the respondent and the respondent's curriculum vitae;
- Describes and documents the federal support, if any, including, for example, the numbers of any grants that are involved, grant applications, contracts, and publications listing federal support;
- Describes the specific allegations of research misconduct considered in the investigation;
- Includes the institutional policies and procedures under which the investigation was conducted;
- Identifies and summarizes the research records and evidence reviewed and identifies any evidence taken into custody but not reviewed; and
- Includes a statement of findings for each allegation of research misconduct identified during the investigation. Each statement of findings must: (1) identify whether the research misconduct was falsification, fabrication, or plagiarism, and whether it was committed intentionally, knowingly, or recklessly; (2) summarize the facts and the analysis that support the conclusion and consider the merits of any reasonable explanation by the respondent, including any effort by respondent to establish by a preponderance of the evidence that he or she did not engage in research misconduct because of honest error or a difference of opinion; (3) identify the specific federal support, if any; (4) identify whether any publications need correction or retraction; (5) identify the person(s) responsible for the misconduct; and (6) list any current support or known applications or proposals for support that the respondent has pending with federal agencies.
- If the committee determines that any allegation of research misconduct is true, the report shall recommend appropriate institutional actions in response to the findings of research misconduct.

The report and other retained documentation must be sufficiently detailed as to permit a later assessment of the investigation. An outline for reports to be furnished to ORI is referenced in the Appendix to this Policy.

B. Comments on the Draft Report and Access to Evidence

The RIO must give the respondent a copy of the draft investigation report for comment and, concurrently, a copy of, or supervised access to the evidence on which the report is based. The report shall clearly be labeled "DRAFT" in bold and conspicuous type font. The respondent will be allowed 30 days from the date he/she received the draft report to submit comments to the RIO. The respondent's comments must be considered and made a part of the final investigation record. The respondent shall be directed that the draft report shall be kept confidential.

On a case-by-case basis, the RIO may provide the complainant a copy of the draft investigation report, or relevant portions of it, for comment. If so, the report shall clearly be labeled "DRAFT" in bold and conspicuous

type font, and the complainant will be allowed no more than 30 days from the date on which he/she received the draft report to submit comments to the RIO. The complainant's comments must be included and considered in the final report. The complainant shall be directed that the draft report shall be kept confidential.

C. Decision by Deciding Official

The RIO will assist the investigation committee in finalizing the draft investigation report, including ensuring that the respondent's and, if applicable, complainant's comments are included and considered, and transmit the final investigation report to the DO, who will determine in writing: (1) whether the institution accepts the investigation report, its findings, and the recommended institutional actions; and (2) the appropriate institutional actions in response to the accepted findings of research misconduct. If this determination varies from the findings of the investigation committee, the DO will, as part of his/her written determination, explain in detail the basis for rendering a decision different from the findings of the investigation committee. Alternatively, the DO may return the report to the investigation committee with a request for further fact-finding or analysis. When a final decision on the case has been reached, whether at this stage of after a subsequent appeal, the RIO will notify the respondent in writing. If the DO's findings are not appealed within ten days, the DO's findings shall become the institution's final decision. At the time of a final decision, whether at this stage or after an appeal, the RIO will also notify the complainant in writing of the final outcome of the case. After informing ORI or other applicable federal agency, as required, the DO will determine whether law enforcement agencies, professional societies, professional licensing boards, editors of journals in which falsified reports may have been published, collaborators of the respondent in the work, or other relevant parties should be notified of the outcome of the case. The RIO is responsible for ensuring compliance with all notification requirements of funding or sponsoring agencies.

D. Appeals

The respondent, within ten days of receiving written notification of the decision of the DO, may file an appeal with the Chancellor. The appeal may result in (i) a reversal or modification of the DO's findings of research misconduct or determinations of institutional action, (ii) the Chancellor may direct the DO to return the report to the investigation committee with a request for further fact-finding or analysis, or (iii) other action the Chancellor deems appropriate. The appeal process must be completed within 120 days of the filing of the appeal unless an extension is granted by appropriate officials and federal agencies. The decision of the Chancellor shall be final.

E. Notice to Federal Agencies of Institutional Findings and Actions

Unless an extension has been granted, the RIO must, within the 120-day period for completing the investigation or the 120-day period for completion of an appeal, submit the following to any applicable federal agencies as required: (1) a copy of the investigation report with all attachments and any appeals; (2) the findings of research misconduct, including who committed the misconduct; (3) a statement of whether the institution accepts the findings of the investigation; and (4) a description of any pending or completed administrative actions against the respondent.

F. Maintaining Records for Review by Federal Agencies

If required, the RIO must maintain and provide to ORI, if required, or other applicable federal agencies upon request "records of research

misconduct proceedings" as that term is defined by 42 CFR § 93.317 or other applicable policies, as appropriate. Unless custody has been transferred to an appropriate federal agency or such agency has advised in writing that the records no longer need to be retained, records of research misconduct proceedings must be maintained in a secure manner for 7 years after completion of the proceeding or the completion of any federal proceeding involving the research misconduct allegation. The RIO is also responsible for providing any information, documentation, research records, evidence or clarification requested by ORI or other appropriate federal agency to carry out its review of an allegation of research misconduct or of the institution's handling of such an allegation.

IX. Completion of Cases; Reporting Premature Closures to Federal Agencies

Generally, all inquiries and investigations will be carried through to completion and all significant issues will be pursued diligently. A case may be closed at the inquiry stage if it is determined that an investigation is not warranted. A case may be closed at the investigation stage if there is a finding that no research misconduct was committed. If the alleged misconduct was in the jurisdiction of the ORI or other federal agency, then this finding must be reported to the applicable agency. An advance notification by the RIO to any applicable federal agency must be made if there are plans to close a case at the inquiry, investigation, or appeal stage on the basis that respondent has admitted guilt, a settlement with the respondent has been reached, or for any other reason except those noted above.

X. Institutional Administrative Actions

If the DO and any subsequent appeal determine that research misconduct is substantiated by the findings, then the DO will decide on the appropriate actions to be taken, after consultation with the RIO and the Chancellor. The administrative actions may include, but are not limited to, the following:

- Withdrawal or correction of all pending or published abstracts and papers emanating from the research where research misconduct was found;
- Removal of the responsible person from the particular project, letter of reprimand, special monitoring of future work, probation, suspension, salary reduction, or initiation of steps leading to possible rank reduction or termination of employment;
- Restitution of funds to the grantor agency as appropriate; and
- Other action appropriate to the research misconduct.

XI. Other Considerations

A. Termination or Resignation Prior to Completing Inquiry or Investigation

The termination of the respondent's institutional employment, by resignation or otherwise, before or after an allegation of possible research misconduct has been reported, will not preclude or terminate the research misconduct proceeding or otherwise limit any of the institution's responsibilities under 42 CFR Part 93 or the corresponding research misconduct policies of other federal agencies.

If the respondent, without admitting to the misconduct, elects to resign his or her position after the institution receives an allegation of research misconduct, the assessment of the allegation will proceed, as well as the inquiry and investigation, as appropriate based on the outcome of the preceding steps. If the respondent refuses to participate in the process after resignation, the RIO and any inquiry or investigation committee will use their best efforts to reach a conclusion concerning the allegations,

noting in the report the respondent's failure to cooperate and its effect on the evidence.

B. Restoration of the Respondent's Reputation

Following a final finding of no research misconduct, including ORI concurrence where required by 42 CFR Part 93 or other federal agencies, if required, the RIO must, at the request of the respondent, undertake all reasonable and practical efforts to restore the respondent's reputation. Depending on the particular circumstances and the views of the respondent, the RIO should consider notifying those individuals aware of or involved in the investigation of the final outcome, publicizing the final outcome in any forum in which the allegation of research misconduct was previously publicized, and expunging all reference to the research misconduct allegation from the respondent's personnel file. Any institutional actions to restore the respondent's reputation should first be approved by the DO.

C. Protection of the Complainant, Witnesses and Committee Members

During the research misconduct proceeding and upon its completion, regardless of whether the institution or ORI determines that research misconduct occurred, the RIO must undertake all reasonable and practical efforts to protect the position and reputation of, or to counter potential or actual retaliation against, any complainant who made allegations of research misconduct in good faith and of any witnesses and committee members who cooperate in good faith with the research misconduct proceeding. The DO will determine, after consulting with the RIO, and with the complainant, witnesses, or committee members, respectively, what steps, if any, are needed to restore their respective positions or reputations or to counter potential or actual retaliation against them. The RIO is responsible for implementing any steps the DO approves.

D. Allegations Not Made in Good Faith

If relevant, the DO will determine whether the complainant's allegations of research misconduct were made in good faith, or whether a witness or committee member acted in good faith. If the DO determines that there was an absence of good faith he/she will determine whether any administrative action should be taken against the person who failed to act in good faith.

Appendix

A. Summary of Items that must be Reported or Submitted to the ORI in those Cases Covered by 42 CFR Part 93

(Note: This list is subject to modification based on adherence to current ORI regulations.)

- An annual report containing the information specified by ORI on the institution's compliance with the final rule. Section 93.302(b).
- Within 30 days of finding that an investigation is warranted, the written finding of the responsible official and a copy of the inquiry report. Sections 93.304(d), 93.309(a), and 93.310(a) and (b).
- Where the institution has found that an investigation is warranted, the institution must provide to ORI upon request: (1) the institutional policies and procedures under which the inquiry was conducted; (2) the research records and evidence reviewed, transcripts or recordings of any interviews, and copies of all relevant documents; and (3) the charges for the investigation to consider. Section 93.309.

- Periodic progress reports, if ORI grants an extension of the time limits on investigations or appeals and directs that such reports be submitted. Sections 93.311(c) and 93.314(c).
- Following completion of the investigation report or any appeal: (1) a copy of the investigation report with all attachments and any appeals; (2) the findings of research misconduct, including who committed the misconduct; (3) a statement of whether the institution accepts the findings of the investigation; and (4) a description of any pending or completed administrative actions against the respondent. Section 93.315.
- Upon request, custody or copies of records relevant to the research misconduct allegation, including research records and evidence. Section 93.317(c).
- Notify ORI immediately of the existence of any of the special circumstances specified in Section 93.318.
- Any information, documentation, research records, evidence or clarification requested by ORI to carry out its review of an allegation of research misconduct or the institution's handling of such an allegation. Section 93.400(b).

B. Outline for an Inquiry/Investigation Report for ORI

(Note: A recommended outline for inquiry and investigation reports has been furnished by ORI and is available on the Research Support and Sponsored Programs web site. Committee members should consult this outline in preparing reports. The outline is subject to modification based on adherence to current ORI regulations.)

C. Conflict of Interest Statement

(Note: A sample conflict of interest statement is available on the Research Support and Sponsored Programs web site. This statement shall be provided to the RIO for use in implementing the conflict of interest portions of this policy.)

Degree Requirements

The faculty of the Graduate School, under the authorization of the Board of Trustees, grants the degrees listed below. In addition, the faculty of the Graduate School offers several non-degree graduate certificates. The graduate faculty, as represented by the Dean of the Graduate School and through the Graduate Council, has primary responsibility for the development, operating policies, administration, and quality of these programs. Operating through the Graduate Dean, the faculty appoints committees that directly supervise the student's program of study and committees that monitor research activities and approve theses and dissertations.

Doctoral Degrees

The degree of Doctor of Philosophy (Ph.D.) is conferred for advanced graduate work in a variety of disciplines including animal science; anthropology; biology; business administration; cell and molecular biology; chemistry; community health promotion; comparative literature; computer science; counselor education; crop, soil and environmental science; curriculum and instruction; economics; engineering; educational statistics and research methods; English; entomology; environmental dynamics; food science; geosciences; history; kinesiology; mathematics; microelectronics-photonics; philosophy; physics; plant science; poultry science; psychology; public policy; rehabilitation; and space and planetary sciences. See the Ph.D. and Ed.D Degrees tab above for general requirements.

The degree of Doctor of Education (Ed.D.) is conferred for advanced professional proficiency in a selected field of education. See the Ph.D. and Ed.D Degrees tab above for general requirements.

The degree of Doctor of Nursing Practice (D.N.P.) is conferred for advanced professional proficiency in the area of nursing.

The degree of Doctor of Occupational Therapy (O.T.D.) is conferred for advanced professional proficiency in the area of clinical occupational therapy.

Specialist Degree

The degree of Education Specialist (Ed.S.) is conferred for specialization in one of two areas: curriculum and instruction and educational leadership. See the Specialist Degrees tab above for general requirements.

Master's Degrees

The degree of Master of Arts (M.A.) is conferred for graduate work of which the major portion has been done in the liberal arts. For general degree requirements, see the Master's Degrees tab above.

The degree of Master of Science (M.S.) is conferred for graduate work of which the major portion has been done in agriculture, educational statistics and research methods, engineering, kinesiology, health science, counseling, rehabilitation, human environmental sciences, biological and physical sciences, statistics, operations management, and communication disorders. For general degree requirements, see the Master's Degrees tab above.

The degree of Master of Accountancy (M.Acc.) is conferred upon a student who completes an approved program of graduate studies in accounting. See the general degree requirements for M.Acc. degree (p. 365).

The degree of Master of Arts in Teaching (M.A.T.) is conferred upon a student who majors in childhood education or secondary education. See the Master's Degree tab above.

The degree of Master of Business Administration (M.B.A.) is conferred upon a student whose major work is in the field of business. See the general degree requirements for M.B.A. degree (p. 369).

The degree of Master of Education (M.Ed.) is conferred upon a student who majors in the field of education. For general degree requirements, see the Master's Degrees tab above.

The degree of Master of Information Systems (M.I.S.) is conferred upon a student who completes an approved program in information systems. See the general degree requirements for M.I.S. degree (p. 381).

The degree of Master of Music (M.M.) is conferred upon a student who completes an approved program of graduate studies in music. See the general degree requirements for M.M. degree (p. 226).

The Master of Public Administration and Nonprofit Studies (M.P.A.) is conferred upon a student who completes an approved program of graduate studies in the field of public administration. See the general degree requirements for M.P.A. degree (p. 276).

The degree of Master of Fine Arts (M.F.A.) in art, creative writing, drama, or translation is conferred upon a student who completes an approved program of graduate studies in these areas. General policies and procedures for a Master of Fine Arts degree are the same as for the Master of Arts. See the individual M.F.A. programs in Art (p. 64), Creative Writing (p. 128) and Theatre (p. 321).

The Master of Science in Nursing (M.S.N.) is conferred upon a student who completes an approved program of graduate studies in this area. See the general degree requirements for M.S.N. degree (p. 237).

The degree of Master of Social Work (M.S.W.) is conferred upon a student who completes an approved program of graduate studies in this area. See the general degree requirements for M.S.W. degree (p. 295).

Graduate Certificates (Non-degree)

As defined by the Arkansas Department of Higher Education, graduate certificate programs consist of 12 to 21 hours of required course work in a focused area of study. The awarding of the certificate will be shown on the student's transcript. Students must meet the admission requirements of the Graduate School and the certificate program. Students who enter a graduate certificate program may use up to six hours of course work taken at another accredited university to meet certificate requirements, with approval of the program faculty and the Graduate School. The Graduate School does not impose a limit on the number of hours that may be shared between graduate certificate programs, but a limit may be set by the program. Students who enter a graduate certificate program must complete all certificate requirements within six years of admission to the program. For students who have been admitted to both a degree program and a certificate program, courses taken to meet the requirements of one may also be used to meet the requirements of the other, at the discretion of the program and the student's Advisory Committee. See the list of Graduate Certificates (p. 46) offered.

Master of Accountancy

See the Master of Accountancy program (p. 365).

Master of Arts and Master of Science

General minimum requirements of the Graduate School follow for the degrees of Master of Arts and Master of Science – including the several engineering degrees. Program requirements may be higher. Note: For degree requirements in the Master of Arts in Economics, see the Graduate School of Business.

1. 24 graduate semester hours and a thesis, or 30 semester hours without a thesis. (The thesis may be a departmental requirement or may be required by the major adviser.)
2. At least 50 percent of the credits (whether coursework or research) must be at the 5000 level or above.
3. A comprehensive examination.
4. A cumulative grade-point average of 2.85. (Individual departments may have higher grade standards.)

Program of Study. At the time of admission to the Graduate School and acceptance in a program of study leading to a graduate degree, the student is assigned to a major adviser. The choice of a major adviser is largely determined by the student's choice of a major subject.

The program of study may consist of courses chosen from one department or it may include such cognate courses from other departments as may in individual instances seem to offer greatest immediate and permanent value. As a general principle, two-thirds of the courses come from the degree program in which the student is seeking a graduate degree. The program of study must be approved by the student's Advisory Committee or, depending on program requirements, the Thesis Committee. No more than six hours of special problems (individual study) courses may count toward a 30 hour master's degree.

A student who writes a master's thesis must register for a minimum of six semester hours of master's thesis. No more than six semester hours of master's thesis enrollment may be given credit in the degree program.

Students wishing to take 3000-level undergraduate courses for graduate credit will find the necessary forms on the Graduate School website (<http://www.uark.edu/grad>). Courses numbered at the 3000 level may be taken by graduate students for graduate credit only when the courses are not in the student's major area of study and when the courses have been approved by the Dean of the Graduate School for graduate credit. The instructor for the course must hold graduate faculty status and must certify that he/she will make appropriate adjustments in assignments and grading scales to raise the level of expectation for the student to the graduate level. No more than 20 percent of the graded course work in the degree program may be comprised of 3000-level courses carrying graduate credit. Undergraduate courses numbered below 3000 will not be allowed to carry graduate credit.

Students wishing to take 4000-level undergraduate courses for graduate credit will find the necessary forms on the Graduate School website (<http://www.uark.edu/grad>). The instructor for the course must hold graduate faculty status and must certify that he/she will make appropriate adjustments in assignments and grading scales to raise the level of expectation for the student to the graduate level. However, students should be aware that a minimum of 50% of the semester hours presented for the graduate degree must be at the 5000 level or above and in the student's field of study. Individual degree programs may have more stringent requirements.

Under ordinary circumstances graduate registration is limited to 18 hours for any one semester including undergraduate courses and courses

audited. Registration above 15 hours must be approved by the Graduate Dean.

All requirements for a master's degree must be satisfied within six consecutive calendar years from the first semester of enrollment in the program.

Transfer of Credit. The University of Arkansas will permit a student to transfer six hours of graduate credit for a 30-hour degree program (12 hours for a 60-hour degree program) from an accredited graduate school in the United States as part of the master's program, provided that the grades are "B" or better, the courses were taken within six years previous to the conferral of the current degree, and the subjects are acceptable to the program concerned. (The transfer of graduate credit from institutions outside the United States is at the discretion of the Graduate Dean.) This does not, however, reduce the minimum requirement of 24 graduate course hours for the master's degree as set by state law. Students contemplating transfer of credit should consult with the Graduate School Office in advance. Please see transfer of credit regulations, below.

Transfer of Credit Regulations Established by the Graduate School for the Various Master's Degrees:

Transfer of Credit is permissible for master's programs only. Transfer of credit is not acceptable for doctoral degrees. For doctoral candidates, at the discretion of the advisory committee, the program of study may be adjusted in lieu of work taken at other colleges or universities and recognized by the candidate's committee, but it will not appear on the University of Arkansas academic record.

Criteria for Acceptable Transfer Credit:

1. Only graded courses (not research hours) are subject to transfer.
2. The course must have been regularly offered (not special problems or individual study) by a regionally accredited graduate school.
3. The course must have been a bona fide graduate level course, approved for graduate credit and taught by a member of the graduate faculty.
4. The course must appear on an official transcript as graduate credit from the institution offering the course.
5. The course grade must be a "B" or "A." (The student's grade-point average is NOT to include grades on transfer courses.)
6. The course must be recommended by the student's major adviser and be applicable to the degree requirement at the University of Arkansas.
7. The course must not have been taken by correspondence or for extension credit.
8. The course must be acceptable to the department concerned and to the Graduate Dean.
9. The student must have satisfied the 24-credit hour residence requirement. (The student must have satisfactorily completed a total of 24 hours of graduate course work taken in residence.)
10. The course must have been taken within the six-year time limit of the student's program at the University of Arkansas.

Petition for the transfer of credit from foreign universities may be made to the Graduate Dean by the department/program.

Graduate credit cannot be transferred to satisfy any of the requirements for the Master of Accountancy, Master of Business Administration, Master of Information Systems, or M.A. in Economics degrees unless the school at which the course was taken is accredited by A.A.C.S.B. This

requirement is not specified by the Graduate School, but by the Graduate School of Business.

Ex Officio Committee Members: Student committees may contain *ex officio* members who have graduate faculty status on the University of Arkansas campus. However, when a person does not hold graduate faculty status on the University of Arkansas campus, he/she may still be allowed to hold an *ex officio* position on a student's committee, in accordance with the following policy: When a committee member does not hold graduate faculty status at the University of Arkansas, he/she will be allowed to serve on a student's master's thesis or doctoral dissertation committee, in addition to the minimum number of members required by the Graduate School or the department/program. The *ex officio* member will be allowed to sign the thesis or dissertation and his/her vote will be recorded but will not be binding for conferring the degree. This use of the term *ex officio* will indicate that the person does not hold graduate faculty status at the University of Arkansas and is serving in an honorary role.

Conflict of Interest Policies: Students should be aware that the Graduate School has policies pertaining to the composition of advisory and thesis committees. These may be found in the Graduate Student Handbook on the Graduate School website. It should also be noted that to avoid the perception of a conflict of interest, students are discouraged from providing refreshments and faculty are discouraged from creating the expectations that students will provide refreshments during oral defenses.

Residence Requirements. The candidate must present a minimum of 24 course hours taken at the University of Arkansas, Fayetteville. Acceptance of transferred credit does not reduce the minimum residence requirement of 24 course hours taken at the University of Arkansas, Fayetteville.

Thesis. The title of the thesis must be recommended by the thesis director and the thesis committee and be approved by the Dean of the Graduate School at least three months before the date of the comprehensive examination. The thesis must be submitted for approval to the thesis committee consisting of a minimum of three faculty members who have been approved by the Dean of the Graduate School. This committee must receive the thesis in time for the student to defend the thesis and submit it to the Graduate School by the posted deadline date. In order for a thesis to be submitted to the Graduate School, a majority of the thesis committee members, including the thesis adviser (chair of the thesis committee), must have voted to approve the thesis submission and the final oral defense of the thesis. If a student feels that the major adviser (chair of the thesis committee) is preventing completion of the thesis unreasonably, the student may appeal to the Graduate Dean for resolution of the matter. For instructions on submitting an approved thesis, students should consult the Graduate School's *Guide to Preparing Theses and Dissertations*. Students will be required to submit their theses to University Microfilms Incorporated (UMI/ProQuest). There may be an additional charge for this submission. We expect the thesis to be written in English. Under exceptional circumstances, another language may be used if prior approval is obtained from the Dean of the Graduate School. A request to write in a language other than English should be submitted to the Dean of the Graduate School by the student's thesis committee, with endorsement by the department/program head/chair/director. The request should include a proposal and justification for the exception. In all cases, one thesis abstract must be written in English and the defense of the thesis must be in English. Programs wishing to be eligible for their students to submit theses in languages other than English shall seek approval in advance from the Graduate Council.

Comprehensive Examination/Thesis Defense. In addition to completing other requirements, the candidate for a master's degree must take a comprehensive examination, which may be oral and/or written as recommended by the major department. If the student has completed a thesis, the final defense of the thesis must be oral. This can substitute for the comprehensive examination, if the department so chooses. If the final defense of the thesis substitutes for the comprehensive examination, the examination may include other aspects of the candidate's graduate work. All members of the thesis committee (and advisory committee, if the thesis defense substitutes for the comprehensive examination) must participate in the thesis defense unless the Dean of the Graduate School has approved an exception. If a committee member does not participate in the final oral defense, that person will be asked by the Graduate School to resign from the committee. While this final oral defense will not be posted on the website of the Graduate School and open to the general public, as is allowed with the doctoral dissertation defense, members of the student's degree program and/or department, as well as other affiliated areas, may be invited to the defense by the thesis committee chair. The thesis committee chair may disallow inappropriate questions from the guests.

Students may elect to participate by distance through electronic means in their final oral defense of the thesis, if approved by the thesis faculty director. In advance of the final oral defense, the student must provide to the Graduate School a written, signed statement that he/she has elected this option.

Grades. All courses included in a student's program of study for a degree must have an acceptable grade (a letter grade of A, B, or C, or a mark of CR). A mark of "S" does not carry degree credit and any course with a mark of "S" cannot be included in the final program of study. If the course is to be included in a program of study, the mark of "S" must be changed to an acceptable grade or a mark of CR. Please note that all work for the course must have been submitted by the student to the instructor by the last day of final examinations in order to be eligible for graduation for that specific semester.

Grade-Point Average. To receive a master's degree, a candidate must present a minimum cumulative grade-point average of 2.85 on all graduate courses required for the degree, unless the department requires a higher grade point average. Failing to earn such an average on the minimum number of hours, the student is permitted to present up to six additional hours of graduate credit to accumulate a grade-point average of 2.85. In the computation of grade point, all courses pursued at this institution for graduate credit (including any repeated courses) shall be considered. Students who repeat a course in an endeavor to raise their grade must count the repetition toward the maximum of six additional hours. Students should also be aware that they may not use for degree credit any course in which they received a grade of D or F. There is no grade forgiveness policy at the graduate level at the University of Arkansas. Individual departments may have higher grade standards.

Split Decisions among Advisory and Thesis Committees. When a split decision occurs among committee members of a master's advisory or thesis committee, the majority decision will hold.

Sharing Courses Between Two Degrees. When a student earns two master's degrees, no more than six hours of course work may be used to satisfy the requirements of both degrees, i.e. shared between the degrees. This rule pertains whether the course work is taken on the University of Arkansas campus or is transferred from another university.

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree is the initial certification program for students at the University of Arkansas and has two areas of emphasis: childhood education and secondary education. The M.A.T. is a 33 semester-hour degree offered to a cohort of students in consecutive summer, fall, and spring semesters with initial enrollment in the summer semester.

Admission Requirements: Students are selected up to the maximum number designated for each cohort area of emphasis. Admission requirements for the M.A.T. degree for initial certification are: completion of an appropriate undergraduate degree program; a minimum cumulative grade-point average of 3.0 in the last 60 hours completed for the baccalaureate degree; admission to the Graduate School; admission to a Teacher Education program; completion of the pre-education core with a minimum of a “C” grade in all courses; completion of all prerequisite courses in the teaching field; successful completion of all required Praxis I and II exams; successful completion of the required criminal background check; and payment of an internship fee. (Note: Background check materials must be submitted by May 1st prior to the student teaching/internship school year.)

Program Requirements: The M.A.T. degree requires the completion of 10 to 12 hours of core courses to be selected from the following: CIED 5012 Measurement, Research, and Statistical Concepts for Teachers; CIED 5022 Classroom Management Concepts; CIED 5032 Curriculum Design Concepts for Teachers; CIED 5043 Content Area Reading in Elementary Grades, and CIED 5052 Seminar: Multicultural Issues. In addition, students must complete course work in their areas of emphasis, and a six hour internship is required. All M.A.T. students must successfully complete a comprehensive examination and one of the following: project, internship, directed research, and/or student portfolio. To receive the degree, a candidate must present a minimum cumulative grade-point average of 3.0 on all graduate courses required for the degree. Students may not present for degree credit any course in which they earned a grade of D or F.

For information on the areas of specialization, refer to the sections of this catalog on childhood education and secondary education in the Department of Curriculum and Instruction.

Admission to candidacy, residence requirements, and other requirements are the same as for the Master of Education degree.

Teacher Licensure and Licensure of Other School Personnel: The Arkansas State Board of Education issues the regulations governing the licensure of teachers in Arkansas. The Board specifies minimum cut-off scores for the Praxis I and Praxis II exams. Each application for a teacher’s license or a request to add an additional license or endorsement area requires completion of an approved program of study and documentation of passing the Praxis exams.

The Coordinator of Teacher Education will recommend students for initial teacher license who have submitted the licensing packet and successfully completed the appropriate approved program and all state licensure requirements. Those interested in seeking an additional license or endorsement should contact the Coordinator of Teacher Education at G-22 Stone House South, 479-575-6740, or the Arkansas Department of Education, 501-682-4342 for licensure information.

Admission Process for Initial Licensure:

Stage I: Enrolling in an Undergraduate Degree Program Leading to a Potential Teacher Licensure Field. Potential fields include the following:

- Art Education — B.F.A.
- Career and Technical Education — B.S.E.
- Elementary Education — B.S.E.
- Human Environmental Sciences Education — B.S.H.E.S.
- Kinesiology P-12 — B.S.E.
- Middle Level Education — B.S.E.
- Music Education — B.M.
- Secondary Education — B.A., B.S.

Stage II: Complete an Evaluation for Internship by October 1 prior to entering the M.A.T. Art and music students should complete the evaluation by October 1 prior to a fall internship and March 1 prior to a spring internship. Satisfactory completion of this form does not guarantee admission to the M.A.T. degree program or other teacher education programs. This form can be downloaded from the College of Education and Health Professions Web site. The form must be completed and returned to the Coordinator of Teacher Education, G-22 Stone House South. All requirements must be met to be cleared for the internship.

Students must meet the following criteria to be cleared for internship:

1. Successful completion of the PRAXIS I test by meeting or exceeding the Arkansas Department of Education cut-off scores. This test should be taken after the student has completed 30 credit hours and upon completion of ENGL 1013, ENGL 1023, and MATH 1203. Please note that several departments have additional program requirements regarding the Praxis I and II. Please consult with your adviser for additional requirements.
2. Obtain a “C” or better in the following pre-education core courses: CIED 1013, CIED 3023 (PHED 3903 for KINS K-12 majors) and CIED 3033. For Elementary Education a minimum of “C” or higher must be earned in ENGL 1013, ENGL 1023, ENGL 2003, COMM 1313, and MATH 1203 unless University of Arkansas exemption is earned in one or more of the courses.
3. Complete additional licensure requirements. COEHP majors take PBHL 1103 and PEAC 1621. PHED majors take PBHL 1103 and PHED 3043. ELED majors take HIST 3383. SEED Social Studies students take either HIST 4583 or HIST 3383 and any ECON course.
4. Secondary Education majors except for Art and Music majors, must complete the following courses with a grade of “C” or higher: CIED 3023 or CIED 4023 and CIED 4131, or present demonstration of computer competencies in a portfolio.
5. Obtain a “C” or better in the six hours of program-specific courses. (See your adviser for information.)
6. Schedule a visit with your adviser for additional requirements including admission to upper-division courses.
7. The student should consult with his/her adviser regarding PRAXIS II requirements.
8. Earn a cumulative GPA of 2.70 or higher in the undergraduate degree program (special conditional admission will be considered on a case-by-case basis for students with a GPA between 2.5 and 2.69). Some programs require a higher GPA. Consult your adviser for the GPA requirements for your program.

Stage III: Admission to M.A.T. Degree Program

Please consult with your faculty adviser for additional requirements set by your program. The following minimum criteria are necessary to be eligible for consideration for admission:

1. Meet all requirements in Stages I & II.
2. Complete an appropriate undergraduate degree program.
3. Earn a cumulative GPA of 2.70 or higher in all previous courses completed as part of a bachelor's degree program. Some programs require a higher GPA. Consult your adviser for the GPA requirements for your program.
4. Obtain recommendation for admission from M.A.T. program area based on successful completion of portfolios, evaluation for internship, GPA requirements, course work requirements, selected written recommendations, an interview, and other requirements specified by your program.
5. Obtain admission to the Graduate School.

Enrollment in each cohort will be limited. Transfer students will be allowed to enter the program on a space-available basis and must progress through all three admission stages.

Stage IV: Graduation requirements for the Master of Arts in Teaching (M.A.T.)

1. Meet all requirements in Stages I — III.
2. Earn a minimum cumulative GPA of 3.00.
3. Complete a minimum of 33 graduate semester hours as specified by program area.
4. Satisfactorily complete an internship. The internship will be completed at a school/district in Benton or Washington counties that has been approved by the Northwest Arkansas Partnership Steering Committee.
5. Pass the appropriate Praxis test (see adviser for the appropriate test) by meeting or exceeding the Arkansas Department of Education cut-off scores. The test is required for most programs. Please consult with your adviser.
6. Successfully complete the comprehensive examination.
7. Consult with your adviser for other requirements.
8. Apply for degree at the Graduate School, 119 Gearhart Hall.

Licensure

Students who have completed Stages I — III must obtain a licensure packet from the Coordinator of Teacher Education, Peabody Hall room 117, prior to entering internship.

NOTE: Students should always consult the Coordinator of Teacher Education for licensure requirement changes. Students will not be licensed to teach in Arkansas until they have met all requirements for licensure as set forth by the Arkansas Department of Education.

NOTE: Students who have completed the B.M. or B.F.A. in music or art education and have completed the internship may obtain the licensure packet from the Coordinator of Teacher Education, Peabody Hall room 117.

Usually licensure in another state is facilitated by qualifying for a license in Arkansas. An application in another state must be made on the application form of that state, which can be obtained by request from the State Teacher Licensure office in the capital city. An official transcript should accompany the application. In many instances the applications

are referred to the Coordinator of Teacher Education to verify program completion in teacher education.

Master of Athletic Training

See the Master of Athletic Training program (p. 68).

Master of Business Administration

See the Business Administration program (p. 369).

Master of Education

Programs of advanced study leading to the degree of Master of Education (M.Ed.) are offered in adult and lifelong learning, educational leadership, educational technology, elementary education, higher education, physical education, recreation and sport management, secondary education, special education, and human resource and workforce development education.

Program Requirements: General minimum requirements for the degree of Master of Education (M.Ed.) follow:

1. 27 semester hours and a thesis or 33 semester hours and no thesis.
2. A written comprehensive examination (portfolio in educational technology)
3. A cumulative grade-point average of 3.00.
4. A minimum of 24 graded UA course hours.

Admission Requirements: After a student has been admitted to the Graduate School, the student may seek acceptance into one of the M.Ed. programs. Upon acceptance to a program area, the student is assigned an adviser. Acceptance in a program should be accomplished before the completion of the first graduate course. Some programs require students to take the Graduate Record Examinations, the Miller Analogies Test, or the National Teachers Examination. All Master of Education degree programs include a minimum of 33 semester hours.

Admission to Candidacy. Admission to candidacy will be met when the following have been completed:

1. unconditionally admitted to graduate standing.
2. accepted to a program and assigned an adviser.
3. completion of 12 semester hours of graduate credit over and above any entrance deficiencies or conditions.

Transfer of Credit. Transfer of credit regulations established by the Graduate School for the Master of Arts and Master of Science degree apply to the Master of Education degree. See the Master of Arts/Master of Science section above for more information.

Residence Requirements. The candidate must present a minimum of 24 graded course hours taken in residence at the University of Arkansas, Fayetteville. Acceptance of transferred credit does not reduce the minimum residence requirement of 24 course hours taken on the University of Arkansas, Fayetteville, campus or through approved University of Arkansas, Fayetteville, distance courses.

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

Other Requirements. Students who do not have a grade-point average of 3.00 upon completion of Master of Education program requirements may be allowed to submit up to six additional hours of graduate credit in residence on the Fayetteville campus or at approved Graduate Resident Centers to accumulate a 3.00 average. Students should also be aware

that they may not use for degree credit any course in which they received a grade of D or F.

The policies and procedures approved for the Master of Arts and Master of Science degrees also apply to the Master of Education degree. In addition to completing other requirements, the candidate must pass a comprehensive examination administered by the respective program area (portfolio for educational technology).

Master of Fine Arts

See the Art (p. 64), Creative Writing (p. 128) and Theatre (p. 321) programs.

Master of Information Systems

See the Information Systems program (p. 381).

Master of Music

See the Music program (p. 226).

Master of Public Administration

See the Public Administration program (p. 276).

Master of Science in Computer Science

See the Computer Science program (p. 119).

Master of Science in Nursing

See the Nursing program (p. 237).

Master of Social Work

See the Master of Social Work page (p. 295).

Programs of advanced study leading to the degree of Educational Specialist (Ed.S.) are offered in curriculum and instruction and educational leadership, and may be issued by the Graduate School to those students whose major objective is to develop educational competency in one of these specialized areas. All graduate courses applicable to this degree must be taken on the Fayetteville campus unless otherwise specified.

Admission to the Program. Students who wish to become candidates for the degree of Educational Specialist are expected to first complete work equivalent to the requirements for the master's degree as determined by program faculty and must apply to be admitted to the Graduate School and the specific program of study. A student cannot satisfy any part of the residence requirement for the educational specialist degree until after he/she has been officially admitted to the educational specialist program.

Program Requirements. All Ed.S. programs contain a minimum of 30 semester hours of graduate work beyond the master's degree in a planned program. The program for each student must include the requirements specified in the particular program to which the student has been accepted; assessed deficiencies in the area of specialization; assessed courses to meet current professional requirements of the Master of Education degree; a minimum of nine semester hours of graduate work in a related field(s) other than the area of specialization; a graduate course in research, statistics, or data processing applicable for educational specialists; and an original project, research paper, or report for which variable credit up to six semester hours is required. A grade-point average of 3.25 is required for the Educational Specialist degree program on all work presented as part of the Ed.S. degree program.

After a student is accepted into an Ed.S. program, a committee with a minimum of three members will be appointed, and a program of study will be established outlining the minimum requirements. Only the adviser and one other member of the student's committee may be from the program area sponsoring the program. The committee's responsibilities include the determination of deficiencies, the acceptability of previous graduate work, the approval of the candidate's program of study, the approval of the original project or research paper, and the conduct of a final examination. This examination will be a comprehensive oral evaluation scheduled near the end of the candidate's program and will include one or both of the following: 1) evaluation of the original project, research paper, or report, and 2) evaluation covering material related to the background and professional preparation of the candidate. A written examination may not be taken to substitute for the oral examination. A written account of the original project, research paper, or report will be filed with the program area sponsoring the candidate's program of study.

Residence Requirements: The last 30 hours of the program must be completed within a period of six years from the first semester of admission to the program. A minimum of 30 hours of resident study at the University of Arkansas, Fayetteville, in an approved program is required. Credit earned in any University of Arkansas center, off-campus workshop or special course will not count as residence study in the Ed.S. program. The only exception is course work completed at the University of Arkansas at Pine Bluff Graduate Resident Center, the University of Arkansas Community College at Hope Graduate Resident Center and Phillips Community College of the University of Arkansas at Helena Graduate Resident Center by students pursuing the Ed.S. degree in education with a specialization in educational leadership.

Upon completion of all requirements, candidates are issued an Educational Specialist degree. Their names appear on the commencement program, but there is no distinctive academic regalia in connection with the Educational Specialist degree.

Programs of advanced study leading to the degree of Doctor of Philosophy (Ph.D.) are offered in: animal science, anthropology, biology, business administration, cell and molecular biology, chemistry, community health promotion, comparative literature and cultural studies, computer science, counselor education, crop, soil, and environmental sciences, curriculum & instruction, economics, engineering, education policy, educational statistics and research methods, English, entomology, environmental dynamics, food science, geosciences, history, kinesiology, mathematics, microelectronics-photonics, philosophy, physics, plant science, poultry science, psychology, public policy, rehabilitation, and space and planetary sciences. (Note: For the Ph.D. in Business Administration and Economics, see the Graduate School of Business.)

Programs of advanced study leading to the degree of Doctor of Education (Ed.D.) are offered in educational leadership, higher education, recreation and sport management, and human resource and workforce development education.

The degrees of Doctor of Philosophy and Doctor of Education are awarded in recognition of high scholarly attainment as evidenced by a period of successful advanced study with at least a 3.0 cumulative graduate grade-point average, the satisfactory completion of certain prescribed examinations, a minimum number of degree credits as specified by the Arkansas Department of Higher Education, and the development of a dissertation covering some significant aspect of a major field of learning.

Students who wish to become candidates for the degree of Doctor of Philosophy or Doctor of Education are expected to complete work equivalent to the requirements for the master's degree as determined by program faculty and must apply to be admitted to the Graduate School and the specific program of study.

The University of Arkansas does not recognize any official designation such as "ABD" or "Ph.D. candidate" or "Ph.D. (c)," and it is expected that if the student uses Ph.D. or Ed.D. after his/her name, it is only after the degree has been conferred. To do otherwise will be considered academic fraud.

Immediately after admission to the program, with the approval of the Dean of the Graduate School, a Doctoral Program Advisory Committee will be appointed from the graduate faculty to evaluate the student's preparation and fitness for further graduate work. This committee will serve in an advisory capacity in working out and directing a suitable program of advanced study and investigation. The student's major adviser shall serve as chair of the committee. Appointment of this committee does not constitute admission to candidacy for the degree of Doctor of Philosophy or Doctor of Education, a very important and significant step in the student's graduate career, which must be taken after the student has completed approximately two years of graduate work beyond the baccalaureate degree.

The degree must be completed within seven consecutive calendar years from the first semester of admission to the program.

Program of Study. The objectives of the program of study leading to the degree of Doctor of Philosophy or Doctor of Education shall be scholarly achievement of high order and the development of a fundamental understanding of the major field and its relation to supporting fields of knowledge. The nature of the program of study will vary somewhat, depending upon the major field of study and the objective of the prospective candidate, but will consist of a minimum of 72 graduate semester credit hours beyond the bachelor's degree and 42 graduate-only semester hours beyond the master's degree. Program requirements must balance credit hours for required coursework, research, and dissertation preparation. In addition, a minimum of 50% of the first 30 credit hours and at least 42 of the final credit hours presented for the doctoral degree must be at the 5000 level or above.

Ex Officio Committee Members: Student committees may contain *ex officio* members who have graduate faculty status on the University of Arkansas campus. However, when a person does not hold graduate faculty status on the University of Arkansas campus, he/she may still be allowed to hold an *ex officio* position on a student's committee, in accordance with the following policy:

When a committee member does not hold graduate faculty status at the University of Arkansas, he/she will be allowed to serve on a student's master's thesis or doctoral dissertation committee, in addition to the minimum number of members required by the Graduate School or the department/program. The *ex officio* member will be allowed to sign the thesis or dissertation and his/her vote will be recorded but will not be binding for conferring the degree. This use of the term *ex officio* will indicate that the person does not hold graduate faculty status at the University of Arkansas and is serving in an honorary role.

Conflict of Interest Policies : Students should be aware that the Graduate School has policies pertaining to the composition of advisory and dissertation committees. These may be found in the Graduate Student Handbook on the Graduate School website. It should also be noted that to avoid the perception of a conflict of interest, students are

discouraged from providing refreshments and faculty are discouraged from creating the expectation that students will provide refreshments during oral defenses.

Transfer of Credit. Transfer of credit is not acceptable for doctoral degrees. For doctoral candidates, at the discretion of the advisory committee, the program of study may be adjusted in lieu of work taken at other colleges or universities and recognized by the candidate's committee, but it will not appear on the University of Arkansas academic record.

Grades. All courses included in a student's program of study for a degree must have an acceptable grade (a letter grade of A, B, or C) or a mark of CR. A mark of "S" does not carry degree credit and any course with a mark of "S" cannot be included in the final program of study. If the course is to be included in a program of study, the mark of "S" must be changed to an acceptable grade or a mark of CR. Please note that all work for the course must have been submitted by the student to the instructor by the last day of final examinations in order to be eligible for graduation for that specific semester.

Grade-Point Average Requirement. A minimum cumulative graduate grade-point average of 3.0 is required to earn a Doctor of Philosophy or Doctor of Education degree. Note: For students admitted to the Graduate School prior to Fall 2001, the minimum cumulative graduate grade-point average required to earn a Doctor of Philosophy or Doctor of Education degree was 2.85. Students should also be aware that they may not present for degree credit any course in which they earned a grade of D or F.

Language Requirement. Foreign language requirements for the Doctor of Philosophy degree vary from department to department. For specific details see departmental statements. These requirements should be completed early in the doctoral program. The Doctor of Education degree does not have a foreign language requirement.

Examination for Candidacy. After completing approximately two years of graduate study, the prospective candidate must take candidacy examinations in specified fields of study in accordance with the requirements of the program/department in which the candidate is working. These examinations may be either written or written and oral, but the expectation is that their purpose is to determine if a student is prepared to move to the independent research stage of his/her degree.

Upon satisfactorily completing these examinations, the student may be admitted to candidacy and may proceed to work toward completion of the remaining requirements for the degree. The Graduate School should be notified within two weeks of the student being admitted to candidacy. Note: The Graduate School considers the Advisory Committee to be responsible for administering and evaluating the candidacy examinations, but degree programs may have different structures.

Registration. All doctoral students who have been admitted to candidacy must enroll in a minimum of one hour of graduate course work or dissertation credit every major semester (fall, spring) until they graduate. Under unusual circumstances, this enrollment requirement may be waived for post-candidacy doctoral students for up to two years, with an approved request for a leave of absence. See the Graduate School Registration Policy (p. 408). Note: doctoral students must also be enrolled in a minimum of one hour of graduate credit in the semester that they graduate. Students who fail to enroll each major semester after candidacy will have additional hours of dissertation credit added to the final semester of enrollment; this will be above the 18 hours of dissertation credit required for the degree.

Dissertation. Each candidate must complete a doctoral dissertation on some topic in the major field. The topic assignment shall be made and a title filed with the Dean of the Graduate School at least one year before the final examination, the specific problem and subject of the dissertation to be determined by the major adviser, the candidate, and the advisory committee. The completed dissertation must be a definite, scholarly contribution to the major field. This contribution may be in the form of new knowledge of fundamental importance, or of modification, amplification, and interpretation of existing significant knowledge. We expect the dissertation to be written in English. Under exceptional circumstances, another language may be used if prior approval is obtained from the Dean of the Graduate School. A request to write in a language other than English should be submitted to the Dean of the Graduate School by the student's dissertation committee, with endorsement by the department/program head/chair/director, prior to admission to candidacy for the degree sought. The request should include a proposal and justification for the exception. In all cases, one dissertation abstract must be written in English and the defense of the dissertation must be in English. Programs wishing to be eligible for their students to submit dissertations in languages other than English shall seek approval in advance from the Graduate Council.

Each doctoral candidate must register for a minimum of 18 hours of doctoral dissertation. After the student has passed the candidacy examinations, the student must register for at least one hour of dissertation (or graded course work) each semester and one hour during the summer session until the work is completed, whether the student is in residence or away from the campus. Before the final degree is conferred, registration will be assessed for each semester in which a student fails to register without prior approval of the Dean of the Graduate School.

The dissertation must be submitted for approval to the dissertation committee consisting of a minimum of three faculty members who have been approved by the Dean of the Graduate School. This committee must receive the dissertation in time for the student to defend the dissertation and submit it to the Graduate School by the posted deadline date. For instructions on submitting an approved dissertation, students should consult the Graduate School's *Guide to Preparing Theses and Dissertations*. Students will be required to submit their dissertations to University Microfilms Incorporated (UMI/ProQuest).

Final Examination. The candidate's final examination for the degree of Doctor of Philosophy or Doctor of Education will be oral. At least two weeks in advance, the major adviser will forward to the Dean of the Graduate School notification about the date, time and place of the final oral examination. The examination will be primarily concerned with the field of the dissertation, but may also include other aspects of the candidate's graduate work. The doctoral dissertation committee is responsible for insuring that the dissertation contributes new knowledge of fundamental importance or significantly modifies, amplifies, or interprets existing knowledge in a new and important manner. All members of the dissertation committee must participate in the final oral defense of the dissertation unless the Dean of the Graduate School has approved an exception. This participation may be by distance. If they do not participate in the final oral defense, in person or by distance, they will be asked by the Graduate School to resign from the committee. While this examination is open to the public, the exam is controlled by the student's committee chair. Questions from the public are at the discretion of the committee chair. If the committee chair expects to allow questions from the public, the student must be so advised. The chair will insure that questions from the public are appropriate by disallowing those which are not.

Students may elect to participate by distance through electronic means in their final oral defense of the dissertation, if approved by the dissertation faculty director. In advance of the final oral defense, the student must provide to the Graduate School a written, signed statement that he/she has elected this option.

Split Decisions Within Advisory and Dissertation Committees. In the situation when there is a split decision among committee members of a doctoral program advisory or dissertation committee, the situation must be resolved to the satisfaction of each committee member. In the event that each committee member is not satisfied, the committee member may insist on the necessary steps to reach a resolution or elect to step down from the committee. In unusual circumstances, the Dean of the Graduate School may remove a faculty member from a student's thesis/dissertation or advisory committee, or make an alternative arrangement (e.g., assign a representative from the Graduate faculty to serve on the committee).

Service Learning

- Lori Holyfield and Jack Kern, Teaching and Faculty Support Center

Jennie Popp
Co-Chair of Initiative
Honors College
249 Gearhart Hall
479-575-7381
jhpopp@uark.edu

Angela Oxford
Co-Chair of Initiative
Center for Community Engagement
A643 Arkansas Union
479-575-4365
afoxford@uark.edu

Website: servicelearning.uark.edu

Email: svclrn01@uark.edu

The Service Learning Initiative

The Service Learning Initiative is a joint initiative between the University of Arkansas Provost Office, the Honors College, and the Division of Student Affairs. Service learning builds critical thinking skills while engaging in academic courses that promote experiential, community-based activities.

Formalized service learning courses must meet the committee-approved service learning definition and criteria, and be approved for designation by the Service Learning Committee.

Service Learning Definition

Service learning is a credit-bearing, faculty-directed, teaching-learning experience that is course specific. Service Learning strengthens academic content knowledge and sense of civic responsibility. Students build critical thinking skills as they engage in experiential, community-based activities that are aligned with and integral to academic course work. At the same time, the community (real people in real situations) benefits from assistance that would otherwise not be available.

Courses Page

Students can visit the Service Learning program course page (<https://servicelearning.uark.edu/courses>) to find courses that have been designated with service-learning components. Faculty can find criteria (<http://servicelearning.uark.edu>) to develop courses that will be considered for designation as service learning courses.

Service Learning Steering Committee

- Alison Turner, Fay Jones School of Architecture and Design
- Casey Kayser, J. William Fulbright College of Arts and Sciences
- Fran Hagstrom, College of Education and Health Professions
- Sarah Hernandez, College of Engineering
- Lisa Wood, Dale Bumpers College of Agricultural, Food and Life Sciences
- Molly Jensen, Department of Marketing, Sam M. Walton College of Business
- Veronica Mobley, Office of Study Abroad
- Chelsea Hodge and Katie Wilson, Honors College
- Angela M. Doss, School of Law
- Lora Lennertz, University Libraries

Graduate Council

Kim Needy, Dean of the Graduate School and International Education;
Professor, Industrial Engineering

Patricia R. Koski, Associate Dean of the Graduate School and
International Education; Associate Professor, Sociology and Criminal
Justice; Chair (*Ex-officio*)

Vikas Anand, Associate Professor, Management

Mindy S. Bradley, Associate Professor, Sociology and Criminal Justice

Kathleen Collins, Professor, Curriculum and Instruction

T. Paul Cronan, Professor, Information Systems

Andrew J. Dowdle, Professor, Political Science

Judy Ganson, Associate Librarian, University Libraries

Valerie H. Hunt, Associate Professor, Political Science and Public Policy

Terry Martin, Associate Dean of the College of Engineering; Professor,
Electrical Engineering

Michael T. Miller, Associate Dean of the College of Education and Health
Professions (*Ex-officio*); Professor, Human Resources

Anne O'Leary-Kelly, Associate Dean of the Walton College of Business
(*Ex-officio*); Professor, Management

Lona J. Robertson, Associate Dean, Bumpers College of Agricultural,
Food and Life Sciences, Professor, Human Environmental Sciences

Melissa Harwood-Rom, Senior Associate Dean of Students (*Ex-officio*)

Yvette Murphy-Erby, Associate Dean of the Fulbright College of Arts and
Sciences (*Ex-officio*); Professor, Social Work

Thad Scott, Assistant Professor, Crop, Soil and Environmental Sciences

R. Panneer Selvam, Professor, Civil Engineering

Fred Spiegel, Professor, Biological Sciences

Jacquelyn D. Wiersma, Assistant Professor, Human Environmental
Sciences

Two representatives from the Graduate Dean's Student Advisory Board

Accreditations

The University of Arkansas, Fayetteville, is accredited by the Higher Learning Commission.

Some colleges and programs are also accredited by other agencies, associations, or professional organizations, including those listed below.

Dale Bumpers College of Agricultural, Food and Life Sciences

The Jean Tyson Child Development Study Center is accredited by the National Association for the Education of Young Children (NAEYC).

Teacher education programs in agriculture and family and consumer sciences are coordinated with educational programs in the College of Education and Health Professions and are accredited by the National Council for Accreditation of Teacher Education (NCATE).

J. William Fulbright College of Arts and Sciences

The Master of Music (M.M.) degree program in the Department of Music is accredited by the National Association of Schools of Music. The Doctor of Philosophy (Ph.D.) degree program in clinical psychology is accredited by the American Psychological Association. The Master of Social Work (M.S.W.) degree program is accredited by the Council of Social Work Education.

Sam M. Walton College of Business

The Sam M. Walton College of Business offers degree programs for graduate students at both the master's and doctoral levels and has been a member of and accredited by AACSB International, the Association to Advance Collegiate Schools of Business, since 1931. The accounting program was separately accredited in 1986 at both the bachelor's and master's levels. The master's in business administration program was approved in 1963. Accreditation by AACSB and membership in that organization signifies the college's commitment to AACSB goals of promoting and achieving the highest standards of business education.

College of Education and Health Professions

The teacher education programs in the College of Education and Health Professions are accredited by the National Council for Accreditation of Teacher Education. The M.A.T. program in childhood education is in compliance with the standards of the National Association for the Education of Young Children. The various M.A.T. licensure programs in secondary education are in compliance with the standards of the specialty organizations including National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association, and National Council for the Social Studies. The Master of Science degree program in speech pathology-audiology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association, but is currently on probationary status. See Communication Disorders program page (p. 106) for more information. The Master of Science degree in rehabilitation counseling is accredited by the Council on Rehabilitation Education.

College of Engineering

The College of Engineering offers the following graduate programs accredited by the Engineering Accreditation Commission of ABET (visit <http://www.abet.org> for more information): Master of Science

in Environmental Engineering (M.S.En.E.), and Master of Science in Biomedical Engineering (M.S.B.M.E.)

School of Law

The degree programs in the School of Law on the Fayetteville campus are accredited by both the American Bar Association and the Association of American Law Schools.

Graduate Faculty

Graduate faculty are listed in alphabetical order.

A

Abrahams, Daniel, Ph.D. (Oakland University), M.M. (University of Nebraska at Omaha), B.M.E. (Temple University), Assistant Professor, Department of Music, 2016.

Ackerson, Michael D., Ph.D. (University of Arkansas), M.S.Ch.E., B.S.Ch.E. (University of Missouri-Rolla), Associate Professor, Ralph E. Martin Department of Chemical Engineering, 1986.

Acrey, Cash, M.B.A. (University of Arkansas), B.A. (University of Arkansas at Little Rock), Clinical Assistant Professor, Department of Information Systems, 2015.

Adams, Douglas James, Ph.D., M.A. (University of Arizona), Associate Professor, Department of Sociology and Criminology, 1995.

Adams, Paul D., Ph.D. (Case Western Reserve University), B.S. (Louisiana State University), Associate Professor, Department of Chemistry and Biochemistry, 2006.

Adams, Justin J., Ph.D. (University of South Carolina, M.Ed. (Winthrop University), B.A. (Winthrop University), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2018.

Adler, Jacob, Ph.D., A.B. (Harvard University), Associate Professor, Department of Philosophy, 1984.

Agana, Carol E., M.N.Sc. (University of Arkansas for Medical Sciences), B.S.E. (University of Arkansas), Instructor, Eleanor Mann School of Nursing, 1998.

Ahrendsen, Bruce L., Ph.D., M.S. (North Carolina State University), B.S. (Iowa State University), Professor, Department of Agricultural Economics and Agribusiness, 1990.

Ahrens, Chelsey, Ph.D. (Texas Tech), M.S. (University of Georgia), B.S.A. (University of Arkansas), Assistant Professor, Department of Animal Science, 2015.

Akeroyd, John R., Ph.D., M.A. (Indiana University at Bloomington), B.A. (University of Louisville), Professor, Department of Mathematical Sciences, 1986.

Al Faouri, Radwan A., Ph.D. (University of Arkansas), Research Assistant Professor, Nanotechnology, .

Albers, David G., M.S.E. (University of Arkansas), B.S.M.E. (University of Tulsa), Instructor, Department of Mechanical Engineering, 2012.

Allee, Kristian, Ph.D. (Indiana University), Associate Professor, Department of Accounting, 2016.

Allen, Myria, Ph.D., M.A., B.A. (University of Kentucky), Professor, Department of Communication, 1993.

Allison, Neil T., Ph.D. (University of Florida), B.S. (Georgia College), Associate Professor, Department of Chemistry and Biochemistry, 1980.

Almenara, Erika, Ph.D. (University of Michigan), M.A. (University of Wisconsin-Milwaukee), B.A. (Feminine University of the Sacred Heart), Assistant Professor, Department of World Languages, Literatures and Cultures, 2015.

Aloia, Lindsey S., Ph.D. (Pennsylvania State University), M.A. (University of Delaware), B. A. (College of New Jersey), Assistant Professor, Department of Communication, 2017.

Aloysius, John, Ph.D. (Temple University), B.S. (University of Colombo, Sri Lanka), Professor, Department of Supply Chain Management, 1995.

Alrubaye, Adnan Ali Khalaf, Ph.D., M.Ed. (University of Arkansas), M.S., B.V.M. (University of Baghdad, Iraq), Clinical Assistant Professor, Department of Biological Sciences, 2013.

Altom, Carol, M.B.A. (San Diego State University), B.S. (United States Naval Academy), Instructor, Program in Operations Management, 2014.

Alverson, Andrew James, Ph.D. (University of Texas at Austin), M.S. (Iowa State University), B.S. (Grand Valley State University), Assistant Professor, Department of Biological Sciences, 2012.

Aly, Mohamed H., Ph.D. (Texas A&M), M.S., B.S. (Zagazig University), Assistant Professor, Department of Geosciences, 2013.

Amason, Trish, Ph.D. (Purdue University), M.A. (University of Kentucky), B.S.E. (University of Arkansas), Associate Professor, Department of Communication, 1994.

Anand, Vikas, Ph.D. (Arizona State University), M.B.A. (Indian Institute of Foreign Trade), M.Sc. (Birla Institute of Technology), Professor, Department of Management, 1999.

Andree, David, M.F.A. (State University of New York), B.F.A. (Minneapolis College of Art and Design), Visiting Assistant Professor, School of Art, 2015.

Andree, Kara M., M.F.A. (State University of New York at Buffalo), B.F.A. (Minneapolis College of Art and Design), Instructor, School of Art, 2016.

Andrews, David, Ph.D. (Syracuse University), M.S., B.S.E.E. (University of Missouri-Columbia), Professor, Department of Computer Science and Computer Engineering, 2008.

Ang, Simon S., Ph.D. (Southern Methodist University), M.S.E.E. (Georgia Institute of Technology), B.S.E.E. (University of Arkansas), Professor, Department of Electrical Engineering, 1988.

Anthony, Nick, Ph.D. (Virginia Polytech Institute and State University), M.S., B.S. (The Ohio State University), Professor, Department of Poultry Science, 1990.

Antov, Nikolay Atanasov, Ph.D. (University of Chicago), M.A. (Bilkent University, Turkey), B.A. (American University in Bulgaria), Associate Professor, Department of History, 2011.

Apple, Laurie Marie McAlister, Ph.D. (Oklahoma State University), M.S., B.S. (University of Arkansas), Associate Professor, School of Human Environmental Sciences, 2000.

Apple, Jason, Ph.D., M.S. (Kansas State University), B.S.A. (Oklahoma State University), Professor, Department of Animal Science, 1995.

Arenberg, Nancy M., Ph.D. (University of Arizona), M.A. (University of Illinois, Champaign-Urbana), B.A. (Grinnell College), Associate Professor, Department of World Languages, Literatures and Cultures, 1996.

Arnold, Mark E., Ph.D., B.S. (Northern Illinois University), A.S. (Rock Valley College), Associate Professor, Department of Mathematical Sciences, 1993.

Ashton, Dub, Ph.D. (University of Georgia), M.B.A., B.S.B.A. (Memphis State University), Associate Professor, Department of Marketing, 1981.

Aslin, Larry W., M.A., B.A. (University of Missouri-Columbia), Instructor, Department of Rehabilitation, Human Resource and Communication Disorders, 1975.

Atiles, Julia, Ph.D. (Virginia Polytechnic Institute and State University), M.S. (Florida State University), B.S. (Virginia Polytechnic Institute and State University), Instructor, School of Human Environmental Sciences, 2016.

Atungulu, Griffiths Odhiambo, Ph.D., M.S. (Iwate University, Japan), B.S. (Jomo Kenyatta University of Agriculture and Technology, Kenya), Assistant Professor, Department of Food Science, 2013.

Atwood, T. J., Ph.D. (University of Illinois), M.B.A. (University of Texas at Austin), B.S. (Western Kentucky University), Associate Professor, Department of Accounting, 2014.

Austin, Shawn, Ph.D., M.A. (University of New Mexico), B.A. (Brigham Young University-Idaho), Assistant Professor, Department of History, 2015.

Avalos, Lisa, Ph.D. (Northwestern University), J.D. (New York University), M.A., B.A. (Northwestern University), Associate Professor, School of Law, 2013.

B

Babcock, Robert Earl, Ph.D., M.S.Ch.E., B.S. (University of Oklahoma), Professor, Ralph E. Martin Department of Chemical Engineering, 1965.

Bacon, Robert Keith, Ph.D. (Purdue University), M.S., B.S.A., (University of Arkansas), Professor, Department of Crop, Soil and Environmental Sciences, 1984.

Bailey, Carlton, J.D. (University of Chicago), B.A. (Talladega College), Professor, School of Law, 1978.

Bailey, Clayton, Ph.D. (University of Arizona), M.S., B.S. (University of Arkansas), Adjunct Assistant Professor, Department of Animal Science, 2015.

Bailey, Constance, Ph.D., M.A. (University of Missouri-Columbia), B.A. (Alcorn State University), Assistant Professor, Department of English, 2016.

Balachandran, Kartik, Ph.D., M.S. (Georgia Institute of Technology), B.S. (National University of Singapore), Assistant Professor, Department of Biomedical Engineering, 2012.

Balasubramanian, Mahendran, Ph.D. (Oklahoma State University), M.S. (Auburn University), B.Tech. (Anna University), Assistant Professor, School of Human Environmental Sciences, 2017.

Balda, Juan Carlos, Ph.D. (University of Natal), B.S. (Universidad Nacional del Sur), University Professor, Department of Electrical Engineering, 1989.

Banton, Caree A., Ph.D. (Vanderbilt University), M.A. (University of Ghana), M.A. (University of New Orleans), B.A./B.P.A. (Grambling State University), Assistant Professor, Department of History, 2013.

Barabote, Ravi Damodar, Ph.D. (Texas Tech University), M.S. (Madurai Kamaraj University, Madurai, India), B.S. (Osmania University, Hyderabad, India), Assistant Professor, Department of Biological Sciences, 2012.

Baranello, Micaela, Ph.D., M.A. (Princeton University), B.A. (Swarthmore College), Assistant Professor, Department of Music, 2017.

Barber, Thomas, Ph.D., M.S., B.S. (University of Arkansas), Professor, Department of Crop, Soil and Environmental Sciences, 2007.

Barnum, Anthony Justin, Ph.D. (Howard University), M.A. (University of Arkansas), B.A. (Hendrix College), Visiting Assistant Professor, Department of Sociology and Criminology, 2016.

Barraza-Lopez, Salvador, Ph.D. (University of Illinois-Urbana-Champaign), B.S. (Instituto Politecnico Nacional de Mexico), Associate Professor, Department of Physics, 2011.

Barrett, David A., B.A. (Hendrix College), Instructor, Department of Philosophy, 2006.

Barta, Kathleen M., Ed.D. (University of Arkansas), M.S. (Boston College), B.S. (Marquette University), Associate Professor, 1984.

Barth, Daniel, Ph.D., M.A. (Claremont Graduate University), B.S. (Eureka College), Clinical Assistant Professor, Department of Curriculum and Instruction, 2014.

Bartlett, Andrew, Ph.D., M.S. (University of Georgia), M.S. (College of Charleston), B.S. (Coastal Carolina University), Clinical Assistant Professor, Department of Crop, Soil and Environmental Sciences, 2016.

Barton, Ariel, Ph.D., M.S. (University of Chicago), B.S. (Harvey Mudd College), Assistant Professor, Department of Mathematical Sciences, 2016.

Baum, Jamie I., Ph.D., B.S. (University of Illinois-Urbana-Champaign), Associate Professor, Department of Food Science, 2011.

Bayram, A. Burcu, Ph.D. (Ohio State University), M.I.S. (North Carolina State University), B.A. (Middle East Technical University), Assistant Professor, Department of Political Science, 2016.

Beam, Caroline, Ph.D., M.S. (University of California), B.S. (Princeton University), Clinical Assistant Professor, Program in Operations Management, 2014.

Bean, Jeffrey, M.B.A. (University of Arkansas), B.A. (Rhodes College), Instructor, Program in Operations Management, 2014.

Beard, Lonnie Ray, LL.M. (New York University), J.D. (University of Arkansas), B.A. (Arkansas State University), Professor, School of Law, 1983.

Beasley, Jennifer G., Ed.D. (University of Virginia), M.A. (Wichita State University), B.A. (Kansas State University), Clinical Associate Professor, Department of Curriculum and Instruction, 2009.

Beaulieu, Jeremy M., Ph.D. (Yale University), M.S., B.S. (California Polytechnic State University), Assistant Professor, Department of Biological Sciences, 2016.

Beaupre, Steven J., Ph.D. (University of Pennsylvania), M.S., B.S. (University of Wisconsin), Professor, Department of Biological Sciences, 1995.

Beck, Paul Arthur, Ph.D. (University of Arkansas), M.S., B.S. (Oklahoma State University), Professor, Department of Animal Science, 1997.

Beck, Jules K., Ph.D., M.S., B.A. (University of Minnesota-Twin Cities), Clinical Assistant Professor, Department of Human Resource and Workforce Development Education, 2004.

Beck, Dennis E., Ph.D. (University of Florida), B.S. (Pennsylvania State University), Associate Professor, Department of Curriculum and Instruction, 2010.

Becnel, Jennifer N., Ph.D. (Arizona State University), M.A. (University of California-San Francisco), B.A. (San Diego State University), Assistant Professor, School of Human Environmental Sciences, 2014.

Behrend, Douglas A., Ph.D. (University of Minnesota), B.A. (Kalamazoo College), Professor, Department of Psychological Science, 1989.

Beike, Denise R., Ph.D., B.A. (Indiana University), Professor, Department of Psychological Science, 1995.

Beitle, Robert R., Ph.D., M.S.Ch.E., B.S.Ch.E. (University of Pittsburgh), Professor, Ralph E. Martin Department of Chemical Engineering, 1993.

Bell, Steven M., Ph.D. (University of Kansas), M.A. (University of Kentucky), B.A. (University of Kansas), Associate Professor, Department of World Languages, Literatures and Cultures, 1992.

Bell, Karmen V., M.Ed. (Indiana Wesleyan University), Clinical Instructor, Department of Curriculum and Instruction, 2015.

Bellaiche, Laurent, Ph.D., M.S., B.S. (University of Paris VI, France), Distinguished Professor, Department of Physics, 1999.

Ben Idris, Anisa A., Ph.D. (University of Arkansas), Lecturer, Department of Curriculum and Instruction, 2017.

Ben Idris, Anisa A., , Lecturer, Department of Curriculum and Instruction, 2018.

Benamara, Mourad, Ph.D., M.S. (University of Toulouse III, France), Assistant Professor, Nanotechnology, 2007.

Bengtson, Ed, Ph.D. (University of Georgia), Ed.S. (George Washington University), M.A. (California State University-Sacramento), B.S. (Pennsylvania State University), Associate Professor, Department of Curriculum and Instruction, 2010.

Bergman-Lanier, Leyah, Ph.D. (Claremont Graduate University), Instructor, English Language and Cultural Studies, 2014.

Berkovich, Nadja, Ph.D. (University of Illinois), M.A. (Boston College), B.A. (St. Petersburg Pedagogical Herzen University), Clinical Assistant Professor, Department of World Languages, Literatures and Cultures, 2015.

Bernhardt, Michelle, Ph.D., M.S.C.E., B.S.C.E. (Texas A&M University), Assistant Professor, Department of Civil Engineering, 2013.

Beyzavi, M. Hassan, Ph.D. (Freie Universität Berlin, Germany), Assistant Professor, Department of Chemistry and Biochemistry, 2017.

Biggs, Bobbie T., Ph.D. (Texas A&M University), M.S., B.S. (University of Arkansas), Professor, Department of Human Resource and Workforce Development Education, 1979.

- Billig, Noah Scott**, Ph.D. (Clemson University), M.Ur.P., M.L.A., B.A. (University of Minnesota), Assistant Professor, Department of Landscape Architecture, 2011.
- Bills, Ken**, Ph.D. (University of Oklahoma), M.A., B.A. (Southern Utah University), Associate Professor, Department of Accounting, 2015.
- Bingham, D. James**, M.B.A. (Northwestern University), B.S. (Brigham Young University), Instructor, Program in Operations Management, 2013.
- Bivins, Bob**, M.S. (Air Force Institute of Technology), M.S. (University of Southern California), M.A. (University of Northern Colorado), B.S. (United States Air Force Academy), Instructor, Program in Operations Management, 2014.
- Blisard, Paul**, Ed.D. (University of Arkansas), M.C., B.S., B.S. (Southwest Missouri State University), Clinical Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2014.
- Bluhm, Burt H.**, Ph.D., M.S. (Purdue University), B.S. (University of Oklahoma), Associate Professor, Department of Plant Pathology, 2008.
- Bobda, Christophe**, Ph.D., M.S. (University of Paderborn, Germany), B.S. (University of Yaounde, Cameroon), Professor, Department of Computer Science and Computer Engineering, 2010.
- Bolin, Aaron**, Ph.D., M.A. (Northern Illinois University), B.S. (Rockford College), Instructor, Program in Operations Management, 2014.
- Bonacci, Jeff**, D.A. (Middle Tennessee State University), M.S. (West Virginia University), B.S. (University of Akron), Clinical Associate Professor, Department of Health, Human Performance and Recreation, 2000.
- Booker, M. Keith**, Ph.D. (University of Florida), M.S., M.A. (University of Tennessee), B.A. (Vanderbilt University), Professor, Department of English, 1990.
- Boss, Steve K.**, Ph.D. (University of North Carolina at Chapel Hill), M.S. (Utah State University), B.S. (Bemidji State University), Professor, Department of Geosciences, 1996.
- Bottje, Walter G.**, Ph.D. (University of Illinois-Urbana-Champaign), M.S. (Southern Illinois University), B.S. (Eastern Illinois University), Professor, Department of Poultry Science, 1985.
- Bourland, Fred**, Ph.D. (Texas A&M University), M.S., B.S.A. (University of Arkansas), Professor, Department of Crop, Soil and Environmental Sciences, 1988.
- Bowers, Lisa Marie**, Ph.D. (University of Tennessee Health Science Center), M.A., B.A. (Louisiana State University), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2012.
- Bowers, Andrew L.**, Ph.D. (University of Tennessee Health Science Center), M.A., B.A. (University of Tennessee), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2012.
- Bowles, Freddie A.**, Ph.D., M.A. (University of Arkansas), B.A. (Arkansas State University), Associate Professor, Department of Curriculum and Instruction, 2004.
- Brady, Robert M.**, Ph.D. (University of Michigan-Ann Arbor), M.A. (Western Kentucky University), B.S. (Murray State University), Associate Professor, Department of Communication, 1979.
- Brady, Kevin P.**, Ph.D. (University of Illinois-Champaign-Urbana), M.A. (Columbia University), B.A. (Binghamton University), Associate Professor, Department of Curriculum and Instruction, 2014.
- Braham, Andrew F.**, Ph.D. (University of Illinois-Urbana-Champaign), M.S., B.S. (University of Wisconsin-Madison), Assistant Professor, Department of Civil Engineering, 2010.
- Brandon, Jamie**, Ph.D. (University of Texas), M.A. (University of Arkansas), B.A. (University of Memphis), Associate Research Professor, Department of Anthropology, 2014.
- Breaux-Soignet, Denise**, Ph.D. (Florida State University), M.B.A., B.S. (Nicholls State University), Clinical Assistant Professor, Department of Management, 2010.
- Bresnick, Terry A.**, M.S. (Stanford University), M.B.A. (George Mason University), B.S. (United States Military Academy), Instructor, Program in Operations Management, 2014.
- Brewer, Lorraine C.**, M.S. (University of Wisconsin-Madison), Instructor, Department of Chemistry and Biochemistry, 1997.
- Brewer, Dennis W.**, Ph.D., M.A. (University of Wisconsin), B.A. (Sterling College), Professor, Department of Mathematical Sciences, 1975.
- Bridges, Ana Julia**, Ph.D. (University of Rhode Island), M.S. (Illinois State University), B.S. (University of Illinois-Urbana-Champaign), Associate Professor, Department of Psychological Science, 2007.
- Bright, Brittany Michelle**, M.I.S. (University of Arkansas), B.S. (University of Arkansas, Fort Smith), Instructor, Department of Information Systems, 2010.
- Brill, Howard W.**, J.D. (University of Florida), LL.M. (University of Illinois at Chicago), B.A. (Duke University), University Professor, School of Law, 1975.
- Bristow, Susan E.**, Ed.D., M.B.A., B.S.B.A. (University of Arkansas), Clinical Assistant Professor, Department of Information Systems, 1996.
- Brito, Edvan P.**, Ph.D., M.S. (Georgetown University), M.A. (Howard University), B.A. (Universidade de São Paulo, Brazil), Assistant Professor, Department of World Languages, Literatures and Cultures, 2016.
- Brock, Geoffrey Arthur**, Ph.D. (University of Pennsylvania), M.F.A. (University of Florida), M.A. (University of Pennsylvania), B.A. (Florida State University), Professor, Department of English, 2005.
- Broggi, Alessandro**, Ph.D. (Ohio University), Ph.D. (University of Florence, Italy), M.A. (Ohio University), B.A. (University of Florence, Italy), Professor, Department of History, 2002.
- Brown, Deborah A.**, Ed.D. (University of Missouri-Columbia), M.A., B.A. (Southeast Missouri State University), Clinical Assistant Professor, Department of Curriculum and Instruction, 2011.
- Brown, Lucy M.**, Ph.D., M.A. (University of Texas, Austin), M.S. (Pratt Institute), Dip.G.A. (Edna Manley School for the Visual Arts, Jamaica), Clinical Assistant Professor, School of Journalism and Strategic Media, 2013.
- Brown, Brandon**, M.S., B.S. (University of Arkansas), Instructor, Program in Operations Management, 2014.
- Brownback, Andrew P.**, Ph.D. (University of California, San Diego), B.A. (Kansas State University), Assistant Professor, Department of Economics, 2015.
- Brubaker, Robert P.**, Ph.D. (University of Michigan-Ann Arbor), M.S. (University of Wisconsin-Milwaukee), B.A. (Grinnell College), Instructor, Department of History, 2009.
- Bruce, David E.**, M.I.S. (University of Arkansas), Lecturer, Department of Information Systems, 1999.
- Bryant, Kelly J.**, Ph.D. (Texas A&M), M.S., B.S. (University of Arkansas), Professor, Department of Agricultural Economics and Agribusiness, 1993.
- Brye, Kristofor R.**, Ph.D., M.S. (University of Wisconsin-Madison), B.S. (University of Wisconsin-Stevens Point), Professor, Department of Crop, Soil and Environmental Sciences, 2001.
- Bryson, Sarah J.**, M.S.W. (Colorado State University), Lecturer, School of Social Work, 2014.
- Burgin, James**, M.B.A. (Golden Gate University), B.S. (University of Arkansas), Instructor, Program in Operations Management, 2014.
- Burgin, Stephen**, Ph.D., Ed.S., M.Ed., B.S. (University of Florida), Assistant Professor, Department of Curriculum and Instruction, 2014.
- Burgos, Nilda Roma**, Ph.D., M.S. (University of Arkansas), B.S. (Visayas State College of Agriculture-Philippines), Professor, Department of Crop, Soil and Environmental Sciences, 1998.

Burris, Sidney J., Ph.D., M.A. (University of Virginia), B.A. (Duke University), Professor, Department of English, 1986.

Burrow, Jason E., M.M. (Ohio University), B.M. (University of Arkansas), Assistant Professor, Department of Theatre, 2015.

Burton, Scot, Ph.D. (University of Houston), M.B.A., B.S.B.A. (University of Texas), Distinguished Professor, Department of Marketing, 1993.

Bustamante, Juan Jose, Ph.D. (Michigan State University), M.S., B.A. (University of Texas Pan American), Associate Professor, Department of Sociology and Criminology, 2012.

C

Calabretta-Sajder, Ryan C., Ph.D. (Middlebury College), M.A. (Indiana University-Bloomington), B.A. (Dominican University), Assistant Professor, Department of World Languages, Literatures and Cultures, 2013.

Caldwell, Stephen E., D.M.A. (Rutgers State University-New Brunswick), M.M. (Temple University), B.M.E. (University of Northern Colorado), Assistant Professor, Department of Music, 2012.

Callander, Adrienne, M.F.A. (Rutgers University), B.A. (Reed College), Visiting Assistant Professor, School of Art, 2017.

Callander, Neil, M.F.A. (Rutgers University), B.F.A. (Indiana University at Bloomington), Assistant Professor, School of Art, 2017.

Calleja, Paul C., Ph.D., M.S. (University of Arkansas), B.S. (San Jose State University), Clinical Professor, Department of Health, Human Performance and Recreation, 2003.

Camargo, Elsa, Ph.D. (Virginia Polytechnic Institute and State University), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2018.

Cambria, Jenna, Ph.D. (University of Maryland, College Park), B.A. (Rutgers University), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2016.

Candido, Joseph D., Ph.D. (Indiana University at Bloomington), M.A. (University of New Hampshire), B.A. (Colby College), Professor, Department of English, 1979.

Carbonero, Franck, Ph.D. (University of Warwick, U.K.), M.S. (Université Blaise Pascal, France), B.S. (Université Joseph Fourier, France), Assistant Professor, Department of Food Science, 2013.

Carmago, Elsa, Ph.D. (Virginia Tech), M.A., B.A. (University of Illinois at Chicago), Assistant Professor, Department of Curriculum and Instruction, 2018.

Carpenter, Dale, M.A. (Emory University), B.A. (Vanderbilt University), Professor, School of Journalism and Strategic Media, 1994.

Carson, Janet B., M.S. (University of Arkansas), Associate Professor, Department of Horticulture, 1992.

Carter, Vinson R., Ph.D., M.A.T., B.S. (University of Arkansas), Assistant Professor, Department of Curriculum and Instruction, 2008.

Cassady, Richard, Ph.D., M.S.I.S.E., B.S.I.S.E. (Virginia Polytechnic Institute and State University), Professor, Department of Industrial Engineering, 2000.

Cassell, Cory A., Ph.D. (Texas A&M University), M.S., B.S. (Trinity University), Associate Professor, Department of Accounting, 2009.

Castro Salas, Raquel, M.A. (University of Arkansas), B.A. (John Brown University), Instructor, Department of World Languages, Literatures and Cultures, 2014.

Catanzaro, Donald G., Ph.D. (University of Arkansas), A.B. (University of California, Los Angeles), Research Assistant Professor, Department of Biological Sciences, 2014.

Catron-Ping, Peggy Lee, Ed.D. (University of Arkansas), M.A. (Missouri State University), Instructor, Department of Communication, 2004.

Cavell, Timothy A., Ph.D. (Louisiana State University), M.S. (Texas A&M University), B.A. (Louisiana State University), Professor, Department of Psychological Science, 2002.

Ceballos, Ruben M., Ph.D. (University of Montana), M.A. (University of Alabama-Birmingham), B.S. (University of Alabama-Huntsville), Assistant Professor, Department of Biological Sciences, 2016.

Chakraborty, Avishek, Ph.D. (Duke University), M.S., B.S. (Indian Statistical Institute), Assistant Professor, Department of Mathematical Sciences, 2014.

Chaovalitwongse, Wanpracha Art, Ph.D., M.S. (University of Florida), B.Eng. (King Mongkut Institute of Technology, Ladkrabang, Thailand), Professor, Department of Industrial Engineering, 2016.

Chapman, Kate M., Ph.D., M.S. (Penn State University), B.A. (New Florida College), Visiting Assistant Professor, Department of Psychological Science, 2016.

Chen, Jingyi, Ph.D. (University of Washington), M.A. (State University College at Buffalo), B.S. (Zhongshan University), Associate Professor, Department of Chemistry and Biochemistry, 2010.

Chen, Zhong, Ph.D. (North Carolina State University), M.Eng. (National University of Singapore), B.S. (Zhejiang University), Assistant Professor, Department of Electrical Engineering, 2015.

Chen, Yue, Ph.D. (Vanderbilt University), M.S. (Hong Kong Polytechnic University), B.S. (Hunan University), Assistant Professor, Department of Mechanical Engineering, 2017.

Cheremie, Lance M., M.S. (University of Arkansas), B.S. (Nicholls State University), Instructor, School of Human Environmental Sciences, 2002.

Chevrier, Vincent Francois, Ph.D. (CEREGE, Aix-en-Provence, France), M.E.S. (University Paris VII), B.S. (Academy of Versailles, France), Assistant Professor, Space and Planetary Sciences, 2005.

Chick, Cathy, M.L.S. (Louisiana State University at Shreveport), B.A. (Louisiana Tech University), Associate Librarian, University Libraries, 1983.

Chimka, Justin Robert, Ph.D., M.S.I.E., B.S.I.E. (University of Pittsburgh), Associate Professor, Department of Industrial Engineering, 2002.

Chioffi, David Charles, M.A. (Wesleyan University), B.F.A. (The Rochester Institute of Technology), Associate Professor, School of Art, 2013.

Cho, Eunjoo, Ph.D. (Iowa State University), M.S., B.S. (Hanyang University, Seoul), Assistant Professor, School of Human Environmental Sciences, 2013.

Cholthitchanta, Nophachai, D.M.A. (University of Missouri-Kansas City), M.M. (University of Northern Colorado), B.M. (Chulalongkorn University, Thailand), Associate Professor, Department of Music, 2001.

Christian, David, Ph.D., M.S. (University of North Texas), B.A. (University of Texas at Dallas), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2015.

Christiansen, Hope L., Ph.D. (University of Kansas), M.A., B.A. (Kansas State University), Associate Professor, Department of World Languages, Literatures and Cultures, 1990.

Christy, Kameri, Ph.D., M.S.W. (University of Kansas), B.A. (University of Missouri-Kansas City), Professor, School of Social Work, 2003.

Chung, Jee-Young, Ph.D. (University of Alabama), M.A. (University of Houston), B.S., B.A. (Seoul Women's University), Assistant Professor, School of Journalism and Strategic Media, 2015.

Churchill, Hugh O.H., Ph.D., A.M. (Harvard University), B.A. (Oberlin College), B.M. (Oberlin Conservatory of Music), Assistant Professor, Department of Physics, 2015.

Cilli, Matthew, Ph.D. (Stevens Institute of Technology), M.S. (New York University Polytechnic), M.S. (University of Pennsylvania), B.S. (Villanova University), Instructor, Program in Operations Management, 2015.

Circo, Carl J., J.D., B.A. (University of Nebraska), Professor, School of Law, 2003.

Cirgin, Benjamin, M.F.A. (California College of Arts), B.F.A. (Indiana University), Instructor, School of Art, 2016.

- Civelli, Andrea**, Ph.D. (Princeton Theological Seminary), M.A. (Princeton University), B.A. (Bocconi University, Milan), Associate Professor, Department of Economics, 2010.
- Clark, John R.**, Ph.D. (University of Arkansas), M.S., B.S. (Mississippi State University), Distinguished Professor, Department of Horticulture, 1983.
- Clark, Fred D.**, Ph.D., D.V.M., M.S., B.S. (Texas A&M University), Extension Professor, Department of Poultry Science, 1994.
- Clausen, Ed**, Ph.D., M.S.Ch.E., B.S.Ch.E. (University of Missouri-Rolla), Professor, Ralph E. Martin Department of Chemical Engineering, 1981.
- Clay, Matt**, Ph.D., M.S. (University of Utah), B.S. (University of Oregon), Associate Professor, Department of Mathematical Sciences, 2012.
- Cleveland, Todd**, Ph.D. (University of Minnesota), M.A., B.A. (University of New Hampshire), Assistant Professor, Department of History, 2015.
- Clingan, Shelley Diane**, M.S.W. (University of Arkansas at Little Rock), Lecturer, School of Social Work, 2014.
- Clowney, Stephen**, J.D. (Yale University), A.B. (Princeton University), Associate Professor, School of Law, 2014.
- Clowney, Nicole**, J.D. (Yale University), M.A. (University of Kentucky), B.A. (University of Chicago), Lecturer, Department of World Languages, Literatures and Cultures, 2014.
- Cochran, Robert Brady**, Ph.D. (University of Toronto), M.A., B.S. (Northwestern University), Professor, Department of English, 1976.
- Cochran, Mark J.**, Ph.D., M.S. (Michigan State University), B.S. (New Mexico State University), Professor, Department of Agricultural Economics and Agribusiness, 1982.
- Coffey, Ken**, Ph.D. (University of Missouri-Columbia), M.S. (University of Kentucky), B.S. (University of Tennessee), Professor, Department of Animal Science, 1996.
- Coffman, Rick**, Ph.D. (University of Missouri-Columbia), M.S. (University of Texas at Austin), B.S. (University of Wyoming), Associate Professor, Department of Civil Engineering, 2009.
- Coleman, James S.**, Ph.D., M.S., M.Phil (Yale University), B.S. (University of Maine), Professor, Department of Biological Sciences, 2017.
- Collet, Vicki S.**, Ph.D. (State University of New York at Buffalo), M.A. (University of Northern Colorado), B.A. (University of Utah), Associate Professor, Department of Curriculum and Instruction, 2012.
- Collie, Sara J.**, M.S.W. (University of Arkansas at Little Rock), B.A. (University of Arkansas), Associate Professor, School of Social Work, 2011.
- Collins, Kathleen**, Ph.D., M.A., B.A. (University of California-Santa Barbara), Professor, Department of Curriculum and Instruction, 2002.
- Comfort, Kathy**, Ph.D. (University of Kansas), M.A., B.A. (Illinois State University), Associate Professor, Department of World Languages, Literatures and Cultures, 2001.
- Condray, Kathleen**, Ph.D., M.A.. (University of Illinois-Urbana-Champaign), B.A. (University of Arkansas), Associate Professor, Department of World Languages, Literatures and Cultures, 1999.
- Conge, Patrick J.**, Ph.D. (University of Texas at Austin), M.A., B.S. (Arizona State University), Associate Professor, Department of Political Science, 1995.
- Connors, Sean P.**, Ph.D. (The Ohio State University), M.S. (Elmira College), B.A. (SUNY Geneseo), Associate Professor, Department of Curriculum and Instruction, 2010.
- Cook, Aletha**, M.S., B.A. (University of Arkansas), Clinical Instructor, Department of Rehabilitation, Human Resource and Communication Disorders, 2015.
- Coon, Lynda L.**, Ph.D., M.A. (University of Virginia), B.A. (James Madison University), Professor, Department of History, 1990.
- Coon, Craig N.**, Ph.D., M.S., B.S. (Texas A&M University), Professor, Department of Poultry Science, 1997.
- Coridan, Robert**, Ph.D., M.S. (University of Illinois-Urbana-Champaign), B.S. (The Ohio State University), Assistant Professor, Department of Chemistry and Biochemistry, 2015.
- Correll, Jim**, Ph.D., M.S. (University of California-Berkeley), B.S. (Pennsylvania State University), Distinguished Professor, Department of Plant Pathology, 1989.
- Corrigan, Lisa**, Ph.D., M.A. (University of Maryland-College Park), B.A. (University of Pittsburgh), Associate Professor, Department of Communication, 2007.
- Costello, Thomas A.**, Ph.D. (Louisiana State University), M.S.Ag.E., B.S.Ag.E. (University of Missouri-Columbia), Associate Professor, Department of Biological and Agricultural Engineering, 1986.
- Costello, Michael**, Ed.D., M.S., M.B.A., B.S. (Wilmington University), Instructor, Program in Operations Management, 2014.
- Costrell, Robert M.**, Ph.D. (Harvard University), B.A. (University of Michigan), Professor, Department of Education Reform, 2006.
- Cothren, Jackson David**, Ph.D., M.S. (The Ohio State University), B.S. (United States Air Force Academy), Associate Professor, Department of Geosciences, 2002.
- Counce, Paul Allen**, Ph.D. (University of Georgia), M.S. (Purdue University), B.S. (University of Tennessee-Martin), Professor, Department of Crop, Soil and Environmental Sciences, 1983.
- Couvillion, Rick J.**, Ph.D., M.S.M.E. (Georgia Institute of Technology), B.S.M.E. (University of Arkansas), Associate Professor, Department of Mechanical Engineering, 1981.
- Covington, Matthew D.**, Ph.D. (University of California-Santa Cruz), B.S. (University of Arkansas), Assistant Professor, Department of Geosciences, 2012.
- Cox, Nicole R.**, M.B.A. (University of Arkansas), B.S. (College of the Ozarks), Instructor, Department of Marketing, 2003.
- Cox, Casandra Kay**, M.S., B.S. (University of Arkansas), Instructor, Department of Agricultural Education, Communications and Technology, 2003.
- Crabtree, Susan**, M.A., B.A. (University of Northern Colorado), Instructor, Department of Theatre, 2016.
- Crandall, Philip G.**, Ph.D., M.S. (Purdue University), B.S. (Kansas State University), Professor, Department of Food Science, 1989.
- Crawley, Michael**, Ph.D. (University of Texas at Austin), M.B.A., B.S. (Indiana University), Assistant Professor, Department of Accounting, 2016.
- Cronan, Timothy P.**, Ph.D. (Louisiana Tech University), M.S. (South Dakota State University), B.S. (University of Southwestern Louisiana), Professor, Department of Information Systems, 1979.
- ## D
- D'Alisera, JoAnn**, Ph.D., A.M. (University of Illinois-Urbana-Champaign), B.A. (State University of New York at New Paltz), Associate Professor, Department of Anthropology, 1999.
- Daily, Cynthia**, D.B.A. (Louisiana Tech University), M.B.A., B.B.A. (Henderson State University), Clinical Associate Professor, Department of Accounting, 2016.
- Daniels, Michael B.**, Ph.D., M.S. (University of Arkansas), B.S. (Pennsylvania State University), Professor, Department of Crop, Soil and Environmental Sciences, 1996.
- Datta, Jyotishka**, Ph.D. (Purdue University), M.Stat., B.Stat. (Indian Statistical Institute, Kolkata, India), Assistant Professor, Department of Mathematical Sciences, 2016.
- Daugherty, Michael**, Ed.D., M.S., B.S. (Oklahoma State University), Professor, Department of Curriculum and Instruction, 2005.
- Davidson, Fiona M.**, Ph.D., M.A. (University of Nebraska-Lincoln), B.A. (Newcastle Upon Tyne Polytechnic), Associate Professor, Department of Geosciences, 1992.

- Davis, James Allen**, Ph.D., M.S.M.E., B.S.M.E. (University of Arkansas), Instructor, Department of Mechanical Engineering, 1997.
- Davis, Ralph K.**, Ph.D., M.S., B.S. (University of Nebraska, Lincoln), Professor, Department of Geosciences, 1994.
- Davis, Geoffrey**, Ph.D., M.F.A., M.A. (Penn State University), B.A. (Oregon State University), Assistant Professor, Department of English, 2014.
- Davis, Robert**, Ph.D., M.S., B.S. (University of Mississippi), Assistant Professor, Department of Health, Human Performance and Recreation, 2018.
- Day, Matthew B.**, Ph.D., M.S. (University of Chicago), B.S. (University of Texas), Associate Professor, Department of Mathematical Sciences, 2011.
- Deaton, Sheri**, M.A.T., B.S. (University of Arkansas), Instructor, Department of Curriculum and Instruction, 2016.
- DeGrange, Walter**, M.S. (Naval Postgraduate School), B.E. (Vanderbilt University), Adjunct Assistant Professor, Program in Operations Management, 2014.
- Delaplain, Theresa R.**, D.M.A. (University of Cincinnati), M.M. (Bowling Green State University), B.M. (University of Michigan), Instructor, Department of Music, 1997.
- DelCastillo, David**, M.A.S. (Embry Riddle Aeronautical University), B.S. (Embry Riddle Aeronautical University), Instructor, Program in Operations Management, 2014.
- Delery, John**, Ph.D. (Texas A&M University), M.S. (Memphis State University), B.S. (Tulane University of Louisiana), Professor, Department of Management, 1992.
- Delezene, Lucas**, Ph.D., M.A. (Arizona State University), B.S. (Emory University), Instructor, Department of Anthropology, 2011.
- Dempsey, Sean A.**, Ph.D., M.A. (Boston University), B.A. (Connecticut College), Assistant Professor, Department of English, 2009.
- Dennis, Norman D.**, Ph.D. (University of Texas at Austin), M.B.A. (Boston University), M.S.C.E., B.S.C.E. (Missouri University of Science and Technology), University Professor, Department of Civil Engineering, 1996.
- DeWitt, Dylan**, M.F.A. (Yale University), Assistant Professor, School of Art, 2014.
- Di, Jia**, Ph.D. (University of Central Florida), M.S., B.S. (Tsinghua University), Professor, Department of Computer Science and Computer Engineering, 2004.
- Diallo, Anne B.**, Ph.D., M.P.A., B.A. (University of Arkansas), Visiting Assistant Professor, Department of Political Science, 2012.
- Diaz, Eva I.**, Ph.D., M.Ed. (Pennsylvania State University), B.A. (University of Puerto Rico), Research Associate, Department of Curriculum and Instruction, 2014.
- DiBrezzo, Rosalie**, Ph.D. (Texas Woman's University), M.S. (Indiana University), B.S. (Brooklyn College), University Professor, Department of Health, Human Performance and Recreation, 1983.
- Dieffenderfer, Vicki**, Ph.D., M.S., B.S. (University of Tennessee), Clinical Assistant Professor, Department of Human Resource and Workforce Development Education, 2015.
- Dingman, Shannon Wayne**, Ph.D., M.S. (University of Missouri-Columbia), M.S. (Pittsburg State University), Associate Professor, Department of Mathematical Sciences, 2007.
- Dittmore, Stephen W.**, Ph.D. (University of Louisville), M.A., B.A. (Drake University), Professor, Department of Health, Human Performance and Recreation, 2008.
- Ditzfeld, Christopher**, M.S. (University of Oklahoma), Instructor, Department of Psychological Science, 2011.
- Dixon, Bruce Lawrence**, Ph.D., M.S. (University of California-Davis), B.A. (University of California-Santa Barbara), Professor, Department of Agricultural Economics and Agribusiness, 1984.
- Dominick, John Andrew**, Ph.D., M.S. (University of Alabama), B.S.B.A. (Louisiana Polytechnic Institute), Professor, Department of Finance, 1970.
- Domínguez, Freddy C.**, Ph.D., M.A. (Princeton University), B.A. (Brown University), Assistant Professor, Department of History, 2014.
- Domínguez Barajas, Elías**, Ph.D., M.A., B.A. (University of Illinois at Chicago), Associate Professor, Department of English, 2011.
- Donatelli, David**, M.A. (Central Michigan University), B.A. (University of Pittsburgh), Instructor, Program in Operations Management, 2014.
- Donoghue, Dan**, Ph.D. (Texas A&M University), M.S. (Brigham Young University), B.S. (Medical University of South Carolina), Professor, Department of Poultry Science, 2000.
- Donoghue, Annie**, Ph.D. (F. Edward Herbert School of Medicine), M.S. (Texas A&M University), B.S. (San Diego State University), Research Professor, Department of Poultry Science, 2000.
- Dopp, Alex R.**, Ph.D., M.A. (University of Missouri), B.A. (University of Michigan), Assistant Professor, Department of Psychological Science, 2016.
- Douglas, David**, Ph.D., M.S.I.E., B.S.I.E. (University of Arkansas), University Professor, Department of Information Systems, 1975.
- Douglas, Michael Edward**, Ph.D. (University of Georgia), M.S., B.S. (University of Louisville), Professor, Department of Biological Sciences, 2011.
- Douglas, Marlis R.**, Ph.D., M.S., B.S. (University of Zurich), Professor, Department of Biological Sciences, 2012.
- Dowdle, Andrew J.**, Ph.D. (Miami University), M.A. (University of Iowa), B.A. (University of Tennessee), Professor, Department of Political Science, 2003.
- Dowdy, Gary**, M.B.A. (Purdue University), B.S. (University of Arkansas), Instructor, Department of Management, 2014.
- Dowe, Pearl Karen**, Ph.D. (Howard University), M.A. (Georgia Southern University), B.S. (Savannah State University), Associate Professor, Department of Political Science, 2008.
- Dowling, Ashley Patrick Gregg**, Ph.D. (University of Michigan-Ann Arbor), B.S. (University of Arizona), Associate Professor, Department of Entomology, 2008.
- Drawve, Grant R.**, Ph.D. (University of Arkansas at Little Rock), M.A., B.A. (Southern Illinois University), Assistant Professor, Department of Sociology and Criminology, 2016.
- Dridi, Sami**, Ph.D., M.S. (National Polytechnic Institute of Lorraine, France), B.S. (Superior Institute of Mateur, Tunisia), Professor, Department of Poultry Science, 2013.
- Drolen, Rebecca**, M.F.A., B.A. (Indiana University, Bloomington), Visiting Assistant Professor, School of Art, 2015.
- Du, Yuchun**, Ph.D. (Kagoshima University, Japan), B.S. (Shaanxi University of Technology, China), Associate Professor, Department of Biological Sciences, 2007.
- Dumond, Gregory**, Ph.D. (University of Massachusetts), M.S. (Texas Tech University), B.S. (University of Texas El Paso), Assistant Professor, Department of Geosciences, 2010.
- Dunavant, Kristen**, M.S.W. (Augsburg College), B.S.W. (St. Olaf College), Lecturer, School of Social Work, 2017.
- Duncan, Jamal**, D.M.A., B.M. (University of Michigan), Instructor, Department of Music, 2013.
- Durand-Morat, Alvaro**, Ph.D., M.S. (University of Arkansas), B.S.E. (National University of Entre Rios), Assistant Professor, Department of Agricultural Economics and Agribusiness, 2016.
- DuRant, Sarah Elizabeth**, Ph.D. (Virginia Polytechnic Institute and State University), B.S. (University of South Carolina), Assistant Professor, Department of Biological Sciences, 2017.
- Durdik, Jeannine M.**, Ph.D. (Johns Hopkins University), B.S. (Purdue University), Professor, Department of Biological Sciences, 1994.

DuVal, John Tabb, Ph.D., M.F.A., M.A. (University of Arkansas), M.A. (University of Pennsylvania), A.B. (Franklin and Marshall College), Professor, Department of English, 1982.

Dwyer, Mavourneen, M.F.A. (University of Texas at Austin), B.A. (University of Montreal), Associate Professor, Department of Theatre, 1998.

E

Edgar, Don, Ph.D. (Texas A&M University), M.S., B.S. (Tarleton State University), Associate Professor, Department of Agricultural Education, Communications and Technology, 2008.

Edmonston, Craig, M.S. (University of Kansas), B.S. (Kansas State University), Instructor, Department of Health, Human Performance and Recreation, 2016.

Edwards, Findlay, Ph.D. (New Mexico State University), M.S. (University of New Mexico), M.S.C.E. (New Mexico State University), Associate Professor, Department of Civil Engineering, 1999.

Edwards, Vincent A., M.F.A. (Herron School of Art and Design), B.F.A. (Indiana University), Instructor, School of Art, 2016.

Egan, Martin J., Ph.D., B.Sc. (University of Exeter, United Kingdom), Assistant Professor, Department of Plant Pathology, 2015.

Ehrhardt, Joseph, M.I.S. (University of Arkansas), Instructor, Department of Information Systems, 2014.

Eidelman, Scott H., Ph.D. (University of Kansas), B.A. (University of Wisconsin-Madison), Associate Professor, Department of Psychological Science, 2008.

Eilers, Linda Hale, Ph.D. (Louisiana State University at Shreveport), M.Ed., B.S.E. (University of Arkansas at Little Rock), Clinical Associate Professor, Department of Curriculum and Instruction, 2001.

El-Ghazaly, Samir M., Ph.D. (University of Texas at Austin), M.S., B.S. (Cairo University), Distinguished Professor, Department of Electrical Engineering, 2007.

El-Shenawee, Magda O., Ph.D. (University of Nebraska-Lincoln), M.S., B.S. (Assiut University, Egypt), Professor, Department of Electrical Engineering, 2001.

Elbin, R. J., Ph.D. (Michigan State University), M.A., B.A. (University of New Orleans), Assistant Professor, Department of Health, Human Performance and Recreation, 2013.

Ellixson, Marita, M.B.A. (Andrew Jackson University), B.S. (University of Central Florida), Instructor, Program in Operations Management, 2014.

Ellstrand, Alan E., Ph.D. (Indiana University at Bloomington), M.B.A. (North Illinois University), B.S. (University of Illinois-Urbana), Professor, Department of Management, 2000.

Elsass, Angela Carlton, Ed.D., Ed.S. (University of Arkansas), M.Ed. (Harding University), B.S.E. (University of Central Arkansas), Clinical Associate Professor, Department of Curriculum and Instruction, 2010.

Embaye, Abel, Ph.D. (Georgia State University), M.A. (Tilburg University), B.A. (University of Asmara), Clinical Assistant Professor, Department of Economics, 2010.

Emory, DeAnna Jan, Ph.D. (University of Arkansas), M.S., B.S.N. (University of Oklahoma Health Sciences Center), Associate Professor, Eleanor Mann School of Nursing, 2012.

Endacott, Jason L., Ph.D., M.S. (University of Kansas), B.S. (Kansas State University), Associate Professor, Department of Curriculum and Instruction, 2011.

Engen, Mindy Sue, Ph.D., M.A. (Pennsylvania State University), B.S. (Georgia State University), Professor, Department of Sociology and Criminology, 2005.

Engen, Rodney L., Ph.D. (University of Washington), M.S., B.S. (University of Wisconsin-Milwaukee), Associate Professor, Department of Sociology and Criminology, 2009.

English, John R., Ph.D. (Oklahoma State University) P.E., M.S.O.R., B.S.E.E. (University of Arkansas), Professor, Department of Industrial Engineering, 1991.

Erf, Gisela F., Ph.D. (Cornell University), M.S., B.S. (University of Guelph, Canada), Professor, Department of Poultry Science, 1994.

Erickson, Kirstin C., Ph.D., M.A. (University of Wisconsin-Madison), B.A. (St. Olaf College), Associate Professor, Department of Anthropology, 2001.

Esper, Terry L., Ph.D., M.B.A. (University of Arkansas), B.A. (Philander Smith College), Associate Professor, Department of Supply Chain Management, 2013.

Espinoza, Leonel A., Ph.D., M.S. (University of Florida), B.S. (Iowa State University), Associate Professor, Department of Crop, Soil and Environmental Sciences, 2003.

Etges, William J., Ph.D. (University of Rochester), M.S. (University of Georgia), B.S. (North Carolina State University), Professor, Department of Biological Sciences, 1987.

Evans, Timothy A., Ph.D. (Indiana University), B.S. (Slippery Rock University), Assistant Professor, Department of Biological Sciences, 2013.

Evans-White, Michelle Allayne, Ph.D. (University of Notre Dame), M.S., B.S. (Kansas State University), Associate Professor, Department of Biological Sciences, 2008.

Eveleth, William, M.B.A., B.B. (University of North Texas), Instructor, Program in Operations Management, 2014.

Ewelukwa, Uche U., S.J.D., LL.M. (Harvard University), LL.M. (University College, London), J.D. equivalent (University of Nigeria), Professor, School of Law, 2001.

F

Fairey, Julian, Ph.D., M.S.C.E. (University of Texas at Austin), B.S.C.E. (University of Alberta, Canada), Associate Professor, Department of Civil Engineering, 2008.

Fan, Chenguang, Ph.D. (Iowa State University), B.S. (Nanjing University), Assistant Professor, Department of Chemistry and Biochemistry, 2016.

Fang, Di, Ph.D., W.P. (Arizona State University), B.A. (Nankai University), Assistant Professor, Department of Agricultural Economics and Agribusiness, 2015.

Farmer, Amy Lynn, Ph.D., M.A. (Duke University), B.S. (Purdue University), University Professor, Department of Economics, 1999.

Faske, Travis, Ph.D. (Texas A&M University), M.S. (Oklahoma State University), B.S. (Tarleton State University), Associate Professor, Department of Plant Pathology, 2015.

Feldman, William A., Ph.D. (Queen's University), M.S. (Northwestern University), B.S. (Tufts University), Professor, Department of Mathematical Sciences, 1971.

Feldner, Matthew T., Ph.D. (University of Vermont), M.A. (West Virginia University), B.S. (University of Wisconsin-Stevens Point), Professor, Department of Psychological Science, 2005.

Feng, Song, Ph.D., M.S. (Chinese Academy of Sciences), B.S. (Yunnan University), Assistant Professor, Department of Geosciences, 2013.

Ferguson, Alishia Juanelle, Ph.D., M.S., B.A. (University of Texas Arlington), Clinical Assistant Professor, School of Social Work, 2008.

Fernstrom, Eric, Ph.D. (University of Arkansas), Instructor, Department of Civil Engineering, 2014.

Ferrier, Gary D., Ph.D. (University of North Carolina-Chapel Hill), B.A. (University of Wisconsin-Madison), University Professor, Department of Economics, 1993.

Fitzpatrick, Kevin M., Ph.D. (State University of New York at Albany), M.A. (University of South Carolina at Columbia), B.A. (Susquehanna University), University Professor, Department of Sociology and Criminology, 2005.

- Flaccus, Janet A.**, LL.M. (University of Illinois-Urbana-Champaign), J.D., M.A. (University of California-Davis), Professor, School of Law, 1984.
- Flynn, John**, M.B.A., J.D. (Case Western Reserve University), B.S. (John Carroll University), Instructor, Program in Operations Management, 2014.
- Foley, Larry D.**, M.S. (University of Central Arkansas), B.A. (University of Arkansas), Professor, School of Journalism and Strategic Media, 1993.
- Foote, Rebecca K.**, Ph.D. (University of Illinois at Urbana-Champaign), M.A. (Rice University), B.A. (University of Houston), Assistant Professor, Department of World Languages, Literatures and Cultures, 2017.
- Forbess, Janet B.**, M.Ed. (University of Florida), B.S.E. (Georgia Southern College), Instructor, Department of Health, Human Performance and Recreation, 1978.
- Ford, David M.**, Ph.D., M.S., B.S.Ch.E. (University of Pennsylvania), Professor, Ralph E. Martin Department of Chemical Engineering, 2017.
- Foster, Sharon Elaine**, Ph.D., LL.M. (University of Edinburgh, Scotland), J.D. (Loyola Marymount University), B.A. (University of California-Los Angeles), Associate Professor, School of Law, 2000.
- Foster, William**, LL.M. (New York University), J.D. (University of Arkansas), B.S. (University of Central Arkansas), Assistant Professor, School of Law, .
- Fosu, Ignatius**, Ph.D., M.A. (University of Alabama), B.A. (University of Ghana, Accra), Associate Professor, School of Journalism and Strategic Media, 2005.
- Frank, Kate L.**, M.F.A. (University of Arkansas), B.F.A. (California State University-Los Angeles), Lecturer, Department of Theatre, 2006.
- Franklin, Carly T.S.**, M.S.W. (University of Arkansas), Clinical Assistant Professor, School of Social Work, 2014.
- Frazier, Kimberly Frances**, Ph.D. (University of South Carolina–Columbia), M.S., B.S.E. (University of Arkansas), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2007.
- Fredrick, David Charles**, Ph.D. (University of Southern California), M.A., B.A. (University of Kansas), Associate Professor, Department of World Languages, Literatures and Cultures, 1991.
- Freeze, Ron**, Ph.D. (Arizona State University), M.B.A. (University of Missouri–Kansas City), B.S. (General Motors Institute), Clinical Associate Professor, Department of Information Systems, 2015.
- French, Mandy**, B.B.A. (University of Oklahoma), Instructor, Department of Accounting, 2015.
- Frentz, Tom**, Ph.D., M.S., B.S. (University of Wisconsin-Madison), Professor, Department of Communication, 1985.
- Friscoe, Louis F.**, M.S., B.S. (Embry Riddle Aeronautical University), Instructor, Program in Operations Management, 2014.
- Fritsch, Ingrid**, Ph.D. (University of Illinois-Urbana-Champaign), B.S. (University of Utah), Professor, Department of Chemistry and Biochemistry, 1992.
- Fu, Huaxiang**, Ph.D., M.S. (Fudan University), B.S. (University of Science and Technology of China), Professor, Department of Physics, 2002.
- Fugate, Brian**, Ph.D., M.B.A., B.S. (University of Tennessee), Professor, Department of Supply Chain Management, 2015.
- Fukushima, Tatsuya**, Ph.D., M.A. (Oklahoma State University), B.A. (Kanto Gakuin University, Japan), Associate Professor, Department of World Languages, Literatures and Cultures, 2000.
- Fuller, Serena M.**, Ph.D. (University of California, Davis), Associate Professor, School of Human Environmental Sciences, 2014.
- Funkhouser, Eric M.**, Ph.D. (Syracuse University), M.A., B.A. (University of Nebraska-Lincoln), Professor, Department of Philosophy, 2002.
- G**
- Gaber, John**, Ph.D. (Columbia University), M.A. (University of Southern California), B.A. (University of California-Los Angeles), Professor, Department of Political Science, 2009.
- Gadberry, M. Shane**, Ph.D., M.S., B.S. (University of Arkansas), Associate Professor, Department of Animal Science, 2006.
- Gaduh, Arya**, Ph.D. (University of Southern California), M.Phil. (Cambridge University), B.A. (University of California-Berkeley), Assistant Professor, Department of Economics, 2013.
- Gallagher, Kaitlin**, Ph.D., B.Sc. (University of Waterloo, Canada), Assistant Professor, Department of Health, Human Performance and Recreation, 2015.
- Gallagher, John M.**, Ph.D., M.S.W. (Arizona State University), B.A. (State University of New York at Plattsburgh), Assistant Professor, School of Social Work, 2016.
- Gallini, Brian R.**, J.D. (University of Michigan-Ann Arbor), LL.M. (Temple University), B.A. (College of the Holy Cross), Professor, School of Law, 2008.
- Ganio, Matthew Stueck**, Ph.D. (University of Connecticut), M.S., B.S. (University of Georgia), Associate Professor, Department of Health, Human Performance and Recreation, 2011.
- Garcia, M. Elena**, Ph.D., M.S. (University of Arkansas), B.A. (University of Arkansas at Little Rock), Professor, Department of Horticulture, 2005.
- Garner, Jerald**, M.S. (University of Arkansas), B.S. (Park University), Instructor, Program in Operations Management, 2014.
- Garrison, Mary Elizabeth**, Ph.D., M.S. (Iowa State University), B.S. (Benedictine College), Professor, School of Human Environmental Sciences, 2014.
- Gashler, Michael S.**, Ph.D., M.S., B.S. (Brigham Young University), Assistant Professor, Department of Computer Science and Computer Engineering, 2012.
- Gattis, J. L.**, Ph.D. (Texas A&M University), M.S.C.E. (University of Texas Arlington), B.S.C.E. (University of Arkansas), Professor, Department of Civil Engineering, 1993.
- Gauch, Susan E.**, Ph.D. (University of North Carolina at Chapel Hill), M.Sc., B.Sc. (Queen's University, Canada), Professor, Department of Computer Science and Computer Engineering, 2007.
- Gauch, John Michael**, Ph.D. (University of North Carolina at Chapel Hill), M.Sc., B.Sc. (Queen's University, Canada), Professor, Department of Computer Science and Computer Engineering, 2008.
- Gauri, Dinesh K.**, Ph.D., M.A. (State University of New York-Buffalo), M.S. (Indian Institute of Technology, New Delhi), Professor, Department of Marketing, 2016.
- Gbur, Edward E.**, Ph.D., M.S. (The Ohio State University), B.S. (Saint Francis University), Professor, Department of Crop, Soil and Environmental Sciences, 1987.
- Gea-Banacloche, Julio R.**, Ph.D. (University of New Mexico), Licenciado en Ciencias Fisicas (Universidad Autonoma de Madrid), Professor, Department of Physics, 1989.
- Gearhart, G. David**, Ed.D., J.D. (University of Arkansas), B.A. (Westminster), Professor, Higher Education, 1998.
- Geng, Difei**, Ph.D. (Vanderbilt University), M.A. (Southern Methodist University), M.A. (Nankai University), B.A. (Tianjin University of Finance and Economics), Assistant Professor, Department of Economics, 2016.
- Gentry, Marie**, Ph.D. (Texas Tech University), M.S. (Iowa State University), B.S. (Arizona State University), Associate Professor, Department of Interior Design, 2000.
- Geunes, Joseph Patrick**, Ph.D., M.B.A. (Pennsylvania State University), B.S.E.E. (Drexel University), Professor, Department of Industrial Engineering, 2016.
- Ghadbian, Najib**, Ph.D. (City University of New York), M.A. (Rutgers University), M.A. (City University of New York), B.Sc. (United Arab Emirates University), Associate Professor, Department of Political Science, 1999.

- Gibson, Kristen Elizabeth**, Ph.D. (Johns Hopkins University), B.S. (University of Central Florida), Associate Professor, Department of Food Science, 2012.
- Gigantino, Jim**, Ph.D. (University of Georgia), B.A. (University of Richmond), Associate Professor, Department of History, 2010.
- Gilbertson, Margie**, Ph.D. (University of Memphis), M.S.E., B.A. (University of Central Arkansas), Clinical Instructor, Department of Rehabilitation, Human Resource and Communication Disorders, 2016.
- Gilchrist, Ellen Louise**, B.A. (Millsaps College), Clinical Professor, Department of English, 2002.
- Gist, Conra D.**, Ph.D. (City University of New York-City College), M.S. (Brooklyn College), B.S. (Southwestern University), Associate Professor, Department of Curriculum and Instruction, 2012.
- Glade, Rachel E.**, Ph.D. (University of Arkansas), M.S. (University of Arkansas for Medical Sciences), M.A. (University of Arkansas), B.S. (University of Arkansas at Little Rock), Clinical Instructor, Department of Rehabilitation, Human Resource and Communication Disorders, 2015.
- Goering, Christian Z.**, Ph.D., M.S. (Kansas State University), B.A. (Washburn University), Professor, Department of Curriculum and Instruction, 2007.
- Goforth, Carol Rose**, J.D., B.A. (University of Arkansas), University Professor, School of Law, 1993.
- Goforth, Robyn**, Ph.D., B.S. (University of Arkansas), Research Assistant Professor, Department of Biological Sciences, 2001.
- Goggin, Fiona**, Ph.D. (University of California-Davis), B.S. (Cornell University), Professor, Department of Entomology, 2001.
- Gomez, Rocio**, Ph.D., M.A. (University of Arkansas), B.A. (Hendrix College), Assistant Professor, Department of History, 2014.
- Goodman-Strauss, Chaim**, Ph.D., B.S. (University of Texas at Austin), Professor, Department of Mathematical Sciences, 1994.
- Goodwin, Harold L.**, Ph.D., M.S., B.S. (Oklahoma State University), Professor, Department of Agricultural Economics and Agribusiness, 1996.
- Gordon, Joel Samuel**, Ph.D. (University of Michigan-Ann Arbor), B.A. (University of Illinois), Professor, Department of History, 1999.
- Gordon, Ronald J.**, Ph.D. (University of Arkansas), Instructor, Department of History, 2014.
- Gorman, Dean Richard**, Ph.D. (University of Kansas), M.S., B.A. (Arizona State University), Professor, Department of Health, Human Performance and Recreation, 1979.
- Gosman, Sara**, J.D., M.P.A. (Harvard University), A.B. (Princeton University), Assistant Professor, School of Law, .
- Gosman, Alan R.**, Ph.D. (Harvard University), Associate Professor, Department of Music, 2014.
- Gould, Kara**, Ph.D. (University of Utah), M.A. (Wheaton College), B.A. (Wheaton College), Assistant Professor, School of Journalism and Strategic Media, 2016.
- Goussevskaia, Anna**, Ph.D. (University of Warwick, United Kingdom), B.Sc. (Federal University of Minas, Brazil), Clinical Assistant Professor, Department of Management, 2013.
- Graham, Donna Lucas**, Ph.D. (University of Maryland-College Park), M.Ed., B.S. (University of Arkansas), University Professor, Department of Agricultural Education, Communications and Technology, 1985.
- Grant, Alphonso W.**, Ph.D. (Pennsylvania State University), Assistant Professor, School of Art, 2017.
- Gray, Michelle**, Ph.D. (University of Arkansas), M.S. (Ball State University), B.S. (University of Tennessee, Chattanooga), Associate Professor, Department of Health, Human Performance and Recreation, 2010.
- Greathouse, Denise A.**, Ph.D. (University of Arkansas), Research Associate Professor, Department of Chemistry and Biochemistry, 1997.
- Greene, Jay Phillip**, Ph.D., A.M. (Harvard University), B.A. (Tufts University), Distinguished Professor, Department of Education Reform, 2005.
- Greene, Aleza R.S.**, Ph.D., M.A. (Brandeis University), B.A. (Tufts University), Clinical Assistant Professor, Department of Curriculum and Instruction, 2006.
- Greene, Nicholas P.**, Ph.D. (Texas A&M University), M.S., B.S. (University of South Carolina), Assistant Professor, Department of Health, Human Performance and Recreation, 2013.
- Greenhaw, William Karl**, J.D. (University of Arkansas), B.A. (Westminster College), Instructor, Department of Accounting, 2001.
- Greenlee, Lauren F.**, Ph.D., M.S. (University of Texas, Austin), BSChE (University of Michigan), Assistant Professor, Ralph E. Martin Department of Chemical Engineering, 2015.
- Grover, Kenda Shea**, Ed.D. (University of Arkansas), M.S., B.A. (Northeastern State University), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2003.
- Grover, Varun**, Ph.D. (University of Pittsburg), M.B.A. (Southern Illinois University), B.S. (Indian Institute of Technology), Distinguished Professor, Department of Information Systems, 2017.
- Gu, Jingping**, Ph.D. (Texas A&M University), M.A. (Peking University), B.A. (Renmin University of China, Beijing), Associate Professor, Department of Economics, 2008.
- Gupta, Nina**, Ph.D., A.M. (University of Michigan-Ann Arbor), M.A., B.A. (University of Allahabad), Distinguished Professor, Department of Management, 1984.
- ## H
- Haggard, Brian Edward**, Ph.D. (Oklahoma State University), M.S. (University of Arkansas), B.S. (Missouri University of Science and Technology), Professor, Department of Biological and Agricultural Engineering, 2006.
- Hagstrom, Fran W.**, Ph.D. (Clark University), M.S. (University of Texas Health Science Center-Houston), M.A. (St. Louis University), B.A. (Southwest Baptist University), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2002.
- Halbrook, Steve A.**, J.D. (Drake University), Ph.D. (Iowa State University), B.A. (University of Arkansas), Professor, Department of Agricultural Economics and Agribusiness, 2008.
- Hale, Micah**, Ph.D., M.S.C.E., B.S.C.E. (University of Oklahoma), Professor, Department of Civil Engineering, 2002.
- Hall, Kevin D.**, Ph.D. (University of Illinois-Urbana-Champaign), M.S.C.E., B.S.C.E. (University of Arkansas), Professor, Department of Civil Engineering, 1993.
- Hallett, LewEllyn**, M.F.A. (Bowling Green State University), B.A. (University of New Mexico), Instructor, Department of English, 2013.
- Ham, Richard**, Ed.D. (University of Arkansas at Little Rock), M.A.S. (Embry-Riddle Aeronautical University), B.S. (Park University), Instructor, Program in Operations Management, 2014.
- Ham-Holm, Lindsay S.**, Ph.D., M.A., B.A. (University of Nebraska-Lincoln), Associate Professor, Department of Psychological Science, 2007.
- Hamad, Bothina**, Ph.D. (University of Jordan), Research Associate Professor, Department of Physics, 2016.
- Hamilton, John H.**, M.S., B.S. (University of Arkansas), Instructor, Department of Mechanical Engineering, 2002.
- Hamm, Cora**, M.S. (New York University), Instructor, School of Human Environmental Sciences, 2016.
- Hammel, Alice**, D.M.A. (Shenandoah University), M.M. (Florida State University), B.M. (Shenandoah University), Instructor, Department of Music, 2016.

- Hammig, Bart**, Ph.D. (University of Kansas), M.P.H. (University of Kansas Medical Center), B.S. (University of Kansas), Professor, Department of Health, Human Performance and Recreation, 2008.
- Hammond, Kelly**, Ph.D. (Georgetown University), M.A. (Simon Frazer University), B.A. (Bishop's University), Assistant Professor, Department of History, 2015.
- Hanning, Casey Owens**, Ph.D., M.S., B.S. (Texas A&M University), Professor, Department of Poultry Science, 2000.
- Hanson, Alexander J.**, M.F.A. (University of Iowa), Instructor, School of Art, 2015.
- Hao, Li**, Ph.D. (George Mason University), M.S.C.E. (Hong Kong University of Science and Technology), B.A. (Fudan University, China), Assistant Professor, Department of Economics, 2011.
- Hapgood, Thomas Layley**, M.F.A., B.A. (University of Arizona), Associate Professor, School of Art, 2005.
- Hardke, Jarrod T.**, Ph.D. (Louisiana State University), B.S.A. (University of Arkansas), Associate Professor, Department of Crop, Soil and Environmental Sciences, 2013.
- Hare, Laurence**, Ph.D., M.A. (University of North Carolina at Chapel Hill), B.A. (University of Tennessee at Chattanooga), Associate Professor, Department of History, 2010.
- Hargis, Billy M.**, Ph.D., D.V.M. (University of Minnesota-Twin Cities), M.S. (University of Georgia), B.S. (University of Minnesota), Distinguished Professor, Department of Poultry Science, 2000.
- Harrington, Phil**, Ph.D., M.S. (University of Notre Dame), B.S. (Whitworth College), Associate Professor, Department of Mathematical Sciences, 2009.
- Harris, Casey Taggart**, Ph.D., M.A. (Pennsylvania State University), B.S. (Texas A&M University), Associate Professor, Department of Sociology and Criminology, 2011.
- Harriss, Edmund O.**, Ph.D. (Imperial College, London), M.M. (University of Warwick), Clinical Assistant Professor, Department of Mathematical Sciences, 2010.
- Harter, William G.**, Ph.D. (University of California-Irvine), B.S. (Hiram College), Professor, Department of Physics, 1986.
- Havens, Jerry A.**, Ph.D. (University of Oklahoma), M.S.Ch.E. (University of Colorado-Boulder), B.S.Ch.E. (University of Arkansas), Distinguished Professor, Ralph E. Martin Department of Chemical Engineering, 1970.
- Haydar, Paula Marie**, Ph.D., M.F.A. (University of Arkansas), M.Ed., B.S. (University of Massachusetts), Clinical Assistant Professor, Department of World Languages, Literatures and Cultures, 2006.
- Haydar, Adnan Fuad**, Ph.D. (University of California-San Diego), M.A., B.A. (American University of Beirut), Professor, Department of World Languages, Literatures and Cultures, 1993.
- Hays, Phil**, Ph.D., M.S. (Texas A&M University), B.S. (University of Arkansas), Associate Professor, Department of Geosciences, 2000.
- Hearth, Douglas P.**, Ph.D. (University of Iowa), M.A. (University of Iowa), B.A. (University of Wisconsin, Madison), Associate Professor, Department of Finance, 1989.
- Heffernan, Michael Joseph**, Ph.D., M.A. (University of Massachusetts), A.B. (University of Detroit), Professor, Department of English, 1986.
- Hemphill, Dewey**, M.S. (University of Arkansas), B.A. (Memphis State University), Instructor, Program in Operations Management, 2014.
- Henderson, Jaye**, M.S.N., B.S.N. (Arkansas Tech University), Clinical Instructor, Eleanor Mann School of Nursing, 2013.
- Henderson, Craig**, M.B.A. (University of Nevada), B.S. (United States Naval Academy), Instructor, Program in Operations Management, 2014.
- Henry, Ralph Leroy**, Ph.D., M.S. (University of Florida), B.S.E. (University of Kansas), Distinguished Professor, Department of Biological Sciences, 1996.
- Henry, Leah Jean**, Ph.D. (Texas Woman's University), M.A. (Michigan State University), B.S. (Texas A&M University), Associate Professor, Department of Health, Human Performance and Recreation, 2008.
- Henry, Christopher Garrett**, Ph.D. (University of Nebraska-Lincoln), M.S., B.S. (Kansas State University), Assistant Professor, Department of Biological and Agricultural Engineering, 2011.
- Herman, Jeremy J.**, Ph.D. (University of Arkansas), B.S.Ch.E. (University of Toledo), Clinical Assistant Professor, Ralph E. Martin Department of Chemical Engineering, 2013.
- Hernandez, Sarah**, Ph.D., M.S. (University of California, Irvine), B.S. (University of Florida), Assistant Professor, Department of Civil Engineering, 2015.
- Hernandez-Miranda, Michael**, Ph.D., M.A. (Texas A&M University), B.A. (University of Oriente), Instructor, Department of World Languages, Literatures and Cultures, 2015.
- Herold, Warren**, Ph.D. (University of Michigan), Assistant Professor, Department of Philosophy, 2014.
- Herold, Laura K.**, Ph.D., M.A. (University of Michigan), B.A. (Oberlin College), Clinical Assistant Professor, School of Human Environmental Sciences, 2015.
- Herzberg, Amy**, M.F.A. (California Institute of the Arts), B.A. (Arizona State University), Distinguished Professor, Department of Theatre, 1989.
- Herzog, Joseph B.**, Ph.D. (University of Notre Dame), B.S. (Louisiana State University), Assistant Professor, Department of Physics, 2013.
- Herzog, Jacob**, M.M. (Manhattan School of Music), B.M. (Berklee College of Music), Instructor, Department of Music, 2016.
- Hestekin, Jamie A.**, Ph.D. (University of Kentucky), B.S.Ch.E. (University of Minnesota-Duluth), Professor, Ralph E. Martin Department of Chemical Engineering, 2006.
- Hestekin, Christa**, Ph.D. (Northwestern University), B.S.Ch.E. (University of Kentucky), Associate Professor, Ralph E. Martin Department of Chemical Engineering, 2006.
- Hettiarachchy, Navam S.**, Ph.D. (University of Hull, England), M.S. (Edinburgh University, Scotland), B.S. (University of Madras, India), University Professor, Department of Food Science, 1992.
- Hevel, Michael Stephen**, Ph.D. (University of Iowa), M.A. (Bowling Green State University), B.A. (University of Kansas), Assistant Professor, Higher Education, 2012.
- Heyes, Colin David**, Ph.D. (Georgia Institute of Technology), B.S. (Loughborough University), Associate Professor, Department of Chemistry and Biochemistry, 2008.
- Heysfield, Ernie**, Ph.D. (City University of New York), M.S.C.E. (Polytechnic University), Associate Professor, Department of Civil Engineering, 2001.
- Hicks, Morgan**, M.F.A. (University of Arkansas), M.A. (Missouri State University), B.F.A. (Arkansas State University), Assistant Professor, Department of Theatre, 2007.
- Higgins, Kristin Kay**, Ph.D., M.S. (University of Arkansas), B.A. (Vanderbilt University), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2006.
- Hill, Laura**, Ph.D., M.S. (University of Arkansas), B.S. (John Brown University), Instructor, School of Human Environmental Sciences, 2017.
- Hinds, Heather Rae**, M.A. (University of Arkansas), B.S. (University of Central Missouri), Instructor, Department of World Languages, Literatures and Cultures, 2008.
- Hinrichsen, Lisa**, Ph.D., M.A. (Boston University), B.A. (Wellesley College), Associate Professor, Department of English, 2008.
- Hoehle, Hartmut**, Ph.D., B.Com. (Victoria University of Wellington), Associate Professor, Department of Information Systems, 2013.
- Hofer, Christian**, Ph.D. (University of Maryland University College), B.A. (European School of Business), Associate Professor, Department of Supply Chain Management, 2007.

- Holland, Edward C.**, Ph.D., M.A. (University of Colorado, Boulder), B.A. (Princeton University), Assistant Professor, Department of Geosciences, 2016.
- Hollingsworth, Cathy A.**, M.A. (University of Arkansas), Instructor, Department of Communication, 2011.
- Holyfield, Lori C.**, Ph.D. (University of Georgia), M.A., B.S.E. (University of Arkansas), Professor, Department of Sociology and Criminology, 1995.
- Hopkins, John D.**, Ph.D. (University of Arkansas), M.S., B.S. (Clemson), Associate Professor, Department of Entomology, 2002.
- Horowitz, Andrew W.**, Ph.D., M.S. (University of Wisconsin-Madison), B.S. (University of Maryland), Professor, Department of Economics, 1998.
- House, Glenda J.**, M.S.W. (University of Arkansas at Little Rock), B.A. (University of Arkansas), Clinical Associate Professor, School of Social Work, 1997.
- Howard, Luke R.**, Ph.D., M.S. (University of Arkansas), B.S. (Purdue University), Professor, Department of Food Science, 2002.
- Howie, Erin**, Ph.D. (University of South Carolina), B.S. (University of Maryland), Assistant Professor, Department of Health, Human Performance and Recreation, 2016.
- Howlett, Betsy**, Ph.D. (Duke University), M.S., B.A. (Lehigh University), Professor, Department of Marketing, 1995.
- Howlett, Kristina-Marie**, Ph.D. (University of Arkansas), M.P.S. (Manhattanville College), B.A. (University of Connecticut), Assistant Professor, Department of Curriculum and Instruction, 2016.
- Hoyer, Jennifer M.**, Ph.D., M.A. (University of Minnesota-Twin Cities), B.A. (University of Tulsa), Associate Professor, Department of World Languages, Literatures and Cultures, 2007.
- Hsu, Hung-Chia Scott**, Ph.D. (University of North Carolina-Chapel Hill), M.A. (University of Southern California), B.A. (National Taiwan University), Assistant Professor, Department of Finance, 2015.
- Hsu, V. Jo**, Ph.D., M.F.A. (Pennsylvania State University), B.A. (Rice University), Assistant Professor, Department of English, 2017.
- Hu, Jin**, Ph.D. (Tulane University), B.S. (University of Science and Technology of China), Assistant Professor, Department of Physics, 2016.
- Huang, Po-Hao Adam**, Ph.D., M.S., B.S. (University of California-Los Angeles), Associate Professor, Department of Mechanical Engineering, 2006.
- Huang, Miaoqing**, Ph.D. (George Washington University), B.S. (Fudan University), Associate Professor, Department of Computer Science and Computer Engineering, 2010.
- Huang, Qiqiong**, Ph.D. (University of California-Davis), B.S. (Remin University of China), Professor, Department of Agricultural Economics and Agribusiness, 2013.
- Huang, Yan**, Ph.D. (University of Wyoming), M.S. (Dankook University), B.S. (China Agricultural University), Assistant Professor, Department of Animal Science, 2015.
- Hubert, Stephanie K.**, M.S. (University of Arkansas), B.S. (Kansas State University), Instructor, School of Human Environmental Sciences, 2015.
- Hughes, Claretha**, Ph.D. (Virginia Polytechnic Institute and State University), M.S. (North Carolina State University), M.B.A. (University of Arkansas), B.A. (Clemson University), Professor, Department of Human Resource and Workforce Development Education, 2004.
- Huitink, David**, Ph.D., M.S.M.E., B.S.M.E. (Texas A&M University), Assistant Professor, Department of Mechanical Engineering, 2017.
- Hulen, Jeannie**, M.F.A. (Louisiana State University), B.F.A. (Kansas City Art Institute), Associate Professor, School of Art, 2002.
- Hunt, Valerie H.**, Ph.D., J.D., B.A. (University of Arkansas), Associate Professor, Department of Political Science, 2005.
- Hunt, Sharon Lee**, Ed.D. (University of Georgia), Ed.S., B.S.E. (University of Arkansas), Professor, Department of Health, Human Performance and Recreation, 1990.
- Hurd, Debra**, Ph.D., M.P.A., B.A. (University of Arkansas), Clinical Professor, School of Social Work, 1992.
- Hutchins, Rhett J.**, Ph.D. (University of Georgia), M.Ed., B.S. (Clemson University), Clinical Assistant Professor, Department of Curriculum and Instruction, 2014.
- Hutto, Gregory T.**, M.S. (Stanford University), B.S. (U.S. Naval Academy), Instructor, Program in Operations Management, 2014.
- Hyatt, David Graham**, M.B.A., B.S.B.A. (University of Arkansas), Clinical Associate Professor, Department of Supply Chain Management, 2011.
- Hyman, Jeremy S.**, C.Phil. (University of California, Los Angeles), M.A. (Princeton University), B.A. (University of Michigan), Instructor, Department of Philosophy, 2013.
- I**
- Imbeau, Marcia B.**, Ph.D. (University of Connecticut), M.Ed. (University of Arkansas at Little Rock), B.A. (Hendrix College), Professor, Department of Curriculum and Instruction, 1991.
- Irish, Shawn D.**, M.F.A. (University of Arkansas), B.A. (Missouri Southern State University), Assistant Professor, Department of Theatre, 2013.
- Ivey, Mack**, Ph.D., B.S. (University of Georgia), Associate Professor, Department of Biological Sciences, 1992.
- Iyer, Shilpa**, Ph.D. (University of Georgia), M.Sc., B.Sc. (University of Pune, India), Assistant Professor, Department of Biological Sciences, 2016.
- J**
- Jackson, Brandon**, Ph.D. (Florida State University), Assistant Professor, Department of Sociology and Criminology, 2013.
- Jacobs, Lynn Frances**, Ph.D., M.A. (New York University), B.A. (Princeton University), Distinguished Professor, School of Art, 1989.
- Jandik, Tomas**, Ph.D. (University of Pittsburgh), M.S., B.S. (Czech Technical University), Professor, Department of Finance, 2000.
- Janicke, Sophie H.**, Ph.D. (Florida State University), M.S. (Eberhard Karls University), B.A. (Friedrich Willhelms University), Visiting Assistant Professor, Department of Communication, 2014.
- Jarnagin, Robyn**, LL.M. (New York University), J.D., B.S. (University of Montana), Visiting Assistant Professor, Department of Accounting, 2016.
- Jarrett, Anna Lee**, Ph.D., M.S.N. (University of Missouri-Columbia), B.S.N. (Missouri Southern State College), Associate Professor, Eleanor Mann School of Nursing, 2012.
- Jefferis, Neal**, M.S.Ed. (Old Dominion University), B.E.S. (University of Missouri), Instructor, Program in Operations Management, 2017.
- Jennings, John A.**, Ph.D. (University of Missouri), M.S. (University of Arkansas), B.S. (Southwest Missouri State University), Professor, Department of Animal Science, 1998.
- Jensen, Thomas D.**, Ph.D., M.A., B.A. (University of Arkansas), Professor, Department of Marketing, 1982.
- Jensen, Molly R.**, Ph.D., M.A. (University of Arkansas), B.S. (Southwest Missouri State University), Clinical Associate Professor, Department of Marketing, 2003.
- Jensen, David C.**, Ph.D., M.S., B.S. (Oregon State University), Assistant Professor, Department of Mechanical Engineering, 2012.
- Jensen, Toni**, Ph.D. (Texas Tech University), M.A., B.A. (University of South Dakota), Assistant Professor, Department of English, 2014.
- Jensen, Morten O.**, Ph.D. (University of Aarhus, Denmark), M.Sc. (Georgia Institute of Technology), Associate Professor, Department of Biomedical Engineering, 2014.
- Jensen, Hanna Katariina**, Ph.D. (University of Oulu, Finland), Research Assistant Professor, Department of Biomedical Engineering, 2015.
- Joffe Minor, Tacy Marie**, Ph.D. (Northwestern University), M.A., B.S. (University of Arkansas), Visiting Assistant Professor, Department of Physics, 2011.

- Jogan, Kathleen**, Ed.D., M.S. (University of Arkansas), B.S. (Ursinus College), Instructor, Department of Animal Science, 2015.
- Johnson, Donald M.**, Ph.D. (University of Missouri-Columbia), M.A., B.S. (Western Kentucky University), Professor, Department of Agricultural Education, Communications and Technology, 1993.
- Johnson, Jon**, Ph.D. (Indiana University at Bloomington), M.B.A., B.S. (University of Arkansas), Professor, Department of Management, 1996.
- Johnson, Donn T.**, Ph.D., M.S. (Michigan State University), B.S. (University of Minnesota), Professor, Department of Entomology, 1978.
- Johnson, Mark**, Ph.D. (Michigan State University), M.S. (Purdue University), B.S. (City University of New York, Brooklyn College), Professor, Department of Mathematical Sciences, 1995.
- Johnson, Michael**, M.S.C.E. (University of Pittsburgh), B.S.C.E. (University of Minnesota), B.A. (Chapman College), Professor, Department of Civil Engineering, 2010.
- Johnson-Carter, Charlene M.**, Ph.D. (Emory University), M.B.A. (Atlanta University), M.Ed., B.A. (University of Cincinnati), Associate Professor, Department of Curriculum and Instruction, 1992.
- Jones, Linda Carol**, Ph.D. (University of New Mexico), M.A. (University of Arkansas), M.A. (University of Arizona), B.A. (Northeast Louisiana University), Associate Professor, Department of World Languages, Literatures and Cultures, 1988.
- Jones, Ches**, Ph.D. (University of Alabama at Birmingham), B.S.E. (Pittsburg State University), Professor, Department of Health, Human Performance and Recreation, 1994.
- Jones, Phillip**, M.B.A., B.S. (University of Arkansas), Instructor, Program in Operations Management, 2014.
- Jong, Ing-Chang**, Ph.D. (Northwestern University), M.S.C.E. (South Dakota School of Mines and Technology), B.S.C.E. (National Taiwan University), Professor, Department of Mechanical Engineering, 1965.
- Jordan, Gerald Bernard**, M.S.J. (Northwestern University), B.A. (University of Arkansas), Associate Professor, School of Journalism and Strategic Media, 1995.
- Joshi, Neelendra**, Ph.D. (Pennsylvania State University), Assistant Professor, Department of Entomology, 2015.
- Jozkowski, Kristen N.**, Ph.D., M.S. (Indiana University at Bloomington), B.S. (Pennsylvania State University), Associate Professor, Department of Health, Human Performance and Recreation, 2011.
- Judges, Donald P.**, Ph.D. (University of Tulsa), J.D. (University of Maryland University College), B.A. (Johns Hopkins University), Professor, School of Law, 1989.
- ## K
- Kacirek, Kit**, Ed.D., M.Ed. (University of Arkansas), B.S. (University of Texas), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 1997.
- Kahf, Mohja**, Ph.D., B.A. (Rutgers State University-New Brunswick), Associate Professor, Department of English, 1995.
- Kahng, Er-Gene**, D.M. (Northwestern University), A.D., M.M. (Yale University), B.A. (University of California-Los Angeles), Associate Professor, Department of Music, 2007.
- Kali, Raja**, Ph.D., M.A. (University of Maryland University College), B.S.C. (University of Calcutta), Professor, Department of Economics, 1999.
- Karcher, Douglas Edward**, Ph.D., M.S. (Michigan State University), B.S. (The Ohio State University), Professor, Department of Horticulture, 2000.
- Kashiwagi, Tomoko**, D.M.A. (University of Texas at Austin), M.M., B.M. (Indiana University), Assistant Professor, Department of Music, 2012.
- Kavouras, Stavros Anastassios**, Ph.D. (University of Connecticut), M.S. (University of Colorado-Colorado Springs), B.S. (University of Athens-Greece), Associate Professor, Department of Health, Human Performance and Recreation, 2012.
- Kay, Marvin**, Ph.D. (University of Colorado-Boulder), M.A., B.A. (University of Missouri-Columbia), Professor, Department of Anthropology, 1980.
- Kayser, Casey Lee**, Ph.D. (Louisiana State University), M.A. (University of Missouri-Columbia), B.A. (Westminster College), Assistant Professor, Department of English, 2012.
- Kegley, Beth**, Ph.D., M.S. (North Carolina State University), B.S. (Virginia Polytech Institute and State University), Professor, Department of Animal Science, 1996.
- Keiffer, Elizabeth**, Ph.D., M.A. (University of Arkansas), B.S. (East Central University), Instructor, Department of Information Systems, 2016.
- Kelley, Donald R.**, Ph.D. (Indiana University at Bloomington), M.A., B.A. (University of Pittsburgh), Professor, Department of Political Science, 1980.
- Kelley, Christopher Rowand**, LL.M. (University of Arkansas), J.D. (Howard University), B.A. (Louisiana State University at Shreveport), Associate Professor, School of Law, 1998.
- Kelley, Jason**, Ph.D., M.S. (Oklahoma State University), B.S. (Kansas State University), Associate Professor, Department of Crop, Soil and Environmental Sciences, 2003.
- Kemper, Nathan**, M.S., B.S. (University of Arkansas), Clinical Professor, Department of Agricultural Economics and Agribusiness, 2014.
- Kennefick, Julia Dusk**, Ph.D. (California Institute of Technology), B.S. (University of Arkansas), Associate Professor, Department of Physics, 2003.
- Kennefick, Daniel John**, Ph.D., M.A. (California Institute of Technology), B.S. (University College Cork, Ireland), Associate Professor, Department of Physics, 2004.
- Kent, Laura B.**, Ph.D. (University of Wisconsin-Madison), M.S. (Purdue University Calumet), B.S. (Purdue University), Associate Professor, Department of Curriculum and Instruction, 2006.
- Kern, Jack C.**, Ph.D. (Texas Woman's University), M.Ed. (Texas State University-San Marcos), B.S. (University of Wisconsin-LaCrosse), Clinical Professor, Department of Health, Human Performance and Recreation, 1996.
- Kerr, Grace R.**, M.A. (Texas A&M University), B.A. (Sam Houston State University), Clinical Instructor, Department of Curriculum and Instruction, 2006.
- Kerr, Brinck**, Ph.D. (Texas A&M University), B.A. (University of Texas at Austin), Professor, Department of Political Science, 1994.
- Keskek, Sami**, Ph.D. (Texas A&M University), M.S. (Fatih University), B.S. (Bogazici University), Assistant Professor, Department of Accounting, 2011.
- Kidd, Michael T.**, Ph.D. (North Carolina State University), M.S., B.S.A. (University of Arkansas), Professor, Department of Poultry Science, 2010.
- Killenbeck, Mark R.**, J.D., Ph.D. (University of Nebraska-Lincoln), B.A. (Boston College), Distinguished Professor, School of Law, 1988.
- Killenbeck, Ann Mallatt**, Ph.D. (University of Michigan-Ann Arbor), J.D. (University of Nebraska-Lincoln), Associate Professor, School of Law, 2003.
- Killian, Timothy Scott**, Ph.D. (University of Missouri-Columbia), M.A. (Wheaton College), B.A. (Central Bible College), Associate Professor, School of Human Environmental Sciences, 2001.
- Kilyanek, Stefan M.**, Ph.D., M.S. (University of Chicago), B.S. (Grand Valley State University), Assistant Professor, Department of Chemistry and Biochemistry, 2014.
- Kim, Jin-Woo**, Ph.D. (Texas A&M University), M.S. (University of Wisconsin-La Crosse), B.S. (University of Iowa), Professor, Department of Biological and Agricultural Engineering, 2001.
- Kim, Myunghee Michelle**, Ph.D., B.S. (University of Texas at Austin), Cincial Assistant Professor, Department of Biomedical Engineering, 2013.

- Kim, Jae Kyeom**, Ph.D. (University of Minnesota), M.S., B.S. (Korea University), Assistant Professor, School of Human Environmental Sciences, 2016.
- Kimbrough, Hanna A.D.**, M.S.W. (University of Arkansas), Lecturer, School of Social Work, 2014.
- Kindy, Phillip D.**, M.I.S. (University of Arkansas), B.S. (DeVry Institute of Technology), Instructor, Department of Information Systems, 2012.
- King, Sam**, M.F.A. (Indiana University at Bloomington), B.F.A. (University of Tulsa), Assistant Professor, School of Art, 2011.
- King, Tiffany**, M.A. (University of Arkansas), B.J. (University of Missouri), Instructor, School of Journalism and Strategic Media, 2014.
- King, Bonnie**, M.A.T., B.S.E. (University of Arkansas), Clinical Instructor, Department of Curriculum and Instruction, 2015.
- Kippenbrock, Thomas A.**, Ed.D. (Indiana University at Bloomington), M.S. (Indiana University-Purdue University-Indianapolis), B.S.N. (Indiana State University), Professor, Eleanor Mann School of Nursing, 2003.
- Kirkpatrick, Terry**, Ph.D. (North Carolina State University), M.S., B.S. (University of Arkansas), Professor, Department of Plant Pathology, 1984.
- Kish-Gephart, Jennifer**, Ph.D. (Pennsylvania State University), M.B.A., B.S. (Drexel University), Associate Professor, Department of Management, 2010.
- Knighten, Chris**, D.M.A., M.M. (University of Colorado), B.M. (Baylor University), Associate Professor, Department of Music, 2009.
- Knighten, Janet Whitman**, M.M., B.M. (East Carolina University), Assistant Professor, Department of Music, 2009.
- Koch, Lynn C.**, Ph.D. (University of Wisconsin-Madison), M.S., B.S. (University of Arizona), Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2006.
- Koeppe, Roger E.**, Ph.D. (California Institute of Technology), A.B. (Haverford College), Distinguished Professor, Department of Chemistry and Biochemistry, 1979.
- Koh, Dongva**, Ph.D. (Washington University-St. Louis), M.A. (Boston University), B.A. (Keio University), Assistant Professor, Department of Economics, 2014.
- Koltes, Dawn A.**, Ph.D. (Iowa State University), Adjunct Assistant Professor, Department of Animal Science, 2015.
- Kong, Byungwhi**, Ph.D., M.S. (University of Minnesota-Twin Cities), B.S. (Korea University), Associate Professor, Department of Poultry Science, 2006.
- Kopp, Steven W.**, Ph.D. (Michigan State University), M.B.A. (University of Southern Mississippi), B.S. (University of Missouri-Rolla), Associate Professor, Department of Marketing, 1992.
- Korth, Ken L.**, Ph.D. (North Carolina State University), B.S. (University of Nebraska), Professor, Department of Plant Pathology, 1999.
- Korth, Deborah**, Ed.D. (University of Arkansas), M.Ed. (North Carolina State University), B.S. (University of Nebraska-Lincoln), Clinical Associate Professor, J. William Fulbright College of Arts and Sciences, 2004.
- Koski, Patricia**, B.A., M.A., Ph.D. (Washington State University), Associate Professor, Department of Sociology and Criminology, 1984.
- Kovacs, Kent F.**, Ph.D. (University of California-Davis), B.A. (Vassar College), Associate Professor, Department of Agricultural Economics and Agribusiness, 2012.
- Kral, Timothy Alan**, Ph.D. (University of Florida), B.S. (John Carroll University), Professor, Department of Biological Sciences, 1981.
- Kucharczyk, Suzanne**, Ed.D. (Columbia University Teacher's College), M.Ed., B.S. (University of Illinois-Urbana-Champaign), Assistant Professor, Department of Curriculum and Instruction, 2014.
- Kuenzel, Wayne J.**, Ph.D. (University of Georgia), M.S., B.S. (Bucknell University), Professor, Department of Poultry Science, 2000.
- Kumar, Pradeep**, Ph.D. (Boston University), M.Sc. (Indian Institute of Technology, Mumbai, India), Assistant Professor, Department of Physics, 2013.
- Kutz, Bryan Richard**, M.S. (Western Kentucky University), B.S. (Oklahoma State University), A.S. (Northern Oklahoma College), Instructor, Department of Animal Science, 1997.
- Kvamme, Kenneth L.**, Ph.D. (University of California-Santa Barbara), M.A., B.A. (Colorado State University), Professor, Department of Anthropology, 1999.
- Kwon, Young Min**, Ph.D. (Texas A&M University), M.S., B.S. (Seoul National University), Associate Professor, Department of Poultry Science, 2002.
- ## L
- Lamm, Connie**, Ph.D., M.A. (University of Toronto, Canada), B.A. (University of Waterloo), Assistant Professor, Department of Psychological Science, 2016.
- Lampinen, James Michael**, Ph.D., M.S. (Northwestern University), B.S. (Elmhurst College), Distinguished Professor, Department of Psychological Science, 1998.
- Landman, Michael**, M.F.A. (Columbia University), B.A. (State University of New York at Binghamton), Associate Professor, Department of Theatre, 2004.
- Lane, Valerie Jean**, M.F.A. (Pennsylvania State University), B.F.A. (Memphis College of Art), Instructor, Department of Theatre, 2008.
- Lane, Marty Maxwell**, M.G.D. (North Carolina State University), B.F.A. (University of Illinois at Chicago), Assistant Professor, School of Art, 2014.
- Langsner, Steve**, Ph.D. (Indiana University at Bloomington), M.S. (University of Baltimore), B.S. (Springfield College), Associate Professor, Department of Health, Human Performance and Recreation, 1989.
- LaPorte, Angela M.**, Ph.D. (Pennsylvania State University), M.A. (Arizona State University), B.S. (La Roche College), Professor, School of Art, 1998.
- Lasater, Kara A.**, Ed.D. (University of Arkansas), Ed.S., M.S. (Pittsburg State University), B.A. (Drury University), Assistant Professor, Department of Curriculum and Instruction, 2014.
- Lattanzi, Paula**, J.D. (University of Arkansas), M.S. (West Virginia University), Instructor, Program in Operations Management, 2014.
- Lau, Wing**, Ph.D. University of Oregon, M.M. (Indiana University), Lecturer, Department of Music, 2016.
- Lay, Jackson**, Ph.D. (University of Nebraska-Lincoln), Professor, Department of Chemistry and Biochemistry, 2002.
- Lee, Richard N.**, Ph.D. (Stanford University), B.A. (Luther College), Associate Professor, Department of Philosophy, 1982.
- Lee, Wayne Y.**, Ph.D. (University of California-Los Angeles), M.B.A. (Santa Clara University), B.S.M.E. (De La Salle College, Philippines), Professor, Department of Finance, 1998.
- Lee, Sun-Ok**, Ph.D., M.S. (Iowa State University), M.S., B.S. (Dongduk Women's University), Associate Professor, Department of Food Science, 2008.
- Lee, Peggy B.**, Ed.D. (University of Arkansas), M.S. (University of Southern Mississippi), B.S.N. (Mississippi College), Clinical Assistant Professor, Eleanor Mann School of Nursing, 2009.
- Lee, Jacquelyn A.**, Ph.D., M.S. (University of Arkansas), B.S. (Arkansas Technical University), Associate Professor, Department of Horticulture, 2016.
- Lee, Amanda**, M.F.A. (Indiana University), B.A. (University of Washington), Instructor, School of Art, 2016.
- Leeds, Stacy**, LL.M. (University of Wisconsin-Madison), J.D. (University of Tulsa), M.B.A. (University of Tennessee), B.A. (Washington University in St. Louis), Professor, School of Law, .
- Leen-Feldner, Ellen Winifred**, Ph.D. (University of Vermont), M.A. (West Virginia University), B.A. (University of Notre Dame), Professor, Department of Psychological Science, 2005.
- Leflar, Rob**, M.P.H., J.D., A.B. (Harvard University), Professor, School of Law, 1982.

- Leflar, Charles Joseph**, Ph.D., M.A. (University of Missouri-Columbia), B.S.B.A. (University of Arkansas), Clinical Professor, Department of Accounting, 1993.
- Leftwich, Gail**, B.S. (University of Arkansas), Lecturer, Department of Theatre, 1997.
- Lehmann, Michael Herbert**, Ph.D., Diploma in Biology (Philipps University of Marburg, Germany), Associate Professor, Department of Biological Sciences, 2002.
- Lehmer, Bret Darby**, Ph.D. (Pennsylvania State University), B.S. (University of Iowa), Assistant Professor, Department of Physics, 2015.
- Lens, Joshua**, J.D. (University of Iowa), B.A. (University of Northern Iowa), Clinical Assistant Professor, Department of Health, Human Performance and Recreation, 2018.
- Lessner, Daniel J.**, Ph.D. (University of Iowa), B.S. (University of Wisconsin-Stevens Point), Associate Professor, Department of Biological Sciences, 2008.
- Levenson, Abra**, Ph.D., M.A.(Princeton), B.A. (University of California, Berkeley), Assistant Professor, School of Art, 2018.
- Levine, Daniel**, Ph.D. (University of Cincinnati), B.A. (University of Minnesota), University Professor, Department of World Languages, Literatures and Cultures, 1980.
- Levine, William H.**, Ph.D., M.S. (State University of New York at Binghamton), B.S. (DePaul University), Associate Professor, Department of Psychological Science, 2001.
- Lewis, Jeffrey A.**, Ph.D. (University of Wisconsin-Madison), B.S. (University of California-Santa Barbara), Assistant Professor, Department of Biological Sciences, 2013.
- Leylek, Jim**, Ph.D. (University of Illinois-Urbana-Champaign), M.S., B.S. (University of Illinois at Chicago), Professor, Department of Mechanical Engineering, 2011.
- Li, Wing Ning**, Ph.D., M.S. (University of Minnesota-Twin Cities), B.S. (University of Iowa), Professor, Department of Computer Science and Computer Engineering, 1989.
- Li, Yanbin**, Ph.D. (Pennsylvania State University), M.S. (University of Nebraska-Lincoln), B.S. (Shenyang Agricultural University), Distinguished Professor, Department of Biological and Agricultural Engineering, 1989.
- Li, Jiali**, Ph.D., M.S. (City University of New York-City College), M.S. (University of Science and Technology of China), B.S. (Hei Long Jiang University), Professor, Department of Physics, 2002.
- Li, Qinghua**, Ph.D. (Pennsylvania State University), M.S. (Tsinghua University), B.E. (Xi'an Jiaotong University), Assistant Professor, Department of Computer Science and Computer Engineering, 2013.
- Liang, Yi**, Ph.D. (University of Alberta, Canada), M.S., B.S. (China Agricultural University, Beijing, China), Associate Professor, Department of Biological and Agricultural Engineering, 2007.
- Liang, Xinya**, Ph.D. (Florida State University), B.S. (Zhejiang Gongshang University, China), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2014.
- Liao, Haitao**, Ph.D., M.S., M.S.I.S.E. (Rutgers University), B.S.E.E. (Beijing Institute of Technology), Professor, Department of Industrial Engineering, 2015.
- Limp, Fred**, Ph.D., M.A., B.A. (Indiana University at Bloomington), University Professor, Department of Geosciences, 1979.
- Lincoln, Felicia**, Ph.D. (University of Pennsylvania), M.Ed., B.S.E. (Arkansas Tech University), Associate Professor, Department of Curriculum and Instruction, 2000.
- Liner, Christopher L.**, Ph.D. (Colorado School of Mines), M.S. (University of Tulsa), B.S. (University of Arkansas), Professor, Department of Geosciences, 2012.
- Lirgg, Cathy D.**, Ph.D. (Michigan State University), M.S. (Indiana State University), B.A. (Muskingum College), Professor, Department of Health, Human Performance and Recreation, 1991.
- Liu, Pu**, Ph.D., M.B.A. (Indiana University at Bloomington), B.S. (National Cheng Kung University), Professor, Department of Finance, 1984.
- Liu, Xiaoqing Frank**, Ph.D. (Texas A&M University), M.S. (Southeast University, China), B.S. (National University of Defense Technology, China), Professor, Department of Computer Science and Computer Engineering, 2015.
- Liu, Xiao**, Ph.D. (National University of Singapore), B.S.M.E. (Harbin Institute of Technology, China), Assistant Professor, Department of Industrial Engineering, 2017.
- Livingston, Mark A.**, Ph.D. (University of Maryland), Instructor, Program in Operations Management, 2017.
- Lo, Wen-Juo**, Ph.D., M.A. (Arizona State University), B.S. (SooChow University), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2008.
- Loewer, Otto J.**, Ph.D. (Purdue University), M.S. (Michigan State University), B.S. (Louisiana State University), Professor, Department of Biological and Agricultural Engineering, 1996.
- Loftin, Kelly M.**, Ph.D. (New Mexico State University), M.S. (University of Arkansas), B.S. (Arkansas Tech), Associate Professor, Department of Entomology, 2002.
- Long, Mary Beth**, Ph.D., M.A. (University of Massachusetts, Amherst), B.A. (Ouachita Baptist University), Visiting Assistant Professor, Department of English, 2014.
- Looper, Michael L.**, Ph.D. (Oklahoma State University), M.S., B.S. (University of Arkansas), Professor, Department of Animal Science, 2011.
- Lopez, Linda Nguyen**, M.F.A. (University of Colorado-Boulder), B.F.A. (California State University-Chico), Instructor, School of Art, 2012.
- Lorah, Elizabeth R.**, Ph.D., M.S.Ed., B.A. (Temple University), Associate Professor, Department of Curriculum and Instruction, 2013.
- Lorenz, Gus M.**, Ph.D., B.S.A., M.S. (University of Arkansas), Distinguished Professor, Department of Entomology, 1997.
- Lorenzo, Violeta**, Ph.D. (University of Toronto), M.A., B.A. (University of Florida), Assistant Professor, Department of World Languages, Literatures and Cultures, 2014.
- Lorenzo, Benjamin**, D.M.A., M.M. (University of Texas), B.M. (Florida International University), Assistant Professor, Department of Music, 2015.
- Lorne, Lorraine Kay**, J.D. (University of Detroit Mercy), M.A. (University of Denver), B.A. (Alma College), Associate Librarian, University Libraries, 1992.
- Lowe, James**, Ph.D., M.S. (Georgia Institute of Technology), B.S. (United States Air Force Academy), Instructor, Program in Operations Management, 2014.
- Luckstead, Jeff A.**, Ph.D. (Washington State University), M.S., B.S. (University of Idaho), Associate Professor, Department of Agricultural Economics and Agribusiness, 2013.
- Luecking, Daniel H.**, Ph.D., M.S., B.A. (University of Illinois-Urbana-Champaign), Professor, Department of Mathematical Sciences, 1981.
- Luo, Fang**, Ph.D. (Huazhong University of Science and Technology), Assistant Professor, Department of Electrical Engineering, 2017.
- Lusk, Stephanie Lisanne**, Ph.D. (University of Arkansas), M.A. (Arkansas State University), B.A. (University of Arkansas), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2012.
- Lyons, Jack C.**, Ph.D. (University of Arizona), B.A. (Valparaiso University), Professor, Department of Philosophy, 2001.
- ## M
- Ma, Xiao**, Ph.D. (University of Wisconsin), M.A. (Syracuse University), B.A. (Nanjing University), Assistant Professor, Department of Information Systems, 2014.

- Mackay, Wayne A.**, Ph.D. (University of Maryland), M.S. (University of Delaware), B.S. (Virginia Polytechnic Institute and State University), Professor, Department of Horticulture, 2014.
- Mackey, Andrew**, M.S. (University of Arkansas), Instructor, Department of Information Systems, 2014.
- MacRae, Christopher J.**, D.M.A. (Boston University), Instructor, Department of Music, 2015.
- Madison, Robert Durwood**, Ph.D. (Northwestern University), M.A. (Clark University), B.A. (University of Rhode Island), Instructor, Department of English, 2009.
- Magnetti, Brenda Monica**, M.A. (University of Arkansas), B.A. (Ouachita Baptist University), Instructor, Department of World Languages, Literatures and Cultures, 2007.
- Magoulick, Daniel D.**, Ph.D. (University of Pittsburgh), M.S. (Eastern Michigan University), B.S. (Michigan State University), Research Professor, Department of Biological Sciences, 2000.
- Mahmoud, Rania**, Ph.D. (University of Washington), M.A. (Old Dominion University), B.A., (University of Alexandria, Egypt), Assistant Professor, Department of World Languages, Literatures and Cultures, 2017.
- Mains, Ronda M.**, D.M.A. (University of Oregon), M.A., B.M. (Boise State University), Professor, Department of Music, 1987.
- Maizels, Michael**, Ph.D. (University of Virginia), M.A. (University of Chicago), B.A. (University of Southern California), Assistant Professor, School of Art, 2016.
- Maksymchuk, Oksana**, Ph.D. (Northwestern University), B.A. (Bryn Mawr College), Assistant Professor, Department of Philosophy, 2013.
- Malakhov, Alexey**, Ph.D. (Northwestern University), Ph.D. (University of North Carolina at Charlotte), M.S. (Moscow State University), Associate Professor, Department of Finance, 2006.
- Malis, David**, M.M. (University of Cincinnati), Assistant Professor, Department of Music, 2013.
- Malladi, Suresh**, Ph.D. (University of Michigan), M.S. (Carnegie Mellon University), M.B.A. (National Institute of Technology), B.E. (Osmania University), Assistant Professor, Department of Information Systems, 2014.
- Malshe, Ajay P.**, Ph.D., M.S., B.S. (University of Poona, India), Distinguished Professor, Department of Mechanical Engineering, 1995.
- Malstrom, Derek**, M.S.I.E., B.S. (University of Arkansas), Instructor, Program in Operations Management, 2015.
- Mamiseishvili, Ketevan**, Ph.D., M.A. (University of Missouri-Columbia), B.A. (Akaki Tsereteli State University), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2008.
- Manasreh, Omar**, Ph.D. (University of Arkansas), M.S. (University of Puerto Rico-Rio Piedras), B.S. (University of Jordan), Professor, Department of Electrical Engineering, 2003.
- Mantero, Paolo**, Ph.D. (Purdue University), M.Sc., B.Sc. (University of Genova, Italy), Assistant Professor, Department of Mathematical Sciences, 2015.
- Mantooth, Alan**, Ph.D. (Georgia Institute of Technology), M.S., B.S. (University of Arkansas), Distinguished Professor, Department of Electrical Engineering, 1998.
- Maranto, Robert Anthony**, Ph.D. (University of Minnesota), B.S. (University of Maryland), Professor, Department of Education Reform, 2008.
- Marcy, John A.**, Ph.D., M.S. (Iowa State), B.S. (University of Tennessee), Extension Professor, Department of Poultry Science, 1993.
- Margulis, Jura**, Graduate Performance Diploma (Peabody Conservatory of Music, Johns Hopkins University) M.M. (Musikhochschule Freiburg, Germany), B.M. (Musikhochschule Freiburg, Germany), Professor, Department of Music, 1999.
- Margulis, Elizabeth Hellmuth**, Ph.D., M.A., M.Phil. (Columbia University), B.M. (Peabody Conservatory), Professor, Department of Music, 2006.
- Marion, Jonathan S.**, Ph.D., M.A. (University of California-San Diego), B.A. (University of Redlands), Associate Professor, Department of Anthropology, 2012.
- Markham, Elizabeth Jane**, Ph.D. (Cambridge University), B.A. (University of Otago, New Zealand), Professor, Department of History, 2000.
- Marren, Susan M.**, Ph.D., M.A. (University of Michigan-Ann Arbor), B.A. (Cornell University), Associate Professor, Department of English, 1995.
- Marshfield, Jonathan**, LL.M. (New York University), J.D. (Rutgers University-Camden), B.A. (Cedarville University), Associate Professor, School of Law, 2013.
- Martin, Kim I.**, M.A., B.S.Ed. (University of Arkansas), Instructor, School of Journalism and Strategic Media, 1997.
- Martin, Patricia**, M.F.A. (Purdue University), B.A. (Rollins College), Professor, Department of Theatre, 1995.
- Martin, Terry W.**, Ph.D., M.S.E.E., B.S.E.E. (University of Arkansas), Professor, Department of Electrical Engineering, 1990.
- Marzolf, Steven**, M.F.A. (University of San Diego), B.A. (University of Wisconsin-Green Bay), Lecturer, Department of Theatre, 2015.
- Mason, Scott**, Ph.D. (Arizona State University), M.S., B.S. (University of Texas), Instructor, Program in Operations Management, 2014.
- Mason, Richard Esten**, Ph.D., B.A. (Texas A&M University), Associate Professor, Department of Crop, Soil and Environmental Sciences, 2010.
- Matlock, Marty D.**, Ph.D., M.S., B.S. (Oklahoma State University), Professor, Department of Biological and Agricultural Engineering, 2001.
- Matthews, Mary Beth**, J.D., B.S.E. (University of Arkansas), Professor, School of Law, 1981.
- Mauromoustakos, Andy**, Ph.D., M.S. (Oklahoma State University), B.S. (Oral Roberts University), Professor, Department of Crop, Soil and Environmental Sciences, 1989.
- Maxwell, Charles**, Ph.D. (University of Wisconsin-Madison), M.S., B.S. (University of Georgia), Professor, Department of Animal Science, 1996.
- Maxwell, Angie**, Ph.D., M.A. (University of Texas at Austin), B.A. (University of Arkansas), Associate Professor, Department of Political Science, 2008.
- McBride, Wendy L.**, M.S. (Northern Illinois University), Instructor, English Language and Cultural Studies, 2015.
- McCaffrey, Raymond**, Ph.D. (University of Maryland), M.A. (University of Colorado), M.A. (Columbia University), B.A. (Fairfield University), Assistant Professor, School of Journalism and Strategic Media, 2014.
- McCann, Roy A.**, Ph.D. (University of Dayton), M.S.E.E., B.S.E.E. (University of Illinois), Professor, Department of Electrical Engineering, 2003.
- McComas, William**, Ph.D. (University of Iowa), M.S. (West Chester University of Pennsylvania), B.S. (Lock Haven University of Pennsylvania), Distinguished Professor, Department of Curriculum and Instruction, 2006.
- McCombs, Davis**, M.F.A. (University of Virginia), A.B. (Harvard), Associate Professor, Department of English, 2002.
- McConnell, Mathew S.**, M.F.A. (University of Colorado-Boulder), B.F.A. (Valdosta State University), Associate Professor, School of Art, 2011.
- McCray, Suzanne**, Ph.D. (University of Tennessee), M.A., B.A. (University of Arkansas), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2010.
- McDaniel, Beverly**, M.Ed., B.S. (University of Arkansas), Instructor, Department of Information Systems, 1993.
- McDermott, Brendon P.**, Ph.D. (University of Connecticut), M.S. (Indiana University at Bloomington), B.S. (Northeastern University), Associate

Professor, Department of Health, Human Performance and Recreation, 2012.

McDonald, Garry Vernon, Ph.D., M.S., B.S.A. (Texas A&M University), Clinical Assistant Professor, Department of Horticulture, 2016.

McGee, Peter J., Ph.D. (Ohio State University), B.S. (Tulane University), Associate Professor, Department of Economics, 2014.

McGlynn, Moira, Ph.D., M.B.A. (Union College of Union University), Instructor, Program in Operations Management, 2014.

McIntosh, Matt, Ph.D. (Pennsylvania State University), B.A. (Virginia Tech), Professor, Department of Chemistry and Biochemistry, 1996.

McKenzie, Andrew Malcolm, Ph.D. (North Carolina State University), M.Sc. (Stirling University), B.Admin. (University of Dundee), Professor, Department of Agricultural Economics and Agribusiness, 1998.

McKinney, Nathan, Ph.D. (Kansas State University), M.S., B.S. (University of Arkansas), Professor, 2008.

McKnight, Jennifer Ann, M.F.A., B.A. (University of Alabama), Instructor, Department of Theatre, 2015.

McKnight, Rebecca, M.B.A. (University of Arkansas), Instructor, Department of Management, 2016.

McNabb, David S., Ph.D. (Louisiana State University Health Sciences Center), B.S. (University of Texas at Arlington), Associate Professor, Department of Biological Sciences, 2000.

McNeal, Travis G., M.A. (University of Nevada), B.S. (Utah State University), Instructor, Program in Operations Management, 2014.

McWhirt, Amanda L., Ph.D. (North Carolina State University), M.S. (Louisiana State University), B.S. (Tarleton State University), Assistant Professor, Department of Horticulture, 2016.

Meade, Lynn, Ed.D., M.A. (University of Arkansas), Instructor, Department of Communication, 2004.

Mears, Derrick, Ph.D. (University of Arkansas), M.S., B.S. (University of Central Missouri), Clinical Associate Professor, Department of Curriculum and Instruction, 2014.

Medina Vidal, D. Xavier, Ph.D. (University of California-Riverside), M.A. (University of New Mexico), Assistant Professor, Department of Political Science, 2015.

Meers, Matthew Thomas, M.F.A. (Indiana University at Bloomington), B.F.A. (University of Arkansas), Instructor, Department of Theatre, 2012.

Melton, Kerry D., Ph.D. (Oklahoma State University), M.S., B.S. (University of Arkansas), Instructor, Program in Operations Management, 2014.

Meng, Xiangbo, Ph.D. (University of Western Ontario), M.S.E.E. (China University of Petroleum), B.S.C.E. (Northwestern University), Assistant Professor, Department of Mechanical Engineering, 2016.

Messadi, Tahar, Ed.D., M.Arch. (University of Michigan-Ann Arbor), B.Arch. (Universite de Constantine, Algeria), Associate Professor, Department of Architecture, 2003.

Meullenet, Jean-François, Ph.D. (University of Georgia), M.S. (National Superior School of Agronomy and Food Science, Nancy, France), Professor, Department of Food Science, 1996.

Michealson, Kirk, M.S. (Naval Postgraduate School), B.S. (United States Naval Academy), Instructor, Program in Operations Management, 2014.

Micheel, Tyler, M.F.A., B.F.A. (Dakota State University), Instructor, Department of Theatre, 2016.

Mihalka, Matthew W., Ph.D. (University of Minnesota), M.A. (University of Minnesota-Duluth), M.A. (University of Minnesota-Twin Cities), Instructor, Department of Music, 2011.

Milburn, Ashlea R., Ph.D. (Georgia Institute of Technology), M.S.I.E. (Virginia Polytechnic Institute and State University), B.S.I.E. (University of Arkansas), Assistant Professor, Department of Industrial Engineering, 2010.

Miller, David M., Ph.D. (University of Georgia), M.S., B.S. (Purdue University), Professor, Department of Crop, Soil and Environmental Sciences, 1988.

Miller, Bettie Gale, M.S.N. (University of Phoenix), M.S., B.S.E., B.S.N. (University of Arkansas), Instructor, Eleanor Mann School of Nursing, 2003.

Miller, Jefferson Davis, Ph.D., M.A. (Oklahoma State University), B.A. (Northeastern State University), Professor, Department of Agricultural Education, Communications and Technology, 2001.

Miller, Michael T., Ed.D. (University of Nebraska), M.S., B.A. (Southern Illinois University), Professor, Higher Education, 2003.

Miller, Wayne P., Ph.D. (University of Wisconsin), M.S. (University of Illinois), B.S. (Purdue University), Extension Professor, Department of Agricultural Economics and Agribusiness, 1992.

Miller, Rene P., Ed.D. (Texas Tech University/Texas A&M University), Lecturer, Department of Agricultural Education, Communications and Technology, 2013.

Millett, Francis, Ph.D. (Columbia University), B.S. (University of Wisconsin), Distinguished Professor, Department of Chemistry and Biochemistry, 1972.

Millett, Paul, Ph.D., M.S. (University of Arkansas), B.E. (Vanderbilt University), Assistant Professor, Department of Mechanical Engineering, 2013.

Millett, Joseph D., M.F.A. (University of Southern California), B.A. (Union College), Visiting Assistant Professor, Department of Theatre, 2015.

Minar, Edward H., Ph.D., A.M. (Harvard University), M.A. (University of California at Los Angeles), A.B. (Harvard University), Professor, Department of Philosophy, 1994.

Minor, Ray, M.A. (Northwestern University), B.A. (University of Arkansas), Instructor, School of Journalism and Strategic Media, 2012.

Misenhelter, Dale D., Ph.D. (Florida State University), M.A. (University of Wyoming), B.M. (Florida State University), Professor, Department of Music, 2002.

Mitchell, Joshua Lee, Ph.D. (Southern Illinois University), M.P.A., B.S. (Murray State University), Assistant Professor, Department of Political Science, 2010.

Mitchell, Marc E., M.F.A. (Boston University), Assistant Professor, School of Art, 2014.

Mixdorf, Cory, D.M.A., M.M. (Indiana University), B.A. (University of Northern Iowa), Assistant Professor, Department of Music, 2013.

Moiseichik, Merry Lynn, J.D. (University of Arkansas), R.Ed. (Indiana University at Bloomington), M.S., B.S.E. (State University of New York at Cortland), Professor, Department of Health, Human Performance and Recreation, 1989.

Moldenhauer, Karen Ann-Kuenzel, Ph.D. (Iowa State University), M.S. (North Carolina State University), B.S. (Iowa State University), Professor, Department of Crop, Soil and Environmental Sciences, 1982.

Moon, Zola, Ph.D., M.A. (University of Arkansas), B.A. (Hendrix College), Clinical Associate Professor, School of Human Environmental Sciences, 2001.

Moores, John, M.A. (Ball State University), B.B.A. (Kent State University), Instructor, Program in Operations Management, 2014.

Moradi, Mahmoud, Ph.D. (North Carolina State University), M.S., B.S. (Sharif University of Technology), Assistant Professor, Department of Chemistry and Biochemistry, 2015.

Morawicki, Ruben O., Ph.D. (Pennsylvania State University), M.Eng. (State University of New York-Buffalo), B.S. (Universidad Nacional de Misiones, Argentina), Associate Professor, Department of Food Science, 2006.

Morimoto, Shauna, Ph.D., M.S. (University of Wisconsin-Madison), B.A. (University of Pittsburgh), Associate Professor, Department of Sociology and Criminology, 2008.

- Morris, Adam**, Ed.D. (University of Arkansas), M.S., B.S. (Friends University), B.S. (Newman University), Instructor, Program in Operations Management, 2014.
- Morris, Jack**, M.S., M.B.A. (University of Arkansas), B.A. (University of Central Arkansas), Instructor, Program in Operations Management, 2014.
- Morrissey, Sean P.**, M.F.A. (University of Nebraska-Lincoln), B.F.A. (Bowling Green State University), Assistant Professor, School of Art, 2014.
- Mosley, Jacquelyn Dee**, Ph.D. (Texas Tech University), M.S. (Arizona State University), B.A. (University of Northern Iowa), Associate Professor, School of Human Environmental Sciences, 2010.
- Mounds, Denise Ann**, Ed.D. (Saint Louis University), B.S.E. (Northwest Missouri State University), Clinical Associate Professor, Department of Curriculum and Instruction, 2005.
- Moustafa, Rida**, Ph.D., M.S. (George Mason University), B.S. (Zagazig University, Egypt), Visiting Lecturer, Department of Computer Science and Computer Engineering, 2015.
- Moxley, Shari Coleman**, Ph.D. (University of North Carolina), Instructor, School of Human Environmental Sciences, 2013.
- Mozaffari, Morteza**, Ph.D. (University of Delaware), M.S., B.S. (University of Massachusetts), Assistant Professor, Department of Crop, Soil and Environmental Sciences, 2002.
- Mueller, Robert K.**, D.M.A. (University of Cincinnati), M.M. (Bowling Green State University), B.A. (Northern Michigan University), Professor, Department of Music, 1988.
- Muir, Sherry**, Ph.D. (Walden University), Associate Professor, Department of Health, Human Performance and Recreation, 2017.
- Muldoon, Timothy J.**, M.D. (Baylor College of Medicine), Ph.D. (Rice University), B.S. (Johns Hopkins University), Assistant Professor, Department of Biomedical Engineering, 2012.
- Mullins, Jeff**, M.A., B.S. (University of Arkansas), Executive in Residence, Department of Information Systems, 2006.
- Muntz, Charles E.**, Ph.D. (Duke University), B.A. (Swarthmore College), Associate Professor, Department of History, 2008.
- Murdock, Jeffrey A.**, Ph.D. (University of Memphis), M.M., B.M. (University of Southern Mississippi), Assistant Professor, Department of Music, 2015.
- Murphey, William C.**, M.S. (National Defenses University), M.A. (George Washington University), Instructor, Department of Supply Chain Management, 2014.
- Murphy, Cheryl Ann**, Ed.D., M.A., B.A. (West Virginia University), Professor, Department of Curriculum and Instruction, 1996.
- Murphy, Tiffany**, J.D., B.A. (University of Michigan), Associate Professor, School of Law, .
- Murphy-Erby, Yvette**, Ph.D. (University of North Carolina at Greensboro), M.S.W. (University of North Carolina, Chapel Hill), B.A. (University of North Carolina, Charlotte), Professor, School of Social Work, 2004.
- Murray, Jeff B.**, Ph.D. (Virginia Polytechnic Institute and State University), M.A., B.A. (University of Northern Colorado), Professor, Department of Marketing, 1989.
- Murray, Lori M.**, D.N.P. (University of Kansas Medical Center), M.S., B.S.N. (University of Oklahoma Health Sciences Center), Instructor, Eleanor Mann School of Nursing, 2015.
- Murry, John**, Ed.D., J.D., M.B.A., B.S.B.A., B.S. (University of Arkansas), Associate Professor, Higher Education, 1993.
- Musgnug, Kristin Ann**, M.F.A. (Indiana University at Bloomington), B.A. (Williams College), Associate Professor, School of Art, 1991.
- N**
- Na, Dominic K.**, D.M.A. (University of North Texas), A.D. (Southern Methodist University), Instructor, Department of Music, 2016.
- Nachtmann, Heather**, Ph.D., M.S.I.E., B.S.I.E. (University of Pittsburgh), Professor, Department of Industrial Engineering, 2000.
- Nair, Arun**, Ph.D. (Virginia Tech), M.S. (Colorado State University), B.T. (Mahatma Gandhi University), Assistant Professor, Department of Mechanical Engineering, 2013.
- Naithani, Kusum**, Ph.D. (University of Wyoming), M.Sc. (G.B. Pant University of Agriculture and Technology-India), B.Sc. (University of Lucknow-India), Assistant Professor, Department of Biological Sciences, 2014.
- Nakanishi, Nagayasu**, Ph.D. (University of California, Los Angeles), B.S. (University of California, San Diego), Assistant Professor, Department of Biological Sciences, 2017.
- Nailey, Lawton Lanier**, Ph.D. (Kansas State University), M.S. (Mississippi State University), B.S. (The Ohio State University), Professor, Department of Agricultural Economics and Agribusiness, 2008.
- Nance, Cynthia**, M.A., J.D. (University of Iowa), B.S. (Chicago State University), Professor, School of Law, 1994.
- Naseem, Hameed A.**, Ph.D., M.S. (Virginia Polytechnic State University), M.Sc. (Panjab University), University Professor, Department of Electrical Engineering, 1985.
- Natarajan, Venkatesan Ram**, Ph.D., M.A. (New York University), B.A. (Johns Hopkins University), Assistant Professor, Department of Anthropology, 2015.
- Nayga, Rudy**, Ph.D. (Texas A&M University), M.S. (University of Delaware), B.S. (Foreign Institution), Distinguished Professor, Department of Agricultural Economics and Agribusiness, 2009.
- Needy, Kim LaScola**, Ph.D. (Wichita State University), P.E., M.S.I.E., B.S.I.E. (University of Pittsburgh), Professor, Department of Industrial Engineering, 2008.
- Nelson, Alexander H.**, Ph.D. (University of Maryland), M.S., B.S. (University of Arkansas), Assistant Professor, Department of Computer Science and Computer Engineering, 2017.
- Nethercutt, Leonard**, M.B.A., B.S. (University of Arkansas), Instructor, Program in Operations Management, 2014.
- Neville-Shepard, Meredith D.**, Ph.D. (University of Kansas), Clinical Assistant Professor, Department of Communication, 2016.
- Neville-Shepard, Ryan M.**, Ph.D. (University of Kansas), Assistant Professor, Department of Communication, 2016.
- Newman, Winifred E.**, Ph.D, M.Phil., M.Arch (Harvard), B.Arch, B.S. (University of Texas at Austin), Professor, Department of Architecture, 2015.
- Nichols, Emily M.**, M.Ed. (University of Arkansas), B.A. (University of Arkansas at Fort Smith), Instructor, Program in Operations Management, 2015.
- Niu, Wenbo**, Ph.D. (University of Illinois at Chicago), M.S., B.S. (Fudan University, China), Assistant Professor, Department of Mathematical Sciences, 2015.
- Nolan, Justin Murphy**, Ph.D., M.A. (University of Missouri-Columbia), B.A. (Westminster College), Associate Professor, Department of Anthropology, 2002.
- Norman, Richard J.**, Ph.D. (University of Illinois-Urbana-Champaign), M.S., B.S. (University of Missouri), Professor, Department of Crop, Soil and Environmental Sciences, 1983.
- Norsworthy, Jason Keith**, Ph.D., M.S. (University of Arkansas), B.S. (Louisiana Tech University), Professor, Department of Crop, Soil and Environmental Sciences, 2006.
- Norvell, Phillip E.**, J.D. (University of Oklahoma), B.A. (University of Oklahoma), Professor, School of Law, 1975.
- Norwood, John Martel**, J.D. (Tulane University), M.B.A., B.A. (Louisiana State University), Professor, Department of Accounting, 1981.

Nugent, Russell A., Ph.D., M.S. (Virginia Polytechnic Institute and State University), B.S. (Pennsylvania State University), Adjunct Professor, Department of Animal Science, 2011.

Nurre, Sarah, Ph.D., M.Eng., B.S. (Rensselaer Polytechnic Institute), Assistant Professor, Department of Industrial Engineering, 2015.

Nutter, Darin W., Ph.D. (Texas A&M University), M.S.M.E., B.S.M.E. (Oklahoma State University), Professor, Department of Mechanical Engineering, 1994.

O

O'Brien, Catherine, Ph.D. (University of Illinois, Chicago), M.P.H. (San Diego State University), M.A. (University of California, San Diego), B.S.Ed. (University of Wisconsin, Madison), Instructor, School of Human Environmental Sciences, 2016.

O'Loughlin, J. Brian, Ph.D. (University of Alabama), M.A. (Syracuse University), B.S. (Boston College), Visiting Assistant Professor, Department of Communication, 2016.

Oliver, William, Ph.D., M.S. (University of Colorado-Boulder), B.S. (University of Arizona), Associate Professor, Department of Physics, 1992.

Omura, Mafumi, M.A. (University of Iowa), B.A. (Kansai Gaidai University), Instructor, Department of World Languages, Literatures and Cultures, 2016.

Oommen, Thomas, Ph.D. (Tufts University), Visiting Assistant Professor, Department of Communication, 2015.

Orr, Betsy, Ed.D., M.Ed. (University of Arkansas), B.A. (University of Arkansas at Monticello), Associate Professor, Department of Curriculum and Instruction, 1989.

Ortega, Catalina, M.M. (University of Arkansas), B.A. (Pontificia Universidad Javeriana, Colombia), Instructor, Department of Music, 2014.

Osborn, G. Scott, Ph.D. (North Carolina State University), M.S., Ag.E., B.S. (University of Kentucky), Associate Professor, Department of Biological and Agricultural Engineering, 2001.

Owen, Donna S., M.S., B.S., B.A. (University of Arkansas), Clinical Instructor, Department of Curriculum and Instruction, 2005.

O'Leary-Kelly, Anne M., Ph.D. (Michigan State University), B.A. (University of Michigan), Professor, Department of Management, 1997.

P

Padilla, Yajaira, Ph.D. (University of California, San Diego), B.A. (University of California, Santa Cruz), Associate Professor, Department of English, 2013.

Panayotova, Miroslava Saifur, Ph.D. (University of Arizona), Instructor, Department of Music, 2014.

Panda, Brajendra Nath, Ph.D. (North Dakota St. University), M.S. (Utkal University, India), Professor, Department of Computer Science and Computer Engineering, 2001.

Paradise, Thomas R., Ph.D. (Arizona State University), M.A. (Georgia State University), F.G.A., G.G. (Gemological Institute of America), B.S. (University of Nevada), University Professor, Department of Geosciences, 2000.

Park, Moon, D.M.A. (University of Cincinnati), M.M. (Staatliche Hochschule fur Musik in Freiburg), B.M. (University of Seoul National), Assistant Professor, Department of Music, 2012.

Park, Joon, Ph.D. (University of Oregon), M.A., B.M. (Eastman School of Music), Assistant Professor, Department of Music, 2016.

Parkerson, Pat, Ph.D., B.S. (University of Arkansas), Associate Professor, Department of Computer Science and Computer Engineering, 1990.

Parks, Nathan A., Ph.D., M.S. (Georgia Institute of Technology), B.A. (University of Virginia), Assistant Professor, Department of Psychological Science, 2012.

Parnell, Gregory S., Ph.D. (Stanford University), M.S. (University of Southern California), M.E.I.S.E. (University of Florida), B.S. (University of New York at Buffalo), Research Professor, Department of Industrial Engineering, 2013.

Parry, Janine A., Ph.D., M.A. (Washington State University), B.A. (Western Washington University), Professor, Department of Political Science, 1998.

Patitz, Matthew J., Ph.D., M.S., B.S. (Iowa State University), Associate Professor, Department of Computer Science and Computer Engineering, 2012.

Patton, Susan Kane, Ph.D., M.S.N. (University of Arkansas), M.H.S.A. (University of Arkansas at Little Rock), B.S.N. (University of Arkansas for Medical Sciences), Assistant Professor, Eleanor Mann School of Nursing, 2010.

Paul, David W., Ph.D. (University of Cincinnati), B.S. (Southwestern University), Associate Professor, Department of Chemistry and Biochemistry, 1980.

Peng, Yarui, Ph.D., M.S. (Georgia Institute of Technology), B.S. (Tsinghua University), Assistant Professor, Department of Computer Science and Computer Engineering, 2017.

Penner-Williams, Janet, Ed.D., M.Ed., B.S.E. (University of Houston), Associate Professor, Department of Curriculum and Instruction, 2005.

Pepitone, Lauren, Ph.D., M.A. (Johns Hopkins University), B.A., Vassar University, Assistant Professor, Department of History, 2016.

Pereira, Andy, Ph.D. (Iowa State University), M.S. (Indian Agricultural Research Institute, India), B.Sc.Ag. (Govind Ballabh Pant University of Agriculture and Technology, India), Professor, Department of Crop, Soil and Environmental Sciences, 2011.

Perry, Kim, M.S. (University of Arkansas), Instructor, Department of Rehabilitation, Human Resource and Communication Disorders, 2007.

Perryman, Kristi Leann, Ph.D. (University of Arkansas), M.S., B.S. (Southwest Missouri State University), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2014.

Peters, Gary F., Ph.D. (University of Oregon), M.S. (University of Missouri-Columbia), B.S. (Arkansas Tech University), Professor, Department of Accounting, 2003.

Petretic, Patricia Ann Louise, Ph.D., M.A. (Bowling Green State University), B.A. (Youngstown State University), Associate Professor, Department of Psychological Science, 1990.

Petris, Giovanni, Ph.D., M.S. (Duke University), B.S. (Universita degli Studi di Milano, Italy), Professor, Department of Mathematical Sciences, 1999.

Petrone, Kim, J.D. (Northwestern University), B.A. (Southern Methodist University), Instructor, Department of Accounting, 2014.

Philipp, Dirk, Ph.D. (Texas Tech University), M.S., B.S. (University of Leizig, Germany), Associate Professor, Department of Animal Science, 2007.

Pierce, Michael C., Ph.D., M.A. (The Ohio State University), B.A. (Kenyon College), Associate Professor, Department of History, 2001.

Pierce, Benjamin J., D.M.A., M.M. (University of Michigan-Ann Arbor), B.M. (Bowling Green State University), Professor, Department of Music, 2003.

Pierson, Harry A., Ph.D. (The Ohio State University), M.S.E.M., B.S.M.E. (University of Missouri, Rolla), Assistant Professor, Department of Industrial Engineering, 2014.

Pijanowski, John C., Ph.D., M.S. (Cornell University), B.A. (Brown University), Professor, Department of Curriculum and Instruction, 2007.

Pincus, Karen V., Ph.D., M.B.A., B.S. (University of Maryland-College Park), Professor, Department of Accounting, 1995.

Pinto, Ines, Ph.D. (Louisiana State University Health Sciences Center), M.S., B.S. (University of Chile), Associate Professor, Department of Biological Sciences, 2000.

Pittman, Harrison Mauzy, LL.M. (University of Arkansas), J.D., B.A. (University of Arkansas at Little Rock), Assistant Professor, 2001.

Plavcan, Joseph M., Ph.D., B.A. (Duke University), Professor, Department of Anthropology, 2001.

Pohl, Edward A., Ph.D., M.S.R.E. (University of Arizona), M.S.S.E. (Air Force Institute of Technology), M.S.E.M. (University of Dayton), B.S.E.E. (Boston University), Professor, Department of Industrial Engineering, 2004.

Pohl, Letitia, Ph.D. (University of Arkansas), M.S.S.E. (Air Force Institute of Technology), B.S.M.E. (Tulane University), Clinical Assistant Professor, Department of Industrial Engineering, 2013.

Pohlman, Fred W., Ph.D. (Kansas State University), M.S. (University of Tennessee), B.S. (University of Missouri-Columbia), Professor, Department of Animal Science, 1997.

Pope, Adam, Ph.D. (Purdue University), M.A. (University of Arkansas), B.A. (Freed-Hardeman University), Visiting Assistant Professor, Department of English, 2013.

Popejoy, Erin O., Ph.D. (University of Texas–San Antonio), M.A. (Texas State University), B.A. (Case Western Reserve University), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2015.

Popp, Michael P., Ph.D. (Colorado State University), M.B.A. (University of Colorado-Boulder), B.Comm. (University of Manitoba), Professor, Department of Agricultural Economics and Agribusiness, 1998.

Popp, Jennie Sheerin, Ph.D., M.S. (Colorado State University), B.S. (University of Scranton), Professor, Department of Agricultural Economics and Agribusiness, 1998.

Porter, Errol, M.S.E.E., B.S.E.E. (University of Arkansas), Research Associate, Microelectronics-Photonics, 1997.

Potra, Adriana, Ph.D. (Florida International University), M.S., B.S. (University of Babeş-Bolyai, Romania), Assistant Professor, Department of Geosciences, 2012.

Potter, Daniel S., M.N.A.S., B.S. (Missouri State University), Instructor, Department of Animal Science, 2016.

Powell, Jeremy G., Ph.D. (University of Arkansas), D.V.M. (Oklahoma State University), B.S. (University of Arkansas), Professor, Department of Animal Science, 2009.

Proctor, Andy, Ph.D., M.S. (University of Arkansas), B.S. (Queen Mary College, University of London), University Professor, Department of Food Science, 1992.

Prosandeev, Sergey, Ph.D., M.S. (Rostov State University), Research Professor, Department of Physics, 2005.

Pulido Rull, Ana, Ph.D., M.A. (Harvard University), B.A. (National Autonomous University of Mexico), Assistant Professor, School of Art, 2012.

Pullen, Brian K., M.B.A. (University of Arkansas), B.S. (Arkansas Tech University), Instructor, Department of Management, 2000.

Purcell, Larry C., Ph.D. (University of Florida), M.S., B.S. (University of Georgia), Distinguished Professor, Department of Crop, Soil and Environmental Sciences, 1993.

Puvanakrishnan, Priyaveena, Ph.D. (University of Texas at Austin), Instructor, Department of Biomedical Engineering, 2015.

Pérez Arroyo, Elkin Javier, M.A. (University of Arkansas), B.A. (Universidad de Córdoba, Montería, Colombia), Instructor, Department of World Languages, Literatures and Cultures, 2017.

Q

Qian, Xianghong, Ph.D., M.Phil. (George Washington University), B.S. (Nanjing University, P.R. China), Professor, Department of Biomedical Engineering, 2011.

Quinn, William A., Ph.D., M.A. (The Ohio State University), B.A. (Xavier University), Professor, Department of English, 1979.

Quinn, Kyle P., Ph.D. (University of Pennsylvania), B.S. (University of Wisconsin), Assistant Professor, Department of Biomedical Engineering, 2014.

R

Ragsdale, Chal, M.M. (East Carolina University), B.S. (Auburn University), University Professor, Department of Music, 1975.

Raich, Andrew Seth, Ph.D., M.A. (University of Wisconsin-Madison), B.A. (Williams College), Associate Professor, Department of Mathematical Sciences, 2008.

Rainey, Daniel V., Ph.D., M.S. (Purdue University), B.S.A. (University of Arkansas), Associate Professor, Department of Agricultural Economics and Agribusiness, 2000.

Rainey, Ronald L., Ph.D., M.S., B.S.A. (University of Arkansas), Professor, Department of Agricultural Economics and Agribusiness, 1993.

Rainwater, Chase E., Ph.D. (University of Florida), B.S.I.E. (University of Arkansas), Associate Professor, Department of Industrial Engineering, 2009.

Rajaram, Narasimhan, Ph.D. (University of Texas, Austin), B.E. (Anna University, India), Assistant Professor, Department of Biomedical Engineering, 2014.

Ralston, Christine R., Ph.D. (Purdue University), M.Ed., B.S. (Indiana Wesleyan University), Clinical Assistant Professor, Department of Curriculum and Instruction, 2015.

Ramirez, Kasey, M.F.A. (Indiana University, Bloomington), B.F.A. (Rhode Island School of Design), Instructor, School of Art, 2015.

Rao, Raj R., Ph.D. (University of Georgia), M.S. (University of Texas), M.Sc., B.E. (Birla Institute of Technology and Sciences, India), Professor, Department of Biomedical Engineering, 2016.

Rapert, Molly, Ph.D. (University of Memphis), M.B.A., B.S.B.A. (University of Arkansas), Associate Professor, Department of Marketing, 1991.

Rauth, Cynthia A., M.A. (University of Washington), Instructor, English Language and Cultural Studies, 2014.

Raynor, James, M.S. (University of Arkansas), B.S. (Texas A & M University), Instructor, Program in Operations Management, 2014.

Reeber, Joy Elisabeth, Ph.D., M.A. (University of Wisconsin-Madison), B.A. (University of North Carolina), Instructor, Department of World Languages, Literatures and Cultures, 2012.

Reeves, Carol, Ph.D. (University of Georgia), M.A. (University of South Carolina), B.S. (Georgia Southern College), Professor, Department of Management, 1990.

Reid, Margaret F., Ph.D. (University of Oklahoma), M.B.A. (Central State University), M.P.A. (University of Oklahoma), M.A. (University of Bonn), B.A. (University of Marburg, West Germany), Professor, Department of Political Science, 1993.

Rennie, Craig, Ph.D. (University of Oregon), M.B.A. (Dalhousie University), B.A. (University of Toronto), Associate Professor, Department of Finance, 2001.

Restrepo, Luis Fernando, Ph.D., M.A. (University of Maryland-College Park), B.A. (Universidad Pontificia Bolivariana), University Professor, Department of World Languages, Literatures and Cultures, 1995.

Rhoads, Douglas Duane, Ph.D. (Kansas State University), M.A., B.A. (Wichita State University), University Professor, Department of Biological Sciences, 1990.

Richardson, Mike, Ph.D. (University of Georgia), M.S. (Louisiana State University), B.S. (Louisiana Tech University), Professor, Department of Horticulture, 1998.

Richardson, Vernon J., Ph.D. (University of Illinois-Urbana-Champaign), M.B.A., B.S. (Brigham Young University), Distinguished Professor, Department of Accounting, 2005.

- Richardson, Tracey**, Ed.D. (Argosy University), M.S., B.A.Sc. (Troy University), Instructor, Program in Operations Management, 2014.
- Ricke, Steven C.**, Ph.D. (University of Wisconsin-Madison), M.S., B.S. (University of Illinois), Professor, Department of Food Science, 2005.
- Ridge, Jason**, Ph.D., M.A., B.A. (Oklahoma State University), Associate Professor, Department of Management, 2015.
- Rieck, Yo'av**, Ph.D. (University of Texas at Austin), B.A. (Israel Institute of Technology), Professor, Department of Mathematical Sciences, 2000.
- Rieske, David**, M.S., B.S. (University of Arkansas), Instructor, Program in Operations Management, 2014.
- Riha, Michael**, M.F.A. (Indiana University at Bloomington), B.F.A. (University of Wisconsin), Professor, Department of Theatre, 1992.
- Riley, Nastassja**, M.M. (Florida State University), Lecturer, Department of Music, 2014.
- Riley, Timothy B.**, Ph.D. (University of Kentucky), Assistant Professor, Department of Finance, 2016.
- Risk, Mark E.**, M.B.A., B.S.B.A. (University of Arkansas), Instructor, Department of Finance, 1981.
- Robbins, Robert Thomas**, Ph.D. (North Carolina State University), M.S., B.S. (Kansas State University), University Professor, Department of Plant Pathology, 1979.
- Robbins, James A.**, Ph.D. (University of California-Davis), M.S. (University of Georgia), B.S. (University of Wisconsin), Professor, Department of Horticulture, 1998.
- Roberts, Trenton L.**, Ph.D. (University of Arkansas), M.S. (University of Arizona), B.S. (Oklahoma State University), Associate Professor, Department of Crop, Soil and Environmental Sciences, 2010.
- Roberts, Robin**, Ph.D., M.A. (University of Pennsylvania), B.A. (Mount Holyoke College), Professor, Department of English, 2011.
- Robertson, Lona**, Ed.D. (Indiana University, Bloomington), M.S., B.S. (Florida State University), Professor, School of Human Environmental Sciences, 2006.
- Robertson, Bill**, Ph.D., M.S. (Texas A&M University), B.S. (West Texas State University), Professor, Department of Crop, Soil and Environmental Sciences, 2014.
- Robinson, Charles F.**, Ph.D. (University of Houston), M.A. (Rice University), B.A. (University of Houston), Professor, Department of History, 1999.
- Robinson, Eddie**, Ph.D. (Northcentral University), M.A.S. (Embry Riddle Aeronautical University), M.S. (University of Arkansas), B.S. (United States Air Force Academy), Instructor, Program in Operations Management, 2014.
- Rochell, Samuel J.**, Ph.D. (University of Illinois at Urbana-Campaign), M.S., B.S. (Auburn University), Assistant Professor, Department of Poultry Science, 2016.
- Rodeffer, Carolyn**, M.B.A. (University of Chicago), B.A. (University of Maryland), Instructor, Department of Management, 2015.
- Rodriguez, Sarah**, Ph.D., B.A. (University of Pennsylvania), Assistant Professor, Department of History, 2016.
- Roe, Larry**, Ph.D. (University of Florida), M.S., B.S.M.E. (University of Mississippi), Associate Professor, Department of Mechanical Engineering, 1994.
- Roeder, Richard A.**, Ph.D., M.S. (Texas A&M University), B.A. (Glassboro State College), Professor, Department of Animal Science, 2002.
- Roessger, Kevin**, Ph.D., M.S., B.A. (University of Wisconsin-Milwaukee), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2016.
- Rojas, Clemencia**, Ph.D. (Cornell University), M.S. (Purdue University), B.S. (Universidad de Los Andes, Colombia), Assistant Professor, Department of Plant Pathology, 2015.
- Rom, Curt R.**, Ph.D., M.S. (The Ohio State University), B.S. (University of Arkansas), University Professor, Department of Horticulture, 1989.
- Roper, Donald K.**, Ph.D. (University of Wisconsin-Madison), B.S., B.S.Ch.E. (Brigham Young University), Associate Professor, Ralph E. Martin Department of Chemical Engineering, 2008.
- Rorie, Rick**, Ph.D. (Louisiana State University), M.S., B.S. (University of Arkansas), Professor, Department of Animal Science, 1989.
- Rosales, Steven**, Ph.D. (University of California-Irvine), B.A. (University of California-San Diego), Associate Professor, Department of History, 2013.
- Rose, Jerry**, Ph.D., M.A. (University of Massachusetts), B.A. (University of Colorado), University Professor, Department of Anthropology, 1976.
- Rosen, Chris**, Ph.D. (University of Akron), M.A. (Appalachian State University), B.A. (Washington and Lee University), Professor, Department of Management, 2006.
- Rosenkrans, Charles F.**, Ph.D. (Kansas State University), M.S., B.S. (University of Missouri-Columbia), Professor, Department of Animal Science, 1991.
- Ross, Jeremy**, Ph.D, M.S., B.S. (University of Arkansas), Professor, Department of Crop, Soil and Environmental Sciences, 1996.
- Rossetti, Manuel D.**, Ph.D., P.E., M.S.I.S. (The Ohio State University), B.S.I.E. (University of Cincinnati), Professor, Department of Industrial Engineering, 1999.
- Rossetti, Amy H.**, M.S., B.S. (Ohio State University), Instructor, Program in Operations Management, 2014.
- Rossiter-Hofer, Adriana**, Ph.D. (University of Maryland-College Park), M.S. (Federal University of Rio de Janeiro, Brazil), B.S. (Federal University of Pernambuco, Brazil), Associate Professor, Department of Supply Chain Management, 2008.
- Rosteck, Thomas**, Ph.D. (University of Wisconsin-Madison), M.A. (Brown University), A.B. (Washington University), Associate Professor, Department of Communication, 1990.
- Rowe, Stephen**, Ph.D. (University of Illinois), M.S. (Loyola University Chicago), B.A. (Covenant College), Assistant Professor, Department of Accounting, 2016.
- Roy, William**, M.S. (University of Arkansas), B.S. (University of Memphis), Instructor, Program in Operations Management, 2014.
- Rozier, Louise L.**, D.M.L. (Middlebury College), M.A. (University of Arkansas), B.A. (Licence es Lettres, Université de Besançon, France), Associate Professor, Department of World Languages, Literatures and Cultures, 1991.
- Rucker, Kathryn Jill**, Ph.D., M.B.A., B.S. (Oklahoma State University), Assistant Professor, Department of Agricultural Education, Communications and Technology, 2013.
- Ruiz, M. Reina**, Ph.D. (Washington University in St. Louis), M.A. (Kansas State University), B.A. (University of Leon, Spain), Associate Professor, Department of World Languages, Literatures and Cultures, 2001.
- Rulli, Richard J.**, D.M.A. (University of Wisconsin-Madison), M.M. (Ithaca College), B.M. (University of Northern Colorado), Associate Professor, Department of Music, 2003.
- Rumley, Elizabeth Rebecca**, LL.M. (University of Arkansas), J.D. (University of Toledo), B.A. (Michigan State University), Research Assistant Professor, Department of Agricultural Economics and Agribusiness, 2008.
- Rumley, Rusty W.**, J.D. (University of Oklahoma), Research Assistant Professor, Department of Agricultural Economics and Agribusiness, 2009.
- Runkle, Benjamin R.K.**, Ph.D., M.S. (University of California-Berkeley), B.S. (Princeton University), Assistant Professor, Department of Biological and Agricultural Engineering, 2014.
- Runkles, Henry S.**, M.M. (University of Arkansas), Lecturer, Department of Music, 2002.

Rupe, John C., Ph.D., M.S. (University of Kentucky), B.S. (Colorado State University), Professor, Department of Plant Pathology, 1984.

Russell, Mark, Ed.D. (Texas Tech University), M.S., B.S. (Colorado State University), Assistant Professor, Department of Animal Science, 2010.

Ryan, Jeffrey J., Ph.D., M.A. (Rice University), B.A. (Colorado State University), Associate Professor, Department of Political Science, 1990.

Ryan, John, Ph.D. (University of York), M.Sc. (University of Warwick), B.A. (University of York, Britain), Professor, Department of Mathematical Sciences, 1990.

S

Sabherwal, Rajiv, Ph.D. (University of Pittsburgh), P.G.D.M. (Indian Institute of Management), B.S.E.E. (Regional Engineering College, India), Professor, Department of Information Systems, 2011.

Sabo, George, Ph.D., M.A., B.S. (Michigan State University), Professor, Department of Anthropology, 1980.

Sabon, Lauren, Ph.D. (University of Tennessee-Knoxville), M.S./M.A. (Marshall University), B.S., B.A. (West Virginia University), Clinical Assistant Professor, Department of Sociology and Criminology, 2014.

Sadaka, Sammy, Ph.D. (Dalhousie University, Canada, and Alexandria University, Egypt), M.S., B.S. (Alexandria University, Egypt), Assistant Professor, Department of Biological and Agricultural Engineering, 2007.

Sakon, Joshua, Ph.D. (University of Wisconsin-Madison), B.S. (Southern Oregon University), Professor, Department of Chemistry and Biochemistry, 1997.

Salamo, Gregory J., Ph.D. (City University of New York), M.S. (Indiana University-Purdue University-Indianapolis), B.S. (City University of New York, Brooklyn College), Distinguished Professor, Department of Physics, 1975.

Salonen, Rick, Ed.D., M.M. (University of Arkansas), B.M. (Central Michigan University), Instructor, Department of Music, 2008.

Saunders, Robert F., M.S.E.E., M.S. (University of Arkansas), Instructor, Department of Electrical Engineering, 2012.

Savin, Mary Cathleen, Ph.D., M.S. (University of Rhode Island), B.S. (University of Notre Dame), Professor, Department of Crop, Soil and Environmental Sciences, 2002.

Saxena, Ashok, Ph.D., M.S. (University of Cincinnati), B.S.M.E. (Indiana Institute of Technology), Distinguished Professor, Department of Mechanical Engineering, 2003.

Schaefer-Whitby, Peggy, Ph.D. (University of Central Florida), M.A. (University of Houston-Clear Lake), B.A. (St. Cloud State University), Associate Professor, Department of Curriculum and Instruction, 2012.

Scheide, Frank Milo, Ph.D. (University of Wisconsin-Madison), M.A. (New York University), B.S. (University of Wisconsin-River Falls), Professor, Department of Communication, 1977.

Schmidtke, Carsten M., Ph.D. (Oklahoma State University), M.A., B.A. (Christian-Albrechts University), Assistant Professor, Department of Human Resource and Workforce Development Education, 2008.

Schneider, Susan, LL.M. (University of Arkansas), J.D. (University of Minnesota-Twin Cities), B.A. (College of Saint Catherine), Professor, School of Law, 1998.

Schott, Elizabeth W., Ph.D., M.S. (New Mexico State University), M.S.I.E. (Georgia Institute of Technology), Instructor, Program in Operations Management, 2017.

Schreckhise, William D., Ph.D., M.A., B.A. (Washington State University), Associate Professor, Department of Political Science, 1998.

Schulte, Stephanie Ricker, Ph.D., M.A. (George Washington University), B.A. (University of Arkansas), Associate Professor, Department of Communication, 2008.

Schulte, Bret J., M.F.A. (George Mason University), B.A. (University of Nebraska-Lincoln), Associate Professor, School of Journalism and Strategic Media, 2008.

Schwab, Bill, Ph.D., M.A. (The Ohio State University), M.A. (University of Akron), B.A. (Miami University), University Professor, Department of Sociology and Criminology, 1976.

Scott, Allison L., D.N.P. (University of Missouri-Kansas City), M.S.N., B.S.N. (University of Arkansas for Medical Sciences), Assistant Professor, Eleanor Mann School of Nursing, 2006.

Scott, Robert C., Ph.D. (Mississippi State University), M.S., B.S. (Oklahoma State University), Professor, Department of Crop, Soil and Environmental Sciences, 2002.

Scott, Adrienne R., M.S.W. (University of Texas, Arlington), B.A. (University of Arkansas), Lecturer, School of Social Work, 2014.

Scott, Marc, Ph.D. (North Dakota State University), M.S., B.S. (South Carolina State University), Clinical Assistant Professor, Department of Supply Chain Management, 2016.

Sebold, Karen Denice, Ph.D., M.A. (University of Arkansas), B.S. (Campbell College), B.S. (Rogers State University), Clinical Assistant Professor, Department of Political Science, 2011.

Selvam, R. Panneer, Ph.D. (Texas Tech University), M.S.C.E. (South Dakota School of Mines and Technology), M.E., B.E. (University of Madras, India), University Professor, Department of Civil Engineering, 1986.

Senor, Thomas D., Ph.D., M.A. (University of Arizona), B.S. (University of Oregon), Professor, Department of Philosophy, 1989.

Seo, Han-Seok, Dr.rer.Medic. (Technische Universität Dresden, Germany), Ph.D., M.Sc. (Seoul National University), B.S. (Korea University, Seoul), Associate Professor, Department of Food Science, 2012.

Serrano, Christina, Ph.D. (University of Georgia), B.B.A. (Armstrong Atlantic State University), Assistant Professor, Department of Information Systems, 2011.

Servoss, Shannon, Ph.D. (Northwestern University), B.S.Ch.E. (University of Michigan-Ann Arbor), Associate Professor, Ralph E. Martin Department of Chemical Engineering, 2007.

Setia, Pankaj, Ph.D. (Michigan State University), M.B.A. (Management Development Institute), B.S. (University of Delhi, India), Associate Professor, Department of Information Systems, 2008.

Sexton, Kim, Ph.D., M.A., M.Phil. (Yale University), B.A. (State University of New York at Binghamton), Associate Professor, Department of Architecture, 1999.

Sha, Xueyan, Ph.D. (Louisiana State University), Professor, Department of Crop, Soil and Environmental Sciences, 2012.

Sha, Zhenghui, Ph.D. (Purdue University), M.S.M.E. (Xi'an Jiaotong University), B.S.M.E. (Xi'an University of Technology), Assistant Professor, Department of Mechanical Engineering, 2016.

Shakiba, Ehsan, Ph.D., M.S. (University of Arkansas), M.S., B.S. (Azad University, Iran), Assistant Professor, Department of Crop, Soil and Environmental Sciences, 2015.

Shanks, Bruce C., Ph.D. (South Dakota State University), M.S. (Montana State University), B.S. (Missouri State University), Adjunct Assistant Professor, Department of Animal Science, 2011.

Sharpley, Andrew N., Ph.D. (Massey University, New Zealand), B.S. (University College of North Wales), Distinguished Professor, Department of Crop, Soil and Environmental Sciences, 2006.

Shaw, John B., Ph.D. (University of Texas at Austin), B.A. (Oberlin College), Assistant Professor, Department of Geosciences, 2014.

Shelton, Leslie Jo, Ph.D. (Michigan State University), M.Ed., B.A. (Ohio University), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2014.

Shew, Woodrow L., Ph.D. (University of Maryland-College Park), B.A. (College of Wooster), Associate Professor, Department of Physics, 2012.

- Shi, Wei**, Ph.D. (University of Alberta), M.S. (East China University of Science and Technology), B.S. (Shanghai Jiao Tong University), Assistant Professor, Department of Chemistry and Biochemistry, 2012.
- Shi, Xuan**, Ph.D. (West Virginia University), M.S. (Indiana University of Pennsylvania), B.S. (Hubei University), Assistant Professor, Department of Geosciences, 2012.
- Shi, Ainong**, Ph.D. (North Carolina State University), M.S. (Graduate School of Chinese Academy of Agricultural Sciences), B.S. (Zhejiang University), Assistant Professor, Department of Horticulture, 2013.
- Shields, Christopher A.**, Ph.D., J.D. (University of Arkansas), M.A., B.A. (Arkansas State University), Clinical Assistant Professor, Department of Sociology and Criminology, 2003.
- Shields, Todd G.**, Ph.D., M.A. (University of Kentucky), B.A. (Miami University), Professor, Department of Political Science, 1994.
- Shipman, Jonathan**, Ph.D. (University of Tennessee), B.S. (University of Central Arkansas), Assistant Professor, Department of Accounting, 2015.
- Shobe, Marcia A.**, Ph.D. (University of Kansas), M.S.W. (University of Hawaii at Manoa), B.A. (State University of New York at Plattsburgh), Professor, School of Social Work, 2007.
- Shook, Carole**, M.S.B.A., B.S.B.A. (University of Arkansas), Instructor, Department of Supply Chain Management, 1999.
- Shoulders, Kate**, Ph.D. (University of Florida), M.S., M.A. (Murray State University), Associate Professor, Department of Agricultural Education, Communications and Technology, 2012.
- Shreve, Marilou D.**, D.N.P., M.S.N. (University of Missouri-Kansas City), B.S.N. (University of Arkansas), Clinical Instructor, Eleanor Mann School of Nursing, 2013.
- Shuler, Kimberly M.**, M.S.W. (University of Arkansas at Little Rock), B.S.W. (University of Arkansas), Instructor, School of Social Work, 2015.
- Siebenmorgen, Terrence J.**, Ph.D. (University of Nebraska-Lincoln), M.S.Ag.E. (Purdue University), B.S.Ag.E. (University of Arkansas), Distinguished Professor, Department of Food Science, 1984.
- Siepielski, Adam M.**, Ph.D. (University of Wyoming-Laramie), M.S. (New Mexico State University), B.S. (Pennsylvania State University-University Park), Assistant Professor, Department of Biological Sciences, 2015.
- Singh, Surendra P.**, Ph.D., M.A. (University of Rochester), M.Sc., B.Sc. (Banaras Hindu University, India), University Professor, Department of Physics, 1982.
- Sirmans, Corbitt Stace**, Ph.D., B.S. (Florida State University), Assistant Professor, Department of Finance, 2014.
- Sites, Joanna**, M.S.W., B.A. (University of Arkansas), Lecturer, School of Social Work, 2016.
- Skinner, Jerral V.**, Ph.D. (University of Arkansas), Lecturer, Department of Crop, Soil and Environmental Sciences, 1990.
- Slaton, Nathan A.**, Ph.D., M.S. (University of Arkansas), B.S. (Murray State University), Professor, Department of Crop, Soil and Environmental Sciences, 2001.
- Slattery, Patrick Joseph**, Ph.D. (Indiana University at Bloomington), A.B. (College of the Holy Cross), Associate Professor, Department of English, 1991.
- Sloan, Kathryn Ann**, Ph.D., M.A., M.B.A. (University of Kansas), B.A. (Kansas State University), Professor, Department of History, 2004.
- Smith, Kimberly G.**, Ph.D. (Utah State University), M.S. (University of Arkansas), B.S. (Tufts University), Distinguished Professor, Department of Biological Sciences, 1981.
- Smith, Kathy**, Ed.D., M.S. (University of Arkansas), B.S. (The Ohio State University), Clinical Associate Professor, School of Human Environmental Sciences, 1999.
- Smith, Brent Lamar**, Ph.D., M.S. (Purdue University), B.A. (Ouachita Baptist University), Distinguished Professor, Department of Sociology and Criminology, 2003.
- Smith, Ronn J.**, Ph.D. (Washington State University), M.S., B.S. (Montana State University), Associate Professor, Department of Marketing, 2006.
- Smith, Carl Alan**, Ph.D., M.A. (University of Sheffield), B.Sc. (University of Lancaster), Associate Professor, Department of Landscape Architecture, 2008.
- Smith, Joshua Byron**, Ph.D., M.A. (Northwestern University), B.A. (University of Illinois at Chicago), Assistant Professor, Department of English, 2011.
- Smith, Annie B.**, LL.M. (George Washington University), J.D. (University of Wisconsin-Madison), Associate Professor, School of Law, 2012.
- Smith, Tom E.C.**, Ed.D. (Texas Tech University), M.Ed., B.S.E. (University of Mississippi), University Professor, Department of Curriculum and Instruction, 2002.
- Smith, Scott**, M.S. (University of Arkansas), M.S. (Air Force Institute of Technology), B.S. (United States Air Force Academy), Instructor, Program in Operations Management, 2006.
- Smith, Christopher**, Ph.D. (University of Virginia), M.S. (University of Missouri-Rolla), M.S. (University of Texas at Austin), B.S. (U.S. Military Academy), Instructor, Program in Operations Management, 2015.
- Smith-Blair, Nancy J.**, Ph.D. (University of Kansas), M.S.N. (Northwestern State University), B.S.N. (Texas Christian University), Associate Professor, Eleanor Mann School of Nursing, 1994.
- Smith-Nix, Angela**, Ph.D. (University of Arkansas), M.Ed., B.S.E. (Arkansas State University), Clinical Assistant Professor, Department of Health, Human Performance and Recreation, 1989.
- Sodero, Annibal Camara**, Ph.D. (Arizona State University), M.S.C. (Warkwick University), B.S.C. (UFMG-Brazil), Assistant Professor, Department of Supply Chain Management, 2013.
- Song, Geoboo**, Ph.D. (University of Oklahoma), B.A. (Korea University), B.A. (Hanyang University), Assistant Professor, Department of Political Science, 2012.
- Sonn, Richard D.**, Ph.D., M.A. (University of California-Berkeley), B.A. (University of Michigan), Professor, Department of History, 1987.
- Southward, Cheryl Leigh**, Ph.D., M.S., B.S. (University of Tennessee), Associate Professor, School of Human Environmental Sciences, 2008.
- Sparks, Leigh Pryor**, Ph.D. (University of Arkansas), M.A., B.A. (Stanford University), Instructor, Department of English, 2009.
- Spears, Kari R.**, M.S.W., B.A. (University of Arkansas), Lecturer, School of Social Work, 2016.
- Specking, Eric A.**, M.S.I.E., B.S. (University of Arkansas), Lecturer, Program in Operations Management, .
- Spialek, Matthew L.**, Ph.D. (University of Missouri), Assistant Professor, Department of Communication, 2017.
- Spicer, Tom O.**, Ph.D., M.S.Ch.E., B.S.Ch.E. (University of Arkansas), Professor, Ralph E. Martin Department of Chemical Engineering, 1981.
- Spiegel, Frederick W.**, Ph.D. (University of North Carolina at Chapel Hill), B.A. (Drew University), Distinguished Professor, Department of Biological Sciences, 1982.
- Spießhoefer, Silke**, Ph.D., M.S.E.E., B.S.Ch.E. (University of Arkansas), Clinical Assistant Professor, Department of Electrical Engineering, 2014.
- Spradley, J. Ples**, M.S. (University of Arkansas), B.S. (Hendrix College), Extension Associate Professor, Department of Plant Pathology, 1984.
- Springer, Bethany Lynn**, M.F.A. (University of Georgia), B.A. (Virginia Polytechnic Institute and State University), Associate Professor, School of Art, 2006.
- Spurlock, Terry**, Ph.D. (University of Arkansas), Extension Assistant Professor, Department of Plant Pathology, 2015.
- Srivastava, Vibha**, Ph.D. (Jawaharlal Nehru University, New Delhi), M.S. (Govind Ballabh Pant University of Agriculture and Technology), B.S. (D.E.I. University), Professor, Department of Crop, Soil and Environmental Sciences, 2001.

- Stahle, David William**, Ph.D. (Arizona State University), M.A. (University of Arkansas), B.A. (University of Arizona), Distinguished Professor, Department of Geosciences, 1982.
- Stapp, Robert Bruce**, Ph.D., M.S. (Oklahoma State University), B.S.B.A. (Oklahoma City University), Clinical Professor, Department of Economics, 1995.
- Starks, Trish**, Ph.D., M.A. (The Ohio State University), B.A. (University of Missouri), Associate Professor, Department of History, 2000.
- Starling-Ledbetter, Robyn M.**, M.A., B.A. (University of Arkansas), Instructor, School of Journalism and Strategic Media, 2007.
- Stassen, Robert E.**, Ph.D., M.B.A. (University of Nebraska-Lincoln), B.S. (University of Minnesota), Associate Professor, Department of Marketing, 1989.
- Stauss, Kim**, Ph.D. (University of Utah), M.S.W. (California State University at Sacramento), B.S. (Stephen F. Austin State University), Associate Professor, School of Social Work, 2006.
- Stegman, Charles E.**, Ph.D., M.A. (University of Missouri-Kansas City), B.A. (St. Mary's College), Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 1995.
- Steinkraus, Donald C.**, Ph.D. (Cornell University), M.S. (University of Connecticut), B.A. (Cornell University), Professor, Department of Entomology, 1989.
- Steinmetz, Joseph E.**, Ph.D. (Ohio University), M.A., B.S. (Central Michigan University), Distinguished Professor of Psychological and Brain Science, Department of Psychological Science, 2016.
- Stenken, Julie A.**, Ph.D. (University of Kansas), B.S. (University of Akron), Professor, Department of Chemistry and Biochemistry, 2007.
- Stephen, Fred M.**, Ph.D. (University of California-Berkeley), B.S. (San Jose State University), University Professor, Department of Entomology, 1974.
- Stephens, Dorothy Anne**, Ph.D. (University of California-Berkeley), M.A. (University of Illinois-Chicago), B.A. (Northwestern University), Professor, Department of English, 1992.
- Stephenson, Steven Lee**, Ph.D., M.S. (Virginia Polytechnic Institute and State University), B.S. (Lynchburg College), Research Professor, Department of Biological Sciences, 2003.
- Sterling, Brett E.**, Ph.D., M.A. (Vanderbilt University), B.A. (University of Arkansas), Assistant Professor, Department of World Languages, Literatures and Cultures, 2013.
- Stevens, Christopher W.**, Ph.D. (University of Maryland College Park), M.A. (City University of New York-The Graduate Center), B.A. (Humboldt State University), Instructor, Department of Philosophy, 2015.
- Stewart, Patrick A.**, Ph.D., (Northern Illinois University), M.A., B.A. (University of Central Florida), Associate Professor, Department of Political Science, 2008.
- Stewart, Angela**, D.N.P. (University of Arkansas), M.N.Sc., B.S.N. (University of Arkansas for Medical Sciences), Assistant Professor, Eleanor Mann School of Nursing, 2015.
- Stites, Wesley**, Ph.D. (Massachusetts Institute of Technology), M.A., B.A. (Johns Hopkins University), Professor, Department of Chemistry and Biochemistry, 1991.
- Stokowski, Sarah**, Ph.D. (University of Tennessee), M.Ed. (University of Oklahoma), B.S.E. (University of Kansas), Assistant Professor, Department of Health, Human Performance and Recreation, 2014.
- Stoner, Wesley**, Ph.D., M.A. (University of Kentucky), B.A. (Pennsylvania State University), Assistant Professor, Department of Anthropology, 2014.
- Striegler, Susanne**, Ph.D., M.S., B.S. (Ulm University, Germany), Professor, Department of Chemistry and Biochemistry, 2012.
- Studebaker, Glenn**, Ph.D., M.S. (University of Arkansas), B.S. (Missouri Southern University), Associate Professor, Department of Entomology, 1993.
- Su, Danjie**, Ph.D. (University of California, Los Angeles), M.A., B.A. (Sun Yatsen University, China), Assistant Professor, Department of World Languages, Literatures and Cultures, 2017.
- Suarez, Celina A.**, Ph.D. (University of Kansas), M.S. (Temple University), B.S. (Trinity University), Assistant Professor, Department of Geosciences, 2012.
- Sullivan, Amanda Lynn**, Ph.D., M.A.T., B.S.E. (University of Arkansas), Clinical Associate Professor, Department of Health, Human Performance and Recreation, 2010.
- Sullivan, Kelly M.**, Ph.D. (University of Florida), M.S.I.E., B.S.I.E. (University of Arkansas), Assistant Professor, Department of Industrial Engineering, 2012.
- Sullivan, Bailey A.**, Ph.D. (Texas A&M University), M.S., B.S. (Kansas State University), Instructor, Department of Biological and Agricultural Engineering, 2015.
- Sun, Xiaolun**, Ph.D., M.S. (Virginia Polytech Institute and State University), B.S. (Southern China Agricultural University), Assistant Professor, Department of Poultry Science, 2016.
- Sutherland, Daniel E.**, Ph.D., M.A., B.A. (Wayne State University), Distinguished Professor, Department of History, 1989.
- Sutton, James M.**, M.S. (Southern Methodist University), B.S. (University of West Florida), B.M. (University of Southern Mississippi), Instructor, Program in Operations Management, 2014.
- Swedenburg, Ted R.**, Ph.D., M.A., (University of Texas at Austin), B.A. (University of Beirut), Professor, Department of Anthropology, 1996.
- Sykes, Tracy Ann**, Ph.D. (University of Arkansas), B.S. (University of Maryland-College Park), Associate Professor, Department of Information Systems, 2011.
- Syler, Rhonda A.**, Ph.D. (Auburn University), M.B.A. (Columbus State University), M.S. (Kansas State University), B.S. (Middle Tennessee State University), Clinical Assistant Professor, Department of Information Systems, 2016.
- Sytsma, Janine A.**, Ph.D. (University of Wisconsin-Madison), M.A. (University of Denver), B.A. (Arizona State University), Assistant Professor, School of Art, 2016.
- Szalanski, Allen Lawrence**, Ph.D. (University of Nebraska-Lincoln), M.S. (Kansas State University), B.S. (University of Manitoba), Professor, Department of Entomology, 2001.
- Szwydky-Davis, Lissette López**, Ph.D., M.A. (Penn State University), B.A. (University of Miami), Assistant Professor, Department of English, 2013.
- T**
- Tarvin, Tim**, J.D. (University of Arkansas), B.A. (Hendrix College), Associate Professor, School of Law, 1993.
- Taylor, Jennifer**, Ph.D. (University of Missouri-Kansas City), M.A. (University of Northern Iowa), B.A. (University of Kentucky), Research Professor, Department of Marketing, 2014.
- Teague, Rick**, M.S. (Webster University), B.B.A. (University of Memphis), Instructor, Program in Operations Management, 2001.
- Teal, Kimberly Hannon**, Ph.D., M.M. (Eastman School of Music), B.A. (University of Oregon), Assistant Professor, Department of Music, 2016.
- Tellez-Isaias, Guillermo**, Ph.D. (Texas A&M University), Visiting Professor, Department of Poultry Science, 2002.
- Ten Haaf, Rachel E.**, Ph.D. (University of Michigan), M.A. (University of Illinois, Urbana-Champaign), Assistant Professor, Department of World Languages, Literatures and Cultures, 2016.
- Terhune, Claire E.**, Ph.D., M.A. (Arizona State University), B.A., B.S. (College of Charleston), Assistant Professor, Department of Anthropology, 2013.
- Terrell, Katie**, M.B.A. (University of Arkansas), B.A. (University of Central Arkansas), Instructor, Department of Accounting, 2012.

- Teuton, Sean Kicummah**, Ph.D., M.A. (Cornell University), B.A. (University of Colorado-Boulder), Associate Professor, Department of English, 2013.
- Thallapuram, Suresh**, Ph.D. (Osmania University), Professor, Department of Chemistry and Biochemistry, 2003.
- Thibado, Paul M.**, Ph.D. (University of Pennsylvania), B.S. (San Diego State University), Professor, Department of Physics, 1996.
- Thoma, Greg**, Ph.D. (Louisiana State University), M.S.Ch.E., B.S.Ch.E. (University of Arkansas), Professor, Ralph E. Martin Department of Chemical Engineering, 1993.
- Thomas, JaLynn D.**, B.S. (Louisiana Tech College Ruston Campus), Instructor, Department of Accounting, 2011.
- Thomas, Shaun A.**, Ph.D., M.A. (Louisiana State University), B.A. (University of Akron), Associate Professor, Department of Sociology and Criminology, 2015.
- Thomas, Johanna**, Ph.D., M.S.W. (Louisiana State University), B.A. (University of Akron), Assistant Professor, School of Social Work, 2015.
- Thomas, Rodney W.**, Ph.D., M.B.A. (University of Tennessee), B.S.B.A. (Greensboro College), Associate Professor, Department of Supply Chain Management, 2017.
- Thompson, Timothy F.**, D.M.A., M.M. (University of Wisconsin-Madison), Professor, Department of Music, 1979.
- Thompson, Dale R.**, Ph.D. (North Carolina State University), M.S., B.S. (Mississippi State University), Associate Professor, Department of Computer Science and Computer Engineering, 2000.
- Thompson, Randy**, J.D. (University of Illinois-Urbana-Champaign), M.L.S., B.A. (Indiana University), Associate Professor, School of Law, 2008.
- Thomsen, Michael R.**, Ph.D. (University of Minnesota-Morris), M.S., B.S. (Utah State University), Professor, Department of Agricultural Economics and Agribusiness, 1998.
- Tian, Ryan**, Ph.D. (University of Connecticut), B.S. (Fudan University, Shanghai), Associate Professor, Department of Chemistry and Biochemistry, 2004.
- Tipsmark, Christian K.**, Ph.D., M.S. (University of Southern Denmark), Associate Professor, Department of Biological Sciences, 2010.
- Tjani, Maria**, Ph.D. (Michigan State University), M.S. (Purdue University), B.S. (University of Ioannina, Greece), Associate Professor, Department of Mathematical Sciences, 2003.
- Tonymon, Susan**, M.S.W. (University of Arkansas at Little Rock), B.S.W. (Arkansas State University), Instructor, School of Social Work, 2014.
- Traywick, La Vona**, Ph.D. (University of Kentucky), Associate Professor, School of Human Environmental Sciences, 2007.
- Trivitt, Julie R.**, Ph.D. (University of Arkansas), M.A. (University of Arkansas at Fort Smith), M.A. (University of Arkansas), Clinical Associate Professor, Department of Education Reform, 2012.
- Troiano, Eric**, D.M.A., M.M. (Michigan State University), B.M. (Ithaca College), Instructor, Department of Music, 2016.
- Trudo, Sabrina P.**, Ph.D. (University of Washington), B.S. (Brigham Young University), Associate Professor, School of Human Environmental Sciences, 2015.
- Tullis, Jason A.**, Ph.D., M.S. (University of South Carolina at Columbia), B.S. (Brigham Young University), Associate Professor, Department of Geosciences, 2004.
- Tung, Steve**, Ph.D., M.S.M.E. (University of Houston), B.S.M.E. (National Taiwan University), Professor, Department of Mechanical Engineering, 2000.
- Turner, Ronna L.**, Ph.D. (University of Illinois-Urbana-Champaign), M.S.E. (Missouri State University), B.S.E. (Southwest Missouri State University), Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 1997.
- Tzanetakis, Ioannis E.**, Ph.D. (Oregon State University), M.S., B.S. (Agricultural University of Athens, Greece), Professor, Department of Plant Pathology, 2008.
- ## U
- Ungar, Peter S.**, Ph.D., M.A. (State University of New York at Stony Brook), B.A. (State University of New York, Binghamton), Distinguished Professor, Department of Anthropology, 1995.
- Uribe, Lia**, D.M.A. (University of Kansas), M.M. (University of Arkansas), B.M. (Universidad Nacional de Colombia, Bogotá), Assistant Professor, Department of Music, 2013.
- ## V
- Vajda, Anthony J.**, Ph.D. (Old Dominion University), M.S. (La Salle University), B.A. (University of Delaware), Assistant Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2018.
- Valandra**, Ph.D., M.S.W. (University of Minnesota), M.B.A., B.S. (University of Nebraska at Omaha), Assistant Professor, School of Social Work, 2013.
- Van Hoek, Remko**, Ph.D. (University of Utrecht), M.B.A. (London School of Economics), B.S.B.A. (Vanderbilt University), Clinical Full Professor, Department of Supply Chain Management, 2018.
- Van Horn-Morris, Jeremy**, Ph.D. (University of Texas at Austin), B.S. (University of Oregon), Assistant Professor, Department of Mathematical Sciences, 2012.
- Van Winkle, Holly M.**, M.S.N., B.S. (University of Arkansas), Instructor, Eleanor Mann School of Nursing, 2013.
- Vandermark, Lesley**, Ph.D., M.S. (University of Connecticut), B.S. (California University of Pennsylvania), Clinical Assistant Professor, Department of Health, Human Performance and Recreation, 2016.
- VanDevender, Karl**, Ph.D. (University of Arkansas), M.S., B.S. (Mississippi State University), Professor, Department of Biological and Agricultural Engineering, 1995.
- Veilleux, Jennifer Celene**, Ph.D., M.A. (University of Illinois at Chicago), B.A. (Macalaster College), Associate Professor, Department of Psychological Science, 2011.
- Velliquette, Anne M.**, Ph.D. (University of Arkansas), M.A.B., B.S. (Southwest Missouri State University), Clinical Assistant Professor, Department of Marketing, 2014.
- Venkatesh, Viswanath**, Ph.D. (University of Minnesota-Twin Cities), B.E. (Bharathiar University, India), Distinguished Professor, Department of Information Systems, 2004.
- Vennarucci, Rhodora**, Ph.D., M.A. (University at Buffalo, New York), B.A. (University of Michigan), Assistant Professor, Department of World Languages, Literatures and Cultures, 2013.
- Verma, Lalit R.**, Ph.D. (University of Nebraska-Lincoln), M.S. (University of Montana), B. Tech. (J.N. Agricultural University, Jabalpur, India), Professor, Department of Biological and Agricultural Engineering, 2000.
- Viennot, Gilles André Fernand**, Ph.D. (University of Kansas), M.A. (University of Paris VII Jussieu), M.A. (University of Besançon), Assistant Professor, Department of World Languages, Literatures and Cultures, 2015.
- Vining, Benjamin R.**, Ph.D., M.A. (Boston University), B.A. Colgate University, Assistant Professor, Department of Anthropology, 2016.
- Viswanathan, Padma**, M.F.A. (University of Arizona), M.A. (Johns Hopkins University), B.A. (University of Alberta), Assistant Professor, Department of English, 2010.
- Vyas, Reeta**, Ph.D. (State University of New York at Buffalo), M.S., B.S. (Banaras Hindu University), Professor, Department of Physics, 1984.

W

- Wade, Les**, Ph.D. (University of California-Santa Barbara), M.F.A. (University of Georgia), M.A. (Duke University), B.A. (Tulane University), Professor, Department of Theatre, 2011.
- Wailles, Eric J.**, Ph.D. (Michigan State University), B.S. (Cornell University), Distinguished Professor, Department of Agricultural Economics and Agribusiness, 1980.
- Walch, John S.**, M.F.A. (University of Texas at Austin), B.A. (Colorado College), Assistant Professor, Department of Theatre, 2016.
- Walker, Heather L.**, Ph.D., M.S.Ch.E., B.S.Ch.E. (University of Arkansas), Clinical Assistant Professor, Ralph E. Martin Department of Chemical Engineering, 2008.
- Walker, James M.**, Ph.D. (University of Colorado-Boulder), M.S., B.S. (Louisiana Polytechnic Institute), Professor, Department of Biological Sciences, 1965.
- Waller, Matthew A.**, Ph.D., M.S. (Pennsylvania State University), B.S. (University of Missouri–Columbia), Professor, Department of Supply Chain Management, 2002.
- Walsh, Lora**, Ph.D. (Northwestern University), M.Sc. (University of Edinburgh), B.A. (Pepperdine University), Visiting Assistant Professor, 2014.
- Wamishe, Yesi Andenow**, Ph.D. (University of Arkansas) M.S., B.S. (Addis Ababa University, Ethiopia), Associate Professor, Department of Plant Pathology, 2011.
- Wang, Feng**, Ph.D. (University of Pittsburgh), Ph.D. (Kutztown University of Pennsylvania), Associate Professor, Department of Chemistry and Biochemistry, 2012.
- Wang, Ya-Jane**, Ph.D. (Iowa State University), M.S. (University of Minnesota-Twin Cities), B.S. (National Taiwan University), Professor, Department of Food Science, 1999.
- Wang, Yong**, Ph.D., M.S. (University of California, Los Angeles), B.S. (University of Science and Technology of China), Assistant Professor, Department of Physics, 2015.
- Ward, Barry M.**, Ph.D. (Rutgers State University-New Brunswick), M.Sc., B.A.Mod. (Trinity College, Dublin), Associate Professor, Department of Philosophy, 2002.
- Ward, Cortez**, M.S. (Troy University), B.S. (University of Maryland), Instructor, Program in Operations Management, 2006.
- Ward, Heidi**, Ph.D. (University of Oklahoma), D.V.M. (Oklahoma State University), B.S. (University of Oklahoma), Assistant Professor, Department of Animal Science, 2015.
- Wardlow, George W.**, Ph.D. (The Ohio State University), M.Ed., B.S. (University of Missouri-Columbia), Professor, Department of Agricultural Education, Communications and Technology, 1992.
- Ware, Morgan**, Ph.D. (North Carolina State University), B.S. (Florida State University), Assistant Professor, Department of Electrical Engineering, 2005.
- Warren, W. Dale**, M.M. (University of Kentucky), B.S. (Austin Peay State University), Professor, Department of Music, 1991.
- Warren, Ron**, Ph.D. (Indiana University), M.A. (Colorado State University), B.A. (Michigan State University), Associate Professor, Department of Communication, 1997.
- Washburn, Lisa T.**, Ph.D. (University of Arkansas for Medical Sciences), Assistant Professor, School of Human Environmental Sciences, 2001.
- Washington, Tyrone A.**, Ph.D., B.S. (University of South Carolina at Columbia), Associate Professor, Department of Health, Human Performance and Recreation, 2011.
- Watkins, Kenton Bradley**, Ph.D. (Oklahoma State University), M.S., B.A. (University of Arkansas), Professor, Department of Agricultural Economics and Agribusiness, 2002.
- Watkins, Patsy**, Ph.D. (University of Iowa), M.A., B.A. (University of Texas, Austin), Associate Professor, School of Journalism and Strategic Media, 1983.
- Way, Kelly Ann**, Ph.D., M.S., B.S. (Oklahoma State University), Associate Professor, School of Human Environmental Sciences, 2006.
- Weatherby, Danielle**, J.D. (University of Florida), B.A. (Franklin and Marshall College), Associate Professor, School of Law, 2013.
- Webb, Jennifer D.**, Ph.D. (Oklahoma State University), M.S., B.S. (University of Tennessee), Associate Professor, Department of Interior Design, 1999.
- Weiss, Meredith**, Ph.D. (University of North Carolina), M.B.A., M.I.S. (North Carolina Central University), B.S. (University of Delaware), Instructor, Program in Operations Management, 2012.
- Wejinya, Uchechukwu C.**, Ph.D., M.S., B.S. (Michigan State University), Associate Professor, Department of Mechanical Engineering, 2008.
- Wells, Michael**, M.S. (Florida State University), B.S. (East Stroudsburg University), Instructor, Program in Operations Management, 2014.
- Wells, Peggy**, M.B.A. (University of Houston), B.S. (University of Arkansas), Instructor, Program in Operations Management, 2012.
- Wells, Rob**, Ph.D. (University of Maryland), M.A. (St. John's College), Assistant Professor, School of Journalism and Strategic Media, 2016.
- West, Elliott**, Ph.D., M.A. (University of Colorado-Boulder), B.A. (University of Texas, Austin), Alumni Distinguished Professor, Department of History, 1979.
- Westerman, Erica L.**, Ph.D. (Yale University), M.Sc. (University of New Hampshire), B.S. (Yale University), Assistant Professor, Department of Biological Sciences, 2016.
- Weymiller, Audrey**, Ph.D. (University of Minnesota), M.N. (University of Washington), B.S. (University of Wisconsin), Associate Professor, Eleanor Mann School of Nursing, 2015.
- Whayne, Jeannie**, Ph.D., M.A., B.A. (University of California-San Diego), University Professor, Department of History, 1990.
- White, John A.**, Ph.D. (The Ohio State University), M.S.I.E. (Virginia Polytech Institute and State University), B.S.I.E. (University of Arkansas), Distinguished Professor, Department of Industrial Engineering, 1997.
- White, Calvin**, Ph.D. (University of Mississippi), M.A., B.A. (University of Central Arkansas), Associate Professor, Department of History, 2007.
- Wickramasinghe, Ranil**, Ph.D. (University of Minnesota-Twin Cities), M.S., B.S. (University of Melbourne, Australia), Professor, Ralph E. Martin Department of Chemical Engineering, 2011.
- Wicks, Robert Howard**, Ph.D. (Michigan State University), M.A. (University of Missouri-Columbia), B.A. (American University), Professor, Department of Communication, 1994.
- Wicks, Jan L.**, Ph.D., M.A. (Michigan State University), B.A. (University of Southwest Louisiana), Professor, School of Journalism and Strategic Media, 1994.
- Wideman, Robert F.**, Ph.D. (University of Connecticut), B.A. (University of Delaware), Professor, Department of Poultry Science, 1993.
- Wiedenmann, Robert N.**, Ph.D., B.S. (Purdue University), Professor, Department of Entomology, 2005.
- Wilke, Stephen**, J.D., M.P.A. (University of Memphis), Instructor, Program in Operations Management, 1996.
- Wilkinson, Weston**, M.F.A. (University of Tennessee), B.A. (Texas A&M University), Assistant Professor, Department of Theatre, 2014.
- Wilkins, Charles L.**, Ph.D. (University of Oregon), B.S. (Chapman College), Distinguished Professor, Department of Chemistry and Biochemistry, 1998.
- Willett, Cammy**, Ph.D., M.S. (University of Missouri), B.S. (Evangel University), Assistant Professor, Department of Crop, Soil and Environmental Sciences, 2016.
- Williams, Stacy Goad**, Ph.D., M.S.C.E., B.S.C.E. (University of Arkansas), Associate Professor, Department of Civil Engineering, 1997.

- Williams, Rodney D.**, Ph.D., M.S., B.S.C.E. (University of Arkansas), Assistant Professor, Department of Civil Engineering, 1998.
- Williams, Patrick George**, Ph.D., M.A. (Columbia University), B.A. (University of Texas at Austin), Professor, Department of History, 1998.
- Williams, Brent Thomas**, Ph.D. (University of Illinois, Urbana-Champaign), M.S. (University of Texas Southwestern Medical School), B.A. (Austin College), Associate Professor, Department of Rehabilitation, Human Resource and Communication Disorders, 2002.
- Williams, Brent D.**, Ph.D., M.S. (University of Arkansas), B.A. (Lyon College), Associate Professor, Department of Supply Chain Management, 2011.
- Williams, Darron**, Ph.D. (Northcentral University), M.S., M.B.A., B.S. (University of Memphis), Instructor, Program in Operations Management, 2015.
- Willson, John David**, Ph.D. (University of Georgia), B.S. (Davidson College), Assistant Professor, Department of Biological Sciences, 2012.
- Willson, Anna E.**, M.A. (Central Missouri State University), Instructor, English Language and Cultural Studies, .
- Wilson, Charles E.**, Ph.D., M.S. (University of Arkansas), B.S. (Arkansas State University), Professor, Department of Crop, Soil and Environmental Sciences, 2011.
- Wilson, Charles**, Ed.D., M.E., B.S. (University of Arkansas), Instructor, Program in Operations Management, 2005.
- Wise, Rick**, Ph.D., M.S. (Southern Methodist University), B.S. (University of Arkansas), Research Professor, Department of Physics, 2014.
- Wiseman, Cindy**, M.F.A. (New Mexico State University), B.F.A. (University of Arkansas), Instructor, School of Art, 2009.
- Wissehr, Cathy**, Ed.D. (University of Missouri-Columbia), M.N.S.Ed., B.S. (Southeast Missouri State University), Clinical Associate Professor, Department of Curriculum and Instruction, 2009.
- Wistuba, Troy**, Ph.D. (University of Arkansas), M.S., B.S. (Kansas State University), Adjunct Assistant Professor, Department of Animal Science, 2014.
- Wolchok, Jeffrey Collins**, Ph.D. (University of Utah), M.S., B.S. (University of California at Davis), Associate Professor, Department of Biomedical Engineering, 2011.
- Wolf, Patrick J.**, Ph.D., M.A. (Harvard University), B.A. (University of Saint Thomas), Distinguished Professor, Department of Education Reform, 2006.
- Wolpert, Rembrandt**, Ph.D. (University of Cambridge), M.A. (Ludwig-Maximilians Universität München), Professor, Department of History, 2000.
- Wood, Lisa S.**, Ph.D., M.S., B.S. (University of Arkansas), Clinical Assistant Professor, Department of Crop, Soil and Environmental Sciences, 2012.
- Wood, Clinton M.**, Ph.D. (University of Texas at Austin), M.S.C.E., B.S.C.E. (University of Arkansas), Assistant Professor, Department of Civil Engineering, 2013.
- Woodland, Janet C.**, Ph.D., M.A. (State University of New York at Stony Brook), B.A. (King's College), Clinical Assistant Professor, Department of Mathematical Sciences, 1993.
- Woods, Randall B.**, Ph.D., M.A., B.A. (University of Texas at Austin), Distinguished Professor, Department of History, 1971.
- Woods, Jordan Blair**, Ph.D., M.Phil (University of Cambridge), J.D. (University of California, Los Angeles), Assistant Professor, School of Law, 2016.
- Worden, Steven K.**, Ph.D. (University of Texas at Austin), M.A., B.A. (Portland State University), Associate Professor, Department of Sociology and Criminology, 1986.
- Worrell, Dan**, Ph.D., M.S., B.S. (Louisiana State University), Professor, Department of Management, 2005.
- Worthington, Margaret L.**, Ph.D. (North Carolina State University), M.S. (University of California-Davis), B.S. (Duke University), Assistant Professor, Department of Horticulture, 2016.
- Wright, Nia**, M.B.A. (Tulane University), B.S. (University of Arkansas), Instructor, Program in Operations Management, 2009.
- Wu, Jingxian**, Ph.D. (University of Missouri-Columbia), M.S. (Tsinghua University), B.S. (Beijing University of Aeronautics and Astronautics), Associate Professor, Department of Electrical Engineering, 2008.
- Wu, Xintao**, Ph.D. (George Mason University), M.E. (Chinese Academy of Space Technology), B.S. (University of Science and Technology), Professor, Department of Computer Science and Computer Engineering, 2014.
- ## X
- Xiao, Min**, Ph.D. (University of Texas at Austin), B.S. (Nanjing University), Distinguished Professor, Department of Physics, 1990.
- Xiao, Jie**, Ph.D. (State University of New York-Binghamton), M.S., B.S. (Wuhan University), Associate Professor, Department of Chemistry and Biochemistry, 2016.
- Xinya, Liang**, Ph.D. (Florida State University), B.S. (Zhejiang Gongshang University, China), Assistant Professor, ESMR, 2014.
- ## Y
- Yandell, Kay**, Ph.D., M.A. (Cornell University), B.A. (University of Arkansas), Assistant Professor, Department of English, 2013.
- Yang, Song**, Ph.D., M.S. (University of Minnesota-Twin Cities), M.A. (Nankai University, China), B.A. (Branch College of Nankai, China), Professor, Department of Sociology and Criminology, 2002.
- Yates-Knepp, Triny**, M.A. (University of Texas, Austin), Instructor, English Language and Cultural Studies, .
- Yazwinski, Tom**, Ph.D. (North Carolina State University), M.S. (University of Maine), B.S. (University of Vermont), Adjunct University Professor, Department of Animal Science, 1977.
- Yeager, Timothy J.**, Ph.D., M.A. (Washington University in St. Louis), Professor, Department of Finance, 2006.
- Yeager, Mickey**, M.S. (University of Arkansas), M.A. (Liberty Baptist Theological Seminary), B.S. (University of Southern Mississippi), Instructor, Program in Operations Management, 1989.
- Yoon, InJeong**, Ph.D. (University of Arizona), Assistant Professor, School of Art, 2017.
- Young, Elizabeth Lee**, J.D. (George Washington University), B.A. (Hendrix College), Associate Professor, School of Law, 2008.
- Yu, Fisher**, Ph.D. (Arizona State University), M.S., B.S. (Peking University), Associate Professor, Department of Electrical Engineering, 2008.
- ## Z
- Zabelina, Darya**, Ph.D. (Northwestern University), Assistant Professor, Department of Psychological Science, 2017.
- Zajicek, Anna**, Ph.D. (Virginia Polytechnic Institute and State University), M.S., B.S. (University of Silesia, Poland), Professor, Department of Sociology and Criminology, 1994.
- Zamarro Rodriguez, Gema**, Ph.D., M.S. (Centro de Estudios Monetarios y Financieros, Spain), B.A. (Universidad Carlos III de Madrid, Spain), Associate Professor, Department of Education Reform, 2014.
- Zeng, Ka**, Ph.D. (University of Virginia), M.A. (Virginia Polytech Institute and State University), B.A. (Foreign Affairs College, Beijing), Professor, Department of Political Science, 2000.
- Zhang, Shengfan**, Ph.D., M.I.E. (North Carolina State University), B.M. (Fudan University, Shanghai), Assistant Professor, Department of Industrial Engineering, 2011.
- Zhang, Wen**, Ph.D. (Purdue University), M.S. (University of Kansas), Assistant Professor, Department of Civil Engineering, 2011.

Zhang, Qingyang, Ph.D. (Northwestern University), M.S. (Loyola University–Chicago), B.S. (Beijing Normal University), Assistant Professor, Department of Mathematical Sciences, 2015.

Zhao, Jiangchao, Ph.D. (University of Wisconsin-Madison), M.S., B.S. (China Agricultural University), Assistant Professor, Department of Animal Science, 2015.

Zhao, Yue, Ph.D. (University of Nebraska-Lincoln), B.S. (Beijing University), Assistant Professor, Department of Electrical Engineering, 2015.

Zheng, Nan, Ph.D. (University of Michigan-Ann Arbor), M.S. (University of Rochester), B.S. (University of Science and Technology of China), Associate Professor, Department of Chemistry and Biochemistry, 2008.

Zhou, Wenchao, Ph.D. (Georgia Institute of Technology), M.S.M.E. (Xi'an Jiaotong University, Xi'an, China), B.S.M.E. (Huazhong University of Science and Technology, Wuhan, China), Assistant Professor, Department of Mechanical Engineering, 2014.

Zhu, Jun, Ph.D. (University of Illinois at Urbana-Champaign), M.S., B.S. (Zhejiang University, Hangzhou, China), Professor, Department of Biological and Agricultural Engineering, 2013.

Zies, Brenda June, Ph.D., M.A. (University of Arkansas), B.S. (East Texas State University), Visiting Assistant Professor, Department of Psychological Science, 2005.

Zilinsky, Anthony, M.B.A., B.A. (University of Connecticut), Instructor, Program in Operations Management, 2002.

Zollinger, Richard, M.B.A., B.S. (Brigham Young University), Instructor, Program in Operations Management, 2016.

Zou, Min, Ph.D., M.S.M.E. (Georgia Institute of Technology), M.S.A.E., B.S.A.E. (Northwestern Polytechnical University), Professor, Department of Mechanical Engineering, 2003.

Appendix

The Academic Common Market

The Academic Common Market is an interstate agreement among Southern states for sharing uncommon academic programs. Participating states are able to make arrangements for their residents who qualify for admission to enroll as in-state students for fee purposes.

The Common Market concept recognizes that it is impractical for every state to attempt development of programs in every field of knowledge. Each Southern state has programs which are not offered in some of the other states and which can accommodate additional students. Through the sharing of such programs, the market assists in eliminating unnecessary duplication and in increasing access to programs which meet the educational needs of the citizens of the South.

To enroll as an Academic Common Market student, you must:

1. Be accepted for admission into a program to which your state has obtained access for its residents through the Academic Common Market. Applications for admission should be made directly to the institution offering the program.
2. Obtain certification of residency from the Common Market coordinator for certification information.

The opportunities presently available at the University of Arkansas, Fayetteville, at in-state rates to residents of Southern states through the Academic Common Market are listed in the column to the right.

Academic Common Market Programs at the University of Arkansas

Program	Bachelor's	Master's	Ph.D	Ed.D.
Anthropology		WV		
Architecture	KY			
Athletic Training		KY		
Athletic Training		LA		
Kinesiology		LA	OK	
Kinesiology		GA		
Kinesiology		OK		
Landscape Architecture	DE			
Microelectronics-Photonics		OK		
Microelectronic Photonics			OK	
Philosophy			AL	
Philosophy			MS	
Public Policy			OK	
Rehabilitation		LA		
Rehabilitation		MS		
Transportation and Logistics Management	KY	TX		

Student Residence Status for Tuition and Fee Purposes

Board Policy 520.8 (Revised January 18, 1985)

The full text of the University of Arkansas Board of Trustees policy statement 520.8, Student Resident Status for Tuition and Fee Purposes, is provided below followed by a statement on implementing the policy at the University of Arkansas, Fayetteville.

Determination of Residence Status

I. Purpose

The purpose of these regulations is to enable the administrative officers of the University of Arkansas to classify students for the purpose of paying student fees, as either "in-state" or "out-of-state," so as to accord fairness and equity to the students of the University and to the public, which provides support for the educational services provided by the University.

II. Initial Classifications

1. A student shall be admitted to the University in an "in-state" or "out-of-state" status for university fee purposes, as established under these regulations.
Except as otherwise provided under these regulations, a student classified as "in-state" for university fee purposes at the time of admission must have established a bona fide domicile in Arkansas and must have resided continuously in this state in that bona fide domiciliary status for at least six consecutive months prior to the beginning of the term or semester for which fees are paid.
2. A bona fide domicile is a home of apparent true, fixed, and permanent nature, a place of actual residing for all purposes of living that may be distinguished from a temporary sojourn in this state as a student. The person claiming domicile in Arkansas must provide evidence of permanent connection with the State of Arkansas and demonstrate the expectation of remaining in this state beyond graduation. For purposes of implementing these policies, the administration is directed to articulate standards which will be applied in making the determination of residence.
3. Except as otherwise provided under these regulations, the domicile of an adult (18 years of age or older) or emancipated minor student shall be determined on the basis of his or her own domicile.
4. Except as otherwise provided under these regulations, the domicile and residence of an unemancipated minor student (less than 18 years of age) or an unmarried dependent who has not attained the age of 23 is legally that of the parents or surviving parent; or such other person legally standing in the place of a parent to the student and with whom the student in fact makes his or her home and who has been making substantial contributions to the support of the student for at least six consecutive months prior to the term or semester for which the fees are paid.
5. A student who cannot satisfy the criteria for Arkansas domicile and residence will be classified as an "out-of-state" student and will pay fees and tuition accordingly. The student on a temporary visa will be classified as a foreign student and will pay non-resident tuition and fees. A student who has been granted a permanent visa and has been domiciled in Arkansas for six consecutive months following receipt of the permanent visa shall be classified as an Arkansas resident for fee purposes.
6. The responsibility for registering under a proper classification for student fee purposes is placed upon the student. It is the duty of each student at each time of registration to call any question about residency classification status to the attention of the campus

classification review officer in a timely fashion in order that the question may be settled (see IV Procedures).

7. The six-month period required in paragraph A of these regulations may be waived for persons, their spouses, and their unmarried children (who have not yet attained the age of 23) who move to Arkansas with attendance at the University only a by-product of the primary purpose of establishing domicile in this state.
8. An unmarried student who has not reached the age of 23 years having one parent residing in Arkansas (for at least six consecutive months immediately prior to the beginning of the term or semester in which the fees are to be paid) may be considered an "in-state" student for fee purposes, even if that student resided outside the state with the other parent before coming to Arkansas to attend the University.
9. Marriage is recognized as emancipation for both females and males.
10. The spouse of a person continuously domiciled in Arkansas (for at least six consecutive months immediately prior to the beginning of the term or semester in which the fees are to be paid) upon request shall be classified as "in-state" for fee purposes.

III. Reclassifications

1. The initial classification of a student will not prejudice a different classification for following terms or semesters. However, a student's prior domicile is assumed to continue until he or she clearly establishes a new domicile in Arkansas (see IV Procedures).
2. A student previously classified as "out-of-state" may be reclassified as "in-state" for fee purposes if he or she has established a bona fide domicile in Arkansas and has resided continuously in this state in that bona fide domiciliary status for at least six consecutive months prior to his or her reclassification by the University. In order for an adult or an emancipated minor to establish a bona fide domicile in Arkansas for fee purposes, he or she must have left the parental home, must have established in this state a home of a permanent character as manifested objectively by good faith acts, and must have the expectation of remaining in this state beyond graduation. The single fact of presence in Arkansas for at least six months of attendance as a student enrolled in the University of Arkansas, or any other educational institution, neither constitutes nor necessarily precludes reclassification as one domiciled in Arkansas, but will be a factor to be considered.

IV. Procedures

1. A student shall have the burden of establishing any claim that he or she is entitled to be treated as "in-state" for fee purposes. Persuasive evidence to that effect must be presented in writing and verified under oath by the student. Mere claims of local domicile and duration of stay are of little weight. A student who knowingly gives erroneous information in an attempt to evade the payment of "out-of-state" fees may be subject to dismissal from the University.
2. All disputed classifications for student fee purposes, whether at initial enrollment or subsequent enrollments, and all disputed reclassifications will be decided initially on each campus by a classification review officer designated by each Chancellor.
3. The Chancellor of each campus will designate a campus classification appeal officer to receive petitions from decisions made by the campus classification review officer. Each campus classification appeal officer may, in his or her discretion, make investigations, receive evidence, and conduct informal hearings. After considering the case, the campus classification appeal officer will render a decision and notify the affected student of the decision in writing. Any decision of the campus classification appeal officer may be appealed to the

Vice President for Academic Affairs of the University of Arkansas System, who shall recommend final disposition to the President of the University.

4. Written notice of the appeals procedure will be provided to each student raising a question about his or her status with the campus residency classification review officer.
5. Determination of domicile will be based on a review of all pertinent facts, evidence, and circumstances which collectively show, in an objective and clear manner, the actual domicile of the student.

Note: In implementing these policies, it is presumed that dependent students who are classified as non-residents based upon parental/guardian domicile outside of Arkansas do not acquire Arkansas residency under Board of Trustees Policy 520.8 unless and until their parent(s)/guardian(s) have established a domicile in Arkansas, or the student has left the parental home and established a domicile in Arkansas evidenced by proof that he or she has established a home of a permanent character as manifested objectively by good faith acts, resided in Arkansas in bona fide domiciliary status for at least six consecutive months prior to his or her reclassification as an Arkansas resident, and demonstrates the expectation of remaining in this state beyond graduation.

Reclassification Deadlines

Students who have established a bona fide domicile in Arkansas following initial classification as a non-resident must request reclassification if they want their status recognized for fee purposes. Applications and appropriate documentation must be received by the Office of the Registrar no later than the fifth class day (second class day of a summer session) of the term for which in-state fee assessment is requested. Applications received after the deadline will be considered for the next term. All fees are to be paid by published due dates. Students who receive a favorable decision after payment will be provided a refund of out-of-state fees paid. Please direct questions about residence classification review procedures to the Registrar, 146 Silas H. Hunt Hall.

Residence Status of Native Americans

Board Policy 520.1 (Revised January 29, 1989)

Native American people in other states belonging to tribes that formerly lived in Arkansas before relocation, and whose names are on the rolls in tribal headquarters, shall be classified as in-state students of Arkansas for tuition and fee purposes on all campuses of the University of Arkansas. Tribes so identified include the Caddo, Cherokee, Chickasaw, Choctaw, Creek, Delaware, Kickapoo, Osage, Peoria, Quapaw, Shawnee, and Tunica.

Residence Status of Members of the Armed Forces and Their Dependents

Board Policy 520.7 (Revised January 18, 1985)

Effective January 1, 1975, members of the Armed Forces who are stationed in the state of Arkansas pursuant to military orders, and their unemancipated dependents, shall be entitled to classification as in-state students for fee-paying purposes (per Arkansas Stat. Ann. 80-3366).

Persons continuously domiciled in Arkansas for at least twelve consecutive months, who enter active military service from this state and who maintain Arkansas as the permanent home of record while on active military duty, and their dependents, shall be entitled to classification as in-state students for fee-paying purposes. This provision is forfeited if the

military person does not return to Arkansas within twelve months after separation, discharge, or retirement from active duty.

Persons serving in active military service who demonstrate a change of bona fide domicile from another state to Arkansas at least twelve consecutive months prior to separation, discharge, or retirement from active military duty, and their dependents, shall be entitled to classification as in-state students for fee-paying purposes. This provision is forfeited if the military person does not return to Arkansas within twelve months after separation, discharge, or retirement from active duty.

Residence Status of Students from Texarkana, Texas, and Bowie County, Texas

Board Policy 520.10 (Adopted November 16, 1984)

In accordance with the reciprocity agreement described in H.C.R. 32, signed by the Governor of Arkansas on February 12, 1965, residents of Texarkana, Texas, and Bowie County, Texas, will be classified as in-state students for university fee purposes at the University of Arkansas.

Courses of Instruction

Courses listed in this section describe all courses approved for offering by the University of Arkansas. The courses are listed alphabetically by subject with the subject code in parenthesis following. The word “course” refers to a unit of academic instruction, while the word “class” refers to a course that has been scheduled during a semester or summer session with a certain number of prescribed meetings each week. Many courses are offered as classes every semester while many others are offered less frequently. Successful completion of a class usually earns a specified number of semester hours of credit toward a degree.

To see a Schedule of Classes, which lists classes available in a specific semester, along with the instructor of record, time and place the class is being held, go to UAConnect (<https://uaconnect.uark.edu>).

How to Read a Course Description

Courses listed in this section describe all courses approved for offering by the University of Arkansas. The courses are listed alphabetically by code. The word “course” refers to a unit of academic instruction, while the word “class” refers to a course scheduled during a semester or summer session with a certain number of prescribed meetings each week. Successful completion of a class usually earns a specified number of semester hours of credit toward a degree.

The Schedule of Classes lists classes available in a specific semester, along with the instructor of record, time and place the class is being held.

Course Description Explanations

A course listing comprises the following elements, in order:

Course Prefix: This alpha descriptor is the first identifying part of a course. This four-letter code represents the course prefix name. Usually the course prefix will be the same as the department offering the course, but occasionally the prefix is one of many different courses offered in a single department. For example, ARAB refers to Arabic courses, which are offered through the Department of World Languages, Literatures and Cultures; HIST refers to History courses.

Course Number: Each course is designated by a four-digit number. The first digit identifies the level of the course: 1, freshman level; 2, sophomore level; 3 and 4, junior-senior level; 5, 6, and 7, graduate level. Any exceptions to this practice are stated in the course descriptions.

Students desiring admission to courses offered at levels beyond their standing should request the instructor’s permission to enroll. (For definitions of academic level see Student Classification (<http://catalog.uark.edu/undergraduatecatalog/orientationandregistration/studentclassification>)).

The second and third digits of the number identify the course within the department that offers it.

The fourth digit identifies the semester-hour value of the course. Credit for certain courses does not count toward some degrees.

Normally, courses meet once each week for 50 minutes for each hour of course credit. Laboratory, drill and other kinds of activity courses typically meet for two 50-minute periods per week for each hour of credit.

The letter ‘V’ is used in place of the last digit for those courses in which credit is variable. The minimum and maximum credit hours possible are given in parentheses after the course title.

The letter ‘X’ is used in place of the last digit for those courses in which fixed credit is ten or more hours.

The first three digits of the number are the same for corequisite courses (for example, a lecture and the corequisite lab or drill).

Course Suffix: A suffix to the course number further identifies the specific type of instruction:

- C - Drill or Lab Component
- L - Laboratory
- H - Honors Course
- M - Honors Laboratory

A course with no suffix is a typical lecture course (not an honors course).

Course Title: The title of the course is printed in bold letters.

Course Semester Offering: Course titles are followed by abbreviations (in parentheses) for the semester in which the course is normally offered. Cross-check with the Schedule of Classes to determine if a course is being offered. Courses marked (Sp) will be offered in the spring, courses marked (Fa) will be offered in the fall, courses marked (Su) will be offered in the summer, and courses marked (Irregular) will be offered irregularly. Consult the Schedule of Classes to verify that a course is being offered for a given term.

Course Description: A brief description of the course content and its major emphasis are stated. If the course is cross-listed (also offered under another course number) a “Same As” statement will be included in the description. If the course is eligible to be repeated for degree credit more than once, a statement will appear to indicate the total hours or times a course may be repeated. If no repeated statement is listed, the course may be used for degree credit only once.

Requisites: Requisites are requirements that must be fulfilled either before a course may be taken or at the same time a course is taken. It is the student’s responsibility to make sure the proper prerequisites have been completed before enrolling in any class. Prerequisites are courses or requirements that must be completed prior to enrolling in a certain course. Courses may have prerequisites from inside and outside the department. It is the student’s responsibility to make sure he/she has completed the proper prerequisites before enrolling in any class. Courses listed as corequisite are to be taken in the same semester as the course desired.

A course listed as both a pre- and corequisites are requirements that if not taken prior to enrolling in a course, must be taken during the same semester as the course.

Students may not enroll in courses for which they do not have the necessary requisites. Students who are in doubt concerning their eligibility to enroll in specific courses should consult with their academic adviser. Students may be dropped from courses for which they do not have the necessary requisites.

Courses of Instruction By Subject

Accounting (ACCT) (p. 476)

Adult and Lifelong Learning (ADLL) (p. 477)

- African and African American Studies (AAST) (p. 479)
Agricultural Economics (AGEC) (p. 479)
Agricultural Education (AGED) (p. 481)
Agricultural Mechanization (AGME) (p. 482)
Agricultural Statistics (AGST) (p. 482)
Animal Science (ANSC) (p. 482)
Anthropology (ANTH) (p. 484)
Apparel Merchandising and Product Development (AMPD) (p. 486)
Applied Music (Class) (MUAC) (p. 487)
Applied Music (Private Instruction) (MUAP) (p. 487)
Arabic (ARAB) (p. 487)
Art (ARTS) (p. 488)
Art Education (ARED) (p. 489)
Art History (ARHS) (p. 489)
Astronomy (ASTR) (p. 490)
Athletic Training (ATTR) (p. 490)
Biological Engineering (BENG) (p. 491)
Biology (BIOL) (p. 493)
Biomedical Engineering (BMEG) (p. 496)
Career and Technical Education (CATE) (p. 497)
Cell and Molecular Biology (CEMB) (p. 497)
Chemical Engineering (CHEG) (p. 497)
Chemistry and Biochemistry (CHEM) (p. 498)
Civil Engineering (CVEG) (p. 500)
Communication (COMM) (p. 503)
Communication Disorders (CDIS) (p. 505)
Computer Science and Computer Engineering (CSCE) (p. 507)
Counselor Education (CNED) (p. 510)
Crop, Soil and Environmental Sciences (CSES) (p. 512)
Curriculum and Instruction (CIED) (p. 513)
Economics (ECON) (p. 519)
Education Reform (EDRE) (p. 520)
Educational Foundations (EDFD) (p. 521)
Educational Leadership (EDLE) (p. 521)
Educational Statistics and Research Methods (ESRM) (p. 523)
Educational Technology (ETEC) (p. 524)
Electrical Engineering (ELEG) (p. 524)
English (ENGL) (p. 528)
Entomology (ENTO) (p. 530)
Environmental Dynamics (ENDY) (p. 531)
Ethnomusicology (MUSY) (p. 532)
Exercise Science (EXSC) (p. 532)
Extension Education (EXED) (p. 533)
Finance (FINN) (p. 533)
Food Science (FDSC) (p. 534)
French (FREN) (p. 536)
General Engineering (GNEG) (p. 537)
Geosciences (GEOS) (p. 537)
German (GERM) (p. 541)
Graduate Education Courses (GRSD) (p. 541)
Greek (GREK) (p. 541)
Health, Human Performance and Recreation (HHPR) (p. 542)
Higher Education (HIED) (p. 546)
History (HIST) (p. 547)
Horticulture (HORT) (p. 553)
Human Environmental Sciences (HESC) (p. 554)
Human Resource and Workforce Development Education (HRWD) (p. 555)
Industrial Engineering (INEG) (p. 556)
Information Systems (ISYS) (p. 558)
Japanese (JAPN) (p. 560)
Journalism (JOUR) (p. 560)
Kinesiology (KINS) (p. 561)
Latin (LATN) (p. 561)
Management (MGMT) (p. 562)
Marketing (MKTG) (p. 563)
Master of Business Administration (MBAD) (p. 564)
Mathematics (MATH) (p. 564)
Mechanical Engineering (MEEG) (p. 566)
Microelectronics-Photonics (MEPH) (p. 568)
Music Education (MUED) (p. 569)
Music Ensemble (MUEN) (p. 570)
Music History (MUHS) (p. 571)
Music Pedagogy (MUPD) (p. 571)
Music Theory (MUTH) (p. 572)
Nursing (NURS) (p. 572)
Operations Management (OMGT) (p. 575)
Philosophy (PHIL) (p. 579)
Physical Education (PHED) (p. 580)
Physics (PHYS) (p. 580)
Plant Pathology (PLPA) (p. 582)
Plant Sciences (PTSC) (p. 583)
Political Science (PLSC) (p. 583)
Poultry Science (POSC) (p. 585)
Psychology (PSYC) (p. 587)
Public Administration (PADM) (p. 588)
Public Health (PBHL) (p. 589)
Public Policy (PUBP) (p. 590)
Recreation and Sport Management (RESM) (p. 590)
Rehabilitation Education (RHAB) (p. 591)
Rural Sociology (RSOC) (p. 592)
Russian (RUSS) (p. 592)
Social Work (SCWK) (p. 592)
Sociology (SOCL) (p. 594)
Space and Planetary Sciences (SPAC) (p. 595)
Spanish (SPAN) (p. 595)
Statistics and Analytics (STAN) (p. 597)
Statistics (STAT) (p. 596)
Theatre (THTR) (p. 597)
U A Clinton School (UACS) (p. 599)
Walton College of Business (WCOB) (p. 600)
World Languages, Literatures and Cultures (WLLC) (p. 600)
World Literature (WLIT) (p. 601)

Accounting (ACCT) Courses

ACCT 410V. Special Topics in Accounting. 1-3 Hour.

Explore current events, concepts and new developments relevant to Accounting not available in other courses. Prerequisite: ACCT 3723 with a grade of C or better. May be repeated for degree credit.

ACCT 4673. Product, Project and Service Costing. 3 Hours.

Cost systems with emphasis on information generation for cost management of products, projects and services. The course includes spreadsheet and other computer program analysis. Prerequisite: ACCT 2023 or ACCT 3613 and ACCT 3723 each with grades of C or better.

ACCT 4883. Energy Accounting. 3 Hours.

This course covers the basic issues of accounting and financial reporting for energy issues including hydrocarbon production, processing and sales as well as accounting for wind, solar and other alternative energy sources. Covers national and international energy policy, relevant public policy, environmental and geological issues, and considers environmental law, climate and economic topics relevant to energy topics. Prerequisite: ACCT 3723 and ACCT 3753 each with a grade of B or better, and admission to the MAcc program for the graduate section.

ACCT 4963. Audit and Assurance Services. 3 Hours.

Professional standards and procedures as applied to external and internal assurance engagements. Including coverage of the economic role of assurance providers, engagement planning, risk assessment, evidence gathering, and reporting. Prerequisite: ACCT 3723 with a grade of C or better.

ACCT 5223. MBA Accounting Analysis. 3 Hours.

Highlights the role played by accounting information in managing supply chains and retail operations. Provides tools for managing cost flows, including activity-based costing, retail accounting, and operational budgeting. Focuses on improving decision making processes, and linking the impact of retail/supply chain decisions to financial statements and shareholder value.

ACCT 5263. Financial Statement Analysis for Executives. 3 Hours.

This course provides a framework for understanding the intersection between business strategy, accounting, economics, and finance. Using historical financial statements as the primary information input, you will employ tools that enable you to better understand the drivers of current performance and risk, forecast future performance, and construct a value estimate. These tools can be applied in a number of contexts including equity valuation, project selection, and managerial evaluation. Not eligible for MAcc program students. Prerequisite: MBA Director consent.

ACCT 5323. An Introduction to Academic Accounting Research. 3 Hours.

This course is designed to provide students with a better understanding of the financial reporting environment. This includes the incentives of various constituencies (including investors, lenders, financial analysts, managers, labor unions, regulators, and auditors) as well as the consequences of financial reporting for these parties.

ACCT 535V. Professional Accounting Internship. 1-3 Hour.

This course allows a student to experience an internship within a business and benefit from the applied experience. The internship may be designed to offer a wide range of professional accounting experiences in Industry or Public Accounting. The internship must be supervised by a faculty member as well as a member of the firm. MAcc Director approval required. Prerequisite: MAcc Director consent. May be repeated for up to 6 hours of degree credit.

ACCT 5413. Advanced Financial Accounting. 3 Hours.

Integrated course which examines the financial reporting, tax, managerial, systems and auditing aspects of major corporate restructurings arising from events such as mergers, acquisitions, spinoffs, reorganizations and downsizing. Prerequisite: ACCT 3753 or equivalent with a grade of C or better or MAcc Director consent.

ACCT 5433. Fraud Prevention and Detection. 3 Hours.

An examination of various aspects of fraud prevention and detection, including the sociology of fraud, elements of fraud, types of fraud involving accounting information, costs of fraud, use of controls to prevent fraud, and methods of fraud detection.

ACCT 5443. Asset Management. 3 Hours.

Managing assets to achieve corporate strategy. Included are issues such as strategy formulation, acquisition processes, internal controls, system requirements, accounting measurements, inventory models, re-engineering, capital budgeting, tax issues, and discussion of current business events that have ethical implications.

ACCT 5463. Financial Statement Analysis. 3 Hours.

This course provides a framework for understanding the current economic position and future prospects of firms using corporate financial statements. Specifically, the student will study financial statements and their related footnotes in order to understand the drivers of current performance and risk, forecast future performance, and estimate the intrinsic value implied by those forecasts. These tools can be applied in a number of contexts including equity valuation, project selection, managerial evaluation, and corporate financial statement audits. Prerequisite: ACCT 3723 or equivalent with a grade of C or better.

ACCT 5483. Financial Accounting Research and Theory. 3 Hours.

This course explores our contemporary understanding of financial reporting incentives and outcomes. The course draws upon existing research on the determinants and consequences of financial reporting and examines the roles of various constituents including investors, lenders, financial analysts, managers, regulators, and auditors within the financial reporting environment. Prerequisite: Graduate standing and MAcc Director consent.

ACCT 549V. Special Topics in Accounting. 1-3 Hour.

Seminar in current topics not covered in other courses. Students may enroll in one or more units. May be repeated for up to 3 hours of degree credit.

ACCT 5523. Advanced Accounting Information Systems. 3 Hours.

This course describes accounting systems in technologically advanced environments. Controls and other technical design considerations are described for the input, processing, storage, and reporting of accounting information. Special topics, such as expert systems and artificial intelligence applications in financial accounting, auditing, and tax also receive considerable attention. Prerequisite: MAcc Director consent.

ACCT 5703. Governmental/Nonprofit Accounting. 3 Hours.

The course will critically examine current issues in governmental and non-profit accounting, financial statement compliance and control for governmental and non-profit entities, and auditing for government and other non-profit organizations. Topics will include examination of state and local government accounting and reporting; sources and applications of taxes and program resources; not-for-profit organization accounting including taxation, regulatory, performance, and compliance issues; industry specific issues in accounting for health care organizations and colleges and universities; and federal governmental accounting. The course will also examine the application processes and compliance procedures for not-for-profit organizations and grants, and will provide a brief introduction to urban planning and economics. Prerequisite: MAcc Director consent.

ACCT 5873. Advanced Taxation. 3 Hours.

In-depth coverage of the tax treatment of corporations including advanced tax issues. Introduction to tax research including the organization and authority of tax law; accessing and using the tax law; and, applying tax law to taxpayer scenarios. Prerequisite: ACCT 4703 or equivalent with a grade of C or better.

ACCT 5883. Tax Planning. 3 Hours.

In-depth coverage of the tax treatment of passthrough business entities including advanced tax issues. Overview of the income tax treatment of estates and trusts. Overview of the essentials of estate and gift taxation. Prerequisite: ACCT 3843 or equivalent with a grade of C or better.

ACCT 5893. Multi-jurisdictional Tax Issues. 3 Hours.

This course provides an in-depth examination of multi-jurisdictional tax issues including U.S. federal income taxation of inbound and outbound transactions, state and local taxation, and multi-jurisdictional tax policy issues. Pre- or Corequisite: ACCT 5873.

ACCT 5953. Auditing Standards. 3 Hours.

Professional aspects of financial statement auditing and registered auditors. Including ethics and legal responsibilities; internal control testing; critical evaluation of evidence; application of sampling; and reporting problems. Prerequisite: ACCT 4963 or equivalent with a grade of C or better.

ACCT 6013. Graduate Colloquium. 3 Hours.

Presentation and critique of research papers and proposals. May be repeated for up to 9 hours of degree credit.

ACCT 6033. Accounting Research Seminar I. 3 Hours.

First course in the accounting research seminar sequence which explores and evaluates current accounting literature. Course content reflects recent developments in the literature and specific interests of participants. Examples of potential topics include research methods in accounting, managerial accounting, behavioral accounting, ..

ACCT 6133. Accounting Research Seminar II. 3 Hours.

Second course in the accounting research seminar sequence which explores and evaluates current accounting literature. Course content reflects recent developments in the literature and specific interests of participants. Examples of potential topics include research methods in accounting, financial accounting, managerial accounting, behavioral accounting, tax, audit, international accounting, and education. Prerequisite: ACCT 6033.

ACCT 6233. Accounting Research Seminar III. 3 Hours.

Third course in the accounting research seminar sequence which explores and evaluates current accounting literature. Course content reflects recent developments in the literature and specific interests of participants. Examples of potential topics include research methods in accounting, financial accounting, managerial accounting, behavioral accounting, tax, audit, international accounting, and education. Prerequisite: ACCT 6033.

ACCT 636V. Special Problems in Accounting. 1-6 Hour.

Special research project under supervision of a graduate faculty member.

ACCT 6433. Accounting Research Seminar IV. 3 Hours.

Fourth course in the accounting research seminar sequence which explores and evaluates current accounting literature. Course content reflects recent developments in the literature and specific interests of participants. Examples of potential topics include research methods in accounting, financial accounting, managerial accounting, behavioral accounting, tax, audit, international accounting, and education. Prerequisite: ACCT 6033.

ACCT 6633. Accounting Research Seminar V. 3 Hours.

Fifth course in the accounting research seminar sequence which explores and evaluates current accounting literature. Course content reflects recent developments in the literature and specific interests of participants. Examples of potential topics include research methods in accounting, financial accounting, managerial accounting, behavioral accounting, tax, audit, international accounting, and education. Prerequisite: ACCT 6033.

ACCT 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Adult and Lifelong Learning (ADLL) Courses

ADLL 5113. Perspectives in Adult Education. 3 Hours.

Historical overview of the evolving field of adult education and lifelong learning in responsibilities of adult education providers and reviews the expansion of adult and lifelong learning opportunities associated with societal and demographic shifts.

ADLL 5123. Principles and Practices of Adult Learning. 3 Hours.

Overview of the adult learner including characteristics, motivation for participating in learning, and strategies for developing educational programs for diverse adult populations.

ADLL 5133. Curriculum Development in ABE and ASE. 3 Hours.

Curriculum development in Adult Basic Education (ABE) and Adult Secondary Education (ASE) settings including the various educational functioning levels, measures to assess student levels, selection of teaching materials, and development of curriculum utilizing instructional standards for ABE and ASE programs.

ADLL 5143. Instructional Strategies and Assessment in Adult Education. 3 Hours.

Selection and utilization of materials and instructional methods for use in adult learning settings. Evaluative strategies to develop or select appropriate tools and techniques predicated upon the needs and goals of adult learners.

ADLL 5153. Organization and Administration of Adult and Lifelong Learning Programs. 3 Hours.

Legal, ethical, staffing, and financial considerations for the development and implementation of programs for adult and lifelong learners in various programs including literacy centers, GED centers, community education, lifelong/leisure learning, and postsecondary education.

ADLL 5163. Managing Change in Adult and Lifelong Learning. 3 Hours.

Strategies for planning, organizing, and facilitating change in programs that serve adult learners from diverse populations, across varied developmental stages and geographic locations. Discussion of social change that has impacted adult education and analysis of change models relevant to individuals, groups and organizations.

ADLL 5173. Program Planning. 3 Hours.

Program development process for adult and lifelong learners. Overview of assessment, developing program objectives, identifying resources, and designing program plans.

ADLL 5183. Technology and Innovation in Adult Learning. 3 Hours.

Techniques for designing, developing, implementing, and assessing technology-mediated adult and lifelong learning programs. Discussion of issues relevant to the use of innovative strategies for delivering instruction via emerging technologies and their potential impact on content and learning outcomes.

ADLL 5193. Seminar in Adult and Lifelong Learning. 3 Hours.

Seminars focused on topics related to adult and lifelong learning.

ADLL 5213. Adult and Lifelong Learning Internship. 3 Hours.

Internship in adult and lifelong learning settings.

ADLL 5223. Adult and Lifelong Learning Applied Project. 3 Hours.

Development and Implementation of a project focused on adult and lifelong learning. Consent of advisor/instructor required. May be repeated for up to 9 hours of degree credit.

ADLL 5233. Independent Study. 3 Hours.

Provides students with an opportunity to pursue special study in adult and lifelong learning. May be repeated for up to 6 hours of degree credit.

ADLL 6113. Advanced Adult Learning Theory. 3 Hours.

Advanced study of theories and models of adult and lifelong learning with an emphasis on current trends, recent research, and issues affecting the field. Issues covered will include critical theory and advancements in neuroscience and cognition as they relate to adult learning and lifespan development.

ADLL 6123. Leadership and Ethics in Adult and Lifelong Learning. 3 Hours.

This doctoral course focuses on leadership principles and ethical considerations that are critical to developing and sustaining adult education programs that benefit individuals, organizations, and communities. Course content will include case study analysis and lectures from scholar-practitioners from the field.

ADLL 6133. Analysis of International Adult and Lifelong Programs. 3 Hours.

Survey of the historical and philosophical events which have shaped adult and lifelong learning worldwide. Discussion of issues affecting adult education and lifelong learning including globalization, educational access, and variance in national policies.

ADLL 6143. Instructional Adaptation and Innovation in Adult and Lifelong Learning. 3 Hours.

An overview of teaching and learning methods, styles, and techniques which are applicable when facilitating adult learners across diverse settings. Content to include teaching and learning style assessment, accommodating learning styles, physical and learning disabilities, language differences and cultural norms.

ADLL 6153. Policy and Public Governance of Adult and Lifelong Learning Programs. 3 Hours.

Policy analysis and public governance issues in adult and lifelong learning with emphasis on state and federal programs. Discussions of how to evaluate, design, and implement policy focused on promoting adult and lifelong learning activities in a myriad of organizations. Overview of trends and current issues related to policy and public governance of adult and lifelong learning.

ADLL 6163. Adult Development and Psychology. 3 Hours.

Focus on adult developmental psychology with emphasis on lifespan development and specific issues related to learning in the various stages of adulthood. Work-life balance, meaning of work, generational issues.

ADLL 6173. Current Issues. 3 Hours.

Exploration and discussion of current issues relative to adult education and lifelong learning. Focus on the review and application of current research as it relates to practice. May be repeated for up to 6 hours of degree credit.

ADLL 6183. Organization Development, Learning, and Change. 3 Hours.

Using a system perspective, this course examines the theories and practices associated with organization development, learning and change to understand the dynamic nature of organizational life. This course examines the structural frame, the human resource frame, the political frame, and the symbolic frame that influences organizational behavior and learning. The course investigates strategies and best practices for managing and leveraging this dynamism to build organizational capacity and improve performance.

ADLL 6213. Signature Pedagogy: Teaching and Learning in Community Colleges. 3 Hours.

Using a learning-centered change model, this course examines how community colleges can shift from a traditional teaching-centered paradigm to one that is learning-centered. This course examines the context of the learning college, strategic planning for a learning-outcomes approach to governance, the role of student development and technology in the learning college, and implementing and assessing learning-centered strategies.

ADLL 6223. Workforce and Community Development. 3 Hours.

This course provides an overview of how community colleges influence workforce, economic, and community development through their education missions. The course will examine the community college's expanding role in economic and community development through workforce development programs. Emphasis will be placed on program structure, best practices in program development, and partnerships and collaboration with various stakeholders.

ADLL 6233. Survey and Significance of the American Community College. 3 Hours.

A comprehensive overview of the American community college, its history, its ever-evolving purpose and the challenges it faces. Course content will focus on the administrators and faculty who lead, the students they serve, and components such as developmental education, integrative education and transfer education. Discussion will include occupational and community education and issues related to accountability. Special attention will be paid to how this unique and complex institution remains relevant and significant to the community.

ADLL 6243. Current Trends in Community Colleges. 3 Hours.

This course examines environmental factors that influence the organization and administration of community colleges. Trends related to funding, policy, staffing, and workforce development are examined and contextualized to the evolving community college mission.

ADLL 6253. Professional Development in Adult and Lifelong Learning. 3 Hours.

This course examines career planning and development, performance management, and professional development in various settings. The focus of the course will be on concepts associated with Human Resource Development (HRD) and developing employees within an organization, as well as leading adults in transition in the community and in educational settings through the process of making career decisions.

ADLL 6313. Independent Study. 3 Hours.

Independent study of topics in adult and lifelong learning.

ADLL 6403. Quantitative Reasoning I for Adult Educators. 3 Hours.

Introduction to quantitative reasoning for educators and researchers in adult education. Topics include applying the hypothetico-deductive research process, describing data using statistical terminology, building statistical models, presenting data meaningfully, and using SPSS to analyze data from practical research problems. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory.

ADLL 6413. Quantitative Reasoning II in Adult and Lifelong Learning. 3 Hours.

Methodologies for designing descriptive, correlational, and experimental studies. Development of research questions, definition of variables, selection or development of instruments, data collection, analysis, interpretation and reporting of research results. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or equivalent.

ADLL 6423. Qualitative Reasoning in Adult and Lifelong Learning. 3 Hours.

Methodologies for designing qualitative research studies in adult and lifelong learning settings. Selection of the appropriate qualitative tradition, selection of research subjects, development of data collection protocols, field work strategies, data analysis, data interpretation and presentation of data results. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory.

ADLL 6433. Program Evaluation. 3 Hours.

Overview of evaluation strategies in adult and lifelong learning programs that include: development of evaluation questions, selection or development of instrumentation, data collection methods, data analysis, and reporting of evaluation results. Emphasis on practical and ethical issues associated with evaluation processes. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or ADLL 6413 or ADLL 6423, or equivalent.

ADLL 6443. Adult and Lifelong Learning Dissertation Seminar. 3 Hours.

Development of dissertation proposal. Formation of research question, selection of methodologies, development of problem statement, research questions, and identification of research variables, constructs of phenomena. Identification of data collection and data analysis procedures. This course meets in-person three to five times during the semester. Class dates are announced to ADLL students the preceding semester. Classes are held on campus on Saturdays from 9AM to 5PM. Participation is mandatory. Prerequisite: ADLL 6403 or ESRM 6403 or ADLL 6413 or ADLL 6423 or ADLL 6433, or equivalent.

ADLL 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

African and African American Studies (AAST)

Courses

AAST 5003. Graduate Seminar in African & African American Studies. 3 Hours.

Introduction to graduate study of African & African American Studies through an interdisciplinary examination of the history of the discipline, research methods employed, and its relationship to other disciplines.

AAST 5103. Graduate Readings in African & African American Studies. 3 Hours.

An exploration of African & African American Studies topics independently with a faculty member. Topic variable with permission of faculty member. May be repeated for up to 6 hours of degree credit.

Agricultural Economics (AGEC)

Courses

AGEC 500V. Special Problems. 1-3 Hour.

Individual reading and investigation of a special problem in agricultural economics not available under regular courses, under the supervision of the graduate faculty. Prerequisite: Graduate standing.

AGEC 5011. Seminar. 1 Hour.

Presentation and discussion of graduate student research. Formal presentations are made by all graduate students. Consideration given to research design, procedures, and presentation of results. Prerequisite: Graduate standing.

AGEC 502V. Special Topics. 1-3 Hour.

Advanced studies of selected topics in agricultural economics not available in other courses. Prerequisite: Graduate standing. May be repeated for degree credit.

AGEC 503V. Internship in Agricultural Economics. 1-3 Hour.

On-the-job application of skills developed in the M.S. program.

AGEC 5043. Agricultural Finance. 3 Hours.

(Formerly AGEC 4143.) Methods and procedures whereby agricultural firms acquire and utilize funds required for their successful operation. Emphasis is placed upon role of finance and financial planning and consideration is given to an understanding of financial firms serving agriculture. Graduate degree credit will not be given for both AGEC 4143 and AGEC 5043. Prerequisite: (AGEC 1103 or ECON 2023) and (AGEC 2103 or ECON 2013) and (AGEC 2142 or AGEC 2143 or ACCT 2013 or WCOB 1023).

AGEC 5053. Advanced Farm Business Management. 3 Hours.

(Formerly AGEC 4403.) Principles and procedures of decision making as applied to the allocation of resources in the farm business for profit maximization. Emphasis is placed on use of principles of economics and their application to the decision making process. Includes exercises on the application of principles to specific farm management problems. Graduate degree credit will not be given for both AGEC 4403 and AGEC 5053. Prerequisite: AGEC 3403 and AGME 2903 or equivalent.

AGEC 5063. Agricultural and Rural Development. 3 Hours.

(Formerly AGEC 4163.) Examination of agricultural and rural development issues in less developed countries. Alternative agricultural production systems are compared, development theories examined, and consideration given to the planning and implementation of development programs. Graduate degree credit will not be given for both AGEC 4163 and AGEC 5063. Prerequisite: AGEC 1103 (or ECON 2023).

AGEC 5073. Basis Trading: Applied Price Risk Management. 3 Hours.

(Formerly AGEC 4373.) Use of futures markets as risk shifting institutions. Students design and implement hedging and cross hedging strategies for grain farmers, country elevators, soybean crushers, poultry firms, etc. Spreadsheets and statistical techniques are used to develop optimal hedging ratios. Graduate degree credit will not be given for both AGEC 4373 and AGEC 5073. Prerequisite: AGEC 3373 or consent of instructor.

AGEC 5083. Basis Trading: Case Study. 3 Hours.

(Formerly AGEC 4383.) This course provides an opportunity to apply principles learned in AGEC 4373 to grain merchandising using the case study approach. The course will involve in-class meetings supplemented with faculty-directed group-based learning experiences involving professional grain merchandisers. Group activities will follow the traditional case study method. Graduate degree credit will not be given for both AGEC 4383 and AGEC 5083. Prerequisite: AGEC 4373 or AGEC 5073 (formerly AGEC 4373).

AGEC 5103. Agricultural Microeconomics. 3 Hours.

Masters-level training in agricultural microeconomic theory and its application to food, agriculture and the environment. The course covers behavior of firms, households and markets, in more depth and rigor than encountered in undergraduate courses. Theories are explained and then applied to relevant food, agricultural, environment and resource issues.

AGEC 5113. Agricultural Prices and Forecasting. 3 Hours.

(Formerly AGEC 4113.) Price theory and techniques for predicting price behavior of general economy and price behavior of individual agricultural products will be analyzed. Provides practice in the application of economics and statistics to agricultural price analysis. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both AGEC 4113 and AGEC 5113. Prerequisite: (AGEC 1103 or ECON 2023), AGEC 2403, (AGST 4023 or STAT 2303 or WCOB 1033) and MATH 2053.

AGEC 5123. AgriBusiness Entrepreneurship. 3 Hours.

(Formerly AGEC 4323.) Agribusiness entrepreneurship is the process of bringing food or rural-based products and services from conceptualization to market. The course presents the opportunities, problems and constraints facing individuals and firms operating in rural or isolated markets while emphasizing the steps in conceptualization, development, marketing, and delivery-selling of agribusiness rural products. Graduate degree credit will not be given for both AGEC 4323 and AGEC 5123. Prerequisite: AGEC 1103 or equivalent.

AGEC 5133. Agricultural and Environmental Resource Economics. 3 Hours.

An economic approach to problems of evaluating private and social benefits and costs of altering the environment. Emphasis given to the interaction of individuals, institutions, and technology in problems of establishing and maintaining an acceptable level of environmental quality. Prerequisite: Minimum of 3 hours Agricultural Economics or Economics at 3000 level or higher or PhD standing.

AGEC 5143. Financial Management in Agriculture. 3 Hours.

Covers advanced topics in agricultural finance. The general focus of the course is the financial management of non-corporate firms. Covers the basic tools of financial analysis including financial arithmetic, asset evaluation under risk, and financial analysis and planning using econometric models. Such topics covered include management of current assets, capital budgeting, capital structure, and institutions involved in agricultural finance. Prerequisite: Graduate standing.

AGEC 5153. The Economics of Public Policy. 3 Hours.

This class will examine the impact of public policy on agricultural and other business sectors as well as households and individuals, particular in rural areas. Emphasis will also be placed on analyzing the potential impact of future policy changes. The course will focus on the application of welfare criteria and economic analyses to the problems and policies affecting resource adjustments in agriculture and rural communities. Prerequisite: Graduate standing.

AGEC 5203. Agribusiness Marketing Management. 3 Hours.

(Formerly AGECE 4303.) Marketing concepts will be developed and applied to the global food and fiber system. The course will use both commodity and product marketing principles and economic theory to analyze varied marketing situations. Case studies will be used to demonstrate the role that demand analysis and consumer behavior play in market management. Graduate degree credit will not be given for both AGECE 4303 and AGECE 5203. Prerequisite: AGECE 2303 and AGECE 3303.

AGEC 5213. Agricultural Business Management. 3 Hours.

(Formerly AGECE 4313.) The planning, organizing, leading and controlling functions of management as they relate to agricultural business firms. Marketing of value-added products, budgeting, organizational structure, cost control, financial statements, capital budgeting and employee supervision and motivation. Case studies are used to teach communication and decision-making skills. Graduate degree credit will not be given for both AGECE 4313 and AGECE 5213. Prerequisite: (AGECE 2142 and AGECE 2141L) or AGECE 2143 or equivalent, AGECE 2303 or equivalent.

AGEC 5223. International Agricultural Trade and Commercial Policy. 3 Hours.

(Formerly AGECE 4623.) Analysis of agricultural market competition and performance in a global economy. The impact of domestic and international agricultural policies on domestic and international markets and welfare. Economic principles applied to the interaction of economic events in the world food economy. Graduate degree credit will not be given for both AGECE 4623 and AGECE 5223. Prerequisite: (AGECE 1103 or ECON 2023) and (AGECE 2103 or ECON 2013).

AGEC 5233. Political Economy of Agriculture and Food. 3 Hours.

(Formerly AGECE 4613.) Agricultural and food policies are studied from domestic and international perspectives. Laws, regulations, decisions and actions by governments and other institutions are examined in terms of rationale, content, and consequences. Economic and political frameworks are used to assess policies in terms competitive structure, operation, and performance of farming and food systems. Graduate degree credit will not be given for both AGECE 4613 and AGECE 5233. Prerequisite: (AGECE 1103 or ECON 2023) and (AGECE 2103 or ECON 2013) and (PSYC 2003 or SOCI 2013 or HESC 2603).

AGEC 5303. Agricultural Marketing Theory. 3 Hours.

Survey of the structure of agricultural product and factor markets including a critique of theoretical analyses of industry structure, conduct and performance; and a review of market structure research in agricultural industries. Prerequisite: Graduate standing.

AGEC 5403. Quantitative Methods for Agribusiness. 3 Hours.

Application of quantitative techniques used to support managerial decision-making and resource allocation in agricultural firms. Provides exposure to mathematical and statistical tools (regression analysis, mathematical programming, simulation) used in economic analysis in agriculture. Emphasis is placed on computer applications with conceptual linkage to economic theory. Prerequisite: Graduate standing.

AGEC 5413. Agribusiness Strategy. 3 Hours.

Addresses problems of strategy formulation in agribusiness emphasizing current problems and cases in agriculture. Surveys modern and classic perspectives on strategy with applications to agribusiness. Examines the development of firm level strategies within the structure and competitive environment of agricultural firms and industries. Prerequisite: Graduate standing.

AGEC 5603. Food Economics and Health. 3 Hours.

This course provides an advanced overview of selected topics in food economics, food and nutrition policy and the interface between nutrition programs and health policy. Students will develop an understanding of economic and policy concepts of food, nutrition, and health. The course emphasizes analytical tools that can be applied to study issues in food, nutrition, and health facing the US and world populations. Prerequisite: Graduate standing.

AGEC 5613. Econometrics. 3 Hours.

Use of economic theory and statistical methods to estimate economic models. The single equation model is examined emphasizing multicollinearity, autocorrelation, heteroskedasticity, binary variables and distributed lags and model specification. Prerequisite: MATH 2043 and knowledge of matrix methods, (which may be acquired as a corequisite), and (AGECE 1103 or ECON 2023) and (AGECE 2403 or AGST 4023 or STAT 2303 or WCOB 1033).

AGEC 5623. Quantitative Food and Agricultural Policy Analysis. 3 Hours.

Introduction to applied analysis of domestic and international food and agricultural policies using quantitative tools. This course will provide hands-on experience with simulation modeling in microeconomics. An emphasis is placed on policy analysis through computer applications with theoretical underpinnings. Corequisite: Lab component. Prerequisite: (AGECE 5103 and AGECE 5403) or instructor consent.

AGEC 5713. Food Safety Law. 3 Hours.

This course provides students with an introduction to food law and policy, history of food regulation, the organization of federal food law and regulatory agencies, government inspection and enforcement powers, food safety standards, food labeling, food advertising and product liability. Web-based course.

AGEC 5723. Bioenergy and Resource Economics. 3 Hours.

This course surveys the allocation and conservation of natural resources from a perspective of optimal use and the sustainability of resources. The development and distribution issues relating to energy, land, water, and other resource areas are addressed in the course, with emphasis placed on the bioproducts and bioenergy concerns.

AGEC 5733. Bioenergy Economics and Sustainability. 3 Hours.

This course will provide an understanding of the economic issues relating to overall supply chains producing bioenergy and bio-based products. The course will address the economic, sustainability and social dimensions of these industries.

AGEC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

AGEC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Agricultural Education (AGED) Courses

AGED 5001. Seminar. 1 Hour.

Presentations and discussion of graduate student research as well as review of current literature and topics of current interest by students and faculty. All graduate students will make at least one formal presentation. Prerequisite: Graduate standing.

AGED 5013. Advanced Methods in Agricultural Mechanics. 3 Hours.

Emphasis on shop organization and management, courses of study, unit shop instruction, and development of skills in agricultural mechanics.

AGED 5033. Developing Leadership in Agricultural Organizations. 3 Hours.

Organizational concepts of leadership; administrative styles and structures; leadership for boards, committees, governmental bodies, and review of societal and political processes. Prerequisite: Graduate standing.

AGED 5053. Philosophy of Agricultural and Extension Education. 3 Hours.

An examination and analysis of social and economic events leading to the establishment and maintenance of federal, state, county, and local agricultural education programs. Lecture 3 hours per week. Prerequisite: Graduate standing.

AGED 510V. Special Problems. 1-6 Hour.

Individual investigation of a special problem in agricultural education which is not available through regular courses. These will be directed by a member of the graduate faculty. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

AGED 5113. Undergraduate Researchers Improving Student Experiences. 3 Hours.

To engage students in the social sciences in action research that serves to solve a problem or answer a question within the student's academic field through scientific inquiry. All students will work with professionals, commonly outside of the university, within their discipline to conduct their action research in order to solve a problem experienced by that professional. Students may work in teams or individually to complete the overall purpose of the course. Prerequisite: AGED 5463 or HESC 5463 or other instructor approved Research Methods course.

AGED 5143. Electronic Communications in Agriculture. 3 Hours.

(Formerly AGED 4143.) An overview of communication technology in the agricultural, food and life sciences. Graduate degree credit will not be given for both AGED 4143 and AGED 5143.

AGED 5153. Survey of Leadership Theory in Agriculture. 3 Hours.

(Formerly AGED 4153.) An interdisciplinary analysis of current issues in the practice of leadership in a contemporary and changing society, particularly as they affect agricultural organizations and issues. Discussions of leadership theory, roles of leaders, skills for effective leadership, diversity issues, and followership will challenge students to think critically about leadership, enhance personal leadership performance and potential, and prepare for or expand leadership roles, and to become innovative and productive in dealing with challenges facing agricultural organizations today. Graduate degree credit will not be given for both AGED 4153 and AGED 5153. Prerequisite: AGED 3153.

AGED 5163. Leadership Analysis Through Film. 3 Hours.

(Formerly AGED 4163.) Films are a catalyst (Clemens, 1999). They make you laugh, cry, cheer, and think. Flaum (2002) stated leadership is best learned in the leadership moment. Moreover, the principles of Andragogy advocate adult learners best learning when there is a practical application of the learning subject. Therefore, this course builds upon the study of leadership theory by allowing students to analyze, reflect, synthesize, and apply leadership theories, models and concepts in the context of film. The course materials encourage students to reflect, synthesize, analyze, and apply the information learned from major leadership theories and apply them to various scenarios and situations demonstrated in selected films. Graduate degree credit will not be given for both AGED 4163 and AGED 5163.

AGED 520V. Special Topics in Agricultural and Extension Education. 1-4 Hour.

Topics not covered in other courses or a more intensive study of specific topics in agriculture education. Prerequisite: Graduate standing. May be repeated for degree credit.

AGED 5243. Graphic Design in AFLS. 3 Hours.

(Formerly AGED 4243.) This course provides students with graphic design and software skills specific to industries in Agriculture, Food, and Life Sciences. Students will learn to use industry-standard software (InDesign, Photoshop, Illustrator, Microsoft Excel, etc.) to prepare text and graphics and package them for use in print production. Graduate degree credit will not be given for both AGED 4243 and AGED 5243. Prerequisite: AGME 2903 or ISYS 1123 or equivalent.

AGED 5343. Communication Campaigns in Agriculture. 3 Hours.

(Formerly AGED 4343.) Students will develop understanding of the principles, practices and applications of social marketing, integrated marketing communications, advertising and public relations as they pertain to developing communication campaign strategies for the agricultural industry. Students will develop a communication campaign for an agricultural company and/or entity focused on a specific product or service. Graduate degree credit will not be given for both AGED 4343 and AGED 5343. Prerequisite: Graduate standing.

AGED 5363. Educational Delivery Techniques. 3 Hours.

Students will learn to apply teaching and learning theory in the development of engaging instruction delivered through electronic media. The goal of the course is not to make experts in "programming" or "theory", but rather to prepare students with the knowledge/practical skills necessary to deliver curriculum through various methods. Prerequisite: Graduate standing.

AGED 5443. Principles of Technological Change. 3 Hours.

(Formerly AGED 4443.) This course introduces a structured approach for dealing with the organizational and human aspects of technology transition, including the key concepts of resistance and change management, organizational change, communications, and processes by which professional change agents influence the introduction, adoption, and diffusion of technological change. This course may be offered as a web-based course. Graduate degree credit will not be given for both AGED 4443 and AGED 5443.

AGED 5463. Research Methodology in the Social Sciences. 3 Hours.

Logical structure and the method of science. Basic elements of research design; observation, measurement, analytic method, interpretation, verification, presentation of results. Applications to research in economic or sociological problems of agriculture and human environmental sciences. Prerequisite: Graduate standing. This course is cross-listed with HESC 5463.

AGED 5473. Interpreting Social Data in Agriculture. 3 Hours.

The development of competencies in analyzing, interpreting and reporting the results of analyses of social science data in agriculturally related professions. Students will select appropriate analysis techniques and procedures for various problems, analyze data, and interpret and report the results of statistical analyses in narrative and tabular form.

AGED 5483. Technical Communication in the Social Sciences. 3 Hours.

This course will provide students with the basic principles and techniques in communicating social science information relevant to human subject research in agriculture, natural resources, and life sciences to the general public. Communication processes covered in the course include audience identification, writing, editing, and production of social science-based materials for popular and refereed publications. Focus will also be placed on thesis preparation and writing and research manuscript development and dissemination of social science research. Web delivered course. Prerequisite: Graduate standing.

AGED 550V. College Teaching in Agriculture and Related Disciplines. 1-3 Hour.

For students who are pursuing graduate degrees where emphasis is on preparation for a research career, but who also may desire or expect to teach. Provides theory and practice in planning and executing a college-level course.

AGED 5543. Ag Publications. 3 Hours.

(Formerly AGED 4543.) Students produce a magazine through classroom study mirroring a professional magazine staff and are provided an opportunity for their writing, advertisements, photographs and artwork to be published in the magazine. By using computer applications, students integrate various skills including writing, editing and layout in agricultural publications. Graduate degree credit will not be given for both AGED 4543 and AGED 5543.

AGED 5563. Thesis Proposal Development. 3 Hours.

The purpose of this course is to assist graduate students in the preparation of their thesis research proposal. Students will produce the first three chapters of their thesis by the end of the course. Prerequisite: AGED 5463 or HESC 5463.

AGED 5632. Teaching Diverse Populations in Agricultural and Extension Education. 2 Hours.

(Formerly AGED 4632.) This course is designed to provide pre-service teachers of agriculture with an understanding of teaching diverse populations as applied to problems of practice in agricultural and extension education. Graduate degree credit will not be given for both AGED 4632 and AGED 5632.

AGED 575V. Internship in Agricultural Education. 1-6 Hour.

Scheduled practical field experiences under supervision of a professional practitioner in off-campus secondary school systems. Emphasis includes classroom preparation, teaching, and student evaluation.

AGED 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

Agricultural Mechanization (AGME) Courses

AGME 500V. Special Problems. 1-6 Hour.

(Formerly AGME 400V.) Individual research or study in electrification, irrigation, farm power, machinery, or buildings. Graduate degree credit will not be given for both AGME 400V and AGME 500V. May be repeated for up to 6 hours of degree credit.

AGME 501V. Special Topics in Agricultural Mechanization. 1-4 Hour.

(Formerly AGME 402V.) Topics not covered in other courses or a more intensive study of special topics in agricultural mechanization. Graduate degree credit will not be given for both AGME 402V and AGME 501V. May be repeated for degree credit.

AGME 5203. Mechanized Systems Management. 3 Hours.

(Formerly AGME 4203.) Selection, sizing, and operating principles of agricultural machinery systems, including power sources. Cost analysis and computer techniques applied to planning and management of mechanized systems. Graduate degree credit will not be given for both AGME 4203 and AGME 5203. Corequisite: Lab component. Prerequisite: MATH 1203.

AGME 5973. Irrigation. 3 Hours.

(Formerly AGME 4973.) Methods of applying supplemental water to soils to supply moisture essential for plant growth, sources of water, measurement of irrigation water, pumps, conveyance structure, economics, and irrigation for special crops. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both AGME 4973 and AGME 5973. Corequisite: Lab component.

Agricultural Statistics (AGST) Courses

AGST 500V. Special Problems. 1-6 Hour.

Individual investigation of a special problem in some area of statistics applicable to the agricultural, food, environmental, and life sciences not available under existing courses. May be repeated for up to 6 hours of degree credit.

AGST 5014. Experimental Design. 4 Hours.

Types of experimental designs, their analysis and application to agricultural research. Lecture 3 hours and laboratory 2 hours per week. Corequisite: Lab component. Prerequisite: ((AGST 4011 or AGST 5031 (formerly AGST 4011)) and ((AGST 4023 or AGST 5023 (formerly AGST 4023) or STAT 4003).

AGST 5023. Principles of Experimentation. 3 Hours.

(Formerly AGST 4023.) Fundamental concepts of experimental and statistical methods as applied to agricultural research. Lecture 3 hours per week.

AGST 5031. SAS Programming for Agricultural Sciences. 1 Hour.

(Formerly AGST 4011.) An introduction to the SAS programming language with an emphasis on the reading and restructuring of data files, and the displaying of data in tabular and graphic forms. The course is taught using a hands-on approach. Graduate degree credit will not be given for both AGST 4011 and AGST 5031.

AGST 504V. Special Topics. 1-4 Hour.

Topics not covered in other courses or a broader-based study of specific topics in statistics and related areas. Prerequisite: Graduate standing. May be repeated for degree credit.

AGST 5713. Applied Regression Analysis for Agricultural Sciences. 3 Hours.

Analysis of agricultural experiments which contain quantitative factors through regression procedures. Lecture 3 hours per week. Prerequisite: ((AGST 4011 or AGST 5031 (formerly AGST 4011)) and ((AGST 4023 or AGST 5023 (formerly AGST 4023) or STAT 4003).

AGST 5901. Statistical Consulting Process. 1 Hour.

Examines the components of statistical consulting with emphasis on the interpersonal aspects.

Animal Science (ANSC) Courses

ANSC 500V. Special Problems. 1-6 Hour.

Work in special problems of animal industry. May be repeated for up to 6 hours of degree credit.

ANSC 5013. Domestic Animal Energetics. 3 Hours.

Physical, physiological and biochemical aspects of energy metabolism of domestic animals and their applications to livestock production. Lecture 3 hours per week. Prerequisite: Graduate standing.

ANSC 5023. Legal Issues in Animal Agriculture. 3 Hours.

(Formerly ANSC 4123.) An issues-oriented course focusing on the legal issues involved in the production of poultry, swine and livestock. Emphasis will center on the laws, regulations and policy arguments involved in animal confinement, antibiotic use, humane slaughter and veterinary medicine, along with other related issues. The wide range of regulation- from local to state to federal, depending on the issue- will be studied and discussed. Graduate degree credit will not be given for both ANSC 4123 and ANSC 5023.

ANSC 5052. Cow-Calf Management. 2 Hours.

(Formerly ANSC 4252.) Systems of cow-calf management including the practical application of the principles of breeding, feeding, and management to commercial and purebred beef cattle under Arkansas conditions. Graduate degree credit will not be given for both ANSC 4252 and ANSC 5052.

ANSC 510V. Special Topics in Animal Sciences. 1-4 Hour.

Topics not covered in other courses or a more intensive study of specific topics in animal sciences. Prerequisite: Graduate standing. May be repeated for degree credit.

ANSC 5123. Advanced Animal Genetics. 3 Hours.

Specialized study of animal genetics. Lecture 3 hours per week. Prerequisite: ANSC 3123.

This course is cross-listed with POSC 5123.

ANSC 5133. Quantitative Inheritance. 3 Hours.

Advanced study of the genetic basis of variation and the genetic control of quantitative traits in populations. Lecture 3 hours per week. Prerequisite: ANSC 3133.

ANSC 5143. Biochemical Nutrition. 3 Hours.

Interrelationship of nutrition and physiological chemistry; structure and metabolism of physiological significant carbohydrates, lipids, and proteins; integration of metabolism with provision of tissue fuels; specie differences in regulatory control of tissue and whole body metabolism of nutrients. Prerequisite: CHEM 3813.

This course is cross-listed with POSC 5143.

ANSC 5152. Protein and Amino Acid Nutrition. 2 Hours.

Students will be introduced to the basic processes of protein digestion, amino acid absorption, transport, metabolism, and utilization along with how biochemical function of proteins and their dynamic state affect nutritional status for animals and man. Prerequisite: CHEM 3813.

This course is cross-listed with POSC 5152.

ANSC 5163. Companion Animal Nutrition. 3 Hours.

This course is designed to focus on the digestive anatomy, physiology, and nutrient metabolism of non-herbivorous companion animals, primarily dogs and cats. Topics discussed will also include an overview of the pet food industry, its regulations and commonly utilized ingredients. Students will gain a deeper understanding of nutrition as it relates to life stages and various disease states that can affect both dogs and cats. This course will require a Saturday trip to one or two off campus facilities. Prerequisite: ANSC 3143 or POSC 4343.

ANSC 5253. Advanced Livestock Production. 3 Hours.

Comprehensive review of recent advances in research relative to the various phases of livestock production.

ANSC 5262. Swine Production. 2 Hours.

(Formerly ANSC 4262.) Methods in producing purebred and commercial swine with specific emphasis on the management programs needed for profitable pork production in Arkansas. Graduate degree credit will not be given for both ANSC 4262 and ANSC 5262.

ANSC 5272. Sheep Production. 2 Hours.

(Formerly ANSC 4272.) Purebred and commercial sheep management emphasizing the programs of major importance in lamb and wool production in Arkansas. Graduate degree credit will not be given for both ANSC 4272 and ANSC 5272.

ANSC 5283. Horse Production. 3 Hours.

(Formerly ANSC 4283.) Production, use and care of horses and ponies including breeding, feeding, handling, and management. Lecture 2 hours, laboratory 3 hours per week. Graduate degree credit will not be given for both ANSC 4283 and ANSC 5283. Corequisite: Lab component.

ANSC 5452. Milk Production. 2 Hours.

(Formerly ANSC 4452.) Principles of breeding, feeding, and management of dairy cattle will be studied. Graduate degree credit will not be given for both ANSC 4452 and ANSC 5452.

ANSC 5482. Companion Animal Management. 2 Hours.

(Formerly ANSC 4482.) The study and application of principles of domestication, nutrition, reproduction, parasitology, diseases, behavior, and husbandry management to companion animals. Dogs, cats, and exotic animals will be the species of primary interest. Practical problems of care and management of these species will be solved. Graduate degree credit will not be given for both ANSC 4482 and ANSC 5482. Prerequisite: BIOL 1543 or equivalent or consent of instructor.

ANSC 5553. Forage-Ruminant Relations. 3 Hours.

Advanced chemical, physical, and botanical characteristics of forage plants, the dynamics of grazing, intake and digestion, and techniques of measuring forage utilization and systems analysis at the plant-animal interface. Lecture 3 hours per week. CSES 1203 recommended. Prerequisite: ANSC 3143.

This course is cross-listed with CSES 5553.

ANSC 5652. Stocker-Feedlot Cattle Management. 2 Hours.

(Formerly ANSC 4652.) Production and management systems for stocker and feed-lot cattle including practical applications of forage systems, feeding, health management and economics of production of these livestock. Graduate degree credit will not be given for both ANSC 4652 and ANSC 5652.

ANSC 5743L. Advanced Analytical Methods in Animal Sciences Laboratory. 3 Hours.

Introduction into theory and application of current advanced analytical techniques used in animal research. Two 3-hour laboratory periods per week.

This course is cross-listed with POSC 5743L.

ANSC 5853. Advanced Meats Technology. 3 Hours.

An intensive study of processed meats, relating the science, technology, and quality of further processed meat and poultry products. Product development, sensory and chemical analysis, microbiology, nutritional aspects, and product labeling are covered. Prerequisite: POSC 4314 or ANSC 3613.

ANSC 5901. Seminar. 1 Hour.

Critical review of the current scientific literature pertaining to the field of animal science. Oral reports. Lecture 1 hour per week. Prerequisite: Senior standing.

ANSC 5923. Brain & Behavior. 3 Hours.

Covers cellular through neural systems, major brain functions and comparative neuroanatomy. Topics include ion channels, membrane and action potentials, synaptic integration, neurotransmitters, major brain regions of mammals and birds, sensory systems and the autonomic nervous systems, neuroendocrine system, and control by the brain of critical functions and behavior. Lecture 3 hours per week. Prerequisite: (ANSC 3032 or POSC 3032) or (ANSC 3042 or POSC 3042) or PSYC 2003 or BIOL 2213 or BIOL 2443 or BIOL 2533.

This course is equivalent to POSC 5923.

ANSC 5932. Cardiovascular Physiology of Domestic Animals. 2 Hours.

Cardiovascular physiology, including mechanisms of heart function and excitation, and blood vessel mechanisms associated with the circulatory system in domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component. Prerequisite: (POSC 3032 or ANSC 3032) and (POSC 3042 or ANSC 3042).

This course is cross-listed with POSC 5932.

ANSC 5942. Endocrine Physiology of Domestic Animals. 2 Hours.

Endocrine physiology, including mechanisms of hormone secretion, function, and regulation. Mechanisms associated with the endocrine system will be discussed for domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (or first 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component. Prerequisite: (POSC 3032 or ANSC 3032) and (POSC 3042 or ANSC 3042).

This course is cross-listed with POSC 5942.

ANSC 5952. Respiratory Physiology of Domestic Animals. 2 Hours.

Respiratory physiology, including mechanisms of lung function and gas exchange. Mechanisms associated with the interaction of the respiratory system with other bodily systems in domestic animals and poultry will be discussed. Lecture 3 hours; drill 1 hour per week for first 8 weeks of semester. Pre- or Corequisite: CHEM 3813. Corequisite: Drill component. Prerequisite: (POSC 3032 or ANSC 3032) and (POSC 3042 or ANSC 3042).

This course is cross-listed with POSC 5952.

ANSC 5962. Gastrointestinal/Digestive Physiology of Domestic Animals. 2 Hours.

Gastrointestinal and hepatic physiology, including mechanisms of digestion, absorption of nutrients with emphasis on cellular control mechanisms in domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component. Prerequisite: (POSC 3032 or ANSC 3032) and (POSC 3042 or ANSC 3042). This course is cross-listed with POSC 5962.

ANSC 5972. Renal Physiology. 2 Hours.

Renal physiology, including mechanisms of renal clearance with emphasis on cellular control mechanisms in domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component. Prerequisite: (POSC 3032 or ANSC 3032) and (POSC 3042 or ANSC 3042). This course is cross-listed with POSC 5972.

ANSC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

ANSC 6123. Advanced Food Animal Wellbeing. 3 Hours.

Advances in fundamentals of animal welfare including animal health, animal handling, food safety and productivity. Prerequisite: ANSC 2213 or BIOL 4833 or instructor consent.

This course is cross-listed with POSC 6123.

ANSC 6143. Minerals in Animal Nutrition. 3 Hours.

Mineral nutrients, their sources and functions, as related to nutrition of domestic animals. Lecture 3 hours per week. Prerequisite: ANSC 3143 or POSC 4343.

ANSC 6243. Ruminant Nutrition. 3 Hours.

Anatomy and physiology of the rumen. The nutrient requirements of microbial organisms and the relation of microbial digestion in the rumen to the nutrition of cattle, sheep and other ruminants. Lecture 3 hours per week. Prerequisite: Graduate standing.

ANSC 6343. Vitamin Nutrition in Domestic Animals. 3 Hours.

The vitamins required by domestic animals with emphasis upon their role in animal nutrition, physiological functions, and consequences of failure to meet the requirement of the animal. Lecture 3 hours per week. Prerequisite: ANSC 3143 (or POSC 4343) and CHEM 3813.

This course is cross-listed with POSC 6343.

ANSC 6833. Reproduction in Domestic Animals. 3 Hours.

Comprehensive review of current theory of reproductive function in domestic animals. Lecture 3 hours per week. Prerequisite: ANSC 3433.

ANSC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Anthropology (ANTH)

Courses

ANTH 500V. Advanced Problems in Anthropology. 1-18 Hour.

Individual research at graduate level on clearly defined problems or problem areas. May be repeated for up to 18 hours of degree credit.

ANTH 5043. Advanced Vector Geographic Information Systems. 3 Hours.

Advanced vector operations and analysis. Topics will include topological analysis, network analysis, geocoding, conflation, implications of source and product map scale, map generation, error mapping, and cartographic production. Prerequisite: ((ANTH 4563 or ANTH 5563 (formerly ANTH 4563)) or ((GEOS 4583 or GEOS 5583 (formerly GEOS 4583)) or equivalent.

This course is cross-listed with GEOS 5033.

ANTH 5053. Quaternary Environments. 3 Hours.

An interdisciplinary study of the Quaternary Period including dating methods, deposits, soils, climates, tectonics, and human adaptation. Lecture 2 hours, laboratory 2 hours per week.

This course is cross-listed with ENDY 5053, GEOS 5053.

ANTH 5063. Popular Culture. 3 Hours.

(Formerly ANTH 4033.) Study of national and international varieties of popular culture, including music, dance, fashion, and the media. Emphasis will be given to both ethnographic approaches, which focus on the investigation of production and consumption of cultural forms and to cultural studies approaches, which see culture as a terrain of struggle. Graduate degree credit will not be given for both ANTH 4033 and ANTH 5063.

ANTH 5093. The Archeology of Death. 3 Hours.

(Formerly ANTH 4093.) Study of the analysis and interpretation of archeological mortuary remains and sites. Key archeological and anthropological sources that have influenced major theoretical developments are reviewed. Graduate degree credit will not be given for both ANTH 4093 and ANTH 5093.

ANTH 5103. Applications of Cultural Method and Theory. 3 Hours.

Review of the nature and history of cultural anthropology; recent theories and practical implications and applications of various methods of acquiring, analyzing and interpreting cultural anthropological data.

ANTH 5113. Anthropology of the City. 3 Hours.

Examines cities as both products of culture, and sites where culture is made and received. Explores the implications of several pivotal urban and cultural trends and the way in which representations of the city have informed dominant ideas about city space, function, and feel.

ANTH 5123. Ancient Middle East. 3 Hours.

(Formerly ANTH 4123.) The archeology of the ancient Middle East with emphasis upon the interaction of ecology, technology and social structure as it pertains to domestication and urbanization. Graduate degree credit will not be given for both ANTH 4123 and ANTH 5123.

ANTH 5133. Settlement Archaeology. 3 Hours.

(Formerly ANTH 4133.) Focuses on the historical development of settlement archeology, the methods of site survey and discovery within regions, ecological and social theories that underlie patterns of human land use and distribution, methods of site location analysis, and descriptive and predictive site location modeling. Graduate degree credit will not be given for both ANTH 4133 and ANTH 5133.

ANTH 5143. Ecological Anthropology. 3 Hours.

(Formerly ANTH 4143.) Anthropological perspectives on the study of relationships among human populations and their ecosystems. Graduate degree credit will not be given for both ANTH 4143 and ANTH 5143.

ANTH 5153. Topics in Anthropology. 3 Hours.

Graduate level seminar with varied emphasis on topics relating to cultural anthropology. May be repeated for degree credit.

ANTH 5203. Applications of Archeological Method and Theory. 3 Hours.

Review of the nature and history of archeology; recent theories and practical implications and applications of various methods of acquiring, analyzing, and interpreting archeological data.

ANTH 5243. Archeology of the Midsouth. 3 Hours.

(Formerly ANTH 4243.) Survey of prehistoric and protohistoric cultures of the lower Mississippi Valley and adjacent regions. Graduate degree credit will not be given for both ANTH 4243 and ANTH 5243.

ANTH 5256. Archeological Field Session. 6 Hours.

(Formerly ANTH 4256.) Practical field and laboratory experiences in archeological research. Graduate degree credit will not be given for both ANTH 4256 and ANTH 5256.

ANTH 5263. Indians of Arkansas and the South. 3 Hours.

Study of the traditional lifeways and prehistoric backgrounds of Indians living in the southern United States, including Arkansas.

ANTH 5273. Photography for Fieldwork. 3 Hours.

(Formerly ANTH 4273.) This class explores the use of photographic images as both data and representational tools in anthropological research, emphasizing the ethical, theoretical, and methodological issues involved. Graduate degree credit will not be given for both ANTH 4273 and ANTH 5273.

ANTH 5283. Survey in Ethnographic Film. 3 Hours.

(Formerly ANTH 4283.) Survey of the development and evolution of ethnographic film, based on class screenings to build familiarity, vocabulary, and literacy with this branch of visual anthropology. Graduate degree credit will not be given for both ANTH 4283 and ANTH 5283.

ANTH 5293. Identity and Culture in the U.S.-Mexico Borderlands. 3 Hours.

(Formerly ANTH 4263.) An exploration of the interplay between Latino/a, Mexican, Anglo, and Native American identities and cultures along the U.S.-Mexico border. Course examines identity formation, hybridity, social tension, marginalization, race and gender, from an anthropological perspective, paying special attention to the border as theoretical construct as well as material reality. Graduate degree credit will not be given for both ANTH 4263 and ANTH 5293.

ANTH 5303. Applications of Method and Theory in Biological Anthropology. 3 Hours.

Review of the nature and history of biological anthropology; recent theories and the practical implications and applications of various methods of acquiring, analyzing, and interpreting data.

ANTH 5313. Laboratory Methods in Archeology. 3 Hours.

(Formerly ANTH 4353.) Theory and practice of describing, analyzing, and reporting upon archeological materials. Graduate degree credit will not be given for both ANTH 4353 and ANTH 5313.

ANTH 535V. Topics in Physical Anthropology. 1-6 Hour.

Graduate level seminar with varied emphasis on topics relating to physical anthropology. May be repeated for degree credit.

ANTH 5363. Museums, Material Culture, and Popular Imagination. 3 Hours.

(Formerly ANTH 4363.) Museums as ideological sites and thus as sites of potential contestation produce cultural and moral systems that legitimate existing social orders. This course will focus on strategies of representation and the continuous process of negotiating social and cultural hierarchies with and through objects that are displayed. Graduate degree credit will not be given for both ANTH 4363 and ANTH 5363.

ANTH 5413. Bioarcheology Seminar. 3 Hours.

Intensive coverage of bioarcheological method and theory with the context of both academic and cultural resources management research.

ANTH 5423. Human Evolutionary Anatomy. 3 Hours.

Paleobiologists reconstruct past lifeways and systematic relationships of our ancestors using comparative studies of bony morphology and associated soft tissues. This course surveys methods and theories used to infer function and phylogeny, and details relevant aspects of the anatomy of humans, living great apes, and fossil human ancestors. Prerequisite: ANTH 1013 and BIOL 1543. This course is cross-listed with BIOL 5423.

ANTH 5443. Cultural Resource Management I. 3 Hours.

Concentrated discussion of management problems relative to cultural resources, including review and interpretation of relevant federal legislation, research vs. planning needs, public involvement and sponsor planning, and assessment of resources relative to scientific needs. No field training involved; discussion will deal only with administrative, legal, and scientific management problems.

ANTH 5473. Descriptive Linguistics. 3 Hours.

A scientific study of language with primary emphasis on modern linguistic theory and analysis. Topics include phonology, morphology, syntax, semantics, language acquisition, and historical development of world languages.

This course is cross-listed with WLLC 5463, ENGL 5463.

ANTH 548V. Individual Study of Anthropology. 1-6 Hour.

(Formerly ANTH 448V.) Reading course for advanced students with special interests in anthropology. Graduate degree credit will not be given for both ANTH 448V and ANTH 548V. May be repeated for up to 6 hours of degree credit.

ANTH 5513. African Religions: Gods, Witches, Ancestors. 3 Hours.

(Formerly ANTH 4513.) An exploration of African religions from a variety of anthropological perspectives, exploring how religious experience is perceived and interpreted by adherents, highlighting the way in which individual and group identities are constructed, maintained and contested within religious contexts. Readings reflect the vast diversity of religious life in Africa. Graduate degree credit will not be given for both ANTH 4513 and ANTH 5513.

ANTH 5523. Dental Science. 3 Hours.

(Formerly ANTH 4523.) Introduction to the study of the human dentition including its anatomy, morphology, growth and development, and histology. Graduate degree credit will not be given for both ANTH 4523 and ANTH 5523.

ANTH 5553. Introduction to Raster GIS. 3 Hours.

(Formerly ANTH 4553.) Theory, data structures, algorithms, and techniques behind raster-based geographical information systems. Through laboratory exercises and lectures multidisciplinary applications are examined in database creation, remotely sensed data handling, elevation models, and resource models using boolean, map algebra, and other methods. Credit will not be given for both ANTH 4553 and ANTH 5553.

This course is cross-listed with GEOS 5453.

ANTH 5563. Vector GIS. 3 Hours.

(Formerly ANTH 4563.) Introduction to geographic information systems (GIS) applications in marketing, transportation, real estate, demographics, urban and regional planning, and related areas. Lectures focus on development of principles, paralleled by workstation-based laboratory exercises using mainstream GIS software and relational databases. Credit will not be given for both ANTH 4563 and ANTH 5563.

This course is cross-listed with GEOS 5583.

ANTH 5583. Peoples and Cultures of Sub-Saharan Africa. 3 Hours.

(Formerly ANTH 4583.) An exploration of the people and places of Africa from a variety of anthropological perspectives. Classic and contemporary works will be studied in order to underscore the unity and diversity of African cultures, as well as the importance African societies have played in helping us understand culture/society throughout the world. Credit will not be given for both ANTH 4583 and ANTH 5583.

ANTH 5593. Introduction to Global Positioning Systems and Global Navigation Satellite Systems. 3 Hours.

(Formerly ANTH 4593.) Introduction to navigation, georeferencing, and digital data collection using GPS and GNSS receivers, data loggers, and laser technology. Components of NavStar GLONASS, Beidou and other global positioning system are used in integration of digital information into various GIS platforms with emphasis on practical applications. Credit will not be given for both ANTH 4593 and ANTH 5593. This course is cross-listed with GEOS 5293.

ANTH 5603. Landscape Archaeology. 3 Hours.

(Formerly ANTH 4603.) This course provides an introduction to the methods and theories of landscape archaeology. Topics include archaeological survey techniques, environmental and social processes recorded in the archaeological landscape, and analysis of ancient settlement and land use data to reveal changes in population, resource utilization, and environmental relationships. Credit will not be given for both ANTH 4603 and ANTH 5603.

ANTH 561V. Field Research in Archeology. 1-6 Hour.

Directed graduate level archeological fieldwork. May be repeated for up to 6 hours of degree credit.

ANTH 5623. Primate Adaptation and Evolution. 3 Hours.

(Formerly ANTH 4613.) Introduction to the biology of the order of Primates. This course considers the comparative anatomy, behavioral ecology and paleontology of our nearest living relatives. Credit will not be given for both ANTH 4613 and ANTH 5623.

ANTH 5633. Archeological Prospecting & Remote Sensing. 3 Hours.

(Formerly ANTH 4633.) Ground-based geophysical, aerial, and other remote sensing methods are examined for detecting, mapping, and understanding archeological and other deposits. These methods include magnetometry, resistivity, conductivity, radar, aerial photography, thermography, and multispectral scanning. Requires computer skills, field trips, and use of instruments. Credit will not be given for both ANTH 4633 and ANTH 5633.

ANTH 5653. GIS Analysis and Modeling. 3 Hours.

(Formerly ANTH 4653.) Unlike conventional GIS courses that focus on studying "where", this course will teach students to address beyond "where" using various GIS analysis and modeling techniques to explore "why" and "how". The course will provide theoretical and methodological reviews of the principles of cartographic modeling and multi-criteria decision-making. Credit will not be given for both ANTH 4653 and ANTH 5653.

This course is cross-listed with GEOS 5653, ENDY 5043.

ANTH 5703. Mammalian Evolution and Osteology. 3 Hours.

(Formerly ANTH 4703.) This course will focus on describing the evolutionary history of mammals, a group of vertebrates that include over 5,000 species in 29 orders, and will provide an overview of living species and their identifying features. Credit will not be given for both ANTH 4703 and ANTH 5703. Prerequisite: ANTH 1013 and ANTH 1011L, BIOL 1543 and BIOL 1541L, or instructor consent.

ANTH 5803. Historical Archeology. 3 Hours.

(Formerly ANTH 4803.) Review of the development of historical archeology and discussion of contemporary theory, methods, and substantive issues. Lab sessions on historic artifact identification and analysis. Graduate degree credit will not be given for both ANTH 4803 and ANTH 5803.

ANTH 5813. Ethnographic Approaches to the Past. 3 Hours.

(Formerly ANTH 4813.) Review of the uses of ethnographic data in the reconstruction and interpretation of past cultures and cultural processes, with particular emphasis on the relationships between modern theories of culture and archeological interpretation. Credit will not be given for both ANTH 4813 and ANTH 5813.

ANTH 582V. Applied Visual Research. 1-6 Hour.

(Formerly ANTH 482V.) This class provides hands-on skill and training conducting visually informed fieldwork designed to help represent unique cultural settings, experience, and heritage. Credit will not be given for both ANTH 482V and ANTH 582V.

ANTH 5863. Quantitative Anthropology. 3 Hours.

(Formerly ANTH 4863.) Introductory statistics course for anthropology students examines probability theory, nature of anthropological data, data graphics, descriptive statistics, probability distributions, test for means and variances, categorical and rank methods, ANOVA, correlation and regression. Lectures focus on theory methods; utilize anthropological data and a statistical software laboratory. Credit will not be given for both ANTH 4863 and ANTH 5863.

This course is cross-listed with GEOS 5863.

ANTH 5903. Seminar in Anthropology. 3 Hours.

(Formerly ANTH 4903.) Research, discussion, and projects focusing on a variety of topics. Credit will not be given for both ANTH 4903 and ANTH 5903. May be repeated for up to 12 hours of degree credit.

ANTH 5913. Topics of the Middle East. 3 Hours.

(Formerly ANTH 4913.) Covers a special topic or issue. Credit will not be given for both ANTH 4913 and ANTH 5913. May be repeated for up to 9 hours of degree credit.

ANTH 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

ANTH 6033. Society and Environment. 3 Hours.

This course examines the complex interrelationships between human societies and the natural environment. Drawing on diverse and interdisciplinary perspectives in archaeology, ethnography, history, geography, and palaeo-environmental studies, readings and discussion will explore the co-production of social and environmental systems over time. May be repeated for degree credit.

This course is cross-listed with ENDY 6033.

ANTH 610V. Internship. 1-18 Hour.

Internship. May be repeated for up to 18 hours of degree credit.

ANTH 6813. Seminar: Cultural Anthropology. 3 Hours.

Variable topics in Anthropology will be explored in depth. May be repeated for up to 9 hours of degree credit.

ANTH 6823. Seminar: Archeology. 3 Hours.

Various topics in Archeology will be explored in depth. May be repeated for up to 9 hours of degree credit.

ANTH 6833. Seminar: Biological Anthropology. 3 Hours.

Various topics in Biological Anthropology will be explored in depth. May be repeated for up to 9 hours of degree credit.

ANTH 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Apparel Merchandising and Product Development (AMPD) Courses

AMPD 4023. Merchandising Application for the Apparel Industry. 3 Hours.

Application of merchandising theory, principles and practices in a capstone class. An in depth study of innovative apparel business concepts as applied to manufacturers and retailers of apparel including apparel classification, seasonal cycles, stock emphasis, assortment strategies, target customers, and apparel trends. Includes an overview of marketing communication including advertising, personal selling, and sales promotion. Prerequisite: AMPD 3033 and AMPD 3043.

AMPD 4033. Computer Aided Textile Design. 3 Hours.

This course is designed to give students advanced skills in textile design using industry based computer aided design (CAD) software. Lab 4 hours per week. Prerequisite: AMPD 2033 and AMPD 2053.

AMPD 4053. Historic and Contemporary Apparel. 3 Hours.

This course traces the evolution of clothing from ancient times to the twentieth century with emphasis upon Western civilization and includes the study of contemporary fashion as a social force including the origin, scope, theory, and history of the fashion business, the materials of fashion, the fashion producers, auxiliary fashion enterprises, designers, fashion leaders, and leading market. Cultural and economic factors affecting dress, adornment and customs associated dress will be stressed. The Lecture 3 hours per week. Prerequisite: Junior or senior standing or instructor consent.

AMPD 4063. Advanced Apparel Production. 3 Hours.

An advanced study of product development incorporating technology used in the industry for a career in fashion merchandising and/or product development in a computer laboratory environment. Laboratory 6 hours per week. Prerequisite: AMPD 2033, AMPD 2063 and AMPD 3003.

AMPD 4093. Apparel Merchandise Planning and Inventory Control. 3 Hours.

Describes today's challenges for both apparel manufacturers and retailers in meeting the consumer's demands for the right products at the right prices - and at the right times. Follows the evolution of the merchandising function with emphasis on production efficiency, highlighting the philosophies of industry executives and the effective integration of the merchandising, store design, marketing, the apparel supply chain and manufacturing functions along the way. Prerequisite: AMPD 3033.

AMPD 4103. Evolution of Fashion and Society Through Television Media. 3 Hours.

This course uses television programming from its early beginnings in the 1930s through to the twenty-first century to trace major events, societal changes, and the associated evolution of fashion. The course examines television both as an innovator and diffuser of fashion trends.

AMPD 4111. History of Apparel Through Film from 1900 to Present. 1 Hour.

This course uses historic costume films to trace the evolution of clothing from 1900 to Present. Emphasis is placed on societal aspects such as politics, religion, economy, technology, education, sports, class structure, and gender roles, and how they affect and change dress. Web based course.

AMPD 4901. AMPD Pre-Study Tour. 1 Hour.

A study of specific regional and international fashion markets for apparel studies in preparation for AMPD 491V AMPD Study Tour. The course examines the design, production, distribution and retailing of fashion goods from couture fashion to mass markets. AMPD 4901 is content specific to each AMPD 491V study tour and must be repeated for each study tour destination. A grade of "C" or better is required to participate in AMPD 491V. Prerequisite: 2.0 minimum GPA. AMPD majors with minimum 30 hours, or consent. May be repeated for up to 4 hours of degree credit.

AMPD 491V. AMPD Study Tour. 2-6 Hour.

An on-site study of specific regional and international fashion markets for apparel merchandising and product development. Course further examines the design, production, distribution and retailing of fashion goods from couture fashion to mass markets as outlined in AMPD 4901. Course includes study trip; length based upon destination. Additional fees required. Course will also be offered each May and August Intersession. Prerequisite: AMPD 4901 (with a C or better), 2.0 min. GPA, AMPD major with min. 30 hours, and instructor consent. Corequisite: AMPD 4901 (with a C or better, if corequisite, must have C or better at time of trip), 2.0 min. GPA, AMPD major with min. 30 hours, and instructor consent. May be repeated for up to 24 hours of degree credit.

AMPD 5003. Apparel Sourcing and Merchandising Systems in the Global Economy. 3 Hours.

Evaluation of key issues facing textiles and apparel supply chain businesses in the global economy considering economic, political, and social perspectives and professional implications. Lecture 3 hours.

AMPD 5013. Advanced Apparel Pattern Design. 3 Hours.

Use of computer aided design technology to perform pattern making techniques for apparel production. Laboratory 5 hours per week. Prerequisite: AMPD 3003.

AMPD 5023. Social, Psychological and Cultural Aspects of Dress. 3 Hours.

Integration of social, psychological and cultural theories as they apply to appearance and clothing behavior. Lecture 3 hours.

AMPD 5033. Issues and Trends in Textile Studies. 3 Hours.

Studies of advances in textile science and recent developments in the textile industry. Lecture 3 hours.

AMPD 5043. Theories and Practices in Apparel Merchandising. 3 Hours.

Theoretical perspectives, concepts and current practices that influence apparel merchandising. Lecture 3 hours.

AMPD 5053. Survey Design and Scale Development. 3 Hours.

This course is designed to provide the expertise required to design and conduct survey research. Students will understand the instruments (scales/questionnaire) used in data collection processes and acquire the statistical skills necessary to develop and test these survey instruments. This course uses both theory and practice. Hands-on training will be provided via SPSS package for data analyses, and Qualtrics will be used for web-based surveys. Prerequisite: 3 hours of graduate-level statistics coursework and HESC 5463 or AGED 5463 or instructor consent.

AMPD 5211. History of Apparel Through Film to 1900. 1 Hour.

(Formerly AMPD 4011.) This course uses historic costume films to trace the evolution of clothing from ancient Egypt to the Twentieth Century. Emphasis is placed on societal aspects such as politics, religion, economy, technology, education, sports, class structure, and gender roles, and how they affect and change dress. Web-based course. Graduate degree credit will not be given for both AMPD 4011 and AMPD 5211.

Applied Music (Class) (MUAC) Courses

MUAC 4371. Teaching the High School Percussionist. 1 Hour.

A study of solo literature and small and large ensemble literature appropriate for the high school percussionist. Emphasis on advanced snare drum and marimba lit., timpani and the broad range of percussionist instruments. Includes study of high school band, orchestra and percussion ensemble scores. Prerequisite: MUAC 1371.

Applied Music (Private Instruction) (MUAP) Courses

MUAP 500V. Applied Voice/Instrument-Secondary Level. 1-2 Hour.

Private study at the graduate secondary level. May be repeated for degree credit.

MUAP 510V. Applied Voice/Instrument. 1-5 Hour.

Private study at the graduate level. May be repeated for degree credit.

MUAP 5201. Graduate Recital I. 1 Hour.

Preparation and performance of a public recital of a minimum of 50 minutes of music. May be repeated for degree credit.

MUAP 5211. Graduate Recital II. 1 Hour.

Preparation and performance of a public recital of a minimum of 50 minutes of music. May be repeated for degree credit.

Arabic (ARAB) Courses

ARAB 470V. Special Topics. 1-6 Hour.

May be offered in a topic not specifically covered by courses otherwise listed. May be repeated for degree credit.

Art (ARTS)

Courses

ARTS 4023. Figure Drawing II. 3 Hours.

Advanced study of the figure with emphasis on figure structure and its relationship to pictorial form in drawing. Prerequisite: ARTS 2013.

ARTS 4303. Professional Development and Seminar. 3 Hours.

Preparation of students for professional practice and job seeking. Development of online and print portfolio and other collateral. Contemporary design practice through discussions, reading, writing, guest speakers and studio visits. Emphasis on assisting each student in preparing for their unique future. Prerequisite: ARTS 3383 and ARTS 3393 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4313. Interactive Language. 3 Hours.

Advanced course utilizing interactive languages to create responsive experiences for the web, touch screens. Exploration of the intersection of linear and non-linear design experiences in the application of motion to web. Prerequisite: ARTS 3383 and ARTS 3393 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4323. Technology in Context. 3 Hours.

Advanced course focusing on speculative explorations in the world of interaction design. Much of the work will be touch and gesture based and dealing with the built environment. Application of knowledge about proper workflow and execution in an advanced way. Prerequisite: ARTS 4303 and ARTS 4313 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4343. Identity Systems. 3 Hours.

Advanced identity design course emphasizing creating cohesive messaging systems that cover a wide range of media. Creation of identity systems that are based on research and appropriate to content, context and audience. Media may span environmental, motion, print, web and packaging. Prerequisite: ARTS 4303 and ARTS 4313 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4353. Human Centered Design. 3 Hours.

Research-based studio introducing design methods that focus on an audience centric process. Exposure to communication theory, modes of persuasion, sustainability, how to design for niche audiences. Prerequisite: ARTS 4303 and ARTS 4313 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4363. Design Co-op. 3 Hours.

Collaboration with an organization, or design firm, providing opportunity to address problems existing outside of the classroom with the focus shifting between design for good initiatives. Collaboration, research, problem seeking and solving will be addressed. Prerequisite: ARTS 4323, ARTS 4343, and ARTS 4353 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4373. Advanced Typography. 3 Hours.

Culminating typography course, exploration of typography at an advanced level through a variety of projects. Projects may range from type design to type in motion to complex publication design. Exhibition of the utmost professional ideation, process, execution and craft expected. Prerequisite: ARTS 4323, ARTS 4343, and ARTS 4353 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4383. Degree Project. 3 Hours.

Capstone course requiring completion of a self-directed project through in-depth research, writing and making, offering an opportunity to specialize prior to entering the job market. Prerequisite: ARTS 4323, ARTS 4343, and ARTS 4353 and Bachelor of Fine Arts in Graphic Design majors only.

ARTS 4513. Technical Ceramics. 3 Hours.

Advanced study of ceramic materials and processes. Clay composition, clay body formulation and analysis, glaze composition and formulation, firing methods (low, mid, and high-temperature gas, electric and atmospheric firings), and kiln design will be covered in depth. Prerequisite: ARTS 4503.

ARTS 4663. Visual Design: Motion Design. 3 Hours.

In this course, students will explore motion graphic design as it combines 2D and 3D animation, typography, video footage photography and sound. The projects will explore elements of storytelling, moving compositions and animation principles that focus on Web delivery, using mainly Apple Final Cut Pro and Adobe After Effects. Prerequisite: ARTS 3363.

ARTS 469V. Special Problems In Interactive Design. 1-6 Hour.

Students work on special projects on an individual basis with instructor, exploring innovative interface design, in-depth projects potentially exploring solutions to and awareness of social issues, with various types of media, from DVD and digital video to Web and motion graphics. Cross-discipline collaboration is encouraged. Prerequisite: ARTS 4613 and ARTS 4623. May be repeated for up to 6 hours of degree credit.

ARTS 4813. Digital Photography. 3 Hours.

Introduction to digital photography production, techniques and theory. Digital input from scanning (flatbed & slide/negative), digital cameras, video and internet sources. Computer assisted manipulation of imagery for correction and abstraction. Output to a digital printing systems, analog systems (film recorder), servers and Internet. Prerequisite: ARTS 3803.

ARTS 4833. Advanced Black and White Photography. 3 Hours.

Advanced black and white theory, practice and techniques including: Zone System, large format camera and studio lighting. Prerequisite: ARTS 3803.

ARTS 484V. Special Problems in Photography. 1-6 Hour.

Individual instruction for advanced undergraduates and graduate students. Special projects in photography designated by students in collaboration with faculty. Prerequisite: ARTS 3803 and (ARTS 3813 or ARTS 4823 or ARTS 4833). May be repeated for up to 6 hours of degree credit.

ARTS 4883. Bookmaking. 3 Hours.

Introduction to the creation of unique, limited edition artist's bookworks -- with emphasis on technical knowledge and conceptual understanding of the book form as a means of artistic expression.

ARTS 493V. Fine Arts Gallery Internship. 1-3 Hour.

Study all aspects of operating the Fine Arts Gallery. Research and preparation for exhibitions, organize and install exhibits, care of art works, create and distribute publicity, arrange interviews with newspapers, and other media.

ARTS 494V. Graphic Design Internship. 1-6 Hour.

Credit for practical experience gained through internship in graphic design. Report required from intern and field supervisor on progress and significant accomplishments. 3 credit hours per semester. Prerequisite: Any 4000 level ARTS visual design course except ARTS 4343. May be repeated for up to 6 hours of degree credit.

ARTS 5013. Graduate Drawing. 3 Hours.

Graduate level study of drawing materials and techniques. Prerequisite: Graduate standing.

ARTS 5913. Graduate Seminar in Studio Art. 3 Hours.

Special seminars at the graduate level in Studio Art. Subject matter changes depending on student interest and faculty expertise. Prerequisite: Admission to MFA program. May be repeated for up to 6 hours of degree credit.

ARTS 5923. MFA First Year Seminar. 3 Hours.

Introduction to graduate level study in art, including pedagogy related to teaching art at the college level. Topics to be covered include: development of research interests, critical thinking within studio practice, situating work in the contemporary context, expectations at the graduate level, and an introduction to techniques and theories of studio art education. Prerequisite: Admission to MFA program.

ARTS 5933. MFA Second Year Seminar. 3 Hours.

Preparation for a professional art practice. Examination of theoretical and practical aspects of career development for contemporary artists. Prerequisite: ARTS 5923.

ARTS 601V. Master of Fine Arts Exhibition. 1-6 Hour.

Production and presentation of a one person exhibition of art work. The M.F.A. candidate will be responsible for making three acceptable slide sets of the exhibition and exhibition statements. Prerequisite: M.F.A. candidacy.

ARTS 602V. Graduate Drawing. 1-6 Hour.

Individual problems in drawing techniques. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6033. Graduate Drawing Studio. 3 Hours.

Intensive studio practice in drawing combined with reading, writing, and discussion of relevant contemporary issues in the fields of painting and drawing. Includes regular critiques, both with the group and in individual consultations with the instructor. Prerequisite: Admission to MFA program in Studio Art. May be repeated for up to 18 hours of degree credit.

ARTS 612V. Graduate Painting. 1-6 Hour.

Individual problems in painting techniques. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6133. Graduate Painting Studio. 3 Hours.

Intensive studio practice in painting combined with reading, writing, and discussion of relevant contemporary issues in the fields of painting and drawing. Includes regular critiques, both with the group and in individual consultations with the instructor. Prerequisite: Admission to MFA program in Studio Art. May be repeated for up to 18 hours of degree credit.

ARTS 622V. Graduate Sculpture. 1-6 Hour.

Individual problems in sculpture techniques. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6233. Graduate Sculpture Studio. 3 Hours.

Intensive studio practice in sculpture combined with reading, writing, and discussion of relevant contemporary issues in the field of sculpture and new media. Includes regular critiques, both with the group and in individual consultations with the instructor. Prerequisite: Admission to MFA program in Studio Art. May be repeated for up to 18 hours of degree credit.

ARTS 632V. Graduate Design. 1-6 Hour.

Individual problems in two and three dimensional design. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6333. Graduate Graphic Design Studio. 3 Hours.

Research-based studio which introduces students to design methods, focusing on an audience-centric process. This exploratory study will provide both artists and designers a broader perspective into creating work that strongly resonates with audiences. Through reading, writing, discussion, critique, and research, students will examine and question contemporary discourse. May be repeated for up to 18 hours of degree credit.

ARTS 642V. Graduate Printmaking. 1-6 Hour.

Individual problems in printmaking techniques. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6433. Graduate Printmaking Studio. 3 Hours.

Intensive studio practice in printmaking combined with reading, writing, and discussion of relevant contemporary issues in the fields of printmaking. Includes regular critiques, both with the group and in individual consultations with the instructor. Prerequisite: Admission to MFA program in Studio Art. May be repeated for up to 18 hours of degree credit.

ARTS 652V. Graduate Ceramics. 1-6 Hour.

Individual problems in ceramic techniques. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6533. Graduate Ceramics Studio. 3 Hours.

Discussion of contemporary ceramics issues in tandem with the development of a cohesive body of work. Students lead their own explorations, technically and conceptually, while working toward a professional standard of output. Includes regular critiques, with the class and individually with the instructor. Any ceramic processes may be used. Prerequisite: MFA Studio Art Graduate Standing. May be repeated for up to 18 hours of degree credit.

ARTS 682V. Graduate Photography. 1-6 Hour.

Individual problems in photography. Prerequisite: Graduate standing. May be repeated for degree credit.

ARTS 6833. Graduate Photography Studio. 3 Hours.

Intensive studio practice with reading and discussion of contemporary issues in photography for MFA students. Prerequisite: Admission to MFA program in Art. May be repeated for up to 18 hours of degree credit.

ARTS 695V. Special Topics. 1-6 Hour.

Subject matter not covered in other courses. Prerequisite: Graduate standing. May be repeated for up to 12 hours of degree credit.

Art Education (ARED) Courses

ARED 4953. Special Topics in Art Education. 3 Hours.

Art education topics not included in regularly offered courses. Pre- or Corequisite: ARED 3613. May be repeated for up to 6 hours of degree credit.

ARED 695V. Special Topics in Art Education. 1-6 Hour.

Subject matter not covered in regularly offered courses, and relating to art education. May be repeated for different topics. May be repeated for up to 12 hours of degree credit.

Art History (ARHS) Courses

ARHS 4563. Pre-Columbian Art. 3 Hours.

An introduction to pre-Columbian art from Mexico (3000 BC- 1521 AD) through a survey of works of art from different media: sculpture, architecture, and mural painting. Topics examined include: sacred images, political uses of sculpture, architecture and cosmogony, as well as the relationship between the material and content.

ARHS 4573. Artists of New Spain. 3 Hours.

An overview of colonial art in colonial New Spain. Focused on native agency, social function of art, and cross-cultural communication. Topics include indigenous materials and techniques, the use of images in legal contexts, and ritual liturgy. Some consideration will be given to artworks from the viceroyalty of Peru.

ARHS 4763. Seminar in Critical Theory. 3 Hours.

Study of critical theory as it relates to problems in modern and contemporary art. Prerequisite: Nine credit hours of ARHS coursework.

ARHS 4773. History of New Media Art. 3 Hours.

Examines the history of "new media" art in relation to larger shifts in technology, philosophy and politics. Beginning in the 19th century, the course explores the development of photography, film, video, performance, sound and digital art through the 20th century. Culminates with an examination of contemporary practice. Prerequisite: ARHS 2923 and 3 hours of 3000 level and above art history coursework.

ARHS 4813. The History of Photography. 3 Hours.

Survey of photography from 1685 to present.

ARHS 4823. History of Graphic Design. 3 Hours.

Survey of graphic design history from 1850 to the present. Prerequisite: ARHS 2923.

ARHS 4833. Ancient Art. 3 Hours.

Study of selections from the visual arts of Mesopotamia, Egypt, Greece, or Rome. Prerequisite: ARHS 2913.

ARHS 4843. Medieval Art. 3 Hours.

Study of Early Christian, Byzantine, Early Medieval, Romanesque, and Gothic styles. Prerequisite: ARHS 2913.

ARHS 4853. Italian Renaissance Art. 3 Hours.

Study of Proto-Renaissance, Early, High Renaissance, and Mannerist styles in Italy. Prerequisite: ARHS 2923.

ARHS 4863. Northern Renaissance Art. 3 Hours.

Study of Late Gothic and Renaissance styles in the Netherlands, Germany, and France. Prerequisite: ARHS 2923.

ARHS 4873. Baroque Art. 3 Hours.

Study of art styles of the 17th century, primarily in Italy, Spain, France, Flanders, and the Netherlands. Prerequisite: ARHS 2923.

ARHS 4883. 18th and 19th Century European Art. 3 Hours.

Study of eighteenth- and nineteenth-century art and architecture in Europe. Prerequisite: ARHS 2923.

ARHS 4893. 20th Century European Art. 3 Hours.

Study of the major styles and movements of the century, including Cubism, Fauvism, German Expressionism, and Surrealism. Prerequisite: ARHS 2923.

ARHS 4913. American Art to 1860. 3 Hours.

The visual arts in the United States from Colonial times through 1860. Prerequisite: ARHS 2923.

ARHS 4923. American Art 1860-1960. 3 Hours.

The visual arts in the United States from the onset of the American Civil War through the Cold War Era. Prerequisite: ARHS 2923.

ARHS 4933. Contemporary Art. 3 Hours.

Study of styles and major trends in the visual arts since 1960. Prerequisite: ARHS 2923.

ARHS 4953. Art Museum Studies. 3 Hours.

A survey of the history and function of the art museum and an introduction to museum work. Investigation of collections and collections management, conservation, exhibitions, education and public programs, museum management, and contemporary issues which effect the museum profession. Prerequisite: ARHS 2913 and ARHS 2923, or graduate Art MFA standing.

ARHS 4973. Seminar in Art History. 3 Hours.

Special studies of periods and styles of art. Prerequisite: 9 hours of Art History. May be repeated for up to 6 hours of degree credit.

ARHS 4983. Special Topics in Art History. 3 Hours.

Subject matter not covered in regularly offered courses, and relating to the history of art before the nineteenth century. May be repeated for different topics. Prerequisite: ARHS 2913 or ARHS 2923. May be repeated for up to 9 hours of degree credit.

ARHS 4993. Special Topics in Modern Art. 3 Hours.

Subject matter not covered in regularly offered courses, and relating to the history of art from the nineteenth century to the present. May be repeated for different topics. Prerequisite: ARHS 2923. May be repeated for up to 9 hours of degree credit.

ARHS 5793. Making the Museum: History, Theory and Practice. 3 Hours.

Presents a broad overview of the institutional history and the contemporary professional practice of the museum world. Features numerous visiting lectures from a working professionals from the local area and nationwide institutions.

ARHS 6413. Greek Art and Archaeology. 3 Hours.

Greek Art and Archaeology focuses on how visual and material culture shaped and were shaped by Greek society (religion, politics, military, economy, gender, etc.) from the Bronze Age through the Hellenistic period. Masterpieces of Greek art are analyzed alongside the material remains of everyday Greeks in civic and domestic spaces.

ARHS 6423. Roman Art and Archaeology. 3 Hours.

Roman Art and Archaeology focuses on how visual and material culture shaped and were shaped by Roman society (religion, politics, economy, gender, ethnicity, etc.) from the Iron Age through the Late Antique period. We encounter famous masterpieces, but also the material remains of everyday Romans in civic and domestic spaces.

ARHS 6933. Graduate Research In Art History. 3 Hours.

Independent study in specific areas of art history and criticism.

ARHS 6943. Seminar: Critical Thought in Art. 3 Hours.

Explore topics of concern to the studio artist involving underlying concepts and purposes of art as well as models and methods for the analysis of art. Course based on discussions of selected readings, prepared papers and seminar reports. Prerequisite: graduate standing. May be repeated for up to 3 hours of degree credit.

Astronomy (ASTR) Courses

ASTR 5033. Astrophysics I: Stars and Planetary Systems. 3 Hours.

An introduction to astrophysics covering stellar structure and evolution, the properties of the solar system, and extrasolar planetary systems.

ASTR 5043. Astrophysics II: Galaxies and the Large-Scale Universe. 3 Hours.

An introduction to astrophysics covering the interstellar medium, the Milky Way galaxy, extragalactic astronomy, and introduction to cosmology. Prerequisite: ASTR 5033 or SPAC 5033.

Athletic Training (ATTR) Courses

ATTR 5213. Athletic Training Clinical I - Application of Athletic Preventive Devices. 3 Hours.

This course will serve as an introduction to the athletic training clinical program. Procedures and policies of the clinical program and application of athletic preventive devices will be included as well. Prerequisite: Admission to the graduate program in athletic training.

ATTR 5223. Athletic Training Clinical II - Emergency Procedures. 3 Hours.

This course will serve as a process for monitoring student's progression of athletic training competencies, acquire clinical hours under the direct supervision of a certified athletic trainer, and reinforce and instruct new emergency procedures. Prerequisite: ATTR 5213.

ATTR 5232. Athletic Training Clinical III - Lower Extremity Evaluation. 2 Hours.

This course will serve as a process for monitoring student's progression of athletic training proficiencies, acquire clinical hours under the direct supervision of a certified athletic trainer, and reinforce the evaluation skills of gait, lower extremity, and spine/pelvis. Prerequisite: ATTR 5223.

ATTR 5242. Athletic Training Clinical IV - Evaluation of Upper Extremity. 2 Hours.

This course will serve as a process for monitoring student's progression of athletic training competencies, acquire clinical hours under the direct supervision of a certified athletic trainer, and reinforce the evaluation skills of the upper extremities, head, neck, and posture. Prerequisite: ATTR 5232.

ATTR 5262. Athletic Training Clinical V - Rehabilitation Lab. 2 Hours.

This course will serve as a process for monitoring student's progression of athletic training competencies, acquire clinical hours under the direct supervision of a certified athletic trainer, and reinforce techniques and applications of therapeutic exercise and rehabilitation.

ATTR 5272. Athletic Training Clinical VI - Athletic Training Seminar. 2 Hours.

This course will serve as a process for monitoring student's progression of athletic training competencies, acquire clinical hours under the direct supervision of a certified athletic trainer, and serve as a capstone course validating the athletic training clinical proficiencies and prepare students for the NATABOC certification exam and future employment. Prerequisite: ATTR 5262.

ATTR 5313. Clinical Anatomy for Athletic Trainers. 3 Hours.

Instruction of human anatomy for the athletic training professional using lecture, diagrams, textbook readings, and demonstrations. Focus will be placed on anatomy of structures related to athletic injuries; and can be used in the evaluation, treatment, and rehabilitation of injuries in a variety of athletic training settings. Prerequisite: Acceptance into the graduate athletic training program or instructor consent.

ATTR 5363. Evaluation Techniques of Athletic Injuries - Upper Extremity. 3 Hours.

Use of scientific assessment methods to recognize and evaluate the nature and severity of athletic injuries to the upper extremities, trunk, and head. Prerequisite: Admission to graduate athletic training program.

ATTR 5373. Evaluation Techniques of Athletic Injuries - Lower Extremity. 3 Hours.

Use of scientific assessment methods to recognize and evaluate the nature and severity of athletic injuries to the hip and lower extremities. Prerequisite: Admission to graduate athletic training program.

ATTR 5403. Pathophysiology and Treatment I. 3 Hours.

This course will provide knowledge, skills, and values that the entry-level athletic trainer must possess to prevent, recognize, treat, advise on medications for and, when appropriate, refer general medical conditions and disabilities of physically active individuals. Prerequisite: Admission to the athletic training program.

ATTR 5413. Pathophysiology and Treatment II. 3 Hours.

This course will provide knowledge, skills, and values that the entry-level athletic trainer must possess to prevent, recognize, treat, advise on medications for and, when appropriate, refer general medical conditions and disabilities of physically active individuals. Prerequisite: ATTR 5403.

ATTR 5453. Therapeutic Modalities in Athletic Training. 3 Hours.

Contemporary therapeutic modalities used in managing athletic injuries. Modalities covered are classified as thermal agents, electrical agents, or mechanical agents. Emphasis is placed on their physiological effects, therapeutic indications (and contraindications), and clinical application. Prerequisite: Admission to graduate athletic training program.

ATTR 5463. Therapeutic Exercise and Rehabilitation of Athletic Injuries. 3 Hours.

A systematic approach to exercise program development, techniques, indications and contraindications of exercise, and progression as related to athletic injury, prevention, and return to play guidelines. Prerequisite: Admission to graduate athletic training program.

ATTR 5473. Administration in Athletic Training. 3 Hours.

Administrative components of athletic training. Basic concepts of legal liability, leadership and management principles, financial management, day to day scheduling and supervision, maintenance, and general administration. Prerequisite: Admission to graduate athletic training program.

ATTR 5483. Medical Conditions in Athletic Training. 3 Hours.

This course will provide a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity. Prerequisite: Admission to the graduate athletic training program or permission of instructor.

ATTR 5493. Evidence-Based Practice in Athletic Training. 3 Hours.

In-depth analysis of current literature, research, case studies, and musculoskeletal evaluation and rehabilitation directed toward musculoskeletal injuries of the physically active. Prerequisite: Admission into the Athletic Training Education Program.

Biological Engineering (BENG) Courses

BENG 4123. Biosensors & Bioinstrumentation. 3 Hours.

Principles of biologically based sensing elements and interfacing techniques. Design and analysis methods of biosensing and transducing components in bioinstrumentation. Applications of biosensors and bioinstrumentation in bioprocessing, bioenvironmental, biomechanical and biomedical engineering. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: BIOL 2013 or BIOL 2533 and BENG 3113.

BENG 452V. Special Topics in Biological Engineering. 1-6 Hour.

Special topics in biological engineering not covered in other courses. Prerequisite: Engineering student. May be repeated for up to 8 hours of degree credit.

BENG 500V. Advanced Topics in Biological Engineering. 1-6 Hour.

Special problems in fundamental and applied research. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

BENG 5103. Advanced Instrumentation in Biological Engineering. 3 Hours.

Applications of advanced instrumentation in biological systems. Emphasis on updated sensing and transducing technologies, data acquisition and analytical instruments. Lecture 2 hours, lab 3 hours per week. Corequisite: Lab component. Prerequisite: BENG 3113.

BENG 5253. Bio-Mems. 3 Hours.

Topics include the fundamental principles of microfluidics, Navier-Stokes Equation, bio/abio interfacing technology, bio/abio hybrid integration of microfabrication technology, and various biomedical and biological problems that can be addressed with microfabrication technology and the engineering challenges associated with it. Lecture 3 hour per week. Prerequisite: MEEG 3503 or CVEG 3213 or CHEG 2133. This course is cross-listed with MEEG 5253.

BENG 5303. Fundamentals of Biomass Conversion. 3 Hours.

Web-based overview of the technology involved in the conversion of biomass to energy, including associated sustainability issues. Overview of biomass structure and chemical composition; biochemical and thermochemical conversion platforms; issues, such as energy crop production related to water consumption and soil conservation. Further topics include: biomass chemistry, logistics and resources; biological processes; and thermochemical processes. Two web-based lectures/meetings per week. Prerequisite: Graduate standing or instructor consent.

BENG 5313. Fundamentals of Bioprocessing. 3 Hours.

This course covers the fundamentals of mass and energy balances, fluid dynamics, heat and mass transfer, as applied to Bioprocessing. The microbial growth, kinetics and fermenter operation as applicable to Bioprocessing will be covered in this course. Industrial Bioprocessing case studies that involve the integration of the course contents will be discussed. This course is offered on-line in collaboration with the AG*IDEA consortium of land grant universities. The principal instructor will be a non-UA faculty member at a participating university. Prerequisite: MATH 2554, CHEM 3813, and PHYS 2054.

BENG 5323. Bioseparations. 3 Hours.

Study of separations important in food and biochemical engineering such as leaching, extraction, expression, absorption, ion exchange, filtration, centrifugation, membrane separation, and chromatographic separations. This course is offered on-line in collaboration with the AG*IDEA consortium of land grant universities. The principal instructor will be a non-UA faculty member at a participating university. Prerequisite: Instructor Consent.

BENG 5333. Biochemical Engineering. 3 Hours.

The analysis and design of biochemical processing systems with emphasis on fermentation kinetics, continuous fermentations, aeration, agitation, scale up, sterilization, and control. This course is offered on-line in collaboration with the AG*IDEA consortium of land grant universities. The principal instructor will be a non-UA faculty member at a participating university. Prerequisite: Instructor Consent Required.

BENG 5343. Advanced Biomass Thermochemical Conversion. 3 Hours.

Advanced study, evaluation, and application of thermochemical conversion pathways in biofuel production. Specific topics include biomass gasification, pyrolysis, liquefaction, and heterogeneous catalysts. This course is offered on-line in collaboration with the AG*IDEA consortium of land grant universities. The principal instructor will be a non-UA faculty member at a participating university. Prerequisite: Instructor Consent.

BENG 5351. Sustainability Seminar. 1 Hour.

Topics in environmental sustainability, green engineering, life cycle analysis, sustainable development and sustainability science. This course is offered on-line in collaboration with the AG*IDEA consortium of land grant universities. The principal instructor will be a non-UA faculty member at a participating university. Prerequisite: CHEM 1123.

BENG 5613. Simulation Modeling of Biological Systems. 3 Hours.

Application of computer modeling and simulation of discrete-event and continuous-time systems to solve biological and agricultural engineering problems. Philosophy and ethics of representing complex processes in simplified form. Deterministic and stochastic modeling of complex systems, algorithm development, application limits, and simulation interpretation. Emphasis on calibration, validation and testing of biological systems models for the purposes of system optimization, resource allocation, real-time control and/or conceptual understanding. Prerequisite: ((AGST 4023 or AGST 5023 (formerly AGST 4023) or STAT 4003 or INEG 2313.

BENG 5623. Life Cycle Assessment. 3 Hours.

This course will examine the process and methodologies associated with life cycle analysis (LCA). The course will explore the quantitatively rigorous methodology for life cycle inventory (LCI), LCA and life cycle impact assessment (LCIA). This course is offered on-line. The principal instructor will be a UA faculty member.

BENG 5633. Linkages Among Technology, Economics and Societal Values. 3 Hours.

Addresses how macro-level change is influenced by the linkages among technology, economics and societal values. Three major course initiatives: 1) Developing a conceptual model for understanding how macro-level change has occurred over history; 2) Examining recorded history in order to develop a contextual appreciation for Society's current situation; and 3) Using statistical data to identify six overriding world trends that are likely to greatly impact society's goal of achieving sustainable prosperity and well-being in the foreseeable future. Prerequisite: Graduate standing or instructor permission.

This course is cross-listed with OMGT 5633.

BENG 5703. Design and Analysis of Experiments for Engineering Research. 3 Hours.

Principles of planning and design of experiments for engineering research. Propagation of experimental error. Improving precision of experiments. Analysis of experimental data for optimal design and control of engineering systems using computer techniques. Students must have an introductory background in statistics. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component.

BENG 5733. Advanced Biotechnology Engineering. 3 Hours.

Applications of the principles of bioprocess/biochemical engineering to microbiological and biomedical problems. Topics include applied enzymology, metabolic engineering, molecular genetics and control, and bioinformatics and nanobiotechnology in addition to classical applied enzyme and cell-growth kinetics and advanced bioreactor design. Prerequisite: BENG 3733 or BENG 4703 or BENG 5743 or equivalent.

BENG 5743. Biotechnology Engineering. 3 Hours.

Introduction to biotechnology topics ranging from principles of microbial growth, mass balances, bioprocess engineering as well as emerging principles in the design of biologically based microbial and enzymatic production systems. Application areas such as biofuels, and fine and bulk chemical production. Lecture 2 hours, laboratory 3 hours per week. Students may not earn credit for both BENG 5743 and BENG 4703. Prerequisite: Graduate standing. Corequisite: Lab component.

BENG 5801. Graduate Seminar. 1 Hour.

Reports presented by graduate students on topics dealing with current research in biological engineering. Prerequisite: Graduate standing.

BENG 5923. Nonpoint Source Pollution Control and Modeling. 3 Hours.

Control of hydrologic, meteorologic, and land use factors on nonpoint source (NPS) pollution in urban and agricultural watersheds. Discussion of water quality models to develop NPS pollution control plans and total maximum daily loads (TMDLs), with consideration of model calibration, validation, and uncertainty analysis. Prerequisite: CVEG 3223.

BENG 5933. Environmental and Ecological Risk Assessment. 3 Hours.

Process and methodologies associated with human-environmental and ecological risk assessments. Environmental risk assessments based on human receptors as endpoints, addressing predominantly abiotic processes. Ecological risk assessments based on non-human receptors as endpoints. Approach using hazard definition, effects assessment, risk estimation, and risk management. Application of methods to student projects to gain experience in defining and quantifying uncertainty associated with human perturbation, management and restoration of environmental and ecological processes.

BENG 5953. Ecological Engineering Design. 3 Hours.

Design of low impact development techniques to enhance ecological services, reduce peak runoff, and capture sediments, nutrients and other pollutants resulting from urban development. Techniques may include: bio-swales, retention basins, filter strips. Design of sustainable ecological processes for the treatment and utilization of wastes/residues. Techniques may include: direct land application to soils/crops, composting systems, lagoons and constructed wetlands. Design goals include optimization of ecological services to maintain designated uses of land, water and air; including enhancement of habitat for wildlife and recreation, and the discovery of economically viable methods for co-existence of urban and agricultural land uses. Lecture 3 hours per week. Students may not earn credit for both BENG 5953 and BENG 4923.

BENG 600V. Master's Thesis. 1-6 Hour.

Graduate standing required for enrollment. May be repeated for degree credit.

BENG 700V. Doctoral Dissertation. 1-18 Hour.

Candidacy is required for enrollment. May be repeated for degree credit.

Biology (BIOL) Courses

BIOL 4013. Insect Behavior and Chemical Ecology. 3 Hours.

Basic concepts in insect senses and patterns of behavioral responses to various environmental stimuli. Previous knowledge of basic entomology is helpful, but not required. Lecture 2 hours, laboratory/discussion 2 hours per week. Corequisite: Lab component.

This course is cross-listed with ENTO 4013.

BIOL 4024. Insect Diversity and Taxonomy. 4 Hours.

Principles and practices of insect classification and identification with emphasis on adult insects. Corequisite: Lab component. Prerequisite: ENTO 3013.

This course is cross-listed with ENTO 4024.

BIOL 4053. Insect Ecology. 3 Hours.

To develop understanding of important ecological concepts through study of dynamic relationships among insects and their environment. To become familiar with the literature of insect ecology, and interpretation and critique of ecological research. Previous knowledge of basic entomology and/or ecology will be assumed. Corequisite: Lab component.

This course is cross-listed with ENTO 4053.

BIOL 4104. Taxonomy of Flowering Plants. 4 Hours.

Identifying, naming, and classifying of wildflowers, weeds, trees, and other flowering plants. Emphasis is on the practical aspects of plant identification. Lecture 3 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: BIOL 1613 and BIOL 1611L and BIOL 2323 and BIOL 3023.

BIOL 4114. Dendrology. 4 Hours.

Morphology, classification, geographic distribution, and ecology of woody plants. Lecture 3 hours, laboratory 3 hours per week, and fieldtrips. Prerequisite: BIOL 3863.

BIOL 4122. Food Microbiology. 2 Hours.

The study of food microbiology including classification/taxonomy, contamination, preservation and spoilage of different kinds of foods, pathogenic microorganisms, food poisoning, sanitation, control and inspection and beneficial uses of microorganisms. Prerequisite: BIOL 2013 and BIOL 2011 or BIOL 2533.

This course is cross-listed with FDSC 4122.

BIOL 4163. Dynamic Models in Biology. 3 Hours.

Mathematical and computational techniques for developing, executing, and analyzing dynamic models arising in the biological sciences. Both discrete and continuous time models are studied. Applications include population dynamics, cellular dynamics, and the spread of infectious diseases. Prerequisite: MATH 2554.

This course is cross-listed with MATH 4163.

BIOL 4234. Comparative Physiology. 4 Hours.

Comparison of fundamental physiological mechanisms in various animal groups. Adaptations to environmental factors at both the organismal and cellular levels are emphasized. Lecture 3 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: BIOL 2533 and CHEM 3613 and (CHEM 3611L or CHEM 3612M).

BIOL 4333. Biotechnology in Agriculture. 3 Hours.

Discussion of the techniques, applications, and issues of biotechnology as it is being used in modern agriculture. Coverage includes the basics of molecular biology, production of transgenic plants and animals, and new applications in the agricultural, food, and medical marketplace. Lecture and discussion, 3 hours per week.

This course is cross-listed with PLPA 4333.

BIOL 4613. Primate Adaptation and Evolution. 3 Hours.

Introduction to the biology of the order Primates. This course considers the comparative anatomy, behavioral ecology and paleontology of our nearest living relatives. Prerequisite: BIOL 3023 or ANTH 1013.

This course is cross-listed with ANTH 4613.

BIOL 4693. Forest Ecology. 3 Hours.

Introduction to the various biological, ecological and historical aspects of forest communities, with particular emphasis on the forests of the central and southeastern United States. Prerequisite: BIOL 3863.

BIOL 4711L. Basic Immunology Laboratory. 1 Hour.

Basic immunology laboratory. Corequisite: BIOL 4713.

BIOL 4734. Wildlife Management Techniques. 4 Hours.

To familiarize students with techniques used in the management of wildlife populations. Students will be exposed to field methods, approaches to data analysis, experimental design, and how to write a scientific paper. Management applications will be emphasized. Lecture 3 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: BIOL 3863.

BIOL 4774. Biometry. 4 Hours.

Students learn biological statistics and experimental design by actually designing experiments and analyzing data, as well as through lecture, discussion, reading, writing, and problem solving. Lecture 3 hours, laboratory 3 hours each week. Corequisite: Lab component. Prerequisite: STAT 2023 or equivalent, BIOL 3863.

BIOL 4793. Introduction to Neurobiology. 3 Hours.

Exploration of the neurological underpinnings of perception, action, and experience including: how sense receptors convert information in the world into electricity, how information flows through the nervous systems, how neural wiring makes vision possible, how the nervous system changes with experience, and how the system develops. Prerequisite: BIOL 2533.

BIOL 480V. Special Topics in Biological Sciences. 1-6 Hour.

Consideration of new areas of biological sciences not yet treated adequately in other courses. Prerequisite: 8 hours of biological sciences. May be repeated for degree credit.

BIOL 485V. Field Ecology. 1-3 Hour.

Project oriented approach employing current field and laboratory techniques, experimental design, and data analysis. Field trip is required.

BIOL 4863. Analysis of Animal Populations. 3 Hours.

Basic principles of design and analysis for population studies of fish and wildlife species. Students will be instructed in the use of the latest software for estimating population parameters. Focus will be on both concepts and applications. Management applications of estimated parameters will be emphasized. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: BIOL 3863.

BIOL 496V. Culture and Environment: Field Studies. 1-6 Hour.

May be taken by students participating in overseas study programs or other domestic field study programs approved by the department. May be repeated for up to 12 hours of degree credit.

BIOL 5001. Seminar in Biology. 1 Hour.

Discussion of selected topics and review of current literature in any area of the biological sciences. May be repeated for up to 2 hours of degree credit.

This course is cross-listed with CEMB 5911.

BIOL 5003. Laboratory in Prokaryote Biology. 3 Hours.

Laboratory techniques in prokaryote culture, identification, physiology, metabolism, and genetics. Laboratory 6 hours per week. Prerequisite: BIOL 3123.

BIOL 5133. Insect Molecular Genetics. 3 Hours.

A hands on course in insect molecular genetic techniques including molecular diagnostics and population genetics. Students will learn how to apply advanced molecular genetic methodologies and Internet database resources to insects that they are using for their graduate research.

This course is cross-listed with ENTO 5133.

BIOL 5143. Advanced Methods in Microscopy. 3 Hours.

Stand alone course on laboratory methods emphasizing techniques in modern microscopy. Individual research project required. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

BIOL 5153. Practical Programming for Biologists. 3 Hours.

Hands-on instruction in the fundamentals of biological computing. Students learn how to set up a Unix work station, work from the command line, install software, build databases, and program in Perl, a popular scripting language for biological applications. Most examples focus on the analysis of genomic data.

BIOL 5174. Conservation Genetics. 4 Hours.

Covers concepts of biodiversity identification and illustrates how genetic data are generated and analyzed to conserve and restore biological diversity. Prerequisite: BIOL 3023, BIOL 3863 and STAT 2023 (or equivalent) and graduate standing.

BIOL 5213. Biological Regulation and Subcellular Communication. 3 Hours.

Combines lectures, review of primary literature, student presentations, and small group discussions to explore a diversity of topics related to mechanisms of biological regulation and subcellular communication. Prerequisite: Graduate standing.

BIOL 5233. Genomics and Bioinformatics. 3 Hours.

Principles of molecular and computational analyses of genomes. Prerequisite: BIOL 2533 or BIOL 2323.

BIOL 5263. Cell Physiology. 3 Hours.

In-depth molecular coverage of cellular processes involved in growth, metabolism, transport, excitation, signaling and motility, with emphasis on function and regulation in eukaryotes, primarily animals. Prerequisite: BIOL 2323, BIOL 2533, BIOL 2531L, CHEM 3813, and PHYS 2033.

BIOL 5273. Endocrinology. 3 Hours.

In endocrinology we study hormonal integration of living processes at all levels from molecule to organism. We will work with the mechanisms of hormone action, the endocrine control axes and hormones physiological role. The course will include paper discussions and student presentations on topics of special interest.

BIOL 5303. Plant Physiology. 3 Hours.

Introductory course in plant physiology focusing on cellular processes that support the metabolic, developmental, and reproductive needs of plants. Prerequisite: 3 hours of cell biology or biochemistry.

BIOL 5313. Molecular Cell Biology. 3 Hours.

In-depth molecular coverage of transcription, cell cycle, translation, and protein processing in eukaryotes and prokaryotes. Prerequisite: BIOL 2533 and BIOL 2323 and CHEM 3603 and CHEM 3601L and CHEM 3613 and CHEM 3611L.

BIOL 5323. Comparative Neurobiology. 3 Hours.

Exploration of modern research approaches to understanding the development and function of animal nervous systems, with emphasis on molecular and cellular approaches in non-human animal models commonly used in biomedical research. Format combines lectures, group discussions, and student presentations using examples from the primary neurobiology literature. Prerequisite: Graduate standing.

BIOL 5343. Advanced Immunology. 3 Hours.

Aspects of innate, cell-mediated, and humoral immunity in mammalian and avian species. Molecular mechanisms underlying the function of the immune system are emphasized. A course in Basic Immunology prior to enrollment in Advanced Immunology is recommended but not required. Lecture 3 hours per week. This course is cross-listed with POSC 5343.

BIOL 5352L. Immunology in the Laboratory. 2 Hours.

Laboratory course on immune-diagnostic laboratory techniques and uses of antibodies as a research tool. Included are cell isolation and characterization procedures, immunochemistry, flow cytometry, ELISA and cell culture assay systems. Laboratory 6 hours per week. Prerequisite: POSC 5343 or BIOL 5343. This course is cross-listed with POSC 5352L.

BIOL 5353. Ecological Genetics/genomics. 3 Hours.

Analysis of the genetics of natural and laboratory populations with emphasis on the ecological bases of evolutionary change. Prerequisite: BIOL 2323 and BIOL 2321L, BIOL 3023 and MATH 2554 and STAT 2023 or equivalents.

BIOL 5404. Comparative Botany. 4 Hours.

A comparative approach to organisms classically considered to be plants with emphasis on morphology, life history, development, and phylogeny. Three hours lecture, 4 hours lab per week. Corequisite: Lab component. Prerequisite: Graduate standing.

BIOL 5414. Mycology. 4 Hours.

Form and function of the fungi. Lecture 2 hours, laboratory 4 hours per week. Corequisite: Laboratory component.

BIOL 5423. Human Evolutionary Anatomy. 3 Hours.

Paleobiologists reconstruct past lifeways and systematic relationships of our ancestors using comparative studies of bony morphology and associated soft tissues. This course surveys methods and theories used to infer function and phylogeny, and details relevant aspects of the anatomy of humans, living great apes, and fossil human ancestors. Prerequisite: ANTH 1013 and BIOL 1543. This course is cross-listed with ANTH 5423.

BIOL 5433. Principles of Evolution. 3 Hours.

Advanced survey of the mechanisms of evolutionary change with special emphasis on advances since the Modern Synthesis. Historical, theoretical, and population genetics approaches are discussed. Recommended: BIOL 3023 and BIOL 2321L and BIOL 3861L. Prerequisite: BIOL 2323 and BIOL 3863.

BIOL 5463. Physiological Ecology. 3 Hours.

Interactions between environment, physiology, and properties of individuals and populations on both evolutionary and ecological scales. Prerequisite: BIOL 3863 and BIOL 4234.

BIOL 5511L. Population Ecology Laboratory. 1 Hour.

Demonstration of the models and concepts from BIOL 5513. Pre- or Corequisite: BIOL 5513.

BIOL 5513. Population Ecology. 3 Hours.

Survey of theoretical and applied aspects of populations processes stressing models of growth, interspecific interactions, and adaptation to physical and biotic environments. Corequisite: BIOL 5511L. Prerequisite: BIOL 3863.

BIOL 5523. Plant Ecology. 3 Hours.

To develop understanding of important ecological concepts through study of dynamics relationships among plants and their environment. To become familiar with the literature of plant ecology, and interpretation and critique of ecological research. Prerequisite: BIOL 3863.

BIOL 5524. Developmental Biology with Laboratory. 4 Hours.

An analysis of the concepts and mechanisms of development emphasizing the experimental approach. Students may not receive degree credit for both BIOL 5543 Developmental Biology and BIOL 5524 Developmental Biology with Laboratory. Corequisite: Lab component.

BIOL 5534. Biochemical Genetics. 4 Hours.

Lectures and laboratories based on modern molecular genetic techniques for analyses of eukaryotes and manipulation of prokaryotes. A hands-on course in recombinant DNA techniques: laboratory practices in gene identification, cloning, and characterization. Lecture 2 hours, laboratory 6 hours per week. Corequisite: Lab component. Prerequisite: BIOL 2323 (or equivalent) and CHEM 3813 (or equivalent).

BIOL 5543. Developmental Biology. 3 Hours.

An analysis of the principles and mechanisms of development emphasizing the embryonic and postembryonic development of animals. Degree credit will not be allowed for both BIOL 5543 and BIOL 5524.

BIOL 5553. Astrobiology. 3 Hours.

Discusses the scientific basis for the possible existence of extraterrestrial life. Includes the origin and evolution of life on Earth, possibility of life elsewhere in the solar system (including Mars), and the possibility of life on planets around other stars. Prerequisite: Instructor consent.

This course is cross-listed with SPAC 5553.

BIOL 5563. Cancer Biology. 3 Hours.

An introduction to the fundamentals of cancer biology. Prerequisite: BIOL 2533. May be repeated for up to 6 hours of degree credit.

BIOL 5634. Wetlands Ecology and Management. 4 Hours.

To familiarize students with the ecology and management of wetlands. Students will be exposed to the characteristics of wetlands, the environmental factors that produce wetland types, and the management techniques used to meet desired wetland goals. Primary lecture topics will include: wetland definition, wetlands of the world, wetland status, trends, laws, wetland hydrology, wetland soils, wetland plants, wetland plant adaptations, wetland ecosystem development, and wetland management. Lecture 2 hours, Laboratory 3 hours per week. Prerequisite: BIOL 3863.

BIOL 5643. Eukaryote Phylogeny. 3 Hours.

Molecular analysis of the eukaryotic tree of life, phylogenetic tree reconstruction, and eukaryote diversity and evolutionary relationships.

BIOL 5703. Mechanisms of Pathogenesis. 3 Hours.

A survey of events causing human disease at the molecular, cellular and genetic levels. Seeks to develop an appreciation that both the tricks pathogens use and the body's own defenses contribute to pathology.

BIOL 5713. Basic Immunology. 3 Hours.

A general overview of Immunity with emphasis on the underlying cellular, molecular and genetic events controlling immune reactions. Reading of the primary literature on disease states involving the immune system.

BIOL 5723. Fish Biology. 3 Hours.

Morphology, classification, life histories, population dynamics, and natural history of fishes and fish-like vertebrates. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: 12 hours of biological sciences.

BIOL 5734. Protistology. 4 Hours.

The biology of eukaryotes other than animals, land plants, and fungi with emphasis on morphology and modern approaches to phylogenetic systematics. Three hours lecture, four hours lab/week. Involves writing term papers. Corequisite: Lab component.

BIOL 5743. Herpetology. 3 Hours.

Morphology, classification and ecology of amphibians and reptiles. Lecture 2 hours, laboratory 1 hour per week. Corequisite: Lab component.

BIOL 5753. General Virology. 3 Hours.

An introduction to viral life-cycles, structure, and host cell interactions. Emphasis placed on molecular and biochemical aspects of virology. Two hour lecture and one hour discussion. Prerequisite: BIOL 2533 and BIOL 2323.

BIOL 5763. Ornithology. 3 Hours.

Taxonomy, morphology, physiology, behavior, and ecology of birds. Lecture, laboratory, and field work. Corequisite: Lab component. Prerequisite: 10 hours of biological sciences.

BIOL 5783. Mammalogy. 3 Hours.

Lectures and laboratory dealing with classification, morphology, distribution, ecology, behavior, and physiology of mammals. Two hours lecture, 4 hours laboratory. Corequisite: Lab component.

BIOL 580V. Special Topics in Biological Sciences. 1-6 Hour.

Consideration of new areas of biological sciences not yet treated adequately in other courses. Prerequisite: 8 hours of biological sciences. May be repeated for up to 6 hours of degree credit.

BIOL 5814. Limnology. 4 Hours.

Physical, chemical and biological conditions of inland waters. Lecture 3 hours per week, laboratory arranged. Corequisite: Lab component. Prerequisite: (CHEM 1123 and CHEM 1121L) or equivalent and 12 hours of biological sciences.

BIOL 5833. Animal Behavior. 3 Hours.

Organization, regulation, and phylogeny of animal behavior, emphasizing vertebrates. Lecture, laboratory, and field work. Corequisite: Lab component.

BIOL 5843. Conservation Biology. 3 Hours.

The study of direct and indirect factors by which biodiversity is impacted by human activity. It is a synthetic field of study that incorporates principles of ecology, biogeography, population genetics, economics, sociology, anthropology, philosophy, geology, and geography. Prerequisite: BIOL 3863.

BIOL 5844. Community Ecology. 4 Hours.

Survey of theoretical and applied aspects of community processes stressing structure, trophic dynamics, community interactions, and major community types. Corequisite: Lab component. Prerequisite: BIOL 3863.

BIOL 585V. Field Ecology. 1-3 Hour.

Project-oriented approach employing current field and laboratory techniques, experimental design and data analysis. Field trip is required. May be repeated for degree credit.

BIOL 5873. Microbial Molecular Genetics and Informatics. 3 Hours.

Fundamentals of microbial genomics and bioinformatics. Course covers microbial genetics, genetic structure, genome organization, proteome organization, approaches for the analysis of DNA, RNA, and proteins, cellular metabolic pathways, genetic regulation, small RNA molecules, functional genomics, metagenomics, and bioinformatics approaches for analysis of microbial genomes. Prerequisite: Graduate status.

BIOL 5914. Stream Ecology. 4 Hours.

Current concepts and research in lotic ecosystem dynamics. Lecture, laboratory, field work and individual research projects required. Corequisite: Lab component. Prerequisite: 3 hours of ecology-related coursework.

BIOL 5933. Global Biogeochemistry: Elemental Cycles and Environmental Change. 3 Hours.

This course explores the chemical, biological, and geological processes occurring within ecosystems. An understanding of these processes is used to investigate how they form the global biogeochemical cycles that provide energy and nutrients necessary for life. Class discussions focus on global change and the effects of more recent anthropogenic influences. Prerequisite: 3 hours of chemistry or biochemistry and ecology.

BIOL 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

BIOL 6113. Insect Physiology. 3 Hours.

General and comparative physiology of insects. Previous knowledge of basic entomology is helpful, but not required. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component.

This course is cross-listed with ENTO 6113.

BIOL 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Biomedical Engineering (BMEG) Courses

BMEG 5103. Design and Analysis of Experiments in Biomedical Research. 3 Hours.

An advanced course covering sample size estimation with power calculations, protection of vertebrate animals and human subjects, factorial design, multivariate analysis of variance, parametric and non-parametrics data analysis, Kaplan-meier analysis, and post-test correction of multiple comparisons as related to biomedical data. Prerequisite: MATH 2584 and BMEG 3653 or equivalents.

BMEG 5203. Mathematical Modeling of Physiological Systems. 3 Hours.

Application of numerical methods and mathematical techniques to physiological systems. Cellular physiology topics include models of cellular metabolism, diffusion, membrane potential, excitability, calcium dynamics and intercellular signalling. Cardiovascular system topics include models of blood cells, oxygen transport, cardiac output, cardiac regulation, and circulation. Other physiology topics include respiration, muscle, vision, hearing, voice, and speech. Prerequisite: MATH 2584 or BMEG 3653 or BMEG 4623 or equivalents.

BMEG 5213. Tissue Mechanics. 3 Hours.

The purpose of this course is to introduce students to non-linear biomechanics of soft tissues such as skin, bladder, blood vessels, and the brain. Topics covered: Tissue mechanics: continuum biomechanics, tensor analysis, kinematics of continua, balance laws. Governing physics of mechanics as applied to soft tissues. Various constitutive relations will be discussed: linear elastic, hyperelastic, viscoelastic, poroelastic, and inelastic materials with internal variables. Cannot receive credit for both BMEG 4213 and BMEG 5213. Prerequisite: BMEG 2813 and BMEG 4623 or equivalents.

BMEG 5313. Advanced Biomaterials and Biocompatibility. 3 Hours.

From Absorbable sutures to Zirconium alloy hip implants, biomaterials science influences nearly every aspect of medicine. This course focuses on the study of different classes of biomaterials and their interactions with human tissues. Prerequisite: BMEG 3634 and BMEG 4623 or equivalents.

BMEG 5413. Tissue Engineering. 3 Hours.

This course introduces Tissue Engineering approaches at genetic and molecular, cellular, tissue, and organ levels. Topics include cell and tissue in-vitro expansion, tissue organization, signaling molecules, stem cell and stem cell differentiation, organ regeneration, biomaterial and matrix for tissue engineering, bioreactor design for cell and tissue culture, dynamic and transportation in cell and tissue cultures, clinical implementation of tissue engineered products, and tissue-engineered devices. Students may not earn credit for both BMEG 5413 and BMEG 4413. Corequisite: Lab component. Prerequisite: BIOL 2533 and BMEG 3824.

BMEG 5423. Regenerative Medicine. 3 Hours.

The course covers five broad areas: Biological and molecular basis for regenerative medicine, tissue development, regenerative medicine and innovative technologies, clinical applications of regenerative medicine, and regulation and ethics. Prerequisite: BIOL 2533 and BMEG 3824 or equivalents.

BMEG 5513. Biomedical Optics and Imaging. 3 Hours.

This course will provide students with a fundamental understanding of various biomedical imaging modalities. Topics will include: Basics of light-tissue interaction - absorption, fluorescence, elastic and inelastic scattering; Computational and analytical models of light propagation to quantify tissue optical properties; Optical imaging techniques - spectroscopy, tomography, and laser speckle with potential clinical applications; and Clinical imaging modalities and recent advances - X-ray, Magnetic Resonance Imaging (MRI), Positron Emission Tomography (PET), Computed Tomography (CT), Ultrasound imaging, and Photoacoustic imaging. At the end of this course, students should have a good understanding of optical imaging, spectroscopy, and non-optical imaging modalities, specific anatomical sites that they are best suited for, and the trade-offs between imaging depth and resolution. Students may not receive credit for both BMEG 4513 and BMEG 5513.

BMEG 5523. Biomedical Data and Image Analysis. 3 Hours.

This course focuses on an introduction to image processing and analysis for applications in biomedical research. After a review of basic MATLAB usage, students will learn fundamental tools for processing and analyzing data from a variety of subdisciplines within biomedical engineering. Topics include: filtering, thresholding, segmentation, morphological processing, and image registration. Through exercises involving 1D, 2D, and 3D data, students will develop problem-solving skills and a knowledge base in MATLAB required for customized quantitative data analysis. Students may not receive credit for both BMEG 4523 and BMEG 5523. Prerequisite: Graduate standing.

BMEG 560V. Advanced Individual Study. 1-6 Hour.

Individual study and research of a topic mutually agreeable to the student and faculty member. Prerequisite: Graduate standing.

BMEG 570V. Advanced Special Topics. 1-6 Hour.

Consideration of current biomedical engineering topics not covered in other courses. Prerequisite: Graduate standing. May be repeated for up to 15 hours of degree credit.

BMEG 5713. Cardiovascular Physiology and Devices. 3 Hours.

Understanding etymology of disease while creating solutions and dedicated devices is the primary focus of biomedical engineering. This course describes an interdisciplinary approach of the clinical and engineering worlds to develop devices for treating cardiovascular disease. The first part of the course will be a thorough review of the relevant anatomic and physiological considerations important for developing devices. Understanding these considerations from an engineering perspective to inform device development will be the second part of the course. Students may not receive credit for both BMEG 4713 and BMEG 5713. Prerequisite: Graduate standing.

BMEG 5800. Graduate Seminar I. 0 Hours.

A weekly seminar series comprised of presentations by invited speakers and graduate students as well as didactic instruction in relevant topics including research ethics, authorship, biosafety and the use of animals in biomedical research. Prerequisite: BMEG 5801. May be repeated for up to 8 hours of degree credit.

BMEG 5801. Graduate Seminar I. 1 Hour.

A weekly seminar series comprised of presentations by invited speakers and graduate students as well as didactic instruction in relevant topics including research ethics, authorship, biosafety and the use of animals in biomedical research.

BMEG 5810. Graduate Seminar II. 0 Hours.

A weekly seminar series comprised of presentations by invited speakers and graduate students as well as didactic instruction in relevant topics including professional development, career options, effective communication, technology transfer, clinical translation and intellectual property. Prerequisite: BMEG 5811. May be repeated for up to 8 hours of degree credit.

BMEG 5811. Graduate Seminar II. 1 Hour.

A weekly seminar series comprised of presentations by invited speakers and graduate students as well as didactic instruction in relevant topics including professional development, career options, effective communication, technology transfer, clinical translation and intellectual property.

BMEG 5953. Fundamentals of Fracture and Fatigue in Structures. 3 Hours.

The course will cover the concepts of linear-elastic, elastic-plastic and time-dependent Fracture Mechanics as applied to fracture in a variety of materials, structures, and operating conditions. The examples will include fracture in large components such as aircraft, bridges and pressure vessels and also in bones and in soft materials and human tissue. Prerequisite: Graduate standing in Civil, Mechanical or Biomedical Engineering or consent of the instructor. This course is cross-listed with MEEG 5953, CVEG 5953.

BMEG 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

BMEG 700V. Doctoral Dissertation. 1-6 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Career and Technical Education (CATE)

Courses

CATE 4023. Classroom Management. 3 Hours.

Theory and techniques in classroom management, including professional ethics and school policies related to students, faculty and programs. Prerequisite: CATE 3103.

CATE 4073. Introduction to Teaching Programming in the Secondary Schools. 3 Hours.

This course provides an introduction to the foundations of teaching methods for computer programming in the secondary schools. Methods of computer programming instruction will include teaching strategies in coding, developing computational thinking, problem-solving skills, and applying key programming concepts. This is an introductory level course. No prerequisites are required.

CATE 5003. Introduction to Professionalism. 3 Hours.

This course examines the principles and concepts of professionalism in the teaching profession, with an emphasis on developing professional concepts in the profession. Added emphasis is on career and technical education organizations. Prerequisite: Admission to the CATE teacher education program.

CATE 5013. Teaching Strategies. 3 Hours.

This course is designed to offer a variety of ideas and experiences concerning methods of teaching, planning and presenting instruction.

CATE 5016. Cohort Teaching Internship. 6 Hours.

A minimum of 12 weeks will be spent in an off-campus school, at which time the intern will have an opportunity under supervision to observe, to teach, and to participate in other activities involving the school and the community. Prerequisite: Admission to the College of Education and Health Professions Teacher Education and CATE Master's program.

CATE 5033. Assessment/Program Evaluation. 3 Hours.

An introduction to constructing, evaluating, and interpreting tests; descriptive and inferential statistics; state competency testing; and guidelines for state program evaluations. Prerequisite: Graduate standing.

CATE 5443. Teaching Career Development in Public Schools. 3 Hours.

This course provides a study of curricula, methods, and techniques involved in teaching career development as related to the 16 occupational clusters. Successful completion of this course is required for licensed teachers to earn their 418 Career Development endorsement. Corequisite: Lab component.

CATE 5453. Methods of Teaching Middle School Career Development. 3 Hours.

Provides a survey of types and sources of occupational information and methods of providing occupational-oriented experiences. Designed for teachers and future teachers of career orientation and is 1 of 2 required courses for vocational career orientation.

CATE 5463. Applications in Career Orientation. 3 Hours.

Student is introduced to various teaching methods and techniques of managing hands-on activities in career orientation class setting.

CATE 5503. Trends and Issues in Technology Education. 3 Hours.

A comprehensive technology education methods course pertaining to the teaching of standards-based curriculum materials.

CATE 5543. Technology for Teaching and Learning. 3 Hours.

A study of computer technology as it relates to teacher education. This course concentrates on knowledge and performance and includes hands-on technology activities that can be incorporated in an educational setting. Students interact with the instructor and other students via BlackBoard and engage in weekly discussions and acquire hands-on computer technology experience.

CATE 5573. Instructional Materials. 3 Hours.

A comprehensive course designed to give students the opportunity to understand, prepare, and test materials leading toward excellence in instruction. The focus of this course is the design and development of instructional media and materials utilizing different multimedia and software for use in educational programs. This includes the development of computer based, general instructional materials.

CATE 5803. Teaching Apparel Production to Secondary Students. 3 Hours.

This course prepares students to teach apparel production concepts to students in secondary school settings. Topics to be covered include clothing selection, textiles, clothing care and laundry, clothing construction, and careers and technology. Problem- and project-based learning will provide the foundation for content delivery in this course. The focus on this course is on preparing preservice teachers in secondary schools to teach apparel production utilizing a variety of teaching methods.

Cell and Molecular Biology (CEMB)

Courses

CEMB 590V. Special Topics in Cell and Molecular Biology. 1-6 Hour.

Consideration of new areas in Cell and Molecular Biology not yet treated adequately in textbooks or in other courses. May be repeated for up to 6 hours of degree credit.

CEMB 5911. Seminar in Cell and Molecular Biology. 1 Hour.

Discussion of current topics in Cell and Molecular Biology. All graduate students in the Cell and Molecular Biology degree program must enroll every fall and spring semester in this course or an approved alternate seminar course. Prerequisite: Graduate standing. May be repeated for degree credit. This course is cross-listed with BIOL 5001.

CEMB 600V. Master's Thesis. 1-6 Hour.

Master's thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

CEMB 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Chemical Engineering (CHEG)

Courses

CHEG 4813. Chemical Process Safety. 3 Hours.

Application of chemical engineering principles to the study of safety, health, and loss prevention. Fires and explosions, hygiene, toxicology, hazard identification, and risk assessment in the chemical process industries. Corequisite: Drill component. Prerequisite: CHEG 3144 and CHEG 3323.

CHEG 5013. Membrane Separation and System Design. 3 Hours.

Theory and system design of cross flow membrane process--reverse osmosis, nanofiltration, ultrafiltration, and microfiltration--and applications for pollution control, water treatment, food and pharmaceutical processing.

CHEG 5033. Technical Administration. 3 Hours.

Contemporary issues affecting the domestic and global Chemical Process Industries (CPI). Emphasis is on process economics, market and corporate strategy as well as advances in technology to improve corporate earnings while addressing the threats and opportunities in the CPI. Prerequisite: Senior or graduate standing.

CHEG 5043. Colloid and Interface Science. 3 Hours.

This course aims to provide essential knowledge about surface, interface, and molecular self-organization. At the end of this course students should understand (i) basic concepts to describe phenomena at surfaces, (ii) molecular self-organization, and (iii) basic techniques for characterization of surfaces and interfaces.

CHEG 5113. Transport Processes I. 3 Hours.

Fundamental concepts and laws governing the transfer of momentum, mass, and heat.

CHEG 5133. Advanced Reactor Design. 3 Hours.

Applied reaction kinetics with emphasis on the design of heterogeneous reacting systems including solid surface catalysis, enzyme catalysis, and transport phenomena effects. Various types of industrial reactors, such as packed bed, fluidized beds, and other non-ideal flow systems are considered.

CHEG 5213. Advanced Chemical Engineering Calculations. 3 Hours.

Developments of and solutions of equations and mathematical models of chemical processes and mechanisms.

CHEG 5273. Corrosion Control. 3 Hours.

Qualitative and quantitative introduction to corrosion and its control. Application of the fundamentals of corrosion control in the process industries is emphasized.

CHEG 5333. Advanced Thermodynamics. 3 Hours.

Methods of statistical thermodynamics, the correlation of classical and statistical thermodynamics, and the theory of thermodynamics of continuous systems (non-equilibrium thermodynamics).

CHEG 5353. Advanced Separations. 3 Hours.

Phase equilibrium in non-ideal and multicomponent systems, digital and other methods of computation are included to cover the fundamentals of distillation, absorption, and extraction.

CHEG 5513. Biochemical Engineering Fundamentals. 3 Hours.

An introduction to bioprocessing with an emphasis on modern biochemical engineering techniques and biotechnology. Topics include: basic metabolism (prokaryote and eukaryote), biochemical pathways, enzyme kinetics (including immobilized processes), separation processes (e.g. chromatography) and recombinant DNA methods. Material is covered within the context of mathematical descriptions (calculus, linear algebra) of biochemical phenomenon.

CHEG 5733. Polymer Theory and Practice. 3 Hours.

Theories and methods for converting monomers into polymers are presented. Topics include principles of polymer science, commercial processes, rheology, and fabrication.

CHEG 5801. Graduate Seminar. 1 Hour.

Oral presentations are given by master's candidates on a variety of chemical engineering subjects with special emphasis on new developments. Prerequisite: Graduate standing.

CHEG 588V. Special Problems. 1-6 Hour.

Opportunity for individual study of an advanced chemical engineering problem not sufficiently comprehensive to be a thesis. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

CHEG 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

CHEG 6123. Transport Processes II. 3 Hours.

Continuation of CHEG 5113. Prerequisite: CHEG 5113.

CHEG 6203. Preparation of Research Proposals. 3 Hours.

This course will cover technical communication in both written and oral presentation. Prerequisite: Instructor consent.

CHEG 6801. Graduate Seminar. 1 Hour.

Oral presentations are given by doctoral students on a variety of chemical engineering subjects with special emphasis on new developments. Prerequisite: Graduate standing.

CHEG 688V. Special Topics in Chemical Engineering. 1-3 Hour.

Advanced study of current Chemical Engineering topics not covered in other courses. Prerequisite: Doctoral students only. May be repeated for up to 3 hours of degree credit.

CHEG 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Chemistry and Biochemistry (CHEM) Courses

CHEM 405V. Special Topics in Chemistry. 1-4 Hour.

Potential topics include: advanced spectroscopic methods, bioanalytical chemistry, bioinorganic chemistry, bioorganic chemistry, biophysical chemistry, chemical sensors, drug discovery and design, nanomaterials, pharmaceutical chemistry, process analytical chemistry, and protein folding and design. Prerequisite: Instructor consent.

CHEM 5101. Introduction to Research. 1 Hour.

This eight week course introduces new graduate students to research opportunities and skills in chemistry and biochemistry. Meets 2 hours per week in the first half of the semester. Safety and ethics in research and scholarship are discussed. Students learn about research programs in the department to aid in choosing an advisor.

CHEM 5123. Advanced Inorganic Chemistry. 3 Hours.

Reactions and properties of inorganic compounds from the standpoint of electronic structure and the periodic table. Emphasis on recent developments. Knowledge comparable to material in CHEM 3453 is recommended.

CHEM 5143. Advanced Inorganic Chemistry II. 3 Hours.

Chemistry of metallic and non-metallic elements emphasizing molecular structure, bonding and the classification of reactions. Knowledge of inorganic chemistry comparable to material in CHEM 4123 and CHEM 5123 is recommended.

CHEM 5153. Structural Chemistry. 3 Hours.

Determination of molecular structure by diffraction, spectroscopic, and other techniques. Illustrative examples will be chosen from inorganic chemistry and biochemistry.

CHEM 5213. Instrumental Analysis. 3 Hours.

Provides students, especially those in the physical, agricultural, and biological sciences, with an understanding of the theory and practice of modern instrumental techniques of analysis. Lecture 3 hours per week. Knowledge comparable to material in CHEM 2263 and CHEM 3603 is recommended.

CHEM 5223. Chemical Instrumentation. 3 Hours.

Use and application of operational amplifiers to chemical instrumentation; digital electronic microprocessor interfacing; software development and real-time data acquisition. Knowledge of analytical chemistry comparable to material in CHEM 4213 is recommended.

CHEM 5233. Chemical Separations. 3 Hours.

Modern separation methods including liquid chromatography (adsorption, liquid-liquid partition, ion exchange, exclusion) and gas chromatography. Theory and instrumentation is discussed with emphasis on practical aspects of separation science. Prerequisite: CHEM 4213.

CHEM 5243. Electrochemical Methods of Analysis. 3 Hours.

Topics will include diffusion, electron transfer kinetics, and reversible and irreversible electrode processes followed by a discussion of chronoamperometry, chronocoulometry, polarography, voltammetry, and chronopotentiometry. Knowledge of analytical chemistry comparable to material in CHEM 4213 is recommended.

CHEM 5253. Spectrochemical Methods of Analysis. 3 Hours.

Principles and methods of modern spectroscopic analysis. Optics and instrumentation necessary for spectroscopy is also discussed. Topics include atomic and molecular absorption and emission techniques in the ultraviolet, visible, and infrared spectral regions. Knowledge of analytical chemistry comparable to material in CHEM 4213 is recommended.

CHEM 5263. Nuclear Chemistry. 3 Hours.

Nuclear structure and properties, natural and artificial radioactivity, radioactive decay processes, nuclear reaction and interactions of radiation with matter. Prerequisite: CHEM 3514.

CHEM 5273. Cosmochemistry. 3 Hours.

Laws of distribution of the chemical elements in nature, cosmic and terrestrial abundance of elements; origin and age of the earth, solar system, and the universe. Prerequisite: CHEM 3514.

CHEM 5283. Energy Conversion and Storage. 3 Hours.

Fundamental and applied concepts of energy storage and conversion with sustainability implications. Chemical reactions (kinetics, thermodynamics, mass transfer), emphasizing oxidation-reduction, electrochemical, and interfacial processes, and impact on performance of fuel and biofuel cells, batteries, supercapacitors, and photochemical conversion.

CHEM 5383. Chemometrics. 3 Hours.

Chemometrics is the process of extracting relevant information from chemical data by mathematical and statistical tools. These tools allow for designing optimal experimental procedures, extracting important information from complex chemical systems, and better understanding of complex chemical systems.

CHEM 5443. Physical Chemistry of Materials. 3 Hours.

Physical and chemical characteristics of materials and discussion of the science behind materials engineering and performance. Topics include theory, principles of characterization methods, modeling, and applications in the context of materials. Knowledge comparable to material in CHEM 3514 and CHEM 3504 or CHEM 3453 or CHEM 3713 or MEEG 2403 is recommended.

CHEM 5453. Quantum Chemistry I. 3 Hours.

Fundamental quantum theory: Hamiltonian formalism in classical mechanics, Schrodinger equation, operators, angular momentum, harmonic oscillator, barrier problems, rigid rotator, hydrogen atom, and interaction of matter with radiation. Knowledge of physical chemistry comparable to material in CHEM 3504 is recommended.

CHEM 5473. Chemical Kinetics. 3 Hours.

Theory and applications of the principles of kinetics to reactions between substances, both in the gaseous state and in solution. Knowledge of physical chemistry comparable to material in CHEM 3514 is recommended.

CHEM 5513. Biochemical Evolution. 3 Hours.

Abiotic synthesis of biomolecules on Earth, the origin of cells, genetic information, origin of life on Earth and elsewhere, evolution and diversity, ecological niches, bacteria, archaea, eukaryotes, novel metabolic reshaping of the environment, life being reshaped by the environment, molecular data and evolution. Prerequisite: CHEM 5813.

CHEM 5573. Statistical Thermodynamics. 3 Hours.

Covers fundamentals in thermodynamics, molecular dynamics, Monte Carlo, phase transitions, behavior of gases and liquids and basic concepts in chemical kinetics and physical kinetics. Knowledge comparable to physical chemistry materials in CHEM 3514 is recommended.

CHEM 5603. Physical Organic Chemistry. 3 Hours.

Introduction to the theoretical interpretation of reactivity, reaction mechanisms, and molecular structure of organic compounds. Application of theories of electronic structure; emphasis on recent developments. Knowledge of material comparable to CHEM 3613, CHEM 3613H, CHEM 3713 and CHEM 3514 is recommended.

CHEM 5633. Organic Reactions. 3 Hours.

The more important types of organic reactions and their applications to various classes of compounds. Knowledge of organic chemistry comparable to material in CHEM 3603 is recommended.

CHEM 5723. Experimental Methods in Organic Chemistry. 3 Hours.

Introduction to the application of synthetic and spectroscopic methods in organic chemistry, including mass spectrometry, infrared spectroscopy, and nuclear magnetic resonance spectrometry. Lecture 3 hours per week. Knowledge comparable to material in CHEM 3613 is recommended.

CHEM 5753. Methods of Organic Analysis. 3 Hours.

Interpretation of physical measurements of organic compounds in terms of molecular structure. Emphasis on spectroscopic methods (infrared, ultraviolet, magnet resonance, and mass spectra). Knowledge of organic chemistry comparable to material in CHEM 3603 is recommended.

CHEM 5813. Biochemistry I. 3 Hours.

The first of a two-course series covering biochemistry for graduate students in biology, agriculture, and chemistry. Topics covered include protein structure and function, enzyme kinetics, enzyme mechanisms, and nucleic acid and carbohydrate structures. Knowledge of organic chemistry comparable to material in CHEM 3613 is recommended.

This course is cross-listed with CHEM 4813H.

CHEM 5843. Biochemistry II. 3 Hours.

A continuation of CHEM 5813 covering topics including biological membranes and bioenergetics, photosynthesis, lipids and lipid metabolism, nucleic acid and amino acid metabolism, and molecular biology. Knowledge of organic chemistry comparable to material in CHEM 3613 is recommended. Prerequisite: CHEM 5813.

CHEM 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Chemistry graduate students enroll in this course as needed until all CUMES are passed and the student is officially a doctoral candidate. Prerequisite: Chemistry graduate student. May be repeated for degree credit.

CHEM 6011. Chemistry Seminar. 1 Hour.

Weekly discussion of current chemical research. Departmental and divisional seminars in analytical chemistry, biochemistry, inorganic, organic, and physical chemistry are held weekly. Seminar credit does not count toward the minimum hourly requirements for any chemistry graduate degree. May be repeated for up to 1 hours of degree credit.

CHEM 619V. Special Topics in Inorganic Chemistry. 1-3 Hour.

Topics which have been covered in the past include: technique and theory of x-ray diffraction, electronic structure of transition metal complexes, inorganic reaction mechanisms, and physical methods in inorganic chemistry. May be repeated for degree credit.

CHEM 6283. Mass Spectrometry. 3 Hours.

This course is devoted to the fundamental principles and applications of analytical mass spectrometry. Interactions of ions with magnetic and electric fields and the implications with respect to mass spectrometer design are considered, as are the various types of mass spectrometer sources. Representative applications of mass spectrometry in chemical analysis are also discussed. Prerequisite: Graduate standing.

CHEM 629V. Special Topics in Analytical Chemistry. 1-3 Hour.

Topics that have been presented in the past include: electroanalytical techniques, kinetics of crystal growth, studies of electrode processes, lasers in chemical analysis, nucleosynthesis and isotopic properties of meteorites, thermoluminescence of geological materials, early solar system chemistry and analytical cosmochemistry. May be repeated for degree credit.

CHEM 649V. Special Topics in Physical Chemistry. 1-3 Hour.

Topics which have been covered in the past include advanced kinetics, solution chemistry, molecular spectra, nuclear magnetic resonance spectroscopy, and methods of theoretical chemistry. May be repeated for degree credit.

CHEM 6633. Chemistry of Organic Natural Products. 3 Hours.

Selected topics concerned with structure elucidation and synthesis of such compounds as alkaloids, antibiotics, bacterial metabolites, plant pigments, steroids, terpenoids, etc. Prerequisite: CHEM 5603 and CHEM 5633.

CHEM 6643. Organometallic Chemistry. 3 Hours.

Theories and principles of organometallic chemistry. Concepts include bonding, stereochemistry, structure and reactivity, stereochemical principles, conformational, steric and stereoelectronic effects. Transition metal catalysis of organic reactions will also be described. Knowledge of material comparable to CHEM 3713 and CHEM 3514 is recommended.

CHEM 6673. Organic Reaction Mechanisms. 3 Hours.

A detailed description of the fundamental reactions and mechanisms of organic chemistry. Prerequisite: CHEM 5633.

CHEM 669V. Special Topics in Organic Chemistry. 1-3 Hour.

Topics which have been presented in the past include heterogeneous catalysis, isotope effect studies of organic reaction mechanisms, organometallic chemistry, stereochemistry, photochemistry, and carbanion chemistry. May be repeated for degree credit.

CHEM 6823. Physical Biochemistry. 3 Hours.

Physical chemistry of proteins, nucleic acids, and biological membranes. Ultracentrifugation, absorption and fluorescent spectrophotometry, nuclear magnetic resonance spectroscopy, x-ray diffraction, and other techniques. Prerequisite: CHEM 5813.

CHEM 6863. Enzymes. 3 Hours.

Isolation, characterization, and general chemical and biochemical properties of enzymes. Kinetics, mechanisms, and control of enzyme reactions. Prerequisite: CHEM 5813 and CHEM 5843.

CHEM 6873. Molecular Biochemistry. 3 Hours.

Nucleic acid chemistry in vitro and in vivo, synthesis of DNA and RNA, genetic diseases, cancer biochemistry and genetic engineering. Prerequisite: CHEM 5813 and CHEM 5843.

CHEM 6883. Bioenergetics and Biomembranes. 3 Hours.

Cellular energy metabolism, photosynthesis, membrane transport, properties of membrane proteins, and the application of thermodynamics to biological systems. Prerequisite: CHEM 5813 and CHEM 5843.

CHEM 700V. Doctoral Dissertation. 1-12 Hour.

Doctoral Dissertation. For chemistry graduate students who have passed all CUMES and have officially been admitted to doctoral candidacy. Prerequisite: Chemistry graduate student. May be repeated for degree credit.

Civil Engineering (CVEG)

Courses

CVEG 4053. Land Surveying. 3 Hours.

Historical background of property surveys. Detailed consideration of original surveys and the United States Public Land Surveys. Writing adequate land descriptions. Interpretation of old descriptions. Excess and deficiency. Riparian rights. Field practice in relocation of old corners. Prerequisite: Senior standing and CVEG 2053 with a grade of C or better.

CVEG 4083. Control Surveys. 3 Hours.

Sun and Polaris observations for astronomic azimuth, solar access studies; control traversing, leveling, triangulation; state plane coordinate systems. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CVEG 2053 and CVEG 2051L with grades of C or better.

CVEG 4143. Foundation Engineering. 3 Hours.

Analysis and design of retaining walls, footings, sheet piles, and piles. Determination of foundation settlements in sand and clay. Prerequisite: CVEG 3133, INEG 2313 and INEG 2413, each with a grade of C or better.

CVEG 4153. Earth Structures. 3 Hours.

The use of soil as a construction material including compaction, cement, lime, and fly ash stabilization. Special topics include seepage, slope stability, swelling, and collapsible soils. Prerequisite: CVEG 3133 with a grade of C or better.

CVEG 4203. Environmental Regulations and Permits. 3 Hours.

Topics include federal and state environmental regulations, the permitting process, permit requirements and related issues. Prerequisite: CVEG 3243 with a grade of C or better and senior standing.

CVEG 4243. Environmental Engineering Design. 3 Hours.

Application of physical, biological, and chemical operations and processes to the design of water supply and wastewater treatment systems. Prerequisite: CVEG 3243, INEG 2313 and INEG 2413, each with a grade of C or better.

CVEG 4253. Small Community Wastewater Systems. 3 Hours.

Design of innovative and alternative wastewater collection, transport, and treatment systems typically suited for rural and small community applications. Recitation 3 hours per week. Prerequisite: CVEG 3243.

CVEG 4263. Air Pollution Control. 3 Hours.

Fundamentals of air pollution causes, effects, and measurements; as well as, control methods with application to current industrial problems. Prerequisite: CVEG 3213 or MEEG 3503.

CVEG 4303. Reinforced Concrete Design I. 3 Hours.

Design of reinforced concrete elements with emphasis on ultimate strength design supplemented by working stress design for deflection and crack analysis. Prerequisite: CVEG 2113 and CVEG 3304 with grades of C or better.

CVEG 4313. Structural Steel Design I. 3 Hours.

Design of structural steel elements by elastic design the Load and Resistance Factor Design method. Intensive treatment of tension members, beams, columns, and connections. Pre- or Corequisite: CVEG 2113. Prerequisite: CVEG 3304 with a grade of C or better.

CVEG 4323. Structural Loadings. 3 Hours.

Theoretical background to and practical code requirements for various structural loadings. These include dead loads, occupancy loads, roof loads and ponding, snow loads, granular loads, vehicular loads, wind loading, and seismic loads. Prerequisite: (CVEG 3304 or CVEG 3303), INEG 2413 and (CVEG 4303 or CVEG 4313), each with a grade of C or better.

CVEG 4343. Reinforced Masonry Design. 3 Hours.

Properties of masonry materials and assemblages. Masonry workmanship and quality control. Design of reinforced masonry elements against gravity and lateral loads. Design of masonry connections and joints. Application to 1- and 2-story buildings. Prerequisite: CVEG 4303.

CVEG 4353. Timber Design. 3 Hours.

Selection of timber beams, columns, and beam-columns. Physical properties of wood, analysis and design of timber connections. Truss design, glulam members, timber bridge design, treatment for decay, and fire protection. Pre- or Corequisite: CVEG 2113. Prerequisite: CVEG 3304 with a grade of C or better.

CVEG 4393. Reinforced Concrete Design II. 3 Hours.

Shear strength, minimum thickness requirements, and deflection calculations for reinforced concrete structural slabs. Design of one-way and two-way structural slabs by the direct design and equivalent frame methods. Prerequisite: CVEG 4303 with a grade of C or better.

CVEG 4413. Pavement Evaluation and Rehabilitation. 3 Hours.

Introduction of concepts and procedures for pavement condition surveys; evaluation by nondestructive and destructive testing; maintenance strategies; rehabilitation of pavement systems for highway and airfields; pavement management systems. Prerequisite: CVEG 4433 with a grade of C or better.

CVEG 4423. Geometric Design. 3 Hours.

The geometric design of streets and highways, based on theory and application of driver and vehicle characteristics. Corequisite: Lab component. Prerequisite: CVEG 3413 with grade of C or better.

CVEG 4433. Transportation Pavements and Materials. 3 Hours.

Study of the engineering properties and behavior of materials commonly used in transportation facilities as they relate to the design and performance of flexible and rigid pavement systems. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CVEG 3133, CVEG 3413, and INEG 2313 with grades of C or better.

CVEG 4513. Construction Management. 3 Hours.

Introduction to methods and procedures for management of civil engineering construction projects including organization, plans and specs, cost estimating and bidding, project planning and finance, quality control/ assurance, construction safety, cost management, labor issues, change orders, and subcontractor issues. Prerequisite: Senior standing and Civil Engineering majors only.

CVEG 4812. Environmental Design Project. 2 Hours.

Comprehensive engineering design project primarily related to environmental issues. Corequisite: CVEG 4243.

CVEG 4822. Geotechnical Design Project. 2 Hours.

Comprehensive engineering design project primarily related to geotechnical issues. Prerequisite: CVEG 4303 with a grade of C or better.

CVEG 4832. Structural Design Project. 2 Hours.

Comprehensive engineering design project primarily related to structural issues. Corequisite: CVEG 4323. Prerequisite: CVEG 4303 and CVEG 4313 with grades of C or better.

CVEG 4842. Transportation Design Project. 2 Hours.

Comprehensive engineering design project primarily related to transportation issues. Corequisite: CVEG 4423. Prerequisite: CVEG 2002 with a grade of C or better.

CVEG 4863. Sustainability in Civil Engineering. 3 Hours.

Qualify and quantify the economic, environmental, societal, and engineering drivers behind sustainability in Civil Engineering. Justification of the feasibility and benefits of sustainability in environmental, geotechnical, structural, and transportation engineering through verbal and written communications. Prerequisite: Senior standing.

CVEG 488V. Special Problems. 1-6 Hour.

Special problems. Prerequisite: Senior standing. May be repeated for up to 6 hours of degree credit.

CVEG 5100. Graduate Seminar in Civil Engineering. 0 Hours.

A weekly seminar devoted to civil engineering research topics. Appropriate grade to be "S".

CVEG 5113. Soil Dynamics. 3 Hours.

This course covers propagation of stress waves in elastic and inelastic materials, dynamic loading of soils, and stiffness and damping properties of soils. Use of field and laboratory techniques to determine shear wave velocity of soils. Also includes applications of dynamic soil properties in site stiffness characterization, geotechnical earthquake engineering, evaluation of ground improvement, and design of machine foundations. Prerequisite: CVEG 4143 with a grade of C or better.

CVEG 5123. Measurement of Soil Properties. 3 Hours.

Consideration of basic principles involved in measuring properties of soils. Detailed analysis of standard and specialized soil testing procedures and equipment. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CVEG 4143 with a grade of C or better.

CVEG 5143. Transportation Soils Engineering. 3 Hours.

Advanced study of the properties of surficial soils; soil classification systems; pedology; soil occurrence and variability; subgrade evaluation procedures; repeated load behavior of soils; soil compaction and field control; soil stabilization; soil trafficability and subgrade stability for transportation facilities. Prerequisite: CVEG 3133 with a grade of C or better.

CVEG 5163. Seepage and Consolidation. 3 Hours.

Investigation of the flow of water through soils and the time rate of compression of soils. Characterization of the hydraulic conductivity of soils in the field, seepage through earth dams, excavation cut-off walls, and other seepage control systems. Analytical and experimental investigations of soil volume change under hydraulic and mechanical loading. Design of earth and rock dams, well pumping, and vertical and radial consolidation in embankments. Prerequisite: CVEG 4143 with a grade of C or better.

CVEG 5173. Advanced Foundations. 3 Hours.

Study of soil-supported structures. Topics include drilled piers, slope stability, pile groups, negative skin friction, foundation design from the standard penetration test and Dutch cone, and other specialized foundation design topics. Prerequisite: CVEG 4143 with a grade of C or better.

CVEG 5183. Geo-Environmental Engineering. 3 Hours.

Study of the geotechnical aspects of waste containment systems and contaminant remediation applications. Analysis and measurement of flow of water and contaminants through saturated and unsaturated soils, clay mineralogy and soil-chemical compatibility, and mechanical and hydraulic behavior of geomembranes, geotextiles, and geosynthetic clay liners. Design and construction aspects of compacted clay and composite landfill liners, drainage systems, and landfill covers. Prerequisite: CVEG 3133 with a grade of C or better.

CVEG 5193. Geotechnical Earthquake Engineering. 3 Hours.

This course covers stress wave propagation in soil and rock; influence of soil conditions on seismic ground motion characteristics; evaluation of site response using wave propagation techniques; liquefaction of soils; seismic response of earth structures and slopes. Prerequisite: CVEG 4143 with a grade of C or better.

CVEG 5203. Water Chemistry. 3 Hours.

This course provides a basis for applying principles of physical chemistry to understanding the composition of natural waters and to the engineering of water and wastewater treatment processes. Topics covered include chemical equilibrium (algebraic, graphical, and computer-aided solution techniques); acid-base equilibria and buffering; oxidation and reduction reactions; and solid precipitation and dissolution. Prerequisite: Graduate standing or CVEG 3243 and instructor approval.

CVEG 5213. Water Treatment & Distribution System Design. 3 Hours.

Design of industrial and municipal water treatment plants. Discussion of raw and treated water requirements for the several uses. Distribution system analysis and design including distribution storage and pumping. Prerequisite: CVEG 3243 with a grade of C or better.

CVEG 5214. Advanced Wastewater Process Design and Analysis. 4 Hours.

Application of advanced techniques for the analysis of wastewater treatment facilities. Physical, chemical and biological processes for removing suspended solids, organics, nitrogen, and phosphorus. Laboratory treatability studies will be used to develop design relationships. Lecture 3 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CVEG 4243 with a grade of C or better.

CVEG 5233. Microbiology for Environmental Engineers. 3 Hours.

Fundamental and applied aspects of microbiology and biochemistry relating to water quality control, wastewater treatment, and stream pollution. Prerequisite: CVEG 3243 with a grade of C or better.

CVEG 5243. Groundwater Hydrology. 3 Hours.

Detailed analysis of groundwater movement, well hydraulics, groundwater pollution and artificial recharge. Surface and subsurface investigations of groundwater and groundwater management, saline intrusion and groundwater modeling will be addressed. Prerequisite: CVEG 3223.

CVEG 5253. Physical-Chemical Processes for Water and Wastewater Treatment. 3 Hours.

This course provides a fundamental understanding of physical and chemical processes used in the treatment of drinking water and wastewater. Principals of mass balance are applied to understand the impact of reactor hydraulics (ideal and non-ideal flow) and reaction kinetics on process performance and identify important process variables. Chemical processes covered include disinfection, gas transfer, adsorption, and ion exchange; physical processes covered include coagulation, flocculation, sedimentation, filtration, and membranes. Prerequisite: Graduate standing and instructor consent.

CVEG 5273. Open Channel Flow. 3 Hours.

Open Channel Flow includes advanced open channel hydraulics, flow measurement techniques, a hydrology review, culvert and storm drainage facility design, natural channel classification (fluvial geomorphology) and rehabilitation, computer methods and environmental issues. Prerequisite: CVEG 3213 and CVEG 3223.

CVEG 5293. Water Reuse. 3 Hours.

CVEG 5293 is a graduate-level course that discusses topics related to water reclamation and reuse. Topics include past and current practices of water reuse, health and environmental issues related to water reuse, water technologies and systems for water reuse, and water reuse applications. Prerequisite: CVEG 3243 or equivalent course.

CVEG 5303. Theory of Stability. 3 Hours.

Study of structural members subjected to compression. Analysis of compression members considering support conditions and within frame configurations. Analysis of beams considering lateral torsional buckling. AISC Steel Manual strength equations related to columns and beams are derived and discussed. Prerequisite: Graduate standing.

CVEG 5313. Matrix Analysis of Structures. 3 Hours.

Energy and digital computer techniques of structural analysis as applied to conventional forms, space trusses, and frames. Prerequisite: CVEG 3304 with a grade of C or better.

CVEG 5323. Structural Dynamics. 3 Hours.

Dynamics response of single and multidegree of freedom systems. Modal analysis. Response spectra. Computer programs for dynamic analysis. Design considerations for structures subjected to time-varying forces including earthquake, wind, and blast loads. Prerequisite: CVEG 3303 with a grade of C or better.

CVEG 5333. Concrete Materials. 3 Hours.

Topics include portland cement production, supplementary cementing materials, fresh and hardened concrete properties, mixture proportioning, chemical admixtures, curing, and specialty concretes. Corequisite: Lab component. Prerequisite: CVEG 4303 with a grade of C or better.

CVEG 5343. Highway Bridges. 3 Hours.

Economics of spans, current design and construction specifications, comparative designs. Possible refinements in design techniques and improved utilization of materials. Prerequisite: CVEG 4313 and CVEG 4303 with grades of C or better.

CVEG 5353. Prestressed Concrete Design. 3 Hours.

Analysis and design of prestressed concrete beams. Topics include flexural analysis, prestress bond, draping and debonding, allowable stresses, shear analysis and design, camber prediction, and prestress losses. Prerequisite: CVEG 4303 with a grade of C or better.

CVEG 5363. Advanced Topics in Reinforced Concrete. 3 Hours.

Analysis and design of reinforced concrete members. Topics include slender columns, one-way and two-way slab design, strut and tie design, and torsion. Prerequisite: CVEG 4303 with a grade of C or better.

CVEG 5373. Advanced Structural Steel Design. 3 Hours.

Design of structural steel components using the Load and Resistance Factor Design method. Intensive treatment of simple and eccentric connections, composite construction, plate girders, and plastic analysis and design. Prerequisite: CVEG 4313 with a grade of C or better.

CVEG 5383. Finite Element Methods in Civil Engineering. 3 Hours.

An understanding of the fundamentals of the finite element method and its application to structural configurations too complicated to be analyzed without computer applications. Application to other areas of civil engineering analysis and design such as soil mechanics, foundations, fluid flow, and flow through porous media. Prerequisite: Graduate standing.

CVEG 5393. Advanced Strength of Materials. 3 Hours.

The course will continue from the basic material addressed in the undergraduate course and investigate in more detail stress analysis as it pertains to civil engineering type problems. Topics addressed in the course will include stress analysis (two-dimensional), constitutive relationships, solutions for two-dimensional problems, flexure, torsion, beams on elastic foundations, and energy methods. Prerequisite: CVEG 2015 or MEEG 3013 with a grade of C or better.

CVEG 5403. Advanced Reinforced Concrete II. 3 Hours.

Design of circular and rectangular reinforced concrete tanks for fluid and granular loads. Prerequisite: CVEG 4303 with a grade of C or better.

CVEG 5413. Transportation and Land Development. 3 Hours.

Study of interaction between land development and the transportation network. Application of planning, design, and operational techniques to manage land development impacts upon the transportation system, and to integrate land layout with transportation network layout. Prerequisite: Graduate standing.

CVEG 5423. Structural Design of Pavement Systems. 3 Hours.

An introduction to the structural design of pavement systems including: survey of current design procedures; study of rigid pavement jointing and reinforcement practices; examination of the behavioral characteristics of pavement materials and of rigid and flexible pavement systems; introduction to structural analysis theories and to pavement management concepts. Prerequisite: CVEG 4433 with a grade of C or better.

CVEG 5433. Traffic Engineering. 3 Hours.

A study of both the underlying theory and the use of traffic control devices (signs, traffic signals, pavement markings), and relationships to improved traffic flow and safety, driver and vehicle characteristics, geometric design, and societal concerns. Also includes methods to collect, analyze, and use traffic data. Prerequisite: CVEG 3413 with a grade of C or better or graduate standing.

CVEG 5463. Transportation Modeling. 3 Hours.

The use of mathematical techniques and/or computer software to model significant transportation system attributes. May compare model results with actual measured traffic attributes, using existing data sources and/or collecting and analyzing field data. Pre- or Corequisite: Lab component. Prerequisite: Graduate standing.

CVEG 5473. Transportation System Characteristics. 3 Hours.

Introduction to traffic flow theory, including traffic stream interactions and capacity. Applications for planning, design, operations. Prerequisite: CVEG 3413 with a grade of C or better and graduate standing.

CVEG 5483. Transportation Management Systems. 3 Hours.

Six transportation management systems are explored: pavement, bridge, intermodal, public transportation, safety, and congestion. System approaches are presented. Techniques are introduced on how to optimally allocate resources. Pavement and bridge structure basics are discussed and their performance parameters are presented. Case studies are used to illustrate the interfaces among various modes of transportation. Safety and congestion problems in transportation are addressed.

CVEG 562V. Research. 1-6 Hour.

Fundamental and applied research. Prerequisite: Graduate standing.

CVEG 563V. Special Problems. 1-6 Hour.

Special problems in CVEG. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

CVEG 5863. Fundamentals of Sustainability in Civil Engineering. 3 Hours.

Qualify and quantify the economic, environmental, societal and engineering drivers behind sustainability in Civil Engineering. Justification of the feasibility and benefits of sustainability in environmental, geotechnical, structural and transportation through verbal and written communications. Students cannot receive credit for both CVEG 4863 and CVEG 5863. Prerequisite: Graduate standing or instructor consent.

CVEG 5953. Fundamentals of Fracture and Fatigue in Structures. 3 Hours.

The course will cover the concepts of linear-elastic, elastic-plastic and time-dependent Fracture Mechanics as applied to fracture in a variety of materials, structures, and operating conditions. The examples will include fracture in large components such as aircraft, bridges and pressure vessels and also in bones and in soft materials and human tissue. Prerequisite: Graduate standing in Civil, Mechanical or Biomedical Engineering or consent of the instructor. This course is cross-listed with BMEG 5953, MEEG 5953.

CVEG 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

CVEG 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Communication (COMM) Courses

COMM 4283. Communication in Contemporary Society. 3 Hours.

An examination of research and theory on the process and effects of communication in modern society. Prerequisite: COMM 1023 and COMM 1233 or permission of instructor.

COMM 4313. Language and Society of Japan. 3 Hours.

The primary objective of this course is to investigate the way the Japanese language reflects the beliefs and customs of the Japanese people as a social group. For comparison purposes, this course makes reference to studies in American language and culture. Proficiency in Japanese not required. Prerequisite: Junior standing.

COMM 4323. Communication and Conflict. 3 Hours.

Study of the processes, effects, and managements of communicative conflict, including a consideration of conflict styles, power, goals, tactics, assessment, self-intervention and third-party intervention. Prerequisite: COMM 1023 or COMM 1313 or permission of instructor.

COMM 4333. Communication and Gender. 3 Hours.

Study of the nature, construction, functions, and effects of gender and gender-role stereotypes related to verbal and nonverbal communication, small-group and organizational interaction, and mass mediated images in contemporary culture. Prerequisite: COMM 2323 or permission of instructor.

COMM 4343. Intercultural Communication. 3 Hours.

Study of intercultural communication skills, intercultural issues and their impact at home and abroad, and cross-cultural comparisons of communication phenomena from a variety of theoretical perspectives. Prerequisite: COMM 1023 or COMM 1233.

COMM 4353. American Public Address. 3 Hours.

Historical and critical study of the leading American speakers, their speeches, the issues with which they were identified. Lectures, discussion, reports, and critical papers. Prerequisite: Junior standing.

COMM 4363. Gender, Race and Power. 3 Hours.

Examines how communication shapes gender, race, sexuality, and power. Rather than focusing exclusively on interpersonal communication, this course looks at theories of power that shape institutional macro communication. This course is cross-listed with GNST 4363.

COMM 4393. Freedom of Speech: Cases & Issues. 3 Hours.

Study of philosophy, cases, and issues relevant to the first amendment right to the free expression, with focus on issues relevant to internal security, obscenity, pornography, slander, and the regulation of communication. Prerequisite: COMM 1313 and COMM 2333.

COMM 4613. Rhetoric of American Women. 3 Hours.

Examines the social and cultural assumptions that have limited the role of women in public communication. Focus is on the rhetorical biographies of selected women and their arguments on important social and political issues. Prerequisite: At least 6 hours of communication courses.

COMM 4623. Relational Communication. 3 Hours.

Review of the major theories and concepts in a relational approach to interpersonal communication. Provides exposure to a sampling of the research findings in relational communication. Prerequisite: COMM 2323 or permission of instructor.

COMM 4643. Environmental Communication. 3 Hours.

Explores how communication is used by individuals, corporations, and governments to shape public debates about environmental issues. Topics include rhetorical strategies, the publics' right to information and input, dispute resolution techniques, advocacy campaigns, and green marketing. Prerequisite: COMM 1233 and COMM 1313 and COMM 2333 or permission of instructor.

COMM 4683. Documentary Film. 3 Hours.

A study and analysis of the documentary film as a discrete film form and as an important contribution to the international cinematic scene. Prerequisite: Advanced standing. Prerequisite: COMM 1003.

COMM 4763. Health Communication Campaigns. 3 Hours.

Canvasses the theoretical frameworks used in the conceptualization of communication campaigns focused on health information dissemination and the purposes these campaigns serve. Students participate in a service learning project by defining campaign goals; identifying, segmenting, and assessing target audiences; and designing messages for multi-mediated health campaigns. Prerequisite: COMM 1023.

COMM 4773. Treatment of Native Americans in Film. 3 Hours.

This course compares the treatment of Native Americans in film with how representatives of this group identify themselves. Particular attention is paid to how motion pictures focusing on Native Americans produced by indigenous filmmakers compare to treatments of this people produced by Hollywood and others. Prerequisite: COMM 1003.

COMM 4803. Seminar in Social Media. 3 Hours.

This class encourages in depth examination of contemporary theory and research on the potential effects of social media on cognitive, social, cultural, political, affective, and economic structures. Focus is on critical thinking and contextualization of social media. Pre- or Corequisite: COMM 1233.

COMM 4823. Children and Media. 3 Hours.

An in-depth examination of children's use of media and the effects of media content on child and adolescent development. Topics may include violence and sex in media, commercialism, and new media. Prerequisite: COMM 3673.

COMM 4843. Computer-Mediated Communication. 3 Hours.

Provides an in depth consideration of the nature of computer-mediated communication by examining its use and effects in interpersonal, work, educational, and societal contexts.

COMM 4853. Telecommunication Policy. 3 Hours.

Research and discussion of social, ethical, education, cultural, and technological aspects of telecommunications with attention given to changing programming patterns, world systems of broadcasting, data transmission, emerging technology, international politics, and regulatory policies. Prerequisite: COMM 2813 or permission of instructor.

COMM 4863. Seminar in Media. 3 Hours.

Research/discussion of contemporary issues in media. Emphasis on the economic and social impact of advertising, news, censorship, programs directed toward children, portrayals of women and minorities, future trends in media technologies, and analysis of the changing media landscape. Prerequisite: COMM 1233 or permission of instructor.

COMM 4883. Television and American Culture. 3 Hours.

Historical and critical study of how television shapes American culture and is shaped by it. Attention will be given to the study of television history, programs and audiences; particularly how race and gender shape content and reception of programming. Prerequisite: COMM 1233 and COMM 2813.

COMM 5111. Colloquium in Communication Research. 1 Hour.

Presentation, evaluation, and discussion of research proposals or on-going research projects. Graduate students are required to register for this course each semester of residence. May be repeated for degree credit.

COMM 5113. Historical and Legal Methods in Communication. 3 Hours.

Emphasizes the assumptions and procedures of historical and legal research methods in communication. May be repeated for up to 3 hours of degree credit.

COMM 5123. Quantitative Research Methods in Communication. 3 Hours.

Emphasizes the assumptions and procedures of social scientific research methods in communication.

COMM 5133. Media Processes & Effects. 3 Hours.

Introduction to scholarly research and theory in media processes and effects. Particular attention will be devoted to the impact of media messages on individuals and societies. Emphasis will be placed on the construction and development of theory.

COMM 5143. Ethnographic Methods in Communication. 3 Hours.

This class focuses upon the fieldwork procedures and narrative writing strategies that comprise the methods of ethnographic research in communication. Students conduct fieldwork requiring in-depth interpersonal contact with members of a group or culture, and practice narrative writing skills.

COMM 5163. Introduction to Communication Paradigms. 3 Hours.

Introduces the variety of modes of inquiry used in communication. Reviews the field's history and boundaries. Explores contemporary communication research.

COMM 5173. Qualitative Methods in Communication. 3 Hours.

Emphasizes the assumptions and procedures of qualitative research methods in the examination of human communication behavior.

COMM 5183. Interpretive Research Methods in Communication. 3 Hours.

Examines various perspectives used to analyze and critique various texts (e.g., media programming, speeches).

COMM 5193. Seminar in Communication. 3 Hours.

Research, discussion, and papers focus on one of a variety of communication topics including symbolic processes in communication, philosophy of rhetoric, communication education, criticism of contemporary communication, interpersonal communication, organizational communication, and contemporary applications of rhetoric. Maximum credit is 9 semester hours. Prerequisite: Graduate standing. May be repeated for up to 3 hours of degree credit.

COMM 5303. Seminar in Rhetorical Theory. 3 Hours.

Humanistic theories of communication and rhetoric with emphasis upon the development of rhetorical theory in the classical world and upon contributions of contemporary theorists. Prerequisite: Graduate standing.

COMM 5323. Seminar in Persuasion. 3 Hours.

Focus is on comparing theoretical accounts of persuasion and research evidence concerning the effects of various factors on persuasion.

COMM 5333. Interpersonal Communication Theory. 3 Hours.

Survey of the theoretical orientations in interpersonal communication with primary focus on conceptual, philosophical and research issues.

COMM 5343. Interpersonal Communication. 3 Hours.

Theory and research concerning the exchange of information and the mutual influencing of behavior among people. Prerequisite: Graduate standing.

COMM 5353. Rhetorical Criticism. 3 Hours.

A seminar in rhetorical criticism. A study of the development of standards of rhetorical appraisal from the foundations of the art of speaking to the modern period; examination of contemporary approaches to rhetorical appraisal and practice in critical analysis of contemporary address.

COMM 5363. Seminar in Small Group Communication. 3 Hours.

A consideration of recent developments in small group research which relate to problem solving tasks, leadership and other kinds of human interaction through speech communication. Emphasis given to the interpersonal speech transaction and to the emergence of participant roles. Prerequisite: COMM 2343. This course is cross-listed with SOCI 5363.

COMM 5373. Content Analysis. 3 Hours.

Techniques for observing and analyzing the overt communication behavior of selected communicators. Prerequisite: Graduate standing.

COMM 5383. Seminar in Political Communication. 3 Hours.

Research seminar focusing on selected topics such as candidate imagery, diffusion of political information, or political symbolism. Prerequisite: Graduate standing. This course is cross-listed with PLSC 5383.

COMM 5403. Organizational Communication Theory. 3 Hours.

A seminar on the historical development of theory and research into communication processes occurring within an organizational setting. Lecture, discussion, oral and written reports. Prerequisite: Graduate standing.

COMM 5413. Organizational Communication Research. 3 Hours.

A seminar on conducting applied research within an organizational setting. Prerequisite: COMM 5403 and graduate standing.

COMM 5423. Seminar in Mass Media Cognition. 3 Hours.

Seminar exploring how people learn from written, aural and visual mass media messages. Topics to include attention, memory, comprehension, emotional response, arousal, unconscious processing, picture perception and person perception. Seminar will be concerned with most popular media (e.g., television radio, newspaper, and film), and with several content genres (e.g., entertainment, news, advertising).

COMM 5433. Marital Communication. 3 Hours.

An exploration of the major theories and lines of research that examine marital communication in contemporary American life.

COMM 5443. Issues of Race and Gender in Interpersonal Communication. 3 Hours.

An exploration of the major theories and lines of research that examine how race and gender influence interpersonal communication in everyday life in America.

COMM 5453. Myth and Communication Criticism. 3 Hours.

Seminar in major theories of mythology, including archetypal and ideological perspectives, and their applications to the criticism of public communicative events. Practice in written critical analysis. Prerequisite: Graduate standing.

COMM 5463. Descriptive Linguistics. 3 Hours.

A scientific study of language with primary emphasis on modern linguistic theory and analysis. Topics include phonology, morphology, syntax, semantics, language acquisition, and historical development of world languages.

This course is cross-listed with WLLC 5463, ANTH 5473, ENGL 5463.

COMM 5473. Treatment of Native Americans in Film. 3 Hours.

Compares the treatment of Native Americans in film with how representatives of this group identify themselves. Will also focus on motion pictures relating to Native Americans produced by indigenous filmmakers.

COMM 5503. Communication and Cultural Studies. 3 Hours.

Examinations of the role of communication in modern culture. Emphasis is upon the production and circulation of meanings with society, and special attention is given to the role of popular and mass media in this process. Prerequisite: Graduate standing.

COMM 5513. Sustainability and Communication. 3 Hours.

Communication's role in creating and conveying an organization's environmental sustainability philosophy and initiatives. Discusses internal communication when establishing and communicating sustainability goals and initiatives. Covers communicating sustainability to external groups through websites, sustainability reports, and advocacy initiatives. For profit, nonprofit, governmental, NGOs, and/or advocacy organizations discussed.

COMM 5533. Family Communication. 3 Hours.

An exploration of the major theories and lines of research that examine family communication in contemporary American life.

COMM 569V. Seminar in Film Studies. 1-3 Hour.

Research, discussion; papers on a variety of film genres and areas including the new American film, the science-fiction film, directors, film comedy, the experimental film, criticism, and the film musical. May be repeated for up to 6 hours of degree credit.

This course is cross-listed with ENGL 569V.

COMM 5763. Health Communication. 3 Hours.

Examines the difficulties of effective communication between health care providers and recipients including the following: issues of social support, conveying bad news, cultural issues, and identifying relevant communication skills associated with effective health care provision. Explores medical education models for training in effective patient-provider communication.

COMM 5823. Political Communication. 3 Hours.

Covers contemporary political communication theory and applies them to understand modern political campaigns. Topics covered include the rhetoric of politics, political advertising, the role of the media and public opinion, the impact of new technology, campaign speech genres, political debates, and the role of social identity in presidential campaigns.

COMM 5833. The Rhetoric of the Modern American Presidency. 3 Hours.

Study contemporary presidents' reliance on public persuasion, especially in efforts to bypass Congress and accomplish complicated political goals. Explore the origins of the concept of the "rhetorical presidency," specifically how it developed and changed the nature of the executive branch of government. Examine major genres of modern presidential rhetoric illustrating that trend.

COMM 5843. Legal Communication. 3 Hours.

Examines communication processes in the legal environment and focuses on communication skills and behaviors among judges, attorneys, litigants, and jurors. Particular attention will be given to verbal strategies and nonverbal messages related to interviews, negotiation, mediation, and litigation and to the rhetorical functions of legal pleadings and judicial opinions.

COMM 5853. American Film Survey. 3 Hours.

A survey of major American film genres, major directors and films that have influenced the development of motion pictures.

COMM 5863. History and Development of International Film I. 3 Hours.

A critical survey of international film as a distinctive art form and as a medium of expression and communication with attention given to films and cinema from its origins to 1975.

COMM 5873. History and Development of International Film II. 3 Hours.

A critical survey of international film as a distinctive art form and as a medium of expression and communication with attention given to films and cinema from 1975 to the present.

COMM 590V. Special Problems. 1-6 Hour.

Credit by arrangement. Prerequisite: Graduate standing. May be repeated for degree credit.

COMM 5913. Internship in Communication. 3 Hours.

Internship in applied communication within public and private organizations. Prerequisite: 15 hours graduate level communication in residence.

COMM 5923. Capstone Course in Communication. 3 Hours.

Students organize and synthesize knowledge developed throughout their graduate coursework into a tangible capstone product which becomes part of their professional portfolio.

COMM 5993. Readings In Cultural Studies. 3 Hours.

Classic and current theoretical approaches to cultural studies. Subject matter changes depending on student interest and faculty expertise.

COMM 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

Communication Disorders (CDIS) Courses

CDIS 4103. Sign Language and Deafness. 3 Hours.

An introduction to American Sign Language (ASL) and the Deaf Community that uses it. This class will study expressive and sign language skills using ASL vocabulary, structure and grammar. The Deaf Community will be studied through videotapes and readings. Issues in Deaf Education will also be introduced.

CDIS 4133. Introduction to Aural Rehabilitation. 3 Hours.

Study of the technique used in the rehabilitation of speech and language problems of the hearing impaired including the role of amplification, auditory training, and speech reading in rehabilitation. Prerequisite: CDIS 3103.

CDIS 4183. Clinical Assessment of Speech and Language Disorders. 3 Hours.

Study of the basic diagnostic procedures used in speech-language pathology. Emphasis is placed on the clinical processes of assessment, including criteria for test selection, techniques in test administration, and interpretation of test. Pre- or Corequisite: Prior coursework in CDIS and ANTH 1023.

CDIS 4213. Introduction to Speech and Hearing Science. 3 Hours.

Study of the acoustic structure of oral speech and the auditory skills underlying speech perception. Pre- or Corequisite: MATH 1203 or higher. Prerequisite: CDIS 3203, CDIS 3213, CDIS 3124 and its lab component.

CDIS 4223. Language Disorders in Children. 3 Hours.

Study of disorders of language acquisition and usage in children and adolescents, with emphasis upon the nature, assessment, and treatment of such disorders. Prerequisite: CDIS 3224.

CDIS 4253. Neurological Bases of Communication. 3 Hours.

A study of the structures and functions of the central and peripheral nervous systems as they relate to human speech, language, and cognition. Prerequisite: CDIS 3213.

CDIS 4263. Advanced Audiology. 3 Hours.

Study of the basic techniques used in audiological assessment of children and adults, including pure tone audiometry, speech audiometry, and special tests of hearing function. Prerequisite: CDIS 3103.

CDIS 4273. Communication Behavior and Aging. 3 Hours.

Study of the effects upon communication of normal aspects of the aging process, from early adulthood throughout the lifespan. Changes in speech, language, and hearing functioning are identified; common alterations in communicative disorders commonly associated with advanced age are discussed.

CDIS 5103. Research Methodology in Communication Disorders. 3 Hours.

An examination of methods of research in speech-language pathology and audiology and of the use of bibliographic tools. Focuses on purposes and problems of various forms of communication disorders research, procedures and instruments employed, and reporting of research. Prerequisite: Graduate standing.

CDIS 5113. Seminar in Early Intervention. 3 Hours.

Study of a family-centered, transdisciplinary approach to early intervention with infants and toddlers at-risk for communication disorders. Topics include early communication development, service delivery in a family context, coordination with other disciplines, legislation mandating services, and providing services to children with multiple disabilities. Prerequisite: CDIS 3223 or equivalent, and graduate standing.

CDIS 5121L. Feeding and Swallowing Disorders Lab. 1 Hour.

Observation and interpretation of techniques used for assessment and remediation of feeding and swallowing disorders in children and adults. Corequisite: CDIS 5122. Prerequisite: CDIS 3213 and graduate standing.

CDIS 5122. Feeding and Swallowing Disorders. 2 Hours.

Study of the etiology, assessment, and remediation of feeding and swallowing disorders in children and adults. Prerequisite: CDIS 3213 or equivalent, and graduate standing.

CDIS 5133. Discourse Analysis and Treatment. 3 Hours.

Study of discourse behaviors and discourse analysis procedures appropriate for communicatively disordered children and adults, along with review of management approaches associated with impaired discourse performance. Prerequisite: Previous course work in language process and disorders, and graduate standing.

CDIS 5143. Cognitive-Communication Development and Disorders. 3 Hours.

Study of normal cognitive development, the role of communication in this development, and shifts that may occur in conjunction with various speech, language and/or hearing disorders. Prerequisite: CDIS 3224.

CDIS 5153. TBI and Right-Hemisphere Disorders. 3 Hours.

Study of the speech and language disorders commonly resulting from traumatic brain injury and right hemisphere disorders. Prerequisite: CDIS 4253 or equivalent, and graduate standing.

CDIS 5163. Seminar in Language Topics. 3 Hours.

Study of selected topics in normal and disordered language acquisition and/or language use. Implications of current research are reviewed and applied to evaluation and management of language impairment(s). Prerequisite: Graduate standing.

CDIS 5181. Advanced Clinical Practicum I. 1 Hour.

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing.

CDIS 5193. Seminar in Problems of Oral Communication. 3 Hours.

Investigation of research in selected problems of oral communication; recent developments in speech-language pathology and audiology; individual problems for investigation. Prerequisite: Graduate standing.

CDIS 5213. Voice and Resonance Disorders. 3 Hours.

Study of disorders of phonation and resonance, including etiologies, diagnosis, and intervention strategies. Prerequisite: Graduate standing.

CDIS 5223. Fluency Disorders. 3 Hours.

An examination of fluency disorders including theory, etiological factors, and development. In addition, the course is designed to address assessment and management of fluency disorders consistent with evidence-based practice for prospective speech-language pathologists. Prerequisite: Graduate standing.

CDIS 5233. Speech Sound Disorders. 3 Hours.

Assessment and treatment of disorders in speech articulation. Prerequisite: Graduate standing.

CDIS 5243. Language Disorders in Adults. 3 Hours.

Cognitive and communicative breakdown due to neurological trauma, including etiology, characteristics, assessment and treatment for aphasia, traumatic brain injury, and right hemisphere disorders. Prerequisite: Graduate standing.

CDIS 5253. Motor Speech Disorders. 3 Hours.

Study of motor speech production disorders related to damage to central or peripheral nervous system motor centers and pathways. Cerebral palsy, adult dysarthria, apraxia, and dysphagia are emphasized. Both theoretical and treatment considerations are addressed. Prerequisite: CDIS 4253 or equivalent, and graduate standing.

CDIS 5273. Language, Learning and Literacy. 3 Hours.

An examination of language-based literacy skills, including consideration of development, disorders, assessment and intervention.

CDIS 5281. Advanced Clinical Practicum II. 1 Hour.

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing and CDIS 5181.

CDIS 5293. Augmentative and Alternative Communication. 3 Hours.

Approaches to communication management with the severely and profoundly handicapped child or adult, with primary emphasis on augmentative and alternative communication assessment and intervention. Prerequisite: Graduate standing.

CDIS 5381. Advanced Clinical Practicum III. 1 Hour.

Practicum activities in speech-language assessment and intervention. Prerequisite: Graduate standing and CDIS 5281.

CDIS 5391. Clinical Practicum: Hearing Disorders. 1 Hour.

Practicum in audiology.

CDIS 548V. Off-Campus Practicum: Public School Site. 1-6 Hour.

Practicum activities in speech-language disorders in a public school setting. Prerequisite: Graduate standing.

CDIS 5511. Professional Issues I. 1 Hour.

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Graduate standing in communication disorders.

CDIS 5521. Professional Issues II. 1 Hour.

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Graduate standing in communication disorders.

CDIS 5531. Professional Issues III. 1 Hour.

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Graduate standing in communication disorders.

CDIS 558V. Internship: Clinical Site. 3-6 Hour.

Field placement in approved clinical setting for clock hours in speech-language pathology assessment and treatment. Students in the master's program must enroll in a minimum of 3 credit hours of CDIS 558V or CDIS 578V during their last semester of graduate studies. Prerequisite: Graduate standing; Completion of one semester of either CDIS 548V or CDIS 568V. May be repeated for up to 6 hours of degree credit.

CDIS 568V. Off-Campus Practicum: Clinical Site. 1-6 Hour.

Practicum activities in speech-language disorders in an off-campus clinical site. Prerequisite: Graduate standing and completion of at least 2 semesters of CDIS 528V.

CDIS 578V. Internship: Public School Site. 3-6 Hour.

Field placement in approved public school setting for clock hours in speech-language pathology assessment and treatment. Students in the Master's program must enroll in a minimum of 3 credit hours of CDIS 578V or CDIS 558V during their last semester of graduate studies. Prerequisite: Graduate standing; Completion of one semester of either CDIS 548V or CDIS 568V. May be repeated for up to 6 hours of degree credit.

CDIS 5813. Advanced Auditory (Re)Habilitation. 3 Hours.

This course provides students with an in-depth knowledge of hearing anatomy and physiology as well as current hearing and hearing assistive technologies. The development of auditory skills across the lifespan will be discussed as well as intervention techniques to facilitate auditory, speech, and spoken language skills across the lifespan. Prerequisite: Graduate standing.

CDIS 5823. Language Learning with Multiple Disabilities. 3 Hours.

Approaches to services (assessment and intervention) for individuals who, as a result of multiple disabilities, are in the beginning stages of language development including the preintentional and presymbolic stages. Prerequisite: Graduate standing.

CDIS 5843. Communication and Swallowing in Dementia. 3 Hours.

This course provides an in-depth examination of the communication and feeding/swallowing factors demonstrated by patients with dementia. Etiologies, symptoms, progression, evaluation, and appropriate interventions for of the most common forms of dementia are addressed. Prerequisite: Graduate standing.

CDIS 5883. Policies & Procedures in Educational Speech-Language Pathology. 3 Hours.

Educational Speech Pathology is designed to familiarize the student the factors related to functioning as an SLP in an educational setting, including state and federal regulations/standards, service delivery considerations, eligibility criteria, and documentation. Prerequisite: Graduate Standing.

CDIS 590V. Special Problems. 1-6 Hour.

Special problems. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

CDIS 599V. Seminar in Professional Issues. 1-3 Hour.

Selected topics in professional issues in speech-language pathology and audiology.

CDIS 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

CDIS 699V. Seminar in Communication Sciences and Disorders. 1-6 Hour.

Discussion of pertinent topics and issues in the discipline of communication sciences and disorders. Prerequisite: Advanced graduate standing. May be repeated for up to 18 hours of degree credit.

Computer Science and Computer Engineering (CSCE)

Courses

CSCE 4043. RFID Information Systems Security. 3 Hours.

Radio frequency identification (RFID) information systems provide information to users about objects with RFID tags. They require the application of information systems security (INFOSEC) to protect the information from tampering, unauthorized information disclosure, and denial of service to authorized users. This course addresses security and privacy in an RFID system. Prerequisite: INEG 2313.

CSCE 4114. Embedded Systems. 4 Hours.

The architecture, software, and hardware of embedded systems. Involves a mixture of hardware and software for the control of a system (including electrical, electro-mechanical, and electro-chemical systems). They are found in a variety of products including cars, VCRs, HDTVs, cell phones, pacemakers, spacecraft, missile systems, and robots for factory automation. Corequisite: Lab component. Prerequisite: CSCE 2214 with a grade of C or better.

CSCE 4123. Programming Challenges. 3 Hours.

This course studies the principle methods used in the solution of programming contest problems, e.g., data structures strings, sorting, machine arithmetic and algebra, combinatorics, number theory, backtracking, graph traversal, graph algorithms, dynamic programming, grids, and computational geometry. Prerequisite: CSCE 2014.

CSCE 4133. Algorithms. 3 Hours.

Provides an introduction to formal techniques for analyzing the complexity of algorithms. The course surveys important classes of algorithms used in computer science and engineering. Prerequisite: CSCE 3193 and (MATH 2603 or MATH 2803) or MATH 3423.

CSCE 4213. Computer Architecture. 3 Hours.

The architecture of modern scalar and parallel computing systems. Techniques for dynamic instruction scheduling, branch prediction, instruction level parallelism, shared and distributed memory multiprocessor systems, array processors, and memory hierarchies. Prerequisite: CSCE 2214 with a grade of C or better. This course is cross-listed with ELEG 4983.

CSCE 4233. Low Power Digital Systems. 3 Hours.

The reduction of power consumption is rapidly becoming one of the key issues in digital system design. Traditionally, digital system design has mainly focused on performance and area trade-offs. This course will provide a thorough introduction to digital design for lower consumption at the circuit, logic, and architectural level. Prerequisite: CSCE 2214 with a grade of C or better.

CSCE 4253. Concurrent Computing. 3 Hours.

Programming concurrent processes; computer interconnection network topologies; loosely coupled and tightly coupled paralleled computer architectures; designing algorithms for concurrency; distributed computer architectures. Prerequisite: CSCE 3193.

CSCE 4263. Advanced Data Structures. 3 Hours.

This course continues the study of data structures, algorithmic analysis for these data structures, and their efficient implementation to support standard library in programming languages. Topics include: AVL trees, Red-Black trees, Splay trees, Optimal Binary Search trees, 2-3 tree, 2-3-4 tree, B-trees, Segment trees, Leftist Heaps, Binomial Heaps, Fibonacci Heap, Disjoint Set, Hashing, and big integer with hundreds to thousands of digits. Prerequisite: CSCE 3193.

CSCE 4323. Formal Languages and Computability. 3 Hours.

Finite Automata and regular languages, regular expressions, context-free languages and pushdown automata, nondeterminism, grammars, and Turing machines. Church's thesis, halting problem, and undecidability. Prerequisite: CSCE 4133.

CSCE 4353. CPLD/FPGA-Based System Design. 3 Hours.

Field Programmable Logic devices (FPGAs/CPLDs) have become extremely popular as basic building blocks for digital systems. They offer a general architecture that users can customize by inducing permanent or reversible physical changes. This course will deal with the implementation of logic options using these devices.

Prerequisite: CSCE 2214 with a grade of C or better.

This course is cross-listed with ELEG 4963.

CSCE 4423. Computer Systems Modeling. 3 Hours.

Basic concepts of problem analysis, model design, and simulation experiments. A simulation will be introduced and used in this course. Prerequisite: CSCE 2014 with a grade of C or better and INEG 2313.

CSCE 4433. Cryptography. 3 Hours.

This course provides a general introduction to modern cryptography. Topics include: stream ciphers, block ciphers, message authentication codes, public key encryption, key exchange, and signature schemes. Prerequisite: CSCE 2014 with a grade of C or better and (MATH 2603 or MATH 2803).

CSCE 4523. Database Management Systems. 3 Hours.

Introduction to database management systems, architecture, storage structures, indexing, relational data model, E-R diagrams, query languages, SQL, ODBC, transaction management, integrity, and security. Prerequisite: CSCE 3193 or CSCE 3193H with a C or better.

CSCE 4543. Software Architecture. 3 Hours.

A study of software architecture through the use of case studies drawn from real systems designed to solve real problems from technical as well as managerial perspectives. Techniques for designing, building, and evaluating software architectures. Prerequisite: CSCE 4133 and CSCE 3513.

CSCE 4613. Artificial Intelligence. 3 Hours.

Introduction to intelligent agents, AI languages, search, first order logic, knowledge representation, ontologies, problem solving, natural language processing, machine vision, machine learning, and robotics. Prerequisite: CSCE 2014 with a grade of C or better.

CSCE 4623. Mobile Programming. 3 Hours.

An introduction to software development on mobile devices. The major topics covered in this course include underlying concepts and principles in mobile programming, as well as hands-on programming experience on mobile devices with an emphasis on smartphones. Prerequisite: CSCE 3193 or CSCE 3193H.

CSCE 4643. Graphics Processing Units Programming. 3 Hours.

This course provides an introduction to massively parallel programming using Graphics Processing Units (GPUs). Topics include basic programming model, GPU thread hierarchy, GPU memory architecture, and performance optimization techniques and parallel patterns needed to develop real-life applications. Prerequisite: CSCE 2014 with a grade of C or better.

CSCE 4753. Computer Networks. 3 Hours.

This course is an introductory course on computer networks. Using the Internet as a vehicle, this course introduces underlying concepts and principles of modern computer networks, with emphasis on protocols, architectures, and implementation issues. Prerequisite: INEG 2313.

CSCE 4813. Computer Graphics. 3 Hours.

Introduction to the theory and algorithms used in computer graphics systems and applications. Topics include: 2D and 3D geometric models (points, lines, polygons, surfaces), affine transformations (rotation, translation, scaling), viewpoint calculation (clipping, projection), lighting models (light-material interactions, illumination and shadow calculation). Students will implement their own graphics pipeline to demonstrate many of these techniques. Higher level computer graphics applications will be created using OpenGL. Prerequisite: CSCE 2014 with a grade of C or better.

CSCE 4853. Information Security. 3 Hours.

This course covers principles, mechanisms, and policies governing confidentiality, integrity, and availability of digital information. Topics to be covered include security concepts and mechanisms, security policies, multilevel security models, system vulnerability, threat and risk assessment, basic cryptography and its applications, intrusion detection systems. Prerequisite: CSCE 3193 or CSCE 3193H.

CSCE 4914. Advanced Digital Design. 4 Hours.

To master advanced logic design concepts, including the design and testing of synchronous and asynchronous combinational and sequential circuits using state of the art CAD tools. Corequisite: Lab component. Prerequisite: CSCE 2114 or ELEG 2904.

This course is cross-listed with ELEG 4914.

CSCE 5013. Advanced Special Topics in Computer Science or Computer Engineering. 3 Hours.

Consideration of current computer engineering or computer science topics not covered in other courses. May be repeated for up to 18 hours of degree credit.

CSCE 5033. Advanced Algorithms. 3 Hours.

Design of computer algorithms, with primary emphasis on the development of efficient implementation.

CSCE 5043. Advanced Artificial Intelligence. 3 Hours.

In-depth introduction to AI. Topics include: philosophical foundations, cognition, intelligent agents, AI languages, search, genetic algorithms, first order and modal logic, inference, resolution, knowledge representation, ontologies, problem solving, planning, expert systems, uncertainty, probabilistic reasoning, fuzzy logic, machine learning, natural language processing, machine vision, and robotics. Prerequisite: CSCE 4613.

CSCE 5053. Advanced Virtual Worlds. 3 Hours.

In depth study of 3D multi-user virtual worlds covering application domains like retail and healthcare logistics, simulations, training, and gaming as well as platform architectures. Students will apply their knowledge of programming and data structures while using synthetic worlds to explore, model and script future smart worlds where computing is pervasive.

CSCE 5063. Machine Learning. 3 Hours.

An introduction to machine learning, with particular emphasis on neural network techniques. This course presents the basic principles underlying algorithms that improve with experience, and covers using them effectively for modeling data and making predictions.

CSCE 5073. Data Mining. 3 Hours.

This course surveys the most common methods used in data mining and machine learning. It involves several projects in which students will implement tools that are useful for mining knowledge from data and making predictions. The course will study both heuristic algorithms and statistical techniques. Prerequisite: CSCE 3193 and (INEG 2313 or STAT 3013).

CSCE 5203. Advanced Database Systems. 3 Hours.

Topics include: object databases, distributed databases, XML query, data warehouses, network as database systems, peer-peer data sharing architectures, data grids, data mining, logic foundations, semantic databases, spatial and temporal databases, and knowledge bases. Prerequisite: CSCE 4523 and graduate standing.

CSCE 5213. Bioinformatics. 3 Hours.

Application of algorithmic techniques to the analysis and solution of biological problems. Topics include an introduction to molecular biology and recombinant DNA technology, biological sequence comparison, and phylogenetics, as well as topics of current interest. Prerequisite: Instructor consent.

This course is cross-listed with BENG 5213.

CSCE 5223. Introduction to Integrated Circuit Design. 3 Hours.

Design and layout of large scale digital integrated circuits using CMOS technology. Topics include MOS devices and basic circuits, integrated circuit layout and fabrication, dynamic logic, circuit design, and layout strategies for large scale CMOS circuits. Students may not receive credit for both CSCE 4333 and CSCE 5223. Prerequisite: ELEG 3214 or ELEG 3933 and MATH 2584.

CSCE 5253L. Integrated Circuit Design Laboratory I. 3 Hours.

Design and layout of large scale digital integrated circuits. Students design, check and simulate digital integrated circuits which will be fabricated, and tested in I.C. Design Laboratory II. Topics include computer aided design, circuit timing, and wire delay. Prerequisite: CSCE 4333. This course is cross-listed with ELEG 5253L.

CSCE 5263. Computational Complexity. 3 Hours.

Turing machines, recursion theory and computability, complexity measures, NP-completeness, analysis on NP-complete problems, pseudo-polynomial and approximation.

CSCE 5273. Big Data Analytics and Management. 3 Hours.

Topics include principles of distributed data computing and management, design and implementation of non-relational data systems, crowd sourcing and human computation, big data analytics and scalable machine learning, real-time streaming data analysis, and social aware computing. Prerequisite: CSCE 3193 and INEG 2313.

CSCE 5283. Graph and Combinatorial Algorithms. 3 Hours.

A study of algorithms for graphs and combinatorics with special attention to computer implementation and runtime efficiency.

CSCE 5313. Advanced Operating Systems. 3 Hours.

Concurrent processes and process communication; mutual exclusion and synchronization principles; kernel philosophy; resource allocation and deadlock; and case studies of specific operating systems. Prerequisite: CSCE 3613.

CSCE 5323. Computer Security. 3 Hours.

Study of a broad selection of contemporary issues in computer security. Topics include access control, security policies, authentication methods, secure system design, and information assurance. Prerequisite: CSCE 3613.

CSCE 5333. Computer Forensics. 3 Hours.

Various methods for identification, preservation, and extraction of electronic evidence at a computer crime scene. Specific topics include auditing and investigation of network and host intrusions, computer forensics tools, resources for system administrators and information security officers, legal issues related to computer and network forensics. Prerequisite: CSCE 5323.

CSCE 5343. Advanced Software Engineering. 3 Hours.

This course is about software metrics and models. It will focus on quantitative methods and techniques for management of software projects, design of software systems, and improvement of software quality. The material covered will be metrics and models used in the software lifecycle, such as software requirements metrics, design metrics, implementation metrics, testing metrics, effort estimation model. Prerequisite: CSCE 3513.

CSCE 5363L. Integrated Circuit Design Laboratory II. 3 Hours.

Students test the I.C. chips they designed in I.C. Design Laboratory I, and propose design corrections where needed. Topics include bipolar chip design, gate arrays, BICMOS, memory design, design for testability, and dynamic & domino logic. Prerequisite: CSCE 5253L. This course is cross-listed with ELEG 5263L.

CSCE 5433. Advanced Cryptography. 3 Hours.

This course provides an in-depth look into some facet of either cryptographic theory or the implementation of cryptography. Topics may include: the discrete logarithm problem, integer factorization, information theory, elliptic curves, lattices, pseudorandom number generators, zero-knowledge proofs, and quantum cryptography. Prerequisite: CSCE 4433 or instructor consent.

CSCE 5533. Advanced Information Retrieval. 3 Hours.

Study of the architecture, implementation, and evaluation of current information retrieval systems. Students will apply their knowledge of programming and data structures to implement a large system with an emphasis on efficiency and scalability. They will study current research in the field and implement individual or group projects on advanced topics.

CSCE 5543. Statistical Natural Language Processing. 3 Hours.

Introduction to statistical natural language processing (NLP). Covers the theory and algorithms needed for building NLP tools, provides broad coverage of mathematical and linguistic foundations, and detailed discussion of statistical methods for text mining and information extraction. Current research and applications of statistical NLP will be discussed. Prerequisite: CSCE 2014 and (STAT 3013 or INEG 2313).

CSCE 5623. Secure Digital System Design. 3 Hours.

This course is to give graduate students an insight of contemporary security-related issues in modern digital systems. In addition to lectures, students will be practicing secure digital system design during a project.

CSCE 5633. Network Performance Evaluation. 3 Hours.

A study of performance modeling tools for telecommunication networks, computer networks, and wireless networks. Prerequisite: STAT 3013.

CSCE 5643. Computer Communications Networks. 3 Hours.

A study of computer communication networks, including the data link layer, routing, flow-control, local area networks, TCP/IP, ATM, B-ISDN, queuing analysis, and recent developments in computer communications.

CSCE 5653. Network Security. 3 Hours.

This course introduces security and secrecy in a networked environment. It is intended to familiarize students with the elements of secure communication, and how they inter-relate to provide secure networks in public and private settings.

CSCE 5663. Database Security. 3 Hours.

This is an advanced course covering security issues in database systems. Topics to be covered include discretionary and mandatory access control policies, multilevel secure database systems, auditing, data recovery, database intrusion detection, database insider threat, etc. Prerequisite: CSCE 4523.

CSCE 5683. Image Processing. 3 Hours.

The objective of this class is to give students a hands-on introduction to the fundamentals of image processing. A variety of image processing techniques and applications will be discussed including image enhancement, noise removal, spatial domain and frequency domain filtering, image restoration, color image processing, image compression, edge detection and image segmentation. Prerequisite: CSCE 4813.

CSCE 5703. Computer Vision. 3 Hours.

The objective of this course is to give students a hands-on introduction to the fundamentals of computer vision. Topics include image formation, object modeling, image processing, feature and edge detection, image segmentation, motion estimation, depth from stereo, shape description and object recognition. Prerequisite: CSCE 4813 or CSCE 5683.

CSCE 5753. Wireless Systems Security. 3 Hours.

Wireless systems such as wireless local area networks, cellular and mobile networks, and sensor networks are vulnerable to attacks. The goal of the class is for students to understand how to design secure wireless systems. Security topics include confidentiality, integrity, availability, privacy, and control of fraudulent usage of networks. Issues addressed include basic wireless theory, cryptography, threat modeling, risks, and mitigation techniques.

CSCE 5763. Privacy Enhancing Technologies. 3 Hours.

This course introduces privacy enhancing technologies and hot privacy topics in modern computing systems. Students will be exposed to many interesting privacy problems, study privacy enhancing technologies, and apply their knowledge to explore an open research problem in a research-oriented project. After completing this course, students will gain broad knowledge of the state-of-the-art privacy enhancing technologies and open research problems. They will also develop skills and enhance potentials to do research on privacy and security.

CSCE 5823. Multiprocessor Systems on Chip. 3 Hours.

This course covers the latest trends in advanced computer architecture for multiprocessor systems on chip for embedded and real time systems. Topics covered include multicore architectures, modeling abstractions, run time systems, and MIMD/SIMD heterogeneous architectures, Hw/Sw co-design techniques. Prerequisite: CSCE 3613 and CSCE 4213.

CSCE 5833. Computer Architecture Security. 3 Hours.

This course will cover fundamental principles and emerging implementation strategies to reason about, design and construct architecture level security capabilities in the manycore era. Coverage includes formal security models, new and emerging considerations for heterogeneous multiprocessor system on chip architectures, hardware and software implementation methods, operating systems for run time security enforcement. Prerequisite: CSCE 4213.

CSCE 5843. Reconfigurable Computing. 3 Hours.

This course will cover emerging and proposed techniques and issues in Reconfigurable Computing. Topics will include FPGA technologies, CAD/CAE tools, Hw/Sw co-design, system level synthesis, programming models and abstractions. Prerequisite: CSCE 4213 and CSCE 3613.

CSCE 590V. Advanced Individual Study. 1-3 Hour.

Advanced graduate level individual study directed by faculty in current research topics, state of the art, or advanced methodology in one of the major computer science or computer engineering areas.

CSCE 5943. Computer Arithmetic Circuits. 3 Hours.

Examination of fundamental principles of algorithms for performing arithmetic operations in computers. This course provides sufficient theoretical and practical information to prepare the digital design engineer with an awareness of basic techniques for the realization of arithmetic circuits.

CSCE 5983. Application Specific Integrated Circuit Design. 3 Hours.

ASIC design is taught with emphasis on industrial preparation. Topics include ASIC technologies, design entry, simulation, and synthesis. Advanced design methods and techniques are studied for cell based and gate array ASICs. Prerequisite: CSCE 4213.

CSCE 610V. Master's Thesis. 1-6 Hour.

Master's thesis.

CSCE 620V. Post-Master's Research. 1-18 Hour.

Post-master's research.

CSCE 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Counselor Education (CNED) Courses

CNED 5003. Counseling and Human Development. 3 Hours.

This course is intended to give students a broad overview of human nature/behavior through knowledge of lifespan developmental theory, personality development, modern & post-modern approaches to the study of human nature/behavior, and learning theory. Throughout the course, close attention will be given to human ecology or those social/historical/cultural/environmental forces furthering or impeding development. Prerequisite: Graduate standing.

CNED 5193. Clinical Mental Health Counseling. 3 Hours.

An introductory study of community counseling. The course content includes information concerning the educational, historical, philosophical, and psychological foundations of community counseling as well as specific traits and skills of professional community counselors. In addition, the course is designed to provide introductory level concepts and skills required for future certification and licensure as counseling professionals. Prerequisite: Graduate student status.

CNED 5203. Foundations of the Counseling Profession. 3 Hours.

A study of the counseling profession applicable to school, college and community agency settings. Introduction to the basic educational, historical, philosophical foundations of counseling as well as specific traits and skills of counselors. The course is also designed to provide beginning level concepts and skills required for certification and licensure. Prerequisite: Must be taken first year in program.

CNED 5213. Lifestyle & Career Development. 3 Hours.

Theories of career development and counseling, including the use of occupational information sources and career assessment tools and techniques. Prerequisite: CNED 5333.

CNED 5223. Introduction to School Counseling. 3 Hours.

Philosophy, organization, and practices of a counseling program in the elementary and secondary school. The school counselor's role as counselor, consultant, and coordinator, professional identity, and legal issues are included. Includes a significant focus on ethical standards and issues.

CNED 5303. Individual Appraisal. 3 Hours.

Analysis of concepts, methods, and procedures utilized in individual appraisal.

CNED 5313. Program Organization and Information Management. 3 Hours.

This course addresses needs and strategies for effective development and management of school counseling programs and guidance curriculum. Prerequisite: CNED 5223.

CNED 5323. Counseling Theory. 3 Hours.

Introductory survey and critical analysis of major alternative theoretical perspectives in counseling.

CNED 5333. Basic Counseling Techniques. 3 Hours.

Introduction to basic counseling techniques and skills common to multiple theoretical perspectives. Prerequisite: Master's students in Counseling.

CNED 5343. Counseling Practicum. 3 Hours.

Supervised counseling practice. CNED faculty consent required. Pre- or Corequisite: CNED 5303 and CNED 5363 and CNED 5373. Prerequisite: CNED 5203, CNED 5323, CNED 5333, CNED 5403.

CNED 5353. Psychopharmacology. 3 Hours.

Study of theory, research, & practice issues pertaining to psychopharmacology for non-medical practitioners. Prerequisite: CNED 5203, CNED 5323, and CNED 5333.

CNED 5363. Dynamics of Group Counseling. 3 Hours.

Therapeutic and other theoretical information is presented regarding group process and the counselor's role in that process. An experiential group experience is required. Prerequisite: CNED 5333 and CNED 5323.

CNED 5373. Ethical and Legal Issues in Counseling. 3 Hours.

Review of ethical and legal standards governing professional counselor training, research, and counseling practice; including client rights; confidentiality; the client-counselor relationship; and counseling research, training, and supervision. Prerequisite: CNED 5003 and CNED 5203.

CNED 5383. Crisis Intervention Counseling. 3 Hours.

Analysis and application of short-term counseling intervention strategies in crisis situations, with special attention to incidents involving rape, physical, or emotional abuse, divorce, suicidal depression, grief, marital or family instability, and violent conflict. Prerequisite: CNED 5333.

CNED 5403. Diagnosis and Treatment in Counseling. 3 Hours.

Procedures in case management utilizing both clinical and interview data in assisting children, adolescents, and adults in educational, vocational, personal, and social planning. Prerequisite: CNED 5303, CNED 5323 and CNED 5333.

CNED 5443. Vocational Rehabilitation Foundations. 3 Hours.

Survey of the philosophy of vocational rehabilitation, including history and legislation.

CNED 5453. Medical Aspects of Disability. 3 Hours.

Orientation to medical and medically related aspects of various disabling conditions with emphasis on the severely disabled.

CNED 5463. Rehabilitation Case Management. 3 Hours.

Counseling process in the rehabilitation setting. Focusing upon effective counseling strategies, representative cases, and effective case management methods.

CNED 5473. Psychological Aspects of Disability. 3 Hours.

Intensive study of the psychological aspects of adjustment to atypical physique and prolonged handicapping condition.

CNED 5483. Counseling Research. 3 Hours.

An in-depth examination of counseling research methodology and issues to prepare students to critically evaluate and use counseling research in their professional practice.

CNED 5493. Principles and Practices of Psychiatric Rehabilitation. 3 Hours.

The course introduces students to the principles and practices of recovery-oriented, evidence-based psychiatric rehabilitation. Through lectures, guest presentations, films, discussions, and readings, students (a) explore the clinical, psychosocial, and vocational aspects of psychiatric disabilities and (b) examine psychiatric rehabilitation principles and practices to facilitate community integration and successful employment outcomes for individuals with psychiatric disabilities.

CNED 5513. Counseling and Human Diversity. 3 Hours.

Examination of human and cultural diversity, emphasizing issues of race, class, and socioeconomic status, and how they impact our clients as individuals and as family and society members.

CNED 5523. Process and Behavioral Addictions. 3 Hours.

This course provides an overview of non-substance related addictive disorders such as technology (e.g., video games, Internet, television), gambling, eating, sex, shopping/buying and work as well as potential treatment options for these disorders.

CNED 5583. Placement of Persons with Disabilities. 3 Hours.

Focuses on placement theory and practice as they apply to persons who experience disabilities. Special attention is given to RehabMark approach.

CNED 574V. Counseling Internship. 1-9 Hour.

A 600-clock-hour field placement in an approved setting over a minimum of two continuous semesters. For students completing a counseling internship in a school setting, successful completion of a criminal background check is required before beginning internship. Pre- or Corequisite: CNED 5213. Prerequisite: CNED 5203, CNED 5303, CNED 5323, CNED 5333, CNED 5343, CNED 5363, CNED 5373, CNED 5403, CNED 5513. CNED faculty consent required. May be repeated for up to 6 hours of degree credit.

CNED 599V. Seminar. 1-6 Hour.

Seminar. May be repeated for up to 6 hours of degree credit.

CNED 6003. Theories and Foundations of Addictions. 3 Hours.

A study of behavioral and substance addictions, including an overview of differential treatment. Prerequisite: CNED 5323 and CNED 5333, and admission to the CNED masters or doctoral program or departmental consent.

CNED 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

CNED 6013. Advanced Counseling Theory and Methods. 3 Hours.

Critical analysis of major theoretical perspectives in counseling, including both group and individual counseling strategies for dealing with affective, cognitive, and behavioral dysfunction. Prerequisite: CNED doctoral standing or permission.

CNED 6023. Foundations of Marriage and Family Counseling Therapy. 3 Hours.

Comprehensive exploration of the current theories/techniques of marriage, family and couples counseling. Prerequisite: CNED 5323 and CNED 5333 and CNED doctoral or masters standing or permission.

CNED 6033. Advanced Group Theory and Methods. 3 Hours.

Comparative study of theories and processes of group counseling. Includes supervised experience in group facilitation with video recording and playback. Prerequisite: CNED 5363 or equivalent and CNED doctoral or masters standing or permission.

CNED 6043. Supervision of Counselors. 3 Hours.

Analysis, assessment, and practical application of counselor supervision techniques in treatment and training programs. Prerequisite: CNED doctoral standing and CNED faculty consent.

CNED 605V. Independent Study. 1-18 Hour.

Independent study. May be repeated for up to 18 hours of degree credit.

CNED 6073. Advanced Research in Counseling. 3 Hours.

This course involves acquiring a knowledge and understanding of the use of research in counseling and the development of new research in the counseling profession that has heuristic value. Prerequisite: Graduate standing.

CNED 6083. Consultation Theory and Methods. 3 Hours.

Strategies, practical application, and techniques for effective consultation with parents, teachers, and community agencies. Prerequisite: CNED 5333 (preferred) CNED doctoral or masters standing or permission.

CNED 6093. Counseling Children and Adolescents Through Play. 3 Hours.

Introduction to counseling children and adolescents through play; including the process, theories, techniques, and materials applicable to children and adolescents in a pluralistic society. Prerequisite: CNED 5323 and CNED 5333 and CNED doctoral or masters standing or permission.

CNED 6113. Theory to Practice: Working with Co-occurring Disorders. 3 Hours.

This course is designed to demonstrate the application of theory to practice in the treatment of co-occurring disorders. Specifically, it is intended to carefully review current research and literature on counseling individuals presenting with both a substance abuse disorder and mental-emotional challenges. Pre- or Corequisite: CNED 6003. Prerequisite: Graduate or license eligible.

CNED 6123. Clinical Applications of Marriage and Family Counseling and Therapy. 3 Hours.

Advanced clinical methodology appropriate for family counseling, marriage counseling, and couples counseling(in all settings), with emphasis on solution-focused systems, Satir model and psychoeducational family work in schools. Includes supervision of clinical experience in marriage, family and couples counseling, video recording and school/community outreach. Prerequisite: CNED doctoral standing or permission.

CNED 6133. Introduction to Play Therapy. 3 Hours.

This course is an introduction to the basic concepts of child-centered play therapy (CCPT). Students will learn the conceptual framework of child-centered play therapy, as well as the attitudes and skills necessary to establish and maintain facilitative relationships with children that encourage their self-expression and facilitate change. Prerequisite: CNED 5323 and CNED 5333 and CNED doctoral or masters standing or consent.

CNED 6223. Foundations of Counselor Education and Supervision. 3 Hours.

This course is designed to enhance the professional development and acculturation of doctoral students in order to facilitate their success in professional leadership roles of counselor education, supervision, counseling practice, and research competencies. Prerequisite: CNED Doctoral status or permission.

CNED 6233. Employment Practices and Interventions. 3 Hours.

An intensive study of the employment experiences of workers with disabilities with emphasis on disincentives and barriers to employment and interventions to enable people with disabilities to participate in employment. Prerequisite: RHAB 5493 or equivalent.

CNED 6243. Disability Policy in the U.S.. 3 Hours.

An analysis of public policy approaches to disability in the U.S. Examines the political and philosophical origins of disability policy; reviews major disability legislation and its effects on policy stakeholders; describes recent initiatives; and analyzes evolution of disability policy within context of changing societal, economic, and political conditions.

This course is cross-listed with PLSC 5233, RHAB 6203.

CNED 6253. Advanced Psychosocial Aspects of Disability. 3 Hours.

A theoretical and applied study of techniques that enable people to cope with 2 major life events: disability and unemployment.

CNED 6343. Cultural Foundations and Counseling. 3 Hours.

To gain learning experiences in pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning. To identify current multicultural issues as they relate to social change theories, ethical and legal considerations, disability, gender, sexuality, social justice, and advocacy models. Prerequisite: CNED or RHAB Doctoral Standing or Permission.

CNED 6413. Advanced Individual Appraisal. 3 Hours.

To provide advanced knowledge and experience with those psychoeducational instruments and procedures used in conducting school related assessment. Prerequisite: CNED 5303 or equivalent and CNED doctoral standing or permission.

CNED 6713. Advanced Counseling Practicum. 3 Hours.

Supervised counseling practice. A 100-clock hour approved practical counseling experience. Prerequisite: CNED doctoral standing and permission of CNED faculty and Clinical Coordinator. May be repeated for up to 3 hours of degree credit.

CNED 674V. Internship. 1-18 Hour.

Supervised field placement (Clinical/Instructorship/Supervision/Research). Prerequisite: CNED doctoral standing, CNED faculty consent and CNED Clinical Coordinator consent. May be repeated for up to 18 hours of degree credit.

CNED 699V. Seminar. 1-18 Hour.

Seminar. Prerequisite: CNED Doctoral standing or permission. May be repeated for up to 18 hours of degree credit.

CNED 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy and consent. May be repeated for degree credit.

Crop, Soil and Environmental Sciences (CSES) Courses

CSES 5001. Weed Science Practicum. 1 Hour.

Training for membership on weed team, through participation. Prerequisite: Graduate standing.

CSES 5013. Crop Physiology. 3 Hours.

Understanding and quantitative measurement of physiological processes, plant responses, and environmental parameters in relation to the production of crops. Prerequisite: BIOL 4303.

CSES 5023. Physiology of Herbicide and Plant Interaction. 3 Hours.

The reproduction, growth, and development of weeds and the ecological factors affecting these processes; development and mechanisms of herbicide resistance, flow of herbicide-resistance genes; and development of herbicide-resistant crops. Corequisite: Lab component. Prerequisite: CSES 4143 or CSES 5143 (formerly CSES 4143) and (BIOL 4303 or CHEM 5813).

CSES 502V. Special Problems Research. 1-6 Hour.

Original investigations on assigned problems in agronomy. Prerequisite: Graduate standing.

CSES 5033. Advanced Soil Fertility and Plant Nutrition. 3 Hours.

Study of water uptake, ion absorption, translocation and metabolism in higher plants. Lecture 3 hours per week. Prerequisite: BIOL 4303 and CHEM 2613 and CHEM 2611L.

CSES 504V. Special Topics. 1-4 Hour.

Topics not covered in other courses or a more intensive study of specific topics in agronomy. Prerequisite: Graduate standing. May be repeated for degree credit.

CSES 5053. Scientific Writing. 3 Hours.

Open to graduate students, especially those in agricultural and life sciences. The course will cover searching the scientific literature, writing theses, proposals, journal articles, and other scientific documents. Emphasis on style and techniques used in scientific publication. Lecture and workshop 3 hours per week. Prerequisite: Graduate standing.

CSES 5073. Advanced Crop Science. 3 Hours.

Fundamental concepts of crop physiology, crop improvement, seed science, and crop production systems. Recitation 3 hours per week. Graduate degree credit will not be given for both CSES 4013 and CSES 5073.

CSES 5093. Plant Breeding. 3 Hours.

(Formerly CSES 4103.) Basic principles involved in plant breeding programs to improve crop plants and seed programs. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both CSES 4103 and CSES 5093. Corequisite: Lab component. Prerequisite: ANSC 3123 or BIOL 2323.

CSES 5103. Scientific Presentations. 3 Hours.

Experience in procedures required for professional presentations of scientific papers, seminars, posters; and research findings at meetings in conferences, and with discussion groups. Instruction in organization of materials, visual aids, and good speaking habits. Lecture 3 hours per week. Prerequisite: Graduate standing.

CSES 5114. Soil Fertility. 4 Hours.

Study of the soil's chemical, biological and physical properties, and human modification of these properties, as they influence the uptake and utilization of the essential nutrients by plants. Lecture 3 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both CSES 4224 and CSES 5114. Corequisite: Lab component.

CSES 5133. Ecology and Morphology of Weedy and Invasive Plants. 3 Hours.

(Formerly CSES 4133.) Study of weeds as economic pests occurring in both agricultural and nonagricultural situations and including poisonous plants and other specific weed problems. Gross morphological plant family characteristics which aid identification, habitat of growth and distribution, ecology, competition, and allelopathy are discussed. Lecture 2 hours, laboratory 2 hours a week. Graduate degree credit will not be given for both CSES 4133 and CSES 5133. Corequisite: Lab component. Prerequisite: CSES 2103 or HORT 2003.

CSES 5143. Principles of Weed Control. 3 Hours.

(Formerly CSES 4143.) Advanced concepts and technology used in modern weed control practices and study of the chemistry and specific activity of herbicides in current usage. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both CSES 4143 and CSES 5143. Corequisite: Lab component. Prerequisite: CHEM 1073 and CHEM 1071L.

CSES 5214. Analytical Research Techniques in Agronomy. 4 Hours.

Preparation and analysis of plant and soil samples utilizing spectrophotometry, isotopes, and chromatographic separation methods. Additionally, measurements are made of photosyntheses, respiration, water relationships, light, and temperatures in whole plants. Lecture 2 hours, laboratory 4 hours per week. Corequisite: Lab component. Prerequisite: BIOL 4303 and CHEM 2613 and CHEM 2611L.

CSES 5224. Soil Physics. 4 Hours.

Physical properties of soils and their relation to other soil properties, growth of plants and transport of water, oxygen, heat, and solutes such as pesticides and plant nutrients. Lecture 3 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CSES 2203 and MATH 1203.

CSES 5233. Plant Genetic Engineering. 3 Hours.

Topics will be covered in the field of in vitro plant biology, transgene genetics and crop genetic engineering. Concepts and applications of transgenic plant technology will be discussed, with the emphasis on the strategies for crop improvement and gene discovery. Lecture 3 hours.

CSES 5253. Soil Classification and Genesis. 3 Hours.

(Formerly CSES 4253.) Lecture and field evaluation of soil properties and their relation to soil genesis and soil classification with emphasis on soils of Arkansas. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both CSES 4253 and CSES 5253. Corequisite: Lab component. Prerequisite: CSES 2203 and CSES 2201L.

CSES 5264. Microbial Ecology. 4 Hours.

A study of the microorganisms in soil and the biochemical processes for which they are responsible. Lecture 3 hours, laboratory 3 hours per week. Additional suggested prerequisites are BIOL 2013, CSES 2203, and ENSC 3003. Corequisite: Lab component. Prerequisite: BIOL 1543 and BIOL 3863 or ENSC 3223.

CSES 5303. Bioenergy Feedstock Production. 3 Hours.

(Formerly CSES 4303.) Overview of production and characteristics of cultivated crops, perennial grasses, and woody species as feedstocks for bioenergy. Fundamentals of plant growth factors, culture, harvest and storage, quality and improvement, and introduction to environmental impact, modeling, and resource utilization. Graduate degree credit will not be given for both CSES 4303 and CSES 5303. Prerequisite: MATH 1203 and BIOL 1543 or CSES 1203.

CSES 5313. Crop Simulation Models in Research, Management and Policy. 3 Hours.

The basics of theory and practice of crop simulation models and their applications in crop research and management, and cropping systems planning and policy. Prerequisite: MATH 1203 and BIOL 1543 or CSES 1203 or consent of instructor. Courses in introductory chemistry and plant physiology are preferred.

CSES 5323. Soil/Water Quality in Bioenergy Feedstock Production Systems. 3 Hours.

Examine concepts of soil and water quality in relation to bioenergy feedstock production, explore research related to biomass removal and by-product addition to soils, and examine the potential effects of proposed feedstock production systems on soil and water quality. Prerequisite: MATH 1203 and CSES 2203 or equivalent or consent of instructor, and CSES 4303 or CSES 5303 (formerly CSES 4303) preferred.

CSES 5453. Soil Chemistry. 3 Hours.

Application of the principles of chemistry to processes of agronomic and environmental importance in soils. Soil clay mineralogy, soil solution thermodynamics, structure and reactivity of humus, surface complexation and ion exchange, electro-chemical phenomena, and colloidal stability. Prerequisite: CSES 2203 and CHEM 1123 and CHEM 1121L.

CSES 5533. Wetland Soils. 3 Hours.

(Formerly CSES 4553.) This course explains the chemical, physical, and morphological characteristics of wetland soils and describes the techniques for identifying wetland soils using field indicators and monitoring equipment. This course also explains principles of wetland creation, restoration, and mitigation - all key components in assuring the sustainability of valuable wetland resources. Graduate degree credit will not be given for both CSES 4553 and CSES 5533. Prerequisite: CSES 2203 and CSES 2201L or CSES 355V.

CSES 5543. Plant Genomics. 3 Hours.

Plant genetics based on the study of whole genome sequence, transcriptome and proteome. Provides an overview of the principles and techniques of experimental and in silico genomics. Covers all areas of genome research including structural, comparative and functional genomics as well as proteomics. Prerequisite: CHEM 5843 or any graduate level genetics course.

CSES 5553. Forage-Ruminant Relations. 3 Hours.

Advanced chemical, physical, and botanical characteristics of forage plants, the dynamics of grazing, intake and digestion, and techniques of measuring forage utilization and systems analysis at the plant-animal interface. CSES 1203 recommended. Corequisite: Lab component. Prerequisite: ANSC 3143. This course is cross-listed with ANSC 5553.

CSES 5653. Fate and Transport of Organic Contaminants. 3 Hours.

Fate and Transport of Organic Contaminants will present an overview of the transformation and transport processes that influence the environmental fate of organic contaminants, with an emphasis on agricultural pesticides. Biotic and abiotic factors influencing the movement and behavior of organic contaminants in soil and water will be covered extensively, with an emphasis on chemical mechanisms. Prerequisite: CHEM 1123 and CHEM 1121L and CSES 2203, or instructor consent.

CSES 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

CSES 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Curriculum and Instruction (CIED) Courses

CIED 4083. Creativity in Daily Practice. 3 Hours.

Arts integration course including the ideas, design, and implementation of practices in the classroom, board room, and professional field that enrich the experiences of all stakeholders while building right-brain thinking skills for the new millennium. May be repeated for up to 6 hours of degree credit.

CIED 4433. The Moral Mind in Action. 3 Hours.

The Moral Mind in Action explores how people reason through moral dilemmas and prepares students to more effectively recognize and resolve moral problems. Best practices of teachers and administrators of K-16 character education programs are discussed.

CIED 4443. Moral Courage. 3 Hours.

Moral Courage explores the factors that support translating moral thinking into moral action. This course draws from the field of positive psychology to guide students as they leverage existing strengths and develop new strategies for acting with moral courage in their personal and professional lives. Best practices of teachers and administrators of K-16 character education programs are discussed.

CIED 5003. Elementary Education Seminar. 3 Hours.

This course is designed to synthesize the foundational content presented in the Master of Arts in Teaching core courses. It focuses on refinement of the generalized knowledge to accommodate specialized content children. Professional attitudes, knowledge and skills relevant to elementary students. Professional attitudes, knowledge and skills applicable to today's elementary educator are addressed. Prerequisite: Admission to the CHED M.A.T.

CIED 5012. Measurement, Research, and Statistical Concepts for Teachers. 2 Hours.

An introduction to constructing, analyzing, and interpreting tests, types of research and the research process, qualitative and quantitative techniques for assessment, and descriptive and inferential statistics.

CIED 5013. Measurement, Research and Statistical Concepts in the Schools. 3 Hours.

An introduction to constructing, analyzing, and interpreting tests; types of research and the research process; qualitative and quantitative techniques for assessment; and descriptive and inferential statistics. Prerequisite: Admission to graduate school.

CIED 5022. Classroom Management Concepts. 2 Hours.

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager. Prerequisite: Admission to the M.A.T. program.

CIED 5032. Curriculum Design Concepts for Teachers. 2 Hours.

The design and adaptation of curriculum for students in regular and special K-6 classrooms. Theoretical bases and curriculum models are reviewed. Concurrent clinical experiences in each area of emphasis are included. Prerequisite: Admission to the M.A.T. program.

CIED 5043. Content Area Reading in Elementary Grades. 3 Hours.

This course teaches the integration of reading and writing in the content areas. Reading and writing as integrated strands of the language process is presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to the M.A.T. program.

CIED 5052. Seminar: Multicultural Issues. 2 Hours.

This seminar provides an introduction to the major concepts and issues related to multicultural education. The ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior are discussed. Prerequisite: Admission to the M.A.T. program.

CIED 5053. Multicultural Issues in Elementary Education. 3 Hours.

This course provides an introduction to the major concepts and issues related to multicultural education in elementary classrooms. The ways in which race, class, gender and exceptionality influence students' behavior are discussed. Prerequisite: Admission to graduate school.

CIED 5063. Disciplinary and Interdisciplinary Literacies in Education. 3 Hours.

This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to Teacher Education M.A.T. Program. May be repeated for up to 6 hours of degree credit.

CIED 5073. Action Research in Elementary Education. 3 Hours.

Provides the students with experience in conducting case studies and action research related to childhood education. In addition, students gain knowledge regarding practices used in ethnographic research. Prerequisite: Admission to M.A.T. program.

CIED 508V. Elementary Education Cohort Teaching Internship. 1-6 Hour.

Full-time student teaching in grades K-6 to be repeated both fall and spring semesters. Students will practice and master instructional strategies under the supervision of qualified mentor teachers and university faculty members. May be repeated for up to 6 hours of degree credit.

CIED 5093. Methods of Instruction for Middle Level I. 3 Hours.

A study of methods and materials in the special content areas (math, science, English/language arts, and social studies). The planning of instruction, microteaching, and the development of middle school instructional materials are included. Prerequisite: Admission to M.A.T. program.

CIED 5103. Advanced Middle Level Principles. 3 Hours.

An in-depth examination of recent research on the major issues, practices, and policies for middle level education. Emphasis is on analysis of cutting edge issues germane to the life, education, and welfare of the early adolescent via the integration of theory and practice. Prerequisite: Admission to Masters of Arts in Teaching program.

CIED 5113. Reading in Middle Schools. 3 Hours.

An overview of methods and materials for teaching reading to early adolescents. Reflective activities and site-based field experiences are integrated with course content to provide continuity between theory and practice. Portfolio expectations will be a primary means of course evaluation. Prerequisite: Admission to the middle level education program and CIED 3113.

CIED 5123. Writing Process Across the Curriculum (Middle Level). 3 Hours.

This course will provide an overview of the research, and methods for incorporating writing across all curriculum. Writing as a process will be emphasized. Reflective activities and site-based field experience will be integrated into the course content. Prerequisite: Admission to M.A.T. Program.

CIED 5132. Research in Middle Level Curriculum and Instruction. 2 Hours.

An introduction to inquiry and research in middle level curriculum and instruction. It examines the principles, strategies, and techniques of research, especially qualitative inquiry. Practicum in educational research and evaluation is done as part of the class. Prerequisite: Admission to the MAT program.

CIED 5143. Internship: Middle Level. 3 Hours.

The internship for middle level education is an extended field experience in which a pre-service teacher integrates knowledge and skills developed in education classes with practice in the field. Prerequisite: Admission to the M.A.T. program.

CIED 5162. Applied Practicum. 2 Hours.

Provides laboratory experiences for CIED 5173 (Literacy Assessment and Intervention) and CIED 5183 (Readings in Early Childhood Education). Corequisite: CIED 5183 and CIED 5173. Prerequisite: Admission to the M.A.T. program.

CIED 5173. Literacy Assessment and Intervention. 3 Hours.

Focuses on assessment of young children's literacy skills. Techniques discussed include informal observation, miscue analysis, and portfolio assessment. Prerequisite: Admission to graduate school.

CIED 5183. Readings in Early Childhood Education. 3 Hours.

Will continue to develop understandings of classic studies and will explore the impact these have had on the most recent issues in early childhood education. Prerequisite: Admission to the CHED M.A.T.

CIED 5193. Methods of Instruction for Middle School II. 3 Hours.

Second special methods course for teaching at the middle level. Emphasizes further refinement of teaching skills and methods; the integration of the sciences, mathematics, and technology; science, technology, and society (STS) issues; and the integration of social studies and English language arts. Prerequisite: CIED 5093 and admission to the M.A.T. program.

CIED 5203. English Language Arts/Speech & Drama Methods of Instruction. 3 Hours.

This course provides an introduction to teaching English language arts (ELA) and speech/drama in the context of elementary, middle and high school settings. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching the content area provide the major tenets of instruction.

CIED 5213. Issues and Trends in Literacy. 3 Hours.

This course provides an examination of practices to teaching literacy, broadly defined. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching provide the major tenets of instruction. Prerequisite: Admission to M.A.T. (EDUCMA) Secondary program or instructor consent. May be repeated for up to 6 hours of degree credit.

CIED 5223. Learning Theory. 3 Hours.

This course provides the student with information about foundational issues in education, including history and philosophy of American Education, psychological and social theories of education, characteristics of learners, and learning processes. Prerequisite: Admission to M.A.T. degree program.

CIED 5232. Interdisciplinary Studies. 2 Hours.

Introduction to the nature of interdisciplinary study: curricular content, course planning (topics and themes), instructional strategies, and evaluation and assessment. Prerequisite: Admission to the M.A.T. program.

CIED 5263. Assessment, Evaluation, and Practitioner Research. 3 Hours.

A study of assessment, testing, and evaluative procedures in classrooms including types of tests, abuses of tests, test construction, scoring, analysis and interpretation, statistical methods, and alternative evaluation and assessment techniques. Classroom-based data collection and analysis. Prerequisite: Admission to the M.A.T. program.

CIED 5273. Research in Curriculum and Instruction. 3 Hours.

An introduction to inquiry and research in curriculum and instruction. It examines the principles, strategies, and techniques of research, especially qualitative inquiry. Qualitative method in assessment and evaluation are considered. Practicum in educational research and evaluation is done as part of the class. Prerequisite: Admission to the M.A.T. program.

CIED 528V. Teaching Experience. 1-6 Hour.

The teaching experience is an essential component of the Masters of Arts in Teaching degree. The two semester experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in area schools for both fall and spring semesters. The fall semester consists of a field experience including observation, co-planning, and co-teaching. The spring semester consists of an immersion experience for teacher candidates to plan and teach independently. Prerequisite: Admission to the M. A. T. Program. May be repeated for up to 6 hours of degree credit.

CIED 5293. Special Methods, Interdisciplinary Section. 3 Hours.

The third and final part of the middle level special methods course. Provides interns with the knowledge, dispositions, and skills for developing an interdisciplinary course of study in conjunction with the members of their interdisciplinary team. Prerequisite: CIED 5093 and admission to M.A.T. program.

CIED 5303. Adolescence and Learning. 3 Hours.

Study of the developmental characteristics (physical, emotional, social and intellectual) of early and late adolescence (ages 10-18; grades 5 to 12). The progression from early to late adolescence and the implications this evolution has for learning, motivation, instruction and classroom practices are emphasized. Prerequisite: PSYC 2003.

CIED 5313. Principles of Qualitative Research in Curriculum & Instruction. 3 Hours.

Designed specifically for aspiring qualitative researchers who wish to conduct research in settings unique to curriculum and instruction. Methods of research design, data analysis, and writing for publication will be emphasized. Strongly recommended for graduate students who are considering a qualitative thesis or dissertation in curriculum and instruction.

CIED 5323. Transition Planning for Persons with Disabilities. 3 Hours.

Prepares students to plan, evaluate, and implement transition programs within both regular and special classrooms at the elementary, middle and secondary school levels.

CIED 5333. Curriculum Theory and Development for Educators. 3 Hours.

The design and adaptation of curriculum for students in regular and special K-12 classrooms. Theoretical bases and curriculum models are reviewed. Concurrent clinical experiences in each area of emphasis are included. Prerequisite: Admission to the M.A.T. program. May be repeated for up to 6 hours of degree credit.

CIED 5343. Analysis of Behavior for Teachers. 3 Hours.

An advanced course in managing behaviors in students with exceptionalities. Students are provided with experiences in applying theoretical bases of classroom management through identifying, assessing graphing, and analyzing behavioral data and implementing management plans. Ethical issues in the use of functional analysis are addressed.

CIED 5353. Teaching Students with Diverse Needs in Middle Education Settings. 3 Hours.

To provide future scholar-practitioners with a knowledge base concerning the issues involved in the successful instruction of persons with special learning needs during middle school years.

CIED 5363. Methods and Assessment in K-12 Online Teaching. 3 Hours.

The study of curriculum, instructional methods and assessment techniques to facilitate student learning in K-12 virtual and hybrid teaching environments. Students enrolled in the course will be required to demonstrate knowledge of prevalent and relevant models of K-12 curriculum, web-based instructional methods, assessment techniques and utilize tools for the development and implementation of effective instruction in the K-12 virtual classroom. Prerequisite: Graduate standing.

CIED 5393. Introduction to Linguistics. 3 Hours.

This course is an introduction to human language. The goal is to understand what it means to speak a language, including an introduction to phonetics and phonology (specifically the sound system of American English), morphology (the rules of English at the word level), syntax (rules that govern sentence level language), semantics (meanings of words) and sociolinguistics (or the study of language use in its social context).

CIED 5403. Early Childhood Education: Rationale and Curriculum. 3 Hours.

Rationale and curriculum of an early childhood education program, with special attention given curricular frameworks and professional organization policies.

CIED 5423. Curriculum and Instruction: Models and Implementation. 3 Hours.

The study of models of curriculum and instruction and their implementation to facilitate student learning in a variety of instructional environments.

CIED 5433. Methods and Materials for Teaching Children's and Adolescent Literature. 3 Hours.

Issues and trends in children's literature. Contemporary works are evaluated and reviewed based on changing social political conditions. Multicultural approach to children's literature is emphasized. Prerequisite: Undergraduate course in children's literature.

CIED 5443. Methods of Teaching Foreign Language K-12. 3 Hours.

Study of the methods and materials in the teaching of foreign language in K-12 settings as well as the theories of second language acquisition. Includes philosophical, cognitive, and psychological dimensions of teaching foreign languages. The planning of instruction, microteaching, and the development of instructional materials are included. Prerequisite: Admission to the MAT program. May be repeated for up to 6 hours of degree credit.

CIED 5453. Evaluation Techniques. 3 Hours.

Evaluation of learning using traditional means of assessment as well as alternative or authentic assessment techniques.

CIED 5461. Capstone Research Seminar. 1 Hour.

This course provides students with basic knowledge and practical skills in understanding, utilizing and implementing a research design project with a focus in the discipline of curriculum and instruction with particular emphasis of some aspect of teaching and/or learning. As a part of this course students will design, conduct and report the results of an action research study undertaken in the teaching internship. Prerequisite: Admission to M.A.T. program. May be repeated for up to 2 hours of degree credit.

CIED 5483. Teaching Mathematics. 3 Hours.

Content, methods, and materials for teaching multiple strands of elementary school mathematics. Emphasis on principles and procedures of a conceptual and integrated approach to learning mathematics. Prerequisite: Undergrad coursework in teaching elementary or early childhood mathematics.

CIED 5493. Teaching Social Studies. 3 Hours.

Purpose, content, psychology, materials, and methods for teaching the social sciences in the elementary school. Emphasis on principles and procedures for combining the social studies with other areas of the curriculum in broad unit instruction. Prerequisite: Undergraduate coursework in teaching elementary or early childhood social studies.

CIED 5503. Teaching Science. 3 Hours.

The influence of science on the community, on the home, and the child. Use of science in the living and learning of the child at school.

CIED 5513. Sound System of American English. 3 Hours.

This course will study the structure and development of American English (AE). Topics include: 1) the structure/systems of American English pronunciation, 2) vowels, 3) consonant system (including such features as minimal pairs, 4) prosody, intonation, rhythm, and stress, and 5) regionalism and social varieties, and 6) pedagogical approaches to teaching the features of American English.

CIED 5523. Instructional Practices in Teaching Foreign Language. 3 Hours.

A pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of foreign languages in K-12 schools. Prerequisite: Admission to M.A.T. Program. May be repeated for up to 6 hours of degree credit.

CIED 5533. Teaching Language Arts. 3 Hours.

The place of the language arts in the elementary curriculum. Exploration of materials, content, practices, and methods, used in reading, speaking, listening, and writing experiences.

CIED 5543. Structures of American English. 3 Hours.

This course provides an introduction to the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar). It includes approaches to the teaching of all types of grammars.

CIED 5553. Social Justice and Multicultural Issues in Education. 3 Hours.

This seminar provides an introduction to the major concepts and issues related to multicultural education and social justice in education and the ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior. The course also examines the intersection of teacher and student perceptions of identity, schooling, and learning and the effects on educational systems. Prerequisite: Admission to MAT. May be repeated for up to 6 hours of degree credit.

CIED 5563. Teaching Internship/Action Research. 3 Hours.

During this course, Master's candidates will be provided with classroom time to prepare to teach and then will be assigned to a classroom or classrooms. During this time the candidates will have an opportunity (under supervision) to observe, to teach and to participate in classroom activities. Additionally, candidates will research some area of their own pedagogy relevant to the experience.

CIED 5573. Foundations of Literacy. 3 Hours.

Teaching of reading to children; techniques, research, and modern practices.

CIED 5583. Correlates of Reading Process. 3 Hours.

The developmental program is emphasized through a student of the reading process. Learning theory and research are related to reading instruction and materials through the development and application of evaluative criteria based on an understanding of reading process. Prerequisite: CIED 5573.

CIED 5593. Advanced Diagnosis and Intervention. 3 Hours.

Emphasizes the diagnosis and remediation of reading difficulties in the classroom setting. Students are expected to become familiar with cause of reading failure, diagnosis instruments and procedures, principles of report writing, and corrective instructional methods and materials. The course is open to graduate students with instructor's consent. Enrollment limited to 20. Prerequisite: CIED 5573.

CIED 5603. Innovations in School Education. 3 Hours.

An examination of the change process in education with emphasis on those elements which support or hinder change in the schools, and the detailed study of schools innovations on national, state, and local levels.

CIED 5613. Contemporary Issues in Education. 3 Hours.

A study of issues pertaining to the goals, objectives, organization, and curriculum of the schools with an analysis of the teacher's role in dealing with current concerns in these areas.

CIED 5623. The School Curriculum. 3 Hours.

General principles and techniques of selecting and organizing curricular materials.

CIED 5633. Analysis of Instruction. 3 Hours.

A survey of the research and literature related to the systematic study of the field of teaching. An examination of the definitions of teaching and the knowledge base on which teaching is predicated. A study of the implications of the research of effective teaching and the key curricular and instructional issues.

CIED 564V. Science Instructional Strategies. 1-6 Hour.

Methods and materials in teaching specific science content with a focus on that content and/or the pedagogical perspectives necessary for effective and engaging instruction. May be repeated for up to 6 hours of degree credit.

CIED 5653. Methods of Middle School Instruction. 3 Hours.

Philosophy, rationale, and instructional practices of middle school instruction. Prerequisite: Graduate standing.

CIED 5663. Evaluation of Instruction. 3 Hours.

Examination of methods and philosophies of evaluation. Consideration will be given to grading, techniques of grading, and construction of behavioral objectives and test items.

CIED 567V. Teaching Foreign Cultures in Social Studies Curricula. 1-6 Hour.

Extensive examination of foreign cultures (West Europe, USSR, China, Latin America) and methods of teaching about them in secondary school social studies.

CIED 5683. Adolescent Literature. 3 Hours.

Content course in adolescent literature including selection, reading, evaluation, and psychological basis of classic and contemporary works. Prerequisite: PSYC 3093 or equivalent.

CIED 5703. English Language Arts and Reading Standards: Contents and Quality. 3 Hours.

This course will (1) examine the purposes, contents, and quality of K-12 English language arts and reading standards, (2) analyze their relationship to classroom and school district curricula, student assessment, educator licensing regulations, licensure tests, and professional development, (3) and explore educational, social, and political issues raised by ELA/R standards.

CIED 5713. Integrating the Elementary Curriculum. 3 Hours.

This course focuses on meaningful integration of science, mathematics, literacy, social studies, art, and music in the elementary classroom. A strong foundation for integrating the elementary curriculum will be developed by providing students with theoretical frameworks, research, resources, and methods related to classroom practice. Strategies to coordinate the integration of these subject areas for the K-4 classroom will be modeled.

CIED 5723. Nature and Needs of Persons with Mild Disabilities. 3 Hours.

Educational, psychological, and social characteristics of individuals who have mild disabilities with emphasis on educational methods and modifications. Prerequisite: CIED 3023.

CIED 5793. Practicum in Literacy. 3 Hours.

Laboratory experience in which students diagnose reading difficulties and practice remedial measures under the direct supervision of the instructor. Emphasis is given to continuous diagnosis and to the use of commercially produced materials and trade books in remediation. Enrollment limited to 15. Prerequisite: CIED 5593.

CIED 5803. Nature and Needs of the Gifted and Talented. 3 Hours.

Educational, psychological, and social characteristics of gifted and talented children. Prerequisite: Graduate standing.

CIED 5813. Curriculum Development in Gifted and Talented. 3 Hours.

Examines the various models for developing curriculum and providing services for students identified for gifted programs. Prerequisite: CIED 5803.

CIED 5823. Gifted and Talented (Structured) Practicum. 3 Hours.

Supervised field experience in gifted education programs, schools, institutions, and other facilities for gifted/talented children. Prerequisite: CIED 5813.

CIED 5833. Gifted and Talented (Flex) Practicum. 3 Hours.

Students design and implement an individualized practicum experience (Type III Renzulli) that provides the opportunity to refine and enhance personal attitudes, beliefs, and skills in gifted education. Prerequisite: CIED 5823.

CIED 5843. Representations of American Education in Film. 3 Hours.

This course provides an examination of students, teachers, administrators, schools, and schooling as they exist on the silver screen. Of particular interest is how film representations and misrepresentations potentially affect public perceptions of education. This course draws on educational theory and the field of cultural studies.

CIED 5853. Issues in Mathematics Education. 3 Hours.

Study of research in mathematics education and applications to classroom teaching and learning. Emphasis will be given past and current research in the areas of students' cognitive development in mathematics, mathematics curriculum development, and teaching practices and assessment.

CIED 5863. Teaching Global Issues. 3 Hours.

Global interdependence and its consequent issues have become an integral part of most social studies programs in American schools. Some schools developed specific courses, required or elective, and others include them in existing history, economics, government and civic courses. Secondary social studies teachers and their students explore these issues as part of current events discussions. Prerequisite: Graduate standing.

CIED 5923. Second Language Acquisition. 3 Hours.

This is one of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course gives an introduction to the basics in research and learning theories involved in the acquisition of second languages and cultures, particularly ESL.

CIED 5933. Second Language Methodologies. 3 Hours.

This is one of a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces the basics in approaches, methodologies, techniques, and strategies for teaching second languages, especially ESL.

CIED 5943. Teaching People of Other Cultures. 3 Hours.

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course focuses on cultural awareness, understanding cultural differences, and instruction methods for integrating second cultures, especially the culture of the United States, into the curriculum.

CIED 5953. Second Language Assessment. 3 Hours.

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces basic methods for testing, assessing and evaluating second language, especially ESL, learners for placement purposes and academic performance.

CIED 5963. Reading in Middle and Secondary Schools. 3 Hours.

Methods and materials of teaching reading in secondary schools with emphasis on remedial and developmental reading problems of students.

CIED 5973. Practicum in Secondary Education. 3 Hours.

Students will engage in action research in a school setting to advance their knowledge of teaching and learning venues including schools and informal learning environments. Prerequisite: Permission.

CIED 5983. Practicum in Curriculum & Instruction. 3 Hours.

This course will provide degree candidates with advance knowledge of teaching in the elementary or secondary schools. This will be accomplished through a semester-long practicum during which an action research project will be designed, enacted, and reported. May be repeated for up to 6 hours of degree credit.

CIED 599V. Special Topics. 1-18 Hour.

Special topics. May be repeated for up to 18 hours of degree credit.

CIED 600V. Master's Thesis. 1-6 Hour.

This course is designed for students completing a thesis at the master's level in curriculum and instruction and related programs. It may be taken multiple times for 1-6 credits but no more than 6 credits will be counted toward the degree. Prerequisite: Graduate Standing. May be repeated for degree credit.

CIED 6013. Curriculum Theory, Development, and Evaluation. 3 Hours.

Principles and concepts of curriculum and development, with an analysis of the factors basic to planning, the aims of the educational program, the organization of the curriculum, curriculum models, and elements desirable in the curriculum of schools including evaluation.

CIED 6023. Instructional Theory. 3 Hours.

Study of psychological, anthropological, sociological, and educational theories of instruction and learning. Emphasis is placed on synthesizing a broad range of existing and emerging perspectives in understanding individual, interactional and contextual phenomena of instruction and learning.

CIED 6033. Content Specific Pedagogy. 3 Hours.

This course explores the relationship between the content of courses taught in schools and the pedagogical principles that the teaching of the content requires. Students will discuss and synthesize findings from the research literature and from personal investigation.

CIED 6043. Analysis of Teacher Education. 3 Hours.

This course examines issues, problems, trends, and research associated with teacher education programs in early childhood, elementary, special education, and secondary education. Prerequisite: CIED 6023.

CIED 6053. Curriculum and Instruction: Learner Assessment and Program Evaluation. 3 Hours.

This course provides an overview of designing, implementing and analyzing learner assessments as well as systemic and program evaluations in a variety of instructional environments. Prerequisite: Admissions to Ed.S. or Ph.D. program.

CIED 6063. Systemic Change In Education. 3 Hours.

This course is designed to critically examine education and society and interplay their interdependence between them, to differentiate between meaningful and superficial change, and to explore the agents of change in a diverse and complex social environment. Prerequisite: Admission to Ed.S. or Ph.D. program.

CIED 6073. Seminar in Developing Creativity. 3 Hours.

A study of the facets of creativity, how they can be applied to be used in one's everyday life, how they can be applied in all classrooms, and how to encourage the development of these in students.

CIED 6083. Piaget's Theory and Instruction. 3 Hours.

Piaget's theory has been applied to classroom instruction in various settings. This course will investigate the theory in depth, study classroom application, and students will devise application. Prerequisite: CIED 6023.

CIED 6093. Vygotsky in the Classroom. 3 Hours.

This course introduces the cultural-historical theory of L. Vygotsky and considers its complexity. The comprehensive nature of Vygotsky's heritage and the importance of the sociocultural context for understanding his work is emphasized, as well as the implications of his theories for contemporary educational settings.

CIED 6113. Trends and Issues in Social Studies Education. 3 Hours.

Analysis of social studies education including an examination of the historical, political and social issues that have shaped curriculum, pedagogy and the educator's role in the increasingly complex endeavor to prepare future citizens.

CIED 6123. New Literacy Studies. 3 Hours.

In the past decade scholars have expressed an interest in the diverse literacy practices in which adolescents engage outside of school. In using new media, adolescents interweave multiple sign system, including word and image, to construct a narrative or communicate information. How do readers interpret these texts? What conventions do authors manipulate to influence the meanings they construct? This course aims to answer these and other questions. May be repeated for up to 12 hours of degree credit.

CIED 6133. Trends and Issues in Curriculum and Instruction. 3 Hours.

Analysis of trends and issues in curriculum and instruction with emphasis on political/social contexts and prevailing philosophies/theories/practices across disciplines. Prerequisite: Admittance in Ed.D, Ed.S. or Ph.D. program.

CIED 6143. Differentiated Instruction for Academically Diverse Learners. 3 Hours.

Major focus of this course will be the examination of differentiated instruction, a teaching philosophy appropriate for a wide range of learners.

CIED 6153. Theories of Literacy Learning. 3 Hours.

In this seminar, students consider theories of literacy learning and their implications for practice and research. Theories are viewed as historically and socially situated, and students reflect on how their own work might be situated within these theories. The ways in which theories support research methodology are also explored.

CIED 6163. Social and Emotional Components of Gifted and Talented Students. 3 Hours.

Purpose of this course is to study the theoretical and practical aspects of those affective issues, behaviors, and experiences often associated with gifted and talented students.

CIED 6173. Reviews of Research in Reading Comprehension. 3 Hours.

In this online course, students will learn types of reviews of research, including qualitative systematic reviews and meta-analyses, and will conduct a review of research on a topic related to reading comprehension. Students will consider implicit and explicit definitions of comprehension and the influence various definitions have on assessment, instruction, policy and research and will examine comprehension in different contexts, disciplines, genres, and platforms. The course is a CIED Area of Study or Cognate Course (not part of the Inquiry Core).

CIED 6183. Theory and Research in Arts Integration. 3 Hours.

Content course in arts integration including the pedagogy, design, and implementation of lesson plans which simultaneously address core curriculum learning targets and teach skills through the visual and performing arts in order to address the needs of the learners of the new millennium. Prerequisite: Instructor consent.

CIED 6193. Teaching English Language Learners in the Content Areas. 3 Hours.

This course prepares teachers to teach English language learners in math, science, and social studies. These subject areas each have their own vocabulary that must be mastered by English language learners. The course focuses on teachers of both children and adults.

CIED 6233. Organization of Reading Programs. 3 Hours.

Study of the problem of organizing the classroom, individual school, and school system, for the improvement of reading instruction. Emphasis is given to the development of program organization rationale based on requirements of the teaching-learning setting.

CIED 6313. Issues, History, and Rationale of Science Education. 3 Hours.

This course is the foundation experience for those interested in the discipline of science education. It provides an overview of the fundamental issues in and vocabulary of science education. The course includes the research basis for science teaching, the literature of science education, and the issues and controversies surrounding the teaching of science.

CIED 6333. Nature of Science: Philosophy of Science for Science Educators. 3 Hours.

The Nature of Science is a hybrid arena consisting of aspects of the philosophy, history and sociology of science along with elements of the psychology of scientific observations all targeting the complete understanding of how science actually functions. Prerequisite: Admission to grad school.

CIED 6343. Advanced Science Teaching Methods. 3 Hours.

This course is designed for those educators who have had some previous instruction in science teaching methods and/or had some prior science teaching experience. Students will gain new or renewed perspectives with respect to their personal teaching ability while engaging in discussions and activities designed to assist others in professional growth in science instruction. Prerequisite: Admission to graduate school.

CIED 6443. Mixed Methods Research. 3 Hours.

This course will provide opportunities for students to acquire the skills, knowledge, and strategies necessary to design and implement a mixed methods research study. Emphasis is upon developing research questions, developing a research design, selecting a sample, and utilizing appropriate techniques for analyzing data.

CIED 6503. Effective Teaching: Concepts and Processes. 3 Hours.

This course is designed to assist students in examining a variety of effective teaching practices and conditions found in classrooms and in acquiring knowledge, concepts, and ideas about ways to effectively influence the interests, learning and development of students. Prerequisite: Admission to the Ph.D. program.

CIED 6533. Problem-Based Learning and Teaching. 3 Hours.

A course in the design, development, and delivery of the problem-based learning (PBL) model. Theoretical cases and curriculum models will be centered on issues and models related to PBL.

CIED 6603. Multicultural Education. 3 Hours.

This course is designed to trace, examine, discuss, and promote understanding of issues related to multicultural education, different views of multicultural education, and the impact of multicultural education upon the schooling process. Emphasis is upon schooling experiences of culturally diverse students, language issues, gender issues, and evaluation issues. Prerequisite: Admission to the Ed.S. or Ph.D. program.

CIED 660V. Workshop. 1-18 Hour.

Workshop. May be repeated for up to 18 hours of degree credit.

CIED 6623. Research Methods and Scholarship in Curriculum and Instruction. 3 Hours.

In this course students will look at methods and practices in writing a successful dissertation proposal. Emphasis will be placed on research studies, collection of reliable and valid data, and analysis of data. Throughout the course, topics will focus on what scholarship looks like in curriculum and instruction. Prerequisite: Advanced standing in the doctoral program.

CIED 674V. PhD Research Internship. 1-6 Hour.

This research internship is for doctoral level students in curriculum and instruction. The goal is provide research experience within the doctoral course of study. May be repeated for up to 6 hours of degree credit.

CIED 680V. Ed.S. Project. 1-6 Hour.

Instructor permission required to register. Prerequisite: Instructor permission.

CIED 684V. PhD Teaching Internship. 1-6 Hour.

This teaching internship is for doctoral level students in curriculum and instruction. The goal is to provide teaching experience within the doctoral course of study.

CIED 694V. Special Topics. 1-6 Hour.

Discussion and advanced studies on selected topics in curriculum and instruction. Specific focus on recent developments. May be repeated for up to 6 hours of degree credit.

CIED 695V. Independent Study. 1-6 Hour.

Independent study.

CIED 699V. Doctoral Seminar. 1-3 Hour.

Doctoral seminar. May be repeated for up to 3 hours of degree credit.

CIED 700V. Dissertation. 1-18 Hour.

Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Economics (ECON) Courses

ECON 4423. Behavioral Economics. 3 Hours.

Both economics and psychology systematically study human judgment, behavior, and well-being. This course surveys attempts to incorporate psychology into economics to better understand how people make decisions in economic situations. The course will cover models of choice under uncertainty, choice over time, as well as procedural theories of decision making. Prerequisite: ECON 2023 or ECON 2143.

ECON 4433. Experimental Economics. 3 Hours.

The course offers an introduction to the field of experimental economics. Included are the methodological issues associated with developing, conducting, and analyzing controlled laboratory experiments. Standard behavioral results are examined and the implications of such behavior for business and economic theory are explored. Prerequisite: ECON 2023 or ECON 2143.

ECON 4743. Introduction to Econometrics. 3 Hours.

Introduction to the application of statistical methods to problems in economics. Prerequisite: ((ECON 2013 and ECON 2023) or ECON 2143) and ((MATH 2043 or MATH 2554 or higher)) and (WCOB 1033 or STAT 2303).

ECON 4753. Forecasting. 3 Hours.

The application of forecasting methods to economics, management, engineering, and other natural and social sciences. The student will learn how to recognize important features of time series and will be able to estimate and evaluate econometric models that fit the data reasonably well and allow the construction of forecasts. Prerequisite: (ECON 2013 and ECON 2023) or (ECON 2143) and (MATH 2043 or MATH 2554) and (WCOB 1033 or STAT 2303).

ECON 5243. Managerial Economics. 3 Hours.

This course will provide students with a strong foundation in core economics principles, with emphasis on industrial organization issues and applications geared toward the supply-chain and retail focus of the redesigned MBA program.

ECON 5253. Economics of Management and Strategy. 3 Hours.

Information economics and applied game theory.

ECON 537V. Global Business. 1-3 Hour.

Integrated overview of the global business environment and the organizational challenges of a multinational firm. To enhance understanding of the business and cultural environment of prominent emerging markets, the course includes a 2-3 week overseas immersion project to fulfill a predefined goal. Project is integrated with global content upon return.

This course is cross-listed with MGMT 5373, ECON 5373.

ECON 5853. International Economics Policy. 3 Hours.

An intensive analysis of the operation of the international economy with emphasis on issues of current policy interest.

ECON 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

ECON 6133. Mathematics for Economic Analysis. 3 Hours.

This course will develop mathematical and statistical skills for learning economics and related fields. Topics include calculus, static optimization, real analysis, linear algebra, convex analysis, and dynamic optimization. Prerequisite: Graduate standing and MATH 2554 or equivalent.

ECON 6213. Microeconomic Theory I. 3 Hours.

Introductory microeconomic theory at the graduate level. Mathematical formulation of the consumer choice, producer behavior, and market equilibrium problems at the level of introductory calculus. Discussion of monopoly, oligopoly, public goods, and externalities.

ECON 6223. Microeconomic Theory II. 3 Hours.

Advanced treatment of the central microeconomic issues using basic real analysis. Formal discussion of duality, general equilibrium, welfare economics, choice under uncertainty, and game theory.

ECON 6313. Macroeconomic Theory I. 3 Hours.

Theoretical development of macroeconomic models that include and explain the natural rate of unemployment hypothesis and rational expectations, consumer behavior, demand for money, market clearing models, investment, and fiscal policy.

ECON 6323. Macroeconomic Theory II. 3 Hours.

Further development of macroeconomic models to include uncertainty and asset pricing theory. Application of macroeconomic models to explain real world situations.

ECON 636V. Special Problems in Economics. 1-6 Hour.

Independent reading and investigation in economics. May be repeated for up to 9 hours of degree credit.

ECON 643V. Seminar in Economic Theory and Research I. 1-3 Hour.

Seminar. May be repeated for up to 6 hours of degree credit.

ECON 644V. Seminar in Economic Theory and Research II. 1-3 Hour.

Independent research and group discussion.

ECON 6533. Seminar in Advanced Economics I. 3 Hours.

This seminar will cover advanced fields of current research importance in economics. This will facilitate the development of research directions for doctoral study and research. Prerequisite: Graduate standing.

ECON 6543. Seminar in Advanced Economics II. 3 Hours.

This seminar will cover advanced fields of current research importance in economics. This will facilitate the development of research directions for doctoral study and research. Prerequisite: Graduate standing.

ECON 6613. Econometrics I. 3 Hours.

Use of economic theory and statistical methods to estimate economic models. The single equation model is examined emphasizing multicollinearity, autocorrelation, heteroskedasticity, binary variables and distributed lags. Prerequisite: MATH 2043 and knowledge of matrix methods, which may be acquired as a corequisite, and ECON 2023, and an introductory statistics course or equivalent.

ECON 6623. Econometrics II. 3 Hours.

Use of economic theory and statistical methods to estimate economic models. The treatment of measurement error and limited dependent variables and the estimation of multiple equation models and basic panel data models will be covered. Additional frontier techniques may be introduced. Prerequisite: ECON 6613.

ECON 6633. Econometrics III. 3 Hours.

Use of economic theory and statistical methods to estimate economic models. Nonlinear and semiparametric/nonparametric methods, dynamic panel data methods, and time series analysis (both stationary and nonstationary processes) will be covered. Additional frontier techniques may be covered. Prerequisite: ECON 6613.

ECON 6713. Industrial Organization I. 3 Hours.

This course will develop the theory of modern industrial organization. The latest advances in microeconomic theory, including game theory, information economics and auction theory will be applied to understand the behavior and organization of firms and industries. Theory will be combined with empirical evidence on firms, industries and markets. Prerequisite: ECON 6213 and ECON 6223.

ECON 6723. Industrial Organization II. 3 Hours.

This course surveys firm decisions, including setting prices, choosing product lines and product quality, employing price discrimination, and taking advantage of market structure. It will also cover behavioral IO, which reconsiders the assumption that firms and consumers are perfectly rational and examines the role of regulation. Prerequisite: ECON 6133.

ECON 6833. International Development I. 3 Hours.

A first graduate level course in development economics with a focus on foundational theoretical issues. We explore the causation, implications, and remedies for pervasive and persistent poverty in low-income countries. Emphasis will be primarily on microeconomics topics. May be taken either as a precursor to International Development Economics II or stand-alone. Prerequisite: ECON 6213, (ECON 6613 or AGE 5613) or by instructor's permission.

ECON 6843. International Development II. 3 Hours.

A second graduate level course in development economics that focuses on the empirical aspect of development in low-income countries. The course explores various microeconomics topics related to poverty, human capital accumulation, and their interactions with role of public policy. Prerequisite: ECON 6213, (ECON 6613 or AGE 5613) or instructor consent.

ECON 6913. Experimental Economics. 3 Hours.

The course develops advanced concepts in the use of controlled experiments to test economic theory and explore behavioral regularities relating to economics. The class focuses on the methodology of experimental economics while reviewing a variety of established results. Prerequisite: ECON 6213.

ECON 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Education Reform (EDRE) Courses

EDRE 5053. Philosophy and History of Education and Education Reform. 3 Hours.

This course traces the historical development of the philosophical debates concerning education and its role in society as well as how those ideas and consequent demands for reform affected the educational system and its structures.

EDRE 559V. Field Research. 1-6 Hour.

Directed graduate-level field research in education policy settings. Prerequisite: Approval of EDRE Graduate Director. May be repeated for up to 6 hours of degree credit.

EDRE 6023. Economics of Education. 3 Hours.

This course applies the principles of economic analysis to education and education reform. Topics include: Human capital and signaling theories; education labor markets; educational production functions; public policy and market forces. The course also features empirical evidence evaluating economic theories of education.

EDRE 6033. Politics of Education. 3 Hours.

This course explores historical and institutional forces that help shape education policymaking. Particular attention will be paid to the experience of past education reform movements as well as the influence of interest groups, federalism, bureaucracy, governance structures, public opinion, and judicial review on education policy.

EDRE 6043. Finance and Education Policy. 3 Hours.

This course examines K-12 education finance from the standpoint of education reform policy. The tools of analysis include economics, public finance, law and political science. Topics include: revenue sources and fiscal federalism, standards-based reform and school finance, school funding formulas, adequacy lawsuits, the politics of school funding, school funding and markets. The course also features empirical evidence on the educational impact of education finance.

EDRE 6053. Measurement of Educational Outcomes. 3 Hours.

This course will train students to consider the various types of outcome and assessment measures used for education at the K-12 level throughout the United States; further, the students will engage in analyses of research that relies on these various outcome measures.

EDRE 6103. Quantitative Analytical Techniques for Education Policy. 3 Hours.

This course introduces students to the quantitative techniques required for the evaluation of education policies and interventions. The class will focus on the identification and estimation of causal effects, necessary assumptions, and how to deal with the failure of these assumptions. Major topics covered include randomized experiments, the ordinary least squares regression method, matching estimators, instrumental variable methods, regression discontinuity, difference in difference methods, and introduction to estimation strategies with panel data models.

EDRE 6113. Advanced Quantitative Analytical Techniques for Education Policy. 3 Hours.

This course introduces students to advanced estimation methods and empirical models often used in education policy empirical research, such as Maximum Likelihood to estimate discrete choice models, censored models and selection models, duration models, Generalized Method of Moments to estimate dynamic panel data models, and bootstrapping of standard errors and simulation-based inference. Prerequisite: EDRE 6103.

EDRE 6213. Program Evaluation and Research Design. 3 Hours.

This course provides students with training in the methods used to generate evidence-based answers to questions regarding the efficacy and impacts of education programs. The central questions that motivate most educational program evaluations are: (1) What is the problem? (2) What policies or programs are in place to address the problem? (3) What is their effect? (4) What works better? (5) What are the relative benefits and costs of alternatives?.

This course is cross-listed with ESRM 6613.

EDRE 6223. Research Seminar in Education Policy. 3 Hours.

This course provides students with the opportunity to learn about education policy research by interacting directly with the leading scholars and practitioners in the field. Students will also gain a foundation in the field of education policy research by reading and discussing some of the founding works of the field.

EDRE 636V. Special Problems. 1-6 Hour.

Independent reading and investigation in education policy under faculty supervision. Prerequisite: Approval of EDRE Graduate Director. May be repeated for up to 6 hours of degree credit.

EDRE 6413. Issues in Education Policy. 3 Hours.

This course examines how K-12 education policy is designed and implemented in the United States. Students will develop a working knowledge of policymaking frameworks to examine major education policies of current interest and debate key policy issues that arise at each level of government. In great measure, the goals of the course will be accomplished through the consideration of opposing stances on key educational policy debates and issues that are of current import.

This course is cross-listed with EDFD 5683.

EDRE 6423. Seminar in School Choice Policy. 3 Hours.

This course examines parental school choice - perhaps the most controversial education reform of our age. Students will be introduced to the full set of school choice policies, including charter schools and vouchers, and evaluate their benefits and drawbacks as educational interventions.

EDRE 6433. Seminar in Education Accountability Policy. 3 Hours.

This course examines K-12 school and district accountability under state and Federal law (e.g. NCLB), as well as teacher and student accountability (e.g. exit exams). Topics include the theory of incentives and politics of tradeoffs, measurement issues of policy implementation, and statistical evidence on policy effects on performance.

EDRE 6443. Seminar in Education Leadership Policy. 3 Hours.

This course will examine the individual and systemic prerequisites of effective leadership of schools and school systems, and effective leadership techniques. It will consider the differences between public and private sector leadership. It will also explore ways to identify effective and ineffective leaders, and design and evaluate systems to recruit and train the former and reassign the latter.

EDRE 6453. Seminar in Teacher Quality and Public Policy. 3 Hours.

Examines how our public system of education shapes the preparation and continued professional development of K-12 teachers, and how that system has been influenced by standards-based education reform as well as efforts to enhance the quality of teaching and learning in public schools. Uses education reform legislation in several states as case studies to illustrate the successes and pitfalls of attempts to reform teacher education and licensure through public policy.

EDRE 674V. Internship in Education Policy. 1-6 Hour.

Internship at a public or private entity involved in the making or implementation of education policy. Paper required on a significant aspect of the internship experience. Prerequisite: Approval of EDRE Graduate Director.

EDRE 699V. Special Topics. 1-3 Hour.

Topics vary depending on instructor. Prerequisite: Approval of EDRE Graduate Director. May be repeated for up to 9 hours of degree credit.

EDRE 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Educational Foundations (EDFD) Courses

EDFD 5303. Historical Foundations of Modern Education. 3 Hours.

Critical analysis and interpretation of the historical antecedents of contemporary education, focusing upon the American experience from the colonial period to the present.

EDFD 5353. Philosophy of Education. 3 Hours.

Introduction to the method and attitude essential to effective analysis and interpretation of issues and values within a society reflecting cultural, ethnic, gender, and global diversity. Prerequisite: Graduate standing.

EDFD 5373. Psychological Foundations of Teaching and Learning. 3 Hours.

Psychological principles and research applied to classroom learning and instruction. Social, emotional, and intellectual factors relevant to topics such as readiness, motivation, discipline, and evaluation in the classroom.

EDFD 5573. Life-Span Human Development. 3 Hours.

Basic principles of development throughout the human life-cycle. Physical, cognitive, social, emotional, and personality development.

EDFD 5673. Principles of Motivation. 3 Hours.

This course focuses on theories and concepts of human motivation. Students explore what motivates students to learn and examine strategies, techniques, and interventions that promote and sustain learner motivation.

EDFD 5683. Issues in Educational Policy. 3 Hours.

This course examines how K-12 education policy is designed and implemented in the United States. Students will develop a working knowledge of policymaking frameworks to examine major education policies of current interest and debate key policy issues that arise at each level of government. This course is cross-listed with EDRE 6413.

EDFD 5773. Advanced Topics in Educational Psychology. 3 Hours.

This course provides an opportunity for advanced study of socio-cognitive variables that play a crucial role in working in administration, teaching, and the evaluation of the success of students and academic programs. Prerequisite: ESRM 6403 and EDFD 5373.

Educational Leadership (EDLE) Courses

EDLE 5003. Schools and Society. 3 Hours.

Schools and Society is an introduction to the social, structural, political and historical forces that have created the American school system.

EDLE 5013. School Organization and Administration. 3 Hours.

Analysis of structure and organization of American public education; fundamental principles of school management and administration.

EDLE 5023. The School Principalship. 3 Hours.

Duties and responsibilities of the public school building administrator; examination and analysis of problems, issues, and current trends in the theory and practice of the principalship.

EDLE 5033. Psychology of Learning. 3 Hours.

This course prepares educational leaders to create and sustain a learning centered environment in school settings. Students will study learning theory across the lifespan and apply it to the practice of instructional leadership, curriculum design, and staff development.

EDLE 5043. Leadership Ethics. 3 Hours.

Leadership Ethics is an experiential based course grounded in ethical decision making theory that uses case study and practice to study school based ethical dilemmas.

EDLE 5053. School Law. 3 Hours.

Legal aspects of public and private schooling: federal and state legislative statutes and judicial decisions, with emphasis upon Arkansas public education.

EDLE 5063. Instructional Leadership, Planning, and Supervision. 3 Hours.

Instructional Leadership, Planning, and Supervision is designed to prepare practitioners to seize the role of educational leader at the school site level through the development of a vision that will be used to drive a data driven instructional school plan.

EDLE 5073. Research for Leaders. 3 Hours.

This course introduces research methodology that will support school leaders as consumers of educational research and supervisors of action research within their schools. Practical application of research for school leaders is emphasized.

EDLE 5083. Analytical Decision-Making. 3 Hours.

Analytical Decision Making is a performance based examination of the principles and practices related to the building administrator's role in the development, administration, and evaluation of curricular programs in public schools. This includes creating a school culture, fostering communication, aligning curriculum with state mandated standards, and staff development.

EDLE 5093. Effective Leadership for School Improvement. 3 Hours.

A performance based examination of strategic planning, group facilitation and decision-making, organizational behavior and development, professional ethics and standards, student services administration, and principles of effective leadership.

EDLE 574V. Internship. 1-6 Hour.

Supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. May be repeated for up to 3 hours of degree credit.

EDLE 599V. Seminar. 1-6 Hour.

Important foundational topics in educational leadership that are current and critical will be taught in this Master's-level seminar. Topics range from the psychology of learning and leading to how schools and society interact in the 21st century. May be repeated for up to 6 hours of degree credit.

EDLE 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

EDLE 6023. School Facilities Planning and Management. 3 Hours.

School facilities planning, management, cost analysis, operations, and maintenance of the school plant.

EDLE 6053. School-Community Relations. 3 Hours.

Community analysis, politics and education; power groups and influences; school issues and public responses; local policy development and implementation; effective communication and public relations strategies.

EDLE 605V. Independent Study. 1-6 Hour.

Independent study. May be repeated for up to 6 hours of degree credit.

EDLE 6093. School District Governance: The Superintendency. 3 Hours.

Analysis of the organizational and governance structures of American public education at national, state, and local levels.

EDLE 6103. School Finance. 3 Hours.

Principles, issues and problems of school funding formulae and fiscal allocations to school districts.

EDLE 6173. School Business Management. 3 Hours.

Fiscal and resource management in public schools: budgeting, insurance, purchasing, and accounting.

EDLE 6333. Advanced Legal Issues in Education. 3 Hours.

The examination and discussion of advanced legal issues affecting public school education. Prerequisite: Advanced graduate standing.

EDLE 6433. Legal Aspects of Special Education. 3 Hours.

A study of litigation and legislation in special education, federal and state laws and court cases, and due process hearings.

This course is cross-listed with SPED 6433.

EDLE 6503. Topics in Educational Research for School Administration. 3 Hours.

Application of educational research in the school setting by educational administrators. Emphasis placed on the use of state and local school or district data, data analysis, interpretation and reporting, hands-on experience with SPSS, and the formal process of writing a research report. Prerequisite: Advanced graduate standing.

EDLE 6513. Program Evaluation in Education. 3 Hours.

Program Evaluation in Education is designed to introduce students to concepts and methods of policy and program evaluation. Emphasis will be placed on preparing educational leadership students to conduct a program evaluation specialist project of dissertation.

EDLE 6523. Advanced Application of Educational Leadership. 3 Hours.

A review of seminal and current works on leadership as applied to the educational setting. Provides knowledge of classic and contemporary strategies for leadership.

EDLE 6533. Educational Policy. 3 Hours.

Examination of the research and theory related to the evolution of local, state, and federal governance and educational policy. Emphasis given to the consideration of procedures involving policy formulation, implementation, and analysis.

EDLE 6543. Introduction to Qualitative Research. 3 Hours.

This course offers an introduction to the qualitative approach to research in the Social Sciences. In particular, this course focuses on initial qualitative research designs that support planning, problem solving, and evaluation for educational leaders. Developing a conceptual framework, gaining an initial understanding of the methods of data collection and analysis, and establishing credibility in qualitative research are discussed. This course will be taught online using Blackboard and will require synchronous online class meetings that will require a webcam and microphone.

EDLE 6553. Advanced Qualitative Methods in Educational Research. 3 Hours.

This course has been designed to provide graduate students with a more in-depth understanding of qualitative research methods. Emphasis will be placed on preparing educational leadership students to design a qualitative or mixed-method dissertation study. Prerequisite: ESRM 6543 or HRWD 572V.

EDLE 6563. Advanced Data Collection for Program Evaluation. 3 Hours.

This course is designed to provide graduate students with an in-depth understanding of how to effectively collect data for a program evaluation. Emphasis will be placed on guiding educational leadership students through the data collection procedures they will use for their dissertation. Prerequisite: ESRM 6543 or EDLE 6553.

EDLE 6573. Advanced Empirical Analysis for Program Evaluation. 3 Hours.

This course is designed to provide graduate students with an in-depth understanding of how to effectively analyze data for a program evaluation. Emphasis will be placed on guiding educational leadership students through the data analysis procedures they will use for their dissertation. Prerequisite: EDLE 6563.

EDLE 674V. Internship. 1-6 Hour.

Internship. May be repeated for up to 6 hours of degree credit.

EDLE 680V. Educational Specialist Project. 1-6 Hour.

An original project, research project, or report required of all Ed.S. Degree candidates. Prerequisite: Admission to the Ed.S. program.

EDLE 699V. Seminar. 1-6 Hour.

Seminar. Prerequisite: Advanced graduate standing. May be repeated for up to 6 hours of degree credit.

EDLE 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Educational Statistics and Research Methods (ESRM) Courses

ESRM 5013. Research Methods in Education. 3 Hours.

General orientation course which considers the nature of research problems in education and the techniques used by investigators in solving those problems.

Prerequisite: Graduate standing.

ESRM 5393. Statistics in Education and Health Professions. 3 Hours.

Applied statistics course for Master's degree candidates. Includes concepts and operations for frequency distributions, graphing techniques, measures of central tendency and variation, sampling, hypothesis testing, and interpretation of statistical results.

ESRM 5653. Educational Assessment. 3 Hours.

Introduction to measurement issues and basic test theory. Focus on types and usage of assessment tools, data management, and analysis and interpretation of educational data. Practical training in the utilization and interpretation of academic achievement data in Arkansas.

ESRM 599V. Seminar. 1-6 Hour.

Seminar. May be repeated for up to 6 hours of degree credit.

ESRM 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

ESRM 605V. Independent Study. 1-6 Hour.

Independent study.

ESRM 6403. Educational Statistics and Data Processing. 3 Hours.

Theory and application of frequency distributions, graphical methods, central tendency, variability, simple regression and correlation indexes, chi-square, sampling, and parameter estimation, and hypothesis testing. Use of the computer for the organization, reduction, and analysis of data (required of doctoral candidates). Prerequisite: ESRM 5013 or equivalent.

ESRM 6413. Experimental Design in Education. 3 Hours.

Principles of experimental design as applied to educational situations. Special emphasis on analysis of variance techniques used in educational research. Prerequisite: ESRM 6403 or equivalent.

ESRM 6423. Multiple Regression Techniques for Education. 3 Hours.

Introduction to multiple regression procedures for analyzing data as applied in educational settings, including multicollinearity, dummy variables, analysis of covariance, curvi-linear regression, and path analysis. Prerequisite: ESRM 6403.

ESRM 6453. Applied Multivariate Statistics. 3 Hours.

Multivariate statistical procedures as applied to educational research settings including discriminant analysis, principal components analysis, factor analysis, canonical correlation, and cluster analysis. Emphasis on use of existing computer statistical packages. Prerequisite: ESRM 6413.

ESRM 6513. Hierarchical Linear Modeling. 3 Hours.

This course covers the theory and applications of hierarchical linear modeling (HLM) also known as multilevel modeling. Both the conceptual and methodological issues for analyses of nested (clustered) data in using HLM will be reviewed, including linear models, non-linear models, growth models, and some alternative designs. Prerequisite: ESRM 6413 and ESRM 6423.

ESRM 6523. Structural Equation Modeling. 3 Hours.

This course provides a detailed introduction to structural equation modeling (SEM) based on students' previous knowledge of multiple linear regression. Topics include path analysis, confirmatory factor analysis, full latent variable models, estimation techniques, data-model fit analysis, model comparison, and other topics, potentially equivalent models, specification searches, latent mean models, parameter invariance, multi-group models, and models of discrete data. Prerequisite: ESRM 6423.

ESRM 6533. Qualitative Research. 3 Hours.

Introduction of non-quantitative methods, including data collection through interviews, field observation, records research, internal and external validity problems in qualitative research. Prerequisite: ESRM 6403.

ESRM 6543. Advanced Qualitative Research. 3 Hours.

Preparation for the conduct of qualitative research, structuring, literature reviews, data collection and analysis, and reporting results. Prerequisite: ESRM 6533. May be repeated for up to 6 hours of degree credit.

ESRM 6553. Advanced Multivariate Statistics (Even years, Sp). 3 Hours.

Builds on the foundation provided in Multivariate and introduces techniques that extend methodological elements of canonical, discriminant, factor analytic, and longitudinal analyses, providing the mathematical and theoretical foundations necessary for these designs. Prerequisite: ESRM 6453.

ESRM 6613. Evaluation of Policies, Programs, and Projects. 3 Hours.

Introduction to evaluation in social science research, including why and how evaluations of programs, projects, and policies are conducted; includes analysis of actual evaluations in a variety of disciplines. Prerequisite: ESRM 6403. This course is cross-listed with EDRE 6213.

ESRM 6623. Techniques of Research in Education. 3 Hours.

Use of scientific method in attacking educational problems. Emphasis placed on the planning and design of research studies, collection of reliable and valid data, sampling methods, and analysis and interpretation of data. Prerequisite: ESRM 6403.

ESRM 6633. Survey Research Methods. 3 Hours.

The course addresses all phases of conducting a survey research study, including conceptualization, sample selection, instrument development, and analysis and reporting of findings. Prerequisite: ESRM 6403.

ESRM 6653. Measurement and Evaluation. 3 Hours.

Fundamentals of measurement: scales, scores, norms, reliability, validity. Test and scale construction and item analysis. Standardized measures and program evaluation models in decision making. Prerequisite: ESRM 6403.

ESRM 668V. Practicum in Research. 1-6 Hour.

Practical experience in educational research on campus, in school systems, or in other agencies in educational program development.

ESRM 6753. Item Response Theory. 3 Hours.

Topics of measurement in the psychometric field focusing on item response theory; item level and test level analyses including differential item functioning, test dimensionality, computer adaptive testing, equating, and general evaluation and usage of measurement instruments. Prerequisite: ESRM 6653.

ESRM 699V. Seminar. 1-6 Hour.

Seminar. Prerequisite: Advanced graduate standing. May be repeated for up to 6 hours of degree credit.

ESRM 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Educational Technology (ETEC) Courses

ETEC 5203. Foundations of Educational Technology. 3 Hours.

Provides learners with a comprehensive survey of the major trends, issues, people, processes, and products that have significantly affected the evolution of the field of educational technology.

ETEC 5213. Educational Media. 3 Hours.

Instruction in selecting, utilizing and evaluating instructional materials and equipment. Prerequisite: Graduate standing.

ETEC 5243. Instructional Design Theory & Models. 3 Hours.

A study of the instructional development process as it pertains to the design and production of instructional materials which use modern technologies. Goal analysis, objectives, evaluation, instructional strategy development, production of an educational product, and revision of the instructional materials are considered. Prerequisite: Graduate standing.

ETEC 5253. Information Technologies. 3 Hours.

Students perform intensive examinations of the role of new technologies and their implications for instructional practice. Emphasis is on identification and evaluation of new technologies in instructional environments. Establishing and maintaining learning environments, exploring selected theories and concepts, assessing potential uses of IT, and utilization of new technologies will occur.

ETEC 5263. Grant Writing in Instructional Technology. 3 Hours.

Students will have an opportunity to find grant funding sources, write a grant, and submit an actual grant proposal to an agency for consideration. Will survey research in instructional media over the past 60 years and learn specific criteria for reading and evaluating research reports and articles. Will investigate current issues and topics related to research and grant writing in instructional media.

ETEC 5273. Advanced Design of Educational Media. 3 Hours.

Instruction in the planning and local production of instructional materials. Prerequisite: ETEC 5213.

ETEC 5283. Field Experiences in Educational Technology. 3 Hours.

Field experience in educational technology settings. Prerequisite: Graduate standing and 6 hours of graduate work in educational technology.

ETEC 5303. Learning with Computers in K-12 Classrooms. 3 Hours.

Students learn how technology can be used to support K-12 classroom environments. Various learning theories and technologies will be explored and projects will be developed that utilize technologies and current learning theories in K-12 settings. Emphasis is on identification, evaluation, and the effective use of technologies to support classroom environments. Prerequisite: Graduate standing.

ETEC 5313. Principles in Visual Literacy. 3 Hours.

Students gain understanding of visual literacy research and learn to create graphics that support learning. Literature in the area of visual literacy and learning theories as well as tools that facilitate effective visual literacy will be used to create visuals that are clear, communicate well, and help enhance learner performance.

ETEC 5373. Web Design. 3 Hours.

Students design, create, and analyze Web sites by applying processes, standards and techniques used to identify target audience; ensure compliance with copyright and disability laws, measure effectiveness, and coordinate Web design. Topics include copyright and fair use, user and task analysis, usability, accessibility, testing, search engine optimization, and web analytics. Prerequisite: ETEC 5213 or equivalent experience. May be repeated for up to 3 hours of degree credit.

ETEC 5743. Internship. 3 Hours.

A supervised field placement in educational technology that provides experience consistent with the student's professional goals and training emphasis. Internship experiences are planned and directed under the guidance of a faculty member. On-campus and on-site supervision is required. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

ETEC 5981. Eportfolio Production. 1 Hour.

This is a capstone course that is typically taken in the last semester of coursework and designed to: 1) review key constructs presented within the Educational Technology curriculum; 2) provide ETEC students the opportunity for reflection relative to his/her learning of the key concepts; and 3) utilize technology to assemble student-created artifacts that demonstrate mastery of the key concepts.

ETEC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

ETEC 6053. Special Problems in Educational Technology. 3 Hours.

Individually designed and conducted studies of educational technology under the guidance of a faculty member. Negotiated learning contract with supervising faculty required before enrollment. On-campus supervision required. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

ETEC 6223. Strategic Planning and IDT Programs. 3 Hours.

The course offers readings and experiences intended to develop strategic planning knowledge, values, attitudes, and skills in future instructional design and technology leaders. Topics covered include strategic planning and leadership.

ETEC 6243. Advanced Instructional Design. 3 Hours.

This course explores advanced topics in instructional design to facilitate understanding of grounded models, advanced theories, and research. This course focuses on: 1) design and development of contextualized technology-supported learning environments; 2) analysis and application of advanced theoretical foundations of design; and 3) examination and critique of instructional design research. Prerequisite: ETEC 5243 or equivalent.

ETEC 6253. Distance Learning. 3 Hours.

An intensive examination of the role of telecommunications and distance education technologies and their implications for educational practices. Emphasis is on techniques of development, utilization and evaluation of telecommunication and distance education technologies in classroom environments.

ETEC 6393. Issues and Trends in Instructional Design and Technology. 3 Hours.

Critical challenges posed as a result of the increasing infusion of technology into the school and training environments are explored. The course prepares students to make and defend policy decisions and become conversant with current trends and issues in the field.

Electrical Engineering (ELEG) Courses

ELEG 4213. MEMS and Microsensors. 3 Hours.

The aim of this course is to teach the theory and developments in MEMS, microsensors, NEMS and smart devices and to train the students for the fabrication using microfabrication tools in the clean room. The students will design, fabricate and characterize a MEMS/Microsensor device during the lab hours at the HiDEC clean room. Prerequisite: Engineering student.

ELEG 4243. Analog Integrated Circuits. 3 Hours.

Theory and design techniques for linear and analog integrated circuits. Current mirrors, voltage to base emitter matching, active loads, compensation, level shifting, amplifier design techniques, circuit simulation using computer-assisted design programs. Prerequisite: ELEG 3224.

ELEG 4253. Nanotechnology in Engineering & Medicine. 3 Hours.

The objective of this course is to present a concise and concurrent introduction to Nanotechnology and its applications in engineering and medicine, particularly for nanoelectronics, nanosensors and nanocomputing. This course presents basic aspects of the nanotechnology, its fabrication and imaging technologies and integration of biomolecules with electronic systems for the design of devices in nanoelectronics, nanobioelectronics and Nanomedicine. Prerequisite: Senior standing or instructor consent. May be repeated for up to 6 hours of degree credit.

ELEG 4283. Mixed Signal Test Engineering I. 3 Hours.

Overview of mixed signal testing, the test specification process, DC and parametric measurements, measurement accuracy, tester hardware, sampling theory, DSP-based testing, analog channel testing, digital channel testing. Prerequisite: Senior or graduate standing.

ELEG 4303. Introduction to Nanomaterials and Devices. 3 Hours.

This course provides the students with an introduction to nanomaterials and devices. The students will be introduced to the quantization of energy levels in nanomaterials, growth of nanomaterials, electrical and optical properties, and devices based on these nanomaterials, such as tunneling resonant diodes, transistors, detector, and emitters. Graduate students will be given additional or different assignments. Graduate students will be expected to explore and demonstrate an understanding of the material with a greater level of depth and breadth than the undergraduates. Each group of students will have different expectations and grading systems. The instructor will prepare and distribute two distinct syllabi. Corequisite: ELEG 4203. Prerequisite: ELEG 3214 and PHYS 2074. May be repeated for up to 6 hours of degree credit.

ELEG 4463L. Control Systems Laboratory. 3 Hours.

Experimental study of various control systems and components. The use of programmable logic controllers in the measurement of systems parameters, ladder-logic applications, process-control applications, and electromechanical systems. Prerequisite: ELEG 3924 and ELEG 3124.

ELEG 4603. Deterministic Digital Signal Processing System Design. 3 Hours.

Design of Digital Signal Processing systems with deterministic inputs. Sampling, quantizing, oversampling, ADC trade-offs, distortion, equalizers, anti-aliasing, coherency, frequency domain design, audio and video compression. Prerequisite: ELEG 3124.

ELEG 4623. Communication Systems. 3 Hours.

Various modulation systems used in communications. AM and FM fundamentals, pulse modulation, signal to noise ratio, threshold in FM, the phase locked loop, matched filter detection, probability of error in PSK, FKS, and DPSK. The effects of quantization and thermal noise in digital systems. Information theory and coding. Pre- or Corequisite: ELEG 3143.

ELEG 487V. Special Topics in Electrical Engineering. 1-3 Hour.

Consideration of current electrical engineering topics not covered in other courses. Prerequisite: Senior standing. May be repeated for up to 6 hours of degree credit.

ELEG 4963. CPLD/FPGA Based System Design. 3 Hours.

Field Programmable logic devices (FPGAs/CPLDs) have become extremely popular as basic building blocks for digital systems. They offer a general architecture that users can customize by inducing permanent or reversible physical changes. This course will deal with the implementation of logic options using these devices. Corequisite: Lab component. Prerequisite: ELEG 4914. This course is cross-listed with CSCE 4353.

ELEG 4983. Computer Architecture. 3 Hours.

Design of a single board computer including basic computer organization, memory subsystem design, peripheral interfacing, DMA control, interrupt control, and bus organization. Prerequisite: ELEG 3924. This course is cross-listed with CSCE 4213.

ELEG 5173L. Digital Signal Processing Laboratory. 3 Hours.

Use of DSP integrated circuits. Lectures, demonstrations, and projects. DSP IC architectures and instruction sets. Assembly language programming. Development tools. Implementation of elementary DSP operations, difference equations, transforms and filters. Prerequisite: ELEG 3124.

ELEG 5193L. Advanced DSP Processors Laboratory. 3 Hours.

Familiarization with, and use of, advanced DSP processors. Parallel processor configurations, timing consideration, specialized programming techniques, and complex pipelines. Prerequisite: ELEG 5173L.

ELEG 5203. Semiconductor Devices. 3 Hours.

Crystal properties and growth of semiconductors, energy bands and charge carriers in semiconductors, excess carriers in semiconductors, analysis and design of p/n junctions, analysis and design of bipolar junction transistors, and analysis and design of field-effect transistors. Students may not receive credit for both ELEG 4203 and ELEG 5203. Prerequisite: Graduate standing.

ELEG 5213. Integrated Circuit Fabrication Technology. 3 Hours.

Theory and techniques of integrated circuit fabrication technology; crystal growth, chemical vapor deposition, impurity diffusion, oxidation, ion implantation, photolithography and medullization. Design and analysis of device fabrication using SUPREM and SEDAN. In-process analysis techniques. Student review papers and presentations on state of the art fabrication and device technology. Prerequisite: ELEG 4203.

ELEG 5223. Design and Fabrication of Solar Cells. 3 Hours.

Solar insolation and its spectral distribution/p-n junction solar cells in dark and under illumination; solar cell parameters efficiency limits and losses; standard cell technology; energy accounting; design of silicon solar cells using simulation; fabrication of designed devices in the lab and their measurements. Students cannot receive credit for both ELEG 4223 and ELEG 5223. Prerequisite: ELEG 4203 or ELEG 5203.

ELEG 5243L. Microelectronic Fabrication Techniques and Procedures. 3 Hours.

The Thin-Film Fabrication course is designed to prepare students to use the thin-film equipment and processes available at the Engineering Research Center's thin-film cleanroom. The process modules to be trained on include lithography, metal deposition and etching, oxide deposition, growth and etching, reactive dry etching, tantalum anodization, photodefinable spin-on dielectric and electroplating. The related metrology modules include microscope inspection, spectrophotometric measurement of oxide, profilometry and four-point probe measurements. Prerequisite: ELEG 5273.

ELEG 5253L. Integrated Circuit Design Laboratory I. 3 Hours.

Design and layout of large scale digital integrated circuits. Students design, check, and simulate digital integrated circuits which will be fabricated and tested in I.C. Design Laboratory II. Topics include computer-aided design, more in-depth coverage of topics from ELEG 4233, and design of very large scale chips. Prerequisite: ELEG 4233.

This course is cross-listed with CSCE 5253L.

ELEG 5263L. Integrated Circuit Design Laboratory II. 3 Hours.

Students test the I.C. chips they designed in I.C. Design Laboratory I and propose design corrections where needed. Topics include gate arrays, bipolar design, I2L, memory design, and microprocessor design. Prerequisite: ELEG 5253L. This course is cross-listed with CSCE 5363L.

ELEG 5273. Electronic Packaging. 3 Hours.

An introductory treatment of electronic packaging, from single chip to multichip, including materials, substrates, electrical design, thermal design, mechanical design, package modeling and simulation, and processing considerations. Credit cannot be earned for both MEEG 5273 and ELEG 5273. Prerequisite: Graduate standing. This course is cross-listed with MEEG 5273.

ELEG 5283. Mixed Signal Test Engineering II. 3 Hours.

Focus calibrations, DAC testing, ADC testing, DIB design, Design for Test, Data Analysis, and Test Economics. Prerequisite: ELEG 4283.

ELEG 5293L. Integrated Circuits Fabrication Laboratory. 3 Hours.

Experimental studies of silicon oxidation, solid-state diffusion, photolithographical materials and techniques, bonding and encapsulation. Fabrication and testing of PN diodes, NPN transistors and MOS transistors. Prerequisite: ELEG 5213.

ELEG 5313. Power Semiconductor Devices. 3 Hours.

Carrier transport physics; breakdown phenomenon in semiconductor devices; power bipolar transistors, thyristors, power junction field-effect transistors, power field-controlled diodes, power metal-oxide-semiconductor field-effect transistors, and power MOS-bipolar devices. Prerequisite: ELEG 4203 or graduate standing.

ELEG 5323. Semiconductor Nanostructures I. 3 Hours.

This course is focused on the basic theoretical and experimental analyses of low dimensional systems encountered in semiconductor heterojunctions and nanostructures with the emphasis on device applications and innovations. Prerequisite: ELEG 4203 or instructor permission.

ELEG 5333. Semiconductor Nanostructures II. 3 Hours.

This course is a continuation of ELEG 5323 Semiconductors Nanostructures I. It is focused on the transport properties, growth, electrical and optical properties of semiconductor nanostructures, and optoelectronic devices. Prerequisite: ELEG 5323 or instructor permission.

ELEG 5343. Organic Electronics Technology. 3 Hours.

Students become familiar with recent developments in and process technology for organic material based devices and sensors in the classroom, but also gain hands on experience with fabrication processes using micro-fabrication tools in the lab.

ELEG 5353. Semiconductor Optoelectronic Devices. 3 Hours.

This course will provide graduate students a detailed background in semiconductor optoelectronic devices such as light emitting diodes and lasers, photodetectors, solar cells, modulators. The applications of these devices will also be discussed. Prerequisite: ELEG 4203 or ELEG 5203.

ELEG 5363. Semiconductor Material and Device Characterization. 3 Hours.

This course provides an overview of semiconductor characterization techniques in industry: Electrical measurements, Optical measurements, Electron and ion beam measurements, X-ray and probe measurements. Prerequisite: ELEG 4203 or ELEG 5203 and instructor consent.

ELEG 5383. Introduction of Integrated Photonics. 3 Hours.

This course is designed to provide junior and senior graduate students detailed knowledge of integrated photonics by using silicon photonics as an example. The course covers a cycle of design, fabrication, and testing of photonic devices by using analytic and numerical methods. The course will focus on designing an interferometer, which is widely used in communication and sensing applications. Students will be exposed to use the state-of-art design simulation tool, Lumerical, to design the photonic circuits and to evaluate the performances. In the course project, students will extend the design rules to design a set of components to be used for integrated microwave photonics based on Ge on Si, SiGeSn, or Si₃N₄ on sapphire platform. Prerequisite: ELEG 4203 and ELEG 5353.

ELEG 5403. Control Systems. 3 Hours.

Mathematical modeling of dynamic systems, stability analysis, control systems architectures and sensor technologies. Time-domain and frequency-domain design of feedback control systems: lead, lag, PID compensators. Special topics on microprocessor implementation. Credit not given for both ELEG 4403 and ELEG 5403. Prerequisite: Graduate standing or ELEG 3124.

ELEG 5413. Modern Control Systems. 3 Hours.

A second course in linear control systems. Emphasis on multiple-input and multiple-output systems: State-space analysis, similarity transformations, eigenvalue and eigenvector decomposition, stability in the sense of Lyapunov, controllability and observability, pole placement, quadratic optimization. Credit not given for both ELEG 4413 and ELEG 5413. Prerequisite: ELEG 5403 or equivalent.

ELEG 5423. Optimal Control Systems. 3 Hours.

Basic concepts, conditions for optimality, the minimum principle, the Hamilton Jacobi equation, structure and properties of optimal systems. Prerequisite: ELEG 4403 or graduate standing.

ELEG 5433. Digital Control Systems. 3 Hours.

Signal processing in continuous-discrete systems. System modeling using the z-transform and state-variable techniques. Analysis and design of digital control systems. Digital redesign for continuous control. Prerequisite: ELEG 4403 or graduate standing.

ELEG 5443. Nonlinear Systems Analysis and Control. 3 Hours.

Second-order nonlinear systems. Nonlinear differential equations. Approximate analysis methods. Lyapunov and input-output stability. Design of controllers, observers, and estimators for nonlinear systems. Prerequisite: ELEG 4403 or graduate standing.

ELEG 5453. Adaptive Filtering and Control. 3 Hours.

Models for deterministic systems. Parameter estimation. Adaptive control. Stochastic models. Stochastic state and parameter estimation. Adaptive control of stochastic systems. Prerequisite: ELEG 4403 or graduate standing.

ELEG 5463. Biomedical Control Systems. 3 Hours.

Study of control systems analysis and design as applied to human physiological systems: Modeling and dynamics of biological processes, biomedical sensors, time and frequency domain analysis, identification of physiological systems. Overview of medical device regulations. Prerequisite: ELEG 4403 or graduate standing.

ELEG 5473. Power System Operation and Control. 3 Hours.

Study of the control and operation of electric power systems: Modeling, dynamics, and stability of three-phase power systems. Design and implementation of control systems related to generation and transmission. Overview of the related industry and government regulations for power system protection and reliability. Prerequisite: ELEG 4403 or graduate standing.

ELEG 5503. Design of Advanced Power Distribution Systems. 3 Hours.

ELEG 5503 Design of Advanced Power Distribution Systems. 3 credit hours. Design considerations of electric power distribution systems, including distribution transformer usage, distribution system protection implementation, primary and secondary networks design, applications of advanced equipment based on power electronics, and use of capacitors and voltage regulation. Students may not receive graduate credit for both ELEG 4503 and ELEG 5503. Prerequisite: ELEG 3304 or graduate standing.

ELEG 5513. Power Systems Analysis. 3 Hours.

Modeling and analysis of electric power systems: Energy sources and conversion; load flow analysis; reference frame transformations; symmetrical and unsymmetrical fault conditions; load forecasting and economic dispatch. Credit not given for both ELEG 4513 and ELEG 5513. Prerequisite: Graduate standing.

ELEG 5523. Electric Power Quality. 3 Hours.

The theory and analysis of electric power quality for commercial, industrial and residential power systems. Specific topics include harmonics, voltage sags, wiring and grounding, instrumentation, distributed generation and power electronic systems, and site surveys. Case studies complement the theoretical concepts. Prerequisite: ELEG 3304 or graduate standing.

ELEG 5533. Power Electronics and Motor Drives. 3 Hours.

Fundamentals of power electronics, diode bridge rectifiers, inverters, general concepts on motor drives, induction motor drives, synchronous motor drives, and dc motor drives. Students may not receive credit for both ELEG 4533 and 5533.

Prerequisite: Graduate standing or ELEG 3224 and ELEG 3304.

ELEG 5543. Introduction to Power Electronics. 3 Hours.

Presents basics of emerging areas in power electronics and a broad range of topics such as power switching devices, electric power conversion techniques and analysis, as well as their applications. Students may not receive credit for both ELEG 5543 and 4543. Prerequisite: ELEG 2114 and ELEG 3214, or graduate standing.

ELEG 5553. Switch Mode Power Conversion. 3 Hours.

Basic switching converter topologies, control scheme of switching converters, simulation of switching converters, resonant converters, isolated converters, dynamic analysis of switching converters. Students will not receive graduate credit for both ELEG 4553 and ELEG 5553. Prerequisite: Graduate standing.

ELEG 5613. Introduction to Telecommunications. 3 Hours.

Overview of public and private telecommunication systems; traffic engineering; communications systems basics, information technology, electromagnetics, and data transmission. Prerequisite: ELEG Graduate Standing or ELEG 3124.

This course is cross-listed with CSCE 5613.

ELEG 5623. Information Theory. 3 Hours.

Continuous and discrete source and channel models, measure of information, channel capacity, noisy-channel coding theorem, coding and decoding techniques.

Prerequisite: ELEG 3143 or ELEG 4623 or graduate standing.

ELEG 5633. Detection and Estimation. 3 Hours.

Binary and multiple decisions for single and multiple observations; sequential, composite, and non-parametric decision theory; estimation theory; sequential, non-linear, and state estimation; optimum receiver principles. Prerequisite: Graduate standing.

ELEG 5653. Artificial Neural Networks. 3 Hours.

Fundamentals of artificial neural networks, both theory and practice. Teaches basic concepts of both supervised and unsupervised learning, and how they are implemented using artificial neural networks. Topics include the perceptron, back propagation, the competitive Hamming net, self-organizing feature maps, topological considerations, requirements for effective generalization, subpattern analysis, etc. Prerequisite: MATH 2584.

ELEG 5663. Communication Theory. 3 Hours.

Principles of communications. Channels and digital modulation. Optimum receivers and algorithms in the AWGN and fading channels. Coherent, non-coherent detectors and matched filters. Bounds on the performance of communications, and comparison of communications systems. Background in stochastic processes and probabilities, communication systems is desirable. Prerequisite: Graduate standing. May be repeated for degree credit.

ELEG 5693. Wireless Communications. 3 Hours.

Comprehensive course in fast developing field of wireless mobile/cellular personal telecommunications. Topics include cellular system structures, mobile radio propagation channels, etc. Prerequisite: Graduate standing.

ELEG 5703. RF & Microwave Design. 3 Hours.

An introduction to microwave design principles. Transmission lines, passive devices, networks, impedance matching, filters, dividers, and hybrids will be discussed in detail. Active microwave devices will also be introduced. In addition, the applications of this technology as it relates to radar and communications systems will be reviewed. Selected topics for device fabrication and measurements will be covered. Cannot get credit if student has taken ELEG 4703. Prerequisite: ELEG 3704.

ELEG 5723. Advanced Microwave Design. 3 Hours.

This course is an advanced course in microwave design building on the introduction to microwave design course. A detailed discussion of active devices, biasing networks, mixers, detectors, Microwave Monolithic Integrated Circuits (MMIC), and wideband matching networks will be provided. In addition, a number of advanced circuits will be analyzed. Prerequisite: ELEG 3704 and ELEG 4703 or ELEG 5703.

ELEG 5763. Advanced Electromagnetic Scattering & Transmission. 3 Hours.

Reflection and transmission of electromagnetic waves from a flat interface, the Poynting theorem, the complex and average power, the rectangular wave guides, TE and TM modes, radiation from antennas in free space and introduction to computational electromagnetics. Prerequisite: ELEG 3704.

ELEG 5773. Electronic Response of Biological Tissues. 3 Hours.

Understand the electric and magnetic response of biological tissues with particular reference to neural and cardiovascular systems. Passive and active forms of electric signals in cell communication. We will develop the central electrical mechanisms from the membrane channel to the organ, building on those that are common to many electrically active cells in the body. Analysis of Nernst equation, Goldman equation, linear cable theory, and Hodgkin-Huxley Model of action potential generation and propagation. High frequency response of tissues to microwave excitation, dielectric models for tissue behavior, Debye, Cole-Cole models. Role of bound and free water on tissue properties. Magnetic response of tissues. Experimental methods to measure tissue response. Applications to Electrocardiography & Electroencephalography, Microwave Medical Imaging, RF Ablation will be discussed. Students may not receive credit for both ELEG 4773 and ELEG 5773. Prerequisite: MATH 2584, ELEG 3704 or PHYS 3414, BIOL 2533 or equivalent.

ELEG 5783. Introduction to Antennas. 3 Hours.

Basic antenna types: small dipoles, half wave dipoles, image theory, monopoles, small loop antennas. Antenna arrays: array factor, uniformly excited equally spaced arrays, pattern multiplication principles, nonuniformly excited arrays, phased arrays. Use of MATLAB programming and mathematical techniques for antenna analysis and design. Emphasis will be on using simulation to visualize variety of antenna radiation patterns. Students cannot get credit for ELEG 5783 if they have taken ELEG 4783. Prerequisite: ELEG 3704.

ELEG 5801. Written and Oral Communication. 1 Hour.

This course is designed to improve the oral presentations and technical writing of graduate students. Emphasis is placed on writing journal articles, theses and dissertations, and on giving oral presentations at conferences and job interviews. Each student delivers a 20 minute PowerPoint presentation to other students in the class. Prerequisite: Readiness to begin writing thesis.

ELEG 587V. Special Topics in Electrical Engineering. 1-3 Hour.

Consideration of current electrical engineering topics not covered in other courses. Prerequisite: Graduate standing. May be repeated for up to 3 hours of degree credit.

ELEG 588V. Special Problems. 1-6 Hour.

Opportunity for individual study of advanced subjects related to a graduate electrical engineering program to suit individual requirements. May be repeated for up to 6 hours of degree credit.

ELEG 5903. Engineering Technical Writing. 3 Hours.

In this course, advanced graduate students (PhD candidates and selected MS students) will be trained in rephrasing and preparing technical papers, including scientific reports. Illustrations step by step will be explained. Each student is required to prepare technical papers based on their own research results and will be guided from selecting a title to a finished product. The emphasis will be placed on the structures of the articles including figures and table preparation, abstract writing, citations and references, and acknowledgments. The students will also be trained to prepare letters to the journals' editors and how to respond to reviewers' comments. Prerequisite: Graduate standing.

ELEG 5914. Advanced Digital Design. 4 Hours.

To master advanced logic design concepts, including the design and testing of synchronous and asynchronous combinational and sequential circuits using state of the art CAD tools. Students may not receive credit for both ELEG 5914 and ELEG 4914 or CSCE 4914. Corequisite: Lab component. Prerequisite: ELEG 2904 or CSCE 2114.

ELEG 5923. Introduction to Integrated Circuit Design. 3 Hours.

Design and layout of large scale digital integrated circuits using CMOS technology. Topics include MOS devices and basic circuits, integrated circuit layout and fabrication, dynamic logic, circuit design, and layout strategies for large scale CMOS circuits. Students may not receive credit for both ELEG 4233 and ELEG 5923. Prerequisite: ELEG 3214 or ELEG 3933 and MATH 2584. This course is cross-listed with ELEG 4233.

ELEG 5993. Mixed-signal Modeling and Simulation. 3 Hours.

Study of basic analog, digital & mixed signal simulation solution methods. Modeling with hardware description languages. Use of state-of-the-art simulators and HDLs. Students may not receive credit for both ELEG 4293 and ELEG 5993. Prerequisite: ELEG 3224 or graduate standing.

ELEG 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

ELEG 6801. Graduate Seminar. 1 Hour.

Papers presented by candidates for the Doctor of Philosophy degree in electrical engineering on current research or design problems in the field of electrical engineering.

ELEG 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

English (ENGL)

Courses

ENGL 5003. Composition Pedagogy. 3 Hours.

Introduction to teaching college composition. Designed for graduate assistants at the University of Arkansas.

ENGL 5013. Creative Writing Workshop. 3 Hours.

Creative writing workshop.

ENGL 5023. Writing Workshop: Fiction. 3 Hours.

Fiction writing workshop. Prerequisite: Creative Writing MFA students only.

ENGL 5033. Writing Workshop: Poetry. 3 Hours.

Poetry writing workshop. Prerequisite: Creative Writing MFA students only.

ENGL 5043. Translation Workshop. 3 Hours.

Problems of translation and the role of the translator as both scholar and creative writer; involves primarily the discussion in workshop of the translations of poetry, drama, and fiction done by the students, some emphasis upon comparative studies of existing translations of well-known works. Primary material will vary. Prerequisite: Reading knowledge of a foreign language and Creative Writing MFA students only. May be repeated for up to 15 hours of degree credit. This course is cross-listed with WLLC 504V.

ENGL 5063. English Language and Composition for Teachers. 3 Hours.

Subject matter and methods of approach for the teaching of composition in high school.

ENGL 507V. Creative Non-Fiction Workshop. 1-3 Hour.

The theory and practice of the "New Journalism" with a study of its antecedents and special attention to the use of "fictional" techniques and narrator point of view to make more vivid the account of real people and real events.

ENGL 5083. Professing Literature. 3 Hours.

An introduction to the profession of English studies and the teaching of English at the college level.

ENGL 510V. Readings in English and American Literature. 1-6 Hour.

Open to Honors candidates and graduate students. Prerequisite: Departmental approval and instructor approval required. May be repeated for degree credit.

ENGL 5173. Advanced Studies in Medieval Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5183. The Structure of Present English. 3 Hours.

Structural analysis of the language.

ENGL 5193. Graduate Internship in English. 3 Hours.

Internship changes depending on availability and student interest. Departmental consent required.

ENGL 5203. Introduction to Graduate Studies. 3 Hours.

Develop knowledge and strategies for successfully negotiating graduate work and the profession. Topics covered include, but are not limited to, scholarly habits and practices, writing and publishing skills, scholarly associations, journals, conferences, university structures, and career paths. Emphasis on the development of individual academic and professional goals.

ENGL 5213. Portfolio Workshop. 3 Hours.

Workshop designed for students in the M.A. Program in English who are using the Portfolio Option to complete the program. Instructor consent required.

ENGL 5223. Advanced Studies in Renaissance Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5233. Craft of Translation: I. 3 Hours.

An examination of the principal challenges that confront translators of literature, including the recreation of style, dialect, ambiguities, and formal poetry; vertical translation; translation where multiple manuscripts exist; and the question of how literal a translation should be.

ENGL 5243. Special Topics. 3 Hours.

Designed to cover subject matter not offered in other courses. May be repeated for degree credit.

ENGL 5263. Craft of Fiction: I. 3 Hours.

Such aspects of the genre as scene, transition, character, and conflict. Discussion is limited to the novel.

ENGL 5273. Craft of Poetry: I. 3 Hours.

An examination of perception, diction, form, irony, resolution, and the critical theories of the major writers on poetry, such as Dryden, Coleridge, and Arnold.

ENGL 5283. Craft of Fiction: II. 3 Hours.

Second part of the study of the techniques of fiction. Discussion is limited to the short story. Prerequisite: ENGL 5263.

ENGL 5293. Craft of Poetry: II. 3 Hours.

Second part of the study of the techniques of poetry; independent study of a poet or a problem in writing or criticism of poetry.

ENGL 5303. Advanced Studies in Restoration and Eighteenth-Century British Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5313. Introduction to Literary Theory. 3 Hours.

An advanced introductory survey of a number of theoretical approaches to literature.

ENGL 5403. Advanced Studies in Nineteenth-Century British Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5413. Advanced Studies in Modern and Contemporary British Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5463. Descriptive Linguistics. 3 Hours.

A scientific study of language with primary emphasis on modern linguistic theory and analysis. Topics include phonology, morphology, syntax, semantics, language acquisition, and historical development of world languages.

This course is cross-listed with WLLC 5463, ANTH 5473.

ENGL 5513. Document Design for Technical Writers. 3 Hours.

Focuses on the role of document design in technical and professional writing. Covers industry standard software and theories of rhetorically-centered document design. Special emphasis on creating print-ready technical documents such as manuals, catalogs, and infographics.

ENGL 5523. Technical Writing for Online Audiences. 3 Hours.

Investigates the medium-specific challenges of preparing technical documents for online audiences. Covers user-centered theory, strategies, and skills for online writing, HTML, CSS, and web standards. Specific focus on creating organizational websites with editorial workflows geared towards technical writers.

ENGL 5533. Technical Writing Praxis. 3 Hours.

Focuses on the process of applying theory to situated practice in technical writing. The first portion of the course will lay out the fundamentals of technical writing theory, with the second half situating that theory within genre-specific practice. Second-half topics will vary by instructor interest and expertise. May be repeated for up to 6 hours of degree credit.

ENGL 5543. Advanced Studies in U.S. Latino/Latina Literature and Culture. 3 Hours.

The study of works of U.S. Latino/a literature and literary criticism, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. May be repeated for up to 12 hours of degree credit.

ENGL 5563. Advanced Studies in Native American Literature and Culture. 3 Hours.

The study of works of Native American literature, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. May be repeated for up to 12 hours of degree credit.

ENGL 5583. Advanced Studies in Arab American Literature and Culture. 3 Hours.

The study of works of Arab American literature and criticism, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. Research paper required. No knowledge of Arabic necessary. May be repeated for up to 12 hours of degree credit.

ENGL 5593. Advanced Studies in Gender, Sexuality, and Literature. 3 Hours.

The study of gender or sexuality and literature, with attention to specific theories, themes, genres, authors, historical moments, literary movements, or other organizing principles. Content varies. May be repeated for up to 12 hours of degree credit.

ENGL 5603. World Literature and Culture in English. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5623. The Bible as Literature. 3 Hours.

The several translations of the Bible; its qualities as great literature; its influence upon literature in English; types of literary forms. This course is cross-listed with WLIT 5623.

ENGL 5633. English Drama from Its Beginning to 1642. 3 Hours.

Early forms, Tudor drama, Shakespeare's contemporaries, and Stuart drama to the closing of the theatres.

ENGL 5653. Shakespeare: Plays and Poems. 3 Hours.

An introduction to a broad selection of Shakespeare's work.

ENGL 569V. Seminar in Film Studies. 1-3 Hour.

Research, discussion; papers on a variety of film genres and areas including the new American film, the science-fiction film, directors, film comedy, the experimental film, criticism, the film musical. May be repeated for up to 6 hours of degree credit. This course is cross-listed with COMM 569V.

ENGL 5703. Advanced Studies in American Literature and Culture Before 1900. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5723. Advanced Studies in Literature and Culture of the American South. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5763. Advanced Studies in Postcolonial Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5803. Advanced Studies in Modern and Contemporary American Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5863. Advanced Studies in African American Literature and Culture. 3 Hours.

The study of works of African American literature and literary criticism, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. May be repeated for up to 12 hours of degree credit.

ENGL 5923. Advanced Studies in Film and Media. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5933. Advanced Studies in Popular Culture and Popular Genres. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5943. Advanced Studies in Criticism and Literary Theory. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5953. Advanced Studies in Literary History. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 5963. Advanced Studies in Technical Writing and Public Rhetorics. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. Course will cover various topics relevant to students working in Technical Writing and Public Rhetorics. May be repeated for up to 6 hours of degree credit.

ENGL 5973. Advanced Studies in Rhetoric and Composition. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6113. Seminar in Medieval Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6193. The Development of English. 3 Hours.

Intensive course in the fundamentals of linguistic study and their application to the history of English from prehistoric times to the present.

ENGL 6203. Seminar in Renaissance Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6243. Seminar in Special Topics. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6313. Seminar in Restoration and Eighteenth-Century British Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6443. Seminar in Nineteenth-Century British Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6513. Seminar in Modern and Contemporary British Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6543. Seminar in U.S. Latino/Latina Literature and Culture. 3 Hours.

The study of works of U.S. Latino/a literature and literary criticism, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. At least one major research paper, suitable for presentation or publication, will be required. May be repeated for up to 12 hours of degree credit.

ENGL 6553. Seminar in Native American Literature and Culture. 3 Hours.

The study of works of Native American literature, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. At least one major research paper, suitable for presentation or publication, will be required. May be repeated for up to 12 hours of degree credit.

ENGL 6583. Seminar in Arab American Literature and Culture. 3 Hours.

The study of works of Arab American literature and criticism, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. Research paper required. No knowledge of Arabic necessary. May be repeated for up to 12 hours of degree credit.

ENGL 6593. Seminar in Gender, Sexuality, and Literature. 3 Hours.

The study of gender or sexuality and literature, with attention to specific theories, themes, genres, authors, historical moments, literary movements, or other organizing principles. Content varies. At least one major research paper, suitable for presentation or publication, will be required. May be repeated for up to 12 hours of degree credit.

ENGL 6613. Seminar in World Literature and Culture in English. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6723. Seminar in American Literature and Culture Before 1900. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6733. Seminar in Literature and Culture of the American South. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6763. Seminar in Postcolonial Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. At least one major research paper, suitable for presentation or publication, will be required. May be repeated for up to 12 hours of degree credit.

ENGL 6803. Seminar in Modern and Contemporary American Literature and Culture. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6853. Seminar in African American Literature and Culture. 3 Hours.

The study of works of African American literature and literary criticism, with attention to particular themes, genres, authors, literary movements, historical moments, or other organizing principles. Content varies. At least one major research paper, suitable for presentation or publication, will be required. May be repeated for up to 12 hours of degree credit.

ENGL 6923. Seminar in Film and Media. 3 Hours.

Extensive research into, and discussion of, a focused topic in film studies, with emphasis upon film as text. Extended project required. Course topic varies. May be repeated for up to 12 hours of degree credit.

ENGL 6933. Seminar in Popular Culture and Popular Genres. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6943. Seminar in Criticism and Literary Theory. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6953. Seminar in Literary History. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 6973. Seminar in Rhetoric and Composition. 3 Hours.

Subject matter changes depending on student interest and faculty expertise. May be repeated for up to 12 hours of degree credit.

ENGL 698V. Master's Thesis. 1-6 Hour.

Master's thesis.

ENGL 699V. Master of Fine Arts Thesis. 1-6 Hour.

Thesis.

ENGL 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Entomology (ENTO) Courses

ENTO 4013. Insect Behavior and Chemical Ecology. 3 Hours.

Basic concepts in insect senses and patterns of behavioral responses to various environmental stimuli. Previous knowledge of basic entomology is helpful, but not required. Lecture 2 hours, laboratory/discussion 2 hours per week. Corequisite: Lab component.

This course is cross-listed with BIOL 4013.

ENTO 4024. Insect Diversity and Taxonomy. 4 Hours.

Principles and practices of insect classification and identification with emphasis on adult insects. Corequisite: Lab component. Prerequisite: ENTO 3013.

This course is cross-listed with BIOL 4024.

ENTO 4043. Apiculture. 3 Hours.

Review of social behavior of insects and its exemplification in Honeybees. Previous knowledge of basic entomology is helpful but not required. Lecture 2 hours, laboratory 2 hours per week. Corequisite: Lab component.

ENTO 4053. Insect Ecology. 3 Hours.

To develop understanding of important ecological concepts through study of dynamic relationships among insects and their environment. To become familiar with the literature of insect ecology, and interpretation and critique of ecological research. Previous knowledge of basic entomology and/or ecology will be assumed. Corequisite: Lab component.

This course is cross-listed with BIOL 4053.

ENTO 410V. Special Topics. 1-3 Hour.

Special Topics course available to both undergraduate and graduate students, to address emerging issues and timely topics. This would supplement our graduate-only special topics course. May be repeated for degree credit.

ENTO 4123. Insect Pest Management. 3 Hours.

Study of principles and concept of insect pest management. Areas covered include survey of arthropod pests and damage, population dynamics, damage thresholds, physiological units, prediction models, surveillance, arthropod sampling, strategies and tactics utilized to maintain pest populations below economic injury levels.

Prerequisite: ENTO 3013.

ENTO 4133. Advanced Applied Entomology. 3 Hours.

Biology and ecology of major arthropod pests as model applied management systems. Activities include independent study, literature review and group discussions. Knowledge of general entomology and pest management is required. Self-learning modules are available. Lecture 2 hours/week and direct self-study laboratory 2 hours/week. Corequisite: Lab component. Prerequisite: ENTO 3013.

ENTO 500V. Special Problems. 1-4 Hour.

Special problems. Prerequisite: Graduate standing. May be repeated for up to 4 hours of degree credit.

ENTO 5013. Morphology of Insects. 3 Hours.

Origin, evolution, and functional significance of external insect structure. Structure and function of major internal systems. Previous knowledge of basic entomology is helpful, but not required. Lecture 2 hours, laboratory 4 hours per week. Corequisite: Lab component.

ENTO 5043. Apiculture. 3 Hours.

To acquaint the student with social insects in general and honey bees in particular, to promote an interest in apiculture as a hobby, occupation, and/or science, to give the students the basic knowledge of how to keep honey bees, and to increase awareness of the contribution that pollinating insects make to agriculture, natural ecosystems, and human life. Prerequisite: Instructor consent.

ENTO 5123. Biological Control. 3 Hours.

Theoretical and practical basis for biological control of arthropod pests and weeds via parasites, predators, and pathogens. Lecture 2 hours, laboratory 2 hours per week. Corequisite: Lab component.

ENTO 5133. Insect Molecular Genetics. 3 Hours.

A hands on course in insect molecular genetic techniques including molecular diagnostics and population genetics. Students will learn how to apply advanced molecular genetic methodologies and Internet database resources to insects that they are using for their graduate research.

This course is cross-listed with BIOL 5133.

ENTO 5153. Insect Pest Management. 3 Hours.

Study of principles and concept of insect pest management. Areas covered include a survey of arthropod pests and damage, population dynamics, damage thresholds, physiological units, prediction models, surveillance, arthropod sampling, strategies and tactics utilized to maintain pest populations below economic injury levels.

Prerequisite: Instructor consent.

ENTO 5163. Advanced Applied Entomology. 3 Hours.

Topics will include the integration of tactics, integration of disciplines and specific case histories in insect management, or use of insects to manage weeds.

Prerequisite: Instructor consent.

ENTO 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

ENTO 6071. Seminar. 1 Hour.

Fall: special topics not covered in regular course work. Spring: critical review of research papers in entomology. Seminar will be taken by graduate student majors for both semesters. May be repeated for up to 6 hours of degree credit.

ENTO 6113. Insect Physiology and Molecular Biology. 3 Hours.

Overview of insect physiology and modern molecular techniques to study physiological processes. Previous knowledge of basic entomology is helpful, but not required. Two lectures per week (1 hour 20 minutes each).

This course is cross-listed with BIOL 6113.

ENTO 6213. Insect Toxicology. 3 Hours.

Toxicology of chemicals to insects and humans including techniques of testing collecting data, and factors that influence reactions to different classes of insecticides. Previous knowledge of organic physiological chemistry is helpful, but not required. Lecture 2 hours, laboratory 2 hours per week. Corequisite: Lab component.

ENTO 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Environmental Dynamics (ENDY) Courses

ENDY 5043. GIS Analysis and Modeling. 3 Hours.

Unlike conventional GIS courses that focus on studying "where", this course will teach students to address beyond "where" using various GIS analysis and modeling techniques to explore "why" and "how". The course will provide theoretical and methodological reviews of the principles of cartographic modeling and multi-criteria decision-making.

This course is cross-listed with GEOS 5653, ANTH 5653.

ENDY 5053. Quaternary Environments. 3 Hours.

An interdisciplinary study of the Quaternary Period including dating methods, deposits soils, climates, tectonics and human adaptations.

This course is cross-listed with ANTH 5053, GEOS 5053.

ENDY 5113. Global Change. 3 Hours.

Examines the interacting natural and anthropogenic factors involved in global change, concentrating on climate variability and change. Prerequisite: Graduate standing or instructor's approval.

This course is cross-listed with GEOS 5113.

ENDY 5153. Environmental Site Assessment. 3 Hours.

Principles, problems, and methods related to conducting an environmental site assessment. An applied course covering field site assessment, regulatory documentation, and report preparation. Prerequisite: GEOS 4033 or GEOS 5263 (formerly GEOS 4033).

This course is cross-listed with GEOS 5153.

ENDY 5853. Environmental Isotope Geochemistry. 3 Hours.

Introduction to principles of isotope fractionation and distribution in geological environments isotopic analytical methods, and extraction of isotope samples; application of isotopes in characterization of geologic processes and interaction with hydrologic, surficial, and biologic attenuation, paleothermometry soil and biochemical processes.

This course is cross-listed with GEOS 5853.

ENDY 6013. Environmental Dynamics. 3 Hours.

Required course for ENDY doctoral candidates. Overview of Earth Systems: Lithosphere; Hydrosphere, Atmosphere, Biosphere, Cryosphere, and human interaction across Earth systems. Emphasis on understanding of processes within Earth systems and interactions across Earth Systems as they pertain to global self-regulation, secular variation, climate stability, development and sustainability of human societies. Prerequisite: Graduate standing.

ENDY 6023. Seminar in Environmental Dynamics. 3 Hours.

Seminar examining specific contemporary topic of topics in Environmental Dynamics. Topics will change with each offering. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

ENDY 602V. Current Topics Seminar. 1-2 Hour.

Various aspects of the environment will be explored through topic specific seminars. Subject matter will change each semester addressing current environmental issues and research. Seminars will be one or two hours credit. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

ENDY 6033. Society and Environment. 3 Hours.

This course examines the complex interrelationships between human societies and the natural environment. Drawing on diverse and interdisciplinary perspectives in archaeology, ethnography, history, geography, and palaeo-environmental studies, readings and discussion will explore the co-production of social and environmental systems over time.

This course is cross-listed with ANTH 6033.

ENDY 689V. Special Problems in Environmental Dynamics. 1-6 Hour.

Independent study of a topic related to environmental dynamics under the guidance of an ENDY faculty member. May be repeated for up to 6 hours of degree credit.

ENDY 6991. Environmental Dynamics Colloquium. 1 Hour.

Weekly meetings for discussion of current research in environmental dynamics. Graduate students must register for colloquium each semester. Colloquium credit does not count towards minimum hours required for the doctorate. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

ENDY 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Ethnomusicology (MUSY)

Courses

MUSY 5113. Proseminar: Ethnomusicology. 3 Hours.

An introduction to ethnomusicological study, with readings and discussion of seminal writings in the field and practical experience in ethnomusicological analysis and description. May be repeated for up to 6 hours of degree credit.

This course is equivalent to MUSY 4113.

MUSY 5313. Proseminar: Topics in Asian and Middle Eastern Musics. 3 Hours.

Research seminars on selected topics, such as The Performing Arts in East Asia; and Music and Ritual. May be repeated for up to 6 hours of degree credit.

MUSY 5323. Seminar: Topics in Asian and Middle Eastern Poetry and Music. 3 Hours.

Reading seminars on selected topics, such as Poetry and Music in Persian, Arabic and Turkish Cultures of the Islamic World; and Poetry and Song in Early East Asia. May be repeated for up to 6 hours of degree credit.

MUSY 5343. Seminar: Special Topics in Traditional Musics and Dance of Europe and the Americas. 3 Hours.

Topics including, but not limited to: European Folk Music; the musical or scholarly legacy of a particular figure.

MUSY 5413. Proseminar: Cross-cultural Performance Practices. 3 Hours.

A survey of performance practices from historic western art music through modern non-western music. An introductory course with readings from seventeenth- and eighteenth-century performance treatises as well as a study of written and aural traditions of non-western music.

MUSY 6333. Advanced Studies in Ethnomusicology. 3 Hours.

Advanced level studies, individually tailored and supervised, including Ethnomusicology (prerequisite MUSY 5113); The Music or Dance of a Selected Area (prerequisite at least one of MUSY 5313, MUSY 5323, MUSY 5343); Historic Performance Practices (prerequisite MUSY 5413); Historical East Asian Musicology (prerequisite MUSY 5313 or MUSY 5323); and Historical Central Asian or Middle- and Near-Eastern Musicology (prerequisite MUSY 5313 or MUSY 5323).

Exercise Science (EXSC)

Courses

EXSC 5023. Advanced Teaching in Exercise Science. 3 Hours.

Examination and practical exposure to the principles and practices of undergraduate teaching in exercise science. Includes course planning, teaching techniques, assessment strategies, and supervised practice. May be repeated for up to 6 hours of degree credit.

EXSC 5323. Biomechanics I. 3 Hours.

Intended to serve as an introduction to biomechanics and focuses on scientific principles involved in understanding and analyzing human motion.

EXSC 5333. Instrumentation in Biomechanics. 3 Hours.

The application of knowledge and skills necessary for data collection for sports analysis. Provides valuable information on instrumentation used specifically in biomechanics. Prerequisite: EXSC 5323.

EXSC 5353. Exercise Psychology. 3 Hours.

Exercise Psychology is a lecture and discussion format for students interested in learning about theoretical and research information related to exercise adherence.

EXSC 5443. Seminar in Brain Injury and Behavior. 3 Hours.

The Brain Injury and Behavior Seminar will immerse you in specific topics pertaining to the study of human brain-behavior relationships. Emphasis will be placed on traumatic brain injury (TBI), including moderate-to-severe injuries, as well as mild TBI or concussion. The first half of the course will focus on research related to how individuals sustain and recover from TBI. The second half of the course will focus on sports-related concussion in youth, collegiate, and professional athletes, with an emphasis on how athletes sustain concussions, how concussions are assessed, treated, and managed, and how return-to-play decision are made. This course will introduce you to research in a variety of fields that include physiology, neurology, and neuropsychology through primary source material in the form of book chapters and journal articles.

EXSC 5513. Physiology Exercise I. 3 Hours.

A study of the foundation literature in exercise physiology. Emphasis is placed on the muscular, cardiovascular, and respiratory systems.

EXSC 5523. Muscle Metabolism in Exercise. 3 Hours.

A study of the metabolic changes that occur in muscle as a result of exercise, exercise training, and other stressors. Prerequisite: EXSC 5513 or equivalent.

EXSC 5533. Cardiac Rehabilitation Program. 3 Hours.

An examination of the concepts, design, and implementation of cardiac rehabilitation programs. Emphasis on exercise programs but reference to nutrition, psychology, and other lifestyle interventions.

EXSC 5543. Cardiovascular Function in Exercise. 3 Hours.

Study of the effects of exercise training and other stressors on the cardiovascular system. Detailed study of the components of the cardiovascular system and the responses and adaptations of those components to selected stimuli. Corequisite: EXSC 5513 or equivalent.

EXSC 5593. Practicum in Laboratory Instrumentation. 3 Hours.

Practical experience in testing physical fitness utilizing laboratory equipment. Objective is to quantify physiological parameters, leading to the individualized exercise prescription. Corequisite: Lab component.

EXSC 5613. Physical Dimensions of Aging. 3 Hours.

This course will focus on the physiological changes with healthy aging, pathophysiology of age-related diseases, testing issues, exercise interventions, and the psychosocial aspects of aging. Prerequisite: EXSC 5513.

EXSC 5643. Advanced Psychology of Sports Injury and Rehabilitation. 3 Hours.

The purpose of this course is to explore and discuss factors related to the psychological aspects of athletic injuries. These factors include the sociocultural, mental, emotional, and physical dimensions of injury rehabilitation. Prerequisite: Students must be accepted into the Masters of Athletic Training graduate program.

EXSC 5773. Performance and Drugs. 3 Hours.

The pharmacological and physiological effects of ergogenic aids upon the athlete and performance coupled with the ethical and moralistic viewpoints of drug taking. Practical laboratory experiences are provided with pertinent statistical surveys of athletes; their drug taking habits and relevant psychological impact on performance.

EXSC 6313. Muscle Physiology. 3 Hours.

To expand the student's knowledge of the skeletal muscle form and function. Specifically, how muscle is formed to how it can adapt as a post-mitotic tissue. This course will focus on the morphological, physiological, cellular, and molecular factors that affect skeletal muscle form and function.

EXSC 6323. Biomechanics II. 3 Hours.

Analysis of human movement with emphasis on sports skills by application of principles of anatomy, kinesiology, and cinematographical analysis. Prerequisite: EXSC 5323.

EXSC 6343. Physiology of Exercise II. 3 Hours.

Detailed study of the body systems affected by exercise, the functions of these systems during exercise, the effects of age, sex, body type, and nutrition on capacity for exercise, the techniques of assessing work capacity, and a critical analysis of research literature in this area.

EXSC 6443. Thermoregulation and Fluid Balance. 3 Hours.

Comprehensive overview of human thermoregulatory responses to exercise in heat and cold.

Extension Education (EXED) Courses

EXED 5113. Program Development and Evaluation. 3 Hours.

Principles and proceedings of program development process including planning, designing, implementing, and evaluating of extension education programs. An emphasis on the framework for applying adult and non-formal education principles to the change process.

EXED 5183. Management of Volunteer Programs. 3 Hours.

(Formerly EXED 4183.) Recruiting, training, management, evaluation, and recognition of volunteers in agricultural-related agencies, non-profit organizations, community groups, and advisory committees. Graduate degree credit will not be given for both EXED 4183 and EXED 5183.

Finance (FINN) Courses

FINN 4013. Seminar in Personal Financial Planning. 3 Hours.

Explores financial planning function, including contact, data acquisition, plan development and implementation; covers all areas of personal financial planning including investments, insurance, taxes, and estate planning; addresses planning techniques and financial planning ethical issues; emphasis on case studies. Pre- or Corequisite: FINN 4733. Prerequisite: FINN 3003, FINN 3063, FINN 3623, and ACCT 3843.

FINN 410V. Special Topics in Finance. 1-6 Hour.

Explore current events, new developments and special topics in Finance not covered in other courses. Prerequisite: FINN 3043. May be repeated for up to 6 hours of degree credit.

FINN 4133. Advanced Investments. 3 Hours.

Sound training in the principles of security analysis and portfolio management and certain advanced techniques of financial management. Modern portfolio theory and its application to portfolio management practices will be emphasized. Prerequisite: FINN 3063.

FINN 4143. Portfolio Management I. 3 Hours.

This course applies modern investment theory to the practical management of the Rebsament Trust. Students prepare a statement of investment objectives, recommend an asset allocation strategy based on a quantitative analysis of asset class returns, and select securities using fundamental analysis. Classes are organized as management meetings and visits to investment firms are an important part of the class. Application, interview and instructor approval are required. Corequisite: FINN 3063 and ACCT 3723. Prerequisite: Departmental consent.

FINN 4153. Portfolio Management II. 3 Hours.

This course is a continuation of FINN 4143. Topics covered include technical analysis, dynamic asset allocation and derivative strategies. Visits to major investments firms and organized exchanges in New York City or other locations are generally planned. Selection is by invitation. Prerequisite: FINN 4143 and by invitation only.

FINN 4233. Advanced Corporate Finance. 3 Hours.

Addresses complex and multifaceted issues and problems in financial decision-making. Prerequisite: FINN 3603.

FINN 4433. Real Estate Finance and Investment. 3 Hours.

Consideration of professional aspects of the real estate field. Emphasis is placed upon finance techniques and investment analysis. The focus is on commercial real estate. Brokerage, property management, appraisal, property development and current problems are also addressed. Students prepare a feasibility study on a commercial development project. Prerequisite: FINN 3933.

FINN 450V. Independent Study. 1-3 Hour.

Permits students on an individual basis to explore selected topics in finance, with the consent of instructor.

FINN 5113. Corporate Financial Management. 3 Hours.

Financial analysis, planning and control; decision making and modeling for financial managers; and financial policies for management.

FINN 5173. Energy Finance and Risk Management. 3 Hours.

This course provides an advanced introduction to energy finance, defined as the application of finance principles to energy, energy service, and related industries, concerning all aspects of the energy value chain. Topics include: (1) physical fossil fuel markets; (2) physical electricity markets; (3) financially traded energy products; and (4) credit, counterpart, country, and enterprise risk. It also introduces students to business valuation and investment banking applications in the energy industry vertical. Prerequisite: FINN 5113 or FINN 5223.

This course is cross-listed with FINN 4173.

FINN 5223. Financial Markets & Valuation. 3 Hours.

Analysis of financial information by capital markets in the determination of security values with specific applications to retail and logistics companies. This course views these and other companies from the point of view of the capital markets. May be repeated for degree credit.

FINN 5303. Advanced Corporate Financial Management. 3 Hours.

Focus on financial policy issues using real situational cases. Topics include cost of capital, capital budgeting and long-term planning, value-based management, real options, as well as project financing and valuation. Prerequisite: FINN 5223.

FINN 5333. Investment Theory and Management. 3 Hours.

Integration of theory, practice of investments with solution of individual and institutional portfolio management problems; Institute of Chartered Financial Analysts' Problems; variable annuity in estate planning. Prerequisite: FINN 5223.

FINN 541V. Shollmier Investment Project. 1-3 Hour.

Provide students with the opportunity to design and apply complex investment strategies used in institutional portfolio management on the Shollmier MBA Fund that can involve fixed income and equity securities as well as derivatives. Students will use top down asset allocation models, bottom up security selection, and hedge fund strategies. Prerequisite: FINN 5223 and FINN 5333. May be repeated for up to 9 hours of degree credit.

FINN 5443. Retail Finance. 3 Hours.

The financial success of retail product and service offerings depends on a clear understanding of the socio-economic as well as demographic and environmental factors that drive the changing patterns of consumption. This course introduces the fundamentals and use of consumer and trade area analysis tools, specifically geographic information systems (GIS) and psychographic market analysis, to make informed financial decisions. Extensive case studies are utilized throughout the course to learn concepts and best practices. Prerequisite: FINN 5223.

FINN 5703. Multinational Business Finance. 3 Hours.

Problems pertinent to managers of firms in multinational business environments, including international institutions, risks, investments and capital budgeting.

FINN 6043. Finance Theory. 3 Hours.

Provides a conceptual understanding of key theoretical developments in the field of financial economics, including firm decisions under risk within a world of uncertainty.

FINN 6133. Seminar in Investment Theory. 3 Hours.

Study advanced literature in field investments, with special reference to theory of random walks, stock valuation models, portfolio management.

FINN 6233. Seminar in Financial Management. 3 Hours.

Financial management of firm with emphasis on financial theory or firm, quantitative methods used in financial analysis, planning.

FINN 6333. Empirical Research in Finance. 3 Hours.

A study of recent empirically based research in finance.

FINN 636V. Special Problems in Finance. 1-6 Hour.

Case studies in investments, corporation finance, money and banking, monetary theory, international finance, public finance. By arrangement. May be repeated for up to 6 hours of degree credit.

FINN 6733. Seminar in Financial Markets and Institutions. 3 Hours.

Recent developments in the literature of financial markets and institutions. Participants will be involved in the extensive study of existing theories and empirical tests of the theories.

FINN 683V. Contemporary Issues in Doctoral Colloquium. 1-3 Hour.

To explore and evaluate contemporary research issues in finance. Course content to reflect the most recent developments in theory and empirical research methodologies. Prerequisite: Doctoral student status and instructor consent. May be repeated for up to 18 hours of degree credit.

FINN 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Food Science (FDSC) Courses

FDSC 5001. Seminar. 1 Hour.

Presentation and discussion of graduate student research. Prerequisite: Graduate standing.

FDSC 509V. Special Problems Research. 1-6 Hour.

Original investigation on assigned problems in food science. Prerequisite: Graduate standing.

FDSC 5111L. Food Analysis Lab. 1 Hour.

(Formerly FDSC 4111L.) Laboratory exercises providing students with experience of analytical techniques and instrumentation used in food analysis. Laboratory 3 hours per week. Graduate degree credit will not be given for both FDSC 4111L and FDSC 5111L. Corequisite: FDSC 4113 or FDSC 5113 (formerly FDSC 4113). Prerequisite: FDSC 4304 or FDSC 5304 (formerly FDSC 4304) and CHEM 1123 and CHEM 1121L and CHEM 2613 and CHEM 2611L or (CHEM 3603 and CHEM 3601L).

FDSC 5113. Food Analysis. 3 Hours.

(Formerly FDSC 4113.) Methods of analysis, instrumentation, and laboratory techniques for measuring the chemical composition of raw and value-added products. Lecture 3 hours. Graduate degree credit will not be given for both FDSC 4113 and FDSC 5113. Corequisite: FDSC 4111L or FDSC 5111L (formerly FDSC 4111L). Prerequisite: FDSC 4304 or FDSC 5304 (formerly FDSC 4304) and CHEM 1123 and CHEM 1121L and CHEM 2613 and CHEM 2611L or (CHEM 3603 and CHEM 3601L).

FDSC 5121L. Food Microbiology Lab. 1 Hour.

(Formerly FDSC 4121L.) A hands-on laboratory course designed to teach students microbiological techniques and certain enumeration and plating techniques of specific food spoilage and pathogenic bacteria. Graduate degree credit will not be given for both FDSC 4121L and FDSC 5121L. Pre- or Corequisite: FDSC 4122 or FDSC 5122 (formerly FDSC 4122).

FDSC 5122. Food Microbiology. 2 Hours.

(Formerly FDSC 4122.) The study of food microbiology including classification/taxonomy, contamination, preservation and spoilage of different kinds of foods, pathogenic microorganisms, food poisoning, sanitation, control and inspection and beneficial uses of microorganisms. Graduate degree credit will not be given for both FDSC 4122 and FDSC 5122. Prerequisite: BIOL 2013 and 2011L or BIOL 2533.

FDSC 5223. Food Biosecurity. 3 Hours.

This course is the study of the security of agricultural products and the protection of our food supply from intentional and accidental, domestic and international contamination. Prerequisite: Graduate standing.

FDSC 5304. Food Chemistry. 4 Hours.

(Formerly FDSC 4304.) Water, carbohydrates, lipids, proteins, vitamins, and minerals in foods; biochemical and functional properties, enzymes, food additives (emulsifiers, pigments, colors, flavors, preservatives, and sweeteners) and texture as related to properties in food systems and during processing. Lecture 3 hours, laboratory 3 hours per week. Graduate degree credit will not be given for both FDSC 4304 and FDSC 5304. Corequisite: Lab component. Prerequisite: CHEM 1123 and CHEM 1121L and CHEM 2613 and CHEM 2611L or (CHEM 3603 and CHEM 3601L).

FDSC 531V. Internship in Food Science. 1-4 Hour.

(Formerly FDSC 431V.) The Food Science Internship is a supervised practical work experience with a food industry, research program or governmental agency to gain professional experience and insight into career opportunities. Graduate degree credit will not be given for both FDSC 431V and FDSC 531V. Prerequisite: Completion of first year of graduate studies and instructor consent. May be repeated for up to 4 hours of degree credit.

FDSC 5333. Molecular Biology Techniques Applied to Nutrition and Food Science. 3 Hours.

This course will provide advanced knowledge on current molecular biology techniques and how they can be used in nutrition and food science. A specific emphasis will be given on learning how to understand and interpret results generated through these methods. Therefore, the course is of interest to a wider audience, as such analytic skills are valuable for a diverse array of disciplines. Methods covered will include DNA and RNA-based techniques (PCR, microarrays, sequencing, genomics and metagenomics), protein-based techniques (blots, proteomics) and other molecules-based techniques (metabolomics, immunoblots). Prerequisite: Graduate standing.

FDSC 5413. Sensory Evaluation of Food. 3 Hours.

(Formerly FDSC 4413.) Principles and procedures for sensory evaluation of food. Appropriate uses of specific tests are discussed, along with physiological, psychological, and environmental factors affecting sensory verdicts. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both FDSC 4413 and FDSC 5413. Corequisite: Lab component. Prerequisite: STAT 2303 or WCOB 1033 or AGST 4023 or AGST 5023 (formerly AGST 4023) or STAT 2023 or PSYC 2013.

FDSC 5423. Foodborne Diseases. 3 Hours.

This course will introduce students to the major pathogens associated with foodborne diseases, their epidemiology, and approaches to outbreak investigation and control of foodborne illness. An emphasis will be placed on understanding the relationships between the host, the etiologic agent, and the environment as they relate to disease causation. The student will gain knowledge through lectures, case studies, readings, and an individual project. Prerequisite: BIOL 1543 or equivalent.

FDSC 5503. Safety and Sanitation for the Food Industry. 3 Hours.

This web-based course will provide an appreciation of the need for sanitation in food processing and increase the students' knowledge of sanitary techniques. Topics will include contamination sources, plant and equipment design, cleaners and sanitizers, HACCP, and food biosecurity. Also covered will be considerations in selecting, establishing and maintaining a sanitation program. Prerequisite: General Microbiology or Food Microbiology; General Chemistry.

FDSC 5563. Experiencing the Food Industry. 3 Hours.

(Formerly FDSC 4563.) This course will expose students to the food industry by providing insight into the food processing, packaging, distribution and retailing components of the food industry. The course will include local and regional food industry related tours. Graduate degree credit will not be given for both FDSC 4563 and FDSC 5563. May be repeated for up to 6 hours of degree credit.

FDSC 5713. Product Innovation for the Food Scientist. 3 Hours.

(Formerly FDSC 4713.) This is a capstone course integrating knowledge developed in Food Science to the development of new food products. This course will take an integrated multidisciplinary approach to developing innovative food products and will provide learning experiences in new product development and Research & Development. Topics include product formulation, ingredient interactions, sensory analysis, packaging, labeling, food safety and food law. Graduate degree credit will not be given for both FDSC 4713 and FDSC 5713. Corequisite: Lab component. Pre- or Corequisite: FDSC 4113 or FDSC 5113 (formerly FDSC 4113) and FDSC 4111L or FDSC 5111L (formerly FDSC 4111L). Prerequisite: FDSC 4304 or FDSC 5304 (formerly FDSC 4304), FDSC 3103, and FDSC 4413 or FDSC 5413 (formerly FDSC 4413).

FDSC 5754. Engineering Principles of Food Processing. 4 Hours.

(Formerly FDSC 4754.) Basic mechanics of refrigeration, temperature controls, materials handling and mechanical problems as applied to foods and food processing. Lecture 3 hours, laboratory 3 hours per week. Graduate degree credit will not be given for both FDSC 4754 and FDSC 5754. Corequisite: Lab component. Prerequisite: MATH 1213, PHYS 2013, and PHYS 2011L.

FDSC 5823. Principles of Food Microbiology. 3 Hours.

(Formerly FDSC 4823.) This web-based course is a study of the fundamentals of food microbiology to include its history, classifications, spores and their importance, and the most common and serious pathogenic food microorganisms. Fermentation, spoilage microorganisms and control methodology are also discussed. Graduate degree credit will not be given for both FDSC 4823 and FDSC 5823.

FDSC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

FDSC 602V. Special Topics. 1-3 Hour.

Discussions focused on selected topics of particular fields of raw product physiology and food processing. chemistry, physiology, microbiology, evaluation, sensory analysis and preservation. Prerequisite: Graduate standing. May be repeated for degree credit.

FDSC 6033. Food Biochemistry. 3 Hours.

Biochemical characteristics, functions, regulation and impact of components in raw and processed foods of plant origin. Lecture/discussion 3 hours per week. Prerequisite: CHEM 3813.

FDSC 6123. Food Carbohydrate Chemistry. 3 Hours.

Focus is on carbohydrate chemistry including molecular structures and physical properties, production and food applications, analytical methods for food carbohydrates, and interactions among food polysaccharides. Prerequisite: FDSC 4304 or FDSC 5304 (formerly FDSC 4304).

FDSC 6133. Food Lipid Chemistry. 3 Hours.

Chemistry and technology of commercial fats and oils in food systems with discussion of lipid changes affecting food quality and human health. Prerequisite: FDSC 4304 or FDSC 5304 (formerly FDSC 4304).

FDSC 6143. Advanced Food Processing and Packaging and their Environmental Impact. 3 Hours.

The course is directed to graduate students in food science and related fields. Students will learn advanced food processing technologies and packaging as well as the environmental issues associated to food production, processing, and distribution. Prerequisite: FDSC 3103 or equivalent, or food processing/engineering background with knowledge of basic food processing operations.

FDSC 6323. Nutraceuticals and Functional Foods. 3 Hours.

Course will include past, present and future of nutraceuticals and functional foods, chemistry, mechanism, novel technologies, nutrigenomics, processing, healthy lifestyle, regulation, safety, marketing, international aspects, and industry project. Prerequisite: CHEM 2613 (or CHEM 3603) and CHEM 3813 and FDSC 4304 or instructor consent.

FDSC 6333. Food Protein Chemistry and Functionality. 3 Hours.

This course is a study in advanced food protein chemistry, including molecular structures, characterization, physicochemical bases of food protein functionality, structure-function relationship, processing technologies to improve functionality, as well as hands-on experiences with timely, practical projects related to food proteins. Lecture and problem solving projects for 3 hours per week. Pre- or Corequisite: FDSC 4304 or FDSC 5304 (formerly FDSC 4304).

FDSC 6403. Epidemiologic Principles in Food Safety and Public Health. 3 Hours.

This course will provide an introduction to epidemiologic methods used in foodborne disease outbreak investigations. The importance of surveillance systems in detecting outbreaks and in the development of effective disease prevention and control strategies will also be presented. An emphasis will be placed on understanding the relationships between the host, the etiologic agent, and the environment as they relate to disease causation. In addition, molecular methods utilized for the identification of etiologic agents will be discussed. Selected important foodborne diseases will be discussed in detail to clarify the role of epidemiology in understanding the pathogenesis of infectious processes in individuals and communities. Prerequisite: FDSC 4122 or FDSC 5122 (formerly FDSC 4122) or equivalent.

FDSC 6443. Metabolism of Xenobiotics. 3 Hours.

This course is designed to provide in-depth knowledge of the integration of molecular, cellular, and physiologic aspects of xenobiotics (e.g. phytochemicals)/ micronutrients and metabolism. This course will also discuss the current understanding of the mechanism and regulation of gene expression by xenobiotics/ micronutrients. Examination of current research literature to understand how xenobiotics/micronutrients and physiological states metabolize and influence gene expression, as well as the research methodology used to address these relations. Prerequisite: CHEM 3813.

FDSC 700V. Doctoral Dissertation. 1-18 Hour.

The doctoral program in food science is an interdepartmental program offered by the departments of Food Science, Animal and Poultry Sciences, and Human Environmental Sciences. Prerequisite: Graduate standing. May be repeated for degree credit.

French (FREN) Courses

FREN 4003. French Grammar and Composition. 3 Hours.

French grammar and composition. Prerequisite: FREN 3003 or FREN 3103.

FREN 4033. French for Oral Proficiency. 3 Hours.

Three hours per week of conversation practice for the advanced undergraduate. Prerequisite: FREN 3003 or FREN 3103.

FREN 4113. Special Themes in French. 3 Hours.

Topics not normally covered in period courses. Sample topics: "The Comic Tradition in French Literature," "French Cinema." Topics announced one semester in advance. Prerequisite: FREN 3113. May be repeated for up to 3 hours of degree credit.

FREN 4213. French Civilization. 3 Hours.

French civilization. Prerequisite: FREN 3113.

FREN 4223. Survey of French Literature I. 3 Hours.

A survey of French literature, its forms and themes from the medieval period through the 18th century. Prerequisite: FREN 3113.

FREN 4233. Survey of French Literature II. 3 Hours.

A survey of French literature, its forms and themes in the 19th and 20th centuries. Prerequisite: FREN 3113.

FREN 4333. Introduction to Business French. 3 Hours.

Introduction and orientation to the French world of business and commerce through the study of vocabulary, forms, and formulas and expression used in commercial correspondence. Prerequisite: FREN 3113 or FREN 3103.

FREN 4433. Business Culture and Practices. 3 Hours.

A practical application of French to the business world focusing on the cultural challenges faced by Americans doing business in France and francophone countries. Case studies and translations of authentic documents from French to English and English to French reinforce the specialized vocabulary of the business world. Prerequisite: FREN 3103 or FREN 3113.

FREN 5003. French Grammar and Phonetics. 3 Hours.

Systematic review of principles of French grammar and syntax; comprehensive presentation of French phonetics.

FREN 5033. Advanced French Conversation. 3 Hours.

This course will provide a small discussion environment in which graduate students will improve their command of spoken French in an interactive setting. Discussion will concentrate on current cultural issues in the French speaking world.

FREN 5213. French Culture & Civilization. 3 Hours.

An analysis of French cultural symbols and attitudes as observed in their historical, economical, political, social, educational, and linguistic aspects.

FREN 5333. Old French Literature. 3 Hours.

An intensive study of French Medieval Literature from the Chansons de Geste to Villon, including an in-depth analysis of the genres and their evolution, and of the major authors of the times.

FREN 5353. Survey of French Poetry. 3 Hours.

A comprehensive study of French poetry from the Middle Ages to the twentieth century, focusing on close readings of individual poems. This course will cover literary movements and trends of the periods and presents the terminology required to do explication de texte.

FREN 5433. French 16th-Century Literature. 3 Hours.

A survey of representative writers of the sixteenth century.

FREN 5543. French 17th-Century Literature. 3 Hours.

A survey of representative writers of the seventeenth century.

FREN 5663. French Short Story. 3 Hours.

An introduction to the French short story, focusing on close readings of a variety of contes and nouvelles from the Middle Ages through the twenty-first century.

FREN 5673. French 18th-Century Literature. 3 Hours.

French 18th-Century literature.

FREN 5703. Special Topics. 3 Hours.

May be offered in a subject not specifically covered by the courses otherwise listed. May be repeated for up to 6 hours of degree credit.

FREN 575V. Special Investigations. 1-6 Hour.

Special investigations. May be repeated for degree credit.

FREN 5773. Survey of Francophone Literature. 3 Hours.

A survey of representative texts in the field of sub-Saharan and North African literature concentrating on postcolonial novels using contemporary critical approaches.

FREN 5783. The French Nineteenth-Century Novel. 3 Hours.

The French Nineteenth-Century novel.

FREN 5813. French 20th-Century Theatre. 3 Hours.**FREN 5833. French 20th-Century Novel. 3 Hours.**

French 20th-Century novel.

General Engineering (GNEG) Courses

GNEG 5103. Globalization and Innovation. 3 Hours.

Integration of engineering in the globalized business environment. Innovation and integration models. Global survival skills. International organizational value-chain. Conducting business with emerging nations. Case studies; field trips; guest lectures. Experiential learning design component. Taken by students participating in departmental approved study abroad programs. May not earn credit for GNEG 3103 or 4103.

GNEG 550V. Master's Research Project. 1-3 Hour.

Required course for MSE students who wish to complete a Master's research project as part of their degree program. Prerequisite: Instructor permission.

GNEG 5801. Parallel Cooperative Education. 1 Hour.

Part time supervised experience in industry where students apply focused, discipline specific, classroom and research skills to problems directly related to their area of study in a professional work place setting. May be repeated for up to 3 hours of non-degree credit. Prerequisite: Instructor permission.

GNEG 5811. Alternating Cooperative Education. 1 Hour.

Full time supervised experience in industry where students apply focused, discipline specific, classroom and research skills to problems directly related to their area of study in a professional work place setting. May be repeated for up to 3 hours of non-degree credit. Prerequisite: Instructor permission.

GNEG 590V. Special Topics. 1-4 Hour.

Consideration of current engineering topics not covered in other courses. Prerequisite: Instructor's consent. May be repeated for up to 4 hours of degree credit.

Geosciences (GEOS) Courses

GEOS 5003. Seminar in Geography. 3 Hours.

Selected topics, the nature of which varies with the need. Prerequisite: Graduate standing. May be repeated for up to 3 hours of degree credit.

GEOS 5011. Colloquium. 1 Hour.

Weekly meetings of faculty, graduates, advanced students and guests to discuss research and trends in the field of geography. May be repeated for up to 2 hours of degree credit.

GEOS 5023. Technical and Proposal Writing for the Geosciences. 3 Hours.

Preparation of technical reports, research proposals, and manuscripts for publication in the area of geosciences.

GEOS 5033. Advanced Vector Geographic Information Systems. 3 Hours.

Advanced vector operations and analysis. Topics will include topological analysis, network analysis, geocoding, conflation, implications of source and product map scale, map generation, error mapping, and cartographic production. Prerequisite: ((ANTH 4563 or ANTH 5563 (formerly ANTH 4563)) or ((GEOS 4583 or GEOS 5583 (formerly GEOS 4583)) or equivalent. This course is cross-listed with ANTH 5043.

GEOS 5043. Foundations of Geospatial Data Analysis. 3 Hours.

Basic mathematical tools applied in geospatial technology, including trigonometry in mapping, linear algebra in remote sensing, optimization in spatial decision support, and graph theory in routing. Course develops the framework for spatial data analysis and decision support. Pre- or Corequisite: GEOS 5543.

GEOS 5053. Quaternary Environments. 3 Hours.

An interdisciplinary study of the Quaternary Period, including dating methods, deposits, soils, climates, tectonics, and human adaptation. Lecture 2 hours, laboratory 2 hours per week. Prerequisite: Graduate standing. This course is cross-listed with ANTH 5053, ENDY 5053.

GEOS 5073. Geospatial Technologies Computational Toolkit. 3 Hours.

Basic computational tools and processes applied in geospatial software, related computer hardware components, systems and applications software, and spatial database fundamentals. Python, including SciPy and NumPy, geospatial implementations will be emphasized. No programming experience is required. Pre- or Corequisite: GEOS 5543.

GEOS 5083. Geospatial Data Mining. 3 Hours.

Basic tools for analyzing, summarizing and visualizing geospatial data. Exploratory data and spatial data analysis, probability distributions and application, single and multivariate analysis and hypothesis testing, and spatial smoothing and interpolation. Emphasis will be on problem solving in geospatial settings using the R statistical language. Prerequisite: GEOS 5043 and GEOS 5073 or equivalent.

GEOS 5093. History and Philosophy of Geography. 3 Hours.

This course familiarizes students with the history of geography, the contributions of geographers to scientific thought and theory, and research techniques that are used in geography. Emphasis is given to the integration of statistical and spatial analysis, and their applications in field research. The course includes short field-based projects in and around Northwest Arkansas.

GEOS 510V. Special Problems in Physical Geosciences. 1-6 Hour.

Special problems in Geosciences. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

GEOS 5113. Global Change. 3 Hours.

Examines central issues of global change including natural and human induced climate change, air pollution, deforestation, desertification, wetland loss urbanization, and the biodiversity crisis. The U.S. Global Change Research Program is also examined.

This course is cross-listed with ENDY 5113.

GEOS 5123. Stratigraphic Principles and Practice. 3 Hours.

Physical and biological characteristics of sedimentary environments and their correlation in time with emphasis on the local geologic section. Corequisite: Lab component. Prerequisite: GEOS 4223 or GEOS 5323 (formerly GEOS 4223).

GEOS 5133. Radar Remote Sensing. 3 Hours.

Introduction to radar remote sensing and its applications in geology, geography, archeology, engineering, and agriculture. Focuses on Synthetic Aperture Radar (SAR) and advanced techniques including radar stereo, polarimetry, and interferometry. Covers Interferometric SAR (InSAR) for mapping topography and modeling Earth's surface motions due to earthquakes, volcanic eruptions, landslides, and subsidence. Prerequisite: GEOS 3023 or equivalent.

GEOS 5143. 3D Seismic Exploration. 3 Hours.

(Formerly GEOS 4463.) Interpretation of 3D seismic data for geological structure, stratigraphy, and pore fluid variations with emphasis on hydrocarbon exploration. Credit will not be given for both GEOS 4463 and GEOS 5143. Prerequisite: GEOS 4433 or GEOS 5433 (formerly GEOS 4433).

GEOS 5153. Environmental Site Assessment. 3 Hours.

Principles, problems, and methods related to conducting an environmental site assessment. An applied course covering field site assessment, regulatory documentation, and report preparation. Prerequisite: GEOS 4033 or GEOS 5263 (formerly 4033).

This course is cross-listed with ENDY 5153.

GEOS 5163. Hydrogeologic Modeling. 3 Hours.

Topics include numerical simulation of ground water flow, solute transport, aqueous geochemistry, theoretical development of equations, hypothesis testing of conceptual models, limitations of specific methods, and error analysis. Emphasis on practical applications and problem solving. Prerequisite: GEOS 4033 or GEOS 5263 (formerly 4033) and computer literacy.

GEOS 5173. Urban Geography. 3 Hours.

(Formerly GEOS 4073.) Areal patterns of modern urban regions and the focus shaping these patterns. Emphasis is placed on American urban areas and their evolution and functional areas. Field work. Graduate degree credit will not be given for both GEOS 4073 and GEOS 5173.

GEOS 5183. Geography of the Middle East. 3 Hours.

(Formerly GEOS 4043.) Physical and cultural landscapes, natural and cultural resources, art and architecture, land use, political history, OPEC, and current problems of North Africa and the Middle East region west of Afghanistan are discussed. Class participation, discussions, slides and films, and student presentations will round out the class. Graduate degree credit will not be given for both GEOS 4043 and GEOS 5183.

GEOS 5196. Advanced Field Methods of Applied Hydrogeology. 6 Hours.

Applied field course emphasizing collection and interpretation of ground water data. Three hours may be applied toward an M.S. degree in geology. Prerequisite: GEOS 4033 or GEOS 5263 (formerly 4033).

GEOS 520V. Special Problems in Human Geography. 1-6 Hour.

Special problems in human geography. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

GEOS 5213. Principles of Remote Sensing. 3 Hours.

Fundamental concepts of remote sensing of the environment. Optical, infrared, microwave, LIDAR, and in situ sensor systems are introduced. Remote sensing of vegetation, water, urban landscapes, soils, minerals, and geomorphology is discussed. The course includes laboratory exercises in GIS software and field spectroscopy.

GEOS 5223. Sedimentary Petrology. 3 Hours.

Sediments and sedimentary rocks. Lecture 2 hours, laboratory 2 hours per week. Corequisite: Lab component. Prerequisite: GEOS 4223 or GEOS 5323 (formerly GEOS 4223).

GEOS 5233. Geography of Religion & Sacrality. 3 Hours.

Explores the spatial nature of the World's major faiths and religious institutions, focusing on the distribution and origins of these religions. Examines the religious beliefs, rituals, architecture, demographics, and art in different societies, cultures, and countries. Considers the tenets and practices of what is sacred and/or spiritual, held in common by a group or community. Prerequisite: Graduate standing.

GEOS 5243. Political Geography. 3 Hours.

(Formerly GEOS 4243.) Contemporary world political problems in their geographic context. Development of the principles of political geography with emphasis upon the problems of Eastern Europe, Africa, and Southeast Asia. Graduate degree credit will not be given for both GEOS 4243 and GEOS 5243.

GEOS 5253. Geomorphology. 3 Hours.

(Formerly GEOS 4053.) Mechanics of landform development. Lecture 2 hours, laboratory 3 hours per week. Several local field trips are required during the semester. Graduate degree credit will not be given for both GEOS 4053 and GEOS 5253.

GEOS 5263. Hydrogeology. 3 Hours.

(Formerly GEOS 4033.) Occurrence, movement, and interaction of water with geologic and cultural features. Lecture 3 hours per week. Graduate degree credit will not be given for both GEOS 4033 and GEOS 5263. Corequisite: Lab component. Prerequisite: MATH 2043 or MATH 2554, and GEOS 3514.

GEOS 5273. Principles of Geochemistry. 3 Hours.

(Formerly GEOS 4063.) Introduction to fundamental principles of geochemistry from historic development to modern concepts. Graduate degree credit will not be given for both GEOS 4063 and GEOS 5273. Corequisite: Lab component. Prerequisite: CHEM 1121L, CHEM 1123 and GEOS 2313.

GEOS 5283. Economic Geology. 3 Hours.

(Formerly GEOS 4083.) Introduction to mineral deposits used as economic resources. Covers basic geology and geochemistry of mineral deposit formations and the formation of major classes of deposits. Examines the relationship between the distribution of ores, oil, gas, coal, and Plate Tectonics. Explores environmental issues associated with the extraction of earth resources. Graduate degree credit will not be given for both GEOS 4083 and GEOS 5283. Prerequisite: GEOS 2313.

GEOS 5293. Introduction to Global Positioning Systems and Global Navigation Satellite Systems. 3 Hours.

(Formerly GEOS 4593.) Fundamentals of navigation, mapping, and high-precision positioning using the Navstar Global Positioning System. Topics include datum definition and transformation, map projections, autonomous and differential positioning using both code and carrier processing, and analysis of errors. Graduate degree credit will not be given for both GEOS 4593 and GEOS 5293. This course is cross-listed with ANTH 5593.

GEOS 530V. Special Problems in Regional Geography. 1-6 Hour.

Special problems in regional geography. Prerequisite: Graduate standing.

GEOS 5313. Planetary Atmospheres. 3 Hours.

Origins of planetary atmospheres, structures of atmospheres, climate evolution, dynamics of atmospheres, levels in the atmosphere, the upper atmosphere, escape of atmospheres, comparative planetology of atmospheres.

GEOS 5323. Stratigraphy and Sedimentation. 3 Hours.

(Formerly GEOS 4223.) Introductory investigation of stratigraphic and sedimentologic factors important to the study of sedimentary rocks. Lecture 2 hours, laboratory 3 hours per week. A required weekend, two-day field trip will be conducted during the semester. Graduate degree credit will not be given for both GEOS 4223 and GEOS 5323. Corequisite: Lab component. Prerequisite: GEOS 3413.

GEOS 5333. Research Methods and Materials in Geography. 3 Hours.

Geographical research and the preparation of research papers. Prerequisite: Graduate standing.

GEOS 534V. Internship in Physical Geography. 3-6 Hour.

(Formerly GEOS 430V.) Supervised experience in municipal, county, state or private natural resource management agency, or any other such organization approved by instructor. Graduate degree credit will not be given for both GEOS 430V and GEOS 534V.

GEOS 5353. Meteorology. 3 Hours.

(Formerly GEOS 4353.) Examination of the atmospheric processes that result in multifarious weather systems. Offered as physical science. Graduate degree credit will not be given for both GEOS 4353 and GEOS 5353.

GEOS 5363. Climatology. 3 Hours.

(Formerly GEOS 4363.) Fundamentals of topical climatology followed by a study of regional climatology. Offered as physical science. Graduate degree credit will not be given for both GEOS 4363 and GEOS 5363.

GEOS 537V. Geology Field Trip. 1-2 Hour.

(Formerly GEOS 437V.) Camping field trip to areas of geologic interest, usually conducted during Spring Break. Graduate degree credit will not be given for both GEOS 437V and GEOS 537V. Prerequisite: GEOS 3313. May be repeated for up to 4 hours of degree credit.

GEOS 5383. Hazard & Disaster Assessment, Mitigation, Risk & Policy. 3 Hours.

(Formerly GEOS 4383.) Comprehensive introduction to interdisciplinary approaches to natural and environmental hazards and risk. Hazards and disaster assessment, mitigation, and policy are the focus of the class. Graduate degree credit will not be given for both GEOS 4383 and GEOS 5383. May be repeated for up to 6 hours of degree credit.

GEOS 5393. Mathematical Modeling of Geological Processes. 3 Hours.

This course explores a variety of topics in applied mathematics and computational methods within the context of studying geological processes and from the perspective of a modeling practitioner. Programming is conducted in Python. Knowledge of Calculus II is necessary.

GEOS 5403. American Public Lands and Policy. 3 Hours.

The course examines the role of American federal public lands in 19th-21st century geography, history, policy, and art. It investigates the growth of conservation, preservation, and management movements in the US by looking at America's national parks, forests, dams, wildlife refuges, wilderness areas, managed and agricultural lands. Prerequisite: Graduate standing.

GEOS 5413. Planetary Geology. 3 Hours.

Exploration of the solar system, geology and stratigraphy, meteorite impacts, planetary surfaces, planetary crusts, basaltic volcanism, planetary interiors, chemical composition of the planets, origin and evolution of the Moon and planets.

GEOS 5423. Remote Sensing of Natural Resources. 3 Hours.

Introductory digital image processing of remotely sensed data. Topics include data collection, laboratory design, scientific visualization, radiometric and geometric correction, enhancement, pattern recognition, artificial intelligence, and change detection in natural resource remote sensing. GIS-based exercises and a course project are included. Prerequisite: GEOS 4413 or GEOS 5213.

GEOS 5433. Geophysics. 3 Hours.

(Formerly GEOS 4433.) Derivation from physical principles, of the geophysical methods for mapping the Earth. Computational methods of converting gravity, magnetic, radiometric, electrical, and seismic data into geologic information. Lecture 3 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both GEOS 4433 and GEOS 5433. Corequisite: Lab component. Prerequisite: MATH 2564 and PHYS 2033 and PHYS 2031L and GEOS 3514.

GEOS 5443. The Solid Earth. 3 Hours.

Modern views for the origin of the solid Earth and its structure, composition, and evolution through geologic time. Topics will include examination of relevant geophysical and geochemical constraints used to develop global models for the Earth. Prerequisite: GEOS 3313, MATH 2564, CHEM 1123, PHYS 2074 or instructor consent.

This course is cross-listed with GEOS 4443.

GEOS 5453. Introduction to Raster GIS. 3 Hours.

(Formerly GEOS 4553.) Theory, data structure, algorithms, and techniques behind raster-based geographical information systems. Through laboratory exercises and lectures multidisciplinary applications are examined in database creation, remotely sensed data handling, elevation models, and resource models using boolean, map algebra, and other methods. Graduate degree credit will not be given for both GEOS 4553 and GEOS 5453.

This course is cross-listed with ANTH 5553.

GEOS 5463. Microtectonics. 3 Hours.

Focuses on the microstructural evolution of tectonite rocks and the constraints that can be gleaned from optical microscopic evaluation of rocks in petrographic thin-sections and hand samples. Results are evaluated in the context of plate tectonic theory and geodynamics. Knowledge of mineralogy and petrology equivalent to GEOS 2313 is required. Pre- or Corequisite: GEOS 5563. Corequisite: Lab component.

GEOS 5473. Applied Climatology. 3 Hours.

Applied climatology involves the use of climatic data to solve a variety of social, economic and environmental problems, such as for clients in agriculture, water and energy management. The basic purpose of applied climatology is to help society, at all scales and levels, to achieve a better adjustment to the climatic environment.

GEOS 5483. Severe Weather. 3 Hours.

(Formerly GEOS 4483.) Focuses on the formation and impact of weather phenomena such as blizzards, floods, tornadoes, thunderstorms, hurricanes and droughts. Covers the mechanisms and physics that control severe weather, advanced terminology, physical concepts and scientific methods used in meteorology, and the analysis and interpretation of meteorological data. Graduate degree credit will not be given for both GEOS 4483 and GEOS 5483.

GEOS 550V. Internship in GIS & Cartography. 3-6 Hour.

(Formerly GEOS 440V.) Supervised experience in GIS and/or cartographic applications with municipal, county, state, or private enterprises. Graduate degree credit will not be given for both GEOS 440V and GEOS 550V. May be repeated for up to 6 hours of degree credit.

GEOS 5513. Introduction to GIS Programming. 3 Hours.

This course introduces fundamentals of GIS software engineering and offers hands-on tutorials in customized applications using Arc GIS through programming ArcObjects in VBA/VA.net environment. Topics covered include ArcObjects, different programming syntax and styles, and fundamental routines and functions in ArcGIS. After completing the course, students will have the capability develop customized ArcGIS applications.

GEOS 5523. Cartographic Design & Production. 3 Hours.

(Formerly GEOS 4523.) This course addresses advanced cartographic concepts (i.e. visual hierarchy, aesthetics, image cognition) and production techniques as they relate to computer-assisted mapping. Students produce a variety of maps using Adobe Illustrator (CS 4-6) software to build a map portfolio. Field trips may be required. Graduate degree credit will not be given for both GEOS 4523 and GEOS 5523.

GEOS 5533. Introduction to Petroleum Geophysics. 3 Hours.

(Formerly GEOS 4533.) Introduction to seismic wave propagation and petroleum seismology with particular emphasis on seismic events, elastic waves, and seismic survey design. Credit will not be given for both GEOS 4533 and GEOS 5533. Prerequisite: MATH 2564, PHYS 2033, and GEOL 3514 or consent of instructor.

GEOS 5543. Geospatial Applications and Information Science. 3 Hours.

An introduction to the methods and theory underlying the full range of geographic information science and collateral areas - including GNSS, remote sensing, cadastral, spatial demographics and others.

GEOS 5553. Spatial Analysis Using ArcGIS. 3 Hours.

Applications of analysis of spatial data using ArcGIS tools in map design, on-line mapping, creating geodatabases, accessing geospatial data, geo-processing, digitizing, geocoding, spatial analysis including basic spatial statistics, analysis of spatial distributions and patterning and 3D application using ArcGIS 3D Analyst. Prerequisite: GEOS 3543 or GEOS 5543.

GEOS 5563. Tectonics. 3 Hours.

Development of ramifications of the plate tectonics theory. Analysis of the evolution of mountain belts. Lecture 3 hours per week. Prerequisite: GEOS 3514.

GEOS 5573. Advanced Cartographic Techniques & Production. 3 Hours.

Covers advanced production and techniques in cartography, including animation, geospatial visualization, pochade, and advanced visualization. Emphasizes client relationships in creating and producing cartographic materials. Prerequisite: GEOS 4523 or GEOS 5523.

GEOS 5583. Vector GIS. 3 Hours.

(Formerly GEOS 4583.) Introduction to geographic information systems (GIS) applications in marketing, transportation, real estate, demographics, urban and regional planning, and related areas. Lectures focus on development of principles, paralleled by workstation-based laboratory exercises using mainstream GIS software and relational databases. Graduate degree credit will not be given for both GEOS 4583 and GEOS 5583.

This course is cross-listed with ANTH 5563.

GEOS 5593. Introduction to Geodatabases. 3 Hours.

Fundamental concepts and applications of geospatial databases. Schema development and spatial data models for geodata. Spatial and attribute query and optimization, properties and structures of relational and object-oriented geodatabases. Spatial extensions of SQL, spatial indexing, measurement, and geometry. Course will use PostGIS, ESRI File Geodatabases, and MS-SQL. Prerequisite: GEOS 3543 and GEOS 3103 or equivalent.

GEOS 560V. Graduate Special Problems. 2-6 Hour.

Library, laboratory, or field research in different phases of geology. May be repeated for up to 4 hours of degree credit.

GEOS 5612. Research Methods in Geosciences. 2 Hours.

Survey of research methodologies used in both geology and geography, with an emphasis on quantitative analysis. Preparation of research proposals and presentations in the field of geosciences. Prerequisite: Graduate standing.

GEOS 5643. Introduction to Internet GIS. 3 Hours.

This course introduces Internet computing and Web GIS and offers hands-on tutorials in customized applications using ArcGIS Server JavaScript API. Topics covered include Internet protocols and Web standards, Web services, and fundamental routines and functions in Arc GIS server development. Students will have the capability to develop customized ArcGIS server applications. Prerequisite: GEOS 5513 or equivalent.

GEOS 5653. GIS Analysis and Modeling. 3 Hours.

(Formerly GEOS 4653.) Unlike conventional GIS courses that focus on studying "where", this course will teach students to address beyond "where" using various GIS analysis and modeling techniques to explore "why" and "how". The course will provide theoretical and methodological reviews of the principles of cartographic modeling and multi-criteria decision-making. Graduate degree credit will not be given for both GEOS 4653 and GEOS 5653.

This course is cross-listed with ANTH 5653, ENDY 5043.

GEOS 5663. Low-Temperature Geochemistry of Natural Waters. 3 Hours.

(Formerly GEOS 4663.) Covers the low-temperature geochemistry of waters and their associated minerals at Earth's surface. Examines the controls on the chemical composition of natural waters and the minerals precipitated from them. Topics covered will include water-rock interactions, pH, redox, the carbonate-water system, clay minerals and exchange, heavy metals, and a brief introduction to stable isotopes and geomicrobiology. Credit will not be given for both GEOS 4663 and GEOS 5663. Prerequisite: CHEM 1121L, CHEM 1123, GEOS 1113, and GEOS 1111L.

GEOS 5673. Volcanology. 3 Hours.

A broad introduction to volcanic processes and their associated hazards. Emphasis will be placed on applying basic physical and chemical principles to understanding volcanic systems. Prerequisite: GEOS 2313.

This course is cross-listed with GEOS 4673.

GEOS 5693. Environmental Justice. 3 Hours.

(Formerly GEOS 4693.) This course deals with the ethical, environmental, legal, economic, and social implications of society's treatment of the poor, the disenfranchised, and minorities who live in the less desirable, deteriorating neighborhoods, communities, and niches of our country. The class integrates science with philosophy, politics, economics, policy, and law, drawing on award-winning films, current news, and case studies. Credit will not be given for both GEOS 4693 and GEOS 5693.

GEOS 5713. Geology of Our National Parks. 3 Hours.

(Formerly GEOS 4563.) This course examines the underlying geology responsible for selected parks, and explores the interplay of geology, biology, climate, topography, and humans to evaluate the value of the parks, and to anticipate the problems they will face in the near and long-term. Credit will not be given for both GEOS 4563 and GEOS 5713. Prerequisite: GEOS 1113.

GEOS 5743. Petroleum Geology. 3 Hours.

(Formerly GEOS 4253.) Distribution and origin of petroleum. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both GEOS 4253 and GEOS 5743. Corequisite: Lab component. Prerequisite: Admission to the Geology graduate program.

GEOS 5753. Karst Hydrogeology. 3 Hours.

(Formerly GEOS 4153.) Assessment of ground water resources in carbonate rock terrains; relation of ground water and surface water hydrology to karst; quantification of extreme variability in karst environments; data collection rationale. Field trips required. Graduate degree credit will not be given for both GEOS 4153 and GEOS 5753. Prerequisite: GEOS 4033 or GEOS 5263 (formerly GEOS 4033).

GEOS 5783. Geography of Europe. 3 Hours.

(Formerly GEOS 4783.) Geographic regions of the area with emphasis on their present development. Graduate degree credit will not be given for both GEOS 4783 and GEOS 5783.

GEOS 5793. Geospatial Unmanned Aircraft Systems. 3 Hours.

Geospatial unmanned aircraft systems (UAS) are becoming key technologies in a number of disciplines. This course will introduce safe and legal operation of UAS in aerial photography, multispectral, thermal and LIDAR applications, geodetic control, photogrammetric and computer vision processing, and the creation of accurate 2D and 3D digital information products. Pre- or Corequisite: (GEOS 4413 or GEOS 5213 (formerly GEOS 4413)) and (GEOS 4593 or GEOS 5293 (formerly GEOS 4593)) or equivalent.

GEOS 5853. Environmental Isotope Geochemistry. 3 Hours.

Introduction to principles of isotope fractionation and distribution in geologic environments, isotopic analytical methods, and extraction of isotope samples; application of isotopes in characterization of geologic processes and interaction with hydrologic, surficial, and biologic attenuation, paleothermometry soil, and biogeochemical processes. May be repeated for up to 3 hours of degree credit. This course is cross-listed with ENDY 5853.

GEOS 5863. Quantitative Techniques in Geosciences. 3 Hours.

(Formerly GEOS 4863.) An introduction to the application of standard quantitative and spatial statistical techniques to geoscientific analysis. Students will use both micro and large system computers in the course. Graduate degree credit will not be given for both GEOS 4863 and GEOS 5863. This course is cross-listed with ANTH 5863.

GEOS 5873. Geological Data Analysis. 3 Hours.

(Formerly GEOS 4873.) Quantitative methods and techniques for analysis and interpretation of geological data. Credit will not be given for both GEOS 4873 and GEOS 5873. Corequisite: Lab component. Prerequisite: MATH 2564 and GEOS 3514.

GEOS 5924. Earth System History (ACTS Equivalency = PHSC 1104). 4 Hours. (Formerly GEOS 4924.) Physical and biological events that form the history of the earth from its formation to the beginning of the historical era. Credit will not be given for both GEOS 4924 and GEOS 5924. Graduate enrollment only with departmental permission. Corequisite: Lab component. Prerequisite: GEOS 3514.

GEOS 5933. Ancient Forest Science and Sustainability. 3 Hours. Ancient forests preserve beautiful habitat with high ecological integrity. This course will examine the development, spatial distribution, and ongoing destruction of ancient forests worldwide, and how science can contribute to the understanding and sustainable management of these valuable resources.

GEOS 5993. Dynamics of Sediment Transport. 3 Hours. The course will give aspiring geologists and civil engineers tools for solving sedimentological problems in their fields. Starting from a grounding in fluid mechanics, we will learn how sediment is transported and stratigraphy accumulated. This will be applied to problems in sedimentology at all scales.

GEOS 600V. Master's Thesis. 1-6 Hour. Master's thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

GEOS 6013. Seminar in Geoinformatics. 3 Hours. Geographic information science and technology research topics of particular interest to the graduate student class. May be repeated for up to 9 hours of degree credit.

GEOS 700V. Doctoral Dissertation. 1-9 Hour. Dissertation research. Prerequisite: Graduate standing and Ph.D. candidacy. May be repeated for degree credit.

German (GERM) Courses

GERM 4013. Germany and the Holocaust: The Significance of the Holocaust in Differentiated Contexts. 3 Hours.

Taught in English. Topics covering the role of the Holocaust in German history, culture, art, language and German Studies. Equal emphasis will be placed on historical competence and philosophical/theoretical inquiry, addressed from a variety of media and primary and secondary sources. May be repeated for up to 6 hours of degree credit.

GERM 4043. German Cinema. 3 Hours. Presents a range of German films in cultural-historical context; vocabulary and structures for discussing film, film history, and film theory in German. Prerequisite: GERM 3003.

GERM 4213. German Civilization. 3 Hours. German civilization. Prerequisite: GERM 3003 or equivalent.

GERM 470V. Special Topics. 1-3 Hour. May be offered in a topic not specifically covered by courses otherwise listed. May be repeated for up to 6 hours of degree credit.

GERM 5123. The German Novella. 3 Hours. An intensive study of the novella as a genre from its origin to the present. Prerequisite: GERM 3013.

GERM 5133. The German Drama. 3 Hours. A study of the development of the forms and themes of the German drama from the middle ages to the present. Prerequisite: GERM 3013.

GERM 5143. German Lyric Poetry. 3 Hours. A study of the forms and themes of German lyric poetry from the middle ages to the present. Prerequisite: GERM 3013. This course is cross-listed with GERM 4143.

GERM 5223. Early German Literature: Middle Ages to the Enlightenment. 3 Hours. Early German literature.

GERM 5273. German Literature: Enlightenment, Storm and Stress, and Classicism. 3 Hours. German literature.

GERM 5343. Early Modern German Literature: Late 19th and Early 20th Century. 3 Hours. Early modern German literature.

GERM 5363. German Literature after 1945. 3 Hours. German literature after 1945.

GERM 5703. Special Topics. 3 Hours. May be offered in a subject not specifically covered by the courses otherwise listed. May be repeated for up to 6 hours of degree credit.

Graduate Education Courses (GRSD) Courses

GRSD 400V. Research Experience Undergraduate Internship. 1-6 Hour. Internship for students participating in an undergraduate research experience. May be repeated for up to 12 hours of degree credit.

GRSD 5003. The Professoriate: Teaching, Learning and Assessment. 3 Hours. Designed to introduce the future academic professional to the expectations of the faculty teaching role in higher education. Topics include techniques of effective teaching and learning, dealing with a variety of institutional expectations, course management issues, and using models of effective teaching across a broad spectrum of class sizes and levels.

GRSD 5013. Practicum for Future Faculty. 3 Hours. This course is designed to follow GRSD 5003 and to give participants opportunities to apply theories and methods learned in that course. To accomplish these goals, the course instructor helps the participant arrange a mentoring opportunity as part of this course. Prerequisite: GRSD 5003. May be repeated for up to 6 hours of degree credit.

GRSD 502V. Special Topics in Preparing Future Faculty. 1-3 Hour. Seminar on selected topics for those anticipating a career teaching in higher education. May be repeated for up to 6 hours of degree credit.

GRSD 5033. The Professoriate: Research and Service. 3 Hours. Designed to complement GRSD 5003 by focusing on topics of interest to future academic professionals beyond those related to instruction. Topics include developing a research statement, strategies for securing an academic position the general nature of employment and service expectations in higher education, research ethics, and funding issues, including grant proposal writing.

GRSD 5041. Graduate Enrollment. 1 Hour. This course allows a degree-seeking graduate student to continue as an active graduate student. Students should enroll in this course only when they are not enrolled in credit-bearing academic courses. This course cannot be counted for degree credit. May be repeated for degree credit.

Greek (GREK) Courses

GREK 4003. Greek Lyric Poetry. 3 Hours. Readings from selected Greek lyric poems, to be chosen from several appropriate authors from the 7th through the 5th centuries BCE: Archilochus, Hipponax, Sappho, Alcaeus, Tyrtaeus, Mimnermus, Semonides, Solon, Xenophanes, Theognis, Pindar, Bacchylides. Prerequisite: GREK 2013 or equivalent.

GREK 4013. Greek Epic Poetry. 3 Hours. Study of the primary works of Greek hexameter poetry, including Homer, Hesiod, and/or the Homeric Hymns, with special attention to issues of oral composition and performance. Prerequisite: GREK 2013.

GREK 4023. Greek Philosophy. 3 Hours.

Study of representative works of Greek philosophy, including those of the Pre-Socratics, Plato, and/or Aristotle. Prerequisite: GREK 2013 or equivalent.

GREK 4033. Herodotus or Thucydides. 3 Hours.

Readings of Herodotus, Book VII, and Thucydides, Book VI; collateral readings on the Persian and Peloponnesian Wars. Prerequisite: GREK 2013 or equivalent.

GREK 4043. Greek Drama. 3 Hours.

Readings of 2 tragedies and one comedy; a study of the Greek theatre. Prerequisite: GREK 2013 or equivalent.

GREK 4053. Greek Syntax and Composition. 3 Hours.

Greek syntax and composition. Prerequisite: GREK 2013 or equivalent.

GREK 4063. Hellenistic Poetry. 3 Hours.

Selections from significant post-classical authors, including Callimachus, Theocritus, Bion, Moschus, Herondas, Apollonios of Rhodes, and/or poets of the Greek Anthology. Special attention to archaic and classical influences, contemporary Hellenistic culture, and Roman responses. Prerequisite: GREK 2013.

GREK 4073. Ancient Greek Novel. 3 Hours.

Study of the development of the Greek novel including the works of Lucian, Longus, Heliodorus, and/or Achilles Tatius. Prerequisite: GREK 2013 or equivalent.

GREK 4083. Greek Epigraphy. 3 Hours.

Study of inscriptions, especially Attic, in their historical and social contexts, from the 8th century BCE to the Hellenistic/Roman period. Training in epigraphical conventions and symbols. Prerequisite: GREK 2013 or equivalent.

GREK 4093. Biblical and Patristic Greek. 3 Hours.

Selected readings from appropriate texts, varying by semester, including the Septuagint, New Testament, Apostolic Fathers, and other patristic literature to the 5th century CE. Reading and discussion of selected texts in major genres. Prerequisite: GREK 2013 or equivalent.

GREK 4103. Greek Oratory. 3 Hours.

Readings from selected speeches, to be chosen from one or more appropriate authors: Lysias, Antiphon, Demosthenes, Isocrates, Andocides. Study of sophism and rhetoric of Athens in the 5th and 4th centuries BCE. Prerequisite: GREK 2013 or equivalent.

GREK 475V. Special Investigations. 1-6 Hour.

Special investigations. May be repeated for degree credit.

GREK 575V. Special Investigations. 1-6 Hour.

May be repeated for up to 12 hours of degree credit.

Health, Human Performance and Recreation (HHPR)

Courses

HHPR 5353. Research in Health, Human Performance and Recreation. 3 Hours.

Methods and techniques of research in health, human performance and recreation including an analysis of examples of their use and practice in their application to problems of interest to the student.

HHPR 560V. Workshop. 1-6 Hour.

Workshop.

HHPR 6233. Management in HHPR. 3 Hours.

Deals with principles, procedures, relationships, problems, and current practices in the supervision of health education and kinesiology. Includes management of facilities, programs, personnel, and processes.

HHPR 6333. Measurement in HHPR. 3 Hours.

Competencies for analysis and application of evaluation and measurement in HHPR.

HHPR 689V. Directed Research. 1-6 Hour.

Laboratory investigations, in basic and applied research.

HHPR 699V. Seminar. 1-3 Hour.

Seminar. May be repeated for up to 3 hours of degree credit.

HHPR 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Health, Sport and Exercise Science

Degree Offered:

Ph.D. in Health, Sport and Exercise Science (HSES)

The Ph.D. program in the Department of Health, Human Performance and Recreation is a research-focused degree that is designed to prepare scholars in advanced study to contribute to the field through teaching, research, and service.

The department is comprised of four divisions and offers the Ph.D. degree with a concentration in each corresponding program area:

1. Exercise Science
2. Health Behavior and Health Promotion
3. Kinesiology Pedagogy
4. Recreation and Sport Management

Ph.D. in Health, Sport and Exercise with Exercise Science Concentration

Admission to Ph.D. Degree Program:

The applicant must have 1) completed a master's degree or its equivalent in a field related to their specialization area to which they are applying, 2) meet general admission requirements of the Graduate School, 3) a GPA of at least 3.00 on all graduate course work; and 4) an acceptable score on the Graduate Record Examinations (GRE). Admission will be based on the willingness and ability of a graduate faculty member to accept a new student. Additional prerequisites may be prescribed after review of application materials.

Applications must include the following:

1. Curriculum vitae.
2. Statement of purpose and research interest, including specification of the area of concentration to which you are applying.
3. Academic transcripts
4. Three letters of recommendation

Requirements for the Doctor of Philosophy Degree:

A minimum of 60 graduate semester hours, including 18 hours of dissertation, is required after admission into the Ph.D. program. In the event required courses for the Ph.D. program have been taken during a student's master's degree program, they will need to substitute another graduate course in lieu of the required course. A doctoral advisory committee will be established by the student in consultation with the Coordinator of Graduate Study during the first semester of enrollment subsequent to acceptance into the degree program. The student, in conjunction with the advisory committee, will define the program of study. The degree program requires successful completion of qualifying examinations, dissertation, and an oral defense of the dissertation. These last requirements are described elsewhere in this catalog.

HHPR 5353	Research in Health, Human Performance and Recreation	3
ESRM 5393	Statistics in Education and Health Professions	3
HHPR 700V	Doctoral Dissertation	18

Research and Statistical Requirements

A minimum of 18 hours approved by doctoral advisory committee.	18
Total Hours	42

Requirements also include the area of concentration presented below.

Requirements for Exercise Science Concentration:

Exercise Science Core

EXSC 5323	Biomechanics I	3
EXSC 5513	Physiology Exercise I	3
EXSC 5593	Practicum in Laboratory Instrumentation	3

Cognate

The student, in consultation with the doctoral advisory committee, will identify hours of further course work comprising a field of study in an area of interest. Course work may be selected from several related disciplines or a single discipline.

Electives

Students must complete 36 hours of graduate electives as approved by the doctoral advisory committee.

Total Hours	54
-------------	----

Ph.D. in Health, Sport and Exercise Science with Health Behavior and Health Promotion Concentration

Admission to Ph.D. Degree Program:

The applicant must have 1) completed a master's degree or its equivalent in a field related to their specialization area to which they are applying, 2) meet general admission requirements of the Graduate School, 3) a GPA of at least 3.00 on all graduate course work; and 4) an acceptable score on the Graduate Record Examinations (GRE). Admission will be based on the willingness and ability of a graduate faculty member to accept a new student. Additional prerequisites may be prescribed after review of application materials.

Applications must include the following:

1. Curriculum vitae.
2. Statement of purpose and research interest, including specification of the area of concentration to which you are applying.
3. Academic transcripts
4. Three letters of recommendation

Requirements for the Doctor of Philosophy Degree:

A minimum of 60 graduate semester hours, including 18 hours of dissertation, is required after admission into the Ph.D. program. In the event required courses for the Ph.D. program have been taken during a student's master's degree program, they will need to substitute another graduate course in lieu of the required course. A doctoral advisory committee will be established by the student in consultation with the Coordinator of Graduate Study during the first semester of enrollment subsequent to acceptance into the degree program. The student, in conjunction with the advisory committee, will define the program of study. The degree program requires successful completion of qualifying examinations, dissertation, and an oral defense of the dissertation. These last requirements are described elsewhere in this catalog.

HHPR 5353	Research in Health, Human Performance and Recreation	3
ESRM 5393	Statistics in Education and Health Professions	3
HHPR 700V	Doctoral Dissertation	18
Research and Statistical Requirements		
A minimum of 18 hours approved by doctoral advisory committee.		18
Total Hours		42

Requirements also include the area of concentration presented below.

Requirements for the Health Behavior and Health Promotion Concentration:

The Health Behavior and Health Promotion concentration trains health behavior researchers for academic positions in university settings, for positions in federal health agencies such as the Centers for Disease Control and Prevention and the National Institutes of Health, and for post-doctoral research fellowships.

Health Behavior Core

PBHL 5533	Theories of Social and Behavioral Determinants of Health	3
PBHL 5563	Public Health: Practices and Planning	3
PBHL 5573	Principles of Health Education	3
PBHL 5613	Epidemiology	3

Cognate

The student, in consultation with the doctoral advisory committee, will identify hours of further course work comprising a field of study in an area of interest. Course work may be selected from several related disciplines or a single discipline. 6

Electives

Students must complete 36 hours of graduate electives as approved by the doctoral advisory committee.		36
Total Hours		54

Ph.D. in Health, Sport and Exercise Science with Kinesiology Pedagogy Concentration

Admission to Ph.D. Degree Program:

The applicant must have 1) completed a master's degree or its equivalent in a field related to their specialization area to which they are applying, 2) meet general admission requirements of the Graduate School, 3) a GPA of at least 3.00 on all graduate course work; and 4) an acceptable score on the Graduate Record Examinations (GRE). Admission will be based on the willingness and ability of a graduate faculty member to accept a new student. Additional prerequisites may be prescribed after review of application materials.

Applications must include the following:

1. Curriculum vitae.
2. Statement of purpose and research interest, including specification of the area of concentration to which you are applying.
3. Academic transcripts
4. Three letters of recommendation

Requirements for the Doctor of Philosophy Degree:

A minimum of 60 graduate semester hours, including 18 hours of dissertation, is required after admission into the Ph.D. program. In the

event required courses for the Ph.D. program have been taken during a student's master's degree program, they will need to substitute another graduate course in lieu of the required course. A doctoral advisory committee will be established by the student in consultation with the Coordinator of Graduate Study during the first semester of enrollment subsequent to acceptance into the degree program. The student, in conjunction with the advisory committee, will define the program of study. The degree program requires successful completion of qualifying examinations, dissertation, and an oral defense of the dissertation. These last requirements are described elsewhere in this catalog.

HHPR 5353	Research in Health, Human Performance and Recreation	3
ESRM 5393	Statistics in Education and Health Professions	3
HHPR 700V	Doctoral Dissertation	18
Research and Statistical Requirements		
A minimum of 18 hours approved by doctoral advisory committee.		18
Total Hours		42

Requirements also include the area of concentration presented below.

Requirements for the Kinesiology Pedagogy Concentration:

Pedagogy Core

PHED 6363	Supervision in Physical Education	3
PHED 5253	The Physical Education Curriculum	3
PHED 5273	Professional Issues in Physical Education and Sport	3

Cognate

A minimum of 6 hours approved by doctoral advisory committee. 6

Electives

The student, in consultation with the doctoral advisory committee, will identify further course work comprising a field of study in kinesiology and consistent with the goals and objectives of the student and institution. Course work may be selected from several related disciplines or a single discipline. 39

Total Hours		54
-------------	--	----

Ph.D. in Health, Sport and Exercise Science with Recreation and Sport Management Concentration

Admission to Ph.D. Degree Program:

The applicant must have 1) completed a master's degree or its equivalent in a field related to their specialization area to which they are applying, 2) meet general admission requirements of the Graduate School, 3) a GPA of at least 3.00 on all graduate course work; and 4) an acceptable score on the Graduate Record Examinations (GRE). Admission will be based on the willingness and ability of a graduate faculty member to accept a new student. Additional prerequisites may be prescribed after review of application materials.

Applications must include the following:

1. Curriculum vitae.
2. Statement of purpose and research interest, including specification of the area of concentration to which you are applying.
3. Academic transcripts
4. Three letters of recommendation

Requirements for the Doctor of Philosophy Degree:

A minimum of 60 graduate semester hours, including 18 hours of dissertation, is required after admission into the Ph.D. program. In the event required courses for the Ph.D. program have been taken during a student's master's degree program, they will need to substitute another graduate course in lieu of the required course. A doctoral advisory committee will be established by the student in consultation with the Coordinator of Graduate Study during the first semester of enrollment subsequent to acceptance into the degree program. The student, in conjunction with the advisory committee, will define the program of study. The degree program requires successful completion of qualifying examinations, dissertation, and an oral defense of the dissertation. These last requirements are described elsewhere in this catalog.

HHPR 5353	Research in Health, Human Performance and Recreation	3
ESRM 5393	Statistics in Education and Health Professions	3
HHPR 700V	Doctoral Dissertation	18

Research and Statistical Requirements

A minimum of 18 hours approved by doctoral advisory committee.	18
Total Hours	42

Requirements also include the area of concentration presented below.

Requirements for the Recreation and Sport Management Concentration:

The Recreation and Sport Management concentration prepares students to become teachers, researchers, and leaders in the area of recreation, sport management and leisure in university settings.

Recreation and Sport Management Core

RESM 612V	Directed Reading in Recreation and Sport	3
RESM 6133	Issues in RESM	3
HHPR 6233	Management in HHPR	3

Cognate

The student, in consultation with the doctoral advisory committee, will identify hours of further course work comprising a field of study in an area of interest. Course work may be selected from several related disciplines or a single discipline.	9
--	---

Electives

Students must complete 36 hours of graduate electives as approved by the doctoral advisory committee.	36
Total Hours	54

Courses

EXSC 5023. Advanced Teaching in Exercise Science. 3 Hours.

Examination and practical exposure to the principles and practices of undergraduate teaching in exercise science. Includes course planning, teaching techniques, assessment strategies, and supervised practice. May be repeated for up to 6 hours of degree credit.

EXSC 5323. Biomechanics I. 3 Hours.

Intended to serve as an introduction to biomechanics and focuses on scientific principles involved in understanding and analyzing human motion.

EXSC 5333. Instrumentation in Biomechanics. 3 Hours.

The application of knowledge and skills necessary for data collection for sports analysis. Provides valuable information on instrumentation used specifically in biomechanics. Prerequisite: EXSC 5323.

EXSC 5353. Exercise Psychology. 3 Hours.

Exercise Psychology is a lecture and discussion format for students interested in learning about theoretical and research information related to exercise adherence.

EXSC 5443. Seminar in Brain Injury and Behavior. 3 Hours.

The Brain Injury and Behavior Seminar will immerse you in specific topics pertaining to the study of human brain-behavior relationships. Emphasis will be placed on traumatic brain injury (TBI), including moderate-to-severe injuries, as well as mild TBI or concussion. The first half of the course will focus on research related to how individuals sustain and recover from TBI. The second half of the course will focus on sports-related concussion in youth, collegiate, and professional athletes, with an emphasis on how athletes sustain concussions, how concussions are assessed, treated, and managed, and how return-to-play decision are made. This course will introduce you to research in a variety of fields that include physiology, neurology, and neuropsychology through primary source material in the form of book chapters and journal articles.

EXSC 5513. Physiology Exercise I. 3 Hours.

A study of the foundation literature in exercise physiology. Emphasis is placed on the muscular, cardiovascular, and respiratory systems.

EXSC 5523. Muscle Metabolism in Exercise. 3 Hours.

A study of the metabolic changes that occur in muscle as a result of exercise, exercise training, and other stressors. Prerequisite: EXSC 5513 or equivalent.

EXSC 5533. Cardiac Rehabilitation Program. 3 Hours.

An examination of the concepts, design, and implementation of cardiac rehabilitation programs. Emphasis on exercise programs but reference to nutrition, psychology, and other lifestyle interventions.

EXSC 5543. Cardiovascular Function in Exercise. 3 Hours.

Study of the effects of exercise training and other stressors on the cardiovascular system. Detailed study of the components of the cardiovascular system and the responses and adaptations of those components to selected stimuli. Corequisite: EXSC 5513 or equivalent.

EXSC 5593. Practicum in Laboratory Instrumentation. 3 Hours.

Practical experience in testing physical fitness utilizing laboratory equipment. Objective is to quantify physiological parameters, leading to the individualized exercise prescription. Corequisite: Lab component.

EXSC 5613. Physical Dimensions of Aging. 3 Hours.

This course will focus on the physiological changes with healthy aging, pathophysiology of age-related diseases, testing issues, exercise interventions, and the psychosocial aspects of aging. Prerequisite: EXSC 5513.

EXSC 5643. Advanced Psychology of Sports Injury and Rehabilitation. 3 Hours.

The purpose of this course is to explore and discuss factors related to the psychological aspects of athletic injuries. These factors include the sociocultural, mental, emotional, and physical dimensions of injury rehabilitation. Prerequisite: Students must be accepted into the Masters of Athletic Training graduate program.

EXSC 5773. Performance and Drugs. 3 Hours.

The pharmacological and physiological effects of ergogenic aids upon the athlete and performance coupled with the ethical and moralistic viewpoints of drug taking. Practical laboratory experiences are provided with pertinent statistical surveys of athletes; their drug taking habits and relevant psychological impact on performance.

EXSC 6313. Muscle Physiology. 3 Hours.

To expand the student's knowledge of the skeletal muscle form and function. Specifically, how muscle is formed to how it can adapt as a post-mitotic tissue. This course will focus on the morphological, physiological, cellular, and molecular factors that affect skeletal muscle form and function.

EXSC 6323. Biomechanics II. 3 Hours.

Analysis of human movement with emphasis on sports skills by application of principles of anatomy, kinesiology, and cinematographical analysis. Prerequisite: EXSC 5323.

EXSC 6343. Physiology of Exercise II. 3 Hours.

Detailed study of the body systems affected by exercise, the functions of these systems during exercise, the effects of age, sex, body type, and nutrition on capacity for exercise, the techniques of assessing work capacity, and a critical analysis of research literature in this area.

EXSC 6443. Thermoregulation and Fluid Balance. 3 Hours.

Comprehensive overview of human thermoregulatory responses to exercise in heat and cold.

Higher Education (HIED) Courses

HIED 5003. Overview-American Higher Education. 3 Hours.

A basic course in the study of higher education open to all students seeking careers in colleges and universities. Serves as an introduction to the programs, problems, issues, and trends in higher education.

HIED 5033. Student Affairs in Higher Education. 3 Hours.

Study of origins, functions, and policies in student personnel services in contemporary 2- and 4-year colleges and universities with emphasis on the student and student development.

HIED 5043. Student Development in Higher Education. 3 Hours.

Provides those who work or plan to work in post secondary educational institutions with an understanding of the student population in contemporary colleges and universities.

HIED 504V. Practicum in Higher Education. 1-6 Hour.

Students are assigned to a department or agency within or outside the university for professional experience under the joint supervision of on-site personnel and university faculty. Periodic meetings are scheduled for evaluation, discussion, and examination of techniques.

HIED 5053. The Community College. 3 Hours.

An overview of the community college. Topics include the history and philosophy of the community college movement, students, curriculum, state and local campus governance, teaching, student personnel work, finance and issues, problems, and trends.

HIED 5063. Diversity in Higher Education (Irregular). 3 Hours.

Broadly explores how sociocultural contexts influence diversity at colleges and universities. Focuses on the responsibilities of higher education leaders to be multiculturally competent professionals who foster inclusive practices for diverse student populations.

HIED 5073. Management of Higher Education Institutions. 3 Hours.

Principles and concepts of management and their application in college and university settings.

HIED 5083. History and Philosophy of Higher Education. 3 Hours.

An examination of the history and development of higher education including the study of the philosophy, objectives, and functions of various types of institutions.

HIED 5093. Research in Higher Education and Student Affairs (Sp, Su, Fa). 3 Hours.

This course provides master's students an overview of research and literature applicable to the discipline; teaches students how to understand academic literature and use empirical evidence to inform practices and policies at colleges and universities. Prerequisite: MEd students in the Higher Education Program.

HIED 5103. Higher Education in International Contexts (Irregular). 3 Hours.

Explores various systems of higher education around the world. Equips students with the knowledge and skills to work in the increasingly internationalized field of higher education.

HIED 5303. Non-Profit Fundraising. 3 Hours.

Non-Profit Fundraising examines the theory and practice of the professional field of fundraising and development, which is dedicated to attracting philanthropic support from constituents for colleges, universities, health organizations, hospitals, non-profit organizations, museums and other philanthropic endeavors.

HIED 5643. Reflective Practice in Higher Education and Student Affairs (Sp, Su, Fa). 3 Hours.

Provides students an opportunity to work in a functional area of higher education, reflect on how their experiences inform their career goals as higher education professionals, and learn job search strategies in higher education. May be repeated for up to 6 hours of degree credit.

HIED 574V. Internship. 1-3 Hour.

Supervised field experiences in student personnel services, college administration, academic advising, institutional research, development, or other areas of college and university work.

HIED 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

HIED 6013. The Professoriate: Problems and Issues. 3 Hours.

An examination of the vital issues and trends affecting college faculty personnel with emphasis upon institutional practices and policies.

HIED 6023. Introduction to the Study of Higher Education. 3 Hours.

A requirement for all new doctoral and specialist students. Familiarization with writing requirements, library search procedures, library resources, and program requirements. Prerequisite: Admission to Higher Education Ed.D program.

HIED 605V. Independent Study (Sp, Su, Fa). 1-6 Hour.

Provides students with an opportunity to pursue special study in higher education.

HIED 6083. Management Skills for Effective Leadership (Irregular). 3 Hours.

Development of management skills that enhance leadership includes understanding yourself, managing yourself, team building, personnel selection, group and individual decision-making, problem solving, managing conflict, developing valid performance appraisal systems, conducting performance appraisal interview, and other topics of current interest. Prerequisite: Doctoral students in Higher Education or permission of the instructor.

HIED 6093. Leading Change (Irregular). 3 Hours.

An in-depth examination of leadership, change, and culture in postsecondary education.

HIED 6183. Organization Development and Change in Higher Education (Irregular). 3 Hours.

An examination of the theory and practice of organization development as it relates to planned change in colleges and universities.

HIED 6303. Advancement in Higher Education. 3 Hours.

Advancement in Higher Education examines the theory and practice of the professional field and function referred to as "institutional advancement", which is dedicated to attracting philanthropic support as well as building attitudinal and behavioral support among key constituents for colleges and universities.

HIED 6323. Design and Evaluation of College Teaching (Irregular). 3 Hours.

Theory and practice of effective college teaching. Emphasis is placed on preparation and evaluation of instruction.

HIED 6333. Curriculum Design in Higher Education (Irregular). 3 Hours.

Types of undergraduate curricula and their supporting philosophies; approaches to curricula planning and assessment; curricular reforms; and factors influencing curricular policy making.

HIED 6343. Strategies for Effective College Teaching. 3 Hours.

An examination of traditional and innovative instructional strategies for use in college teaching.

HIED 6353. The College and University Presidency. 3 Hours.

The course explores the basic elements of the presidency of an academic institution and examines the critical issues facing the college and university presidents/chancellors.

HIED 6423. Trends, Issues and Problems in Higher Education. 3 Hours.

A study of the current problems and trends related to the field of higher education.

HIED 6483. Strategic Enrollment Management (Irregular). 3 Hours.

An examination of admissions marketing strategies, communications plans, branding, and forecasting as well as how other areas (financial aid, honors, scholarships, and student affairs) contribute to successful recruitment efforts. Other key enrollment management areas of focus for the class include academic records, registration, degree audits, FERPA, student support, and most importantly, retention. Major state and federal legislation that underscores any of these activities will be discussed as well.

HIED 6533. Assessment of Institutional Effectiveness in Higher Education (Irregular). 3 Hours.

The course examines the fundamentals of assessment of learning outcomes and institutional effectiveness and introduces assessment as a tool to inform strategic planning and data-driven decision-making in higher education.

HIED 6643. College Students in the United States (Irregular). 3 Hours.

Students will engage with the leading theoretical and empirical scholarship related to college students and use this information to engage in class discussion, complete course assignments, consider implications for practice, and contemplate opportunities for new scholarship. Prerequisite: Doctoral student in the Higher Education Program or instructor consent.

HIED 6653. Legal Aspects of Higher Education (Sp, Fa). 3 Hours.

An examination of the legal status of higher education in the United States; the rights and responsibilities of educators and students including fair employment; due process; torts liability and contracts; student rights landmark court decisions; federal and state legislation having an impact on education.

HIED 6663. Finance and Fiscal Management. 3 Hours.

Higher education finance and budgeting practices: problems, issues, trends, and policy issues in higher education.

HIED 6683. Governance and Policy Making in Higher Education. 3 Hours.

An analysis of governance and policy making affecting the control of colleges and universities. Attention is given to policy generation, governing board supervision, and the impact of institutional, professional, and regional groups as well as community, state, and federal pressures.

HIED 6693. Research Techniques in Higher Education (Irregular). 3 Hours.

Techniques of research applicable to Higher Education.

HIED 674V. Internship. 1-6 Hour.

Supervised field experiences in student personnel services, college administration, college teaching, institutional research, development, or other areas of college and university work.

HIED 699V. Seminar (Sp, Su, Fa). 1-6 Hour.

A series of seminar for specialized study into areas of current significance in postsecondary education, such as leadership and planning; organization, development, and change; human resource development and appraisal; the student in higher education; etc. May be repeated for up to 6 hours of degree credit.

HIED 700V. Doctoral Dissertation (Sp, Su, Fa). 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

History (HIST) Courses

HIST 5003. Democratic Athens (Irregular). 3 Hours.

(Formerly HIST 4003.) History of the Athens from the sixth century BCE to the end of the fourth. Topics include origins and evolution of democracy, the Persian wars, the rise and fall of the Athenian Empire, and the development of historiography, literature, art, and philosophy during the period. Graduate degree credit will not be given for both HIST 4003 and HIST 5003.

HIST 5013. Alexander the Great and the Hellenistic World (Irregular). 3 Hours.

(Formerly HIST 4013.) A survey of the achievements of Alexander and the culture of the new world he created. The personality and career of Alexander are examined as well as the rich diversity of the Hellenistic world: trade with India, religious syncretism, and the development of Hellenistic science and philosophy. Graduate degree credit will not be given for both HIST 4013 and HIST 5013.

HIST 5033. Roman Empire. 3 Hours.

(Formerly HIST 4033.) History of Rome from the Emperor Augustus to Constantine, ca. 30 BCE - 337 CE. Topics include the sources for imperial Rome, the organization of imperial government, the provinces of Rome and provincial government, art and literature under the empire, the rise of Christianity, and the conversion of the Empire. Graduate degree credit will not be given for both HIST 4033 and HIST 5033.

HIST 506V. Readings in European History. 1-6 Hour.

Directed readings in the field of European history. Prerequisite: Graduate standing. May be repeated for up to 12 hours of degree credit.

HIST 507V. Readings in American History. 1-6 Hour.

Readings. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 508V. Research Problems in European History. 1-6 Hour.

Research problems. Prerequisite: Graduate standing.

HIST 509V. Research Problems in American History. 1-6 Hour.

Research problems. Prerequisite: Graduate standing.

HIST 511V. Research Problems in Latin American History (Irregular). 1-6 Hour.**HIST 517V. Readings in Asian History. 1-6 Hour.**

Readings. Prerequisite: Graduate standing.

HIST 518V. Research Problems in Asian History (Irregular). 1-18 Hour.

Prerequisite: graduate standing.

HIST 5193. Great Britain, 1901-2001. 3 Hours.

(Formerly HIST 4193.) Examines the history of the British Isles from the death of Queen Victoria in 1901 to the reelection of Prime Minister Tony Blair in 2001. Special attention is given to the collapse of the British Empire, the birth of the welfare state, and the challenges inherent in the decline of British world power. Graduate degree credit will not be given for both HIST 4193 and HIST 5193.

HIST 5203. History of the Holocaust (Irregular). 3 Hours.

(Formerly HIST 4203.) Examines the origins, history, and legacies of the European Holocaust. Traces the origins of anti-Semitism in Europe, the rise of Nazism in Germany, the path to genocide during World War II, and the role of victims, perpetrators, rescuers, and bystanders. Considers issues of memory and justice in the postwar era. Graduate degree credit will not be given for both HIST 4203 and HIST 5203.

HIST 522V. Readings in Latin America History (Irregular). 1-6 Hour.**HIST 524V. Readings in African History (Irregular). 1-6 Hour.****HIST 525V. Research Problems in African History (Irregular). 1-6 Hour.****HIST 526V. Readings in Middle Eastern History (Irregular). 1-6 Hour.****HIST 527V. Readings in Medieval History (Irregular). 1-6 Hour.**

Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 528V. Research Problems in Middle Eastern History (Irregular). 1-6 Hour.**HIST 529V. Research Problems in Medieval History (Irregular). 1-6 Hour.**

Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 530V. Readings in British History (Irregular). 1-6 Hour.

Directed readings in the field of British history. Prerequisite: Graduate standing. May be repeated for up to 12 hours of degree credit.

HIST 533V. Readings in Ancient History (Irregular). 1-6 Hour.

Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 534V. Research Problems in Ancient History (Irregular). 1-6 Hour.

Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 5393. Early Modern Islamic Empires, 1300-1750. 3 Hours.

(Formerly HIST 4393.) An examination of the historical development of the three great Islamic empires in the early modern period- the Ottomans, the Safavids of Iran, and the Mughals of India. Special attention given to imperial expansion, administrative structures, religious-legal establishment, and the formation of distinct traditions in political ideology, historiography, and the arts and sciences. Graduate degree credit will not be given for both HIST 4393 and HIST 5393.

HIST 5403. Islam in Asia (Irregular). 3 Hours.

(Formerly HIST 4403.) Introduces students to the history of Islam in East and Southeast Asia over the past 1,200 years. It focuses on the 18th-21st centuries when Muslims were part of everyday life in Asia and participated in the formation of majority and minority identities in the region. Graduate degree credit will not be given for both HIST 4403 and HIST 5403.

HIST 545V. Readings in Caribbean History (Irregular). 1-6 Hour.

Graduate readings in Caribbean history. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 546V. Research Problems in Caribbean History (Irregular). 1-6 Hour.

Independent research in Caribbean history. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 547V. Readings in Atlantic History (Irregular). 1-6 Hour.

Graduate readings in Atlantic world history. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HIST 5483. African American Biographies (Irregular). 3 Hours.

(Formerly HIST 4483.) Introduction to the history and intellectual development of famous and not-so-famous African Americans. Graduate degree credit will not be given for both HIST 4483 and HIST 5483.

HIST 5493. Religion in America to 1860 (Irregular). 3 Hours.

(Formerly HIST 4493.) History of religion in early America, primarily from a social and cultural perspective. Topics will include region, social class, growth of institutions, slavery, print culture, and social reform in traditions including Protestantism, West African religion, Catholicism, Native American religion, and Judaism. Graduate degree credit will not be given for both HIST 4493 and HIST 5493.

HIST 5503. History of Political Parties in the United States, 1789-1896. 3 Hours.

(Formerly HIST 4503.) Origin and development of the American party system from the implementation of the constitution to the election of McKinley. Graduate degree credit will not be given for both HIST 4503 and HIST 5503.

HIST 5513. History of Political Parties in the United States Since 1896. 3 Hours.

(Formerly HIST 4513.) Response of the party system to America's emergence as an industrial nation and world power from the election of 1896 to present. Graduate degree credit will not be given for both HIST 4513 and HIST 5513.

HIST 5523. Roman Republic (Irregular). 3 Hours.

(Formerly HIST 4023.) History of Rome from its origins in the eighth century BCE to the fall of the Republic in the first century BCE. Topics include the sources for Roman history, the development, functioning, and ultimate failure of republican government, the Roman army, and Roman imperialism in Italy and the Mediterranean. Graduate degree credit will not be given for both HIST 4023 and HIST 5523.

HIST 5543. American Social and Intellectual History Since 1865. 3 Hours.

(Formerly HIST 4543.) Survey of thought and society since the Civil War. Graduate degree credit will not be given for both HIST 4543 and HIST 5543.

HIST 5553. The Recluse in Early East Asia. 3 Hours.

(Formerly HIST 4553.) A cross-cultural study of those who chose or needed to leave the world of officialdom for the world of nature in early East Asia. Graduate degree credit will not be given for both HIST 4553 and HIST 5553.

HIST 5563. The Old South, 1607-1865. 3 Hours.

(Formerly HIST 4563.) Survey of the political, social, and economic development of the antebellum South. Graduate degree credit will not be given for both HIST 4563 and HIST 5563.

HIST 5573. The New South, 1860 to the Present. 3 Hours.

(Formerly HIST 4573.) Survey of the development of the Civil War and postwar South to the present. Graduate degree credit will not be given for both HIST 4573 and HIST 5573.

HIST 5583. Arkansas in the Nation. 3 Hours.

(Formerly HIST 4583.) Designed to provide advanced undergraduate and graduate students with a comprehensive understanding of the full sweep of Arkansas history. The focus will be on social, economic and political history, and historiography. Graduate degree credit will not be given for both HIST 4583 and HIST 5583.

HIST 5593. The Colonial French in the Mississippi Valley. 3 Hours.

(Formerly HIST 4593.) This course focuses on the French Colonial Mississippi Valley from 1698 until 1763. Activities for both French and non-French speaking students provide a rich environment to discuss encounters, subsistence strategies, and warfare faced by native peoples, missionaries, explorers, and colonists alike. Students will examine primary handwritten, transcribed, or translated sources. Graduate degree credit will not be given for both HIST 4593 and HIST 5593.

HIST 5603. U.S. Labor History to 1877. 3 Hours.

(Formerly HIST 4603.) Examines the changing nature of work in U.S. history from 1607 until 1877 including the ways that workers--individually and collectively--understand the meanings of their labor and to the ways that notions of class, gender, ethnicity, and race inform these understandings. Graduate degree credit will not be given for both HIST 4603 and HIST 5603.

HIST 5613. Colonial America 1600-1763 (Irregular). 3 Hours.

(Formerly HIST 4613.) History of colonial America from 1600 to the end of the Seven Years War emphasizing economic, social, and cultural perspectives. Topics include Native American, French, Spanish, English, Dutch, and Russian interactions in North America and the larger Atlantic World. Graduate degree credit will not be given for both HIST 4613 and HIST 5613.

HIST 5623. Revolutionary America, 1763 to 1789 (Irregular). 3 Hours.

(Formerly HIST 4623.) History of revolutionary America emphasizing economic, social, and cultural perspectives. Topics include historical interpretations of the causes of the war, the impact of war on African Americans, women, loyalists, elite, and poor Americans. The course also examines the formation of the new national government. Graduate degree credit will not be given for both HIST 4623 and HIST 5623.

HIST 5633. Heian Japan 794-1192 (Irregular). 3 Hours.

(Formerly HIST 4633.) A study of courtly culture and the religious world of Heian Japan. Graduate degree credit will not be given for both HIST 4633 and HIST 5633.

HIST 5643. Early American Republic, 1789-1828 (Irregular). 3 Hours.

(Formerly HIST 4643.) History of the early United States emphasizing social and cultural perspectives. Topics addressed will include westward expansion, slavery, religion, and economic change. Graduate degree credit will not be given for both HIST 4643 and HIST 5643.

HIST 5653. Antebellum America, 1828-1850 (Irregular). 3 Hours.

(Formerly HIST 4653.) History of antebellum U.S. emphasizing social and cultural perspectives. Topics addressed will include slavery, religion, gender, the market economy, regionalism, and political developments. Graduate degree credit will not be given for both HIST 4653 and HIST 5653.

HIST 5663. Rebellion to Reconstruction, 1850-1877 (Irregular). 3 Hours.

(Formerly HIST 4663.) A survey of political, social, and economic issues from the late antebellum period through Reconstruction. Emphasis is placed on the causes of the Civil War and the problems of postwar America. A brief examination of the Civil War is included. Graduate degree credit will not be given for both HIST 4663 and HIST 5663.

HIST 5673. The American Civil War. 3 Hours.

(Formerly HIST 4673.) An intensive study of the political, social, military, and economic aspects of the American Civil War period. Graduate degree credit will not be given for both HIST 4673 and HIST 5673.

HIST 5683. The American Civil Rights Movement (Irregular). 3 Hours.

(Formerly HIST 4383.) Introduction to the history and development of the civil rights movement in the United States. Graduate degree credit will not be given for both HIST 4383 and HIST 5683.

HIST 5693. Late Middle Ages (Odd years, Sp). 3 Hours.

(Formerly HIST 4053.) This course examines the political, social-economic, intellectual, and spiritual developments of European history, c. 1000-1400 CE. Special topics include monasticism, sacral kingship, the crusades, and the medieval university. Graduate degree credit will not be given for both HIST 4053 and HIST 5693.

HIST 570V. Special Topics. 1-6 Hour.

Special topics. Prerequisite: Graduate standing. May be repeated for up to 9 hours of degree credit.

HIST 5723. America Between the Wars, 1917-1941 (Irregular). 3 Hours.

(Formerly HIST 4723.) The impact of World War I, the 1920s, and the Great Depression upon American society and culture. Graduate degree credit will not be given for both HIST 4723 and HIST 5723.

HIST 573V. Readings in Global History (Irregular). 1-6 Hour.

Directed readings in the field of Global history. Prerequisite: Graduate standing. May be repeated for up to 12 hours of degree credit.

HIST 5753. Diplomatic History of the United States, 1776-1900. 3 Hours.

(Formerly HIST 4753.) Survey of American foreign relations from the American Revolution through the Spanish-American War. Principal topics include isolationism, freedom of the seas, manifest destiny and continental expansion, overseas expansion, and the diplomacy of war and peace. Emphasis on the relationship between domestic politics and foreign affairs. Graduate degree credit will not be given for both HIST 4753 and HIST 5753. Prerequisite: HIST 2003.

HIST 5763. Diplomatic History of the United States, 1900-1945. 3 Hours.

(Formerly HIST 4763.) America's development as a world power. The course examines U.S. relations with Europe, Latin America, and East Asia, plus America's first approach to the Middle East. Particular emphasis is placed on America's involvement in World War I and World War II. Graduate degree credit will not be given for both HIST 4763 and HIST 5763. Prerequisite: HIST 2013.

HIST 5773. Diplomatic History of the US, 1945 to Present. 3 Hours.

(Formerly HIST 4773.) U.S. involvement in world affairs since WWII. The Cold War from an international perspective, including strategies, nuclear deterrence, conflicts, economic developments, cultural relations among allies and adversaries. Post-Cold War scenarios, including war on terrorism. Graduate degree credit will not be given for both HIST 4773 and HIST 5773.

HIST 5783. History of Modern Mexico. 3 Hours.

(Formerly HIST 4783.) This course examines the history of Mexico from the wars of independence to the present. Emphasis will be placed on the turbulent nineteenth century and the Mexican Revolution. Themes covered include colonial legacies, national identities, popular culture, emigration, and relations with the United States. Graduate degree credit will not be given for both HIST 4783 and HIST 5783.

HIST 5793. Colonial India, 1758-1948 (Irregular). 3 Hours.

(Formerly HIST 4793.) Examines the course of Indian history from the 1758 Battle of Plassey to eventual independence from Great Britain in 1948. Special attention is given to India's place within the British Empire, particularly the East India Company, the Indian Mutiny, the Raj, the rise of Gandhi, and India's independence movement. Graduate degree credit will not be given for both HIST 4793 and HIST 5793.

HIST 5803. Modern Scandinavia (Irregular). 3 Hours.

(Formerly HIST 4803.) Examines the history of the Nordic lands, including Denmark, Finland, Iceland, Norway, and Sweden, from 1500 to the present. Graduate degree credit will not be given for both HIST 4803 and HIST 5803.

HIST 5813. Africans and Slavery in Colonial Latin America (Irregular). 3 Hours.

(Formerly HIST 4813.) Explores the diverse experiences of slaves and free Blacks in colonial Spanish and Portuguese America from 1500 to around 1888, demonstrating that bondage and the practice of African slavery was a pillar of political authority in colonial Latin America. Graduate degree credit will not be given for both HIST 4813 and HIST 5813.

HIST 5823. Black Freedom in the Age of Emancipation. 3 Hours.

(Formerly HIST 4823.) This course centers on the comparative study of Atlantic World freedom movements from the perspective of the African Diaspora. It focuses on the histories, meanings, legacies of the various types of black emancipation in the Atlantic World and the cultural technologies that enabled them. Graduate degree credit will not be given for both HIST 4823 and HIST 5823.

HIST 5833. Social and Cultural History of the Modern Middle East (Irregular). 3 Hours.

(Formerly HIST 4433.) An analysis of Middle East history in the 17th-20th centuries which focuses on the social transformation of urban and rural life. Particular emphasis is given to the roles of economics, genealogy, art, and popular culture. Graduate degree credit will not be given for both HIST 4433 and HIST 5833.

HIST 5843. The Atlantic World, 1400-1850 (Irregular). 3 Hours.

(Formerly HIST 4233.) Explores the political, economic, cultural, and social engagement of Africans, Europeans, and Native Americans across the Atlantic from 1400 to 1850. It uses a comparative lens to understand how interactions between Europe, Africa, and the Americas created enduring ties throughout the Atlantic Basin. Graduate degree credit will not be given for both HIST 4233 and HIST 5843.

HIST 5853. Early Chinese Empires: Mythology, Archeology, and Historiography. 3 Hours.

(Formerly HIST 4853.) A critical introduction to the most important sources and major themes, both textual and archeological, for the study of early China. Graduate degree credit will not be given for both HIST 4853 and HIST 5853.

HIST 5863. Classical Thought in East Asia. 3 Hours.

(Formerly HIST 4863.) Introduces the major East Asian philosophical and religious traditions including Confucianism, Daoism, Buddhism, and Shintoism. Read original sources in translation, such as Analects, and explore perspectives that stem from the traditions as they bear on contemporary global issues. Graduate degree credit will not be given for both HIST 4863 and HIST 5863.

HIST 5873. Germany since 1945 (Irregular). 3 Hours.

(Formerly HIST 4873.) Examines the history of Germany since the end of the Second World War including political division and economic recovery, dissident movements in East Germany and alternative cultures in West Germany, reunification in 1990, and the legacy of Nazism and the Holocaust. Graduate degree credit will not be given for both HIST 4873 and HIST 5873.

HIST 5883. Health and Disease: 1500 to the Present (Irregular). 3 Hours.

(Formerly HIST 4883.) Explores the emergence of epidemics against the backdrop of the nation state and anxieties over women, the lower classes, and other marginalized groups. The rise of modern health programs illuminates the cultural construction of medicine, the biases of scientific inquiry, and the tensions among paternalism, liberty, and prejudice. Graduate degree credit will not be given for both HIST 4883 and HIST 5883.

HIST 5893. Germany, 1918-1945 (Irregular). 3 Hours.

(Formerly HIST 4253.) Study of German history from advent of the Weimar Republic to the end of the Third Reich with emphasis upon the failure of democratic government in the 1920s and the rise and fall of the National Socialist dictatorship. Graduate degree credit will not be given for both HIST 4253 and HIST 5893.

HIST 5903. Music and the Arts of Edo Japan 1600-1868 (Irregular). 3 Hours.

(Formerly HIST 4903.) A music and arts view of urban and popular culture of the Edo period of Japan (1600-1868). Readings drawn from history, literature, aesthetics, religion and science. Graduate degree credit will not be given for both HIST 4903 and HIST 5903.

HIST 5913. Reading Japanese Noh as Cultural History (Irregular). 3 Hours.

(Formerly HIST 4913.) A historical, sociocultural, and inter-arts approach to the medieval lyric-drama Japanese Noh, a form of masked theater with roots reaching beyond the 14th century. Graduate degree credit will not be given for both HIST 4913 and HIST 5913.

HIST 5923. Song China 960-1279 (Irregular). 3 Hours.

(Formerly HIST 4923.) Examination of the Song dynasty (960-1279) concentrating on the education and role of the scholar-official and the literatus. Readings drawn from history, literature, personal diaries, travel accounts, political memoranda, and scientific writings. Graduate degree credit will not be given for both HIST 4923 and HIST 5923.

HIST 5933. Ad Paradisum: Utopias, imaginary places, and the afterlife in East Asia (Irregular). 3 Hours.

(Formerly HIST 4933.) Confucian, Daoist, and Buddhist ideas of ideal communities ('utopias'), of imaginary places ('paradise islands'), and of the afterlife ('heaven and hell') in East Asia will be traced in a broad sweep across literature, painting, and the performing arts. Graduate degree credit will not be given for both HIST 4933 and HIST 5933.

HIST 5943. U.S. Labor History, from 1877-present. 3 Hours.

(Formerly HIST 4943.) This course will examine the changing nature of work in U.S. history from 1877 until the present. It will pay particular attention to the ways that workers--individually and collectively--understand the meanings of their labor and to the ways that notions of class, gender, ethnicity, and race inform these understandings. Graduate degree credit will not be given for both HIST 4943 and HIST 5943.

HIST 5953. The History of Sub-Saharan African Women. 3 Hours.

(Formerly HIST 4953.) Introduction to the history of women in Sub-Saharan Africa, starting in the early 18th century through the 20th century. Focus on women and the transatlantic slave trade, women's influence in pre-colonial religious, political, and cultural institutions, and women's experiences under colonial rule and in post-colonial Africa. Graduate degree credit will not be given for both HIST 4953 and HIST 5953.

HIST 5963. Third World Underdevelopment and Modernization (Irregular). 3 Hours.

(Formerly HIST 4963.) Examines key issues related to societal change in the Third World, including various views and theories of international development and modernization. Other major issues explored include social inequalities, food and hunger, population, environment, trade and globalization, international aid, and the roles of state, market, and civil society. Graduate degree credit will not be given for both HIST 4963 and HIST 5963.

HIST 5973. The Civilization of the Renaissance in Italy (Irregular). 3 Hours.

Important trends in Italian culture between the 14th and 16th centuries, including the birth of humanism, new understandings of the past, "new" political ideologies, scientific innovation, and famous art produced in the Western tradition.

HIST 5983. Intellectual History of Europe Since the Enlightenment. 3 Hours.

(Formerly HIST 4143.) A survey of the major developments in European thought and culture since the emergence of Romanticism. Topics include Romanticism, Darwinism, Marxism, and Modernism. Graduate degree credit will not be given for both HIST 4143 and HIST 5983.

HIST 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

HIST 6013. The Era of the French Revolution. 3 Hours.

(Formerly HIST 4213.) France from the salons of the Enlightenment to the Napoleonic Wars. The French Revolution will be explored in terms of politics and personalities, ideas and symbols, class and gender relations, and violence and terror. Graduate degree credit will not be given for both HIST 4213 and HIST 6013.

HIST 6033. Society and Gender in Modern Europe. 3 Hours.

(Formerly HIST 4133.) Changing values and attitudes toward childhood, family life, sexuality, and gender roles in Europe from the Renaissance to the present. The social impact of the Industrial Revolution, urbanization, demographic change, and the two world wars. Graduate degree credit will not be given for both HIST 4133 and HIST 6033.

HIST 6063. Tudor-Stuart England, 1485-1714. 3 Hours.

(Formerly HIST 4163.) Examines the history of the British Isles from the ascension of Henry VII and the Tudor dynasty until the close of the Stuart Era in 1714. Special attention is given to the English Reformation, the Elizabethan years, the 17th Century Revolutions, and the birth of an overseas Empire. Graduate degree credit will not be given for both HIST 4163 and HIST 6063.

HIST 6073. Renaissance and Reformation, 1300-1600. 3 Hours.

(Formerly HIST 4073.) Examines the history of Europe from the end of the Middle Ages through the Renaissance to the Reformation and Counter-Reformation. Special attention is paid to changes in popular piety, political thought, religious representation, and the discovery of the New World. Graduate degree credit will not be given for both HIST 4073 and HIST 6073.

HIST 6083. Early Modern Europe, 1600-1800. 3 Hours.

(Formerly HIST 4083.) Begins with the upheaval of the reformation, moves through the crisis of the 17th century and culminates with the democratic revolution of the 18th century. Examines the consolidation of the European state system, the propagation of modern science, discovery of overseas worlds, and the advent of the Industrial Revolution. Graduate degree credit will not be given for both HIST 4083 and HIST 6083.

HIST 6093. The History of African Americans and Social Justice (Irregular). 3 Hours.

(Formerly HIST 4093.) Explores how the United States has extended social justice to African Americans during the nation's history. Examines social justice for blacks and the impact of historic policies and practices on black life today. Graduate degree credit will not be given for both HIST 4093 and HIST 6093.

HIST 6113. Archaic Greece (Irregular). 3 Hours.

(Formerly HIST 4113.) History of Greece from the late Bronze Age to the end of the Persian Wars. This class will focus particularly on the sources involved with reconstructing early Greek history, especially Herodotus and Homer, on the development of the Greek city-state or polis, and on the interaction between the Greeks and Near-eastern civilizations during this period, culminating in the wars between the Greeks and the Persian Empire. Graduate degree credit will not be given for both HIST 4113 and HIST 6113.

HIST 6173. The Latin American City (Irregular). 3 Hours.

(Formerly HIST 4173.) This course examines the social, political, and cultural aspects of the modern Latin American city from an interdisciplinary perspective. The course includes an introduction to urban studies concepts, and each semester is organized around a specific set of case studies. Graduate degree credit will not be given for both HIST 4173 and HIST 6173.

HIST 6183. Great Britain 1707-1901. 3 Hours.

(Formerly HIST 4183.) Examines the history of the British Isles from the 1707 Act of Union between Scotland and England until the death of Queen Victoria in 1901. Special attention is given to the spread of Empire, industrialization, and the political, social, and cultural aspects of the Georgian and Victorian Eras. Graduate degree credit will not be given for both HIST 4183 and HIST 6183.

HIST 6203. Byzantine Empire (Irregular). 3 Hours.

(Formerly HIST 4103.) Examines the history and culture of the Byzantine Empire from the reign of Constantine I to the fall of Constantinople in 1453. Topics include the development of Christianity and the schism with the western church, the crusades, and Byzantine influence on Islam, Russia, the Ottomans, and the Renaissance. Graduate degree credit will not be given for both HIST 4103 and HIST 6203.

HIST 6223. France Since 1815. 3 Hours.

(Formerly HIST 4223.) Survey of French history from the overthrow of Napoleon to the 5th Republic, with emphasis on French politics, society, and culture. Graduate degree credit will not be given for both HIST 4223 and HIST 6223.

HIST 6243. Germany, 1789-1918 (Irregular). 3 Hours.

(Formerly HIST 4243.) Study of German history from the Age of Absolutism to the collapse of the German Empire at the end of the First World War. Special attention is paid to the Enlightenment and Romantic movements; nationalism and the unification of Germany; and evolving conflicts over the political and social order. Graduate degree credit will not be given for both HIST 4243 and HIST 6243.

HIST 6263. Independence and Africa Today. 3 Hours.

(Formerly HIST 4263.) Examines the last half-century of Africa's history, focusing on the last few decades. Introduction of Africa's colonial past, revolutions and struggles for independence. Review of African development in the post-colonial and contemporary era, successes and failures of independent Africa, and the challenges the continent faces today. Graduate degree credit will not be given for both HIST 4263 and HIST 6263.

HIST 6273. Comparative Slavery (Irregular). 3 Hours.

(Formerly HIST 4273.) Explores the meaning of slavery around the world, both in ancient and modern times. This examination of how slavery differed in various cultures over time will allow students to explore the complexity of this labor relationship and gain a better understanding of how slavery was an integral part of world history. Graduate degree credit will not be given for both HIST 4273 and HIST 6273.

HIST 6303. Transatlantic Relations, 1919-Present (Irregular). 3 Hours.

(Formerly HIST 4303.) US-Western European Relations, from the Wilsonian era to the present, covering strategic, economic, and cultural aspects. Graduate degree credit will not be given for both HIST 4303 and HIST 6303.

HIST 6333. Modern Islamic Thought (Irregular). 3 Hours.

(Formerly HIST 4333.) Main currents in Islamic theology and political philosophy from the Ottoman Empire to the end of the twentieth century. Graduate degree credit will not be given for both HIST 4333 and HIST 6333.

HIST 6343. Golden Age Portugal and Spain. 3 Hours.

(Formerly HIST 4343.) This course will examine the diverging and converging paths of Portugal and Spain during the early modern period (15th-17th centuries). We will chart their rise as global imperial powers and their initial declines. We'll explore the political, social, and religious contexts in which Golden Age Iberia flourished. Graduate degree credit will not be given for both HIST 4343 and HIST 6343.

HIST 6463. The American Frontier. 3 Hours.

(Formerly HIST 4463.) American westward expansion and its influence on national institutions and character. Emphasis on the pioneer family and the frontier's role in shaping American society, culture, economy, and politics. Topics include exploration, the fur trade, the cattle kingdom and the mining, farming, and military frontiers. Graduate degree credit will not be given for both HIST 4463 and HIST 6463.

HIST 6473. Environmental History (Irregular). 3 Hours.

(Formerly HIST 4473.) Examines the interactions between human culture and the natural environments: Concepts of nature in the West and elsewhere, dynamics of the Physical Environment, case studies in Regional Environmental History and the Politics of Environmental movements. Graduate degree credit will not be given for both HIST 4473 and HIST 6473.

HIST 6513. New Women in the Middle East (Irregular). 3 Hours.

(Formerly HIST 4413.) This course covers the transformation of social and cultural roles of women in the Middle East since the 19th Century. Emphases include political emancipation, religious reformation, artistic representation, and gendered re-definition. Graduate degree credit will not be given for both HIST 4413 and HIST 6513.

HIST 6523. Wars of Religion: From the Crusades to 9/11 (Irregular). 3 Hours.

(Formerly HIST 4323.) Examines the place of religion in combat across the centuries. A case study approach is used to explore different conflicts from the twelfth century crusades against Muslim forces to 9/11. Investigates how religious motivations may or may not be related to other political, social, cultural, economic concerns. Graduate degree credit will not be given for both HIST 4323 and HIST 6523.

HIST 6543. Late Antiquity and the Early Middle Ages. 3 Hours.

(Formerly HIST 4043.) This course examines the political, spiritual, intellectual, and social-economic developments of European history, c. 300-1000 CE. Special topics include the Christianization of the late Roman Empire and Byzantium, as well as the formation of Celtic and Germanic Kingdoms in the West. Graduate degree credit will not be given for both HIST 4043 and HIST 6543.

HIST 6563. The Middle East since 1914 (Irregular). 3 Hours.

(Formerly HIST 4363.) Middle East since 1914 addresses European colonialism, the rise of new social elites, independence, revolution, globalization, economic self-determination, persistent regional conflicts and ongoing battles over "cultural authenticity". Graduate degree credit will not be given for both HIST 4363 and HIST 6563.

HIST 6623. Africa and the Trans-Atlantic Slave Trade (Irregular). 3 Hours.

(Formerly HIST 4123.) Examines the trans-Atlantic slave trade with a primary focus on the role of Africa and Africans in creating the unique economy and culture of the trans-Atlantic world. Graduate degree credit will not be given for both HIST 4123 and HIST 6623.

HIST 6643. Frontiers and Borderlands in Colonial Latin America (Irregular). 3 Hours.

(Formerly HIST 4443.) This course examines frontiers and borderlands in colonial Latin America and focuses on the regions of California, New Mexico, Texas, Brazil, and the Río de la Plata. It demonstrates that frontiers and borderlands are defined by the absence of a hegemonic European power and associated with the prevalence of Indigenous norms. Graduate degree credit will not be given for both HIST 4443 and HIST 6643.

HIST 6703. Emergence of Modern America, 1876-1917. 3 Hours.

(Formerly HIST 4703.) A survey of the impact of the Industrial Revolution, Imperialism, and progressivism upon American life and institutions. Graduate degree credit will not be given for both HIST 4703 and HIST 6703.

HIST 6733. Recent America, 1941 to the Present (Irregular). 3 Hours.

(Formerly HIST 4733.) A general survey of American history since World War II with emphasis upon the presidency, reform movements, the Cold War, and cultural developments. Graduate degree credit will not be given for both HIST 4733 and HIST 6733.

HIST 6743. The Cold War in Latin America: Revolutions, Violence, and Politics (Irregular). 3 Hours.

(Formerly HIST 4743.) This course will trace the rise of the ideological and political struggles over social and economic development and the security regimes designed to thwart socialist revolution and political mobilization. The influence of the United States in Latin American security regimes and "containment" activities will receive special attention. Graduate degree credit will not be given for both HIST 4743 and HIST 6743.

HIST 6983. History of the Ottoman Empire, 1300-1923. 3 Hours.

History of the Ottoman Empire from its emergence as frontier principality in Anatolia ca. 1300, through its heyday as a major imperial power on three continents in the fifteenth through the eighteenth centuries, ending with its encounter with western imperialism and nationalism in the nineteenth and early twentieth centuries.

HIST 700V. Doctoral Dissertation. 1-18 Hour.

Independent research and writing leading to the completion of a doctoral dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

HIST 7023. Historical Methods. 3 Hours.

(Formerly HIST 5023.) Practical introduction to historical research and writing. Consists of lecture, library reading, and class criticism of research papers. Prerequisite: Graduate standing. This course is equivalent to HIST 6023.

HIST 7043. Historiography (Irregular). 3 Hours.

(Formerly HIST 5043.) Survey of the history of historical writing and a study of the important schools and historical interpretation. Prerequisite: Graduate standing. This course is equivalent to HIST 6043.

HIST 7053. Reading Seminar in Asian History (Irregular). 3 Hours.

(Formerly HIST 5053.) Concentrated reading in selected specialized areas of Asian history. Prerequisite: Advanced graduate standing. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6053.

HIST 7103. Reading Seminar in American History (Irregular). 3 Hours.

(Formerly HIST 5103.) Historiographical and bibliographical study of special areas of U.S. history, such as Antebellum America, the Civil War, etc. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6103.

HIST 7123. Research Seminar in American History (Irregular). 3 Hours.

(Formerly HIST 5123.) Research projects in selected fields of American history, such as the Civil War, Antebellum America, etc. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6123.

HIST 7133. Reading Seminar in European History (Irregular). 3 Hours.

(Formerly HIST 5133.) Historiographical and bibliographical study of special periods in European history, such as the Roman Empire, the late Middle Ages, the French Revolution, etc. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6133.

HIST 7143. Research Seminar in European History (Irregular). 3 Hours.

(Formerly HIST 5143.) Research projects in selected fields of European history, such as the French Revolution, humanism, etc. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6143.

HIST 7153. Reading Seminar in British History (Irregular). 3 Hours.

(Formerly HIST 5153.) Historiographical and bibliographical study of selected periods of British history. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6153.

HIST 7163. Research Seminar in British History (Irregular). 3 Hours.

(Formerly HIST 5163.) Research projects in selected fields of British history. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6163.

HIST 7213. Reading Seminar in Middle Eastern History (Irregular). 3 Hours.

(Formerly HIST 5213.) Historiographical and bibliographical study of special areas of Middle Eastern history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6213.

HIST 7233. Research Seminar in Middle Eastern History (Irregular). 3 Hours.

(Formerly HIST 5233.) Research projects in selected fields of Middle Eastern history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6233.

HIST 7313. Reading Seminar in Latin American History (Irregular). 3 Hours.

(Formerly HIST 5313.) Historiographical and bibliographical study of special areas in Latin American history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6313.

HIST 7323. Research Seminar in Latin American History (Irregular). 3 Hours.

(Formerly HIST 5323.) A research seminar for the production of a major research project in Latin American history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6323.

HIST 7353. Reading Seminar in Medieval History (Irregular). 3 Hours.

(Formerly HIST 5353.) Historiographical and bibliographical study of special areas in medieval history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6353.

HIST 7363. Research Seminar in Medieval History (Irregular). 3 Hours.

(Formerly HIST 5363.) A research seminar for the production of a major research project in medieval history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit. This course is equivalent to HIST 6363.

HIST 7373. Reading Seminar in Ancient History (Irregular). 3 Hours.

(Formerly HIST 5373.) Historiographical and bibliographical study of special areas in ancient history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6373.

HIST 7383. Research Seminar in Ancient History (Irregular). 3 Hours.

(Formerly HIST 5383.) A research seminar for the production of a major research project in ancient history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6383.

HIST 7413. Reading Seminar in African History (Irregular). 3 Hours.

(Formerly HIST 5413.) Historiographical and bibliographical study of selected periods and/or topics in African history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6413.

HIST 7423. Research Seminar in African History (Irregular). 3 Hours.

(Formerly HIST 5423.) A seminar for the production of a major research project in selected fields of African history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6423.

HIST 7433. Reading Seminar in Caribbean History (Irregular). 3 Hours.

(Formerly HIST 5433.) Historiographical and bibliographical study of special areas in Caribbean history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6433.

HIST 7443. Research Seminar in Caribbean History (Irregular). 3 Hours.

(Formerly HIST 5443.) A research seminar for the production of a major research project in Caribbean history. Prerequisite: Graduate standing. May be repeated for up to 30 hours of degree credit.

This course is equivalent to HIST 6443.

HIST 7453. Reading Seminar in Global History (Irregular). 3 Hours.

Graduate seminar adopting global perspectives on Europe, US, Asia, Africa, Latin America. Decentering narratives focusing on regional approaches, the course examines the global implications of various historical developments. May be repeated for up to 6 hours of degree credit.

This course is equivalent to HIST 6453.

Horticulture (HORT)

Courses

HORT 5001. Seminar (Sp, Fa). 1 Hour.

Review of scientific literature and oral reports on current research in horticulture. May be repeated for up to 4 hours of degree credit.

HORT 501V. Special Topics in Horticulture, Turf or Landscape. 1-6 Hour.

(Formerly HORT 401V.) Topics related to horticulture, turfgrass or landscape science or management not covered in other courses or a more intensive study of a specific topic. Graduate degree credit will not be given for both HORT 401V and HORT 501V. May be repeated for degree credit.

HORT 502V. Horticulture Judging and Competition Activity (Irregular). 1-6 Hour.

(Formerly HORT 402V.) Training for and participation on horticultural identification, judging and competitive teams. Graduate degree credit will not be given for both HORT 402V and HORT 502V. Prerequisite: HORT 2003. May be repeated for up to 6 hours of degree credit.

HORT 503V. Special Problems Research. 1-6 Hour.

Original investigations on assigned problems in horticulture. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HORT 5043. Advanced Plant Breeding (Odd years, Sp). 3 Hours.

Application of genetic principles to the improvement of crop plants. Presentation of conventional plant breeding methods and special techniques such as polyploidy, interspecific hybridization and induced mutation. Lecture 3 hours per week.

Prerequisite: BIOL 2323 and BIOL 2321L or (ANSC 3123 and CSES 4103).

HORT 5103. Plant Growth and Development (Fa). 3 Hours.

This course will focus on environmental and developmental processes of plant growth and development. A student completing this course should have an understanding of the developmental processes of plant growth and how environmental factors interact to affect and control plant growth and development.

HORT 5113. Fruit Production Science and Technology. 3 Hours.

(Formerly HORT 4103.) The management technologies and cultural practices of fruit crops including (but not limited to) blueberries, blackberries, raspberries, strawberries, grapes, peaches, and apples will be presented. The underlying scientific principles of crop genetics, nutrition, and physiology will be presented as a basis for making management decisions in fruit crop productions. Graduate degree credit will not be given for both HORT 4103 and HORT 5113. Corequisite: Lab component. Prerequisite: HORT 2003.

HORT 5143. Professional Landscape Management. 3 Hours.

Principles and practices of landscape management and maintenance. Topics include low maintenance and seasonal color design, pruning and hazard tree management, water and fertilizer management, pesticide use, and other maintenance activities. Basic elements of marketing, specifications and contracts, estimating, personnel management, and equipment selection and acquisition relevant for landscape services will be introduced. Preparatory training in agribusiness or business is suggested. Prerequisite: HORT 2003 and HORT 3103.

HORT 5203. Temperature Stress Physiology (Sp). 3 Hours.

This course will teach students how to apply biological, chemical and physical principles to models of how plants are damaged by temperature extremes and how they change to increase resistance. Student will apply these principles to better understand plant responses to other environmental challenges, including both biotic and abiotic stresses.

HORT 530V. Special Problems. 1-6 Hour.

(Formerly HORT 400V.) Original investigations on assigned problems in horticulture. Graduate degree credit will not be given for both HORT 400V and HORT 530V. May be repeated for up to 6 hours of degree credit.

HORT 5333. Professional Landscape Installation and Construction. 3 Hours.

(Formerly HORT 4033.) Principles and practices involved in landscape installation and construction. Topics covered include sequencing construction activities, protecting existing trees, landscape soils, selecting plants, planting and transplanting plant materials, wood construction, cement and masonry construction, and low-voltage lighting. Lecture 3 hours per week. Preparatory training in agribusiness or business is suggested. Graduate degree credit will not be given for both HORT 4033 and HORT 5333. Prerequisite: HORT 2003.

HORT 5403. Plant Propagation. 3 Hours.

(Formerly HORT 4403.) Principles of plant propagation using seeds, cuttings, grafting, budding, layering, and tissue culture. The physiological basis of propagation is described. Knowledge of plant growth and physiology is needed. Lecture 2 hours, laboratory 2 hours per week. Graduate degree credit will not be given for both HORT 4403 and HORT 5403. Corequisite: Lab component. Prerequisite: BIOL 1613 and BIOL 1611L.

HORT 5413. Horticulture Physiology. 3 Hours.

(Formerly HORT 4413.) This course provides students with a background into the physiological processes of plants with an emphasis on horticultural crops and how the processes relate to horticultural crop production practices. Among the topics covered are photosynthesis, respiration, water relations and morphogenesis. Graduate degree credit will not be given for both HORT 4413 and HORT 5413. Prerequisite: HORT 2003 and CHEM 1073.

HORT 5503. Sustainable Nursery Production. 3 Hours.

(Formerly HORT 4503.) This course addresses issues and practices involved in production of quality woody nursery crops (e.g. trees and shrubs produced in open filed and containerized systems). Graduate degree credit will not be given for both HORT 4503 and HORT 5503.

HORT 5701L. Greenhouse Management and Controlled Environment Horticulture Laboratory. 1 Hour.

(Formerly HORT 4701L.) Laboratory involving hands-on experiments designed to demonstrate principles discussed in the lecture section. Includes field trips. Graduate degree credit will not be given for both HORT 4701L and HORT 5701L. Corequisite: HORT 5703.

HORT 5703. Greenhouse Management and Controlled Environment Horticulture. 3 Hours.

(Formerly HORT 4703.) Operation and management of greenhouses and other controlled environments used in horticultural production. Emphasis on system design and construction, control of light intensity and photoperiod, heating and cooling systems, substrates, mineral nutrition, water quality and irrigation systems. Graduate degree credit will not be given for both HORT 4703 and HORT 5703. Prerequisite: HORT 2003 and CHEM 1073.

HORT 5801L. Greenhouse Crops Production Laboratory. 1 Hour.

(Formerly HORT 4801L.) Laboratory involving hands-on experiments designed to demonstrate principles discussed in the lecture section. Includes field trips. Graduate degree credit will not be given for both HORT 4801L and HORT 5801L. Corequisite: HORT 5803.

HORT 5803. Greenhouse Crops Production. 3 Hours.

(Formerly HORT 4803.) Principles and practices of production and marketing of crops commonly grown in controlled environments including flowering containerized herbaceous species, geophytes, annual and perennial bedding plants, hydroponic vegetables and herbs. Graduate degree credit will not be given for both HORT 4803 and HORT 5803. Prerequisite: HORT 4703 or HORT 5703 (formerly HORT 4703).

HORT 5903. Golf and Sports Turf Management. 3 Hours.

(Formerly HORT 4903.) Turf management techniques for golf courses, and athletic fields including species selection, root-zone construction and modification, fertilization, mowing, irrigation and pest control. Graduate degree credit will not be given for both HORT 4903 and HORT 5903. Corequisite: Lab component. Prerequisite: CSES 2203 and CSES 2201L and (HORT 2303 or HORT 3403).

HORT 5913. Rootzone Management for Golf and Sports Turf. 3 Hours.

(Formerly HORT 4913.) An overview of the fundamental concepts of the physical and chemical properties of rootzones as related to construction and turfgrass management. Graduate degree credit will not be given for both HORT 4913 and HORT 5913. Prerequisite: HORT 2303.

HORT 5921. Golf Course Operations. 1 Hour.

(Formerly HORT 4921.) This course is designed to cover specific aspects of golf course operations that would not be included in traditional turfgrass management courses. Topics will include budgeting, personnel management, tournament setup and operation, dealing with golf club committees, communication, and other relevant topics related to managing a golf course maintenance operation. Graduate degree credit will not be given for both HORT 4921 and HORT 5921. Prerequisite: HORT 4903 or HORT 5903 (formerly HORT 4903).

HORT 5932. Turf Best Management Practices. 2 Hours.

(Formerly HORT 4932.) The course covers the impacts of turfgrass management practices on turf quality and the environment. In addition, the identification, biology, and control practices for the major insects, diseases, and weeds that infest turf will be covered. Emphasis will be placed on management strategies that include both chemical and non-chemical approaches to the prevention and control of common turfgrass pests. Graduate degree credit will not be given for both HORT 4932 and HORT 5932. Prerequisite: HORT 2303 and 6 hours selected from CSES 2003, PLPA 3004, and ENTO 3013.

HORT 600V. Master's Thesis (Sp, Su, Fa). 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

HORT 602V. Special Topics in Horticulture. 1-3 Hour.

Discussion and advanced studies on selected topics in genetics, plant breeding, physiology and culture of horticultural crops. Prerequisite: Graduate standing. May be repeated for degree credit.

HORT 6033. Molecular Plant Breeding. 3 Hours.

In-depth study of genetic improvement and techniques. Covers both current and classical literature. Topics to be discussed: haploidy, genetic control of pairing, somatic instability, tissue culture and protoplast fusion, and male sterility. Lecture discussion 3 hours per week. Prerequisite: BIOL 2323 and BIOL 2321L (or ANSC 3123 and CSES 4103 or equivalent).

Human Environmental Sciences (HESC) Courses

HESC 400V. Special Problems. 1-6 Hour.

May be repeated for up to 6 hours of degree credit.

HESC 455V. Special Topics. 1-6 Hour.

Topics not covered in other courses, a focused study of specific topics in the students' areas of concentration. May be repeated for up to 6 hours of degree credit.

HESC 502V. Special Problems Research. 1-6 Hour.

Individual study or research for graduates in the field of human environmental sciences.

HESC 5233. Childhood Obesity: Context and Preventions. 3 Hours.

A multidisciplinary course that focuses on the context and prevention of childhood obesity. Directed readings and discussion will center on an ecological approach: identifying the problem(s) and behavioral and environmental factors and their interactions, as well as predisposing, enabling, and reinforcing factors, and action plan(s). The issue is addressed from a multidisciplinary perspective, including economics, marketing, child development, nutrition, and health behavior.

HESC 5463. Research Methodology in Social Sciences. 3 Hours.

Logical structure and the method of science. Basic elements of research design; observation, measurement, analytic method, interpretation, verification, presentation of results. Applications to research in the economic and sociological problems of agriculture and Human Environmental Sciences. Prerequisite: Graduate standing. This course is cross-listed with AGED 5463.

HESC 555V. Special Topics in Human Environmental Sciences. 1-3 Hour.

Topics not covered in other courses or a more intensive study of specific topics in the specializations of human environmental sciences.

HESC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

HESC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Human Resource and Workforce Development Education (HRWD) Courses

HRWD 5113. Foundations of Human Resource & Workforce Development (Sp, Su, Fa). 3 Hours.

An overview of human resource and workforce development (HRWD) in organizations. Focus on the integration of training and development, career development, and organization development. Topics include strategic planning for human resource and workforce development, needs assessment, program development, application of workplace learning theories, career development theories and methods, and application of organization learning theories.

HRWD 5123. Career Transitions (Sp). 3 Hours.

This advanced level course is intended for career development professionals and/or subject-matter experts interested in improving their career development skills within a structured or unstructured learning environment. The emphasis in this course is on gaining career development techniques and planning formal and informal career development strategies for the individual or the organization.

HRWD 5133. HRWD Diversity Issues (Fa). 3 Hours.

This course emphasis is on current trends and case studies of diversity in the workplace. Prerequisite: Graduate standing.

HRWD 5213. Organizational Analysis. 3 Hours.

This course introduces the analysis process in organizations. The instruction and activities will enable students to develop skills in conducting organizational needs analysis (OA) as a basis for performance improvement in the workplace.

HRWD 5223. Strategic Human Resource and Workforce Development Education. 3 Hours.

A comprehensive examination of the issues, topics, principles, theories, philosophies and concepts facing tomorrow's HRD professionals. Includes the transformation of strategic HRD; the role of strategic HRD leaders as change agents; the principles of strategic HRD; professional practice do mains of strategic HRD; organizational learning, performance, and change; and analysis, design, and evaluation of HPI interventions. Students will identify practices for informing decisions related to the formation of strategic HRD planning and implementation efforts.

HRWD 5233. HRWD Employment, Legal, and Ethical Issues (Sp). 3 Hours.

This course focuses on employment, legal and ethical issues within the workplace. Students will gain knowledge that should enable them to be effective in understanding current employment concerns, equal employment opportunity (EEO) laws, and ethical practices within the workplace and how these employment concerns, laws, and practices impact society.

HRWD 5313. Facilitating Learning in the Workplace (Sp). 3 Hours.

Facilitation of learning and performance improvement in the workplace. Application of instructional methods, formal and informal learning strategies, coaching, team building, and formal and informal on-the-job learning tactics. Focus on facilitating individual and group learning to affect organizational change.

HRWD 5323. International HRWD. 3 Hours.

Exploration of how globalization and culture affect the workplace and the human resource development profession. Difference between global HRD and HRD practiced in a single country. Impact of culture on every aspect of HRD implementation and practice. Examination of HRD practices in different regions of the world.

HRWD 5333. HRWD Technological Resources (Fa). 3 Hours.

This course provides students with the tools and abilities to evaluate and understand technology resources used in HRWD. Primary course elements are instructional design characteristics of technology, theoretical and practical uses of technology resources to facilitate and manage learning, and selecting the best or most appropriate technological resources. The course uses online technologies and learning experiences.

HRWD 5433. HRWD Capstone (Sp, Su, Fa). 3 Hours.

This course is the final course for the degree in Human Resource and Workforce Development. Students will be assessed on their overall knowledge and understanding of the field. The focus of this course will be research and analysis of classic works and current trends. Pre- or Corequisite: 27 MED credit hours completed.

HRWD 571V. Independent Study. 1-3 Hour.

Independent study. May be repeated for up to 3 hours of degree credit.

HRWD 572V. Workshop. 1-3 Hour.

Workshop. Prerequisite: Advanced graduate standing. May be repeated for up to 3 hours of degree credit.

HRWD 573V. Experiential Learning. 1-18 Hour.

This course is designed for the student to attain paid or unpaid experiential development. May be repeated for up to 18 hours of degree credit.

HRWD 6313. Project and Program Evaluation (Even years, Sp). 3 Hours.

This course is a doctoral level course designed as an introduction to project and program evaluation in human resource and workforce development. Emphasis is on (a) project design and development, (b) program development and improvement, and (c) the integration of evaluation with strategic planning and performance improvement.

HRWD 6323. Qualitative Research Design and Analysis (Even years, Sp). 3 Hours.

This course is designed to introduce HRWD students to qualitative research design, data collection and data analysis. Course content includes data collection through interviews, field observation, records research, ethical issues associated with conducting research in organizational settings, and internal and external validity problems. Prerequisite: ESRM 5013 and ESRM 6403.

HRWD 6333. Quantitative Research Design and Analysis (Even years, Fa). 3 Hours.

This course provides HRWD students with the tools and abilities to design and implement an original research project using quantitative measures. Primary course elements are research design application, theoretical settings of research, and nesting research within an appropriate literature base. The course uses online technologies and on-campus learning experiences. Prerequisite: ESRM 5013 and ESRM 6403.

HRWD 6343. Principles and Techniques of Research in HRWD. 3 Hours.

This course addresses the principles and techniques underlying organizational research, both experimental and non-experimental. It covers the basic philosophy of science and research methods and gives attention to the practical problems of design, data collection sampling, and data analysis. Prerequisite: ESRM 5013 and ESRM 6403.

HRWD 6413. Career Theory and Decision Making (Fa). 3 Hours.

This course focuses on comprehensive understanding of career theory and decision making to enhance career development that emphasizes technology, cross-cultural issues, practical application, and the global economy. Career development in both the private and public sectors will be explored. Students will gain knowledge that should enable them to be effective in developing their careers and those of others using multicultural considerations and a global perspective.

HRWD 6423. Practicum. 3 Hours.

Practicum is designed to allow doctoral students in workforce development education an opportunity to apply the theoretical knowledge, skills and abilities to training, teaching, or research projects. May be repeated for up to 6 hours of degree credit.

HRWD 6513. Organization Development (Odd years, Su). 3 Hours.

This course teaches development of organization activities that intervene in the interaction of people systems to increase the effectiveness of using a variety of applied behavioral sciences. It includes the dynamics of organizations, the genesis of organizational theory and evolution of organizational dynamics, including examination of system structure, chaos theory, group dynamics and interaction, leadership theories, diversity issues impacting organizations, and techniques of change agent intervention.

HRWD 6523. Leadership Models and Concepts (Odd years, Fa). 3 Hours.

This doctoral course concentrates on using commonly accepted principles of leadership to develop skills needed in workforce development education settings.

HRWD 6533. HRWD Ethical and Legal Issues (Fa). 3 Hours.

Focuses on ethical and legal issues within the workplace and behavioral science research. Students gain knowledge that should enable them to be effective in understanding ethical and legal issues within their workplace and how they can impact society.

HRWD 6613. Learning and Teaching Theories (Odd years, Sp). 3 Hours.

Models and philosophies of important theorists in the field of teaching and learning.

HRWD 6633. Technology Systems in Human Resource and Workforce Development (Odd years, Fa). 3 Hours.

This course provides students with the tools and abilities to evaluate and understand technology systems in HRWD. Primary course elements are instructional design characteristics of technology systems, theoretical and practical settings that use technology systems to facilitate and manage learning, and selecting the best or most appropriate system for organizational use. The course uses online technologies and learning experiences.

HRWD 6643. History and Foundations of HRWD. 3 Hours.

This course focuses on the history of human resource development as a practice and a profession. Particular emphasis in this course is placed on the influence of philosophy on developing HRD theory and practice. As students progress through this course they can expect to gain greater understanding of how HRD developed as a profession, the historical root of its theory and practice, and an understanding of how to evaluate the philosophical assumptions of current HRD theory and practice.

HRWD 6713. HRWD Curriculum Design (Su). 3 Hours.

Determining principles of curriculum development, implementation, and evaluation with emphasis in human resource development education.

HRWD 6723. Entrepreneurial Development (Irregular). 3 Hours.

An advanced graduate-level course examining the history, economics, theory and practice of developing Entrepreneurial enterprises. This course presents an overview of the business and organizational systems with which an entrepreneur should be familiar.

HRWD 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Industrial Engineering (INEG)

Courses

INEG 4423. Advanced Engineering Economy. 3 Hours.

Preparation of feasibility studies, including cost estimation, risk and uncertainty, sensitivity analysis and decision making. Effects of taxes, depreciation and financing costs on cash flows. Prerequisite: INEG 2413.

INEG 4433. Systems Engineering and Management. 3 Hours.

Overview of the fundamental concepts underlying the management of engineering. Reviews the engineering decision process within the life cycle. Examines implementation of basic management functions in technical organizations and development of strategy tools within a complex organization. Prerequisite: INEG 2403.

INEG 4443. Project Management (Irregular). 3 Hours.

Analysis of the strategic level of project management including planning, organizing, and staffing for successful project execution. Professional creativity, motivation, leadership, and ethics are also explored. At the tactical level, project selection, control, and systems management are analyzed. Systems development and decision support tools for project management are studied. Prerequisite: Senior standing.

INEG 4833. Introduction to Database Concepts for Industrial Engineers. 3 Hours.

An introduction to the basic principles of database modeling and technologies for industrial engineers. Coverage includes analyzing user requirements, representing data using conceptual modeling techniques (e.g. UML, ERD), converting conceptual models to relational implementations via database design methodologies, extracting data via structured query language processing, and understanding the role of database technology in industrial engineering application areas such as inventory systems, manufacturing control, etc. The application of a desktop database application such as Access will be emphasized. Prerequisite: CSCE 2004.

INEG 5123. Industrial Engineering in the Service Sector (Irregular). 3 Hours.

Review of the development of industrial engineering into the service sector, e.g., health care systems, banking, municipal services, utilities, and postal service. Emphasizes those principles and methodologies applicable to the solutions of problems within the service industries. Prerequisite: Graduate standing. This course is cross-listed with OMGT 5133.

INEG 513V. Master's Research Project and Report (Sp, Su, Fa). 1-6 Hour.

Required course for students electing the report option.

INEG 514V. Special Topics in Industrial Engineering. 1-3 Hour.

Consideration of current industrial engineering topics not covered in other courses. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

INEG 515V. Individual Study in Industrial Engineering (Sp, Su, Fa). 1-3 Hour.

Opportunity for individual study of advanced subjects related to a graduate industrial engineering program to suit individual requirements. Prerequisite: Graduate standing.

INEG 5243. Automated Manufacturing (Irregular). 3 Hours.

Introduction to manufacturing processes and concurrent engineering in the electronics industry. Survey of electronics components and products and the processes of fabrication and assembly. Principles of design, productivity, quality, and economics. Emphasis on manufacturability.

INEG 5253. Leadership Principles and Practices (Fa). 3 Hours.

The course is designed to expose students to multiple approaches to leadership in a wide variety of settings. Leadership styles, the knowledge areas and competencies expected of today's leaders, the challenges leaders face, the historical and philosophical foundations of leadership, the relationships among leadership theory, leadership practice, and the moral-ethical aspects of leadership are among the topics covered in the course. A number of respected regional, national, and international leaders share "lessons learned" in their leadership journeys. Plus, a number of highly regarded leadership books and case studies on leadership are read and discussed. Students may not receive credit for INEG 4253 and INEG 5253/OMGT 5253.

This course is cross-listed with OMGT 5253.

INEG 5263. Engineering Statistics. 3 Hours.

A graduate level engineering statistics course covering functions of random variables, properties and distributions of random samples, theory of statistical inference, and rationales of testing hypotheses and constructing confidence intervals. Prerequisite: MATH 2574 and INEG 2313.

INEG 5313. Engineering Applications of Probability Theory. 3 Hours.

Introduction to probability, discrete random variables, continuous random variables, multiple random variables, sequences of Bernoulli trials. Applications of these topics from inventory, reliability, quality control.

INEG 5323. Engineering Applications of Stochastic Processes. 3 Hours.

Renewal processes, Poisson processes, discrete-time Markov chains, continuous-time Markov chains. Applications of these topics from inventory, reliability, quality control, queueing.

INEG 5333. Design of Industrial Experiments (Irregular). 3 Hours.

Statistical analysis as applied to problems and experiments in engineering and industrial research; experiment design and analysis; probability; and response surface analysis. Prerequisite: INEG 2313 or equivalent.

INEG 5343. Advanced Quality Control Methods (Irregular). 3 Hours.

Acceptance sampling by attributes; single, double, sequential, and multiple sampling plans; sampling plans of Department of Defense; acceptance sampling by variables; Bayesian acceptance sampling; rectifying inspection for lot-by-lot sampling; control charts; special devices; and procedures. Prerequisite: INEG 2313.

INEG 5373. Repairable Systems Modeling (Irregular). 3 Hours.

Applications of probability, statistics, simulation and optimization to problems related to 1) modeling the performance of repairable equipment; 2) designing optimal inspection and maintenance policies for repairable equipment; and 3) optimizing the allocation of maintenance resources.

INEG 5383. Risk Analysis for Transportation and Logistics Systems (Irregular). 3 Hours.

Fundamentals of modeling risk, analyzing risk, and managing risk in a variety of industrial and government decision-making settings. Risk measurement and model building, uncertainty quantification, and multi-objective trade-offs. Credit cannot be earned for both INEG 4383 and INEG 5383.

INEG 5393. Applied Regression Analysis for Engineers (Irregular). 3 Hours.

Present concepts and applications to introduce statistical tools for discovering relationships among variables. Focus on fitting and checking linear and nonlinear regression models. Practical tools for engineers.

INEG 5433. Cost Estimation Models (Irregular). 3 Hours.

Overview of cost estimation techniques and methodologies applied to manufacturing and service organizations. Accomplished through detailed analysis of the cost estimation development process and various cost estimation models. Topics include data collection and management, learning curves, activity based costing, detailed and parametric estimation models, and handling risk and uncertainty. Prerequisite: INEG 2313.

This course is cross-listed with OMGT 5433.

INEG 5443. Decision Models. 3 Hours.

Focus on quantitative decision models for technical and managerial problems for private and public organizations. Topics include shareholder value, stakeholder value, Value-Focused Thinking, axioms of decision analysis, decision making challenges, decision traps, cognitive biases, decision processes, decision framing, influence diagrams, value hierarchy structuring, designing creative alternatives, single objective models, multiobjective additive value model, swing weights, sensitivity analysis, portfolio decision models with binary linear programming, probability elicitation, Bayes Law, decision trees, Monte Carlo simulation, expected value, dominance (deterministic and stochastic), tornado diagrams, value of information, risk preference, utility models, expected utility, and communicating analysis insights. Prerequisite: INEG 2313.

This course is cross-listed with OMGT 5443.

INEG 5523. Topics in Automated Systems (Irregular). 3 Hours.

To understand current developments in applications of flexible automation to industrial processes. Robotics, machine vision and other sensors, human machine interface, AML/2 and V+ programming languages.

INEG 5533. Network Optimization in Transportation Logistics (Sp). 3 Hours.

Focus on quantitative modeling and analysis of network optimization problems and their application in logistics system design and operation. Topics include network design and routing and location analysis, with emphasis on the application of both exact and heuristic solution techniques for large-scale instances of such problems. Prerequisite: INEG 5613.

INEG 5543. Distribution Center Design & Operations (Irregular). 3 Hours.

To introduce the student to the field of facility logistics, as applied to distribution centers (DCs). The fundamental areas of facility design and operations (material handling systems) will be covered. Prerequisite: INEG 5613.

INEG 5563. Industrial Robotics (Fa). 3 Hours.

An interdisciplinary treatment of industrial robotics; manipulator anatomy, control, and programming; end-of arm tooling; sensors & sensing; system integration and safety; current research topics. Graduate-level lab assignments and examinations. Significant literature review and writing assignments. Not open to students with credit for INEG 4563. Prerequisite: Graduate standing or instructor consent.

INEG 5613. Introduction to Optimization Theory (Fa). 3 Hours.

A graduate level introduction to the foundational rationales of numerical optimization methods including linear programming, integer programming, network flows, and discrete dynamic programming. Model formulation and tractability, search strategies, characterization of optimal solutions, duality and sensitivity, outcome justification. Prerequisite: Graduate standing.

INEG 5623. Analysis of Inventory Systems (Irregular). 3 Hours.

Elements of production and inventory control, economic lot size models, price breaks models using Lagrangian method, deterministic dynamic inventory model, probabilistic one-period and multi-period models, zero and positive lead time models, and continuous review models. Prerequisite: INEG 5313.

INEG 5643. Optimization Theory II (Irregular). 3 Hours.

Classical optimization theory, Lagrangian and Jacobian methods, Kuhn-Tucker theory and constraint qualification, duality in nonlinear problems; separable programming, quadratic programming, geometric programming, stochastic programming, steepest ascent method, convex combinations method, SUMT, Fibonacci search, and golden section method. Prerequisite: INEG 5613.

INEG 5653. Modeling and Analysis of Semiconductor Manufacturing (Irregular). 3 Hours.

Introduction to front end of semiconductor manufacturing process, wafer processing. Topics include an introduction to wafer processing, factory and equipment capacity modeling, automated material handling, simulation, cost modeling, and production scheduling. Prerequisite: INEG 2313.

INEG 5663. Analysis of Queuing Systems (Irregular). 3 Hours.

Poisson axioms, pure birth and death model, queue disciplines (M/M/1) and (M/M/c) models, machine servicing model, Pollazek-Khintchine formula, priority queues, and queues in series. Markovian analysis of (GI/M/K) (M/G/1) models, and bulk queues. Reneging, balking, and jockeying phenomena. Transient behavior. Prerequisite: INEG 5313.

INEG 5683. Nonlinear Programming (Irregular). 3 Hours.

An introduction to the theory and methodology of nonlinear programming. Focus on engineering and management science applications of nonlinear optimization. Both single and multi-variable as well as unconstrained and constrained problems are addressed.

INEG 5693. Heuristic Optimization (Irregular). 3 Hours.

Theory and applications of methodological approaches explicitly addressed to heuristic or approximate optimization of integer and combinatorial models. Prerequisite: INEG 5613.

INEG 5803. Simulation (Irregular). 3 Hours.

The development and use of discrete-event simulation models for the analysis and design of systems found in manufacturing, distribution, and service contexts. Coverage includes conceptual modeling, model translation to computer form, statistical input models, random number generation and Monte Carlo methods, experimentation and statistical output analysis, and queuing analysis. Includes the use of modern computer simulation languages. Cannot receive credit for both INEG 3623 and INEG 5803. Corequisite: drill component.

INEG 5813. Introduction to Simulation (Irregular). 3 Hours.

Development and use of discrete-event simulation models for the analysis and design of systems found in manufacturing, distribution, and service contexts. Coverage includes conceptual modeling, model translation to computer form, statistical input models, random number generation and Monte Carlo methods, experimentation and statistical output analysis, and queuing analysis. For off-campus, distance education students only.

INEG 5823. Systems Simulation I (Irregular). 3 Hours.

Random number generation, random variate generation, timekeeping in simulations, discrete event modeling, construction of digital simulation models, statistical analysis of simulation results, and analysis of simulation experiments utilizing a computer programming language. Prerequisite: INEG 3623 or INEG 5803 or equivalent.

INEG 5843. Scheduling and Sequencing I (Irregular). 3 Hours.

An introduction to constructive algorithms and various operations research approaches for solving sequencing and scheduling problems. The NP-completeness of most scheduling problems leads to a discussion of computational complexity, the use of heuristic solution methods, and the development of worst case bounds. Prerequisite: INEG 3613 and computer programming proficiency.

INEG 600V. Master's Thesis (Sp, Su, Fa). 1-9 Hour.

Master's Thesis. May be repeated for degree credit.

INEG 6113. Linear Optimization (Fa). 3 Hours.

A precise treatment of linear programming. Theory of convex sets, linear inequalities; development of the simplex method; duality theory; post optimality application and interpretation. Variants of the simplex methods and interior-point algorithms are discussed. Prerequisite: INEG 5613.

INEG 614V. Special Topics for Doctoral Students in Industrial Engineering. 1-3 Hour.

Consideration of current industrial engineering topics at the doctoral level that are not covered in other courses. Prerequisite: PhD student in Industrial Engineering or consent of the instructor. May be repeated for up to 6 hours of degree credit.

INEG 6213. Integer Programming (Sp). 3 Hours.

This course offers the theory needed to model and efficiently solve large-scale binary, mixed and general integer programs. The tools needed to assess the computational complexity of these problems will be fully studied. Additional topics include the conceptual foundation required for the development of cutting plane, branch-and-price, Lagrange relaxation and constraint programming approaches. Implementation considerations specific to preprocessing, valid inequality generation and solution methodology convergence will be emphasized. Prerequisite: INEG 6113.

INEG 6313. Network Optimization (Fa). 3 Hours.

A theorem/proof based advanced study providing rigorous exposition of foundational network optimization concepts including relevant optimization theory, algorithm development techniques, complexity analysis, data structures, and important applications. Prerequisite: INEG 6113.

INEG 6363. Generalized Linear Models (Irregular). 3 Hours.

Introduce the generalized linear model (GLM), inference, likelihood and diagnostics. Apply log linear and logistic models. Develop techniques for growth curves, and longitudinal and survival data. Cover spatial and normal linear models, and dynamic GLM for dependent data.

INEG 6443. Advanced Decision Analysis. 3 Hours.

The purpose of this course is to prepare the student to perform PhD and MS level research and analysis using advanced decision analysis concepts and techniques. The course topics include the history of decision analysis, foundations of decision analysis, structuring decision problems, assessing probabilities, probability management, Bayesian networks, utility, risk preference, risk analysis for engineering applications, intelligent adversary risk analysis, behavioral and organizational context for decision analysis, and major decision analysis applications. Prerequisite: INEG 5443.

INEG 6613. Operations Research Applications (Irregular). 3 Hours.

Investigation of literature case studies; use of mathematical models to solve practical problems; data collection and solution implementation. Students work in teams on actual problems observed in industry and government. Prerequisite: INEG 3623, INEG 5313 and INEG 5613.

INEG 6823. Systems Simulation II (Irregular). 3 Hours.

Advanced topics in computer simulation including experimental design, simulation optimization, variance reduction, and statistical output analysis techniques applied to discrete event simulation. Prerequisite: INEG 5823.

INEG 700V. Doctoral Dissertation (Sp, Su, Fa). 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Information Systems (ISYS) Courses

ISYS 4243. Current Topics in Computer Information (Irregular). 3 Hours.

Intensive investigation of selected developments in computer information systems hardware, software, and organization having current impact on computer information systems design and application. Offering an extension of lower-level CIS courses through individual student research and faculty team-teaching of advanced topics. Topical selection made with each course offering. Prerequisite: Junior standing. May be repeated for up to 6 hours of degree credit.

ISYS 4373. Application Development with Java. 3 Hours.

This course covers object-oriented programming concepts and illustrates them via an appropriate object-oriented programming language. Students will be exposed to the design of software objects, creation of software objects, and the use of objects in constructing an information system. Prerequisite: ISYS 3293 with a grade of C or better.

ISYS 450V. Independent Study (Sp, Fa). 1-3 Hour.

Permits students on individual basis to explore selected topics in data processing and/or Quantitative Analysis.

ISYS 5103. Data Analytics Fundamentals. 3 Hours.

Fundamental knowledge and skills in several major areas of business data analytics. Emphasis on the management and use of data in modern organizations, intermediate & advanced spreadsheet topics; relational databases & SQL; and programming (such as Python). Prerequisite: MIS Director approval.

ISYS 511V. IT Toolkit & Skills Seminar. 1-3 Hour.

Seminar in Information Systems solutions and concepts (such as applications development, VB.NET, analysis of problems and design of solutions via application systems, etc.) designed for students entering the MIS program--may not be used for MIS degree credit. Prerequisite: MIS Director approval. May be repeated for up to 3 hours of degree credit.

ISYS 5133. E Business Development and Analytics. 3 Hours.

This course explores various e-business development technologies and then utilizes the technologies for developing a relatively realistic business-to-consumer (B2C) e-business site. Students will also learn about Business to Business (B2B) strategies, market exchanges, XML and XML Web services applications. Simple XML Web services will also be created. Prerequisite: ISYS 511V.

ISYS 5203. Experimental Design. 3 Hours.

ANOVA, experimental design, introduction to basis of statistics. Prerequisite: Graduate standing and WCOB 1033 or equivalent.

ISYS 5213. ERP Fundamentals. 3 Hours.

An introduction to enterprise resource planning systems. Students should gain an understanding of the scope of these integrated systems that reach across organizational boundaries and can change how a company does business. Implementation issues are covered, including the importance of change management. Prerequisite: Graduate standing.

ISYS 5223. ERP Configuration and Implementation. 3 Hours.

The process of configuring and implementing an enterprise resource planning system. Business process analysis and integration. Students will develop a company and set up several modules in SAP for use. Develop understanding of how the business processes work and integrate. Prerequisite: ISYS 5213 or equivalent.

ISYS 5233. Seminar in ERP Development. 3 Hours.

ERP administration and system development practices. Advanced system support issues related to Enterprise Resource Planning systems that are used in global organizations. Basic ABAP programming. In addition, students will learn how to provide basic systems administration support of the operating system, database, and application systems software levels of ERP systems. Pre- or Corequisite: ISYS 5223. Prerequisite: ISYS 5213. May be repeated for up to 6 hours of degree credit.

ISYS 535V. Internship Experience. 1-6 Hour.

This course allows a student to experience an internship within a business and benefit from the work experience. The internship focuses on applications and business problems and is supervised by a faculty member as well as a member of the company/firm. Prerequisite: MIS Director approval is required. May be repeated for up to 6 hours of degree credit.

ISYS 5363. Business Analytics. 3 Hours.

This course in managerial business analytics provides future managers with the key concepts of decision modeling and information technology management concepts. Students will learn to utilize real time operational business data, as well as quickly process and effectively leverage information. In addition, students will exercise strategic IT deployment skills for supply chain and marketing processes as well as develop strong decision modeling abilities.

ISYS 5403. Quantitative Methods and Decision Making. 3 Hours.

Utilization of information, quantitative techniques, and computer application in decision making and problem solving for managers. This course is cross-listed with SCMT 5133.

ISYS 5423. Seminar in Systems Development. 3 Hours.

Advanced study of structured systems development. Emphasis on strategies and techniques of structured analysis and structured design for producing logical systems specifications and for deriving physical systems designs. Coverage of methodologies for dealing with complexity in the development of information systems. Prerequisite: ISYS 511V.

ISYS 5433. Enterprise Systems. 3 Hours.

Enterprise Systems comprises the entire class of information technology and systems that support the mission of the company including decision support and business processes. This managerial enterprise systems course focuses on strategic issues of information technology. Students study the various elements and integration of an organization's business processes; as a result, students gain an understanding and working knowledge of systems used to support these business processes and their use in decision making. In addition, students will study concepts and develop skills needed to utilize decision-centric business intelligence and knowledge management applications.

ISYS 5453. Enterprise Data. 3 Hours.

The focus of this course is to expose students to working with large scale mainframe computer systems. Mainframe computers are the heart of large company's transaction processing systems. This course provides the opportunity for students to gain valuable insight into computing in a mainframe operating environment. Pre- or Corequisite: ISYS 5833.

ISYS 5463. Enterprise Transaction Systems. 3 Hours.

Being able to accurately capture and store business transactions is an important processing function in many businesses. For many large companies with high volume processing, the tools of choice for transaction processing are CICS/Cobol/DB2. This course provides students with the necessary understanding and skills to work in this type environment. Pre- or Corequisite: ISYS 5453 or equivalent or MIS Director approval.

ISYS 5503. Decision Support and Analytics. 3 Hours.

Analysis of the highest level of information support for the manager-user. A study of systems providing analytics-based information derived from databases within and/or external to the organization and used to support management in the decision making. Application of tools in business analytics, problem solving, and decision making. Prerequisite: MIS Director approval.

ISYS 5603. Analytics and Visualization. 3 Hours.

This course focuses on how to discern and tell your story visually using data based on traditional graphical data representation as well as the latest data and information technologies. Coverage includes both visualization theory and hands-on exercises using appropriate computing tools. The course will also include visualization of predictive, clustering, and association models. The opportunities and challenges of Big Data visualization will be explored. Prerequisite: (ISYS 5503) or (ISYS 5133 and departmental consent).

ISYS 5613. Business Applications of Nonparametric Techniques. 3 Hours.

Consideration of business and economic research related to sampling and experimental design, testing of hypothesis, and using nonparametric tests. Prerequisite: ISYS 5203 or equivalent.

ISYS 5623. Multivariate Analysis. 3 Hours.

Principal component analysis, regression analyses. Prerequisite: ISYS 5203.

ISYS 5713. Seminar in IS Topics. 3 Hours.

Intensive seminar in selected information systems topics. Topical selection made with each course offering. Prerequisite: ISYS 511V or MIS Director approval. May be repeated for up to 9 hours of degree credit.

ISYS 5723. Advanced Multivariate Analysis. 3 Hours.

Factor analysis and other advanced techniques. Prerequisite: ISYS 5623.

ISYS 5833. Data Management Systems. 3 Hours.

Investigation and application of advanced database concepts include database administration, database technology, and selection and acquisition of database management systems. Data modeling and system development in a database environment. Prerequisite: ISYS 5103.

ISYS 5843. Seminar in Business Intelligence and Knowledge Management. 3 Hours.

Business intelligence focuses on assessing and creating information and knowledge from internal and external sources to support business decision making process. In this seminar, data mining and information retrieval techniques will be used to extract useful knowledge from data, which could be used for business intelligence, and knowledge management. Pre- or Corequisite: ISYS 5833 or equivalent. Prerequisite: ISYS 5503 or equivalent.

ISYS 5933. Global Technology and Analytics Seminar. 3 Hours.

This course is designed to provide an updated, comprehensive, and rigorous treatment of emerging global topics. Includes, but is not limited to, global study experiences, business insights, and foundational perspectives; examines significant issues from global perspectives. Prerequisite: Graduate standing and MIS Director approval.

ISYS 5943. Management of Information Technology Seminar. 3 Hours.

Presented in a way that allows you to play an active role in the design, use, and management of information technology. Using IT to transform the organization, as competitive strategy, and creating new relationship with other firms is included. Pre- or Corequisite: ISYS 5833. Prerequisite: ISYS 5423.

ISYS 599V. Practicum Seminar. 3-6 Hour.

This course is designed to introduce and engage the student in the practice, application, and problem solving in the business environment. Hands-on application of a business problem. Students will gain experience working on, making decisions about, and developing solutions for business applications. Topics include but not limited to analytics, data, and information technology. Prerequisite: Graduate standing and MIS Director approval. May be repeated for up to 6 hours of degree credit.

ISYS 601V. Graduate Colloquium. 1-6 Hour.

Presentation and critique of research papers and proposals.

ISYS 6133. Survey of IS Research (Fa). 3 Hours.

This is an introductory seminar in information systems research for doctoral students. Its objective is to introduce participants to major streams of IS research and discuss many of the important roles and responsibilities of an IS researcher. Also, this course will play the important role of introducing participants to the research of the current IS faculty.

ISYS 6233. IS Research Projects (Irregular). 3 Hours.

The students will understand the ideas underlying a scientific contribution; understand the practical challenges in designing and executing a study; Design and execute a study; Write an empirical journal article.

ISYS 6333. Individual-level Research in IS. 3 Hours.

This course aims to expose students to individual-level research in IS. It provides a window into major streams of individual-level research in IS and reference disciplines. May be repeated for up to 18 hours of degree credit.

ISYS 636V. Special Problems (Irregular). 1-6 Hour.

Independent reading and research under supervision of senior staff member. May be repeated for up to 6 hours of degree credit.

ISYS 6423. Structural Equation Modeling. 3 Hours.

Structural equation modeling using current tools, such as AMOS. This course is cross-listed with MKTG 6423, SCMT 6423.

ISYS 6433. Team-level Research in IS (Irregular). 3 Hours.

This course aims to expose students to team-level research in IS. It provides a window into major streams of team-level research in IS and reference disciplines.

ISYS 6533. Macro- and Meso-level IS Research (Irregular). 3 Hours.

This course aims to expose students to research at the macro- and meso-levels. For example, it could provide a window into major streams of organizational-level research in IS and reference disciplines. Topics could also include: change management, ERP research models, implementation, applications, and successes/failures, and ERP simulation models. Other topics that fall within the purview of the course are: large-scale technology and process innovations in organizations--e.g., software development process innovations and RFID will be examined at various levels (e.g., organizational).

ISYS 6633. Systems Development (Irregular). 3 Hours.

The course provides an in-depth study of systems development as an area of research, understanding of the theoretical and conceptual foundations, insight into the current state of the research area, utilizes both IS and reference discipline literature as appropriate, guidance for conducting research projects and producing publishable research, an opportunity to work on cutting-edge research.

ISYS 6733. Emerging Topics (Irregular). 3 Hours.

Various emerging topics, such as RFID applications and RFID supply chain, ethical decision models, behavioral modeling, piracy and privacy issues, and virtual worlds.

ISYS 6833. Theory Development (Irregular). 3 Hours.

To acquire theory development and writing skills, to understand challenges in developing and writing theory sections of papers, and to discuss approaches to writing good empirical journal articles. This course is suited for all social sciences students and is particularly appropriate for students conducting behavioral research in the business disciplines.

ISYS 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Japanese (JAPN) Courses

JAPN 4313. Language and Society of Japan (Fa). 3 Hours.

The primary objective of this course is to investigate the way the Japanese language reflects the beliefs and custom of the Japanese people as a social group. For comparison purposes, this course makes reference to studies in American language and culture. Proficiency in Japanese not required. Prerequisite: Junior standing.

JAPN 4333. Professional Japanese I: Business Writing (Sp). 3 Hours.

This course aims to familiarize the students with formats, vocabulary, and expressions in Japanese business correspondence. Emphasizes career-ready Japanese language proficiency. Prerequisite: JAPN 3116 or equivalent Japanese proficiency.

Journalism (JOUR) Courses

JOUR 4033. Advanced Radio News Reporting. 3 Hours.

Intensive training in the production of in-depth, public radio style news stories. Prerequisite: JOUR 2032 and JOUR 2031L, each with a grade of C or better.

JOUR 4063. Computer-Assisted Publishing (Irregular). 3 Hours.

In-depth, hands-on exploration of computer hardware and software in the design and production of media messages. Examination of developing media technologies and the computer's influence on design and conceptualization.

JOUR 4073. Social Media and Journalism. 3 Hours.

Social Media and Journalism teaches conceptual knowledge and skills to develop news judgment and use changing technological tools to disseminate news quickly and to different audiences. The value of interacting with sources and the audience is stressed as are ethical, legal and accuracy issues. Prerequisite: JOUR 2013 or JOUR 2032 with a grade of C or better.

JOUR 4333. Ethics in Journalism. 3 Hours.

Critical examination of specific ethical problems confronting professionals in all areas of mass communications. Reading and writing assignments are aimed at familiarizing students with the nature of the mass media and their social responsibilities. Prerequisite: Junior standing.

JOUR 4463. Campaigns. 3 Hours.

Applying advertising principles and techniques to preparation of a complete campaign; determining agency responsibilities, marketing objectives and research, media mix, and creative strategy. Emphasis also given to campaign presentation delivery, utilizing audio and visual techniques. Prerequisite: JOUR 3723 and JOUR 3743, each with a grade of B or better, and 2.5 overall GPA.

JOUR 4503. Magazine Writing. 3 Hours.

This intensive writing and reporting course is for students with proven feature-writing skills and an interest in the human-interest stories found in such leading magazines as The New Yorker, Esquire, Harper's, the Atlantic, and others. Students will compose magazine-length nonfiction stories on timely subjects under deadline. Stories are submitted for contests and publication, when possible. Prerequisite: JOUR 2013 with a grade of C or better.

JOUR 4883. Advanced Television News Production. 3 Hours.

Continuation of JOUR 4873. Students prepare and present television newscasts for air. Laboratory component arranged. Corequisite: Lab component. Prerequisite: JOUR 4873 with a grade of C or better.

JOUR 4903. Community Journalism. 3 Hours.

This three-hour course will blend student' reporting and editing skills with instruction on how regional newspapers select and present news to a local audience. This course will instruct students in deciding news stories for regional readers, how those stories can best be written and displayed. The semester goal is to publish a paper. Prerequisite: Junior standing.

JOUR 5003. Advanced Reporting. 3 Hours.

Stresses public affairs coverage, interpretive, investigative, and analytic journalism, involving research, work with documents, public records, and budgets and specialized reporting.

JOUR 5023. Journalism Theory. 3 Hours.

Examination of the major journalism and mass media theories and conceptual perspectives regarding journalism, news, mass media, advertising and public relations relevant to industry and academic researchers and professionals.

JOUR 5033. Critical and Opinion Writing and Commentary. 3 Hours.

Experience in writing and analyzing columns, editorials, criticism, and other forms of opinion and commentary in the media and in examining the media's role as a forum for opinion and commentary and its impact and influence.

JOUR 5043. Research Methods in Journalism. 3 Hours.

Research methods of utility in journalism. Emphasis on survey research, electronic data base searching, and traditional library research. Prerequisite: Graduate standing or honors program standing.

JOUR 5063. Issues in Advertising and Public Relations. 3 Hours.

Seminar course involving the critical examination of the major cultural, social, political, economic, ethical, and persuasion theories and/or issues relevant to advertising and public relations affecting individuals, organizations, societies. Prerequisite: Graduate standing.

JOUR 5073. Propaganda and Public Opinion. 3 Hours.

Examines and analyzes the means of influencing and measuring public opinion, with an emphasis on survey research and polling.

JOUR 5133. Ethics in Journalism. 3 Hours.

A seminar examining the professional ethical principles and ethical performance in the journalism field. The ethical performance of the mass media dedicated to news, public relations and advertising is evaluated based on ethical theories and industry standards. Prerequisite: Graduate standing.

JOUR 5183. International Mass Communications. 3 Hours.

Examination of national media systems, issues in international communications, the role of the media in coverage of international affairs, and the impact of new technologies on mass communications.

JOUR 5193. Professional Journalism Seminar. 3 Hours.

Examination of complex problems encountered by professional journalists with focus on research and analysis of the role of journalism in major social, economic, and political developments. May be repeated for up to 6 hours of degree credit.

JOUR 5233. Media and Public Policy. 3 Hours.

Focuses on the interaction between media, politics, government, and public policy, particularly on the impact and influence of the media on the public policy agenda.

JOUR 5313. Literature of Journalism. 3 Hours.

A study of superior works of non-fiction journalism, past and present. Includes authors from Daniel Defoe to John McPhee.

JOUR 5323. Documentary Production I. 3 Hours.

In-depth study of documentary film as non-fiction, long form journalism. Covers subject, funding, research and development, pre-production planning, field production, talent, music, post production, promotion, broadcast and distribution. Required trip to Hot Springs Documentary Film Festival.

JOUR 5333. Documentary Production II. 3 Hours.

A continuation of JOUR 5323, Documentary Production I. Students photograph, write, and edit a documentary begun in the fall semester. Prerequisite: JOUR 5323.

JOUR 5473. Account Planning. 3 Hours.

An introduction to applied advertising research and account planning. Integrate consumers' perspectives into creative strategy to developing brand stories for clients. Write creative briefs, positioning statements and prepare copy-testing research instruments to evaluate messages. Utilize consumer research for creating messages for diverse cultures. Prerequisite: Graduate standing.

JOUR 5923. History of the Black Press. 3 Hours.

Covers the historic context of contributions and innovations to U.S. newspapers by African Americans. Also investigates the role of the black press from its beginnings in 1827 through the civil rights movement.

JOUR 600V. Master's Thesis. 1-6 Hour.

Required of all M.A. journalism students. May be repeated for degree credit.

Kinesiology (KINS)

Courses

KINS 5413. Adapted Movement Science. 3 Hours.

Methods and techniques for working with individuals with disabilities in an adapted movement science.

KINS 5423. Assessment and Prescriptive Programming in Adapted Movement Science (Odd years, Sp). 3 Hours.

Instruction in the assessment, prescription, and use of instruction methods, materials, and equipment relevant to working with people with disabilities.

KINS 5493. Practicum in Adapted Physical Education (Irregular). 3 Hours.

Deals with the application of skills, knowledge and concepts necessary for planning, organizing and conducting adapted physical education programs through supervised field experiences.

KINS 574V. Internship (Sp). 1-6 Hour.

May be repeated for up to 6 hours of degree credit.

KINS 589V. Independent Research. 1-3 Hour.

Development, implementation, and completion of basic or applied research project. Prerequisite: Admission to the KINSMS degree program.

KINS 600V. Master's Thesis (Sp, Su, Fa). 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

KINS 605V. Independent Study. 1-3 Hour.

Provides students with an opportunity to pursue special study of educational problems. May be repeated for up to 3 hours of degree credit.

KINS 674V. Internship (Irregular). 1-3 Hour.

May be repeated for up to 3 hours of degree credit.

Latin (LATN)

Courses

LATN 4003. Roman History (Irregular). 3 Hours.

Selections from Sallust, Livy, Tacitus, or Suetonius. An overview of Roman Historiography through the critical study of complete works in translation and secondary works. Prerequisite: LATN 3013 or equivalent.

LATN 4013. Roman Satire (Irregular). 3 Hours.

Selections from the satires of Horace, Juvenal, Persius, or Seneca. An overview of Roman humor and the genre of satire through the critical study of complete works in translation and secondary works. Prerequisite: LATN 3013 or equivalent.

LATN 4023. Roman Didactic Epic (Irregular). 3 Hours.

Selections from Virgil's *Georgics*, Lucretius' *De Rerum Natura*, or Manilius' *Astronomica*. An overview of Roman philosophical poetry through the critical study of complete works in translation and secondary works. Prerequisite: LATN 3013 or equivalent.

LATN 4033. Roman Drama (Irregular). 3 Hours.

Selections from Plautus, Terence, or Seneca. An overview of Roman theater through the critical study of complete works in translation and secondary works. Prerequisite: LATN 3013 or equivalent.

LATN 4043. Roman Elegy (Irregular). 3 Hours.

Selections from Propertius, Tibullus, or Ovid. An overview of the genre through the critical study of complete works in translation and secondary works. Prerequisite: LATN 3013 or equivalent.

LATN 4063. Roman Pastoral and Lyric (Irregular). 3 Hours.

Selections from Catullus, Virgil's *Eclogues*, Horace's *Odes*, or Calpurnius Siculus. An overview of the two genres through the critical study of complete works in translation and secondary works. Prerequisite: LATN 3013 or equivalent. May be repeated for up to 6 hours of degree credit.

LATN 4073. Roman Novel (Irregular). 3 Hours.

Selections from Petronius or Apuleius. An overview of the genre through the critical study of complete works in translation and secondary works. Prerequisite: LATN 3013 or equivalent.

LATN 4083. Roman Oratory (Irregular). 3 Hours.

Selections from the orations and theoretical works of Cicero, Seneca the Elder, or Quintilian. An overview of the genre through the critical study of complete works in translation and secondary works. Prerequisite: LATN 3013 or equivalent. May be repeated for up to 6 hours of degree credit.

LATN 4093. Roman Philosophy (Irregular). 3 Hours.

Selections from the philosophical works of Cicero or Seneca. An overview of Roman philosophy through the critical study of complete works in translation and secondary works. Prerequisite: LATN 3013 or equivalent. May be repeated for up to 6 hours of degree credit.

LATN 5633. Medieval Latin (Irregular). 3 Hours.

Selections from medieval writers from the 4th to the 17th century. Prerequisite: LATN 3003 or equivalent.

LATN 575V. Special Investigations (Irregular). 1-6 Hour.

May be repeated for degree credit.

Management (MGMT) Courses

MGMT 5213. Business Foundations for Entrepreneurs. 3 Hours.

Introduction to the fundamental business concepts an entrepreneur needs to know to evaluate and launch a successful new venture. Topic areas include recruitment, selection, motivation and management of employees, market analysis and the marketing mix, financial strategies and accounting for funds, economic considerations, and the management of operations. Prerequisite: Graduate standing.

MGMT 5223. Business Leadership and Ethics. 3 Hours.

Management for a global environment. The class will cover interpersonal workplace skills such as leadership and motivation, along with the management of human capital through well designed recruitment, selection, performance evaluation, compensation, and quality control systems. May be repeated for degree credit.

MGMT 5313. Strategic Management. 3 Hours.

Strategy formulation, strategy implementation, and other topics related to the long-term success of the firm. Includes role of the general manager, international issues, and the impact of management fads on decision making.

MGMT 5323. New Venture Development. 3 Hours.

Focuses on the identification and analysis of new venture opportunities and how entrepreneurs acquire the human and financial resources needed to develop successful businesses. Topics include market analysis, development of products and services, negotiation, developing and executing business plans, and new venture financing. Students are required to complete summer assignments before the course begins in the fall semester. Prerequisite: MGMT 5213 or an undergraduate degree in business or permission of the instructor.

MGMT 5363. Innovation & Creativity. 3 Hours.

This class will provide a framework for developing, assessing and implementing innovations in start-ups and established businesses. Focus is on creative decision making, managing for innovation, strategic analysis of innovations, and implementation of innovations. Aimed at entrepreneurs, brand managers, and managers in industries where innovation is a key strategic capability.

MGMT 537V. Global Business. 1-3 Hour.

Integrated overview of the global business environment and the organizational challenges of a multinational firm. To enhance understanding of the business and cultural environment of prominent emerging markets, the course includes a 2-3 week overseas immersion project to fulfill a predefined goal. Project is integrated with global content upon return.

This course is cross-listed with MGMT 5373, ECON 5373.

MGMT 5391. Business History and Practice. 1 Hour.

This course provides students with an overview of how businesses evolve over the years, and how they are run today. Using examples from research and practitioner articles, it allows students to learn about hands on concepts such as business models, Integrative Performance, Organization Structure, Competitive Advantage, Value Networks, and Business Obligations in an experiential manner.

MGMT 5413. New Venture Development II. 3 Hours.

A large-scale, real world, 10 week project involving hands-on work addressing issues faced by managers in partnering firms. Corequisite: Instructor consent. Prerequisite: MGMT 5323.

MGMT 5602. Introduction to Strategy. 2 Hours.

An introduction to the value chain concept, the underlying framework of the Managerial MBA program. Topics include the primary value chain activities of inbound logistics, operations, outbound logistics, marketing and sales, and service, as well as the support activities of procurement, technology development, human resource management and firm infrastructure.

MGMT 5613. Leadership and Organizational Behavior. 3 Hours.

Managing in a global workforce, including human resource issues, motivation, performance evaluation, quality concepts, transformational leadership, and selection/recruitment/ development of employees.

MGMT 5993. Entrepreneurship Practicum. 3 Hours.

Hands-on management of an actual on-going business. Students will gain experience working in, making decisions about, and managing a competitive business. Students will be required to analyze the business in a term paper or other integrative assignment. Entrance by application only.

MGMT 6011. Graduate Colloquium. 1 Hour.

Presentation and critique of research papers and proposals. May be repeated for degree credit.

MGMT 6113. Seminar in Organizational Behavior. 3 Hours.

Survey of theoretical and empirical literature in organizational behavior. Stresses critical evaluation of current writing in the field and its integration with prior research. Covers topics relating to motivation, individual differences, job attitudes, social influence processes, and group dynamics. Prerequisite: Admission to a Ph.D. program.

MGMT 6123. Seminar in Organization Theory. 3 Hours.

This Ph.D.-level seminar presents an overview and introduction into organization theory literature. Emphasis on the development of relevant schools of thought, changes in the content of the traditional or 'mainstream' themes, current topics, schools of thought, and future directions are examined. Prerequisite: Admission to a Ph.D. program.

MGMT 6133. Seminar in Strategy Research. 3 Hours.

This Ph.D.-level seminar presents an overview and introduction into the strategic management literature. Emphasis on both the content and process of the extant research. Relevant theory, methods, 'mainstream' themes, current topics, schools of thought, and future directions are examined. Prerequisite: Admission to a Ph.D. program.

MGMT 6213. Seminar in Research Methods. 3 Hours.

Familiarizes students with the principles and techniques underlying research in management and organizations. Issues of basic philosophy of science and research methods are covered. Special attention given to the practical problems of research design, measurement, data collection, sampling, and interpretation in conducting research in management and in organizations. Prerequisite: Admission to a Ph.D. program.

MGMT 6223. Seminar in Management Topics. 3 Hours.

Seminar in special research topics in management. Topics vary depending upon instructor. Prerequisite: Admission to a Ph.D. program. May be repeated for up to 3 hours of degree credit.

MGMT 6233. Seminar in Human Resource Management. 3 Hours.

Provides an overview of major issues in human resource management. Designed to familiarize students with the seminal research in human resource management, and to provide them with the conceptual and methodological tools necessary to do research in the area. Prerequisite: Admission to a Ph.D. program.

MGMT 636V. Special Problems in Management. 1-6 Hour.

Individual reading and research. May be repeated for up to 6 hours of degree credit.

MGMT 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Marketing (MKTG)

Courses

MKTG 5103. Introduction to Marketing. 3 Hours.

Introduction to marketing concepts and practices as applied to the retail consumer environment. Focuses on the strategic development, positioning, and management of products, promotion, distribution, pricing, and store environments in building customer relationships from retailer and supplier perspectives. (Core). May be repeated for degree credit.

MKTG 5223. Marketing. 3 Hours.

Product management, market research, marketing communications, retailing and distribution, consumer behavior, and social and ethical implications of marketing.

MKTG 5333. Retailing Strategy and Processes. 3 Hours.

Strategic planning and operation of retailing organizations. Investigation of the various types of retailing with emphasis on both the strategic and functional aspects in retail processes.

MKTG 5433. Consumer and Market Research. 3 Hours.

Modern marketing research methods and analyses applied to consumers, shoppers, and buyers of goods and services sold in competitive retail environments. Attention is given to both quantitative and qualitative methods, analyses, interpretation, and decision making. Prerequisite: MKTG 5103.

MKTG 5523. Marketing Analytics. 3 Hours.

This course is intended to teach students how to use data analytics to improve marketing decision making at every stage of the Strategic Marketing Process. The focus will be on the skills and tools needed to obtain, process, and analyze data to formulate and answer critical marketing questions and make managerial recommendations. This is a hands-on course that employs real-world databases, lectures, cases, and exercises. Prerequisite: MKTG 5103.

MKTG 5533. Strategic Category Management. 3 Hours.

Strategic planning and management of brands and product categories from both manufacturing and retailing perspectives. Focus is on the product brand development, pricing, distribution, and promotion of brands and their strategic and functional roles in the product mix.

MKTG 5543. Category Analysis and Management. 3 Hours.

Analysis and management of brands and product categories from supplier and retailing strategic perspectives. Focus is on brand and category strategic and functional roles in the merchandising mix as well as their development, pricing, distribution, promotion, and in-store placement. May be repeated for degree credit.

MKTG 5553. New Product Development and Strategy. 3 Hours.

Behavioral and social science concepts applied to retail shoppers, buyers, and consumers of products and services. Attention is given to research on the cognitive, affective, and experiential aspects involved in the acquisition, consumption, and disposal of products and services by individuals and households. Prerequisite: MKTG 5103.

MKTG 5563. Retail Strategy. 3 Hours.

The purpose of this course is to investigate the changing landscape of the retail industry. It should be noted that "retail" is an incredibly broad topic covering everything from consumer insights to supply chain to sales management. Retail is currently experiencing somewhat of a revolution as companies experiment with new technology, innovative ways to make shopping more enjoyable, or ways of engaging the customer in a way they are not likely to forget. This course will be based on identification and discussion of new trends that emerge in the retail environment. Prerequisite: MKTG 5223.

MKTG 636V. Special Problems in Marketing. 1-6 Hour.

Individual research problems. May be repeated for up to 6 hours of degree credit.

MKTG 6413. Special Topics in Marketing. 3 Hours.

Seminar in special topics in marketing. Topics vary depending upon the instructor. May be repeated for up to 3 hours of degree credit.

MKTG 6433. Seminar in Research Methods. 3 Hours.

Extensive review of literature illustrative of marketing research studies. Focuses upon theoretical foundations of research design, methodology, and analysis as well as interpretation of univariate, bivariate, and multivariate data in marketing theory exploration. May be repeated for up to 3 hours of degree credit.

MKTG 6443. Seminar in Marketing Theory. 3 Hours.

Comprehensive survey and critical review of the history of marketing thought and contemporary schools of thought in marketing discipline. In-depth research, review, synthesis, and a research proposal will be required in a selected topic from the perspectives of advancing marketing theory.

MKTG 6453. Seminar in Transportation and Business Logistics. 3 Hours.

Underlying theories and problems related to the development of logistical systems in the U.S. Attention focused on transport economics, the role of government in providing transportation facilities, and managerial issues related to integrating transportation, inventory control, warehousing, customer service levels, and facility location.

MKTG 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Master of Business Administration (MBAD) Courses

MBAD 5241. Ethical Decision Making (Fa). 1 Hour.

Business Ethics will address business ethics issues from a personal, professional, and organizational perspective. We will cover basic ethical decision-making frameworks to help inform students' personal moral frameworks, ethical issues that are most relevant to managers of modern organizations, and the role of business in society.

MBAD 535V. MBA Internship (Su). 1-3 Hour.

This course allows a student to experience an internship within a business and benefit from the applied experience. The internship may be designed to offer a wide range of business experiences. The internship must be supervised by a faculty member as well as a member of the firm. MBA Director approval required. May be repeated for up to 3 hours of degree credit.

MBAD 536V. Study Abroad-Special Problems (Su). 1-3 Hour.

Provides MBA students with the opportunity to explore a business problem in depth under the guidance of a graduate faculty member. MBA Director approval required. May be repeated for degree credit.

MBAD 5433. Capstone Project (Su). 3 Hours.

A large-scale project integrating various business topics. Prerequisite: MGMT 5313.

MBAD 5511. Professional Development -- Special Topics In Business (Sp, Fa). 1 Hour.

A concentrated emphasis on one business topic. Corequisite: MBAD 5212, MBAD 5122 and MBAD 5232. May be repeated for up to 5 hours of degree credit.

MBAD 5613. Financial Accounting (Fa). 3 Hours.

This course covers the preparation and use of financial statements of publicly held corporations in the United States. Topics include the theory and rules used in financial statement preparation, a comparison of United States rules to International Accounting Standards, the analysis of financial statements to provide inter-company and industry comparisons and information about the financial statements of non-profit and governmental organizations.

MBAD 5773. China Business Law, Regulations, and Ethics (Irregular). 3 Hours.

Business law in China that is relevant to managers; Chinese regulations particularly relevant to consumer products and retail; business ethics in China.

MBAD 591V. Capstone Project Definition (Irregular). 1-3 Hour.

Identification of business processes for capstone project, including: estimation of the size of the opportunity, identification of key decisions, and proposal write up.

MBAD 592V. Capstone Project Plan (Irregular). 1-3 Hour.

Second estimation of the size of the project benefit, identification of how the current process operates, assumptions identified, literature investigated, performance metrics, and Gantt chart for project.

MBAD 593V. Capstone Project Management (Irregular). 1-3 Hour.

Management of the project, including frequent updates, milestone accomplishment, strategies to overcome challenges, and creation of an implementation plan.

MBAD 594V. Capstone Project Final Deliverables (Irregular). 1-3 Hour.

Write up of entire capstone project, presentation of project, estimates of value, implementation plan, performance metrics, and change management plan.

Mathematics (MATH)

Courses

MATH 405V. Internship in Professional Practice (Fa, Sp, Su). 1-3 Hour.

Professional work experience involving significant use of mathematics or statistics in business, industry or government. Prerequisite: Departmental consent. May be repeated for up to 3 hours of degree credit.

MATH 4113. Introduction to Abstract Algebra II (Sp). 3 Hours.

Topics in abstract algebra including finite abelian groups, linear groups, factorization in commutative rings and Galois theory. Prerequisite: MATH 3113.

MATH 4153. Mathematical Modeling (Irregular). 3 Hours.

Mathematical techniques for formulating, analyzing, and criticizing deterministic models taken from the biological, social, and physical sciences. Techniques include graphical methods, stability, optimization, and phase plane analysis. Prerequisite: MATH 2584.

MATH 4163. Dynamic Models in Biology (Irregular). 3 Hours.

Mathematical and computational techniques for developing, executing, and analyzing dynamic models arising in the biological sciences. Both discrete and continuous time models are studied. Applications include population dynamics, cellular dynamics, and the spread of infectious diseases. Prerequisite: MATH 2554. This course is cross-listed with BIOL 4163.

MATH 4253. Symbolic Logic I (Fa). 3 Hours.

Rigorous analyses of the concepts of proof, consistency, equivalence, validity, implication, and truth. Full coverage of truth-functional logic and quantification theory (predicate calculus). Discussion of the nature and limits of mechanical procedures (algorithms) for proving theorems in logic and mathematics. Informal accounts of the basic facts about infinite sets. Prerequisite: MATH 2603, MATH 2803, or PHIL 2203. This course is cross-listed with PHIL 4253.

MATH 4443. Complex Variables (Fa). 3 Hours.

Complex analysis, series, and conformal mapping. Additional applications for graduate credit. Prerequisite: MATH 2603 or MATH 2803, and MATH 2584 or MATH 2584C.

MATH 4503. Differential Geometry (Irregular). 3 Hours.

Topics include: classical differential geometry of curves and surfaces in 3-space, differential forms and vector fields. Prerequisite: MATH 2574 or MATH 2574C.

MATH 4703. Introduction to Point-Set Topology. 3 Hours.

A study of topological spaces including continuous transformations, connectedness and compactness. Prerequisite: MATH 4513.

MATH 499V. Research Topics in Mathematics (Irregular). 1-3 Hour.

Current research interests in mathematics, at an advanced undergraduate or beginning graduate level. Prerequisite: Departmental consent. May be repeated for up to 12 hours of degree credit.

MATH 5001. Connections to School Mathematics (Irregular). 1 Hour.

This course is a supplement to any graduate course in statistics, algebra, analysis, or geometry. The purpose is to connect the content of the graduate course to school mathematics. Prerequisite: Departmental consent. May be repeated for up to 6 hours of degree credit.

MATH 5013. Abstract Algebra with Connections to School Mathematics (Irregular). 3 Hours.

Basic structures of abstract algebra (rings, fields, groups, modules and vector spaces) with emphasis on rings and fields as generalizations of the ring of integers and field of rational numbers. Degree credit will not be awarded for both MATH 4113 (or MATH 5123) plus MATH 5001 and for MATH 5013. Prerequisite: Graduate standing or departmental consent.

MATH 5023. Geometry with Connections to School Mathematics. 3 Hours.

School geometry from an advanced perspective including conformity to the Common Core State Standards for Mathematics. Study will include historical developments and geometry based on transformations of two- and three-dimensional space.

Prerequisite: Graduate standing.

MATH 5033. Advanced Calculus with Connections to School Mathematics Teaching. 3 Hours.

Rigorous development of the real numbers, continuity, differentiation, and integration. Degree credit will not be awarded for both MATH 4513 (or MATH 5503) plus MATH 5001 and for MATH 5033. Prerequisite: Departmental consent.

MATH 504V. Special Topics for Teachers. 1-6 Hour.

Current topics in mathematics of interest to secondary school teachers. Prerequisite: Graduate standing or departmental consent. May be repeated for degree credit.

MATH 5053. Probability & Statistics with Connections to School Mathematics (Sp). 3 Hours.

An advanced perspective of probability and statistics as contained in the high school mathematics curriculum with connections to other components of school mathematics. The content is guided by the content of the high school probability and statistics of the Common Core State Standards for Mathematics. Prerequisite: Graduate standing.

MATH 507V. Professional Development for Secondary Mathematics Teaching. 1-6 Hour.

Validated participation in professional development mathematics workshops or institutes sanctioned by national or international educational organizations such as the College Board, International Baccalaureate Program, and the National Board for Professional Teaching Standards. Prerequisite: Enrollment in Secondary Mathematics Teaching, MA degree program or departmental consent. May be repeated for up to 6 hours of degree credit.

MATH 510V. Mathematical Seminar (Sp, Fa). 1-3 Hour.

Members of the faculty and advanced students meet for presentation and discussion of topics. Prerequisite: Graduate standing in mathematics or statistics, or departmental consent.

MATH 5123. Algebra I (Fa). 3 Hours.

What the beginning graduate student should know about algebra: groups, rings, fields, modules, algebras, categories, homological algebra, and Galois Theory. Prerequisite: MATH 3113, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5133. Algebra II (Sp). 3 Hours.

Continuation of MATH 5123. Prerequisite: MATH 5123, and graduate standing in mathematics or statistics.

MATH 5153. Advanced Linear Algebra. 3 Hours.

(Formerly MATH 4103.) Linear functionals, matrix representation of linear transformations, scalar product, and spectral representation of linear transformations. Graduate degree credit will not be given for both MATH 4103 and MATH 5153. Prerequisite: Graduate standing.

MATH 5213. Advanced Calculus I. 3 Hours.

(Formerly MATH 4513.) The real and complex number systems, basic set theory and topology, sequences and series, continuity, differentiation, and Taylor's theorem. Emphasis is placed on careful mathematical reasoning. Graduate degree credit will not be given for both MATH 4513 and MATH 5213. Prerequisite: Graduate standing.

MATH 5223. Advanced Calculus II. 3 Hours.

(Formerly MATH 4523.) The Riemann-Stieltjes integral, uniform convergence of functions, Fourier series, implicit function theorem, Jacobians, and derivatives of higher order. Graduate degree credit will not be given for both MATH 4523 and MATH 5223. Prerequisite: MATH 4513 or MATH 5213 (formerly MATH 4513).

MATH 5303. Ordinary Differential Equations (Fa). 3 Hours.

Existence, uniqueness, stability, qualitative behavior, and numerical solutions.

Prerequisite: MATH 2584 and MATH 4513, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5313. Partial Differential Equations. 3 Hours.

Laplace's equation, Heat equation, Wave Equation, Method of Characteristics.

Prerequisite: MATH 4423, MATH 4513, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5323. Partial Differential Equations II. 3 Hours.

Fourier Transforms, Sobolev Spaces, Elliptic Regularity. Prerequisite: MATH 5313, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5363. Scientific Computation and Numerical Methods (Fa). 3 Hours.

An introduction to numerical methods used in solving various problems in engineering and the sciences. May not earn credit for this course and MATH 4353 or MATH 4363. Prerequisite: Graduate standing in mathematics or statistics, or departmental consent.

This course is cross-listed with PHYS 5363.

MATH 5383. Numerical Analysis. 3 Hours.

(Formerly MATH 4363.) General iterative techniques, error analysis, root finding, interpolation, approximation, numerical integration, and numerical solution of differential equations. Graduate degree credit will not be given for both MATH 4363 and MATH 5383. Prerequisite: Graduate standing.

MATH 5393. Numerical Linear Algebra. 3 Hours.

(Formerly MATH 4353.) Numerical methods for problems of linear algebra, including the solution of very large systems, eigenvalues, and eigenvectors. Graduate degree credit will not be given for both MATH 4353 and MATH 5393. Prerequisite: Graduate standing.

MATH 5423. Introduction to Partial Differential Equations (Sp, Fa). 3 Hours.

Matrices, Fourier analysis, and partial differential equations. Does not count towards degree credit in MATH. Prerequisite: Graduate standing.

MATH 5453. Functional Analysis I (Odd years, Sp). 3 Hours.

Banach Spaces, Hilbert Spaces, operator theory, compact operators, dual spaces and adjoints, spectral theory, Hahn-Banach, open mapping and closed graph theorems, uniform boundedness principle, weak topologies. Prerequisite: MATH 5513, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5503. Theory of Functions of a Real Variable I. 3 Hours.

Real number system, Lebesgue measure, Lebesgue integral, convergence theorems, differentiation of monotone functions, absolute continuity and the fundamental theorem of calculus L^p spaces, Holder and Minkowski inequalities, and bounded linear functionals on the L^p spaces. Prerequisite: MATH 4523 or MATH 5223 (formerly MATH 4523), and graduate standing in mathematics or statistics, or departmental consent.

MATH 5513. Theory of Functions of a Real Variable II (Sp). 3 Hours.

Measure and integration on abstract measure spaces, signed measures, Hahn decomposition, Radon-Nikodym theorem, Lebesgue decomposition, measures on algebras and their extensions, product measures, and Fubini's theorem. Prerequisite: MATH 5503, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5523. Theory of Functions of a Complex Variable I. 3 Hours.

Complex numbers, analytic functions, power series, complex integration, Cauchy's Theorem and integral formula, maximum principle, singularities, Laurent series, and Mobius maps. Prerequisite: MATH 4513 or MATH 5213 (formerly MATH 4513).

MATH 5533. Theory of Functions of a Complex Variable II (Sp). 3 Hours.

Riemann Mapping Theorem, analytic continuation, harmonic functions, and entire functions. Prerequisite: MATH 5523, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5703. Topology I. 3 Hours.

An introduction to topology. Topics include metric spaces, topological spaces and general point-set topology, homotopy and the fundamental group, covering spaces, the classification of surfaces. Prerequisite: MATH 4513 or MATH 5213 (formerly MATH 4513), and graduate standing in mathematics or statistics, or departmental consent.

MATH 5713. Topology II (Odd years, Sp). 3 Hours.

The continuation of Topology I. Topics include: advanced homotopy and covering spaces, the Seifert-van Kampen theorem, homology and the Mayer-Vietoris sequence. Prerequisite: MATH 5703, and graduate standing in mathematics or statistics, or departmental consent.

MATH 5723. Differential Topology I. 3 Hours.

An introduction to the topology of smooth manifolds: applications of the inverse function theorem to smooth maps, Sard's theorem, transversality, intersection theory, degrees of maps, vector fields and differential forms on manifolds, integration on manifolds. Prerequisite: MATH 4513 or MATH 5213 (formerly MATH 4513) and graduate standing in mathematics or statistics, or departmental consent.

MATH 5733. Differential Topology II (Even years, Sp). 3 Hours.

The continuation of Differential Topology I, with additional advanced topics. Possible advanced topics may include: Morse theory, de Rham cohomology theory, Poincaré duality, Riemannian geometry, and Lie groups and Lie algebras. Prerequisite: MATH 5723 and graduate standing in mathematics or statistics, or department consent.

MATH 609V. Topics in Math Education (Sp, Su, Fa). 1-6 Hour.

Topics in mathematics education research including curriculum, teacher education, learning theory, and assessment. Prerequisite: Graduate standing. May be repeated for up to 12 hours of degree credit.

MATH 610V. Directed Readings (Irregular). 1-6 Hour.

Directed readings. Prerequisite: Departmental consent.

MATH 619V. Topics in Algebra (Sp, Su, Fa). 1-6 Hour.

Current research interests in algebra. Prerequisite: Graduate standing in mathematics or statistics, or departmental consent. May be repeated for degree credit.

MATH 6203. Theory of Probability. 3 Hours.

A rigorous mathematical treatment based on measure theory of the fundamental notions and results of the theory of probability. Topics covered include laws of large numbers, central limit theorems, conditional expectations. Additional topics that may be covered include martingales, Markov chains, Brownian motion and stochastic integration. Prerequisite: MATH 5513.

MATH 6213. Mathematical Statistics. 3 Hours.

A rigorous mathematical treatment of the fundamental principles and results in the theory of Statistics. Topics include exponential families of distributions, estimation of unknown parameters, the classical theory of hypothesis testing, Large sample approximations, large sample properties of estimators. Prerequisite: MATH 6203.

MATH 659V. Topics in Analysis (Sp, Su, Fa). 1-6 Hour.

Current research interests in analysis. Prerequisite: Graduate standing in mathematics or statistics, or departmental consent. May be repeated for degree credit.

MATH 679V. Topics in Topology (Sp, Su, Fa). 1-6 Hour.

Current research interest in topology. Prerequisite: Graduate standing in mathematics or statistics, or departmental consent. May be repeated for degree credit.

MATH 700V. Doctoral Dissertation (Sp, Su, Fa). 1-18 Hour.

Doctoral Dissertation. Prerequisite: Doctoral candidacy in mathematics. May be repeated for degree credit.

Mechanical Engineering (MEEG) Courses

MEEG 4003. Intermediate Dynamics (Irregular). 3 Hours.

Review of central-force motion of spacecraft, use of rotating reference frames, Coriolis acceleration. Kinematics of rigid bodies in 3-D space: velocities and accelerations in different moving reference frames, addition theorem of angular accelerations. Kinetics of rigid bodies in 3-D space: eigenvalues and eigenvectors of inertia matrices, momentum and kinetic energy of a rigid body in 3-D motion, Euler's equations of motion; precession, nutation, and spin of a gyroscope; forced steady precession, torque free steady precession, space cone, and body cone. Prerequisite: MEEG 2013.

MEEG 4023. Composite Materials: Analysis and Design (Irregular). 3 Hours.

A study of fibrous composite materials with emphasis on mechanical behavior, synthesis, and application. Topics include macro- and micromechanical analysis lamina, lamina theory, failure analysis in design, and manufacturing techniques. Prerequisite: MEEG 3013.

MEEG 4153. Fundamentals of Mechanical Design (Fa). 3 Hours.

This class is designed to provide engineering students with a head start in industry as design engineers or working in an engineering related function. The course contents cover machine design and analysis experiences as related to working in industry and performing consulting work. Major topics include the design process, design procedures, fasteners, general design and numerous consulting experiences. A concept design exercise and two special design projects will be assigned to the students as homework. Prerequisite: MEEG 4104.

MEEG 4213. Control of Mechanical Systems (Irregular). 3 Hours.

Mathematical modeling for feedback control of dynamic mechanical systems with design techniques using Laplace transforms, state variables, root locus, frequency analysis, and criteria for performance and stability. Prerequisite: MEEG 3113.

MEEG 4233. Microprocessors in Mechanical Engineering I: Electromechanical Systems (Irregular). 3 Hours.

Microcomputer architectural, programming, and interfacing. Smart product design (microprocessor-based design). Control of DC and stepper motors and interfacing to sensors. Applications to robotics and real-time control. Mobile robot project. Digital and analog electronics are reviewed where required. Prerequisite: ELEG 3903.

MEEG 4303. Materials Laboratory (Irregular). 3 Hours.

A study of properties, uses, testing, and heat treatment of basic engineering materials and related analytical techniques. Corequisite: Lab component. Prerequisite: MEEG 2303.

MEEG 4413. Heat Transfer. 3 Hours.

Basic thermal energy transport processes; conduction, convection, and radiation; and the mathematical analysis of systems involving these processes in both steady and time-dependent cases. Prerequisite: MEEG 3503.

MEEG 4423. Power Generation (Irregular). 3 Hours.

Study of design and operational aspects of steam, gas, and combined cycle power plants. Brief study of Nuclear and Alternative energy systems. Prerequisite: MEEG 3503.

MEEG 4433. Aerospace Propulsion (Irregular). 3 Hours.

Principles, operation, and characteristics of gas turbine and rocket engines. Brief study of novel spacecraft propulsion systems. Prerequisite: MEEG 3503.

MEEG 4453. Industrial Waste and Energy Management (Irregular). 3 Hours.

Applications of thermodynamics, heat transfer, fluid mechanics, and electric machinery to the analysis of waste streams and energy consumption for industrial facilities. Current techniques and technologies for waste minimization and energy conservation including energy-consuming systems and processes, utility rate analysis, economic analysis and auditing are taught. Prerequisite: MEEG 4413.

MEEG 4473. Indoor Environmental Control (Irregular). 3 Hours.

Gives student a thorough understanding of the fundamental theory of air conditioning design for commercial buildings, including calculating heating and cooling loads along with the proper selection and sizing of air conditioning equipment.

Prerequisite: MEEG 4413.

MEEG 4483. Thermal Systems Analysis and Design (Su, Fa). 3 Hours.

Analysis design and optimization of thermal systems and components with examples from such areas as power generation, refrigeration, and propulsion, Availability loss characteristics of energy systems and availability conservation methods.

Prerequisite: MEEG 4413.

MEEG 4503. Introduction to Flight (Fa). 3 Hours.

The course will provide understanding in basic aerodynamics, airfoil design and characteristics, and flight control surfaces. Prerequisite: MATH 2584, MEEG 3503.

MEEG 4523. Astronautics (Irregular). 3 Hours.

Study of spacecraft design and operations. Prerequisite: MEEG 2013 and MEEG 2403 or consent of instructor.

MEEG 4703. Mathematical Methods in Engineering (Irregular). 3 Hours.

Determinants, matrices, inverse of a matrix, simultaneous equations, eigenvalues, eigenvectors, coordinate transformations for matrices, diagonalization, square roots of a matrix, cryptography, and method of least squares. Vector algebra and calculus, Green's theorem, Stokes' theorem, and Gauss' divergence theorem. Index notation, epsilon-delta identity, and Cartesian tensors. Curvilinear coordinates, base vectors, and covariant and contravariant tensors. Applications to mechanics. Prerequisite: MATH 2574.

MEEG 5033. Advanced Mechanics of Materials I (Irregular). 3 Hours.

Combined stress, theories of failure, thick-walled cylinders, bending of unsymmetrical sections, torsion in noncircular section, plate stresses, and strain energy analysis. Prerequisite: MEEG 2013 and MEEG 3013.

MEEG 5103. Structural Dynamics (Irregular). 3 Hours.

The forced and random vibration response of complex structural systems are studied through the use of the finite element method. Computational aspects of these problems are discussed and digital computer applications undertaken. Prerequisite: MEEG 3113 and MEEG 4104 and graduate standing.

MEEG 5113. Modal Analysis Methods (Irregular). 3 Hours.

Fundamental concepts of both analytical and experimental modal analysis methods are examined and applied to the study of complex structural systems. Computational aspects of these problems are discussed, and digital computer applications undertaken with experimental verification. Prerequisite: MEEG 5103 and graduate standing.

MEEG 5123. Finite Elements Methods II (Irregular). 3 Hours.

Development and application of finite element (FE) methods used to solve transient and two-dimensional boundary value problems. Applications are taken from solid and fluid mechanics, heat transfer, and acoustics. Emphasis is placed on the FE methodology in order to make accessible the research literature and commercial software manuals, and to encourage responsible use and interpretation of FE analysis. Prerequisite: MEEG 4123 and graduate standing or consent.

MEEG 5143. Advanced Machine Design (Irregular). 3 Hours.

Application of advanced topics such as probability theory, fracture mechanics, and computer methods to the design and analysis of complex mechanical systems.

Prerequisite: MEEG 4104 and graduate standing.

MEEG 5203. Robot Modeling and Simulation (Sp). 3 Hours.

This is a graduate level course in Robotics dealing with the behavioral study of robots. Topics covered in this course will include but not limited to the following: mathematical modeling of robots, rigid motions and homogeneous transformation, forward/inverse kinematics of robots, velocity kinematics, path and trajectory planning, robot dynamics, joint control, PD/PID control, and multivariable control. Advanced topics may include passivity-based motion control, geometric nonlinear control, computer vision, vision-based control, and sensor fusion. Prerequisite: Graduate standing in MEEG or ELEG and consent of the instructor.

MEEG 5253. Bio-Mems (Sp). 3 Hours.

Topics include the fundamental principles of microfluidics, Navier-Stokes Equation, bio/abio interfacing technology, bio/abio hybrid integration of microfabrication technology, and various biomedical and biological problems that can be addressed with microfabrication technology and the engineering challenges associated with it. Lecture 3 hours per week. Prerequisite: MEEG 3503 or CVEG 3213 or CHEG 2133. This course is cross-listed with BENG 5253.

MEEG 5263. Introduction to Micro Electro Mechanical Systems (Fa). 3 Hours.

A study of mechanics and devices on the micro scale. Course topics will include: introduction to micro scales, fundamentals of microfabrication, surface and bulk micromachining, device packaging, device reliability, examples of micro sensors and actuators. Recitation three hours per week.

MEEG 5273. Electronic Packaging (Irregular). 3 Hours.

An introductory treatment of electronic packaging from single chip to multichip including materials, electrical design, thermal design, mechanical design, package modeling and simulation, processing considerations, reliability, and testing. Credit cannot be earned for both MEEG 5273 and ELEG 5273. Prerequisite: (ELEG 3214 or ELEG 3933) and MATH 2584.

This course is cross-listed with ELEG 5273.

MEEG 5303. Physical Metallurgy. 3 Hours.

Physical and chemical properties of solids and the application of materials in commerce. Prerequisite: MEEG 2303.

MEEG 5323. Physical and Chemical Vapor Deposition Processes. 3 Hours.

Fundamental principles of materials behavior in the deposition of films by PVD/CVD. Topics include kinetic theory of gases, statistical mechanics, plasmas, diagnostics, reaction rate theory, nucleation and growth, crystal structures and defects in thin films, advanced characterization techniques for thin films, and applications in microelectronics, tribology, corrosion, bio- and nano-materials. Prerequisite: Graduate standing in Engineering or consent of instructor.

MEEG 5333. Introduction to Tribology. 3 Hours.

A study of science and technology of interacting surfaces in relative motion. Topics include solid surface characterization, contact between solid surfaces, adhesion, friction, wear, lubrication, micro/nanotribology, friction and wear screening test methods, and tribological components and applications. Students may not earn credit for both MEEG 5333 and MEEG 4313. Prerequisite: Graduate standing.

MEEG 5343. Computational Material Science. 3 Hours.

This course provides students with an overview of different modeling techniques in material science. Applications will be presented on a broad range of modeling techniques including atomistic simulation methods, Monte Carlo techniques, molecular mechanics, and molecular dynamics. Prerequisite: Graduate standing.

MEEG 5403. Advanced Thermodynamics. 3 Hours.

An in-depth review of classical thermodynamics, including availability analysis, combustion, and equilibrium, with an introduction to quantum mechanics and statistical thermodynamics. Prerequisite: Graduate standing in Engineering or consent of instructor.

MEEG 5423. Statistical Thermodynamics. 3 Hours.

Concepts and techniques for describing high temperature and chemically reactive gases from a molecular point of view. Introductory kinetic theory, chemical thermodynamics, and statistical mechanics applied. Prerequisite: MEEG 2403 and MATH 2574.

MEEG 5433. Combustion. 3 Hours.

Introduction to combustion of solid, liquid, and gaseous fuels. Equilibrium and kinetics of hydrocarbon oxidation, laminar and turbulent flames, premixed and non-premixed combustion processes, ignition, quenching, stability, emissions and diagnostics. Prerequisite: Graduate standing in Engineering or consent of instructor.

MEEG 5453. Advanced Heat Transfer. 3 Hours.

More in-depth study of topics covered in MEEG 4413, Heat Transfer, and coverage of some additional topics. Prerequisite: MEEG 4413 or equivalent.

MEEG 5473. Radiation Heat Transfer. 3 Hours.

Spectral analysis, radiant exchange in gray and non-gray enclosures, gas radiation, and multi-mode heat transfer. Prerequisite: MEEG 5453 or equivalent.

MEEG 5503. Advanced Fluid Dynamics I. 3 Hours.

A basic survey of the characteristics of fluid flow under a variety of conditions with examples. Begins with a derivation of the Navier-Stokes equations and an evaluation of the dimensionless groups found from these equations. Topics to be covered include viscous laminar and turbulent boundary layers, jets and wakes, Stokes flow, inviscid flows with and without free surfaces and turbulence. Prerequisite: MEEG 3503 and MATH 2584.

MEEG 5533. Fundamentals of Aerodynamics. 3 Hours.

A study of external-flow fluid mechanics applied to Aerodynamics. Topics include integral and differential forms of the basic fluid equations (continuity, momentum, and energy), potential flow, and supersonic flow. Prerequisite: MEEG 3503.

MEEG 5633. Additive Manufacturing. 3 Hours.

This course provides an overview of developing opportunities and critical challenges of additive manufacturing (AM, also known as 3-D printing). It covers existing and emerging additive manufacturing processes in the context of product design, materials selection and processing, and industrial and consumer applications. Students may not receive credit for both MEEG 4633 and MEEG 5633. Prerequisite: MEEG 2100, MEEG 2303, MEEG 3013, and MEEG 3503 or instructor consent.

MEEG 5733. Advanced Numerical Methods. 3 Hours.

Numerical methods for the solution of linear and non-linear ordinary and partial differential equations; initial and boundary value problems; one-step and multi-step methods; predominantly finite difference but also finite element and control volume techniques; and computer applications. Graduate standing in Engineering or consent of instructor.

MEEG 590V. Master's Research Topic and Report. 1-3 Hour.

Fundamental or applied research project required course for students electing the report option. Prerequisite: Graduate standing.

MEEG 591V. Special Topics in Mechanical Engineering. 1-6 Hour.

Consideration of current advanced mechanical engineering topics not covered in other courses. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

MEEG 592V. Individual Study in Mechanical Engineering. 1-3 Hour.

Opportunity for individual study of advanced subjects related to a graduate mechanical engineering program to suit individual requirements. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

MEEG 5953. Fundamentals of Fracture and Fatigue in Structures. 3 Hours.

The course will cover the concepts of linear-elastic, elastic-plastic and time-dependent Fracture Mechanics as applied to fracture in a variety of materials, structures, and operating conditions. The examples will include fracture in large components such as aircraft, bridges and pressure vessels and also in bones and in soft materials and human tissue. Prerequisite: Graduate standing in Civil, Mechanical or Biomedical Engineering or consent of the instructor.

This course is cross-listed with BMEG 5953, CVEG 5953.

MEEG 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

MEEG 6800. Graduate Seminar. 0 Hours.

A periodic seminar devoted to mechanical engineering research topics. Course includes letter grades A, B, C, D, and F as well as CR.

MEEG 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Microelectronics-Photonics (MEPH) Courses

MEPH 5253. Emerging Technologies in Industry. 3 Hours.

Business leaders present technologies used by their companies. Focusing on Arkansas-based companies, technology needs for the industry and innovative ideas for solutions or advancements are discussed. Students work to develop solutions to address company needs or further develop a company's current technology. May be repeated for up to 9 hours of degree credit.

MEPH 5383. Research Commercialization and Product Development. 3 Hours.

This survey course examines research commercialization through analysis of IP, technology space, market space, manufacturability, financials, and business plans. Entrepreneurial behaviors and product development within large companies are also discussed. A case study using a current UA faculty member's research commercialization effort will be developed. Prerequisite: Graduate Standing.

MEPH 5393. Product Development Process. 3 Hours.

Demonstration of a student's technical and management knowledge integration by creating a commercially viable product development process to meet a new societal need, with the technical solution based on micro to nanoscale technology. Final grade based on a detailed written report and oral presentation to a panel. Non-thesis students only. Pre- or Corequisite: MEPH 5383. Prerequisite: Instructor permission.

MEPH 5513. Applied Research in External Technical Organizations. 3 Hours.

A one semester narrow focus graduate level research effort while working at an external technical organization's site. Requires a final report of style and quality suitable for journal submission. This course available only to Professional Path M.S. microEP students, and may substitute for an MEPH 588V External Internship. May be repeated for up to 6 hours of degree credit.

MEPH 5523. Applied On-Campus Collaborative Research with External Technical Organizations. 3 Hours.

A one semester narrow focus graduate level on-campus research effort performed in collaboration with an external technical organization. Requires a final report of style and quality suitable for journal submission. This course available only to Professional Path M.S. microEP students. May be repeated for up to 6 hours of degree credit.

MEPH 555V. Internship in External Technical Organization. 1-3 Hour.

Used to document a microEP grad student internship experience in an external technical organization for a minimum duration of six weeks (6-9 weeks=one hour, 10-12 weeks=two hours, and 13-15 weeks=three hours). It may not be used to meet the research requirements of a M.S. degree. Prerequisite: Graduate standing.

MEPH 5611. Research Communication Seminar of MS Students. 1 Hour.

This course serves as a forum for MS students to develop oral presentation skills and to exchange research ideas. Research presentations will be on various topics in the area of micro to nanoscale materials, processing, and devices, with research management and planning also being addressed. Prerequisite: Graduate standing.

MEPH 5713. Advanced Nanomaterials Chemistry. 3 Hours.

Science and engineering graduates are using more nanomaterials, and modern industry demands that its scientists and engineers have materials chemistry knowledge. Materials from the micro to nanoscale will be examined in this course from the perspective of fundamental chemistry principles to build a picture of tomorrow's materials. May be repeated for up to 3 hours of degree credit.

MEPH 5733L. Fabrication at the Nanoscale. 3 Hours.

This hands-on lab course will cover the disciplines needed to make active electronic and photonic devices utilizing nanoscale structures and fabrication techniques presently used in research and industry. Prerequisite: Graduate standing and permission of the instructor.

MEPH 5742. Transmission Electron Microscopy Theory and Operation. 2 Hours.

This new laboratory course will introduce students to practical electron microscopy and to the operation of the Titan S/TEM for examination of sub-angstrom examination of materials. Students will learn how to conduct a TEM study, how to operate the TEM, and how to extract and interpret useful information. Prerequisite: Graduate standing.

MEPH 5811. 1st Year Operations Seminar - Infrastructure Management. 1 Hour.

Weekly seminar for 1st year Microelectronics-Photonics graduate students to discuss issues that increase professional performance in technology-centered organizations. The discussions will focus on issues that affect organizational infrastructure, career planning, organizational structures, and may include examples from current events. Prerequisite: Graduate standing.

MEPH 5821. Ethics for Scientists and Engineers. 1 Hour.

This course will introduce methods useful in the practice of ethical decision making in the high technology academic and industrial work place. An emphasis will be placed on applying the methods discussed in the text to student and instructor past professional experiences. Prerequisite: graduate standing.

MEPH 5832. Proposal Writing and Management. 2 Hours.

This course introduces factors that affect proposal success in both the academic and industrial arenas; demonstrates different approaches to writing successful proposals; and introduces students to the legal responsibilities and ramifications of proposal management. Students will write two proposals for peer review and formal evaluation. Prerequisite: Graduate standing.

MEPH 587V. Special Topics in Microelectronics-Photonics. 1-4 Hour.

Consideration of current microelectronic-photonics topics not covered in other courses. One section will be created for each topic only after a syllabus is submitted to the microEP office by the faculty member teaching the course. May be repeated for up to 9 hours of degree credit.

MEPH 588V. Special Problems in Microelectronics-Photonics. 1-3 Hour.

Opportunity for individual study of advanced subjects related to a graduate degree in Microelectronics-Photonics to suit individual requirements. One section will be created for each student only after a syllabus is submitted to the microEP office by the supervising faculty member. May be repeated for up to 6 hours of degree credit.

MEPH 5911. 1st Year Operations Seminar - Personnel Management. 1 Hour.

Weekly seminar for 1st year Microelectronics-Photonics graduate students to discuss issues that increase professional performance in technology-centered organizations. The discussions will focus on issues that affect personnel management, team building and structures, and may include examples from current events. Prerequisite: Graduate standing.

MEPH 626V. Emerging Technologies in Industry Practicum. 1-3 Hour.

Students engage in demand-driven research projects inspired by Arkansas companies as part of the interdisciplinary IGNITE (Industry Generating New Ideas and Technology through Education) program. These projects, which often result from interactions with companies during MEPH 5253, include visiting company locations; developing project goals, budgets, and timelines; and performing research. May be repeated for up to 9 hours of degree credit.

MEPH 6611. Research Communication Seminar of PhD Students. 1 Hour.

This course serves as a forum for Ph.D. students to develop oral presentation skills and to exchange research ideas. Research presentations will be on various topics in the area of micro to nanoscale materials, processing and devices, with research management and planning also being addressed. Prerequisite: Graduate standing.

MEPH 6811. 2nd Year Operations Seminar - Management and Leadership. 1 Hour.

Weekly seminar for 2nd year Microelectronics-Photonics graduate students to discuss issues that increase professional performance in technology-centered organizations. The discussions will focus on issues that affect management and leadership effectiveness and efficiency, and may include examples from current events. Prerequisite: Graduate standing.

MEPH 6911. 2nd Year Operations Seminar - Advanced Management and Leadership. 1 Hour.

Weekly seminar for 2nd year Microelectronics-Photonics graduate students to discuss advanced issues that increase professional performance in technology-centered organizations. The discussions will focus on the complex issues that affect management and leadership effectiveness and efficiency, and may include examples from current events. Prerequisite: Graduate standing.

Music Education (MUED) Courses

MUED 477V. Special Topics in Music Education. 1-4 Hour.

Subject matter not covered in other sources. With permission, may be repeated for credit if topics are different. May be repeated for degree credit.

MUED 5513. Seminar: Resources in Music Education. 3 Hours.

Study of the analytical and writing skills necessary for academic research in music education. Each student identifies one problem specific to music education, finds and reviews related literature and sources, develops a comprehensive bibliography, and writes a paper which synthesizes the research. Open to graduate students and undergraduates in honors in music education.

MUED 5653. Seminar: Issues in Music Education. 3 Hours.

A seminar exploring the relationships between the profession of teaching music and selected views about learning theories, teaching methods, philosophy, psychology, and other selected topics relevant to contemporary music education.

MUED 5733. Music Education in the Elementary School. 3 Hours.

Concepts of elementary music education; methods, materials, curriculum design, and supervision in elementary school music.

MUED 5811. Curriculum Design in Music. 1 Hour.

Goals and objectives in music education. Student will develop a curriculum for an actual or hypothetical music education program.

MUED 583V. Workshop: Music in the Elementary School. 1-18 Hour.

An in-service training workshop for elementary music teachers.

MUED 5862. Marching Band Techniques. 2 Hours.

Includes the place of the marching band in the school program, types of formations used, and selecting, arranging or writing the musical score.

MUED 5973. Tests and Measurement in Music. 3 Hours.

This course will address the psychometric concepts of tests and measurement of music achievement, aptitude, attitude, and self-assessment. The course will focus on the teaching and assessment of musical skills, musical responses, and will critically examine existing aptitude tests (Seashore, Watkins Farnum, Gordon, etc.). Basic statistical concepts and data analysis used in common testing scenarios will be introduced. Prerequisite: Graduate standing in music.

MUED 5983. Psychology of Music Behavior. 3 Hours.

This course is an introduction to the psychology of music, and will adopt an interdisciplinary view toward the field, covering such topics as philosophical and sociological questions about the nature and function of music, the physiology of the ear, the physical and perceptual properties of sounds (acoustics), performance anxiety, preference and taste research, social and pedagogical attributes of performance, and behavioral musical responses. Prerequisite: Graduate standing.

MUED 600V. Master's Thesis. 1-6 Hour.

Preparation of a master's thesis as partial fulfillment of the requirement for the master's degree. May be repeated for degree credit.

MUED 605V. Independent Study. 1-6 Hour.

Provides students with an opportunity to pursue special study of problems in music education. May be repeated for up to 6 hours of degree credit.

Music Ensemble (MUEN) Courses

MUEN 5401. Opera Theatre. 1 Hour.

Study of opera through performances of scenes, chamber and major operatic production. Admission with director's approval. May be repeated for degree credit.

MUEN 5411. Men's Chorus. 1 Hour.

Performance-based choral ensemble designed to improve individual and collective vocal skills, develop sight-reading skills, improve the individual's grasp of the essential elements of music, and expose students to repertory of the greater men's chorus canon. Admission is open to any male student on campus. May be repeated for degree credit.

MUEN 5421. Inspirational Chorale. 1 Hour.

Performance of African-American literature with particular emphasis on Negro spirituals, traditional/contemporary gospel music and sacred world music. Rehearsal 3 hours per week. Admission with director's approval. May be repeated for up to 2 hours of degree credit.

MUEN 5431. Symphony Orchestra. 1 Hour.

Rehearsal 3 hours per week with extra rehearsals at director's discretion. Admission with director's approval. May be repeated for degree credit.

MUEN 5441. Marching Band. 1 Hour.

Rehearsal 8 hours per week. Admission with director's approval. May be repeated for degree credit.

MUEN 5451. Schola Cantorum. 1 Hour.

Vocal ensemble limited to the more experienced singers. Rehearsal 5 hours per week. Admission with director's approval. May be repeated for degree credit.

MUEN 5461. Wind Symphony. 1 Hour.

Rehearsal 3 to 5 hours per week. Admission by audition and approval of the conductor. May be repeated for degree credit.

MUEN 5471. Jazz Performance Laboratory. 1 Hour.

Training in the various styles of jazz and popular music. Rehearsal 3 hours per week. Admission by audition. May be repeated for degree credit.

MUEN 5481. Campus Band. 1 Hour.

Rehearsal 3 hours per week. Admission by audition and approval of the conductor. May be repeated for degree credit.

MUEN 5491. Concert Band. 1 Hour.

Large ensemble setting with emphasis on performing wind band literature and enhancing the musicianship of members. Focus on performance standards through style and interpretation. Concerts of artistic merit which serve the campus community and general public may be required. Admission is by audition or special approval. May be repeated for up to 2 hours of degree credit.

MUEN 5501. Chamber Music. 1 Hour.

Performance of small ensemble music for any combination of instruments and/or voice. Rehearsal 3 hours per week. May be repeated for degree credit.

MUEN 5511. Symphonic Band. 1 Hour.

Rehearsal 3 hours per week. Admission by audition and approval of the conductor. May be repeated for degree credit.

MUEN 5521. Woodwind Quintet. 1 Hour.

Study and performance of music for woodwind quintet. Weekly coaching will emphasize intonation, blend, stylistic awareness, and ensemble precision. Repertoire ranges from the 18th to the 20th centuries. 3 hours of rehearsals weekly. May be repeated for degree credit.

MUEN 5541. Accompanying. 1 Hour.

Piano accompanying of vocal and instrumental soloists. Rehearsal 2 hours per week. Prerequisite: MUAP 110V. May be repeated for degree credit.

MUEN 5551. Percussion Ensemble. 1 Hour.

Study and performance of ensemble music for multiple percussion instruments. Rehearsal 2 hours per week. May be repeated for degree credit.

MUEN 5561. Musical Theater Orchestra. 1 Hour.

Instrumental ensemble with focus on the preparation and performance of musical theater pit orchestra music, in conjunction with UA Theater's mainstage musical. Admission by audition or director's approval. Prerequisite: Graduate standing. May be repeated for up to 2 hours of degree credit.

MUEN 5591. Women's Chorus. 1 Hour.

Select performance-based choral ensemble designed to improve individual and collective vocal skills, develop sight-reading skills, improve the individual's grasp of the essential elements of music, and expose students to repertory of the greater treble chorus canon. Admission by audition or director's consent. May be repeated for up to 2 hours of degree credit.

MUEN 5691. WIND ENSEMBLE. 1 Hour.

Large ensemble setting performing orchestral wind and symphonic band literature with emphasis on high performance standards through style and interpretation. Concerts of high artistic merit which serve the campus community and general public are required. Admission is by audition. May be repeated for up to 2 hours of degree credit.

MUEN 5711. Flute Ensemble. 1 Hour.

Study and performance of music for multiple flutes, including trios, quartets, quintets, and flute choir. Rehearsal 2 hours per week. May be repeated for degree credit.

MUEN 5721. Clarinet Ensemble. 1 Hour.

Study and performance of music for multiple clarinets, including trios, quartets, quintets, and clarinet choir. Rehearsal 2 hours per week. May be repeated for degree credit.

MUEN 5731. Saxophone Ensemble. 1 Hour.

Study and performance of music for multiple saxophones, including trios, quartets, quintets, and saxophone choir. Rehearsal 3 hours per week. May be repeated for degree credit.

MUEN 5751. Trumpet Ensemble. 1 Hour.

Study and performance of music for multiple trumpets, including trios, quartets, quintets, and trumpet choir. Rehearsal 2 hours per week. May be repeated for degree credit.

MUEN 5761. New Music Ensemble. 1 Hour.

Small, select ensemble with emphasis on music written in the last hundred years, especially by important living composers. Focus on audience engagement through high performance standards, unconventional settings, and programs unique to the region. Off-campus appearances and outreach activities are required. Admission by consent.

MUEN 5771. Trombone Ensemble. 1 Hour.

Study and performance of music for multiple trombones, including trios, quartets, quintets, and trombone choir. Rehearsal 2 hours per week. May be repeated for degree credit.

MUEN 5781. Tuba Ensemble. 1 Hour.

Study and performance of music for multiple combinations of tuba and euphonium, including trios, quartets, quintets, and low brass choir. Rehearsal 2 hours per week. May be repeated for degree credit.

MUEN 5881. Chamber Choir. 1 Hour.

Continuation of Chamber Choir V for graduate students. Study and performance of vocal chamber music. Rehearsal 2 hours per week for 1 hour of credit.

Music History (MUHS)

Courses

MUHS 4253. Special Topics in Music History. 3 Hours.

Specialized topics not extensively covered in MUHS 3703 or MUHS 3713. Satisfactory completion of the term paper in this class will fulfill the Fulbright College writing requirement. Prerequisite: MUHS 3703 and MUHS 3713. May be repeated for degree credit.

MUHS 4703. Survey of String Literature. 3 Hours.

A survey of solo and chamber music literature involving stringed instruments. Prerequisite: MUAP 110V and MUTH 3613.

MUHS 4733. Survey of Symphonic Literature. 3 Hours.

A survey of the symphonic literature from its beginning to the present.

MUHS 4763. Survey of Vocal Literature I. 3 Hours.

A survey of concert literature for the solo voice.

MUHS 4773. Survey of Vocal Literature II. 3 Hours.

A survey of concert literature for the solo voice. Prerequisite: MUHS 4763.

MUHS 4793. Band Literature. 3 Hours.

A study of literature written for performance by concert band, symphonic band, and wind ensemble, representative of the following five periods in Music History: Renaissance (1420-1600), Baroque (1600-1750), Classical (1750-1820), Romantic (1820-1900), and Contemporary (1900-present).

MUHS 4803. Survey of Keyboard Literature I. 3 Hours.

A survey of the piano works of outstanding composers. Prerequisite: MUAP 110V.

MUHS 4813. Survey of Keyboard Literature II. 3 Hours.

A survey of the piano works of outstanding composers. Prerequisite: MUHS 4803.

MUHS 489V. Seminar in Music History. 1-4 Hour.

Subject matter not covered in other courses. With permission, may be repeated for credit if topics are different. May be repeated for degree credit.

MUHS 5563. Collaborative Piano Literature I, Woodwind and Brass Repertoire. 3 Hours.

Survey of collaborative literature for piano and wind or brass instruments. Focus on music for the collaborative duo (instrument and piano) including sonatas and concerti.

MUHS 5573. Collaborative Piano Literature II, String Repertoire. 3 Hours.

Survey of collaborative literature for the piano. Focus on the repertoire of sonatas, concerti and concert works for the piano and instrument (violin, viola, cello, and double bass).

MUHS 5722. Directed Studies in Music Literature I. 2 Hours.

Research in music literature in the performance field of the individual student.

MUHS 5732. Directed Studies in Music Literature II. 2 Hours.

Research in music literature in the performance field of the individual student. Prerequisite: MUHS 5722.

MUHS 5753. Seminar in Medieval & Early Renaissance. 3 Hours.

Intensive studies in music of Western Europe from early Christian times through the 15th century.

MUHS 5773. Seminar in Music of the 18th Century. 3 Hours.

Intensive studies of late Baroque and Classical music.

MUHS 5783. Seminar in Music of the 19th Century. 3 Hours.

Intensive studies in music of the 19th century.

MUHS 5793. Seminar in Music of the 20th Century. 3 Hours.

Intensive studies in 20th century music.

MUHS 5903. Seminar in Musicology. 3 Hours.

Focuses on specialized topics and repertoires within the history of Western music and introduces students to musicological approaches to these subjects. May be repeated for degree credit.

MUHS 5943. Seminar in Opera. 3 Hours.

Intensive studies in operatic literature.

MUHS 5952. Choral History and Literature I. 2 Hours.

Detailed study of choral history and literature from Gregorian chant to J.S. Bach.

MUHS 5962. Choral History and Literature II. 2 Hours.

Detailed study of choral history and literature from J.S. Bach to the present.

MUHS 5973. Seminar in Bibliography and Methods of Research. 3 Hours.

A survey of the methods and materials of musical research, including bibliography, methods of analysis, and style in the presentation of research results. Open to graduate students and to juniors in Honors.

MUHS 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

Music Pedagogy (MUPD)

Courses

MUPD 477V. Special Topics in Pedagogy. 1-6 Hour.

Subject matter not covered in other sources. With permission, may be repeated for credit if topics are different. May be repeated for degree credit.

MUPD 4863. Piano Pedagogy. 3 Hours.

Analytical study and discussion of the various approaches to piano pedagogy and its application in individual/class instruction. Involves demonstration of principles through actual teaching of beginning, intermediate and upper level students.

MUPD 5202. Voice Pedagogy I. 2 Hours.

Graduate-level study of the techniques and materials of teaching voice.

MUPD 582V. Conducting. 1-4 Hour.

Private lessons of 1/2 hour and 1 hour conducting laboratory each week. Development of skills in conducting symphony, choral, opera, oratorio, ballet, and band repertoire. May be repeated for up to 18 hours of degree credit.

MUPD 584V. Opera Workshop Techniques. 1-2 Hour.

A basic course in every phase of opera production, including staging, set design, music coaching, voice casting, and translation.

MUPD 586V. Woodwind Techniques. 1-2 Hour.

A continuation of the undergraduate courses in techniques and materials for elementary and secondary school music teaching. Prerequisite: One year of similar class instruction in the field on the undergraduate level.

MUPD 587V. Brass Techniques. 1-2 Hour.

A continuation of the undergraduate class brass instrument course. Emphasis is placed on teaching methods, techniques, concepts, and materials. Prerequisite: One year of similar class instruction in the field on the undergraduate level.

MUPD 599V. Special Workshop in Music. 1-6 Hour.

Presented by visiting master artist-teacher in various fields of music performance, teaching and composition. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

Music Theory (MUTH) Courses

MUTH 4322. Score Reading. 2 Hours.

A conductor's approach to the technique of score reading and analysis of orchestra, band, and choral scores for the purpose of preparing composition for rehearsal and performance.

MUTH 4612. Orchestration. 2 Hours.

A continuation of study of the capabilities of the various orchestral and band instruments and their use in arrangement for ensembles, band, and orchestra. Scoring for orchestra. Prerequisite: MUTH 3613.

MUTH 4703. Writing Music Analysis. 3 Hours.

Analysis of music with an emphasis on analytical writing skills and the use of library source materials. Prerequisite: MUTH 3603.

MUTH 477V. Special Topics in Music Theory. 1-4 Hour.

Subject matter not covered in other courses. Prerequisite: Instructor consent. May be repeated for up to 4 hours of degree credit.

MUTH 5343. Analytical Techniques. 3 Hours.

An intensive study of selected works from music literature. Schenkerian analysis, rhythmic analysis, and set theory analytical techniques will be studied and employed in addition to traditional harmonic and formal analysis. Prerequisite: MUTH 3613 or equivalent and graduate standing.

MUTH 5623. Pedagogy of Theory. 3 Hours.

Detailed study of methods of teaching undergraduates courses in music theory and aural perception. Prerequisite: Graduate standing.

MUTH 5631. Music Theory Teaching Practicum. 1 Hour.

Supervised teaching of an undergraduate course in music theory or aural perception, including lesson plan and examination preparation and in-class observation.

MUTH 5643. Analysis of 20th Century Music. 3 Hours.

Study of 20th century music and analytic techniques including pitch class set theory and serial techniques. Prerequisite: Graduate standing.

MUTH 5662. Instrumental Arranging. 2 Hours.

A practical course in arranging for the various small ensembles including keyboard. Review of instrumental ranges and capabilities. Study of current trends in instrumental ranges and arranging.

MUTH 5672. Advanced Orchestration. 2 Hours.

A study of advanced principles of orchestral writing through individual projects in scoring and analysis. Prerequisite: MUTH 4612 or equivalent.

MUTH 568V. Composition. 1-4 Hour.

Private lessons of one-half hour, and one hour of composition laboratory session each week. Development of skills in creative musical expression specifically for composition-theory majors - others admitted by consent. Prerequisite: Graduate standing. May be repeated for degree credit.

MUTH 599V. Independent Study in Music Theory. 1-6 Hour.

Provides students with an opportunity to pursue special study of topics in music theory. May be repeated for up to 12 hours of degree credit.

MUTH 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

Nursing (NURS) Courses

NURS 5003. Theoretical and Scientific Foundations for Nursing Practice. 3 Hours.

The course utilizes the critical reasoning process to examine the element of nursing knowledge. Emphasis is placed on concept analysis and the evaluation of nursing theories. Identification of the links between theory and empirical indicators is examined. The clinical relevance of mid-range and practice theories is explored. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5033. Scientific Foundations and Role Development in Advanced Practice Nursing. 3 Hours.

Examines development of the advanced practice nursing role and evolution of the Doctor of Nursing Practice (DNP). Concepts include scientific foundations of practice, role development, interdisciplinary collaborative strategies, advanced scope of practice, patient advocacy, and legal/ethical principles in the advanced practice role. Pre- or Corequisite: NURS 5003. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5043. Concepts of Health Promotion Within Diverse Populations. 3 Hours.

Provides a theoretical base for health promotion, risk reduction and disease prevention at the individual, family and community levels. A cross-disciplinary approach to achieve or preserve health is identified. Focuses on holistic plans and interventions that address the behavioral and social factors that contribute to morbidity and mortality in diverse populations. Provides opportunity to develop, implement, and evaluate health promotion interventions for selected clients. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5053. Evidence-Based Practice and Innovation in Nursing. 3 Hours.

Examines models and strategies for leadership in evidence-based practice and innovation, outcomes management, and translational scholarship. The emphasis of this course is on problem identification, information retrieval, critical appraisal, and synthesis of a body of evidence. It provides the student with the foundation for the DNP evidence-based practice project. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5063. Health Care Policy. 3 Hours.

Provides knowledge and understanding needed to participate in policy development analysis and implementation. Provides an overview of the political process, health care policy, advocacy, leadership roles, legislative and regulatory issues, health care financing, and evaluating outcomes. Access, cost, and quality of health care are major foci in this course. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5073. Curriculum Design and Development in Nursing Education. 3 Hours.

This course provides the essential elements that define and operationalize the process of curriculum design and development. Students will examine curriculum theories, models, and concepts from the perspective of nursing education. They will analyze factors that influence program and curriculum development. Historical and philosophical foundations of nursing practice and educational principles are examined. The application and synthesis of curriculum theory and their application to nursing is emphasized. The role of the educator in the dynamic relationship between the practice setting, research, and curriculum is examined. Students will participate in the design of curriculum which reflects professional nursing practice, standards, theory, and research. Prerequisite: Admission to the Graduate Program or departmental consent. Completion of all general and research core classes or approval of the MSN Education Program Coordinator.

NURS 5083. Methods of Assessment and Evaluation in Nursing Education. 3 Hours.

This course is one of four offered in the nursing education concentration in preparation for the role of educator in academic and clinical settings. Students explore theories, models, and evidence for best practice in assessing learning - including constructing exam items and creating tools for assessing writing assignments. Students discuss grading and other concepts related to assessment and evaluation as it relates to nursing education. Pre- or Corequisite: Completion of NURS 5073 or NURS 5093. Prerequisite: Admission to the Masters of Science in Nursing or the Doctor of Nursing Practice Program.

NURS 5093. Instructional Design and Delivery in Nursing Education. 3 Hours.

This course is one of four offered in the nursing education concentration in preparation for the role of educator in academic and clinical settings. Students explore teaching and learning theories and other evidence to guide practice in the advanced role of the educator. Students gain competencies in the knowledge and skills necessary for delivering evidence-based teaching and learning strategies in a variety of learning environments. Prerequisite: Admission to the Graduate Program or departmental consent.

NURS 5101. Advanced Health Assessment and Diagnostic Reasoning. 1 Hour.

Applies health assessment, physical examination techniques, clinical decision making, and diagnostic reasoning to formulate a culturally-sensitive, individualized plan of care, which includes health promotion and disease prevention. Corequisite: NURS 5112.

NURS 5112. Advanced Health Assessment and Diagnostic Reasoning Clinical Practicum. 2 Hours.

Focus is on the application of clinical decision making, diagnostic reasoning, and advanced physical examination techniques to develop differential diagnoses, problem list, and a plan of care for individual clients. Corequisite: NURS 5101.

NURS 5123. Pharmacotherapeutics. 3 Hours.

Provides advanced concepts and application of pharmacology for broad categories of agents used in disease management. Establishes the relationship between pharmacologic agents and physiologic/pathologic responses. It assists students with the development of knowledge and skills to prescribe and manage a client's health in a safe, high quality, and cost-effective manner. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5143. Advanced Pathophysiology. 3 Hours.

Provides a comprehensive understanding of normal physiologic and pathologic mechanisms of disease that serves as a foundation for clinical assessment, decision making, and management of individuals. Includes mechanisms of disease, genetic susceptibility, and immune responses in selected disorders. This course includes concepts of pathophysiology across the lifespan. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5212. Acute and Critical Illness in Adult and Geriatric Populations. 2 Hours.

Focuses on utilization of advanced theories, concepts, knowledge and skill in the care of diverse adult and geriatric populations with complex acute health problems. Corequisite: NURS 5225. Prerequisite: All core courses.

NURS 5225. Clinical Practicum: Acute and Critical Illness in Adults and Geriatric Populations. 5 Hours.

Clinical practicum for NURS 5212. Application of advanced theories, concepts, knowledge and skill in the care of diverse adult and geriatric populations with complex acute health problems. Corequisite: NURS 5212. Prerequisite: All core courses.

NURS 5232. Chronic Illness in Adult and Geriatric Populations. 2 Hours.

Focuses on utilization of advanced theories, concepts, knowledge and skill in the care of diverse adult and geriatric populations with complex chronic health problems. Corequisite: NURS 5245. Prerequisite: All core courses.

NURS 5245. Clinical Practicum: Chronic Illness in Adult and Geriatric Populations. 5 Hours.

Clinical practicum for NURS 5232. Application of advanced theories, concepts, knowledge and skill in the care of adults and geriatric populations experiencing chronic health problems. Corequisite: NURS 5232. Prerequisite: All core courses.

NURS 5272. Clinical Practicum: Interpretive Diagnostic Reasoning. 2 Hours.

Application of principles of pathologic mechanisms of disease, pharmacotherapeutics, and pharmacokinetics to refine and synthesize skills for history taking, physical examination, clinical assessment, diagnostic reasoning, and decision making for adult and geriatric individuals. Pre- or Corequisite: NURS 5102, NURS 5111, NURS 5143 and NURS 5123.

NURS 5303. Foundations of Nursing Education. 3 Hours.

Considers the principles, philosophies, theories, and strategies of teaching, learning, and evaluation needed in nursing education.

NURS 5313. Curriculum and Evaluation in Nursing Education. 3 Hours.

Considers knowledge and skills needed for curriculum and program development and evaluation for a variety of nursing education settings.

NURS 5323. Teaching in Nursing Practicum. 3 Hours.

Supervised experience in the nurse educator role in both classroom and clinical settings.

NURS 5332. Common Problems in Acute Care in Adult and Gerontology Populations Clinical Practicum. 2 Hours.

Focuses on the management of adult-gerontology patients with common acute illnesses. Emphasizes the application of principles of pathologic mechanisms of disease, history taking, physical examination, and clinical decision making. Corequisite: NURS 5434. Prerequisite: (Completion of core courses: NURS 5003, 5033, 5043, 5053, 5143, 5063, 5523), and (completion of specialty clinical courses: NURS 5101 and NURS 5112).

NURS 5343. Specialty Development I. 3 Hours.

This course will include two foci. There will be readings focused on current topics in a specialty area. A focused field experience will allow student to integrate knowledge and skills in a specialty area of nursing in preparation for the nurse educator role.

NURS 5353. Specialty Development II. 3 Hours.

Building on the Independent Study: Specialty Development I, this course will include two foci. There will be readings focused on current topics in a specialty area. A focused field experience will allow student to integrate knowledge and skills in a specialty area of nursing in preparation for the nurse educator role. Prerequisite: NURS 5343.

NURS 5403. Scholarly Writing. 3 Hours.

This course will focus on the fundamentals of academic writing at the graduate level with the goal of honing students' critical reading and writing skills. Attention will be given to mechanics, usage, and style, as well as to handling and citing sources. The emphasis throughout is on creative thinking and precise, scholarly writing. Prerequisite: Completion of a baccalaureate degree and acceptance into the graduate program.

NURS 5413. Executive Leadership in Nursing. 3 Hours.

This course focuses on the health care structures and processes, human capital management, health and public policy, communication principles and styles, negotiations, leadership effectiveness, strategic visioning, ethics and advocacy, and innovation. Learning will enable the professional nurse executive to lead complex health care environments applying an advanced skill set in each of the focus areas. Prerequisite: NURS 5401, NURS 5523, NURS 5043, NURS 5053, NURS 5063, MBAD 5241, HRWD 5233, NURS 6233, ESRM 6403.

NURS 5423. Health Systems Operations. 3 Hours.

This course focuses on the complex practice environment. Enables the professional nurse leader to demonstrate knowledge of care management and delivery, professional practice environment and models, and quality monitoring and improvement. Professional practice and health care delivery models and settings, role delineation, laws and regulations, accreditation, and professional practice standards will be emphasized. Prerequisite: NURS 5401, NURS 5523, NURS 5043, NURS 5053, NURS 5063, MBAD 5241, HRWD 5233, NURS 6233, ESRM 6403.

NURS 5434. Common Problems in Acute Care in Adult and Gerontology Populations. 4 Hours.

Examine principles of pathological mechanisms of disease, refine skills for history taking, physical examination, and clinical decision making for adult and geriatric individuals with common acute illnesses. Corequisite: NURS 5443. Prerequisite: (Completion of core courses: NURS 5003, 5033, 5043, 5053, 5143, 5063, 5523), and (completion of specialty clinical courses: NURS 5101 and NURS 5112).

NURS 5443. Chronic Health Problems in Adult and Gerontology Populations. 3 Hours.

Explores evidence-based models for the management of selected chronic conditions, focusing on assessment and treatment of individuals and families. Utilizes advanced theories, concepts, knowledge, and skill in the care of diverse adult and geriatric populations with complex chronic health problems. Corequisite: NURS 5454. Prerequisite: Completion of NURS 5434, and NURS 5332.

NURS 5454. Chronic Health Problems in Adult and Gerontology Populations Clinical Practicum. 4 Hours.

Focuses on the management of adult-gerontology populations with complex, chronic health problems. Emphasis is on the application of theoretical concepts, assessment skills, clinical decision making, and evidence-based standards to formulate diagnoses, clinical impressions, treatment, and evaluation plans in the acute or out-patient setting. Pre- or Corequisite: NURS 6123. Corequisite: NURS 5443. Prerequisite: (Completion of core courses: NURS 5003, 5033, 5043, 5053, 5143, 5063, 5523), and (completion of specialty clinical courses NURS 5101, NURS 5112, NURS 5434, and NURS 5332).

NURS 5463. Acute and Critical Illness in Adult and Gerontology Populations. 3 Hours.

Provides an in-depth knowledge of management of acutely and critically ill adults. Emphasis is on the use of evidence-based knowledge to formulate diagnoses, treatment, evaluation plans, and referral for adults who have complex acute or critical health problems, or are at high risk for developing complications. Corequisite: NURS 5475. Prerequisite: NURS 5101, NURS 5112, NURS 5434, NURS 5332, NURS 5443, and NURS 5454.

NURS 5475. Adult-Geriatric (Acute/Critical) Clinical II (Sp). 5 Hours.

Experiences allow the student to apply safe, scientifically sound, cost effective, legal and ethical management strategies to the care of adults with complex acute and critical illness. Emphasis is on the development of advanced clinical skills in acute and critical care settings. Corequisite: NURS 5463. Prerequisite: NURS 5443 and NURS 5454.

NURS 5483. Common Problems in Primary Care. 3 Hours.

Examines principles of pathological mechanisms of disease, refines knowledge for thorough history taking, physical examination, and clinical decision-making for men, women, and families with common illnesses treated in primary care. Corequisite: NURS 5495. Prerequisite: NURS 5101, NURS 5112, NURS 5543, and NURS 5683.

NURS 5495. Common Problems in Primary Care Clinical Practicum. 5 Hours.

Clinical component to 5483 Common Problems Primary Care. Refines skills for thorough history taking, physical examination, and clinical decision-making for men, women, and families with common illnesses treated in primary care. Pre- or Corequisite: NURS 5483. Prerequisite: NURS 5101, NURS 5112, NURS 5543, and NURS 5683.

NURS 5523. Healthcare Informatics. 3 Hours.

Explores standards and principles for selecting, using, and evaluating information systems. Discusses the application of computer programs relevant to nursing administration, education, research, and practice. Assists the student in managing individual and aggregate information, and assessing the efficacy of patient care technology appropriate to a specialized area of nursing practice. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 5543. Primary Care of Children. 3 Hours.

Focuses on evidence-based models for the management of children from diverse cultures with common conditions in primary care. Includes anticipatory guidance, health promotion, and disease prevention. Emphasis on application of theoretical concepts, assessment skills, clinical decision-making, and evidence-based standards to formulate differential diagnoses, clinical impressions, treatment, and evaluation plans in primary care. Corequisite: NURS 5683. Prerequisite: NURS 5101 and NURS 5112.

NURS 5553. Specialty Development I: Nurse Executive Leader. 3 Hours.

This course will focus on microsystem level operations within the healthcare environment and issues faced by nurse administrators. Learning will enable the professional nurse to participate in operations surrounding the delivery of care in various health care organizations. This course will facilitate the application of learned theories and organizational principles. Prerequisite: NURS 5401, NURS 5523, NURS 5043, NURS 5053, NURS 5063, MBAD 5241, HRWD 5233, NURS 6233, ESRM 6403.

NURS 5563. Specialty Development II: Nurse Executive Leader. 3 Hours.

Students will complete a scholarly project or thesis synthesizing knowledge and skills from previous courses in program of study. Applied learning will focus on the development of a systems approach to nurse executive leadership and inquiry. Focus is on public and private health care delivery systems, alliances with internal and external environments, and strategic decision making and implementation in the rapidly evolving global arena of nursing leadership and practice. This course prepares professional nurses to apply leadership and evidence-based practice principles in the evaluation of quality processes encountered across health care industries. 135 contact hours. Corequisite: NURS 579V and NURS 600V. Prerequisite: NURS 5401, NURS 5523, NURS 5043, NURS 5053, NURS 5063, MBAD 5241, HRWD 5233, NURS 6233, ESRM 6403, NURS 5343, NURS 5553, and NURS 5423.

NURS 5683. Primary Care of Children Clinical Practicum. 3 Hours.

NURS 5683 is the clinical component to NURS 5543 and focuses on the management of women and children in the clinical setting with emphasis on holistic assessment and treatment of these populations and their families. Students will engage in the assessment, diagnosis and treatment of conditions common to primary practice in women's health and pediatric clinics. This course will consist of 135 contact hours, 80 in the pediatric setting and 55 in the women's health setting. Corequisite: NURS 5543. Prerequisite: NURS 5101 and NURS 5112.

NURS 579V. Independent Study. 1-3 Hour.

Independent study designed by student with faculty advisor. May be completed as alternative to thesis.

NURS 5873. Complex Problems in Primary Care. 3 Hours.

Focuses on application of health promotion and chronic disease management in complex adult patients. Students will utilize evidence-based approaches to health promotion, assessment, differential diagnosis and disease management. Emphasizes clinical decision making, chronic care models, coordination of care, poly-drug therapy and information systems. Corequisite: NURS 5884. Prerequisite: NURS 5101, NURS 5112, NURS 5543, NURS 5683, NURS 5483, and NURS 5495.

NURS 5884. Complex Problems in Primary Care Clinical Practicum. 4 Hours.

Clinical component to NURS 5873 Complex Problems in Primary Care. Offers the student an opportunity to exercise critical judgment and implement theoretical knowledge in the management of care of adults experiencing complex health problems. Corequisite: NURS 5873. Prerequisite: NURS 5101, NURS 5112, NURS 5683, NURS 5495, and NURS 5483.

NURS 598V. Nursing Special Topics. 1-6 Hour.

Special Topics course to fulfill national accrediting body for Family Nurse Practitioner. Prerequisite: NURSDP major. May be repeated for up to 6 hours of degree credit.

NURS 599V. Seminar. 1-3 Hour.

Selected topics in nursing explored in discussion format.

NURS 600V. Master's Thesis. 1-3 Hour.

Student research to fulfill degree requirement for the MSN. Prerequisite: NURS 5053. May be repeated for degree credit.

NURS 6123. Evaluation Methods and Translational Research for Evidence-based Practice. 3 Hours.

The translation of evidence into practice, including theoretical and practical challenges, is analyzed through the use of case studies and proposals. Uses methods of inquiry for systematic appraisal of nursing practice or healthcare programs to identify practice outcomes and create an environment to support and sustain changes. Pre- or Corequisite: ESRM 6403. Prerequisite: NURS 5053.

NURS 6224. DNP Clinical Practicum I. 4 Hours.

Provides an opportunity to synthesize advanced knowledge and role behaviors within a specialty concentration. Designed to apply nursing theory, translational research, epidemiologic principles, ethical/legal principles, outcome evaluations, healthcare systems thinking, and economics into a specialized clinical practice role and setting. Depending upon specialty and experience, may require travel to campus. Prerequisite: Completion of NURS 5443, NURS 5454, NURS 5463, and NURS 5475; or by permission of the instructor.

NURS 6233. Healthcare Economics and Finance. 3 Hours.

Provides economic, financial, and business knowledge and skills required for a leadership role in financial planning and decision making within healthcare delivery systems. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 6244. DNP Clinical Practicum II. 4 Hours.

Allows for the continuation of specialty role development and an advanced approach to care delivery, systems thinking, and leadership. Allows for the total number of practice hours required for certification and/or degree. Prerequisite: NURS 6224.

NURS 6263. Organization Management and Systems Leadership. 3 Hours.

Facilitates understanding of how to lead, advocate, and manage innovative responses to organizational needs and challenges. Emphasizes development and evaluation of care delivery models that meet the needs of targeted patient populations by enhancing accountability for effective and efficient healthcare, quality improvement, and patient safety. Prerequisite: Admission to the graduate program or by permission of the instructor.

NURS 628V. DNP Clinical Practicum III. 1-8 Hour.

Allows for the continuation of specialty role development and an advanced approach to care delivery, systems thinking, and leadership. Allows for the total number of practice hours required for certification and/or degree. Pre- or Corequisite: NURS 6244. May be repeated for up to 8 hours of degree credit.

NURS 6343. Analytic Methods and Epidemiology for Health Care. 3 Hours.

This course will examine the role of epidemiology and statistics in advanced nursing practice. The student will learn how the concepts of epidemiology are used to measure and describe the health of individuals and populations and apply statistical concepts and analytical methods to data encountered in practice. Major topics to be covered include sources of data, study designs, analytical strategies and interpretation of data related to disease causality, risk, and prevalence. Prerequisite: ESRM 5393.

NURS 7113. Capstone Seminar I. 3 Hours.

Designed to unify and organize the student's field of inquiry for the final Capstone Project. Emphasis is on the application of an evidence-based intervention suitable to their area of focus that involves appropriate methodology and application with the goal of change in practice or outcome analysis. Prerequisite: Completion of NURS 6224 and/or permission of the instructor.

NURS 7122. DNP Project Implementation I. 2 Hours.

Provides necessary support and elements for students to begin execution of the Capstone Project in collaboration with the sponsoring site.

NURS 7132. Capstone Seminar II. 2 Hours.

Focuses on data exploration and analysis for the organization and refinement of all aspects of Capstone Project, emphasizing implementation and evaluation of the evidence-based intervention. Allows student to finalize the scholarly written and oral report for dissemination of results. Corequisite: NURS 7142. Prerequisite: NURS 7113 and NURS 7122.

NURS 7142. DNP Project Implementation II. 2 Hours.

Provides an avenue for students to showcase the Final Capstone Project. Allows students the opportunity to synthesize and demonstrate the ability to employ effective communication and collaboration skills, leadership roles, influence healthcare quality and safety, evaluate practice, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems. Prerequisite: NURS 7122.

Operations Management (OMGT) Courses

OMGT 5003. Introduction to Operations Management (Sp, Su, Fa). 3 Hours.

Provides an overview of the functional activities necessary for the creation/delivery of goods and services. Topics covered include: productivity; strategy in a global business environment; project management; quality management; location and layout strategies; human resources management; supply chain and inventory management; material requirements planning; JIT; maintenance and reliability; and other subjects relevant to the field. Required course. Pre- or Corequisite: OMGT 4853. Prerequisite: OMGT 4333.

OMGT 5013. Supply Chain Management for Operations Managers. 3 Hours.

Focuses on the development and application of decision models in supply chains with emphasis on supply chain performance, cost, and metrics; demand forecasting; aggregate planning; inventory management; supply chain design and distribution; transportation modeling and analysis; supply chain coordination; the role of information technology; and sourcing decisions. Spreadsheet tools and techniques will be used to analyze supply chain performance. Prerequisite: OMGT 4323, OMGT 4853 and admitted to OPMGMS, EMGTMS, ENGRME or OMPMGC Graduate Certificate Program, or departmental consent.

OMGT 5113. Human Resource Management. 3 Hours.

A review of Human Resources Management functions as they apply in today's business setting with specific emphasis on regulatory compliance, total rewards systems, recruitment, training, and employment practices. The course is designed both for HRM professionals and for line managers/professionals who need to understand the roles and responsibilities of HR as a business partner. Prerequisite: OMGT 4313, OMGT 5003 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5123. Finance for Operations Managers. 3 Hours.

Examines the scope and environment of finance for operations managers. Topics include financial markets, interest rates, financial statements, cash flows, and performance evaluation. Valuation of financial assets, using time value of money; the meaning and measurement of risk/return; capital-budgeting, cost of capital, capital structure, dividend policy, and working capital management are also covered. Required course (may substitute OMGT 5463). Pre- or Corequisite: OMGT 5003. Prerequisite: OMGT 4323, OMGT 4853 and admitted to OPMGMS, EMGTMS, ENGRME, or OMPMGC Graduate Certificate Program, or departmental consent.

OMGT 5133. Operations Management in the Service Sector. 3 Hours.

Review of the role of the operations management in the service sector, e.g., health care systems, banking, municipal services, utilities, and postal service and others. Emphasizes the principles and methodologies applicable to the solution of problems within the service industries. Pre- or Corequisite: OMGT 5003. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5143. Strategic Issues in Human Resource Management. 3 Hours.

Explores the concept of Strategic Human Resource Management with emphasis on effective partnering by various HR functions with all levels of management to support the large-scale, long-range goals of achieving success in the organization's chosen markets. Internal and external impacts on and of HR in all areas will be examined. Students will analyze case studies to build on basic concepts acquired in OMGT 5113. Prerequisite: OMGT 5003, OMGT 4313, OMGT 5113 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5223. Safety and Health Standards Research. 3 Hours.

For graduate students who seek Certified Professional or Certified Industrial Hygienist status, or both. Includes review and development of computer databases for standards, interpretations, court decisions, and field memoranda. Test equipment and procedures for determining indoor industrial air containment PEL concentrations and industrial environment noise levels are examined. Pre- or Corequisite: OMGT 5003. Prerequisite: INEG 4223 or OMGT 5403 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5253. Leadership Principles and Practices. 3 Hours.

The course is designed to expose students to multiple approaches to leadership in a wide variety of settings. Leadership styles, the knowledge areas and competencies expected of today's leaders, the challenges leaders face, the historical and philosophical foundations of leadership, the relationships among leadership theory, leadership practice, and the moral-ethical aspects of leadership are among the topics covered in the course. A number of respected regional, national, and international leaders share "lessons learned" in their leadership journeys. Plus, a number of highly regarded leadership books and case studies on leadership are read and discussed. Students may not receive credit for INEG 4253 and INEG 5253/OMGT 5253. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent. This course is cross-listed with INEG 5253.

OMGT 5303. Health Care Policies and Issues. 3 Hours.

Explores health care management strategies and policy development with emphasis on health insurance, Medicare, Medicaid and managed care, as well as employee health benefits. The roles of government and business in policy formulation are addressed, as are the problems of financing health care, legal and ethical considerations, current healthcare issues, and quality measures. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5373. Quality Management. 3 Hours.

Introduces students to quality management concepts and their use in enhancing organizational performance and profitability. History of the quality movement, its broad application in key economic sectors, and philosophical perspectives of major quality leaders will be discussed. Focus is on continuous process improvement, using data and information to guide organizational decision-making. The Six Sigma approach and associated statistical tools, supporting process improvement, are also covered. Pre- or Corequisite: OMGT 5003. Prerequisite: OMGT 4333 and OMGT 4853, and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5403. Industrial Safety and Health Administration. 3 Hours.

Based on Federal Regulations for Occupational Safety and Health, the course examines current regulations, as well as their commonsense application. Covers various standards, such as those for material handling, personal protective equipment, toxic substances, and machine guarding. Uses case studies and real world scenarios to present topics and demonstrate their application. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5423. Operations Management & Global Competition. 3 Hours.

Studies of principles and cases in business/industrial administration in global competition. Survey of markets, technologies, multi-national corporations, cultures, and customs. Discussion of ethics, professionalism, difference valuing, human relations skills, and other topics relevant to global practice. Pre-or Corequisite: OMGT 5003. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5433. Cost Estimation Models. 3 Hours.

An examination of the methodologies for estimating and forecasting manufacturing costs. Types of cost recovery systems, work progress functions, product improvement curves, determination of hourly rates, parametric estimating systems, and the development of software for computer-assisted estimating systems. Pre- or Corequisite: OMGT 5003. Prerequisite: INEG 2513 or OMGT 4853, OMGT 4323 and OMGT 4333, and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent. This course is cross-listed with INEG 5433.

OMGT 5443. Decision Models. 3 Hours.

Focus on quantitative decision models for technical and managerial problems for private and public organizations. Topics include shareholder value, stakeholder value, Value-Focused Thinking, axioms of decision analysis, decision making challenges, decision traps, cognitive biases, decision processes, decision framing, influence diagrams, value hierarchy structuring, designing creative alternatives, single objective models, multiobjective additive value model, swing weights, sensitivity analysis, portfolio decision models with binary linear programming, probability elicitation, Bayes Theorem, decision trees, Monte Carlo simulation, expected value, dominance (deterministic and stochastic), tornado diagrams, value of information, risk preference, utility models, expected utility, and communicating analysis insights. Prerequisite: (OMGT 5003, OMGT 4333, and OMGT 4853) or INEG 2313, and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent. This course is cross-listed with INEG 5443.

OMGT 5463. Economic Decision Making. 3 Hours.

Principles of economic analysis with emphasis upon discounted cash flow criteria for decision-making. Comparison of criteria such as rate of return, annual cost, and present worth for the evaluation of investment alternatives. Required course (may be substituted by OMGT 5123). Prerequisite: OMGT 5003, OMGT 4323 and OMGT 4853, and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5473. Lean Six Sigma. 3 Hours.

This course covers the application of lean principles to manufacturing, service and government processes in order to improve productivity, increase value and eliminate waste as well as the use of the Six Sigma problem solving methodology to reduce variation and improve quality. Students will gain experience with the tools and analysis methods used in both approaches. The topics covered include: methods for creating Lean processes, proven lean problem-solving methodologies, managing a lean transformation, implementing a Six Sigma initiative, and executing the five phases of the Six Sigma DMAIC process, and communicating results to stakeholders and decision-makers. Prerequisite: (OMGT 5003 or departmental consent), and admitted to the (Master of Science in Operations Management Program, or the Project Management Graduate Certificate Program, or be a non-degree seeking graduate student with departmental consent).

OMGT 5493. Advanced Lean Six Sigma. 3 Hours.

With an emphasis on application, this course builds upon the Lean Six Sigma and Quality Management courses and covers analysis techniques for Lean Six Sigma problem solving in the Analyze, Improve, and Control phases of the DMAIC process. The topics covered include descriptive versus inferential statistics, sampling, Hypothesis Testing with Normal and Non-Normal Data, regression analysis, design of experiments, and control charts. Prerequisite: OMGT 5473 and OMGT 5373.

OMGT 5503. Maintenance Management. 3 Hours.

Principles and practices of maintenance department organization, prevention procedures, and typical equipment problems. Includes related topics such as plant protection, preventative and plant maintenance. Pre- or Corequisite: OMGT 5003. Prerequisite: OMGT 4333 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5613. Lean Production and Inventory Control. 3 Hours.

Defines analytical methods used to support inventory replenishment for the production of goods and services. Operational problems of production systems are examined, including objective/subjective forecasting methods, aggregate planning of work force and production under seasonal demand; and inventory models of EOQ for known and unknown demand. Supply chain management and lean manufacturing concepts are also discussed. Prerequisite: OMGT 4333 and OMGT 5003, and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5623. Strategic Management. 3 Hours.

Examines strategic management, which is defined as the art and science of formulating, implementing, and evaluating cross-functional decisions that enable an organization to achieve its long-term objectives. Principles of strategic management will be covered in conjunction with case studies to provide opportunity for analysis and experience in applying these principles in an operations management environment. Required course. Prerequisite: OMGT 5003 and OMGT 4313, and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5633. Linkages among Technology, Economics and Societal Values. 3 Hours.

Addresses how macro-level change is influenced by the linkages among technology, economics and societal values. Three major course initiatives: 1) Developing a conceptual model for understanding how macro-level change has occurred over history; 2) Examining recorded history in order to develop a contextual appreciation for Society's current situation; and 3) Using statistical data to identify six overriding world trends that are likely to greatly impact society's goal of achieving sustainable prosperity and well being in the foreseeable future. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

This course is cross-listed with BENG 5633.

OMGT 5653. Introduction to Data Analytics for Operations Managers. 3 Hours.

Introduces data science and data analytics. Provides basic skill instruction in the statistical data analysis programming language R. Provides experience building and interpreting descriptive and predictive data analytics models. Provides operations managers with the skill and tools to use and understand advanced data analytics methods. Provides practice communicating those results to senior stakeholders and decision makers. Prerequisite: OMGT 5003 or EMGT 5033, must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5673. Principles of Operations Research. 3 Hours.

Surveys the mathematical models used to design and analyze operational systems. Includes linear programming models, waiting line models, computer simulation models, and management science. Students will be introduced to applications of operations research and solution methods, using spreadsheet software. Pre- or Corequisite: OMGT 5003 and OMGT 4853. Prerequisite: OMGT 4333 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5733. Human Behavior Analysis. 3 Hours.

Examination of the principal drivers of individual and group behavior in organizations with coverage of practical applications of concepts in organizational behavior for operations managers. In addition to group behavior and organizational processes, the course explores people management challenges that result from external pressures on stakeholders (e.g. competitive, economic, social, political, and regulatory impacts). Pre- or Corequisite: OMGT 5003. Prerequisite: OMGT 4313 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 577V. Special Problems. 1-3 Hour.

Application of previous course work knowledge to problems encountered in military base and civilian operations. Problems are proposed by students according to individual interests and needs. Used for courses in specific concentration, certificate or focus areas with parenthetical titles. Maybe used for courses in development. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent. May be repeated for up to 3 hours of degree credit.

OMGT 5783. Project Management for Operations Managers. 3 Hours.

An introduction to the Critical Path Method and Program Evaluation and Review Technique. Covers project planning and control methods; activity sequencing; time-cost trade-offs; allocation of manpower and equipment resources; scheduling activities and computer systems for PERT/CPM with emphasis on MS project. Case studies include topical issues combining methodologies and project management soft skills, such as conflict management, negotiation, presentations to stakeholders, and team building. Required course. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5793. Risk Management. 3 Hours.

Students will learn to apply tools to identify, assess, communicate and manage risk. Course work includes methods to identify risks, develop risk models, assess risk, and evaluate risk management options. Case studies are used to understand risk management challenges in systems development in complex organizations. Prerequisite: OMGT 5003 or EMGT 5033, must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5823. Information Technology for Operations Managers. 3 Hours.

Information Technology for the management and control of information systems and processes used in operations management. Topics covered include e-Business and e-Commerce Systems, Management Information Systems (MIS), Data Resource Management, Networking, Decision Support, Information Security, Enterprise and Global IT, and IT Strategies and Solutions for Operations Managers. Pre- or Corequisite: OMGT 5003. Prerequisite: OMGT 4853 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5833. Decision Support Application Development for Operations Management. 3 Hours.

Students will utilize Microsoft Excel and will write programming code in Visual Basic for Applications to develop custom solutions to challenging operations management problems. Emphasis will be placed on computing productivity in a spreadsheet-based setting to develop practical, useful decision support applications and computer programs to support operations management. Assumes basic knowledge of programming. Pre- or Corequisite: OMGT 5003. Prerequisite: OMGT 4853 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5873. Organizing for Change. 3 Hours.

Provides an overview of fundamental management functions, organizational decision-making authority, structures and controls to support managing change. Topics include leadership, strategy and ethical perspectives on change management. Pre- or Corequisite: OMGT 5003. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5903. Operations Management of Unmanned Aircraft Systems. 3 Hours.

Course focuses on the fundamentals of UAS operations and the applications of UAS systems in research, government and business applications. Modules covers government compliance, licensing/certification requirements, University Policy and current events in the UAS field. Prepares students to participate in research or UAS operational roles. Discusses policy and process issues in society and considerations for ethical UAS use. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5983. Advanced Project Management. 3 Hours.

This course builds upon the project management for operations managers' course and offers students an opportunity to apply advanced project management tools to manage troubled projects. Topics include determining the project status using the schedule baseline, cost estimations, and earned value management techniques. Students will learn how to perform a project assessment/audit and will create a troubled project recovery plan. The course includes presentations of case study assignments to gain experience in communicating the status and recovery of failed and troubled projects. Prerequisite: OMGT 5783 and must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 5993. Homeland Security for Operations Managers. 3 Hours.

Introduces concepts of Homeland Security in industry and government settings. Covers basic legal and compliance programs and risk management processes. Explains the continuity between critical infrastructure, government and private sector roles. Focuses on system design and understanding of the National Incident Management System protecting the homeland. Introduces cybersecurity and intelligence analysis concepts. Prerequisite: Must be admitted to the Master of Science in Operations Management Program, Project Management Graduate Certificate Program, be a Non-Degree Seeking Graduate Student, or have departmental consent.

OMGT 600V. Master's Thesis. 1-6 Hour.

Master's thesis option for OMGT students.

Philosophy (PHIL)

Courses

PHIL 5003. Ancient Greek Philosophy. 3 Hours.

(Formerly PHIL 4003.) Pre-Socratics, Socrates, Plato, and Aristotle. Graduate degree credit will not be given for both PHIL 4003 and PHIL 5003. Prerequisite: Three hours of philosophy coursework.

PHIL 5013. Platonism and Origin of Christian Theology. 3 Hours.

(Formerly PHIL 4013.) The study of Plato, Middle Platonism, and Neoplatonism, including Philo, Plotinus, and Proclus, and the influence of Platonism on the Greek church fathers of the 2nd-5th centuries, principally Origen and Gregory of Nyssa and also Pseudo-Dionysius. Graduate degree credit will not be given for both PHIL 4013 and PHIL 5013. Prerequisite: Three hours of philosophy coursework.

PHIL 5023. Medieval Philosophy. 3 Hours.

(Formerly PHIL 4023.) Includes Augustine, Bonaventure, Aquinas, Scotus, and Ockham. Graduate degree credit will not be given for both PHIL 4023 and PHIL 5023.

PHIL 5033. Modern Philosophy-17th and 18th Centuries. 3 Hours.

(Formerly PHIL 4033.) British and Continental philosophy, including Bacon, Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant. Graduate degree credit will not be given for both PHIL 4033 and PHIL 5033.

PHIL 5043. Nineteenth Century Continental Philosophy. 3 Hours.

(Formerly PHIL 4043.) Study of major Continental European philosophers of the 19th century including Hegel, Marx, Kierkegaard, Schopenhauer, Nietzsche. Emphasis on the nature of persons, the question of freedom, and the importance of self-expression, as well as views on knowledge, reality, and the nature of philosophy. Graduate degree credit will not be given for both PHIL 4043 and PHIL 5043. Prerequisite: 3 hours of Philosophy.

PHIL 5063. Twentieth Century Continental Philosophy. 3 Hours.

(Formerly PHIL 4063.) Study of major figures (e.g. Husserl, Heidegger, Sartre, Foucault, Derrida) and trends (phenomenology, existentialism, hermeneutics, critical theory, deconstruction) in 20th century French and German thought. Topics include human beings and their place in the world, the role of history and culture, and the possibility of critical reflection. Graduate degree credit will not be given for both PHIL 4063 and PHIL 5063.

PHIL 5073. History of Analytic Philosophy. 3 Hours.

(Formerly PHIL 4073.) From Frege to recent figures, including Russell, Moore, Wittgenstein, Schlick, Carnap, Ayer, Ryle, Strawson, Quine, including a representative sample of works on the logical analysis of language, logical positivism, and ordinary language analysis. Graduate degree credit will not be given for both PHIL 4073 and PHIL 5073. Prerequisite: 3 hours of philosophy.

PHIL 5093. Special Topics in Philosophy. 3 Hours.

(Formerly PHIL 4093.) This course will cover subject matter not covered in regularly offered courses. Graduate degree credit will not be given for both PHIL 4093 and PHIL 5093. Course cannot be repeated when topic is the same as one for which the student has been previously enrolled. May be repeated for up to 6 hours of degree credit.

PHIL 5103. Modern Jewish Thought. 3 Hours.

(Formerly PHIL 4103.) A survey of the main trends in Jewish thought from the seventeenth through the nineteenth century. Graduate degree credit will not be given for both PHIL 4103 and PHIL 5103.

PHIL 5113. Social and Political Philosophy. 3 Hours.

(Formerly PHIL 4113.) Selected philosophical theories of society, the state, social justice, and their connections with individuals. Graduate degree credit will not be given for both PHIL 4113 and PHIL 5113.

PHIL 5123. Classical Ethical Theory. 3 Hours.

(Formerly PHIL 4123.) Study of classical texts in the history of philosophical ethics from Plato to Nietzsche. Philosophers covered may include Plato, Aristotle, Butler, Hume, Kant, and Mill. Graduate degree credit will not be given for both PHIL 4123 and PHIL 5123. Prerequisite: 3 hours of philosophy.

PHIL 5133. Contemporary Ethical Theory. 3 Hours.

(Formerly PHIL 4133.) A study of contemporary texts in philosophical ethics from G.E. Moore to the present. Philosophers covered may include Moore, Stevenson, Hare, Foot, and Rawls. Graduate degree credit will not be given for both PHIL 4133 and PHIL 5133. Prerequisite: 3 hours of philosophy.

PHIL 5143. Philosophy of Law. 3 Hours.

(Formerly PHIL 4143.) A philosophical consideration of the nature of law, theory of adjudication, concepts of legal responsibility, liberty and the limits of law, and selected moral-legal issues (abortion, affirmative action, punishment, etc.). Graduate degree credit will not be given for both PHIL 4143 and PHIL 5143.

PHIL 5183. Kant's Critique of Pure Reason. 3 Hours.

(Formerly PHIL 4183.) In his Critique of Pure Reason, one of the most important works in the history of philosophy, Kant describes how the mind works and claims to solve the major problems of metaphysics. The course is aimed at coming to a basic understanding of Kant's thought and at thinking critically about his claims. Graduate degree credit will not be given for both PHIL 4183 and PHIL 5183.

PHIL 5203. Theory of Knowledge. 3 Hours.

(Formerly PHIL 4203.) An examination of skepticism, the nature and structures of knowledge and epistemic justification, human rationality, and the justification of religious belief. Graduate degree credit will not be given for both PHIL 4203 and PHIL 5203. Prerequisite: 3 hours of philosophy.

PHIL 5213. Philosophy of Science. 3 Hours.

(Formerly PHIL 4213.) Examination of issues related to scientific explanation, empirical foundations of science, observation and objectivity, nature of laws and theories, realism and instrumentalism, induction and confirmation, models, causation, and simplicity, beginning with historical survey set in the context of the history of science but emphasizing works from the 1930s to the current period, often including issues in recent physics. Graduate degree credit will not be given for both PHIL 4213 and PHIL 5213.

PHIL 5233. Philosophy of Language. 3 Hours.

(Formerly PHIL 4233.) A survey of mainstream philosophical theories of meaning, reference, truth, and logical form. Attention given to the views of such figures as Frege, Russell, Tarski, Searle, Dummett, and the advocates of possible world's semantics. Graduate degree credit will not be given for both PHIL 4233 and PHIL 5233.

PHIL 5253. Symbolic Logic I. 3 Hours.

(Formerly PHIL 4253.) Rigorous analyses of the concepts of proof, consistency, equivalence, validity, implication, and truth. Full coverage of truth-functional logic and quantification theory (predicate calculus). Discussion of the nature and limits of mechanical procedures (algorithms) for proving theorems in logic and mathematics. Informal accounts of the basic facts about infinite sets. Graduate degree credit will not be given for both PHIL 4253 and PHIL 5253. Prerequisite: PHIL 2203 or MATH 2603.

PHIL 5303. Philosophy of Religion. 3 Hours.

(Formerly PHIL 4303.) Types of religious belief and critical examination of their possible validity, including traditional arguments and contemporary questions of meaning. Graduate degree credit will not be given for both PHIL 4303 and PHIL 5303.

PHIL 5313. Contemporary Jewish Thought. 3 Hours.

(Formerly PHIL 4313.) A survey of trends in Jewish thought in the twentieth and twenty-first centuries, focusing on the ways in which Jewish thinkers have responded to the events affecting Jews and the conditions of Jewish life from approximately 1900 to the present. Graduate degree credit will not be given for both PHIL 4313 and PHIL 5313.

PHIL 5403. Philosophy of Art. 3 Hours.

(Formerly PHIL 4403.) Varieties of truth and value in the arts and aesthetic experience, focusing on the creative process in the art and in other human activities. Graduate degree credit will not be given for both PHIL 4403 and PHIL 5403.

PHIL 5423. Philosophy of Mind. 3 Hours.

(Formerly PHIL 4423.) An examination of such topics such as the relationship between mind and body, the mentality of machines, knowledge of other minds, the nature of psychological explanation, the relationships between psychology and the other sciences, mental representation, the nature of the self, and free will and determinism. Graduate degree credit will not be given for both PHIL 4423 and PHIL 5423.

PHIL 5603. Metaphysics. 3 Hours.

(Formerly PHIL 4603.) Theory and critical analysis of such basic metaphysical problems as mind and body, universals and particulars, space and time, determinism and free will, self-identity and individualism, with emphasis on contemporary perspectives. Graduate degree credit will not be given for both PHIL 4603 and PHIL 5603. Prerequisite: 3 hours of philosophy.

PHIL 5823. Seminar: Spinoza. 3 Hours.

Seminar: Spinoza.

PHIL 5883. Seminar: Wittgenstein. 3 Hours.

Seminar: Wittgenstein.

PHIL 5933. Seminar: Philosophical Theology. 3 Hours.

Seminar: Philosophical Theology.

PHIL 5983. Philosophical Seminar. 3 Hours.

Various topics and issues in historical and contemporary philosophy. May be repeated for up to 3 hours of degree credit.

PHIL 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

PHIL 690V. Graduate Readings. 1-6 Hour.

Supervised individual readings in historical and contemporary philosophy.

PHIL 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Physical Education (PHED) Courses

PHED 5233. Research on Teaching in Physical Education. 3 Hours.

A review of contemporary research literature informing effective teaching practices in physical education settings. Students gain experience in critically reviewing literature in physical education as well as related behavioral science, education, and humanities disciplines; emphasis is placed in incorporating research finding into personal teaching strategies.

PHED 5243. Sport Skill Assessment and Instructional Strategies. 3 Hours.

The focus of this course is practical assessment techniques and instructional strategies in the area of sport and physical education activities.

PHED 5253. The Physical Education Curriculum. 3 Hours.

Principles, problems, procedures, and the influence of educational philosophy on programs in physical education and their application in the construction of a course of study for a specific situation.

PHED 5273. Professional Issues in Physical Education and Sport. 3 Hours.

A review of contemporary research literature informing effective teaching practices in physical education settings. Students gain experience in critically reviewing literature and discussing current issues.

PHED 5313. Risk Management in Physical Education & Athletics. 3 Hours.

This course is designed to provide opportunities for the student to acquire an understanding of how to reduce the risk of injuries and eliminate hazards that may contribute to injuries associated with physical education and athletics.

PHED 5553. Scientific Principles of Movement and Performance. 3 Hours.

This course focuses on theoretical information about sport biomechanics and movement principles, with practical applications to the physical education of coaching profession.

PHED 5643. Motor Learning. 3 Hours.

Concepts of motor learning and control are presented. Attention is given to an analysis of the literature in movement control, motor behavior, and motor learning.

PHED 5753. Sport Psychology. 3 Hours.

Investigation of historical and contemporary research in sport psychology.

PHED 5803. Measurement Concepts for K-12 Physical Education Teachers. 3 Hours.

This course focuses on techniques that physical education teachers can use to monitor student progress in a K-12 environment.

PHED 6363. Supervision in Physical Education. 3 Hours.

The focus of this course is instructional supervision as a set of complex processes in which the supervisor works within accepted guidelines and functions to effectively supervise a teacher's pedagogical development. The Physical Education Instructional Supervision (PEIS) Model will be used to help facilitate this process.

PHED 6723. Project Implementation and Data Analysis. 3 Hours.

This course is designed to expose students to the rigors of research and will be the culminating experience of their degree program. The students will spend the majority of time developing a research topic. The research topic will be expanded into a complete research study in which the student will seek approval from the University of Arkansas IRB committee to conduct the study and then collect data. The data will be analyzed and presented at the conclusion of the class.

Physics (PHYS) Courses

PHYS 4113. Physics in Perspective (Odd years, Sp). 3 Hours.

Human implications of physics, including life's place in the universe, the methods of science, human sense perceptions, energy utilization, social impacts of technology, and the effect of physics on modern world views. Credit allowed for only one of PHYS 4113 or PHYS 4103. Prerequisite: PHYS 3613.

PHYS 4213. Physics of Devices. 3 Hours.

Principles of physics applied in a selection of technologically important devices in areas including computing, communications, medical imaging, lasers, and energy utilization. Students will utilize technical journals. Credit allowed for only one of PHYS 4203 or PHYS 4213. Prerequisite: PHYS 3613.

PHYS 500V. Laboratory and Classroom Practices in Physics. 1-3 Hour.

The pedagogy of curricular materials. Laboratory and demonstration techniques illustrating fundamental concepts acquired through participation in the classroom as an apprentice teacher. May be repeated for up to 3 hours of degree credit.

PHYS 5011. Introduction to Current Physics Research Seminar. 1 Hour.

This seminar course introduces new Physics graduate students to the faculty of the Physics department and their current research efforts. In addition, the students will be introduced to scientific ethics, and learn communication skills.

PHYS 502V. Individual Study in Advanced Physics. 1-4 Hour.

Guided study in current literature. May be repeated for up to 4 hours of degree credit.

PHYS 5033. Design and Fabrication of Scientific Apparatus (Irregular). 3 Hours.

Students will learn mechanical and electronic techniques used in the design and fabrication of scientific apparatus. (This course cannot be used to satisfy degree requirements in any physics program.).

PHYS 5041. Journal Club Seminar. 1 Hour.

In this seminar, the students will present talks based on published research articles. The goal of the course is to develop oral communication skills in the students. Effective literature search techniques will also be covered.

PHYS 5073. Mathematical Methods for Physics. 3 Hours.

This course merges the mathematics required in classical mechanics, electrostatics, magnetostatics, and quantum mechanics into a single course. The goal is to develop physics problem-solving skills, a strong mathematical foundation, and a more unified picture of physics.

PHYS 5083. Mathematical Methods of Physics II. 3 Hours.

Applications of matrices, tensors, and linear vector spaces to problems in physics. Introduction to groups and their representations, and symmetry principles in modern physics. Prerequisite: PHYS 5073.

PHYS 5093. Applications of Group Theory to Physics. 3 Hours.

Application of group theory to topics in physics, especially to atomic/molecular and solid-state physics. Prerequisite: PHYS 5073.

PHYS 5103. Advanced Mechanics. 3 Hours.

Dynamics of particles and rigid bodies. Hamilton's equations and canonical variables. Canonical transformations. Small oscillations. Prerequisite: PHYS 5073.

PHYS 5111. Research Techniques Through Laboratory Rotations. 1 Hour.

Graduate students will be introduced to detailed operational aspects of two Physics research laboratories through extensive observation of those laboratory's operations during a six week rotation through each lab. Planning for starting a research project in the summer will take place in the final three week rotation period.

PHYS 5213. Statistical Mechanics. 3 Hours.

Classical and quantum mechanical statistical theories of matter and radiation. Prerequisite: PHYS 4333 and (PHYS 4073 or PHYS 5413).

PHYS 5263L. Experiment and Data Analysis. 3 Hours.

This course is devoted to learning some of the frequently used experimental techniques and methods by which experimental data are analyzed to extract quantitative information on physical parameters. Students will perform experiments, analyze data, and write lab reports. Pre- or Corequisite: PHYS 5423. Prerequisite: Graduate standing or instructor consent.

PHYS 5313. Advanced Electromagnetic Theory I. 3 Hours.

Electrostatics, boundary-value problems in electrostatics, electrostatics in a medium, magnetostatics, and Faraday's Law.

PHYS 5323. Advanced Electromagnetic Theory II. 3 Hours.

Maxwell equations, conservation laws, wave propagation, waveguides, radiating systems, scattering, special relativity, and radiation by moving charges.

PHYS 5363. Scientific Computation and Numerical Methods. 3 Hours.

An introduction to numerical methods used in solving various problems in engineering and the sciences. May not earn credit for this course and MATH 4353 or MATH 4363.

This course is cross-listed with MATH 5363.

PHYS 5413. Quantum Mechanics I (Fa). 3 Hours.

Non-relativistic quantum mechanics; the Schrodinger equation; the Heisenberg matrix representation; operator formalism; transformation theory; spinors and Pauli theory; the Dirac equation; applications to atoms and molecules; collision theory; and semiclassical theory of radiation. Prerequisite: PHYS 4073.

PHYS 5423. Quantum Mechanics II. 3 Hours.

Continuation of PHYS 5413 Prerequisite: PHYS 5413.

PHYS 5513. Atomic and Molecular Physics. 3 Hours.

Survey of atomic and molecular physics with emphasis on the electronic structure and spectroscopy of 1 and 2 electron atoms and diatomic molecules. Includes fine and hyperfine structure, Zeeman and Stark mixing of states, collision phenomena, radiative lifetimes, and experimental techniques. Prerequisite: PHYS 5413.

PHYS 5523. Theory of Relativity. 3 Hours.

Conceptual and mathematical structure of the special and general theories of relativity with selected applications. Critical analysis of Newtonian mechanics; relativistic mechanics and electrodynamics; tensor analysis; continuous media; and gravitational theory.

PHYS 5613. Introduction to Biophysics and Biophysical Techniques. 3 Hours.

Origins of biophysics, biological polymers and polymer physics, properties of DNA and proteins, techniques to study DNA and proteins, biological membrane and ion channels, biological energy, experimental techniques to study single DNA and proteins. Two experiments are included: (1) DNA Gel electrophoresis; (2) Measurement of double-stranded DNA melting point. This course is cross-listed with PHYS 4613.

PHYS 5653. Subatomic Physics. 3 Hours.

Nuclear structure and nuclear reactions. Nature and properties of elementary particles and resonances, their interactions and decays. Phenomenological theory and discussion of experimental evidence. Prerequisite: PHYS 3613. This course is cross-listed with PHYS 4653.

PHYS 5713. Condensed Matter Physics I. 3 Hours.

The course covers the Drude theory and the Sommerfeld theory of metals, crystal lattices, reciprocal lattices, X-ray diffraction, Bloch's theory of electrons in periodic potential, formation of band gap, lattice vibration, and cohesive energy in solids. Prerequisite: PHYS 5413.

PHYS 5723. Physics at the Nanoscale. 3 Hours.

This is a cross-disciplinary course that is focused on teaching nanoscience and engineering by studying surface science, the building and analysis of quantum-confined structures, and related nano manufacturing processes. Students will achieve an integrated knowledge of the concepts of surface science, quantum mechanics, nano processing and manipulation, and techniques of materials research.

This course is cross-listed with MEPH 5723.

PHYS 5734. Laser Physics (Sp). 4 Hours.

A combined lecture/laboratory course covering the theory of laser operation, laser resonators, propagation of laser beams, specific lasers such as gas, solid state, semiconductor and chemical lasers, and laser applications. Prerequisite: PHYS 3414 and PHYS 3544.

PHYS 5753. Applied Nonlinear Optics. 3 Hours.

Topics include: practical optical processes, such as electro-optic effects, acousto-optic effects, narrow-band optical filters, second harmonic generation, parametric amplification and oscillation, and other types of nonlinear optical spectroscopy techniques which are finding current practical applications in industry. Prerequisite: PHYS 3414 and PHYS 3544.

PHYS 5763. Experimental Methods for Nanoscience. 3 Hours.

Fundamentals of the selected techniques suitable for characterization on the nanoscale. Focus on diverse methods such as x-ray and neutron spectroscopy, scanning probe microscopies, optical methods, electron diffraction methods and more.

PHYS 5773. Introduction to Optical Properties of Materials. 3 Hours.

This course covers crystal symmetry optical transmission and absorption, light scattering (Raman and Brillouin) optical constants, carrier mobility, and polarization effects in semi-conductors, quantum wells, insulators, and other optically important materials.

PHYS 5783. Physics of 2D Materials. 3 Hours.

Introduction to the structures of all known layered materials, followed by mechanical, electronic, spin, optical, and topological properties of two-dimensional materials. Discussion of theoretical concepts and examination of experimental manifestations of those concepts are interwoven throughout the semester. Knowledge of solid state physics is required. Corequisite: PHYS 5413.

PHYS 588V. Selected Topics in Physics. 1-3 Hour.

Selected topics in experimental or theoretical physics at the advanced level. May be repeated for up to 3 hours of degree credit.

PHYS 590V. Master of Arts Research (Sp, Su, Fa). 1-6 Hour.**PHYS 600V. Master of Science Thesis. 1-6 Hour.**

Master of Science Thesis. May be repeated for degree credit.

PHYS 6413. Quantum Mechanics III. 3 Hours.

Relativistic quantum mechanics, second quantization, with applications to quantizing electromagnetic fields and to many-body theory. Introduction to Feynman diagrams. Prerequisite: PHYS 5423.

PHYS 6513. Advanced Topics in Complexity (Irregular). 3 Hours.

The goal of the course is to give students tools to investigate the behavior of complex systems and to analyze the relationship of non-linear dynamics and chaos theory to complex biological and non-biological systems. A special emphasis will be given to understanding the way neurons work as biological computing elements.

PHYS 6613. Quantum Optics. 3 Hours.

Properties of light and its interaction with atoms, particular attention given to the laser and recent experiments. Classical theory of resonance; Optical Bloch Eqs.; 2 level atoms in steady fields; pulse propagation; semiclassical theory of the laser, coherent states and coherent functions; gas, solid, and dye lasers; photon echoes and superradiance; quantum electrodynamics and spontaneous emission. Prerequisite: PHYS 5413 or equivalent.

PHYS 6713. Condensed Matter Physics II. 3 Hours.

The course covers surface physics, physics of homogeneous and inhomogeneous semiconductors, dielectric and ferroelectric physics, defects in crystals, spin interaction and magnetic properties, superconductivity, and band structure calculation. Prerequisite: PHYS 5713 and PHYS 5413.

PHYS 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Plant Pathology (PLPA)

Courses

PLPA 5001. Seminar. 1 Hour.

Review of scientific literature and oral reports on current research in plant pathology. Prerequisite: Graduate standing. May be repeated for up to 4 hours of degree credit.

PLPA 502V. Special Problems Research. 1-6 Hour.

Original investigations of assigned problems in plant pathology. Prerequisite: Graduate standing.

PLPA 504V. Special Topics. 1-18 Hour.

Lecture topics of current interest not covered in other courses in plant pathology or other related areas. Prerequisite: Graduate standing. May be repeated for up to 18 hours of degree credit.

PLPA 5223. Plant Disease Control. 3 Hours.

(Formerly PLPA 4223.) Principles, methods and mechanics of plant disease control. Emphasis is given to the integration of control measures and epidemiology of plant diseases. Lecture 3 hours per week. Graduate degree credit will not be given for both PLPA 4223 and PLPA 5223.

PLPA 5303. Advanced Plant Pathology: Host-Pathogen Interactions. 3 Hours.

Presentation of important contemporary concepts relative to disease resistance and the physiology, biochemistry, and molecular biology of plant-pathogen interactions. Lecture 3 hours per week. Prerequisite: PLPA 3004 or equivalent and graduate standing.

PLPA 5313. Advanced Plant Pathology: Ecology and Epidemiology. 3 Hours.

Presentation of important contemporary concepts relative to the ecology and epidemiology of foliar and soil-borne plant pathogens. Lecture 3 hours per week. Prerequisite: PLPA 3004 and graduate standing.

PLPA 5324. Applied Plant Disease Management. 4 Hours.

(Formerly PLPA 4304.) A plant pathology course emphasizing practical understanding of the concepts and principles of agronomic and horticultural crop disease management, including disease diagnosis, monitoring, and using models to forecast disease events. Graduate degree credit will not be given for both PLPA 4304 and PLPA 5324.

PLPA 5333. Biotechnology in Agriculture. 3 Hours.

(Formerly PLPA 4333.) Discussion of the techniques, applications, and issues of biotechnology as it is being used in modern agriculture. Coverage includes the basics of molecular biology, production of transgenic plants and animals, and new applications in the agricultural, food, and medical marketplace. Lecture and discussion, 3 hours per week. Graduate degree credit will not be given for both PLPA 4333 and PLPA 5333.

PLPA 5404. Diseases of Economic Crops. 4 Hours.

Diagnosis and management of important diseases of cotton, fruits, rice, trees, soybeans, wheat, and vegetables will be covered in a lecture, laboratory, and field format. Lecture 2 hours, laboratory 4 hours per week. Four 1-day field trips will be involved. Corequisite: Lab component. Prerequisite: PLPA 3004.

PLPA 5603. Plant Pathogenic Fungi. 3 Hours.

Plant Pathogenic Fungi is structured as an integrated lecture/laboratory class designed for students that are interested in developing an understanding and appreciation for taxonomy, biology, and ecology of plant pathogenic fungi and related saprophytic fungi. Corequisite: Lab component. Prerequisite: PLPA 3004 or BIOL 4424 or graduate standing.

PLPA 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

PLPA 6203. Plant Virology. 3 Hours.

Lecture emphasizing discussion of recent advances in plant virology. Laboratory concerned with techniques and equipment used in plant virus studies, including transmission of viruses, characterization utilizing ultracentrifugation, spectrophotometry, electrophoresis, electron microscopy, and serology. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component. Prerequisite: CHEM 5813 or CHEM 5843 or CHEM 6873 or consent of instructor.

PLPA 6303. Plant Nematology. 3 Hours.

Nematodes and their relationship to plant diseases, with consideration of identification, morphology, biology, distribution, association with disease complexes and control. Lecture 2 hours, laboratory 2 hours per week. Corequisite: Lab component. Prerequisite: Graduate standing.

PLPA 6503. Plant Bacteriology. 3 Hours.

Current concepts and techniques in plant bacteriology, including taxonomic, ecological and molecular aspects of plant pathogenic bacteria and their interactions with hosts. Lecture 2 hours, laboratory 2 hours per weeks. Corequisite: Lab component. Prerequisite: BIOL 2013 and BIOL 2011L. May be repeated for up to 3 hours of degree credit.

Plant Sciences (PTSC)

Courses

PTSC 6101. Colloquium in Plant Sciences. 1 Hour.

Advanced discussion of topics in plant science on a participatory basis. Topics in plant pathology, horticulture and forestry will be treated. Prerequisite: Graduate standing. May be repeated for up to 2 hours of degree credit.

PTSC 6203. Laboratory Instrumentation in Plant Science. 3 Hours.

Principles, capabilities, and operation of laboratory instrumentation utilized in plant science research. Lecture 2 hours, laboratory 3 hours per week. Corequisite: Lab component.

PTSC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Political Science (PLSC)

Courses

PLSC 400V. Special Topics. 1-3 Hour.

Topics in political science not usually covered in other courses. May be repeated for degree credit.

PLSC 4193. Administrative Law. 3 Hours.

Legal aspects of the administrative process and the effect of legal principles and processes upon administrative decision-making. Emphasis is given to the limitation of administrative discretion and the judicial review of administrative decision. Prerequisite: PLSC 3103 or PLSC 4253.

PLSC 4203. American Political Parties. 3 Hours.

The nature, function, and history of political parties in the United States with emphasis on party membership, organization, campaign techniques, finance and electoral alliances. Prerequisite: PLSC 2003.

PLSC 4213. Campaigns and Elections. 3 Hours.

This course examines the American electoral process. It is an empirical course that provides opportunities for original analysis of survey data and election returns. Emphasis is placed on the most recent federal election. Prerequisite: PLSC 2003.

PLSC 4253. The U.S. Constitution I. 3 Hours.

United States Supreme Court decisions involving the functions and powers of Congress, the Supreme Court, and the President and federalism. Prerequisite: PLSC 2003.

PLSC 4263. The U.S. Constitution II. 3 Hours.

United States Supreme Court decisions interpreting the political, economic, and civil rights of individuals and groups. Prerequisite: PLSC 2003.

PLSC 4283. Federalism and Intergovernmental Relations. 3 Hours.

Analysis of changes in intergovernmental relations in the American federal system. Discussions will focus on political, economic/fiscal and administrative aspects of policy changes of the pre-and post-Reagan eras.

PLSC 4303. History of Political Parties in the U.S. 1789-1896. 3 Hours.

Origin and development of the American party system from the implementation of the Constitution to the election of McKinley.

This course is cross-listed with HIST 4503.

PLSC 4313. History of Political Parties in the United States Since 1896. 3 Hours.

Response of the party system to America's emergence as an industrial nation and world power from the election of 1896 to present.

This course is cross-listed with HIST 4513.

PLSC 4323. Racial Identity, Politics, and Public Policy. 3 Hours.

Examines how race and perceived racial differences affect political discourse, mobilization, representation, and political outcomes. Prerequisite: PLSC 3293 or AAST 1003 or Junior standing.

This course is cross-listed with AAST 4323.

PLSC 4333. Southern Politics. 3 Hours.

Evaluates the significance of the southern region within the national political scene, as well as discuss the unique political history and workings of the region. Explores the various groups within the region that continue to fight for political influence and power.

PLSC 4373. Political Communication. 3 Hours.

Study of the nature and function of the communication process as it operates in the political environment.

This course is cross-listed with COMM 4373.

PLSC 4513. Creating Democracies. 3 Hours.

Analyses of the creation of democracies in Europe, South America, Asia, Africa, the Middle East, East Europe, and the former Soviet Union. Prerequisite: PLSC 2013.

PLSC 4533. China's Foreign Trade and International Order: History, Policy, and Theory. 3 Hours.

This interdisciplinary course explores China's foreign trade and international order by introducing students to the historical context and economic theory necessary for understanding China's role in the international trading system from the ancient past to the contemporary era.

This course is cross-listed with HIST 4533, ECON 4533.

PLSC 4563. Government and Politics of Russia. 3 Hours.

Study of Russian and Soviet politics after 1917 and of the democratization of Russia and the other successor states. Prerequisite: PLSC 2003 or PLSC 2013.

PLSC 4573. Gender and Politics. 3 Hours.

Examines the significance of gender in politics. Includes discussion of the women's movement and feminist theory, but emphasizes the content and process of public policy as it relates to women and men. Focus is on the U.S. but final third is devoted to comparative topics. Prerequisite: PLSC 2003 or PLSC 2013.

PLSC 4583. Political Economy of East Asia. 3 Hours.

Development strategies and policies of major economies in East Asia. Topics include theories for East Asia's economic growth, dynamics and process of East Asian political and economic developments, strengths and limits of the East Asian development model, Asian values and their implications for Asian-style democracy, and dynamics of regional cooperation.

PLSC 4593. Islam and Politics. 3 Hours.

Compares contemporary Islamist political movements. Seeks to explain causes, debates, agendas, and strategies of Islamists in the political realm. Addresses sovereignty, the rule of law, visions of the good state and society, and relations between nationalism, religion and political development. Focus on Middle East with comparative reference to other cases.

PLSC 4613. Social Network Analysis. 3 Hours.

Introduces the fundamentals of Social Network Analysis (SNA), and its applications for research in various social science fields. Prerequisite: SOCI 2013.

This course is cross-listed with SOCI 4183.

PLSC 4803. Foreign Policy Analysis. 3 Hours.

Comparative analysis of foreign policy, with attention paid to explanations at a variety of levels, such as the individual, group, organizational, societal, systemic.

PLSC 4823. Foreign Policy of East Asia. 3 Hours.

This course provides an introduction to the international relations of two major East Asian states, China and Japan. Key topics include: China and Japan's interaction with the world political and economic systems; domestic sources of international behavior and major dimensions of foreign policy in the 1980s and 1990s.

PLSC 4833. International Political Economy. 3 Hours.

This course provides an analysis of the interaction between politics and markets in the world economy. Its central objective is to illustrate how political and state actions have shaped and been shaped by the development of the global economy.

PLSC 4843. The Middle East in World Affairs. 3 Hours.

An analysis of geo-political and socio-economic characteristics of Middle Eastern societies and their impact on world economic and political order. Special attention to such issues as the Arab-Israeli conflict, the promotion of lasting peace in the region, impact of oil on world politics, the involvement of superpowers, rehabilitation of Palestinian refugees and the role of the United Nations.

PLSC 4863. Political Psychology and International Relations. 3 Hours.

Examines psychological approaches to international relations and examines how these perspectives advance the study of world politics.

PLSC 4873. Inter-American Politics. 3 Hours.

An analysis of the political themes, regional organization, and hemispheric relations that constitute the inter-American system, with special emphasis on conflict and cooperation in the hemispheric policies of the American republics. Prerequisite: Junior standing.

PLSC 4883. Politics of International Law. 3 Hours.

This course examines the interaction between law and politics in the international system, focusing on international law.

PLSC 4933. African American Political Ideology. 3 Hours.

A survey course designed to identify and examine characteristics and functions of several variants of black political ideology/thought. This course is cross-listed with AAST 4933.

PLSC 5103. Human Behavior in Complex Organizations. 3 Hours.

Review of the fundamental literature and a systematic analysis of various theories and research focusing on organization and behavior in public administration, including the discussion of organizational development, human motivation, leadership, rationality, efficiency and conflict management in public organizations. Prerequisite: Graduate standing.

PLSC 5113. Seminar in Human Resource Management. 3 Hours.

Intensive study of public personnel policies and practices, including legal foundations, classification and compensation plans, recruitment and selection processes, training, employment policies and morale, employee relations and organization. Prerequisite: Graduate standing.

PLSC 5123. Public Budgeting and Finance. 3 Hours.

Focuses on the budgeting process and governmental fiscal policy formulation, adoption, and execution. Prerequisite: Graduate standing.

PLSC 5133. Nonprofit Management. 3 Hours.

This course provides an overview of the principal management functions in public and nonprofit organizations. Topics include financial management, HR development, program development. The relationships among volunteer boards of trustees, fund raising, public relations, and program personnel are analyzed, and the complex environments with service sector agencies are explored.

PLSC 5143. Administrative Law. 3 Hours.

A seminar which examines the constitutional and statutory basis and authority of public organizations. Special attention focuses on the nature of the rule-making and adjudicatory powers of public agencies and on executive, legislative, and judicial restraints on such activities. Also considered are the role, scope, and place of public regulatory activities. Prerequisite: Graduate standing.

PLSC 5153. Environmental Politics and Policy. 3 Hours.

Surveys recent patterns of environmentalism in the U.S. and explores the nature of policy making with regard to environmental and economic development issues. Several debates are presented, such as conservation vs. preservation, multiple use vs. sustainability, intergovernmental policy implementation, incentives, and free market environmentalism.

PLSC 5163. Public Policy. 3 Hours.

Seminar examining the study of public policy making in complex organizations. Attention given to different theories and frameworks explaining public policy making. Prerequisite: Graduate standing.

PLSC 5173. Community Development. 3 Hours.

Community development encompasses the political, social, and economic issues that shape contemporary communities. The seminar examines substantive issues in community development, related theories, and techniques. A major focus of the course will be on low-income and minority neighborhoods and efforts to create more inclusive communities in the U.S. and abroad.

PLSC 5193. Seminar in Public Administration. 3 Hours.

Introduction to and synthesis of public administration theory, functions, history, public accountability and management concerns, economic impact of administrative decisions, current problems, and issues in the public sector. Prerequisite: Graduate standing.

PLSC 5203. Seminar in American Political Institutions. 3 Hours.

Research seminar dealing with selected aspects of the major governmental institutions in the United States. Prerequisite: Graduate standing.

PLSC 5213. Seminar in American Political Behavior. 3 Hours.

Reading seminar surveying major works on representative processes in American national politics, including political opinion, political leadership, political participation, voting behavior, political parties, and interest groups. Prerequisite: Graduate standing.

PLSC 5233. The American Chief Executive. 3 Hours.

Study of the origin, background, and evolution of the Office of the President of the United States, with a review of the president's powers in the areas of politics, administration, and legislation.

PLSC 5243. Seminar in State Politics and Policy. 3 Hours.

Research seminar dealing with selected aspects of state political institutions and politics such as policy diffusion, institutional professionalization, and representation. Prerequisite: Graduate standing.

PLSC 5253. Politics of Race and Ethnicity. 3 Hours.

Reviews identity, political action and concepts of political activity by minority groups, focusing on contemporary political behavior, the incorporation of minority groups into the U.S. political system.

PLSC 5343. Money and Politics. 3 Hours.

Familiarizes students with the world of money and politics in the United States. Examines the function of money in elections, the legal aspects, and the consequences of the regulatory environment. Provides a means to gain analytic computer skills and a strong foundation for further study of political science.

PLSC 5383. Seminar in Political Communication. 3 Hours.

Research seminar focusing on selected topics such as candidate imagery, diffusion of political information, or political symbolism. Prerequisite: Graduate standing. This course is cross-listed with COMM 5383.

PLSC 5503. Comparative Political Analysis. 3 Hours.

A selection of topics to provide the theoretical, conceptual and methodological and foundation for the analysis of contemporary political systems. Prerequisite: Graduate standing.

PLSC 5513. Seminar in Politics of the Middle East. 3 Hours.

Explores the major lines of inquiry on the politics of the state and society in the context of endogenous and exogenous forces that have influenced conceptions of power, legitimacy, and identity. Prerequisite: Graduate standing.

PLSC 5523. Topics in Politics of the Middle East. 3 Hours.

In-depth analysis of specific political phenomena in the contemporary Middle East. Inquiry will vary but may focus on gender, political economy, politics of inclusion and exclusion (democratization and authoritarianism), or the politics of oil. Prerequisite: Graduate standing.

PLSC 5703. Research Design in Political Science and Public Policy. 3 Hours.

This course is designed to introduce graduate students to fundamental research issues in the realm of applied social science while developing the ability to apply basic skills for conducting research.

PLSC 5803. Seminar in International Politics. 3 Hours.

Research seminar providing intensive coverage of selected topics in theories of international relations, the comparative study of foreign policy making, and international organizations. Prerequisite: Graduate standing.

PLSC 5833. Seminar in Contemporary Problems. 3 Hours.

Seminar with concentrated reading in selected and specialized areas of contemporary international relations. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

PLSC 5843. International Legal Order. 3 Hours.

Analysis of distinctive characteristics of contemporary international law. Topics include role of legal order in controlling the use of force in international relations and the impact of social and political environment on growth of international law and relations among international political systems. Prerequisite: Graduate standing.

PLSC 590V. Directed Readings in Political Science. 1-3 Hour.

Directed readings in Political Science. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

PLSC 5913. Research Methods in Political Science. 3 Hours.

Methods relevant to research in the various fields of political science. Required of all graduate students in political science. Prerequisite: Graduate standing.

PLSC 592V. Internship in Political Science. 1-6 Hour.

Internship in a local, state, regional, or federal agency. Paper required on a significant aspect of internship experience. Prerequisite: Graduate standing.

PLSC 593V. Special Topics. 1-3 Hour.

Topics in political science not usually covered in other courses. Prerequisite: Graduate Standing. May be repeated for up to 3 hours of degree credit.

PLSC 5943. Advanced Research Methods in Political Science. 3 Hours.

Provides a firm theoretical foundation in, and an ability to apply, various multivariate statistical methods that are most commonly used for empirical analysis of politics and policy. Prerequisite: PLSC 5913 or equivalent.

PLSC 595V. Research Problems in Political Science. 1-3 Hour.

Research problems in Political Science. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

PLSC 5983. Mixed Methods Research Design. 3 Hours.

An advanced overview of a particular type of multi-point research design. Mixed methods research combines quantitative and qualitative research strategies in a single research project.

PLSC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

Poultry Science (POSC) Courses

POSC 4033. Statistical Process Control in the Food Industry. 3 Hours.

Analysis of processing data related to compliance with regulatory limits, quality & safety limits and internal & external customer specifications. Emphasizes statistical process control chart development, including understanding data and chart selection, calculating statistical limits, and interpreting process performance. Prerequisite: Instructor consent.

POSC 4123. Legal Issues in Animal Agriculture. 3 Hours.

An issues-oriented course focusing on the legal issues involved in the production of poultry, swine and livestock. Emphasis will center on the laws, regulations and policy arguments involved in animal confinement, antibiotic use, humane slaughter and veterinary medicine, along with other related issues. The wide range of regulation from local to state to federal, depending on the issue will be studied and discussed. This course is cross-listed with AGEC 4123, ANSC 4123.

POSC 4213. Integrated Poultry Management Systems. 3 Hours.

Major managerial systems in the integrated commercial poultry industry. Development of an understanding of the basic decision making processes of poultry companies and the factors influencing those decisions. Prerequisite: POSC 2353 and AGEC 1103 and AGEC 2303.

POSC 4314. Egg and Meat Technology. 4 Hours.

Study of the science and practice of processing poultry meat and egg products; examination of the physical, chemical, functional and microbiological characteristics of value added poultry products; factors affecting consumer acceptance and marketing of poultry products and the efficiency of production. Corequisite: Lab component. Prerequisite: (CHEM 1123 and CHEM 1121L) or (CHEM 1073 and CHEM 1071L) and BIOL 1543 and BIOL 1541L.

POSC 4333. Poultry Breeding. 3 Hours.

Application of new developments in poultry breeding for efficient egg and meat production. Not intended for students interested in a career in veterinary sciences. Lecture 3 hours per week. Prerequisite: MATH 1203 or higher and junior standing.

POSC 4343. Poultry Nutrition. 3 Hours.

Principles of nutrition as applied to the formulation of practical chicken and turkey rations. Lecture 3 hours per week. Prerequisite: CHEM 2613 or CHEM 3603 and junior standing.

POSC 500V. Special Problems. 1-6 Hour.

Work in special problems of poultry industry. Prerequisite: Graduate standing.

POSC 510V. Special Topics in Poultry Sciences. 1-4 Hour.

Topics not covered in other courses or a more intensive study of specific topics in poultry science. Prerequisite: Graduate standing. May be repeated for degree credit.

POSC 5113. Food Toxicology and Contaminants. 3 Hours.

During this course, the student will learn basic concepts of food toxicology, study the different physiological processes involved in food borne intoxications, and learn about potential health problems associated with exposure to these compounds. Prerequisite: Graduate study.

POSC 5123. Advanced Animal Genetics. 3 Hours.

Specialized study of animal genetics. Lecture 3 hours per week. Prerequisite: POSC 3123 or ANSC 3123.

This course is cross-listed with ANSC 5123.

POSC 5143. Biochemical Nutrition. 3 Hours.

Interrelationship of nutrition and physiological chemistry; structure and metabolism of physiological significant carbohydrates, lipids, and proteins; integration of metabolism with provision of tissue fuels; specie differences in regulatory control of tissue and whole body metabolism of nutrients. Prerequisite: CHEM 3813.

This course is cross-listed with ANSC 5143.

POSC 5152. Protein and Amino Acid Nutrition. 2 Hours.

Students will be introduced to the basic processes of protein digestion, amino acid absorption, transport, metabolism, and utilization along with how biochemical function of proteins and their dynamic state affect nutritional status for animals and man. Prerequisite: CHEM 3813.

This course is cross-listed with ANSC 5152.

POSC 5163. Companion Animal Nutrition. 3 Hours.

This course is designed to focus on the digestive anatomy, physiology, and nutrient metabolism of non-herbivorous companion animals, primarily dogs and cats. Topics discussed will also include an overview of the pet food industry, its regulations and commonly utilized ingredients. Students will gain a deeper understanding of nutrition as it relates to life stages and various disease states that can affect both dogs and cats. This course will require a Saturday trip to one or two off campus facilities. Prerequisite: ANSC 3143 or POSC 4343.

POSC 5233. Value Added Muscle Foods. 3 Hours.

An intense study of muscle structure and how it relates to the development of further processed meat products. Muscle ultrastructure, protein functionality, product development, and quality analysis will be covered. In class hands on activities will also be included to allow students to obtain experience of producing processed meat products.

POSC 5313. Domestic Animal Bacteriology. 3 Hours.

A study of bacteria pathogenic for domestic animals. Lecture 3 hours per week.

POSC 5343. Advanced Immunology. 3 Hours.

Aspects of innate, cell-mediated, and humoral immunity in mammalian and avian species. Molecular mechanisms underlying the function of the immune system are emphasized. A course in Basic Immunology prior to enrollment in Advanced Immunology is recommended but not required. Lecture 3 hours per week.

This course is cross-listed with BIOL 5343.

POSC 5352L. Immunology in the Laboratory. 2 Hours.

Laboratory course on immune-diagnostic laboratory techniques and uses of antibodies as a research tool. Included are cell isolation and characterization procedures, immunochemistry, flow cytometry, ELISA and cell culture assay systems. Laboratory 6 hours per week. Prerequisite: POSC 5343 or BIOL 5343 or BIOL 4713.

This course is cross-listed with BIOL 5352L.

POSC 5742. Advanced Poultry Diseases. 2 Hours.

An in-depth coverage of the most important diseases of poultry with a focus on understanding mechanisms of pathogenesis, diagnostic techniques and principles of prevention. Lecture/discussion 2 hours per week. Prerequisite: POSC 3223.

POSC 5743L. Advanced Analytical Methods in Animal Sciences Laboratory. 3 Hours.

Introduction into theory and application of current advanced analytical techniques used in animal research. Two 3-hour laboratory periods per week.

This course is cross-listed with ANSC 5743L.

POSC 5873. Molecular Analysis of Foodborne Pathogens. 3 Hours.

Course topics will include molecular detection and identification of foodborne pathogens, the molecular response of foodborne pathogens to their environments, functional genomic approaches, and analysis of complex microbial communities. Lecture/discussion 3 hours per week.

POSC 5901. Graduate Seminar. 1 Hour.

Critical review of the current scientific literature pertaining to the field of poultry science. Oral reports. Recitation 1 hour per week. Prerequisite: Senior standing.

POSC 5923. Brain and Behavior. 3 Hours.

Covers cellular through neural systems, major brain functions and comparative neuroanatomy. Topics include ion channels, membrane and action potentials, synaptic integration, neurotransmitters, major brain regions of mammals and birds, sensory and autonomic nervous systems, neuroendocrine system, and control by the brain of critical functions and behavior. Lecture 3 hours per week. Prerequisite: ANSC 3032 or POSC 3032 and ANSC 3042 or POSC 3042, or PSYC 2003, or BIOL 2213, or BIOL 2443, or BIOL 2533.

POSC 5932. Cardiovascular Physiology of Domestic Animals. 2 Hours.

Cardiovascular physiology, including mechanisms of heart function and excitation, and blood vessel mechanisms associated with the circulatory system in domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component.

Prerequisite: ANSC 3032 or POSC 3032 and ANSC 3042 or POSC 3042.

This course is cross-listed with ANSC 5932.

POSC 5942. Endocrine Physiology of Domestic Animals. 2 Hours.

Endocrine physiology, including mechanisms of hormone secretion, function, and regulation. Mechanisms associated with the endocrine system will be discussed for domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component.

Prerequisite: ANSC 3032 or POSC 3032 and ANSC 3052 or POSC 3042.

This course is cross-listed with ANSC 5942.

POSC 5952. Respiratory Physiology of Domestic Animals. 2 Hours.

Respiratory physiology, including mechanisms of lung function and gas exchange.

Mechanisms associated with the interaction of the respiratory system with other bodily systems in domestic animals and poultry will be discussed. Lecture 3 hours; drill 1 hour per week for first 8 weeks of semester. Pre- or Corequisite:

CHEM 3813. Corequisite: Drill component. Prerequisite: ANSC 3032 or POSC 3032 and ANSC 3042 or POSC 3042.

This course is cross-listed with ANSC 5952.

POSC 5962. Gastrointestinal/Digestive Physiology of Domestic Animals. 2 Hours.

Gastrointestinal and hepatic physiology, including mechanisms of digestion, absorption of nutrients with emphasis on cellular control mechanisms in domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite: CHEM 3813. Corequisite: Drill component.

Prerequisite: ANSC 3032 or POSC 3032 and ANSC 3042 or POSC 3042.

This course is cross-listed with ANSC 5962.

POSC 5972. Renal Physiology of Domestic Animals. 2 Hours.

Renal physiology, including mechanisms of renal clearance with emphasis on cellular control mechanisms in domestic animals and poultry. Lecture 3 hours; drill 1 hour per week (for second 8 weeks of semester). Pre- or Corequisite:

CHEM 3813. Corequisite: Drill component. Prerequisite: ANSC 3032 or POSC 3032 and ANSC 3042 or POSC 3042.

This course is cross-listed with ANSC 5972.

POSC 600V. Thesis. 1-6 Hour.

Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

POSC 6123. Advanced Food Animal Wellbeing. 3 Hours.

Advances in fundamentals of animal welfare including animal health, animal handling, food safety and productivity. Prerequisite: ANSC 2213 or BIOL 4833 or instructor consent.

This course is cross-listed with ANSC 6123.

POSC 6343. Vitamin Nutrition in Domestic Animals. 3 Hours.

The vitamins required by domestic animals with emphasis upon their role in animal nutrition, physiological functions, and consequences of failure to meet the requirement of the animal. Lecture 3 hours per week. Prerequisite: (ANSC 3143 or POSC 4343) and CHEM 3813.

This course is cross-listed with ANSC 6343.

POSC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Graduate standing. May be repeated for degree credit.

Psychology (PSYC)

Courses

PSYC 4033. Educational Psychology. 3 Hours.

Psychological theories and concepts applied to the educational process. Investigates the learner and instructional variables in a wide range of educational settings.

Prerequisite: Six hours of psychology, not including PSYC 2013.

PSYC 4053. Psychological Tests. 3 Hours.

Nature and theory of individual and group tests of intelligence, personality, interests, and attitudes. Prerequisite: Nine hours of psychology, including a C or better in PSYC 2013.

PSYC 4063. Psychology of Personality. 3 Hours.

Theories and representative research concerning the development and nature of the normal personality. Prerequisite: Six hours of psychology, not including PSYC 2013.

PSYC 4073. Psychology of Learning. 3 Hours.

Theories and representative research on basic principles of learning and memory in both animals and humans. Prerequisite: Six hours of psychology, not including PSYC 2013.

PSYC 4123. Perception. 3 Hours.

Theories and representative research in the areas of sensation and perception. Prerequisite: Six hours of psychology, not including PSYC 2013.

PSYC 4183. Behavioral Neuroscience. 3 Hours.

Examination of the biological basis of behavior. Surveys the anatomy, physiology, and pharmacology of the mammalian brain and examines brain mechanisms underlying a wide range of behaviors and cognitive processes. Prerequisite: Six hours of psychology, not including PSYC 2013.

PSYC 4193. Comparative Psychology. 3 Hours.

Analysis of animal behavior from an evolutionary perspective, with emphasis on the role of the environment and interactions with other animals in shaping the evolution of behavior within a species, and the evolution of differences in behavior between species. Prerequisite: Six hours of psychology, not including PSYC 2013.

PSYC 5013. Advanced Developmental Psychology. 3 Hours.

Critical examination of the research relevant to the psychological factors influencing the growth processes of the individual from birth to maturity.

PSYC 5023. Neuropsychological Assessment. 3 Hours.

Introduction to the principles, techniques, and tools of assessment in clinical neuropsychology. Includes training in the interpretation, integration, and reporting of results. Prerequisite: PSYC 5043 and enrollment in the Psychology graduate program.

PSYC 5033. Psychopathology Theory & Assessment. 3 Hours.

Psychological and somatic factors contributing to pathological behavior. Interrelations of these factors will be analyzed in terms of how they lead to differential abnormal states. Includes guidelines for using structured interviews in the diagnosis and clinical assessment of major psychological disorders. Prerequisite: PSYC 3023 and enrollment in the Graduate Program in Psychology, or instructor consent.

PSYC 5043. Assessment of Intellectual and Cognitive Abilities. 3 Hours.

Training in the theory, administration and interpretation of individual tests of intelligence and mental ability. Prerequisite: PSYC 4053 and enrollment in the Psychology Graduate Program.

PSYC 5063. Advanced Social Psychology. 3 Hours.

Theory, methodology, and contemporary research in the major areas of social psychology. Topics include attitude theory and measurement, group processes, social and cultural factors.

PSYC 5073. Introduction to Clinical Practice: Core Skills and Ethical Guidelines. 3 Hours.

An introduction to clinical practice focusing on a) interview methods and techniques and b) ethical principles and guidelines. Includes an introduction to clinic policies and procedures. Prerequisite: Enrollment in the Psychology graduate program.

PSYC 5080. Observational Practicum. 0 Hours.

Observation of senior therapists in the provision of psychodiagnostic and psychotherapeutic techniques. Pre- or Corequisite: Psychology Ph.D students only. May be repeated for up to 0 hours of degree credit.

PSYC 5113. Theories of Learning. 3 Hours.

Major concepts in each of the important theories of learning.

PSYC 5123. Cognitive Psychology. 3 Hours.

Contemporary theories and research on human information processing including topics such as memory, language, thinking, and problem solving.

PSYC 5133. Inferential Statistics for Psychology. 3 Hours.

Inferential statistics, including representative parametric tests of significance. Special emphasis on analysis of variance, covariance, and component variance estimators as applied to psychological research. Prerequisite: PSYC 2013.

PSYC 5143. Advanced Descriptive Statistics for Psychology. 3 Hours.

Special correlation techniques followed by a survey of representative nonparametric tests of significance. Major emphasis on advanced analysis of variance theory and designs. Prerequisite: PSYC 5133.

PSYC 5153. Advanced History and Systems of Psychology. 3 Hours.

Advanced examination of the concepts, methods, and systems which have contributed to the development of modern psychology.

PSYC 5163. Personality: Theory & Assessment. 3 Hours.

An introduction to empirically based theories of personality and personality disorders with an emphasis on standardized instruments in the assessment of normative and pathological personality. Includes training in the interpretation, integration, and reporting of results. Pre- or Corequisite: PSYC 5043. Prerequisite: Enrollment in the Psychology graduate program or instructor consent.

PSYC 523V. Research Practicum. 1-3 Hour.

Presentation, evaluation, and discussion of on-going research proposals. Required of all experimental graduate students in the first 2 years of their program.

PSYC 5313. Introduction to Clinical Science: Research Design and Ethical Guidelines. 3 Hours.

Provides a) guidelines for designing and conducting empirical research in clinical psychology, b) ethical principles that regulate clinical research, and c) supervised opportunities to develop a clinical research proposal. Prerequisite: Enrollment in the Psychology graduate program.

PSYC 5463. Descriptive Linguistics. 3 Hours.

This course aims to approach a scientific study of language with primary emphasis on modern linguistic theory and analysis. Topics include phonology, morphology, syntax, semantics, language acquisition, and historical development of world languages.

This course is cross-listed with WLLC 5463, ANTH 5473, ENGL 5463.

PSYC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

PSYC 602V. Seminar: Teaching Psychology. 1-3 Hour.

Survey of the literature on teaching of psychology in college. Includes: planning the course, method, examining and advising students. Prerequisite: Teaching assistant.

PSYC 607V. Clinical Practicum III. 1-3 Hour.

Provides supervised experience in the application of the more complex and lesser known psychodiagnostic techniques and training and experience in psychotherapeutic techniques with the more severe functional disorders, with special topics in these domains emphasized across sections. Prerequisite: PSYC 5073; Enrollment in the Psychology graduate program. May be repeated for degree credit.

PSYC 609V. Clinical Graduate Seminar. 1-3 Hour.

Provides intensive coverage of specialized clinical topics. Open to all graduate students. May be repeated for up to 9 hours of degree credit.

PSYC 611V. Individual Research. 1-18 Hour.

Individual research. May be repeated for up to 18 hours of degree credit.

PSYC 6133. Advanced Behavioral Neuroscience. 3 Hours.

Examination of the biological basis of behavior, with emphasis on underlying neural mechanisms.

PSYC 6163. Psychotherapy. 3 Hours.

A conceptual overview of psychotherapy, with emphasis on a) common mechanisms, and b) cognitive, affective, and interpersonal approaches. Prerequisite: PSYC 5033.

PSYC 6213. Psychotherapy Outcomes. 3 Hours.

Provides a critical evaluation of theory and research on empirically supported programs and interventions for major psychological disorders. Prerequisite: Enrollment in the Psychology graduate program.

PSYC 6323. Seminar in Developmental Psychology. 3 Hours.

Discussion of selected topics in the area of human development. Emphasis will be on a review of current theory and empirical research. Topics selected for discussion could range from early development (child psychology), to later development (psychology of adulthood and aging-gerontology), to current attempts to integrate the field (life-span developmental psychology).

PSYC 6343. Seminar in Quantitative Methods. 3 Hours.

Discussion of selected mathematical approaches to theorizing and research in psychology. Emphasis will be on generalization of a given approach across several content areas of psychology. Hence, while each area must be treated in reasonable depth, current thinking and research spanning more than one content area will be stressed.

PSYC 6353. Seminar in Learning/Memory/Cognition. 3 Hours.

Discussion of selected topics in learning, memory, or cognition. Emphasis on current theory and empirical research. Topics selected for discussion may be in the areas of learning, memory, problem solving, or language.

PSYC 6373. Seminar in Personality and Social Psychology. 3 Hours.

Discussion of selected topics in social psychology and personality. Current theoretical positions and recent research findings are emphasized. Topics selected for discussion will be in areas of intrapersonal processes, interpersonal processes, group processes or any of various areas of personality.

PSYC 6413. Seminar in Physiological Psychology. 3 Hours.

Discussion of selected topics in physiological psychology. Emphasis will be on a review of current theory and empirical research. Each offering of the seminar will examine the biological basis of a specific aspect of behavior, utilizing both animal and human data.

PSYC 698V. Field Work. 1-3 Hour.

Provides academic credit for field work in multidisciplinary setting, involving supervised experiences in assessment and psychotherapy. May be repeated for degree credit.

PSYC 699V. Clinical Psychology Internship. 1-3 Hour.

Supervised experience in a multidisciplinary setting of assessment and psychotherapy. May be repeated for degree credit.

PSYC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Public Administration (PADM) Courses

PADM 5803. Quantitative Methods Analysis. 3 Hours.

Data analysis techniques, including descriptive and inferential statistics and packaged computer programs. Prerequisite: Graduate standing.

PADM 5813. Methods in Public Management Information (Sp). 3 Hours.

Nature and use of public information systems. Includes: basic understanding of hardware, applications, network, and communication technologies, data and information; their use for data analysis and management, and decision support; discussion of technologies' societal impact, and security and ethical considerations. Prerequisite: Graduate standing.

PADM 5823. Grant Writing for the Social Sciences. 3 Hours.

This course will teach students the fundamentals of obtaining grants from local, state and federal agencies.

PADM 5833. Urban Planning. 3 Hours.

Reviews the many forms, functions, and purposes of American cities. Covers basic planning theories, surveys the various sub-fields of planning, discusses trends in the planning field, and utilizes computer simulations. This course is cross-listed with PLSC 4103.

PADM 584V. Special Topics in Public Administration. 1-3 Hour.

Topic varies. Prerequisite: PLSC 5193. May be repeated for up to 6 hours of degree credit.

PADM 5853. Performance Measurement in the Public and Nonprofit Sectors. 3 Hours.

Provides a hands-on approach for measuring organizational performance and using performance information of decision making. Addresses components and key issues of performance measurement, such as steps in the measurement process, methods of data gathering, and analysis. Prerequisite: PLSC 5193.

PADM 5863. Issues in Public and Nonprofit Management. 3 Hours.

Explores current developments and themes in the theory and practice of public and nonprofit management. Covers a range of contemporary issues in the field, such as managing collaborative networks, e-government, and managing for results. Emerging trends are intensively discussed at the juncture of theory and practice.

PADM 587V. Professional Development. 1-6 Hour.

Encompasses internships, professional projects if individual is employed full-time and not eligible for an internship, conference and workshop participation, and other activities conducive to the students development as a public service professional.

PADM 588V. Directed Readings. 1-3 Hour.

Directed readings. Prerequisite: Graduate standing.

PADM 589V. Independent Research. 1-3 Hour.

Independent Research. Prerequisite: Graduate standing.

PADM 5903. Risk and Public Policy. 3 Hours.

Examines how concepts of risk serve to justify and shape public policies and risk management practices.

PADM 5913. Policy Analysis: Theory and Practice. 3 Hours.

Provides a firm theoretical foundation in, and an ability to apply, the general instruments necessary for professional practice of policy analysis.

Public Health (PBHL) Courses

PBHL 410V. Global Health: Issues, Concepts and Perspectives. 3-6 Hour.

Emphasis placed on needs assessment, development, implementation, evaluation, and sustainability of public health initiatives designed to improve the health and well-being of community members at all levels of the health continuum; topics of focus will include determinants of health, mental health, environmental health, nutrition, maternal and child health, sexual health, injuries and chronic and infectious diseases. Prerequisite: Approval from Study Abroad to participate in the Community Development Service Learning Program.

PBHL 4623. Human Diseases. 3 Hours.

An examination of the variety, behavior, distribution, and management of both infectious and noninfectious diseases in human populations. Prerequisite: BIOL 1603 (or BIOL 1543 and BIOL 1541L).

PBHL 5023. Teaching in Community Health Promotion. 3 Hours.

Examination and practical exposure to the principles and practices of undergraduate teaching in public health. Includes course planning, teaching techniques, assessment strategies, and supervised practice. Prerequisite: Admission to the M.S. or Ph.D. program in Community Health Promotion. May be repeated for up to 3 hours of degree credit.

PBHL 5213. Evaluation of Public Health Programs. 3 Hours.

This seminar style course is designed to provide students with exposure to different types of program evaluation, including needs assessment, formative evaluation, process evaluation, and outcome and impact evaluation. The course covers theoretical frameworks supporting evaluation, ethics in evaluation, methods for data collection, reporting evaluation findings, and strengths and limitations of conducting program evaluation. Prerequisite: PBHL 5563 and HHPR 5353.

PBHL 5353. Health Counseling. 3 Hours.

A review of the role and function of the health counselor including a focus on problem solving approaches for coping with daily problems of living, decision making, and life style planning.

PBHL 5533. Theories of Social and Behavioral Determinants of Health. 3 Hours.

This course will provide a basic foundation in the social and behavioral sciences relevant to public health. Students will learn the role of social and behavioral determinants in the health of individuals and of populations. Then, students will learn models and theories of health behavior, both generally and specifically. Generally, the student will learn how to identify, analyze, and use theoretical constructs and principles with particular attention to the use of theory in professional public health practice. Specifically, the student will learn the constructs and principles of several theories commonly used in public health behavior research and intervention design. The course will cover the four major individual that focus on intrapersonal factors (i.e., Health Belief Model, Transtheoretical Model, Theory of Reasoned Action/Planned Behavior, and Social Cognitive Theory) as well as several social, organizational, and community theories that are beyond the individual level.

PBHL 5543. Contemporary Issues in Human Sexuality. 3 Hours.

Indepth analysis of the social, biological, and behavioral factors associated with the development of one's sexuality.

PBHL 5563. Public Health: Practices and Planning. 3 Hours.

Acquaints the student with the structure, functions, and current problems in public health and with the role of education in public health. Prevention and control practices and planning will be emphasized. Prerequisite: PBHL 5573.

PBHL 5573. Principles of Health Education. 3 Hours.

Current trends, basic issues, controversial issues, and fundamental principles of health education.

PBHL 5613. Epidemiology. 3 Hours.

This course will present principles and practices related to the prevention and control of health-related conditions in the human population. Emphasis will be placed on understanding the concepts of epidemiology, including aspects of disease distribution, epidemiologic methods, risk of disease and injury, descriptive and analytic epidemiologic methods and study designs, and application of epidemiologic data to the prevention and control of disease. Format will include lecture and small group seminars.

PBHL 5633. Health Services Administration. 3 Hours.

Emphasis is on an examination of administrative factors related to health services. Administrative and professional authority, boards, consumers, delivery of services, federal role, and cost containment will also be addressed.

PBHL 5643. Multicultural Health. 3 Hours.

Through lecture, discussion, simulations, and case studies, students will develop an appreciation for the cultural traditions and practices of different groups. The importance and implications of these traditions on health outcomes and health status will be examined. Particular attention will be paid to the role of the public health educator in mediating the impact of health disparities, including advocacy. Students will develop skills of cultural competence that are essential for public health practitioners today. Prerequisite: Graduate standing or consent.

PBHL 574V. Internship. 1-6 Hour.

Internship in health behavior and health promotion. May be repeated for up to 6 hours of degree credit.

PBHL 589V. Independent Research. 1-6 Hour.

Development, implementation, and completion of graduate research project. Prerequisite: M.S. degree in Community Health Promotion and HHPR 5353 and ESRM 5393.

PBHL 600V. Master's Thesis. 1-6 Hour.

Thesis in health behavior and health promotion. May be repeated for degree credit.

PBHL 6013. Advanced Directed Research. 3 Hours.

This course is intended for doctoral students who wish to pursue research under the direction of a faculty member. In this course, doctoral students will work independently and collaborate with faculty member(s) and fellow students to conduct research in a specified area of interest. The purpose of the course is for the student to develop knowledge in her/his own domain, strengthen her/his research skills, and work collaboratively on research projects. The course will aim for students to present research findings at conferences and/or publish research findings in peer reviewed journals. The directed research course places more emphasis on the students' role as a researcher in an academic setting. Prerequisite: Admission to the Ph.D. program in Community Health Promotion. May be repeated for up to 9 hours of degree credit.

PBHL 605V. Independent Study. 1-6 Hour.

Provides students with an opportunity to pursue special study of education problems. May be repeated for up to 6 hours of degree credit.

PBHL 6333. Health Behavior Research. 3 Hours.

A review of human behavior and its relationship to health and wellbeing. Focuses on contemporary health behavior research and instrumentation.

PBHL 6553. Environmental Health. 3 Hours.

An analysis and evaluation of the various environmental factors that influence our health. Causes of problem factors are identified and solutions proposed for improving environmental conditions.

PBHL 6733. Health and the Aging Process. 3 Hours.

An overview of the health-related issues facing elderly populations with in-depth study of the biological and behavioral changes associated with aging.

PBHL 6803. Health Communication Theory, Research and Practice. 3 Hours.

This course is designed to acquaint you with the role of communication in health education and with basic principles and practices in interpersonal, group, and mass communication. Health communication theory will be discussed in the first part of the semester, followed by important research in the area of health communication, and finally putting to practice the material will be the terminal experience for the course.

PBHL 6833. Principles of Epidemiology II. 3 Hours.

Provides students with knowledge and skills necessary to design, conduct, and interpret observational epidemiological concepts, sources of data, prospective cohort studies, retrospective cohort studies, case-control studies, cross-sectional studies, methods of sampling, estimating sample size, questionnaire design, and effects of measurement error. Corequisite: ESRM 5393 or ESRM 6403.

PBHL 699V. Seminar. 1-6 Hour.

Discussion of selected topics and review of current literature in community health promotion. Prerequisite: Advanced graduate standing. May be repeated for up to 12 hours of degree credit.

Public Policy (PUBP) Courses

PUBP 6001. Pro-Seminar. 1 Hour.

An introduction to the field of public policy and to the program. The seminar will address topics such as the meaning of public policy, policy research, the dissertation process, and particular issues of public policy concern. Prerequisite: Admission to program.

PUBP 6013. Theories of Public Policy. 3 Hours.

This seminar introduces doctoral students to the major concepts, frameworks, and theories of public policy. Emphasis is on the usefulness and limitations of these frameworks and theories in empirical research. Prerequisite: Graduate standing.

PUBP 6023. Law and Public Policy. 3 Hours.

This course focuses on the legal aspects of public policy, with emphasis on the regulatory process and its legal constraints. Also considered are the process of administrative decision making, judicial review, legislative oversight, and public access to government information.

PUBP 6033. Community Development Policy and Practice. 3 Hours.

This course examines multiple community development definitions, the community capitals framework as well as theories, conceptual frameworks and processes and how these are linked, both historically and currently, to broad-based US public policy and specifically, housing and workforce development policies.

PUBP 604V. Special Topics in Public Policy. 1-6 Hour.

Designed to cover specialized topics not usually presented in depth in regular courses. May be repeated for up to 6 hours of degree credit.

PUBP 6103. Policy Planning, Implementation, and Evaluation. 3 Hours.

This interdisciplinary seminar will explore the relationship between policy, public administration, and organizations in the community. Stakeholder groups will be considered as part of the newer approaches to practice-driven scholarship. The class will examine innovative approaches to decision making, strategic management and policy leadership in complex interorganizational and interagency settings.

PUBP 6113. Agenda Setting and Policy Formulation. 3 Hours.

Introduces agenda and policy formation focusing on the classic theoretical and empirical literature. The course is designed to introduce graduate students to a variety of theories typologies, concepts, and ideas relating to the study of public policy.

PUBP 612V. Research Problems in Policy. 1-6 Hour.

Research problems. May be repeated for up to 6 hours of degree credit.

PUBP 6134. Capstone Seminar in Public Policy. 4 Hours.

This course is intended to integrate various policy interests in a specific community based project. Prerequisite: Instructor permission required.

PUBP 6143. Mixed Method Research Design. 3 Hours.

Mixed method research is a multi-point research strategy that combines quantitative and qualitative research strategies into a single research project.

PUBP 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Recreation and Sport Management (RESM) Courses

RESM 4023. Outdoor Adventure Leadership. 3 Hours.

This course considers the values and scope of outdoor recreation programs, leadership and skill development with practical experience in a wilderness environment. The course will include a canoe trip through the wilderness, and skill training in such areas as orienteering and rock climbing; and leadership development in interpersonal and processing skills. The graduate portion of the class is geared toward leading and trip planning for taking college age and older students into remote areas.

RESM 4273. The Intramural Sports Program. 3 Hours.

Historical development, aim and objectives, organization, administration, units of competition, program of activities, schedule making, scoring plans, rules and regulations, awards, and special administrative problems.

RESM 5293. Athletics and Higher Education. 3 Hours.

This course features an examination of the historical development of athletics within American institutions of higher learning with an emphasis upon concepts and ideals that underlie the developments and the major problems affecting contemporary intercollegiate athletics. The purpose of this course is to teach the learner about the development of intercollegiate athletics from the mid-19th century to today. A second purpose of this course is to examine the major issues facing sport administrators within intercollegiate athletics today.

RESM 5333. Sport Media and Public Relations. 3 Hours.

The course will explore the relationship between media organizations and sport organizations, with an emphasis on the business of media rights, as well as public relations theories such as two-way symmetrical communication and agenda setting. Finally, the course will examine practical communication tactics employed by public relations practitioners such as image repair and crisis communications, and the issues presented by forms of new media.

RESM 5463. Sports Facilities Management. 3 Hours.

Considers basic elements and procedures in the planning, design, construction, operation, and maintenance of sport facilities; management considerations in conducting various types of events.

RESM 560V. Workshop. 1-3 Hour.

Workshop. May be repeated for up to 3 hours of degree credit.

RESM 574V. Internship. 1-3 Hour.

This experiential-based course requires 135 hours per semester of work in a recreation or sport setting.

RESM 5813. Social Issues in Sport. 3 Hours.

Using sociological theories and scholarship to examine social and cultural influences on sport and physical activity. Course is based on a social justice framework and a cultural studies perspective.

RESM 5833. Recreation and Sport for Special Populations. 3 Hours.

Skills, knowledge, and concepts within recreation and sport which are appropriate to planning and implementing recreation and sport programs and services for the handicapped.

RESM 5843. Tourism. 3 Hours.

Explores major concepts of tourism to discover what makes tourism work, how tourism is organized, and its social and economic effects.

RESM 5853. Capstone in Recreation and Sport Management. 3 Hours.

Capstone course where students utilize program courses to solve administrative issues which may arise in an organization. Attention is given to how departmental organization, administrative practices and policies, strategic planning, personnel management, finances, and legal areas are integrated to create solutions to broad-based contemporary issues.

RESM 5873. Leadership in Recreation and Sport Management Services. 3 Hours.

Considers research, theory, and practical applications of leadership principles utilized in the provision of recreation and sport management services. Focus is on motivation, attitude, communication, group dynamics, and problem solving.

RESM 5883. Recreation and Sport Services Promotion. 3 Hours.

Examines specific strategies for promoting recreation and sport programs in the local community.

RESM 5893. Public and Private Finance in Recreation and Sport Management. 3 Hours.

Develops an understanding of both public and private finance management for students in public and private management positions. Provides an understanding of the budgeting processes and techniques used in obtaining and controlling funds, including private sector finance problems in areas of credit, pricing, indexing, and debt management.

RESM 600V. Master's Thesis. 1-18 Hour.

Master's Thesis. May be repeated for degree credit.

RESM 605V. Independent Study. 1-3 Hour.

Independent study. May be repeated for up to 3 hours of degree credit.

RESM 612V. Directed Reading in Recreation and Sport. 1-3 Hour.

Critical analysis of literature in the area of recreation and sport.

RESM 6133. Issues in RESM. 3 Hours.

A review of the significant social, demographic, behavioral, developmental, and technological issues that influence health, kinesiology, and recreation and sport management programs. Pre- or Corequisite: Doctoral level students only.

RESM 6533. Legal and Political Aspects. 3 Hours.

An overview of major legislation affecting recreation and sport management professions; how to operate within these laws; and methods for influencing new legislation. Also discusses political aspects of professions both outside and inside government agencies.

RESM 674V. Internship. 1-3 Hour.

Students will learn diverse teaching techniques and implement them in an ongoing undergraduate recreation and sport management class serving as the teaching laboratory. The "what" "when" and "how" relative to integrating various teaching techniques with specific content areas in the class will be explored by both the student and the instructor.

Rehabilitation Education (RHAB) Courses

RHAB 534V. Supervised Rehabilitation Counseling. 1-3 Hour.

Gives the student practice in counseling under supervision with rehabilitation clients in selected settings and agencies.

RHAB 5363. Employer Relations and Placement Practicum. 3 Hours.

Students address the placement needs of rehabilitation agencies and their clients by implementing the RehabMark approach to employer development. Prerequisite: RHAB 5493.

RHAB 5373. Multicultural/Gender Issues in Rehabilitation. 3 Hours.

This course examines multicultural and gender issues of importance to rehabilitation practice and research, including study of women and men with disabilities within different minority cultures. The course uses a power analysis and a minority model of disability as a basis for understanding the relationship between disability, gender, race and ethnicity.

RHAB 5383. Theories and Foundations of Addiction. 3 Hours.

This course will introduce students to the field of addictions by defining clinical models of addiction, to include alcohol and other drugs, gambling, food, sex, criminal behavior and other types of addiction. This course will also introduce students to (a) key concepts of pharmacology, assessment, and diagnosis, (b) methods of prevention, intervention, treatment and care, (c) the impact of addiction on the family system, (d) ethics principles, and (e) the 12 core functions of practice for rehabilitation and clinical mental health professionals.

RHAB 5463. Independent Living and Community Adjustment. 3 Hours.

Study of the problems and practices involved in developing and maintaining independent living rehabilitation programs for people who are disabled physically, developmentally, and mentally.

RHAB 5493. Vocational Evaluation and Adjustment. 3 Hours.

An in-depth examination of theories and techniques related to evaluation of vocational potential and work adjustment of people with disabilities.

RHAB 5513. Professional and Legal Issues in Addiction Counseling. 3 Hours.

This course introduces students to key ethical principles and values within the field of addictions treatment and counseling. The history of the implementation of ethical principles and standards as well as specific professional codes of ethics relevant to the field of addiction (i.e., APA, CRCC, NAADAC) are thoroughly covered.

RHAB 5523. Clinical Assessment and Treatment in Addictions. 3 Hours.

This course introduces students to the process of screening, evaluation/assessment, and treatment processes within the field of addiction. This course will also address special issues related to assessment and treatment such as co-occurring disorders, cultural and gender factors, and pharmacological treatment options.

RHAB 5543. Family Constructs and Addictions Counseling. 3 Hours.

This course analyzes the impact of addictions on the family system and introduces students to the theory of marriage and family approaches used in addictions counseling. Special topics covered in the course include but are not limited to counseling women, employment issues, multicultural issues, ethics, and trauma.

RHAB 574V. Internship. 1-9 Hour.

Internship.

RHAB 599V. Seminar. 1-18 Hour.

Seminar. May be repeated for up to 18 hours of degree credit.

RHAB 605V. Independent Study. 1-18 Hour.

Independent study.

RHAB 6243. Advanced Rehabilitation Research. 3 Hours.

An advanced doctoral level course to facilitate the application of scientific values, research skills, and behavior to the generation of rehabilitation knowledge and problem solving.

RHAB 625V. Teaching Internship in Rehabilitation. 1-18 Hour.

Graduate teaching experience in the rehabilitation counseling curriculum. Under the supervision of a faculty member, will participate in the development of syllabi, course materials and examinations. Will team teach graduate rehabilitation courses with the faculty member. May be repeated for up to 18 hours of degree credit.

RHAB 6263. Clinical Supervision of Practicum Students. 3 Hours.

The study and practice of supervising master's rehabilitation counseling students in a clinical practicum setting. Prerequisite: Doctoral standing.

RHAB 675V. Internship. 1-18 Hour.

Advanced supervised practice in a rehabilitation setting.

RHAB 699V. Seminar. 1-18 Hour.

Discussion of pertinent topics and issues in the rehabilitation field. Prerequisite: Advanced graduate standing. May be repeated for up to 18 hours of degree credit.

RHAB 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.

Rural Sociology (RSOC)

Courses

RSOC 500V. Special Problems. 1-6 Hour.

Gives experience in executing research and in analyzing a sociological problem of agriculture. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

RSOC 5603. Community and Natural Resources. 3 Hours.

Introduction to the breadth of considerations involved in community resource management, including theoretical frameworks, methodological investigations and applied practices to enhance the ability of community development professionals to work with their communities to plan, develop and monitor the conservation and development of natural resources with multiple functions.

RSOC 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

RSOC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Russian (RUSS)

Courses

RUSS 4123. Survey of Russian Literature from Its Beginning to the 1917 Revolution. 3 Hours.

The instructor will discuss the historical and cultural backgrounds while focusing on major writers and will deal with literature as an outlet for social criticism. There will be textual analysis. It will be taught in English. This course is cross-listed with WLIT 4123.

RUSS 4133. Survey of Russian Literature Since the 1917 Revolution. 3 Hours.

The instructor will discuss the historical and cultural backgrounds while focusing on major writers and will deal with literature as an outlet for social criticism. There will be textual analysis. It will be taught in English with readings in English. This course is cross-listed with WLIT 4133.

Social Work (SCWK)

Courses

SCWK 405V. Special Topics in Social Work. 1-6 Hour.

Comprehensive study of various topics of importance in contemporary social welfare and social work practice. Prerequisite: Junior standing. May be repeated for degree credit.

SCWK 4073. Social Work Research and Technology I. 3 Hours.

An overview of forms and sources of social work research including existing social data, techniques for collecting original social data, and techniques of organization, interpretation, and presentation of data. Students will also become proficient in the use of current technology for social work research and practice. Pre- or Corequisite: One of the following: STAT 2303, SOCI 3303 and SOCI 3301L, PSYC 2013, or ESRM 2403. Prerequisite: SCWK 4093 and SCWK 4153.

SCWK 4093. Human Behavior and the Social Environment I. 3 Hours.

Provides a conceptual framework for knowledge of human behavior and the social environment with a focus on individuals. Social systems, life-course, assets, and resiliency-based approaches are presented. Special attention is given to the impact of discrimination and oppression on the ability to reach or maintain optimal health and well-being. Prerequisite: COMM 1313, PSYC 2003, SOCI 2013, SCWK 2133, and SCWK 3193 and (BIOL 1543 and BIOL 1541L, or ANTH 1013 and ANTH 1011L).

SCWK 4103. Human Behavior and the Social Environment II. 3 Hours.

This course applies the basic framework for creating and organizing knowledge of human behavior and the social environment acquired in HBSE I to the understanding of family, group, organizational, community, and global systems. Attention is given to discrimination, oppression, the impact of technology, and poverty at each system level. Prerequisite: SCWK 4093 and SCWK 4153.

SCWK 4153. Social Welfare Policy. 3 Hours.

Describes and analyzes the policies and services rendered by local, state, regional, national, and international agencies as well as the policy implications for social work practice. Students prepare to advocate social policy changes designed to improve social conditions, promote social and economic justice, and to empower at-risk populations. Prerequisite: COMM 1313, PLSC 2003, SCWK 2133, and SCWK 3193.

SCWK 4183. Social Work With Elders. 3 Hours.

Survey of theories of gerontology, service programs and unmet needs of the aging citizen.

SCWK 4233. Seminar: Children and Family Services. 3 Hours.

An examination of selected current issues in the field of children and family services through discussion, individual study, and interaction with professionals in the field.

SCWK 4333. Social Work Practice I. 3 Hours.

This is the first in the sequence of practice courses introducing students to the generalist approach to micro social work. This course focuses on developing a solid foundation for practice with individuals, including learning basic communication and helping skills, values, principles, and the connection of theory to practice. Pre- or Corequisite: SCWK 4103. Prerequisite: SCWK 4093 and SCWK 4153.

SCWK 4343. Social Work Practice II. 3 Hours.

This is the second course in the social work practice sequence, emphasizing theories, models, and techniques related to generalist practice with families and groups. The course elaborates on system theory as it impacts groups and families, and use of experiential teaching methods. Prerequisite: SCWK 4103 and SCWK 4333.

SCWK 4733. Social Work Practice III. 3 Hours.

Students acquire and practice the skills, knowledge, and values necessary for culturally competent generalist social work practice with organizations and communities. Special attention is given to the implications of discrimination and oppression for attaining social and economic justice. Pre- or Corequisite: SCWK 4103 and SCWK 4343. Prerequisite: SCWK 4333.

SCWK 5003. Foundations of Culturally Competent Social Work Practice. 3 Hours.

The purpose of this course is the acquisition and demonstration of beginning graduate-level social work values and ethics, knowledge, and skills necessary for cultural competence in work with individuals, families, groups, organizations, communities, and global contexts. A multi-systems life-course conceptual framework is used. Prerequisite: Admission to the two-year or part-time MSW program.

SCWK 5013. Bridge Course: Evidenced Based Social Work. 3 Hours.

This course prepares MSW students to transition from the foundation course to the advanced concentration courses. Students will become familiar with the mission and conceptual framework underlying the advanced concentration and develop beginning knowledge of traditional and alternative approaches to client system assessment. Prerequisite: Admission into the advanced standing MSW program or completion of foundation courses.

SCWK 5073. Social Work Research and Technology II. 3 Hours.

This course is intended to build the advanced research skills necessary to develop a research proposal and complete a thesis or capstone project. Students will plan the project, collect and analyze data and write a research report of their findings. Projects will focus on systematic evaluation of service delivery and personal professional practice. Corequisite: SCWK 6000L. Prerequisite: Completion of year one for two-year students or summer semester for advanced standing students.

SCWK 5143. Global Social and Economic Justice and Oppression. 3 Hours.

The role and responsibilities of the social work profession are examined in an international comparative context. Particular emphasis is given to social workers' responsibilities to advance global social and economic justice and reduce human oppression through community, social, economic, and organizational development strategies. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5153. Children, Youth, and Family. 3 Hours.

This course focuses on the development, revision, and impact of policy and practice in children, youth, and family services. Current issues in policy and practice will be examined. Students will interact with community agencies and utilize class assignments to advocate improvements in current policy and practice. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5163. Social Work Management, Administration and Supervision. 3 Hours.

This course develops advanced skills in management, administration, and supervision in social work organizations. Emphasis is placed on developing leadership skills in ethics, budgeting, finance, resource development, information management, evaluation, staff hiring, supervision and development, and the use of technology in organizational leadership, development, and maintenance. Prerequisite: Graduate standing and SCWK 5003 or SCWK 5013.

SCWK 5173. Advanced Practice with Families and Couples. 3 Hours.

The purpose of this course is to provide advanced understanding of the knowledge, skills and values needed to assess and intervene effectively with traditional and non-traditional families and couples. The course will examine social systems and life-course strengths approaches to understand how families and couples function. Students will design interventions. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5183. Advanced Practice with Individuals. 3 Hours.

This course develops advanced skills in social work practice on a micro level. Students learn to analyze and compare practice models. They gain skills in selecting a practice model and integrating multiple models based on client needs. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5193. Advanced Practice and Policy in Aging. 3 Hours.

This course focuses on social work practice with, and policies for, older persons. Current, past, and future practices and policies for older persons across systems and the life course are explored. Emphasis is placed on the influences of personal, social, economic, and cultural diversity on the well-being of older persons. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5213. Advanced Practice in Behavioral and Mental Health. 3 Hours.

This advanced course prepares students to identify mental disorders, plan intervention strategies with clients from a strengths perspective, and understand mental health programs through which services are delivered. Differential diagnosis and the impact of socioeconomic status, gender, race, and sexual orientation on diagnosis and treatment decisions are addressed. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5253. Spirituality and Social Work Practice. 3 Hours.

This course prepares students to respond competently and ethically to diverse spiritual and religious perspectives. Utilizing social work ethics and values as a guide, students will develop a comparative, critically reflective approach to practice. Prerequisite: SCWK 4103 or SCWK 5003 or SCWK 5013.

SCWK 5343. Advanced Practice with Groups. 3 Hours.

This course provides advanced knowledge, skills, and values needed to assess and intervene effectively with populations seen in the social work practice of group therapy. This course examines group dynamics, life-course and strengths perspectives, and client-centered assessment of needs and their application in agency settings. Prerequisite: SCWK 5003 or SCWK 5013.

SCWK 5412. Foundation Field Seminar. 2 Hours.

A required course for MSW students without an accredited undergraduate degree in social work. The purpose of the seminar is to allow students to integrate classroom content with experiences in the field, to learn peer supervision and consultation, and to learn from the experiences of other students in the field. Corequisite: SCWK 5434.

SCWK 5434. Foundation Field Internship. 4 Hours.

This course is required of all graduate students entering the MSW program without an accredited undergraduate degree in social work. Minimum of 330 clock hours of agency-based professional social work practicum experience, supervised by a licensed MSW, is required. Corequisite: SCWK 5412. Prerequisite: SCWK 5003, SCWK 4333, SCWK 4073, SCWK 4093, and SCWK 4153.

SCWK 5442. Field Seminar III. 2 Hours.

This seminar is required of all graduate students entering the MSW program with advanced standing. Students integrate classroom content with experiences in the field, learn peer supervision and consultation, and learn from the experience of other students in the field. Corequisite: SCWK 5444. Prerequisite: Admission to graduate program with advanced standing.

SCWK 5444. Field Internship III. 4 Hours.

This course is required of all graduate students entering the MSW program with advanced standing. A minimum of 240 clock hours of agency-based professional social work practicum experience, supervised by a licensed MSW, is required. Corequisite: SCWK 5442. Prerequisite: Admission to graduate program with advanced standing.

SCWK 596V. Independent Study. 1-6 Hour.

Independent study designed to meet the particular needs of individual graduate students. May be repeated for up to 6 hours of degree credit.

SCWK 6000L. Thesis Laboratory. 0 Hours.

This laboratory is required for completion of the thesis, which is developed through components of the graduate Research & Technology sequence. Other courses in the graduate curriculum provide support for the conceptualization and development of the thesis.

SCWK 6003. Advanced Social Work Practice Using the MSLC Perspective. 3 Hours.

Advanced Social Work Practice Using the Multi-Systems Life Course (MSLC) perspective teaches advanced practice behaviors with individuals, families, groups, organizations, and communities. This course focuses on integrating the arenas of advanced theory, research, policy practice, direct practice, required competencies and advanced practice behaviors using the MSLC perspective. Prerequisite: Admission into the advanced standing MSW program or completion of foundation courses.

SCWK 6233. Advanced Social Work Practice With Children And Youth Using the MSLC Perspective. 3 Hours.

This course focuses on the development, revision, and impact of practice with children and youth from a Multi-Systems Life Course (MSLC) perspective. Historical trends as well as current practices will be examined with a focus on learning and improving social work practice skills. Prerequisite: SCWK 6003.

SCWK 6243. Advanced Social Work Practice With Adults Using the MSLC Perspective. 3 Hours.

This course focuses on the development, revision, and impact of practice with adults from a Multi-Systems Life Course (MSLC) perspective. Historical trends as well as current practices will be examined with a focus on learning and improving social work practice skills. Prerequisite: SCWK 6003.

SCWK 6442. Advanced Field Seminar I. 2 Hours.

The first of two advanced field seminars required of all students in the MSW program. The purpose of the seminar is to allow students to integrate classroom content with experiences in the field, to practice peer supervision and consultation, and to learn from the experiences of other students in the field. Corequisite: SCWK 6444. Prerequisite: SCWK 5412 or SCWK 5442.

SCWK 6444. Advanced Field Internship I. 4 Hours.

This is the first of two advanced field internships required of all graduate students in the MSW program. A minimum of 330 clock hours of agency-based professional social work practicum experience, supervised by a licensed MSW, is required. Corequisite: SCWK 6442. Prerequisite: SCWK 5434 or SCWK 5444.

SCWK 6452. Advanced Field Seminar II. 2 Hours.

This is the second of two advanced field seminars required of all students in the MSW program. The purpose of the seminar is to allow students to integrate classroom content with experiences in the field, to demonstrate peer supervision and consultation, and to learn from the experiences of other students in the field. Corequisite: SCWK 6454. Prerequisite: SCWK 6442.

SCWK 6454. Advanced Field Internship II. 4 Hours.

This is the second of two advanced Field Internship courses required of all graduate students in the MSW program. A minimum of 330 clock hours of agency-based professional social work practicum experience supervised by a licensed MSW is required. Corequisite: SCWK 6452. Prerequisite: SCWK 6442.

Sociology (SOCI)

Courses

SOCI 4063. Organizations in Society. 3 Hours.

Review of literature on work and organizations, with focus on race, class, gender inequalities, and interactions between society and organizations; discussion of topics related to white collar crime and deviant behavior inside modern corporations. Prerequisite: SOCI 2013.

SOCI 4183. Social Network Analysis. 3 Hours.

Introduces the fundamentals of Social Network Analysis (SNA), and its applications for research in various social science fields. Prerequisite: SOCI 2013. This course is cross-listed with PLSC 4613.

SOCI 4603. Environmental Sociology. 3 Hours.

The course provides a social perspective on environmental issues. It examines the linkage between society, ecological systems and the physical environment. It provides conceptual framework(s) for analyzing environmental issues, considers the role of humans in environmental issues, and enhances understanding the complexity of the relationship between societal organization and environmental change. Prerequisite: Junior or above standing.

This course is cross-listed with HDFS 4603, SUST 4603.

SOCI 5001. Proseminar. 1 Hour.

An informal forum for graduate students and faculty to present and discuss ongoing research interests as well as the current state of the discipline. Prerequisite: Graduate standing.

SOCI 500V. Advanced Problems in Sociology. 1-3 Hour.

Individual research on problems or problem areas. Prerequisite: Graduate standing.

SOCI 5013. Advanced Social Research. 3 Hours.

An examination of experimental and quasi-experimental designs used in the analysis of sociological data with focus upon appropriate units of analysis and design selection, sampling, interview techniques, and questionnaire construction. Prerequisite: Graduate standing or instructor consent.

SOCI 503V. Special Topics. 1-6 Hour.

Designed to cover specialized topics not usually presented in depth in regular courses. Prerequisite: Graduate Standing. May be repeated for up to 6 hours of degree credit.

SOCI 5043. Public Policy, Children and Families. 3 Hours.

The study of the impact of public policy on children and families, and the ways in which policies are created, modified, and changed. Includes the history of public policy concerning children and families. Prerequisite: Graduate standing.

SOCI 5083. Applied Qualitative Research. 3 Hours.

An introduction to research strategies including intensive interviewing, participant observational fieldwork, content analysis, historical analysis, and comparative research. Emphasis on the practical aspects of designing and executive research involving multiple methods of data gathering and analysis. Prerequisite: Graduate standing.

SOCI 5113. Seminar in Social Inequality. 3 Hours.

Major theories of stratification; types of stratification systems, comparisons of modern and traditional systems; emergent trends. Prerequisite: Graduate standing.

SOCI 5133. The Community. 3 Hours.

A sociological analysis of the theory, methods and materials used in the study of the community. Prerequisite: Graduate standing.

SOCI 5153. Sociological Perspective on Social Psychology. 3 Hours.

Principles, concepts and methods used in analyzing effects of social structures and processes on the self and interaction. Topics include exchange theory, role analysis, symbolic interactionism, social construction of reality, socialization, interpersonal competence, organizational and leadership development, social dislocation, and stress. Prerequisite: Graduate standing.

SOCI 5233. Theories of Deviance. 3 Hours.

A survey of major theories-classical, developmental, ecological, functionalist, conflict, subcultural, control, and phenomenological-explaining morally condemned differences in society. Particular emphasis is on practical implications of each perspective for policy and social control. Prerequisite: Graduate standing.

SOCI 5253. Classical Social Theory. 3 Hours.

A survey of social theory up to the late 20th century. An introduction to the classical sociological themes that continue to inform research, analysis, and policy formation. Major issues will include the relationship between the individual and the community, and the sources of stability, conflict, and change. Prerequisite: Graduate standing.

SOCI 5263. Contemporary Social Theory. 3 Hours.

Analysis of contemporary social theories & major theoretical debates. Emphasis is on critical evaluation & application of theoretical perspectives to current social issues affecting families and communities. Prerequisite: Graduate standing.

SOCI 5311L. Applied Data Analysis Laboratory. 1 Hour.

Provides instruction for data transformations required for the advanced statistical procedures used in the Statistical Package for the Social Sciences (SPSS). Also provides instruction in the use of advanced statistical procedures covered in SOCI 5313. Prerequisite: Graduate standing.

SOCI 5313. Applied Data Analysis. 3 Hours.

Covers basic concepts and applications of the general linear model to a variety of sociological research issues and problems. Also provides an introduction to binary dependent and multivariate categorical data analysis for sociological research. Prerequisite: Graduate standing. Familiarity with statistical computer programs is assumed.

SOCI 5413. Seminar in Criminological Theory. 3 Hours.

An examination of the causation of crime, focusing primarily on sociological theories. Prerequisite: Graduate standing.

SOCI 5423. Research in Criminology. 3 Hours.

Examination of empirical research in criminology, focusing on methodological problems, strategies, and findings. Prerequisite: Graduate standing.

SOCI 5433. Victimization. 3 Hours.

Study of the causes, correlates, and consequences of victimization, focusing on theories of victimization and the role of victims in the criminal justice system. Prerequisite: Graduate standing.

SOCI 5443. Seminar in Terrorism. 3 Hours.

Examination of the causes and consequences of terrorism. Prerequisite: Graduate standing.

SOCI 5453. Social Control. 3 Hours.

Study of sociological theories and research on formal social control, primarily institutional responses to criminal behavior. Prerequisite: Graduate standing.

SOCI 5463. White Collar Crime. 3 Hours.

Study of the nature of white collar, professional, and corporate crime. Prerequisite: Graduate standing.

SOCI 5473. Crime and Community. 3 Hours.

Examination of how neighborhood structural characteristics and social organization affect crime, as well as how the presence of crime and disorder in a community can affect neighborhood social organization. Prerequisite: Graduate standing.

SOCI 5503. Research Internship. 3 Hours.

Supervised research experience. Prerequisite: Graduate standing.

SOCI 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

Space and Planetary Sciences (SPAC)

Courses

SPAC 5033. Stars and Planetary Systems. 3 Hours.

Stellar structure and evolution, the properties of the solar system, and extrasolar planetary systems.

SPAC 5111L. Space and Planetary Lab. 1 Hour.

Laboratory course in space and planetary sciences consisting of experiments in the five major areas of space and planetary sciences: planetary astronomy, planetary geology, planetary atmospheres, origin and evolution of life and orbital mechanics and astronautics. Intended for students enrolled in the graduate programs in space and planetary sciences.

SPAC 5123. Internship. 3 Hours.

Internship for graduate students in the space and planetary sciences graduate degree programs and concentrations in the graduate programs in physics, biology, geosciences and mechanical engineering. Students conduct a phase of their research, normally for one month, at a national or industrial laboratory in North America or overseas.

SPAC 5161. Seminar. 1 Hour.

Seminars organized by the Arkansas-Oklahoma Center for Space and Planetary Sciences covering topics on the cutting edge of research in the field for graduate students conducting research with a faculty member in the space and planetary sciences as part of their graduate degree programs or concentrations in the graduate programs in physics, biology, geology, geography and mechanical engineering.

SPAC 5211. SPAC Proseminar. 1 Hour.

Introductory course consisting of discourses and case studies in ethics, communications and public policy in the administration of space and planetary sciences. Prerequisite: Admission to program or instructor consent.

SPAC 5313. Planetary Atmospheres. 3 Hours.

Origins of planetary atmospheres, structures of atmospheres, climate evolution, dynamics of atmospheres, levels in the atmosphere, the upper atmosphere, escape of atmospheres, and comparative planetology of atmospheres.

SPAC 5413. Planetary Geology. 3 Hours.

Exploration of the solar system, geology and stratigraphy, meteorite impacts, planetary surfaces, planetary crusts, basaltic volcanism, planetary interiors, chemical composition of the planets, origin and evolution of the Moon and planets.

SPAC 5513. Biochemical Evolution. 3 Hours.

Abiotic synthesis of biomolecules on Earth, the origin of cells; genetic information, origin of life on Earth and elsewhere, evolution and diversity, ecological niches, bacteria, archaea, and eukaryotic, novel metabolic reshaping of the environment, life being reshaped by the environment, molecular data, and evolution. Prerequisite: CHEM 5813.

SPAC 5553. Astrobiology. 3 Hours.

Discusses the scientific basis for the possible existence of extraterrestrial life. Includes origin and evolution of life on Earth, possibility of life elsewhere in the solar system (including Mars), and the possibility of life on planets around other stars. Prerequisite: Instructor consent.

This course is cross-listed with BIOL 5553.

SPAC 5613. Astronautics. 3 Hours.

Study of spacecraft design and operations. Prerequisite: Admission to program or instructor consent.

SPAC 600V. Master's Thesis. 1-10 Hour.

Master's thesis. May be repeated for degree credit.

SPAC 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral dissertation. May be repeated for degree credit.

Spanish (SPAN)

Courses

SPAN 4003. Advanced Grammar (Fa). 3 Hours.

For majors and advanced students covering the problematic areas of Spanish syntax and usage. Prerequisite: SPAN 3003 and SPAN 3103.

SPAN 4103. Monuments of Spanish Literature I. 3 Hours.

Monuments of the major works of Spanish literature from El Cid through the 17th century. Prerequisite: SPAN 3113.

SPAN 4113. Monuments of Spanish Literature II. 3 Hours.

Monuments of Spanish literature from the 18th century to the present. Prerequisite: SPAN 3113.

SPAN 4133. Survey of Spanish-American Literature I (Irregular). 3 Hours.

Survey of Spanish-American literature from the Colonial period to mid-19th Century, including pre-Hispanic Indigenous Literatures. Prerequisite: SPAN 3113.

SPAN 4193. Survey of Spanish-American Literature II (Irregular). 3 Hours.

Survey of Spanish-American literature from Modernism to the present, including U.S. Latino literature. Prerequisite: SPAN 3113.

SPAN 4213. Spanish Civilization. 3 Hours.

A wide-ranging exploration of Spanish history and culture from the Middle Ages to the present. Prerequisite: SPAN 3113.

SPAN 4223. Latin American Civilization (Irregular). 3 Hours.

Latin American civilization. Prerequisite: SPAN 3113.

SPAN 4243. Literature and Culture in the Hispanic United States (Irregular). 3 Hours.

An exploration of the history and culture, art and politics of the major Hispanic groups in the United States. Focus on contemporary attitudes and issues. Prerequisite: SPAN 3113.

SPAN 4253. Latin American Cinema and Society. 3 Hours.

This course examines key issues in Latin American culture and history through films, documentaries, and literary and cultural texts. Topics included are: Human Rights, Ethnicity, Gender, Revisions of the past. Prerequisite: SPAN 3113.

SPAN 4333. Business Spanish I. 3 Hours.

Enhances ability to interact in Spanish-language business environments by providing a solid foundation in vocabulary and structure in functional business areas such as company structure, banking and accounting, capital investment, goods and services, marketing, finance, and import-export. Students commit to 15 hours during the semester to work on business-related projects with the Spanish-speaking community of Northwest Arkansas. Prerequisite: SPAN 3003 and SPAN 3103.

SPAN 4553. Latin America Today. 3 Hours.

An exploration of recent and contemporary issues in Latin American culture and society, including social classes, ethnicity, urbanization, family, education, and religion, as well as popular culture and artistic movements. Prerequisite: SPAN 3113.

SPAN 4563. Latino Youth Bilingual Service Learning Project. 3 Hours.

The Latino Youth Bilingual Project is a service learning course for students in Spanish and Latin American and Latino Studies. Readings on Latino education policies and challenges, bilingualism, and the immigrant experience. Students commit from 15 to 30 hours of mentoring Latino youth at local schools during the semester (in addition to class meeting times) and complete a research project on Latino education. Prerequisite: SPAN 3113 or SPAN 3123 or graduate standing.

SPAN 470V. Special Topics. 1-3 Hour.

May be offered in a topic not specifically covered by courses otherwise listed. May be repeated for up to 6 hours of degree credit.

SPAN 5203. Medieval Spanish Literature. 3 Hours.

From the 'Jarchas' to the Celestina.

SPAN 5233. Golden Age Novel. 3 Hours.

Major works of Spanish prose fiction from the 16th and 17th centuries, with close reading of major works.

SPAN 5243. Golden Age Poetry and Drama. 3 Hours.

History and development of those genres in the 16th and 17th centuries, with close reading of major works.

SPAN 5253. Colonial Literature and Culture. 3 Hours.

An introductory course to the history, culture and literature of colonial Spanish America from 1492 until 1810. The course will cover representative colonial and indigenous texts and their contexts including Renaissance, Baroque, and travel literature of the Eighteenth Century. The course will be taught in Spanish.

SPAN 5273. Survey of 19th Century Spanish Literature. 3 Hours.

A graduate-level survey of Spanish literature from Neoclassicism to the Generation of 1898.

SPAN 5283. Survey of Contemporary Spanish Literature. 3 Hours.

A graduate-level survey of Spanish literature from the Transition to the present.

SPAN 5343. Survey of 20th Century Spanish Literature. 3 Hours.

A graduate-level survey of Spanish literature from the Generation of 1898 to the Transition. Prerequisite: Graduate standing.

SPAN 5393. 19th Century Spanish American Literature. 3 Hours.

Study of representative literary works from Independence (1810) to 1900's. The course covers Neoclassicism, Romanticism, Realism/Naturalism, and Modernism and the role of literature in the nation-building process. The course will be taught in Spanish.

SPAN 5403. Spanish American Theatre. 3 Hours.

Historical examination of the theatre in Spanish America, with close analysis particularly of representative works and movements in the 20th century.

SPAN 5433. Cervantes: Don Quijote. 3 Hours.

A close reading of Spain's greatest literary masterpiece.

SPAN 5453. Cinema and Literature. 3 Hours.

This course examines several Latin American and Spanish texts and their film adaptations as well as the main film making trends in the Hispanic world.

SPAN 5463. 20th Century Spanish American Literature. 3 Hours.

Critical survey of major movements and outstanding and representative works in 20th century prose and poetry, from the Mexican Revolution and the avant-garde to the contemporary boom and post-boom.

SPAN 5703. Special Topics. 3 Hours.

May be offered in a subject not specifically covered by the courses otherwise listed. May be repeated for up to 6 hours of degree credit.

SPAN 575V. Special Investigations. 1-6 Hour.

Special investigations. May be repeated for degree credit.

SPAN 5773. Indigenismo Literature. 3 Hours.

A study of 'indigenismo', an intellectual and literary tradition in Latin America examining the history of exploitation and marginalization of indigenous peoples. Readings include texts by Mariategui, Icaza, Andrade, Asturias, Arguedas, Castellanos, and also 'indigenista' works in music and the plastic arts.

SPAN 5883. Indigenous Literatures. 3 Hours.

A study of native oral narratives, literary texts and other writing forms in the Americas, from ancient times to the present, including the Andean Khipus, Mesoamerican Codices, and Amazonian mythic narratives.

SPAN 5943. U.S. Latino/a Literatures and Cultures. 3 Hours.

Explores the construction and negotiation of Latino/a identities through the study of literary and filmic texts. Theoretical concepts (e.g. latinidad, latinization, intra-latino, cultural remittances) will also be studied. Topics of discussion may include: transnationalism, bilingualism, and interactions between different Latino groups. Taught in Spanish. Prerequisite: Graduate standing.

Statistics (STAT)

Courses

STAT 4001L. Statistics Methods Laboratory. 1 Hour.

Introduction to the statistical software SAS, including its use for common statistical analyses. A practical complement to the statistical methodology covered in STAT 4003.

STAT 4003. Statistical Methods. 3 Hours.

Describing Data, Basic Probability, Random variables, Uniform, Normal and Binomial Distributions, Sampling Distributions, Confidence Intervals, Hypothesis testing, Correlation and Regression, Contingency table, Comparing two populations, ANOVA. Prerequisite: MATH 2554 or MATH 2554C.

STAT 4033. Nonparametric Statistical Methods. 3 Hours.

Chi square tests. Kolmogorov-Smirnov goodness-of-fit tests, the Mann-Whitney and Wilcoxon 2-sampling tests, and various nonparametric measures of association. Prerequisite: STAT 2303 or STAT 2023 or departmental consent.

STAT 4043. Sampling Techniques. 3 Hours.

Considers optimum techniques of simple random, stratified random, cluster, systematic and multistage sampling from finite populations subject to cost precision constraints. Wide range of applications. Prerequisite: STAT 4003.

STAT 405V. Internship in Professional Practice. 1-3 Hour.

Professional work experience involving significant use of mathematics or statistics in business, industry or government. Prerequisite: Departmental consent. May be repeated for up to 3 hours of degree credit.

STAT 4101L. Introduction to R. 1 Hour.

A hands-on introduction to R software, a free and open-source computing environment used for data manipulation and analysis across a broad spectrum of subject areas. Intended for new users. Content begins with simple data manipulation, then complex data structures and common statistical procedures are covered.

STAT 4373. Experimental Design. 3 Hours.

Topics in the design and analysis of planned experiments, including randomized block, Latin square, split plot, and BIB designs, use of fractional factorial replication, and repeated measures. Prerequisite: STAT 4003.

STAT 5103. Introduction to Probability Theory. 3 Hours.

Fundamentals of probability, distribution theory, and random variables; expected value, moments, and generating functions; classic parametric families of distributions; central limit theorems, inequalities, and laws of large numbers. Prerequisite: MATH 2574 and graduate standing in mathematics or statistics, or departmental consent.

STAT 5113. Statistical Inference. 3 Hours.

Statistical theory of estimation and testing hypothesis. Prerequisite: STAT 5103 and graduate standing in mathematics or statistics, or departmental consent.

STAT 5313. Regression Analysis. 3 Hours.

Review of matrix algebra, parameter estimation in linear models, regression diagnostics, collinearity, variable selection, nonparametric regression, Bayesian regression. Prerequisite: STAT 4003 or departmental consent.

STAT 5333. Analysis of Categorical Responses. 3 Hours.

Statistical tools to analyze univariate and multivariate categorical responses. Emphasis is given to Generalized Linear Models, including logistic regression and loglinear models. Prerequisite: STAT 4003 or departmental consent.

STAT 5343. Stochastic Processes. 3 Hours.

Markov chains, branching processes, birth-death processes, queuing theory with application. Prerequisite: STAT 5103, and graduate standing in mathematics or statistics, or departmental consent.

STAT 5353. Methods of Multivariate Analysis. 3 Hours.

Statistical tools to analyze multivariate datasets. Topics include the multivariate linear model, principal component analysis, factor analysis, linear discriminant analysis, clustering, classification and regression trees, support vector machines, nonlinear dimensionality reduction. Prerequisite: STAT 5313, and graduate standing in mathematics or statistics, or departmental consent.

STAT 5383. Time Series Analysis. 3 Hours.

Identification, estimation and forecasting of time series. Spectral analysis including the fast Fourier transform computational aspects are emphasized. Prerequisite: STAT 5103, and graduate standing in mathematics or statistics, or departmental consent.

STAT 5413. Spatial Statistics. 3 Hours.

Applied spatial statistics, covering univariate spatial modeling (kriging), multivariate spatial modeling (cokriging), methods of estimation and inference, and spatial sampling designs. Special relevance to remote sensing. Prerequisite: STAT 5313, and graduate standing in mathematics or statistics, or departmental consent.

STAT 5443. Computational Statistics. 3 Hours.

In-depth introduction to computer-based algorithms used for inference and forecasting. Course content may vary by semester. Possible algorithms covered could include: resampling methods (bootstrap), Markov chain Monte Carlo, variable selection in high-dimensional regression (LASSO and LARS), artificial neural networks, ensemble methods (boosting, bagging, random forests), and kernel methods. Prerequisite: STAT 5113 or departmental consent.

STAT 550V. Statistical Consulting. 1-3 Hour.

Designed to give students a statistical consulting practicum. Students meet with clients, analyze data and prepare reports for the clients. May be repeated for up to 6 hours of degree credit.

STAT 610V. Research in Statistics. 1-4 Hour.

Research in statistics. Prerequisite: Graduate standing in mathematics or statistics, or departmental consent.

STAT 639V. Topics in Statistics. 1-3 Hour.

Current state of the art on methodology in one of the topics: multivariate analysis, time series analysis, sequential analysis, factor analysis, or biostatistics. Prerequisite: Graduate standing in mathematics or statistics, or departmental consent. May be repeated for degree credit.

Statistics and Analytics (STAN) Courses

STAN 5013. Special Topics in Statistics and Analytics. 3 Hours.

Designed to cover specialized topics not usually presented in depth in regular courses. May be repeated for up to 6 hours of degree credit.

STAN 5023. Research Problems in Statistics and Analytics. 3 Hours.

Designed to allow focused study into student's research area. May be repeated for up to 6 hours of degree credit.

STAN 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

Theatre (THTR) Courses

THTR 4463. African American Theatre History -- 1950 to Present. 3 Hours.

A chronological examination of African-American theatre history from 1950 to the present through the study of African-American plays and political/social conditions. Upon completion of this course the student should be familiar with the major works of African-American theatre and have a deeper understanding of American History.

THTR 4653. Scene Design. 3 Hours.

Theory and practice in the art of scenic design, including historical and contemporary styles and procedures. Prerequisite: THTR 1323, THTR 1321L, THTR 2313 and THTR 2513.

THTR 4833. Scene Painting. 3 Hours.

A studio class in painting techniques for the theatre. Exercises in color, textures, styles, and execution. Prerequisite: THTR 1323, THTR 1321L and THTR 2313. May be repeated for up to 6 hours of degree credit.

THTR 492V. Internship. 1-12 Hour.

A practical, experiential approach to performance and production using the internship program to provide training and experience more advanced than that provided during the normal school year. Students will outline a contract of specific requirements based upon that individual's needs, goals, and skills. Prerequisite: Instructor consent. May be repeated for up to 12 hours of degree credit.

THTR 4953. Theatre Study in Britain. 3 Hours.

Study of the components of stage production through attending and critiquing a wide variety of classical, modern, and avant garde theatre productions in England; includes tours of London and historical British sites and seminars with British theatre artists.

THTR 5123. Theatrical Design Rendering Techniques. 3 Hours.

Investigation of drawing and painting methods and materials useful to theatrical designers. Integration of graphic communication with overall production conceptualization will be explored through examination of various theatre styles and periods. May be repeated for up to 6 hours of degree credit.

THTR 5143. History of Decor for the Stage. 3 Hours.

An overview of architectural decoration and its application to theatrical design from the Predynastic Period (4400-3200 B.C.) through the Art Deco period with references to contemporary decor. Prerequisite: Graduate standing.

THTR 5183. Scene Design Studio. 3 Hours.

Individual and advanced projects in designing scenery for various theatrical genres as well as non-theatrical applications with emphasis on the design process involving playscript analysis, text analysis, and research. Collaboration skills and advanced rendering techniques will be explored. Contributes to on-going portfolio development. Prerequisite: THTR 3653 or instructor consent. May be repeated for up to 6 hours of degree credit.

THTR 5193. Scene Technology Studio. 3 Hours.

Individual and advanced projects in scenic techniques with emphasis on scene painting, drafting, rendering, properties design, or scenic crafts as determined by student need. Contributes to on-going portfolio development. Prerequisite: Graduate standing or instructor consent. May be repeated for up to 9 hours of degree credit.

THTR 5213. Costume Design. 3 Hours.

Advanced study of the art and practice of stage costume design. Emphasis on the expression of character through costume. Development of rendering and research skills. Portfolio development.

THTR 5243. Costume Technology I. 3 Hours.

Advanced methods of costume construction techniques and the practice of theatrical pattern drafting will be explored through project work.

THTR 5283. Costume Design Studio. 3 Hours.

Individual and advanced projects in designing costumes for various theatrical genres with emphasis on the design process involving text interpretation, character analysis, and research. Collaboration skills and advanced rendering techniques will be explored. Contributes to on-going portfolio development. Prerequisite: THTR 3213 or THTR 5213 or instructor consent.

THTR 5293. Costume Technology Studio. 3 Hours.

Individual and advanced projects in costume construction and techniques with emphasis on flat pattern, draping, corsetry, tailoring or costume crafts as determined by student need. Contributes to on-going portfolio development. Prerequisite: Graduate standing or instructor consent. May be repeated for up to 9 hours of degree credit.

THTR 5353. Stage Lighting Technology. 3 Hours.

The thorough examination of the technology of equipment that supports the art of stage lighting design: theory, operating principles and specification of lamps, fixtures, control systems and special effect hardware will be explored. Prerequisite: Graduate standing.

THTR 5363. Theatre Planning. 3 Hours.

A study of significant theatre buildings, modern and historical, and their relationship to contemporary theatre planning. Practical application of theory through design problems and evaluation. Graduate level research project/paper required.

THTR 5383. Lighting Technology Studio. 3 Hours.

Individual and advanced projects in lighting technology with emphasis on light sources, lighting control, equipment design and specification and the mechanics of lighting. Contributes to on-going portfolio development. Prerequisite: Graduate standing or instructor consent. May be repeated for up to 9 hours of degree credit.

THTR 5393. Lighting Design Studio. 3 Hours.

Individual projects in lighting design with emphasis on the design process involving script interpretation, design aesthetics and research. Lighting design applications to a variety of venues will be studied. Contributes to on-going portfolio development. Prerequisite: Graduate standing or instructor consent. May be repeated for up to 6 hours of degree credit.

THTR 542V. Graduate Acting Studio. 1-3 Hour.

Provides actors with intensive opportunities to explore specific aspects of their craft. Sample topics include characterization, Chekhov, Pinter, Brecht, improvisation and mask work. Topics vary each semester. Prerequisite: Graduate standing in Drama. May be repeated for up to 18 hours of degree credit.

THTR 5432. Graduate Voice and Speech I. 2 Hours.

Teaches how to build clear vocal production using proper breath support, grounded in the Alexander technique. Emphasis on the connection between breath and thought, learning to undo inadequate vocal habits, and vocal hygiene. Prerequisite: Graduate standing in Drama. May be repeated for up to 4 hours of degree credit.

THTR 5443. Graduate Acting: Period Styles. 3 Hours.

Styles of acting in relation to French and English Dramatic Literature (16th-19th Centuries). This course also examines the historical and cultural influences that shaped each genre. A period dance component is included. Prerequisite: Graduate standing in Drama.

THTR 545V. Musical Theatre Performance. 1-3 Hour.

Theory and techniques of performing a singing role for the theatre. Integrates acting and vocal techniques and examines the relationship between score and text. Prerequisite: Graduate standing in Drama.

THTR 5463. Audition Techniques. 3 Hours.

A thorough study and practical application of audition skills and techniques. This course will equip the student with prepared audition pieces and experience in cold reading, on-camera work, and improvisation. The course also explores the practical needs of the actor; from how to get an audition to how to prepare a resume. Prerequisite: Graduate standing in Drama.

THTR 5473. Graduate Acting: Shakespeare. 3 Hours.

Analysis of Shakespeare for performance. Work will include the plays of Shakespeare and his contemporaries, including cultural and theatrical contexts required for understanding the scripts. Prerequisite: Graduate standing in Drama.

THTR 548V. Meisner Technique I. 1-3 Hour.

Acting theory and exercises of Sanford Meisner, including repetition work, connecting with partner, three moment game, activities, and emotional preparation.

THTR 549V. Meisner Technique II. 1-3 Hour.

Continuation of Meisner Technique I. Incorporation of theory and advanced exercises of the Meisner Technique into the playing of text. Prerequisite: THTR 548V.

THTR 5501. Research Techniques in Drama. 1 Hour.

Basic techniques of research and study in the fields of Drama and Theatre with consideration of the necessary interplay of intellectual and intuitive skills in mature artistry. Practice in the logical, semantic, and evidential work of scholarship and in the various research methodologies.

THTR 5533. Graduate Playwriting: Special Projects. 3 Hours.

Advanced study and practice in the area of playwriting. The area of concentration will be determined by the student's specific writing project(s). Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

THTR 5543. Creating a One-Person Show. 3 Hours.

Actors learn to use compelling personal experiences and interests in the creation of a unique one-person show. Includes exploration in characterization, staging and playwriting. Culminates in the public presentation of a short one-person show. Prerequisite: Graduate standing in Drama.

THTR 5552. Graduate Voice and Speech II. 2 Hours.

A continuation of Graduate Voice and Speech I, exploring more closely the connection between breath support and volume, pitch, range, resonance and articulation. Prerequisite: THTR 5432.

THTR 5562. Graduate Voice and Speech III. 2 Hours.

Continuation of Graduate Voice and Speech II, focusing on the classification of vowels and consonants according to the International Phonetic Alphabet (IPA). Prerequisite: THTR 5552.

THTR 5572. Graduate Voice and Speech IV. 2 Hours.

Continuation of Graduate Voice and Speech III. Extension of the application of the IPA to the analysis of different accents of individuals for whom English is a second language. Approximately eight dialects of English will be examined. Prerequisite: THTR 5562.

THTR 5593. Acting and Directing Absurdist Theatre. 3 Hours.

This course focuses on a particular dramatic style that developed following World War II: Absurdism. In scene presentation projects, students will grapple with the unusual challenges acting and directing these plays, as well as explore the cultural contexts, philosophies and theatrical traditions that led to their invention. Prerequisite: Graduate standing in Drama.

THTR 5613. Graduate Directing Principles. 3 Hours.

Theory and technique of directing realistic drama: script analysis; spatial considerations of composition and picturization; development in production of the Aristotelian concepts of plot, character, thought, diction, music (sound), and spectacle. Prerequisite: Graduate standing.

THTR 562V. Seminar in Dramatic Art. 1-9 Hour.

Research, discussion and projects focusing on a variety of topics including theatre management, advanced acting methods, and specialized periods in dramatic literature. Prerequisite: Senior or graduate standing. May be repeated for up to 9 hours of degree credit.

THTR 5663. Directing Modern Drama. 3 Hours.

Studio course exploring the challenges of directing post-19th Century dramatic literature. Individual projects in collaboration with actors. Sample dramatic literature includes styles such as Realism, Expressionism, Absurdism, post-Modernism and Epic Theatre. Topics vary each semester. Prerequisite: Graduate standing in Drama. May be repeated for up to 12 hours of degree credit.

THTR 5673. Adapting and Directing Non-Theatrical Texts. 3 Hours.

Offers directors practice in the adaptation and staging of non-theatrical prose, poetry and current events. Individual projects in collaboration with actors. Prerequisite: Graduate standing in Drama.

THTR 5683. Directing Studio. 3 Hours.

Hands-on exploration into the direction of historical and contemporary texts and styles, including Greek, Roman, Shakespeare, Realism, American and international scripts and the adaptation of non-theatrical material. Topics vary each semester. Includes discussion and investigation of the theatrical arts and collaborative and production processes. Prerequisite: MFA Directing student or instructor consent. May be repeated for up to 6 hours of degree credit.

THTR 5691. Scene Study for Directing Studio. 1 Hour.

Participation as an actor in scenes presented for the graduate Directing Studio course. Varying historical and contemporary texts and styles each semester. Class meets one hour each week, plus outside rehearsals, depending on casting. Prerequisite: Instructor consent. May be repeated for up to 4 hours of degree credit.

THTR 5713. Directing Classics. 3 Hours.

Explores the challenges of directing classic texts. Individual projects in collaboration with actors on a wide variety of pre-20th Century dramatic literature. Topics vary each semester. Prerequisite: Graduate standing in Drama. May be repeated for up to 12 hours of degree credit.

THTR 5723. History of the Theatre I. 3 Hours.

A comprehensive study of the theatre in different cultures and ages, as an institution, as an art, and as a vision of life.

THTR 5733. History of the Theatre II. 3 Hours.

A continuation of THTR 5723.

THTR 5763. Dramatic Criticism. 3 Hours.

Analysis of critical theories from Aristotle to the present; interrelationships of theatre disciplines as well as the influence of the church, state, and press on dramatic criticism. Prerequisite: Senior or graduate standing.

THTR 5783. Viewpoints. 3 Hours.

Exploration and application of the Viewpoints movement technique. Prerequisite: Graduate standing in Drama.

THTR 581V. Theatre Production III. 1-3 Hour.

Participation in the process of production for the University Theatre mainstage at a supervisory level. Areas of involvement may include scenery, lighting, sound, makeup, marketing, etc. May be repeated for up to 6 hours of degree credit.

THTR 590V. Independent Study. 1-18 Hour.

Individually designed and conducted programs of reading and reporting under guidance of a faculty member. May be repeated for up to 18 hours of degree credit.

THTR 591V. Special Topics. 1-3 Hour.

Classes not listed in the regular curriculum, offered on demand on the basis of student needs and changes within the profession. Prerequisite: Graduate standing in Drama or Instructor consent required. May be repeated for degree credit.

THTR 592V. Internship. 1-6 Hour.

Supervised practice in the various arts and crafts of the theatre (e.g. full design responsibility for a production; box office management; actor apprenticeship in a professional company).

THTR 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. Prerequisite: Graduate standing. May be repeated for degree credit.

U A Clinton School (UACS) Courses

UACS 501V. Special Topics in Public Service. 1-3 Hour.

Designed to cover specialized topics not usually presented in depth in regular courses. May be repeated for up to 6 hours of degree credit.

UACS 502V. Advanced Problems in Public Service. 1-3 Hour.

Provides an opportunity for individual study.

UACS 5101. Ethical and Legal Dimensions of Public Service. 1 Hour.

This course will provide an overview of the primary ethical principles and legal concepts that guide difficult decisions in the public realm. Traditional academic study of ethical and legal theory will be combined with practical approaches to problem solving. Students will explore issues of economic, political, and social justice through case studies of current issues. Students will construct cases that are relevant to their own fields and present them to the class, identifying ethical and legal constraints on decision-making and implementation.

UACS 5303. Communication Processes and Conflict Transformation. 3 Hours.

The course is designed to increase the student's personal communication effectiveness as a leader and public servant, and to enable students to understand the application of communication processes in the public arena.

UACS 5313. Dynamics of Social Change. 3 Hours.

The course deals with the elements of social change in a democratic society, and how these intersect with and are affected by economic and political forces. A critical examination of the various justifications for promoting or discouraging social change will be undertaken, and the inherent strengths and weaknesses of these various approaches will be analyzed. Real-world cases will be used, and a culminating exercise will be a strategic assessment of the Lower Mississippi Delta.

UACS 5323. Leadership in Public Service. 3 Hours.

This course is designed to increase students' knowledge of leadership concepts and best practices, provide opportunities and experiences that improve leadership skills and techniques, and enhance capabilities in organizational management. Students will assess their leadership strengths and weaknesses, as well as develop an action plan to match their career goals. They will improve knowledge and skills in building diverse teams, in initiating/managing change, in addressing uncertainty, and in leading non-governmental organizations. At the end of the course, students should be able to design leadership strategies to successfully address a spectrum of issues in public service and in promoting the community good.

UACS 5333. Analysis for Decision Making In Public Service. 3 Hours.

This course is intended to provide students with analytical tools that enhance their skills in diagnosing problems and formulating solutions within organizations and communities. Instruction will focus on evaluating community assets as a balance to assessing community need. Underlying values of social justice and collaborative problem-solving provide a benchmark for these activities. Students, working in teams, will be challenged to apply their skills to cases related to affordable housing and homelessness.

Walton College of Business (WCOB)

Courses

WCOB 5023. Sustainability in Business. 3 Hours.

The course focuses on theoretical and practical bases for pursuing sustainability in business and society.

WCOB 510V. Special Topics in Business. 1-3 Hour.

Special business topics of an interdisciplinary nature. May be repeated for up to 6 hours of degree credit.

WCOB 5843. Cross-Sector Collaboration for Sustainability. 3 Hours.

This course explores how organizations in the three sectors of society work together in value creation by addressing social and environmental problems. Focusing on business and nonprofit organizations, we investigate the forces that bring about and influence these collaborations from practical and theoretical perspectives, and managerial responses to collaboration challenges. Prerequisite: Graduate Status.

WCOB 6111. Seminar in Business Administration Teaching I. 1 Hour.

This course in college level teaching is designed for graduate students and new college teachers with specific emphasis on the Business Administration learning and classroom management. The purpose of this course is to introduce graduate students to principles of teaching and learning and to prepare these future teachers to lifelong learners in the classroom as teachers. Prerequisite: Graduate standing.

World Languages, Literatures and Cultures (WLLC)

Courses

WLLC 4013. Native American Languages and Cultures. 3 Hours.

Focuses on one of the major Native American groups from the southeast and midwest including the Quapaws, the Choctaws, the Caddos, and the Osages. Introduces the selected Native American group's language, culture, history and literature. Content varies each semester. May be repeated for up to 6 hours of degree credit.

WLLC 4023. Languages, Cultures, and Teaching with Technology. 3 Hours.

This course provides senior level undergraduate and graduate students with innovative ways to teach and communicate through the use of modern technologies as applied to second languages. Topics of discussion include instructional systems design, Web 2.0 technologies, presentation technologies, online facilitation, and pedagogical strategies for using technological tools in language and culture courses. Prerequisite: Senior standing.

WLLC 4033. Languages, Cultures and Teaching with Video. 3 Hours.

This course provides senior level undergraduates and graduate students with the knowledge and skills needed to teach and communicate through the use of video as applied to second languages. Topics of discussion include instructional systems design, development of strong pedagogical strategies for teaching with film, analysis of research focused on subtitling, learning strategies, mental effort, and language and culture development, as well as some videotaping and editing. Prerequisite: Senior standing.

WLLC 4043. The Early French in North America. 3 Hours.

This course focuses on French exploration in North America from 1508 until 1698. Activities for both French and non-French speaking students provide a rich environment to discuss first encounters, cultural differences, and colonization struggles throughout New France by indigenous peoples, missionaries, military and colonists alike. This course strongly familiarizes students with historic events leading up to beginnings of Colonial French Arkansas and Lower Mississippi Valley. Prerequisite: FREN 2013 or equivalent.

WLLC 4053. The Colonial French in the Mississippi Valley. 3 Hours.

This course focuses on the French Colonial Mississippi Valley from 1698 until 1763. Activities for both French and non-French speaking students provide a rich environment to discuss encounters, subsistence strategies, and warfare faced by native peoples, missionaries, explorers, and colonists alike. Students will examine primary handwritten, transcribed, or translated sources.

This course is cross-listed with WLLC 4053H, HIST 4593.

WLLC 5023. Languages, Cultures, and Teaching with Technology. 3 Hours.

This course provides graduate students with innovative ways to teach and communicate through the use of modern technologies as applied to second languages. Topics of discussion include instructional systems design, Web 2.0 technologies, presentation technologies, online facilitation, and pedagogical strategies for using technological tools in language and culture courses. Prerequisite: Graduate standing.

WLLC 5033. Languages, Cultures and Teaching with Video. 3 Hours.

This course provides graduate students with the knowledge and skills needed to teach and communicate through the use of video as applied to second languages. Topics of discussion include instructional systems design, development of strong pedagogical strategies for teaching with film, analysis of research focused on subtitling, learning strategies, mental effort, and language and culture development, as well as some videotaping and editing.

WLLC 504V. Translation Workshop. 1-6 Hour.

Problems of translation and the role of the translator as both scholar and creative writer; involves primarily the discussion in workshop of the translations of poetry, drama, and fiction done by the students, some emphasis upon comparative studies of existing translations of well-known works. Primary material will vary. Prerequisite: Reading knowledge of a foreign language. This course is cross-listed with ENGL 5043.

WLLC 5063. Teaching Foreign Languages on the College Level. 3 Hours.

Focus on basic methodological concepts and their practical application to college foreign language instruction.

WLLC 5463. Descriptive Linguistics. 3 Hours.

A scientific study of language with primary emphasis on modern linguistic theory and analysis. Topics include phonology, morphology, syntax, semantics, language acquisition, and historical development of world languages.

This course is cross-listed with ANTH 5473, ENGL 5463.

WLLC 575V. Special Investigations. 1-6 Hour.

Special investigations in world languages, literatures and cultures. May be repeated for up to 6 hours of degree credit.

WLLC 6553. Applied Linguistics Seminar. 3 Hours.

Research and discussion in areas of applied linguistics ranging from discourse analysis, literacy, language pedagogy, and language planning to translation theory. Subject matter changes depending on student interest and faculty expertise.

Prerequisite: WLLC 5463 or equivalent introduction to linguistics.

World Literature (WLIT) Courses

WLIT 4123. Survey of Russian Literature from Its Beginning to the 1917 Revolution. 3 Hours.

The instructor will discuss the historical and cultural backgrounds while focusing on major writers and will deal with literature as an outlet for social criticism. There will be textual analysis. It will be taught in English.

This course is cross-listed with RUSS 4123.

WLIT 4133. Survey of Russian Literature Since the 1917 Revolution. 3 Hours.

The instructor will discuss the historical and cultural backgrounds while focusing on major writers and will deal with literature as an outlet for social criticism. There will be textual analysis. It will be taught in English with readings in English.

This course is cross-listed with RUSS 4133.

WLIT 4993. African Literature. 3 Hours.

A study of modern African fiction, drama, poetry, and film from various parts of Africa in their cultural context. Works are in English or English translation.

WLIT 5193. Introduction to Comparative Literature. 3 Hours.

Literary theory, genres, movements, and influences.

WLIT 5523. The Quran as Literature. 3 Hours.

The Quran as literary text: its style and form, historical context, translation, issues, communities of interpretation, and comparative perspectives. Course's integrated approach includes translations of literature originally in Arabic. All readings in English; students with reading abilities in Arabic encouraged to read original text.

WLIT 5623. The Bible as Literature. 3 Hours.

The several translations of the Bible; its qualities as great literature; its influence upon literature in English; types of literary forms.

This course is cross-listed with ENGL 5623.

WLIT 575V. Special Investigations on World Literatures and Cultures. 1-6 Hour.

Independent study of a special topic in world literatures and cultures. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

WLIT 600V. Master's Thesis. 1-6 Hour.

Master's Thesis. May be repeated for degree credit.

WLIT 603V. Special Studies in Comparative Literature. 1-6 Hour.

Special studies in comparative literature. May be repeated for up to 6 hours of degree credit.

WLIT 6703. Psychoanalysis and Culture. 3 Hours.

Readings of key texts in Psychoanalytic thought and cultural criticism including Freud, Lacan, Kristeva, Certeau, Zizek, and others. Selections of Psychoanalytic approaches to literature, film and gender and trauma studies.

WLIT 6713. Literature of Spain, 711-1615 C.E.. 3 Hours.

Examines the multiple cultural traditions of Spain between 711-1615 C.E. and train to produce scholarship pertinent to the field. Integrated approach includes English translations of literature originally in Arabic (50%+ of content), Hebrew, Spanish, French. Students with reading abilities in original languages encouraged to read original text.

WLIT 6803. Postcolonial Theory and Subaltern Studies. 3 Hours.

Seminar examining the geopolitical (imperial, colonial and national) implications of knowledge and culture. Selected readings of early postcolonial texts by Césaire, Fanon, and Fernández Retamar, as well as more recent texts by Said, Spivak, Bhabha, Mignolo, Beverly and Chakrabarty among others. May be repeated for up to 6 hours of degree credit.

WLIT 690V. Seminar. 1-6 Hour.

Seminar. May be repeated for up to 6 hours of degree credit.

WLIT 700V. Doctoral Dissertation. 1-18 Hour.

Doctoral Dissertation. May be repeated for degree credit.

Glossary

Academic Dismissal. An academic status (<http://catalog.uark.edu/undergraduatecatalog/academicregulations/academicprobationsuspensionanddismissal>) resulting from unsatisfactory grades in which students are not permitted to enroll at the university until approved through an appeal process.

Academic Probation. An academic status (<http://catalog.uark.edu/undergraduatecatalog/academicregulations/academicprobationsuspensionanddismissal>) resulting from unsatisfactory grades.

Academic Suspension. An academic status (<http://catalog.uark.edu/undergraduatecatalog/academicregulations/academicprobationsuspensionanddismissal>) for unsatisfactory grades in which students are not permitted to register for courses for a specified time period.

Act 1052/467. Section 21 of Arkansas Act 467 of 1989 specifies that all first-time entering freshmen who are enrolled in a bachelor's degree program will be placed in either college-level credit courses in English and mathematics or developmental courses in English composition, reading, and mathematics on the basis of their scores on specified tests. Find out more in the Registration (<http://catalog.uark.edu/undergraduatecatalog/orientationandregistration>) section of the catalog.

Activity Course. Course devoted to participation in, knowledge of, or performance of some form of physical activity.

Add. See *Drop/Add* below.

Additional Major. Students fulfilling all requirements for the B.S., B.S.W., B.F.A. and B.M. degrees, including all core requirements and at least one major in these degree programs, may also claim an additional major in a humanistic discipline, social science, or interdisciplinary program associated with a B.A. degree. Upon completion of all major requirements of the additional discipline, the additional major will be made part of the student's transcript; however, a B.A. degree is not awarded. This is also an option in German for any non-arts and science student.

Advance Registration. A period of time scheduled during a regular (fall or spring) semester that allows currently enrolled students to register for the next regular semester. In addition, advance registration for the summer sessions is scheduled during the spring semester.

Applied Instruction. A course that integrates both the teaching and hands-on application of knowledge or information; attends to the practical and utilitarian function of the subject (distinguished from theoretical). Examples may include: livestock judging team, music and art courses, cooperative education, and experiential learning.

Apprenticeship/Externship. Experiential learning opportunity to give students practical exposure and training in a career field. This is generally off-campus, supervised, and designed to prepare students for the transition from school to career.

Area Studies. Interdisciplinary study of geographical or cultural areas. Topics include the history, geography, politics, culture, language, and literature of the area. Generally, an area study is offered as a minor or a second major.

Audit. To take a course without credit.

Adviser. A faculty or staff member assigned to a student to advise that student on academic matters that include degree requirements and selection of courses.

Certification Requirements. The set of course, hour, and other academic requirements that must be completed to receive certification .

Class Schedule. List of courses and sections for a specific semester, including names of instructors; day, hour, and place of class meetings; and detailed registration procedures. The class schedule is available online.

Clinical Rotation/Instruction. Course that takes place in a clinical setting, including practice labs, hospitals, and other agencies; students apply methods and principles of a clinical discipline.

College or School. One of ten major divisions within the university that offers specialized curricula.

Combined Major. A combination of subsets of two primary discipline specific requirements, each of which is typically 15 to 24 hours and less than the number required for a major, which together constitute the major in a program of study leading to one bachelor's degree with a combined major in two disciplines.

Concentration. A subset of requirements within the discipline-specific requirements of a program of study (graduate field of study or undergraduate major) leading to a graduate or bachelor's degree.

Consent. A prerequisite that requires the student to obtain approval from the instructor or the department before he or she will be allowed to register for the course.

Core. A core of required coursework may be specified for students at the university level, the college or school level, the department level, and the program or area level. A core is what is required for all students at that level or in that program. Core and major requirements are usually stated either in terms of specific required courses or of lists of courses from which any course chosen will meet the requirement. The "list" may actually be a defined set such as lower-level courses or upper-level courses; courses in the department, in the program, or in the college; or courses identified by one or more course, program, or department codes. Elective courses may involve a greater or lesser degree of student choice. A general elective course could be one that is needed to complete the number of hours required for the degree when no other requirements remain to be met. A free elective course may be one that is not needed to complete either course requirements or hour requirements. See *University Core* below.

Corequisite. A course that must be taken at the same time as the course described.

Correspondence. See *Self-Paced (Correspondence)* below.

Course. A unit of academic instruction.

Course Deficiencies. Lacking required units of study in high school. Find out more in the Placement and Proficiency portion (<http://catalog.uark.edu/undergraduatecatalog/enrollment/services/placementandproficiencytests>) of the Enrollment Services section of the catalog.

Course Load. The number of semester credit hours a student may schedule in a given term.

Cumulative Grade-Point Average. An average computed by dividing the total number of grade points earned by the total number of credit hours attempted in all courses for which grades (rather than marks) are given.

Curriculum. A program of courses comprising the formal requirements for a degree in a particular field of study.

Degree Program. A program of study defined by sets of academic requirements that lead to a degree which the university is authorized to offer. Undergraduate degree requirements are typically stated in terms of numbers of credit hours and specific courses at the university, college or school, and discipline levels. Graduate degree requirements are typically stated in terms of number of credit hours and specific courses at the discipline level.

Department. Division of faculty or instruction within a college, such as Department of Accounting within the Sam M. Walton College of Business.

Dependent Major. See *Second Major* below.

Dissertation/Thesis Research. Research conducted and submitted in support of candidature for a degree or professional qualification; a formal treatise presenting the results of study submitted in partial fulfillment of the requirements of an advanced degree; process requires intensive interaction between student and professor.

Double Degree Program. A program of study that includes one set of university requirements and two sets of college or school and primary discipline-specific requirements and leads to two different bachelor's degrees with two different majors.

Double Major. The two complete sets of primary discipline-specific requirements, typically consisting of a minimum of 30 hours each, constituting the two majors within a program of study leading to one bachelor's degree with two complete majors.

Drill. Supplemental instruction or practice using repetition or discussion.

Drop/Add. Dropping or adding of select courses while still remaining enrolled in the university. This can only be done during specified times as published in the academic calendar (<http://registrar.uark.edu/academic-dates/academic-semester-calendar>). See also *Withdrawal* below.

Eight-Semester Degree Completion Program. Most majors offered by the University of Arkansas can be completed in eight semesters, and the university provides plans that show students which classes to take each semester in order to finish in eight semesters. A few undergraduate majors either require a summer internship or fieldwork or are five-year professional programs, and may therefore not qualify for the eight-semester degree completion program.

Elective. Elective courses may involve a greater or lesser degree of student choice. A general elective course could be one that is needed to complete the number of hours required for the degree when no other requirements remain to be met. A free elective course may be one that is not needed to complete either course requirements or hour requirements.

Equivalent. A course allowed in place of a similar course in the same academic discipline. May require approval by an academic dean.

Externship. See *Apprenticeship/Externship* above.

Fees. Charges, additional to tuition, that cover specific university services, programs, facilities, activities and/or events. Find out more in the undergraduate Fee and Cost Estimates (<http://catalog.uark.edu/>

[undergraduatemastercatalog/feeandcosts](#)) section or the graduate Fee and Cost Estimates (p. 400) section.

Field of Study. The primary discipline-specific (or multidisciplinary or interdisciplinary) set of requirements in a graduate program of study. The field of study typically consists of a minimum of 30 hours at the master's degree level, of 30 hours beyond the master's degree at the educational specialist level, and of 96 hours for the doctor of education degree. Field of study hour requirements vary more widely for the doctor of philosophy degree, but 60 hours is typical.

Field Studies. Hands-on study undertaken outside the laboratory or place of learning, usually in a natural environment or among the general public. Examples may include archeological and geological field studies.

Focused Studies. A set of courses that a student may elect to take as part of the major requirements and which provides focus in a particular area related to the major. Completing a focused study is not required for the major, but serves as a guide for students who want to further specialize their studies. Focused studies do not need Arkansas Department of Higher Education approval and do not appear on the transcript.

Grade Points. Points per semester hour assigned to a grade (not a mark), indicating numerical value of the grade. The grade-point average indicates overall performance and is computed by dividing the total number of grade points earned by the number of semester hours attempted.

Grade Sanction(s). A penalty for academic dishonesty. Grade sanctions may consist of either a grade of zero or a failing grade on part or all of a submitted assignment or examination or the lowering of a course grade, or a failing grade of XF to denote failure by academic dishonesty.

Hazing. Any activity that is required of an individual that may cause mental or physical stress and/or embarrassment when in the process of joining or belonging to any organization.

Independent Study. Project collaboratively designed by the instructor and student to pursue an area of study not covered by the established curriculum; typically completed without class attendance but through formal supervision by an instructor.

Internship. A formal program that provides practical experience in an occupation or profession; applied, monitored, and supervised, field-based learning experience for which the student may or may not be paid; may include field work/experience, supervised courses, student teaching, and cooperative education; provides opportunities for students to gain experience in a career field.

Intersession. A two-week mini-session that is held at the beginning of the regular fall, spring, and summer terms. Coursework during an intersession is very concentrated and intensive. Intersession classes are not available to new freshmen.

Laboratory. Course meeting in a defined physical setting for the hands-on application of methods and principles of a discipline; credit-bearing section which requires a registration separate from the lecture component of the course.

Lecture. A class session in which an instructor speaks on a specific topic.

Lecture/laboratory. Lecture course which integrates a lab component as part of the same course registration.

Major. The primary set of discipline-specific (or multidisciplinary or interdisciplinary) requirements in an undergraduate program of study. The major typically consists of a minimum of 30 hours and identifies by name a specific degree area.

Minor. The lesser set of discipline-specific (or multidisciplinary or interdisciplinary) requirements in an undergraduate program of study. The minor typically consists of a minimum of 15 hours or more in a designated discipline.

Noncredit Course. A course for which no credit is given. (Some credit courses will not count toward degrees.)

Overload. A course load of more semester hours than a student is normally permitted to schedule in a given period.

Practicum. Involves supervised activities emphasizing practical application of theory, especially one in which a student gains exposure to a field of study; generally required as part of the program curriculum.

Pre-Professional Requirements. The set of course, hour, and other academic requirements that must be completed before entry into a school, a program of study, or an advanced level of a program of study, either at the U of A or at another institution.

Prerequisite. A course or requirement that must be completed before the term when the described course is taken.

Private Study. Involves individual instruction with regular meetings; one-to-one demonstration, performance critique, music, fine arts or performing arts are examples.

Readings. A course where the instructor assigns readings and facilitates discussion at regular class meetings.

Registration. Enrollment at the beginning or prior to the beginning of a semester, including selection of classes and payment of fees and tuition.

Research. Research conducted that is independent of that done for a dissertation or thesis.

Sanction(s). The penalty for noncompliance to a policy. Usually a response that will redirect the individual or group's inappropriate behavior, encourage responsible judgment and ethical reasoning, protect the community's property and rights, and affirm the integrity of the institution's conduct standards.

Section. A division of a course for instruction. A course may be taught in one or more sections or classes or at different times, depending on enrollment in the course.

Second Major. (Also referred to as a Dependent Major.) A second complete set of primary discipline-specific requirements in a discipline in which only a second or dependent major may be earned. A second major must be earned in a degree program in which the first major is one authorized to be given independently. Typically a minimum of 30 hours is earned in each major area or discipline.

Self-Paced (Correspondence). Course in which instruction is web-based and students are physically separated from the instructor. Interaction between instructor and student is not regular or substantive, and is primarily initiated by the student. These courses are self-paced and are not distance education. Students are not required to be admitted to the University of Arkansas to take a self-paced course.

Semester Credit Hour. Unit of measure of college work. One semester credit hour is normally equivalent to one hour of class work or from two to six hours of laboratory work per week for a semester.

Seminar. Involves a small group of students engaged in advanced study and original research under a member of the faculty and meeting regularly to exchange information and hold discussions; highly focused and topical course; may include student presentations and discussions of reports based on literature, practices, problems, or research.

Special Problems. Individualized investigation of topics or case studies in a specific field under the supervision of an instructor for the purpose of enhancing or illuminating the regular curriculum.

Special Topics. An organized course devoted to a particular issue in a specific field; course content is not necessarily included in the regular curriculum for the major.

State Minimum Core. See *University Core* below.

Student Number. A number given to each student as a permanent identification number for use at the university.

Studio Course. Involves the application of design and theory in a defined physical setting; students explore and experiment under the guidance of an instructor.

Summer Sessions. Periods of time during the summer when course work is offered. (Go to the Academic Calendar (p. 9) for specific times and dates.)

Syllabus. An outline or summary of the main points of a course of study, lecture, or text.

Telecommunications. Course that utilizes technology in conveying teaching material. This only includes courses that use technology as the primary delivery method of course content, not courses that simply use technology to support another delivery method. These are distant education courses that generally: Uses one or more of the following technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include:

- The Internet;
- One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- Audio-conferencing, etc.; or
- Videocassettes, DVDs, and CD-Roms, if the videocassettes, DVDs, or CD-Roms are used in conjunction with any of the technologies listed in the first three options

Thesis Research. See *Dissertation/Thesis Research* above.

Track. A subdivision of a concentration or certificate, which a student must select and fulfill to complete the requirements of the concentration or certificate.

Transcript. A complete record of the student's enrollment and academic history at the University of Arkansas, including **all** undergraduate, graduate, and law courses.

Tuition. The charge for university enrollment and registration, calculated per credit hour each semester. Tuition rates may vary depending on

a student's resident status, undergraduate or graduate standing, and college affiliation. Tuition does not include cost of room and board. Additional charges will apply depending on student status. See the entry for Fees above.

UAConnect (<https://uaconnect.uark.edu>). The online database that maintains student, faculty and staff records and class schedules.

Undeclared Major. Designation indicating students who have not selected a major.

Undergraduate Study. Work taken toward earning an associate or a baccalaureate degree.

University Core. The state of Arkansas specifies a number of core courses that students must successfully pass to obtain a degree. These are also sometimes referred to as the State Minimum Core. Find out more in the Requirements for Graduation (<http://catalog.uark.edu/undergraduatecatalog/academicregulations/requirementsforgraduation>) and University Core (<http://catalog.uark.edu/undergraduatecatalog/academicregulations/universitycore>) portions of the Academic Regulations section.

Withdrawal. Official withdrawal (<http://registrar.uark.edu/registration/withdrawal.php>) from all courses during a semester at the university.

Index

A

Academic Calendar	9
Academic Resources and Facilities	15
Accounting (ACCT)	365
Accounting (ACCT)	476
Accreditations	443
Administrative Officers	13
Admission	392
Adult and Lifelong Learning (ADLL)	46
Adult and Lifelong Learning (ADLL)	477
Advanced Instrumental Performance (MUSC)	330
African and African American Studies (AAST)	331
African and African American Studies (AAST)	479
Agricultural and Extension Education (AEED)	54
Agricultural Economics (AGEC)	479
Agricultural Economics and Agribusiness (AEAB)	49
Agricultural Education (AGED)	481
Agricultural, Food and Life Sciences (AFLS)	56
Agricultural Mechanization (AGME)	482
Agricultural Statistics (AGST)	482
Animal Science (ANSC)	56
Animal Science (ANSC)	482
Anthropology (ANTH)	60
Anthropology (ANTH)	484
Apparel Merchandising and Product Development (AMPD)	486
Appendix	471
Applied Behavioral Analysis (APBA)	331
Applied Music (Class) (MUAC)	487
Applied Music (Private Inst) (MUAP)	487
Arabic (ARAB)	487
Arkansas Center for Space and Planetary Sciences	26
Arkansas Curriculum/Program Administrator (ACPA)	332
Arkansas High Performance Computing Center	26
Arkansas Security Research and Education Institute	26
Arkansas Water Resources Center	26
Art (ARTS)	64
Art (ARTS)	488
Art Education (ARED)	489
Art History (ARHS)	489
Asian Studies (AIST)	68

Astronomy (ASTR)	490
Athletic Training (ATTR)	68
Athletic Training (ATTR)	490
Autism Spectrum Disorders (AUTS)	332

B

Bessie Boehm Moore Center for Economic Education	27
Biological and Agricultural Engineering (BAEG)	76
Biological Engineering (BENG)	491
Biological Sciences (BISC)	71
Biology (BIOL)	493
Biomedical Engineering (BMEG)	80
Biomedical Engineering (BMEG)	496
Blockchain Center of Excellence	27
Board of Trustees	12
Building-Level Administration	333
Business Administration (BADM)	369
Business (BUSN)	333
Business Law (BLAW)	333

C

Career and Technical Education (CATE)	83
Career and Technical Education (CATE)	497
Cell and Molecular Biology (CEMB)	84
Cell and Molecular Biology (CEMB)	497
Center for Advanced Spatial Technologies	27
Center for Business and Economic Research	28
Center for Children and Youth	28
Center for Communication and Media Research	28
Center for Ethics in Journalism	28
Center for Excellence in Logistics and Distribution	28
Center for Executive Education	29
Center for Information Security and Reliability	29
Center for Innovation in Healthcare Logistics	29
Center for Interdisciplinary Study of Science and Arts	29
Center for Learning and Student Success	15
Center for Mathematics and Science Education	29
Center for Multicultural and Diversity Education	15
Center for Power Optimization and Electro-Thermal Systems	30
Center for Protein Structure and Function	30
Center for Social Research	30
Center for Statistical Research and Consulting	30
Center for the Utilization of Rehabilitation Resources for Education, Networking, Training and Services	31
Center of Excellence for Poultry Science	31

Centers and Research Units	26	Economics (ECON)	519
Certificate Programs	330	Education Policy (EDPO)	143
Chemical Engineering (CHEG)	87	Education Reform (EDRE)	520
Chemical Engineering (CHEG)	497	Educational Foundations (EDFD)	521
Chemical Hazards Research Center	31	Educational Leadership (EDLE)	144
Chemistry and Biochemistry (CHBC)	89	Educational Leadership (EDLE)	521
Chemistry and Biochemistry (CHEM)	498	Educational Measurement (EDME)	337
Civil Engineering (CVEG)	93	Educational Psychology (EDPS)	338
Civil Engineering (CVEG)	500	Educational Statistics and Research Methods (ESRM)	338
Clinton School of Public Service (UACS)	102	Educational Statistics and Research Methods (ESRM)	523
Communication (COMM)	103	Educational Technology (ETEC)	147
Communication (COMM)	503	Educational Technology (ETEC)	524
Communication Disorders (CDIS)	106	Electrical Engineering (ELEG)	149
Communication Disorders (CDIS)	505	Electrical Engineering (ELEG)	524
Community Design Center	31	Elementary Education (ELED)	154
Community Health Promotion (CHLP)	108	Engineering, College of (ENGR)	157
Comparative Literature and Cultural Studies (CLCS)	111	Engineering Management (EMGT)	156
Computer Science and Computer Engineering (CSCE)	118	English (ENGL)	158
Computer Science and Computer Engineering (CSCE)	507	English (ENGL)	528
Contact Information	7	Enterprise Systems (ENTIS)	341
Contact Information	39	Entomology (ENTO)	166
Counselor Education (CNED)	123	Entomology (ENTO)	530
Counselor Education (CNED)	510	Entrepreneurship (ENTR)	342
Courses of Instruction	474	Environmental Dynamics (ENDY)	168
Creative Writing (CRWR)	128	Environmental Dynamics (ENDY)	531
Criminal Law (CRLW)	335	Environmental Engineering (ENEG)	171
Crop, Soil, and Environmental Sciences (CSES)	130	Ethnomusicology (MUSY)	532
Crop, Soil and Environmental Sciences (CSES)	512	European Studies (EUST)	172
Cross-Sector Alliances (CSAL)	336	European Studies (EUST)	532
Curriculum and Instruction (CIED)	132	Exercise Science (EXSC)	532
Curriculum and Instruction (CIED)	513	Exercise Science Research Center	32
Cybersecurity Center on Secure, Evolvable Energy Delivery Systems ...	31	Extension Education (EXED)	533
Cybersecurity (CYBR)	337		
D		F	
David and Barbara Pryor Center for Arkansas Oral and Visual History ...	32	Family and Community Institute	32
Degree Requirements	433	Fees and General Information	400
Degrees Offered	364	Finance (FINN)	379
Design Studies (DSGN)	142	Finance (FINN)	533
Diane D. Blair Center of Southern Politics and Society	32	Food Safety (FDFS)	172
District-Level Administration	337	Food Science (FDSC)	172
		Food Science (FDSC)	534
E		French	175
Economics (ECON)	376	French (FREN)	536

G

Garrison Financial Institute	32
Garvan Woodland Gardens	32
General Engineering (GNEG)	537
General Information	5
Geosciences (GEOS)	176
Geosciences (GEOS)	537
Geospatial Technologies (GIST)	343
German	183
German (GERM)	541
Gerontology (GERO)	541
Glossary	602
Graduate Catalog	38
Graduate Council	442
Graduate Education Courses (GRSD)	541
Graduate Faculty	444
Graduate Procedures	406
Graduate School of Business	347
Greek (GREK)	541

H

Health, Human Performance and Recreation (HHPR)	183
Health, Human Performance and Recreation (HHPR)	542
Health, Sport and Exercise Science	543
High Density Electronics Center	33
Higher Education (HIED)	186
Higher Education (HIED)	546
History (HIST)	189
History (HIST)	547
Horticulture (HORT)	197
Horticulture (HORT)	553
Human Environmental Sciences (HESC)	199
Human Environmental Sciences (HESC)	554
Human Resource and Workforce Development Education (HRWD)	202
Human Resource and Workforce Development Education (HRWD)	555
Humanities (HUMN)	205

I

Industrial Engineering (INEG)	205
Industrial Engineering (INEG)	556
Information Systems (ISYS)	381
Information Systems (ISYS)	558
Information Technology Research Institute	33
Information Technology Services	15

Institute for Advanced Data Analytics	33
Institute for Nanoscience and Engineering	33
Institute of Food Science and Engineering	34
Interdisciplinary Studies	209
International Center for the Study of Early Asian and Middle Eastern Musics	34

J

J.D./M.B.A. Program (JDMBA)	386
Japanese (JAPN)	560
Journalism and Strategic Media (JOUR)	209
Journalism (JOUR)	560

K

K-12 Online Teaching (ETEC)	343
Kinesiology (KINS)	212
Kinesiology (KINS)	561
King Fahd Center for Middle East Studies	34

L

Latin (LATN)	561
--------------------	-----

M

M.B.A./M.P.S. Program	389
Mack-Blackwell National Rural Transportation Study Center	34
Management (MGMT)	386
Management (MGMT)	562
Maritime Transportation Research and Education Centers	35
Marketing (MKTG)	388
Marketing (MKTG)	563
Master of Business Administration (MBAD)	564
Mathematical Sciences (MASC)	213
Mathematics (MATH)	564
Mechanical Engineering (MEEG)	217
Mechanical Engineering (MEEG)	566
Membrane Research Center	35
Microelectronics – Photonics (MEPH)	220
Microelectronics-Photonics (MEPH)	568
Modern Languages (MLAN)	225
Music Education (MUED)	569
Music Ensemble (MUEN)	570
Music History (MUHS)	571
Music (MUSC)	226
Music Pedagogy (MUPD)	571
Music Theory (MUTH)	572

N

National Agricultural Law Center	35
--	----

National Center for Reliable Electric Power Transmission	36	Rehabilitation Education (RHAB)	591
National Office of Research, Measurement and Evaluation Systems	36	Rehabilitation, Human Resources and Communication Disorders (RHRC)	285
Nursing (NURS)	237	Resiliency Center	36
Nursing (NURS)	572	Rural Sociology (RSOC)	295
O		Rural Sociology (RSOC)	592
Objectives and Regulations	408	Russian (RUSS)	592
Occupational Therapy, Clinical (OTPD)	97	S	
Office for Studies on Aging	36	Secondary Education (SEED)	295
Office of Education Policy	36	Service Learning	441
Online Education	18	Small Business and Technology Development Center	36
Operations Management (OMGT)	575	Social Work (SCWK)	295
Operations Management (OPMG)	246	Social Work (SCWK)	592
P		Sociology and Criminology (SOCL)	299
Philosophy (PHIL)	252	Sociology (SOCL)	594
Philosophy (PHIL)	579	Space and Planetary Sciences (SPAC)	302
Physical Education (PHED)	255	Space and Planetary Sciences (SPAC)	595
Physical Education (PHED)	580	Spanish	304
Physical Science (PHSC)	255	Spanish (SPAN)	595
Physics (PHYS)	256	Special Education (SPED)	306
Physics (PHYS)	580	Statistics and Analytics (STAN)	315
Plant Pathology (PLPA)	261	Statistics and Analytics (STAN)	344
Plant Pathology (PLPA)	582	Statistics and Analytics (STAN)	597
Plant Science (PTSC)	263	Statistics (STAT)	596
Plant Sciences (PTSC)	583	STEM Education for Early Childhood (STEM)	344
Political Science (PLSC)	266	Student Affairs	19
Political Science (PLSC)	583	Student Support Services	16
Poultry Science (POSC)	270	Supply Chain Management Research Center	37
Poultry Science (POSC)	585	Supply Chain Management (SCMT)	389
Programs of Study	41	Sustainability (SUUST)	344
Project Management (OMPM)	343	T	
Psychological Science (PSYC)	273	Talent Search Programs	16
Psychology (PSYC)	587	Teacher Education (EDUC)	317
Public Administration and Nonprofit Studies (PADM)	276	Teaching English to Speakers of Other Languages (TESL)	320
Public Administration (PADM)	588	Technical Writing and Public Rhetorics (TWRH)	345
Public Health (PBHL)	589	Terrorism Research Center	37
Public Policy (PUBP)	278	Tesseract Center for Immersive Environments and Game Design	37
Public Policy (PUBP)	590	Testing Services	16
R		Theatre (THTR)	321
Reasonable Accommodations	15	Theatre (THTR)	597
Recreation and Sport Management (RESM)	284	Tyson Center for Faith and Spirituality in the Workplace	37
Recreation and Sport Management (RESM)	590	U	
Registration and Related Topics	363	U A Clinton School (UACS)	599

University Libraries 16
University Profile 14
Upward Bound Programs 17

W

Walton College of Business (WCOB) 600
World Languages, Literatures and Cultures (WLLC) 600
World Languages, Literatures, and Cultures (WLLC) French-German-Spanish 324
World Literature (WLIT) 601