



Graduate Catalog 2021-2022

INSTITUTIONAL ACCREDITATION

Council for the Accreditation of Educator Preparation
AACSB International - The Association to Advance Collegiate Schools of Business
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The Higher Learning Commission
North Central Association of Colleges and Schools
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INSTITUTIONAL MEMBERSHIP

The Higher Learning Commission
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Graduate Catalog Policy Statement

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

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

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

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

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HENDERSON STATE UNIVERSITY
2021-2022 Academic Calendar

FALL 2021

August 12 Fall Faculty Conference
August 13 Orientation & Registration
August 16 Classes Begin
August 20 Last Day to Register or Add a Course
September 6 (no classes) Labor Day Holiday
November 24-26 Thanksgiving Holidays
December 6-9 Final Exams
December 10 Commencement

SPRING 2022

January 7 Registration
January 10 Classes Begin
January 14 Last Day to Register or Add a Course
January 17 Martin Luther King Jr. Holiday (offices open)
March 21-25 Spring Break
May 2-5 Final Exams
May 6 Commencement

SUMMER 2022

May 9-20 Pre-Summer Session
May 30 Memorial Day Holiday
May 31 Registration for First Summer Term
May 31 Classes Begin
July 1 End of Summer Session 1
July 4 Holiday
July 5 Registration for Second Summer Term
July 5 Classes Begin
August 5 End of Second Summer Term

Historical Sketch

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

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

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

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

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

Presidents of the University

George Childs Jones (1890-97) (1899-1904)
Cadesman Pope (1897-1899)
John Hartwell Hinemon (1904-1911)
George Henry Crowell (1911-1915)
James Mims Workman (1915-1926)
Clifford Lee Hornaday (1926-1928)
James Warthen Workman (1928-1929)
Joseph Pitts Womack (1929-1939)
Joseph A. Day (1939-1941)
Matt Locke Ellis (1941-1945)
Dean D. McBrien (1945-1963)
M. H. Russell (1963-1969)
Martin B. Garrison (1970-1986)
Charles DeWitt Dunn (1986-2008)
Charles L. Welch (2008-2011)
Bobby G. Jones, Interim (2011-2012)
Glendell Jones Jr (2012-2019)
Elaine M. Kneebone, Acting President (2019-2020)
Jim Borsig, Interim Chancellor (2020-present)

Mission

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

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

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

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

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

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

Governance

Authorization

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

Graduate Council

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

Henderson State University Vision

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

Henderson State University Mission

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

Support Services

Students with Disabilities

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

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

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

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

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

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

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

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

Sexual Harassment Policy

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

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

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

Definition:

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

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

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

Miscellaneous Federal Legislation Affecting Students

Equal Employment Opportunity

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

Students and Program Nondiscrimination

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

Privacy of Student Records

Family Educational Rights and Privacy Act of 1974

Consumerism

Student Right to Know Act of 1990
Education Amendments of 1976

Campus Crime Reporting

Campus Security Act of 1990

Drug Use by Employees and Students

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

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

Admissions to Graduate Study

General Provisions

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

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

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

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

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

After being accepted, a student may not change the field of specialization without the permission of the Dean of the Graduate School. Such permission will be given only if the student meets admission requirements for the program to which he or she wishes to change. An applicant who is accepted, but fails to enroll within one year, must reapply and will then be required to meet any changes in requirements that may have been made since the original admission.

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

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

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

Admission on Condition

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

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

An applicant from an unaccredited college who has satisfactory grades and a satisfactory program of undergraduate work may be admitted with an entrance condition of twelve (12) semester hours. The student may remove this condition by earning a 3.00 grade point average on these twelve (12) hours. If he/she presents acceptable graduate credit from another accredited graduate school, the twelve (12) hour requirement may be reduced by the number of such credits.

Admission in Unclassified Status

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

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

Admission of Graduating Seniors

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

Admission of Non-Degree Students

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

Senior Citizens

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

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

International Student Guidelines

Admission of International Students

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

1. Provide evidence of a TOEFL internet based score of 79-80. We will also accept a score of at least 6.0 on the IELTS. International students that take the Pearson PTE Academic English Proficiency Testing for international admissions must earn a PTE Academic score of 53 or higher to be considered for full admission. Henderson State University code number is 6272.
2. Provide a completed financial statement form verifying that he/she can financially support him/herself while a student in the United States (approximately \$16,000 per calendar year, including living expenses). This is only an estimate as tuition and housing costs are subject to change. All applicants must be financially independent, as there is no financial aid guaranteed to international students attending HSU. Limited graduate assistantships are available. Tuition and fees are required at the time of registration and must be paid in U.S. funds.
3. Provide a certified transcript(s) in English from an accredited translation agency, indicating satisfactory preparation to enter the undergraduate college.
4. International students are required to purchase medical insurance through HSU. The cost is approximately \$62/month (this amount is subject to change). Payment of the insurance premium is to be made before or at the time of registration each semester. The medical insurance is mandatory.
5. A complete application for admission of international students, signed and dated. *(Please return the necessary paper work as listed via mail with a U.S. money order for \$75. The Graduate School will then determine your eligibility for admission. Files must be completed by November 30th for spring admission and June 30th for fall).*

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

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

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

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

Admission to Candidacy

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

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

Graduate Assistantships

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

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

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

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

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

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

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

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

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

Steps for Applying for Assistantships

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

A graduate student seeking a graduate assistantship must:

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

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

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

Financial Aid/Scholarships

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

Scholarships

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

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

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

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

Graduation

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

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

The application deadlines are as follows:

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

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

General Information

Credits

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

Transfer Credit

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

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

Correspondence Credit

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

Seminar / Workshop Credit

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

Off Campus Classes

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

Graduate School Academic Policy

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

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

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

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

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

Incomplete Grades

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

Time Limit for Completion of Program

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

Graduate Student Advisors

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

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

Teacher Licensure

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

Graduate Study Load

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

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

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

Thesis Requirement

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

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

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

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

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

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

FEES

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

HOUSING INFORMATION

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

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

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

Alpha Epsilon Lambda

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

Dismissal from The Graduate School

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

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

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

MASTER OF ARTS IN TEACHING (MAT)

MISSION

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

PURPOSE

The Master of Arts in Teaching program at Henderson State University is a 2-year or 36-hour (18 months for special education) alternative route to teacher licensure. The program allows candidates to simultaneously obtain an advanced degree and a teaching license.

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

GOALS

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

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

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

LICENSURE AREAS

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

science and technology, business technology, family consumer science, industrial technology, marketing technology, and speech. Licensure areas for grades K-12 include art, drama/speech, foreign language, music, and physical education. Special education licensure can be obtained for Early Childhood Birth-Kindergarten or K-12.

GRADUATE ADMISSION GUIDELINES

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

Full admission is based upon the following requirements:

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

ADMISSION TO MAT PROGRAM

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

- Official transcript showing the bachelor's degree
- Letter of hire from the employing school district
- Passing scores on the Praxis II content tests

Once a candidate is employed, a licensure application will be completed along with state and FBI background checks. A Child Maltreatment check is also performed. All candidates are required to attend summer MAT Orientation during which time an entrance interview will take place.

The MAT interview panel is facilitated by the MAT Coordinator and composed of HSU faculty, public school administrators, and faculty.

PROGRAM OF STUDY

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

CURRICULUM OUTLINE FOR MAT DEGREE

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

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

Required Courses

EDU 6460	MAT Orientation (includes summer one-week training--must earn CR)
EDU 6383	Introduction to Teaching
EDU 5583	Classroom Management
EDE 6013	Advanced Elementary Methods I
EDE 6023	Advanced Elementary Methods II
EDU 6653	Assessment & Educational Measurement
EDU 6161	Field Experience I
SPE 5483	Characteristics of Children with Exceptional Needs
EDU 6663	Advanced Child & Adolescent Development
EDU 6813	Educational Law for Teachers
SPE 5193	Universal Design for Learning to Promote Inclusive Practices
EDU 6162	Field Experience II
EDU 6163	Field Experience III
RDG 5303	Reading I: Classroom Reading Instruction
RDG 5313	Reading II: Classroom Reading Assessment

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

Required Courses

EDU 6460	MAT Orientation (includes summer one-week training--must earn CR)
EDU 6383	Introduction to Teaching
EDU 5583	Classroom Management
EDU 5313	Strategies/Teaching Middle School
EDU 6963	Technology & Curriculum or
EDL 6553	Digital Literacy & Technology
EDU 6653	Assessment & Educational Measurement
EDU 6161	Field Experience I
SPE 5483	Characteristics of Children with Exceptional Needs
EDU 6663	Advanced Child & Adolescent Development
EDU 6813	Educational Law for Teachers
SPE 5193	Universal Design for Learning to Promote Inclusive Practices
EDU 6162	Field Experience II
EDU 6163	Field Experience III
RDG 5303	Reading I: Classroom Reading Instruction
RDG 5313	Reading II: Classroom Reading Assessment

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

Required Courses

EDU 6460	MAT Orientation (includes summer one-week training--must earn CR)
EDU 6383	Introduction to Teaching
EDU 5583	Classroom Management
EDU 6483	Adv Instructional/Mgmt. Mthds or a Special Methods Course
EDU 6963	Technology and Curriculum or
EDL 6553	Digital Literacy & Technology

EDU 6653	Assessment & Educational Measurement
EDU 6161	Field Experience I
SPE 5483	Characteristics of Children with Exceptional Needs
EDU 6663	Advanced Child & Adolescent Development
EDU 6813	Educational Law for Teachers
SPE 5193	Universal Design for Learning to Promote Inclusive Practices
EDU 6162	Field Experience II
EDU 6163	Field Experience III
RDG 5503	Reading in the Content Area

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

Required Courses

SPE 6353	Advanced Studies in Early Childhood Special Education
EDU 5573	Early Childhood Curriculum
SPE 6263	SPED 101 Academy
SPE 5183	Collaboration with Families and Professionals
SPE 6160	MAT Special Education Orientation and Practicum
SPE 6383	Early Childhood Behavior Management
SPE6443	Early Childhood Assessment & Programming
RDG 6153	Developmental Reading
SPE 6413	Practicum 1: Teaching Birth-5 Students with Disabilities
SPE 5213	Introduction to Autism Spectrum Disorder
RDG 6443	Diagnostic and Remedial Reading
SPE 6523	Early Childhood Advanced Methods of Instructing Students w/ Moderate to Severe & Profound Disabilities

Special Education (K-12): Employment Required

Required Courses

SPE 5103	High Incidence Disabilities
EDU 6663	Advanced Child & Adolescent Development
SPE 6263	SPED 101 Academy
SPE 6313	Special Education Law
SPE 6160	MAT Special Education Orientation and Practicum
SPE 6323	Positive Behavior Supports for Students with Disabilities
SPE 5403	Diagnostic Assessment and Program Planning
RDG 5303	Reading I: Classroom Reading Instruction
RDG 5313	Reading II: Classroom Reading Assessment
SPE 6603	Practicum 1: Teaching K-12 Students with Disabilities
SPE 5213	Assistive Technology in Special Education K-12
SPE 5393	Advanced Methods of Instructing Students with Moderate to Severe & Profound Disabilities
SPE 6653	Practicum 2: Teaching K-12 Students with Disabilities

DISMISSAL GUIDELINES

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

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

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

EXIT GUIDELINES

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

EXIT INTERVIEW

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

PRAXIS EXAMS

Principles of Teaching and Learning (PLT)/Pedagogy must be passed in order to receive a course grade for the capstone course, EDU 6163 Field Experience III (elementary, middle, and secondary education); SPE 6533 Practicum 2: Teaching Birth-5 Students with Disabilities (Special Education Birth-K). SPE 6653 Practicum 2: Teaching K-12 Students with Disabilities (Special Education K-12) will take the Foundations of Reading exam instead of the PLT. Elementary candidates will also need to take the Foundations of Reading exam along with PLT. As a result, Praxis PLT/Pedagogy and/or Foundations of Reading must be passed prior to exit from the program and prior to the issuance of the degree.

MASTER OF BUSINESS ADMINISTRATION (MBA)

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

The MBA program can be completed on a full time or part time basis; students may take courses in a traditional format or in a hybrid format. Classes are offered in Arkadelphia and/or Hot Springs.

Full Admission

In order to be admitted to the MBA Program, you must:

1. Hold an undergraduate degree from a regionally accredited institution of higher learning with a minimum GPA of 2.7. Conditional admittance may occur with a minimum GPA of 2.5 with evidence that the student is capable of satisfactory performance.

AND

2. Meet one of the following:

- Minimum 3.5 GPA overall in your undergraduate studies.
- Score of 500 or higher on the GMAT or equivalent score on GRE.
- Total points of 1000 (GPA x 200 + GMAT). GRE may be used in lieu of the GMAT. Must make a minimum of 400 on the GMAT or equivalent.
- 3.0 GPA in last 60 hours or undergraduate work

GMAT Waiver: 3.0 in last 60 hours OR 5 years work experience OR 2.7-2.99 with 3 years of work experience OR 2.5-2.69 with 5 years of work experience

Any of the requirements may be waived if the candidate already holds a professional or terminal graduate degree from a regionally accredited institution of higher learning. (i.e. law, pharmacy, etc.)

*If the GMAT/GRE is required, it must be taken (with the minimum score and index obtained) within the first nine hours of graduate study.

Applicants to the MBA program are generally required to supply GMAT or GRE scores as part of their application process. The following persons, however, may be exempt from requirements stated in part 2 above [updated effective Fall 2018]:

- Applicants who hold a master’s degree from an accredited* program or institution.
- Applicants who have completed and passed all parts of the CPA exam (must submit official copy of license from any state or, if not licensed, proof of successful completion of all four parts of the exam).
- Applicants with significant work experience: In this case, the admission decision will be made through evaluation of the applicant’s total application package including work history, professional accomplishments, and references. This review will be made by the MBA Council and Graduate Dean of the University.

* “Accredited” may refer to business programs accredited by AACSB or EQUIS or institutions accredited by a regional accreditor recognized by the U.S. Department of Education (or other appropriate accrediting agency as determined by the HSU Graduate School and the HSU MBA Director).

International applicants should contact the graduate office for further instructions.

Undergraduate Prerequisites

Basic undergraduate preparation is a requirement for taking graduate courses leading to the MBA. To assist with this preparation, all incoming MBA students, regardless of undergraduate major, will participate in the MBA Foundations Course. This course is a 3- hour online course consisting of:

Module	ONLINE COURSE TIME
Introduction to the MBA	12
Business Beginnings	16
Mathematics for Business	18
Financial Concepts: Accounting	16
Financial Concepts: Finance	16
Data Driven Decision Making	16
Executive Management	16
TOTAL HOURS	112

Admission to Candidacy for MBA Degree

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

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

The MBA Council

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

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

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

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

General Requirements for the Degree

The MBA degree is a thirty three (33) hour non-thesis program for persons with an undergraduate degree from an accredited institution. No more than the first thirty six (36) hours of graduate credits will be used to determine the student's grade point average for graduation requirements.

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

Curriculum

The MBA curriculum requires one preparatory course totaling three (3) hours of credit, eight core courses totaling twenty-four (24) hours of credit plus two elective or concentration courses totaling six (6) hours of credit. Within the current MBA curriculum, students may choose a general MBA or a MBA with a concentration in Accounting, in Data Science, in Engineering Management, or in Aviation Management.

The student may also choose to earn a certificate within the MBA curriculum. We currently offer two certificates: A certificate in Project Management and a certificate in Logistics and

Supply Chain Management. Both of these certificates require 15 hours, as well as completion of the MBA Foundations Course.

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

HSU SCHOOL OF BUSINESS								
MBA Concentrations								
Dept	Course #	Course Title	MBA Bus Admin Concentration	MBA Accounting Concentration	MBA Engineering Concentration	MBA Data Science Concentration	MBA Aviation Management Concentration	
GBU	6353	MBA Foundations	3	3	3	3	3	
CORE MBA COURSES								
ACC	6123	Accounting for Bus & Management	3	3	3	3	3	
MGM	6183	Managerial Leadership & Ethics	3	3	3	3	3	
FIN	6113	Managerial Finance	3	3	3	3	3	
MGM	6123	Organizational Strategy	3	3	3	3	3	
CONCENTRATION COURSES								
XXX	6000	Adv Bus Elective	6					
XXX	6000	Adv Bus Elective						
MGM	5003	Internship						
ACC	6263	Accounting Theory		3				
ACC	5253	Professional Accounting Certification		3				
ACC	5113	Advanced Auditing		3				
ACC	5173	Seminar in Contemporary Taxation		3				
ECO	6213	Eco Analysis for Mgr Decisions	3	6	3	3	3	
XXX	6000	Adv Bus Elective						
MIS	6253	Strategic Information Systems	3			3	3	3
MGM	6013	Evidence-Based Management & Analytics	3			3	3	3
MKT	6063	Marketing Management	3			3	3	3
EGR	6093	Logistics and Supply Chain Management			3			
EGR	6083	Quality Control and Improvement			3			
DSC	6113	Data Science for Business				3		
DSC	5093	Special Topics in Data Science				3		
AVN	6193	Airport Operations and Administration					3	
AVN	6203	Aviation and Aerospace Law					3	
		TOTAL HOURS for MBA Degree	33	33	33	33	33	

HSU SCHOOL OF BUSINESS

MBA Certificates

Dept	Course #	Course Title	Project Management	Logistics and Supply Chain Management
GBU	6353	MBA Foundations	3	3
ACC	6123	Accounting for Bus & Management		3
EGR	6XX3	Project Management	3	
EGR	6093	Logistics and Supply Chain Management		3
EGR	6083	Quality Control and Improvement	3	
EGR	6XX3	Supply Chain Management II		3
FIN	6113	Managerial Finance	3	
MGM	6183	Managerial Leadership & Ethics		3
MGM	6123	Organizational Strategy	3	
MIS	6253	Strategic Information Systems	3	
MKT	6063	Marketing Management		3
		TOTAL HOURS for Certificate	18	18

MASTER OF LIBERAL ARTS (MLA) & GRADUATE CERTIFICATES IN ENGLISH AND HISTORY

The Master of Liberal Arts program at Henderson State University provides graduate students with an advanced liberal arts education which challenges the mind and invigorates the spirit. It is designed to meet the learning needs of candidates from a variety of backgrounds who wish to pursue advanced study in an accessible, flexible, interdisciplinary context. By adopting an individualized learning model, the program allows students to blend their interests, talents, and experiences to develop courses of study relevant to them, both personally and professionally.

The MLA program offers a range of innovative courses taught by graduate faculty accomplished at teaching, academic research, the arts and media. In both online and traditionally delivered classes, as well as by personal mentoring and capstone supervision, our faculty facilitate students' academic engagement with a wide range of fields including literature, history, politics, language and composition, media studies, art history, popular culture, comic book and film studies, identity and gender studies, psychology, sociology, religion, rhetoric, and philosophy. Our students work closely with their professors to shape rigorous, dynamic, and intellectually nourishing degree programs that culminate in unique research or creative projects reflecting their individual academic or creative passions, as well as portfolios showcasing their work. Graduates of the program possess the skills to pursue further graduate study—in PhD, law, or MFA programs, for example—or otherwise advance in existing or new careers, including in community college-level teaching.

Henderson's MLA program offers several graduate assistantships, which provide tuition waivers and monthly stipends to candidates who teach and work on campus.

This program is an associate member of the AGLSP, the Association of Graduate Liberal Studies Programs.

Program Goals

- Students will develop qualities important to personal and professional success through creativity, intellectual growth, critical thinking, and a connection to the world in which we live through independent study and classroom-based courses.
- Students will hone their understanding and appreciation of interdisciplinary study in a manner enabling them to approach intellectual and practical problems from multiple perspectives.
- Students will develop and enhance their skills in research, critical thinking, scholarly writing, and oral communication.
- Students will develop their academic and professional competence.
- Students will become acquainted with major literature, theories, concepts, and practices in their fields.
- Students will significantly improve their written and oral communication skills.
- Students will engage in free thought and discourse.
- Students will gain the tools enabling them to participate as concerned, intelligent citizens.

- Students will mature intellectually and emotionally.

Full Admission

For full admission to the MLA and Graduate Certificate programs, one should demonstrate qualifications through the following:

1. Application to and admission by the Henderson State University Graduate School.
2. A 2.7 cumulative GPA for all undergraduate work from accredited colleges or universities.
3. Submission of a writing sample to, and an interview with, the MLA director.

Conditional Admission

An applicant whose grade point average does not meet the standard for full admission may qualify for **conditional** admission to the program by submitting scores of 500 or above on the overall Graduate Record Examination (GRE) and 4 on the writing section, in addition to fulfilling the other requirements for admission.

GENERAL REQUIREMENTS FOR THE MLA DEGREE

The MLA degree is a thirty-six (36) hour program.

All MLA candidates must complete the following:

- LA 6103 & LA 6203: “Truth, Order and Beauty” I and II, a two-semester (6 hour) core sequence completed during the student’s first two regular semesters.
- One of the following:
 - LA 6503 & LA 6513: Liberal Arts Thesis Project I & II (6 hours)
 - LA 6543 & LA 6553: Liberal Arts Thesis I & Thesis II (6 hours)
 - Or 6 hours of relevant coursework additional to track requirement, including two contracted research papers of twenty or more pages each.
 - Or 6 hours of relevant coursework additional to track requirement, including one contracted research paper of forty or more pages.
 - LA 6123: Internship (track-appropriate)
- 15 hours of 6000-level courses (unless otherwise specified).

MAJOR TRACKS Students can choose their major tracks from the following: Art History, English Literature, Gender Studies, Rhetoric and Composition, Rhetoric and Philosophy, Philosophy, Social Sciences, Media and Popular Culture, or Society and Identity.

OFF-TRACK ELECTIVES REQUIREMENT Students electing to follow tracks in English Literature, Rhetoric and Composition, Rhetoric and Philosophy, Philosophy, or Social Sciences will select two or three off-track electives.

CAPSTONES Before receiving an MLA degree, each student will complete either a researched thesis or thesis project, unless electing to substitute two courses (six additional hours of coursework) for the researched thesis, in each of which he or she will complete a substantial research paper.

Each student must maintain a 3.00 grade point average to maintain non-probationary status in the program.

TRACKS AND COURSES

Notes

Some courses are cross listed; when this is the case, cross listing designations are indicated within parentheses. Students cannot take cross-listed courses for credit under both prefixes.

+Readings courses indicated by a superscript plus sign [⁺] can be taken up to two times with the consent of the MLA director and relevant department chair.

ART HISTORY

In addition to fulfilling the general degree requirements, students will complete the following courses (15-18 hours):

ART 5103	Art of the Non-Western World
ART 5233	History of American Art
ART 5293	Modern and Contemporary Art
ART 5783	History of Photography
ART 6553	Readings in Art History (can be repeated once for credit) ⁺

Students will draw their non-track electives from the following list (2-3 courses):

COM 5293	Creative Nonfiction
COM 5713	Graphic Novel Seminar
ENG 5383	Literature and Film
HIS 5613	Tudors on Film: History from Source to Screen
LA 6303	Popular Culture
MUS 6103	Music and Culture
THA 5443	Theatre History I: Origins to 1800
THA 5463	Theatre History II: 1800 to Present
THA 5473	Women, Gender and Race in American Theatre

One of the electives can be selected from the following, with the permissions of both the instructor and the Art Department chair. Each course requires a scholarly research paper:

ART 5093	Experimental and Contemporary Media
ART 6473	Special Problems in Ceramics
ART 6483	Special Problems in Drawing
ART 6493	Special Problems in Painting

- ART 6503 Special Problems in Printmaking
- ART 6563 Special Problems in Photography
- ART 6643 Special Problems in Sculpture
- ART 6693 Special Problems in Digital Design

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

ENGLISH LITERATURE

In addition to fulfilling the general degree requirements, students will complete 5-6 courses (15-18 hours) from among the following:

- ENG 5103 Shakespeare
- ENG 5123 Renaissance Literature of England
- ENG 5163 Modern Grammar
- ENG 5193 Victorian Literature
- ENG 5203 English Romantic Literature
- ENG 5213 English and its Development
- ENG 5223 American Novel
- ENG 5303 Literature of the American South
- ENG 5323 Greek Drama
- ENG 5353 Eighteenth Century English Literature
- ENG 5363 The Bible as Literature
- ENG 5373 African American Literature
- ENG 5383 Literature and Film
- ENG 5403 Topics in Women's Literature
- ENG 5533 The Romantic Movement in American Literature
- ENG 5563 Literature for Adolescents and Young Adults
- ENG 5583 International Short Story
- ENG 5593 English Novel: 1830-1950
- ENG 5603 Contemporary Literature
- ENG 5633 Introduction to Literary Criticism
- ENG 5653 Medieval Literature
- ENG 5673 English Novel to 1830
- ENG 5963 Special Topics
- ENG 6253 Problems in Interpretation
- ENG 6273 Seminar in American Literature
- ENG 6283 Seminar in English Literature
- ENG 6433 Seminar in Comparative Literature
- ENG 6xx3 Readings in Literature and Culture

Students will also complete 2-3 courses (6-9 hours) from among the off-track electives, for a total of 36 hours. Off-track electives cannot be designated as either English or Philosophy classes.

GENDER STUDIES

In addition to the general degree requirements, students selecting the Gender Studies track will take the following courses.

HIS	5003	Women in Europe from the fall of Rome to the French Revolution
HIS	5333	American Women's History
SOC	5603	Women and Law
THA	5473	Women, Gender, and Race in American Theatre

Students will also select four additional classes from among the following options.

* Denotes with the approval of the MLA director.

ANT	5058	Readings and Research in Anthropology*
ART	5293	Contemporary Art (with gender emphasis)
ART	6553	Readings in Art History*
ENG	5373	African American Literature
ENG	5383	Literature and Film*
ENG	5403	Topics in Women's Literature
ENG	5863	Special Topics in Literature*
ENG	6273	Seminar in American Literature*
ENG	6283	Seminar in English Literature*
ENG	6433	Seminar in Comparative Literature*
COM	5003	Special Topics in Communications*
HIS	5073	Social and Political Thought (cross-listed as PSC5073)
HIS	5153	The Rise of American Diversity
HIS	5163	The Age of Social Movements
HIS	5173	Rights, Freedoms, and Justice (cross-listed as PSC5173)
HIS	5303	Sex and Gender in Africa
HIS	5343	Africa in the American South
HIS	5373	The African American Experience
HIS	5613	Tudors on Film: History from Source to Screen
HIS	6563	Readings in History*
HIS	6983	Special Topics in History*
LA	6303	Popular Culture*
PHI	5003	Special Topics in Philosophy*
PHI	6493	Readings in Philosophy*
PSC	5133	Political Behavior
PSC	5173	Civil Liberties
PSC	6983	Special Topics in Political Science*
PSY	5003	Special Topics in Psychology*

SOC 5033	Marriage and Family
SOC 5163	Social Movements and Change
SOC 5263	Stratification and Poverty
SOC 5283	Critical Race Theory
SOC 5293	Sex and Gender
SOC 5303	Urban Sociology

There is no off-track electives requirement, and students are not required to take 15 hours of 6000-level courses.

RHETORIC AND COMPOSITION

In addition to fulfilling the general degree requirements, students will complete 5-6 courses (15-18 hours) from among the following:

ENG 5163	Modern Grammar
ENG 5213	English and Its Development
ENG 5453	Advanced Composition
ENG 5633	Introduction to Literary Criticism
ENG 5643	Rhetoric and Composition (cross-listed as PHI 5643)
ENG 5663	Introduction to Linguistics (cross-listed as PHI 5663)
ENG 6493	Readings in Rhetoric and Composition ⁺

Students will also complete 2-3 courses (6-9 hours) from among the off-track electives, for a total of 36 hours. Off-track electives cannot be designated as either English or Philosophy classes.

RHETORIC AND PHILOSOPHY

In addition to fulfilling the general degree requirements, students will complete 5-6 courses (15-18 hours) from among the following:

ENG 5163	Modern Grammar
ENG 5213	English and Its Development
ENG 5453	Advanced Composition
ENG 5633	Introduction to Literary Criticism
ENG 5643	Rhetoric and Composition (cross-listed as PHI 5643)
ENG 5663	Introduction to Linguistics (cross-listed as PHI 5663)
ENG 6493	Readings in Rhetoric and Composition ⁺
PHI 5003	Special Topics
PHI 5013	Philosophy of Mind
PHI 5043	Ancient Philosophy
PHI 5053	Modern Philosophy
PHI 5073	20 th Century Philosophy
PHI 5143	Logic II
PHI 5203	Asian Philosophy
PHI 5233	Philosophy of Science
PHI 5253	Existentialism

PHI	5643	Rhetoric and Composition (cross-listed as ENG 5643)
PHI	5663	Introduction to Linguistics (cross-listed as ENG 5663)
PHI	6493	Readings in Philosophy ⁺

Students will also complete 2-3 courses (6-9 hours) from among the off-track electives, for a total of 36 hours. Off-track electives cannot be designated as either English or Philosophy classes.

PHILOSOPHY

In addition to fulfilling the general degree requirements, students will complete 5-6 courses (15-18 hours) from among the following:

PHI	5003	Special Topics
PHI	5013	Philosophy of Mind
PHI	5043	Ancient Philosophy
PHI	5053	Modern Philosophy
PHI	5073	20 th Century Philosophy
PHI	5143	Logic II
PHI	5203	Asian Philosophy
PHI	5233	Philosophy of Science
PHI	5253	Existentialism
PHI	5643	Rhetoric and Composition (cross-listed as ENG 5643)
PHI	5663	Introduction to Linguistics (cross-listed as ENG 5663)
PHI	6493	Readings in Philosophy ⁺

Students will also complete 2-3 courses (6-9 hours) from among the off-track electives, for a total of 36 hours. Off-track electives cannot be designated as either English or Philosophy classes.

SOCIAL SCIENCES

In addition to fulfilling the general degree requirements, students selecting the Social Sciences track will take one of the following as appropriate to his or her thesis/project area:

HIS	6583	History Research Seminar
		OR
PSC	6183	Seminar in Politics

Students will also complete 5-6 courses (15-18 hours) from among the following:

ANT	5053	World Cultures (cross-listed as SOC 5063)
ANT	5058	Readings and Research in Anthropology ⁺
GEO	5043	Geo-Political Economies
GEO	5213	Human Geography
HIS	5003	Women in Europe from the Fall of Rome to the French Revolution
HIS	5123	Persecution in Pre-Modern Europe: Witches, Heretics, and Jews
HIS	5143	World War II: Battle Front to Home Front
HIS	5153	The Rise of American Diversity
HIS	5163	The Age of Social Movements

HIS	5173	Rights, Freedoms, and Justice (cross-listed as PSC 5173)
HIS	5183	Early Modern Europe, 1350-1789: Ideas and Culture in a Changing World
HIS	5203	The New World: Cultural Encounters in Latin America and the Atlantic
HIS	5233	American Foreign Policy
HIS	5253	African Kingdoms
HIS	5263	Arkansas and the Southwest
HIS	5273	Islam and the West
HIS	5283	American Constitutional Development (cross-listed as PSC 5053)
HIS	5293	The Old South
HIS	5303	Sex and Gender in Africa
HIS	5333	American Women's History
HIS	5343	Africa in the American South
HIS	5373	The African American Experience
HIS	5443	Medieval Europe: The Age of Faith
HIS	5463	Renaissance and Reformation Europe
HIS	5603	Tudor/Stuart England: from Reformation to Revolution
HIS	5613	Tudors on Film: History from Source to Screen
HIS	5623	Modern German History
HIS	5643	French Revolution and Napoleon
HIS	5653	Modern Russian History
HIS	5683	The Modern Middle East
HIS	5693	Modern Africa: From Conquest to Independence, 1800 to the Present
HIS	5713	Social and Political Thought (cross-listed as PSC 5073)
HIS	6563	Readings in History +
HIS	6583	Research Seminar
PSC	5053	American Constitutional Development (cross-listed as HIS 5283)
PSC	5073	Social and Political Thought (cross-listed as HIS 5073)
PSC	5093	International Relations
PSC	5103	American Foreign Policy
PSC	5133	Political Behavior
PSC	5163	Public Policy
PSC	5173	Rights, Freedoms, and Justice (cross-listed as HIS 5173)
PSC	5203	Popular Culture and American Politics
PSC	5223	The American Presidency
PSC	5233	Comparative Politics in the Middle East
PSC	5243	Comparative Politics in Africa
PSC	5253	South Asian Politics
PSC	5303	Research Methods
PSC	6183	Seminar in Politics
PSC	6983	Special Topics in Political Science
PSY	5001/2/3	Special Topics in Psychology
PSY	5353	Psychology in Literature
PSY	5723	Psychology of Religion
SOC	5043	Sociology of Education

SOC	5063	World Cultures (cross-listed as ANT 5053)
SOC	5163	Social Movements and Change
SOC	5183	Death and Dying
SOC	5213	Research Methods
SOC	5253	Group Dynamics
SOC	5263	Stratification and Poverty
SOC	5273	Community Service
SOC	5283	Critical Race Theory: Race and Law
SOC	5293	Sex and Gender
SOC	5303	Urban Sociology
SOC	5333	Political Sociology
SOC	5353	Women and Social Movements
SOC	5603	Women and Law

Students will also complete 2-3 courses (6-9 hours) from among the off-track electives, for a total of 36 hours. Off-track electives cannot be in a Social Sciences discipline.

MEDIA AND POPULAR CULTURE

In addition to fulfilling the general degree requirements, students will take the following courses:

LA	6303	Popular Culture
MMC	5043	Media Law and Ethics
		OR
COM	5313	Communications Criticism

Students will also take 6 courses from among the following (18 hours):

ANT	5053	World Cultures (cross-listed as SOC 5063)
ART	5013	Art of the Non-western World
ART	5093	Experimental and Contemporary Media
ART	5233	History of American Art
ART	5293	Modern and Contemporary Art
ART	5783	History of Photography
ART	6553	Readings in Art History ⁺
ART	6693	Advance Studio Media and Design
COM	5003	Special topics in Communication
COM	5073	Comic Studies Project (cross-listed as MMC 5073)
COM	5093	Persuasion
COM	5133	Rhetorical Theory
COM	5141-3	Individual Study
COM	5173	Nonfiction Comics (cross-listed as MMC 5173)
COM	5313	Communications Criticism (if not chosen for requirement)
COM	5403	Seminar in Communication
COM	5713	Graphic Novel Seminar (cross-listed as MMC 5713)
ENG	5633	Introduction to Literary Criticism
ENG	5983	Advanced Creative Writing
IMD	5033	Digital Publishing

IMD	5053	Special Topics in Innovative Media
HIS	5183	Early Modern Europe, 1350-1789: Ideas and Culture in a Changing World
HIS	5373	The African American Experience
HIS	5713	Social and Political Thought (cross-listed as PSC 5073)
HIS	5463	Renaissance and Reformation Europe
HIS	5613	Tudors on Film: History from Source to Screen
MMC	5043	Media Law and Ethics (if not chosen for requirement)
MMC	5071	Independent Study
MMC	5073	Comic Studies Project (cross-listed as COM 5073)
MMC	5113	Advertising Principles and Practices
MMC	5173	Nonfiction Comics
MMC	5223	Magazine and Feature Writing
MMC	5293	Creative Nonfiction
MMC	5303	Online Journalism
MMC	5443	Special Topics in Mass Media
MMC	5453	Seminar in Mass Media
MMC	5493	Preproduction
MMC	5503	Postproduction
MMC	5713	Graphic Novel Seminar (cross-listed as COM 5713)
MUS	6103	Music and Culture
PSC	5203	Popular Culture and American Politics
SOC	5063	World Cultures (cross-listed as ANT 5053)
THA	5173	Theatre Dramaturgy
THA	5443	Theatre History I: Origins to 1800
THA	5463	Theatre History II: 1800 to Present
THA	5473	Women, Gender and Race in American Theatre

There is no off-track electives requirement.

SOCIETY AND IDENTITY

In addition to fulfilling the general degree requirements, students will take the following courses (9 hours):

HIS	5163	The Age of Social Movements
SOC	5163	Social Movements and Change
PSC	5133	Political Behavior

Students will also complete 5 courses (15 hours) from among the following:

ENG	5403	Topics in Women's Literature
HIS	5333	American Women's History
HIS	5003	Women in Europe from the Fall of Rome to the French Revolution
HIS	5283	American Constitutional Development (cross-listed as PSC 5053)
HIS	5373	The African American Experience
HIS	5713	Social and Political Thought (cross-listed as PSC 5073)
HIS	5153	The Rise of American Diversity
MUS	6103	Music and Culture

PSC	5173	Civil Liberties
PSC	5163	Public Policy
PSC	5053	American Constitutional Development (cross-listed as HIS 5283)
PSC	5073	Social and Political Thought (cross-listed as HIS 5713)
PSC	5203	Popular Culture and American Politics
SOC	5213	Research Methods
SOC	5253	Group Dynamics
SOC	5263	Stratification and Poverty
SOC	5273	Community Service
SOC	5283	Critical Race Theory: Race and Law
SOC	5293	Sex and Gender
SOC	5303	Urban Sociology
SOC	5333	Political Sociology
SOC	5353	Women and Social Movements
SOC	5603	Women and Law
THA	5473	Women, Gender and Race in American Theatre

There is no off-track electives requirement, and students are not required to take 15 hours of 6000-level courses.

OFF-TRACK ELECTIVES

Any MLA emphasis-area course outside students' tracks can count to fulfill the off-track electives requirement except for as stipulated above.

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

GENERAL REQUIREMENTS FOR THE GRADUATE CERTIFICATE IN ENGLISH

The Graduate Certificate in English is an eighteen (18) hour program. It can be completed, fully online, within a calendar year. Graduate Certificate in English students must complete eighteen graduate hours in English.

GENERAL REQUIREMENTS FOR THE GRADUATE CERTIFICATE IN HISTORY

The Graduate Certificate in History is an eighteen (18) hour program. It can be completed, fully online, within a calendar year. Graduate Certificate in History students must complete eighteen graduate hours in History.

MASTER OF SCIENCE IN SPORT ADMINISTRATION

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

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

The goals of the Sport Administration degree program are:

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

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

Entrance Requirements:

1. All prospective students must meet the Henderson State University Graduate Admissions requirements.
2. All prospective students to the MS in Sport Administration program will write a letter of application. In the letter, the candidates must state the reasons why they wish to pursue an advanced degree, provide a goal statement and detail all background and educational experience they have related to Sport Administration.
3. All prospective students must submit:
 - a) current (active) resume
 - b) two letters of recommendation

Information should be sent to:

Dr. Lynn Glover-Stanley, Sport Administration Graduate Coordinator, HPER Department.
stanlel@hsu.edu

FALL SEMESTER COURSE OFFERINGS:

HPR 6433 Marketing and Public Relations in Sports and Activity
HPR 6683 Legal Aspects of Sport and Activity Management
HPR 6713 Social Dimensions of Sport and Physical Activity
HPR 6793 Research in Sport and Physical Activity
HPR 6033 Project Capstone

SPRING SEMESTER COURSE OFFERINGS:

HPR 5773 Financing Sports and Leisure Activities
HPR 6243 Ethical Decision Making in Sport Activity
HPR 6513 Organizational Behavior and Leadership in Sport
HPR 6543 Facility Planning and Management
HPR 6033 Project Capstone
HPR Master Thesis

Summer II COURSE OFFERINGS

HPR 6373 Sport Event Planning and Fundraising
HPR 6703 Sport Compliance

*A graduate student can choose from two options to exit the Sport Administration program:

Option 1: Students who aspire to earn a doctoral degree are advised to take HPR 6133 Master Thesis. HPR 6133 Master Thesis is to be taken during the last semester of the program. During this course, students will interpret data collected and report research findings on thesis topic selected in HPR 6793 Research in Sport and Physical Activity. Students will present findings to thesis committee at an assigned date during the final semester of the program.

Option 2: Students who would like to develop a business athletic project in which they will plan how to address a particular concept through reflective observation of a broad range of interactive experiences. Students will collaborate with an individual/organization in the sport industry who is directly involved or in charge of the area that is related to the project focus. Students will present their project capstone to HPR faculty at an assigned date during the final semester of the program.

MASTER OF SCIENCE IN DEVELOPMENTAL THERAPY

The mission of the Master of Science in Developmental Therapy is to prepare reflective and compassionate developmental therapists to evaluate the needs of infants and toddlers with exceptionalities and plan appropriate interventions and instruction for the children and families that they serve.

Developmental therapists provide supportive services to families of children (0 to 3) with developmental delay or disability and link families to resources in the community while encouraging parents to become advocates for their child. Parent training and education assist parents in enhancing their child's development, learning, and growth.

Moreover, faculty members involved in the developmental therapy program are committed to preparing professionals who meet or exceed the certification standards established by the Arkansas Department of Human Services (ADHS) Division of Developmental Disabilities Services (DDS). Early intervention (0-3) under Part C of the Individuals with Disabilities Education Act (IDEA) is First Connections. The Department of Human Services, Division of Developmental Disabilities Services is the "lead agency" with administrative oversight.

Description of Purpose

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

Developmental Therapy Program of Study

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

Admission to Candidacy Requirements

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

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

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

Manual with Arkansas Department of Human Services Division of Developmental Disabilities Services DDS Certification Standards for Early Intervention Services found:
http://www.sos.arkansas.gov/rulesRegs/Arkansas%20Register/2007/nov_2007/016.05.07-003.pdf

Required Coursework for the Master of Science in Developmental Therapy

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

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

Exit Criteria

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

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

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

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

Counselor Education Mission

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

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

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

ADMISSIONS POLICY

A student seeking admission to a particular degree program must satisfy the general requirements of the Graduate School as well as any additional or more rigorous requirements set

by the faculty of the graduate program to which the student seeks admission. Please thoroughly read the "Admission to Graduate Study... General Provisions" of the Henderson State University Graduate Catalog.

Program Admission Procedures

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

Advisors

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

Program Admission Requirements

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

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

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

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

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

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

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

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

Submit all of the above to the Graduate School.

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

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

Admission Criteria are as follows:

Unconditional Admission Status – Must satisfy one of the following:

- A minimum cumulative undergraduate grade point average of **2.85 (or 3.25 on the last 60 hours of undergraduate work)** and a minimum score of **286 on the combined verbal and quantitative sections of the GRE.**
- A minimum cumulative undergraduate grade point average of **2.75 (or 3.25 on the last 60 hours of undergraduate work)** and a minimum score of **287 on the combined verbal and quantitative sections of the GRE.**

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

- A minimum cumulative undergraduate grade point average of **2.65 and** a minimum score of **286 on the combined verbal and quantitative sections of the GRE.**
- A minimum cumulative undergraduate grade point average of **2.50 and** a minimum score of **287 on the combined verbal and quantitative sections of the GRE.**
- Unconditional admission to the counseling program includes a minimum score of 287 on the combined verbal and quantitative sections of the GRE, and a minimum cumulative graduate grade point average 3.0 on 12 or more semester hours with no more than one course with a grade of "C."

- d. *Passing Scores for Praxis are Core Reading 156; Core Writing 162; Core Math 150.*

Eligibility to Continue in the Counseling Program

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

PROGRAM RETENTION CHECKPOINTS

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

1. **Student remediation/dismissal policy.** Each semester counselor education faculty will identify any students in their classes whom they think need special consideration by rating those students three (3) times each semester using the Personal Characteristics Performance Evaluation Form. This form will be filed with the chairperson of counselor education. When a problem is identified (a rating at 2 or below on any of the criteria) the following three steps outline the monitoring and dismissal process.
 - a. The student is presented in writing with a copy of the Personal Characteristics Evaluation Form and the professor's comments. A copy of the form is also presented to the counselor education department chair and forwarded to the evaluating faculty member, the student's advisor and the department chair for discussion. **After the review process, the student and faculty advisor will meet to discuss the evaluation form and any recommended remediation deemed appropriate.**
 - b. If a student receives more than one "problem" rating (from two or more faculty) during any one semester or receives a form from more than one professor over any two-semester time frame, the department chair of counselor education will be informed and the student will meet with his or her faculty advisor and a review committee to discuss remediation or possible reconsideration of his or her continuation in the counselor education program. **A copy of the evaluation scale and any action taken will be given to the student and placed in his or her file.**
 - c. If a student receives three or more problem ratings during one semester, copies of the evaluation will be forwarded to the department chairperson and the student will then be required to meet with his or her advisor, the evaluating faculty member and the department for discussion and possible remediation/discontinuation in the counseling program. **If this committee determines that the student's performance is inappropriate to the counseling field, and that such behaviors would be detrimental in working with others, the student will be denied continuance in the counselor education program.**

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

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

DISMISSAL POLICY

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

1. Dismissal criteria established by the Office of Graduate Studies.
2. Dismissal from the program occurs if any one of the following conditions exist:
 - A. three (3) final grades lower than B
 - B. cumulative GPA falls below a 3.0 (B) GPA
 - C. more than one C or lower during the first 12 hours while on conditional status
3. Student fails to satisfactorily complete a remediation plan as recommended by the remediation committee.

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

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

COUNSELOR EDUCATION STUDENT APPEAL POLICY

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

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

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

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

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

SEMI-ANNUAL REVIEW

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

Admission to Candidacy Policy

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

Eligibility for Comprehensive Examination Policy

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

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

Approval to Register for Clinical Courses Policy

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

Internship Application Deadlines:

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

Eligibility for Graduation Policy

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

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

Application for Graduation Policy

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

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

CURRICULUM

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

CED 5033 Marriage Counseling and Family Systems
CED 5723 Assessment in Counseling
CED 5713 Advanced Human Development
CED 6043 Psychopathology
CED 6733 Theories in Counseling
CED 6743 Group Procedures
CED 6953 Social & Cultural Foundations in Counseling
CED 5753 Group Testing
CED 6753 Career Counseling
CED 6093 Pre Practicum
CED 6673 Practicum
CED 6923 Counseling Ethics
CED 6683 Psychopharmacology
CED 6583 Counseling & Substance Abuse

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

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

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

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

Directed Elective Courses: (see listing below)
Clinical Mental Health must choose 2
School Counseling must choose 1

COUNSELING ELECTIVE COURSES:

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

PREREQUISITE ORDER:

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

MASTER OF SCIENCE IN EDUCATION IN SPECIAL EDUCATION K-12

Our Mission

The mission of the Master of Science in Education in Special Education is to prepare highly effective educators who use High-Leverage Practice and evidence-based instructional practices to improve academic achievement and quality of life for students with exceptionalities in kindergarten through the 12th-grade. The program prepares Special Education teachers who are knowledgeable in: (1) instructional strategies and interventions, (2) high leverage practices, (3) cultural and linguistic differences, (4) varied technologies, (5) collaboration with stakeholders, (5) behavioral strategies and interventions, and (6) modeling the high moral and ethical professional standards of the Council for Exceptional Children (CEC).

Description

Henderson State University's Master of Science in Education in Special Education enables teachers to add an Arkansas Special Education (K-12) Teaching License. The program aligns with the CEC Initial Level Special Educator Preparation Standards. Upon completion of the program, graduate candidates demonstrate the knowledge, skills, and dispositions delineated in the following standards:

CEC Initial Level Special Educator Preparation Standards 2012

- 1.0** Beginning special education professionals understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- 2.0** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- 3.0** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- 4.0** Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- 5.0** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities.
- 6.0** Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 7.0** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Council for Exceptional Children. (2012). *Initial level special educator preparation standards*. Retrieved from <https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

Special Education Vision

We strongly believe that every student with an exceptionality has the legal and moral right to be educated by professionals who value individual uniqueness and will provide the student with highly effective instruction leading to maximum potential. This vision requires individualized learning experiences and instructional efforts that span many contexts, from the home environment to a variety of school and community settings. Thus, all educators who instruct individuals with exceptionalities must be knowledgeable professionals that possess sound pedagogical skills to educate individuals with exceptionalities in a compassionate manner. There is a shared expectation among the Special Education Faculty members that all Special Education candidates will adhere to CEC's Special Education Professional Ethical Principles.

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

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
6. Using evidence, instructional data, research, and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
8. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
9. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
10. Engaging in the improvement of the profession through active participation in professional organizations.

11. Participating in the growth and dissemination of professional knowledge and skills.
Council for Exceptional Children. (2010). *Special education professional ethical principles*.
Retrieved from <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

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

The MSE in Special Education requires 30 hours of graduate coursework. Six-hours is the transfer limit for candidates who have taken similar courses at other institutions. Transfer credit is accepted at the discretion of Special Education faculty advisors.

Required Courses:

SPE 5053	Foundations of Special Education
SPE 5183	Collaboration
SPE 5103	Advanced Methods of Instructing Students with High Incidence Disabilities
SPE 5393	Advanced Methods of Instructing Students with Severe to Profound Low Incidence Disabilities
SPE 5403	Diagnostic Assessment
SPE 5553	Assistive Technology
SPE 6313	Special Education Law
SPE 6323	Positive Behavior Disorder
SPE 6273	Action Research
SPE 6303	Advanced Practicum in Special Education

Program Requirements

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

Within the first year of the program:

- Submit documentation of RISE Training within the first six hours of the program
- Pass the Foundation of Reading
- Pass Praxis 5511- Fundamental Subjects for Special Education Licensure.

During the Special Education Practicum:

- Candidates will deliver an Exit presentation that successfully demonstrates performances that align with current CEC standards and the CEC Code of Ethics. A committee of special education faculty members will assess the candidate's performance on the Exit presentation.
- Pass Praxis 5354- Special Education Core Knowledge.

MASTER OF SCIENCE IN EDUCATION IN TEACHER LEADERSHIP (Formerly Advanced Instructional Studies)

Mission

The mission of the Master of Education in Teacher Leadership is to prepare educators who would like to add the Lead Teacher designation to their licenses, enable teachers to develop expertise in specific content areas, to model effective 21st Century pedagogical skills, to use varied and appropriate media to communicate effectively with diverse audiences, and to promote high moral and ethical professional standards and dispositions.

Description

The program consists of 30-36 credit hours. Half of the courses (18 hours) come from the Teacher Leadership Core/Instructional Facilitator Endorsement. The remaining 12-18 hours will come from the candidate's area of specialization. Specialization areas include:

Early Childhood Education (Ages 3-4 Endorsement)

Educational Technology Leadership

English

English to Speakers of Other Languages

Dyslexia Therapy

Interdisciplinary Studies

Mathematics

Physical Education

This program will support the new career continuum for teacher licensure. Candidates will include those who are seeking to add endorsement areas to their licenses. Candidates who complete this program will be prepared to “lead” other teachers in professional learning communities and in classrooms. Candidates will be prepared to promote the use of assessments and data, use research to improve practice and student learning, collaborate with families and the community, promote professional learning to improve instruction, advocate for the profession, and foster a positive school culture. An educator who aspires to have a leadership role may do so without leaving the classroom.

Leadership by teachers is essential to serving the needs of students, schools and the teaching profession. This program will prepare experienced teachers to assume leadership roles such as resource providers, instructional specialists, curriculum specialists, classroom supporters, learning facilitators, mentors, school team leaders, and data coaches. Candidates will gain the skills and knowledge to foster a collaborative culture to support educator development and student learning, to access and use research to improve practice and student learning, to promote professional learning for continuous improvement, to facilitate improvements in instruction and student learning, to promote the use of assessments and data for school and district improvement,

to improve outreach and collaboration with families and community, and to advocate for student learning as well as the teacher profession.

Admission

- a. Candidates for graduate programs of study and degrees shall be required to do the following to seek admission into the program:
 - i. Candidates must have previously graduated with a bachelor's degree from an accredited university.
 - ii. Candidates must have a 2.7 grade point average for unconditional admission. Candidates may be admitted conditionally with a 2.5 grade point average. Students admitted with conditional status must earn a cumulative grade point average of at least 3.00 on the next six hours of course requirements and have no more than one course in these six hours with a grade of "C."
Candidates must have at least one year of teaching experience in a B-12 setting.
 - iii. GRADUATE SCHOOL ACCEPTANCE--Candidates must submit a graduate school application complete with fee, immunization form, informed consent form, official transcripts, and current educator license.
- b. Candidates will complete an application for admission to the Graduate School along with transcripts, informed consent, immunization records, and fee. Candidates will receive a letter of acceptance. Candidates will then complete a candidacy form outlining the plan of study for completion of the program. Candidates will seek help with the form from their assigned advisor. *Candidates will complete the admissions interview and upon its successful completion, be admitted to the program.*

Advising

Each candidate is immediately assigned an advisor. Candidates will be given access to all forms, program requirements, and information needed to successfully earn the degree or hours toward licensure. Candidates have a formal orientation to the program and are supported by their advisor throughout the program. Although there is not a specific course sequence, students will be advised to take **EDL 6623 Curriculum Strategies for Instructional Leaders towards the middle of the program.** This plan enables the program to have Instructional Facilitators/Teacher leaders complete the Curriculum Strategies binder as a mid-point assessment. All graduate programs have candidacy forms on which such benchmarks can be noted. Faculty members let the chair know when students are struggling or need support. The HSU Alert system is utilized for referring students who are unsuccessful. Online courses provide flexibility so that students can juggle their work load as well as take courses. Candidates who need extra support need only ask their instructors.

Curriculum Outline

AIS Core (18 hours)

EDU 6813	Educational Law for Teachers <i>or</i> SPE 6313 Special Education Law
EDU 5543	Exploring Perspectives of Culturally and Linguistically Diverse Learners
EDL 6223	Supervision and Educational Leadership

EDL 6623	Curriculum Strategies for Instructional Leaders
EDL 6693	Technology for School Leaders
EDL 6343	School and Community Resources & Relations

Field Experiences

Candidates in the program will participate in field experiences relevant to each course and found in the syllabi. Field experiences will occur in each candidate’s district or one of our partnership districts. Substantial, quality field experiences will include, but are not limited to, a culture project, a supervision project, an action research assignment, experiences using technology, and a school/community course binder.

During the clinical portion of the program the candidates are provided with a clinical supervisor who observes the candidate and provides feedback based on their observation. Although the LEADS framework is not required, in order to ensure the consistency of supervision, all clinical supervisors will be LEADS trained.

Electives

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

Specialty Requirements

Dyslexia Therapy

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

Courses required for the Dyslexia Therapy specialty:

SPE 6313	Special Education Law
RDG 6443	Diagnostic and Remedial Reading
RDG 6133	Advanced Language Arts
SPE 5403	Diagnostic Assessment and Program Planning
SPE 5103	High Incidence Disabilities
RDG 6493	Dyslexia Intervention Practicum

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

Early Childhood Education (Ages 3 – 4)

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

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

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

SPE	6353	Advanced Studies in Early Childhood Special Education
EDU	6303	School and Community Relations
RDG	6153	Developmental Reading
EDE	5573	Early Childhood Curriculum
EDE	6703	Practicum Early Childhood

English

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

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

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

English for Speakers of Other Languages

The specialty in English for Speakers of Other Languages (ESOL) is designed to provide candidates with the knowledge, skills, and dispositions needed to effectively teach students whose first language is not English.

ESOL Endorsement Requirements. Candidates who successfully complete the following courses or their undergraduate equivalent and pass the required Praxis II Test are eligible for an Arkansas Teaching Endorsement in English for Speakers of Other Languages.

Courses required for the **ESOL specialty:**

- EDU 5483 Acquisition of English as Another Language
- EDU 5533 Methods and Materials for Teaching English Learners
- EDU 5543 Exploring Perspectives of Linguistically and Culturally Diverse Learners
- EDU 5603 Assessing English Language Proficiency of K-12 Learners

Six hours of advisor approved electives required.

Interdisciplinary Studies

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

Mathematics

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

Physical Education

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

- HPR 6683 Legal Aspects of Sports and Leisure Activity Management*
- HPR 6543 Facility Planning and Management
- HPR 6373 Sport Event Planning and Fundraising
- HPR 6513 Organizational Behavior and Leadership in Sport

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

Praxis Exams

Candidates will need to complete the Praxis exams related with their specialty area as well as the PLT for the Instructional Facilitator endorsement.

Exit Requirements

Candidates will be recommended for the licensure endorsement upon passing the PLT exam and completion of the coursework. Completion of the coursework includes required courses and program assessments. Candidates who complete the program of study coursework for Instructional Facilitator must meet the ADE-DESE requirements to be eligible for institutional recommendation for **Lead Teacher Designation**. As of July 2020, these requirements include documentation of **three years of licensed teaching experience** and employer verification of performance of **Effective Teacher** on most recent summative evaluation. Program requirements will be adjusted should state requirements change. Candidates will be considered a program completer at the end of the coursework. Graduation will only occur for those candidates who apply their coursework toward the degree in Teacher Leadership (formerly Advanced Instructional Studies). Upon completion of the additional coursework, candidates will be eligible for graduation.

MASTER OF SCIENCE IN EDUCATION: EDUCATIONAL LEADERSHIP

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

The programs are driven by standards and research delivered through courses aligned to the Professional Standards for Educational Leaders (PSEL), the National Educational Leadership Preparation Standards (NELP) and ISTE standards for technology. Students gain knowledge, skills, and dispositions necessary to be productive and successful school leaders.

DEGREES AND PROGRAMS OF STUDY IN EDUCATIONAL LEADERSHIP

DEGREE OR PROGRAM OF STUDY	HOURS REQUIRED	GPA	Degree Required for Admission	Other Program Admissions Requirements
MSE in Educational Leadership	30	3.0	Bachelor's	Teacher's License Proof of Teacher Effectiveness, Leadership Ability, and Science of Reading Training
MSE in Educational Technology Leadership	30	2.7	Bachelor's	None
Building Level Program of Study	24	3.0	Master's	Teacher's License Proof of Teacher Effectiveness, Leadership Ability, and Science of Reading Training
Curriculum Program Administrator Program of Study	24	2.7	Master's	Teacher's License
Curriculum Program Administrator Special Education Program of Study	24	2.7	Master's	Teacher's License with Special Education
Instructional Facilitator Program of Study	15	2.7	Master's	Teacher's License

DEGREE OR PROGRAM OF STUDY	HOURS REQUIRED	GPA	Degree Required for Admission	Other Program Admission Requirements
District Level Program of Study	24	2.7	Master's Degree in educational leadership or related field	Principal's License
Ed.S. Educational Leadership District Level	30	2.7	Master's Degree in educational leadership or related field	Principal's License
Ed.S. Curriculum Leadership	30	2.7	Master's Degree in educational leadership or related field	Teacher's License
Ed.S. Principalship	30	3.0	Master's Degree	Teacher's License Proof of Teacher Effectiveness, Leadership Ability, and Science of Reading Training

Mission Statement:

The Henderson State University Department of Educational Leadership equips educators with the capacity to be innovative, responsive, collaborative, service-oriented, and ethical instructional leaders who cultivate student-focused teaching and learning.

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

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

How the Online Educational Leadership Program Works

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

Graduate School Admission Policy and Procedures

The following are required for admission:

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

Transfer

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

Internship

The internship experience in all programs is based on the Standards for Licensure of Beginning Administrators and meets the NELP standards. On-site field experiences provide knowledge and skills reflecting the PSEL and NELP standards. Projects, activities, and the internship will be completed in concert with licensed public-school mentors and university professors in the specialization area.

PORTFOLIO REQUIREMENTS AND PROCEDURES

Candidates enrolled in the MSE degree program, programs of study for building level leader and curriculum program administrator are required to maintain a professional portfolio throughout their course of study. Artifacts and reflections for the portfolio will be placed in Tk20. This portfolio will be presented electronically at the completion of the program to demonstrate mastery of the NELP standards. During the candidate's final semester of enrollment in the EDL Program, the candidate will prepare the presentation and get advisor approval before creating the final video presentation.

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

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

EXIT PORTFOLIO PRESENTATION GUIDELINES

1. Candidates must have advisor approval of selected artifacts.
2. The advisor must approve the presentation before the candidate makes the video.
3. Artifacts from a transfer or waived course will require artifacts representing course content.
4. The exit portfolio presentation should be presented digitally using student selected application.
5. Candidate's Mentor/Mentors must view the digital Exit Portfolio Presentation and fill out the presentation evaluation rubric.
6. Candidates must submit the exit portfolio to their advisor at a date announced early in the semester.
7. Candidate's advisor and educational leadership professors will view the presentation and score it using the exit portfolio rubric.
8. Candidate must have a minimum of one artifact for each of the 17 NELP Standard elements listed under contents of the portfolio below.
9. The presentation representing all 17 standard elements are to be submitted to TK-20.

CONTENTS OF THE PORTFOLIO

1. Title Slide with Personal Information
2. NELP Standard 1 Component 1.1: At least one artifact
3. NELP Standard 1 Component 1.2: At least one artifact
4. NELP Standard 2 Component 2.1: At least one artifact
5. NELP Standard 2 Component 2.3: At least one artifact
6. NELP Standard 3 Component 3.2: At least one artifact
7. NELP Standard 3 Component 3.3: At least one artifact
8. NELP Standard 4 Component 4.1: At least one artifact
9. NELP Standard 4 Component 4.2: At least one artifact
10. NELP Standard 4 Component 4.4: At least one artifact
11. NELP Standard 5 Component 5.2: At least one artifact
12. NELP Standard 5 Component 5.3: At least one artifact
13. NELP Standard 6 Component 6.1: At least one artifact
14. NELP Standard 6 Component 6.2: At least one artifact
15. NELP Standard 6 Component 6.3: At least one artifact
16. NELP Standard 7 Component 7.2: At least one artifact
17. NELP Standard 7 Component 7.3: At least one artifact
18. NELP Standard 7 Component 7.4: At least one artifact
19. Final Reflection

GENERAL FORMAT

The general format for each slide of the presentation and explanation of artifacts is as follows:

- a. NELP Standard Element
- b. Artifact
- c. Source and short description of the artifact. (Course and professor)

- d. Reflection (knowledge of each standard element) and how the artifact contributed to this knowledge.

SELECTION OF ARTIFACTS

The candidate will collect a variety of artifacts from course assignments throughout the program of study or degree that provide clear evidence of understanding and application of the knowledge of educational leadership and the skills and dispositions necessary for effective administrative leadership.

When presenting the portfolio, the candidate will organize the portfolio by standard elements. Standard elements one through seventeen will have separate sections with supporting artifacts and reflections to demonstrate an understanding of each standard element.

PRESENTATION

During the candidate's final semester of enrollment in the EDL Program (or near completion), the candidate will schedule an appointment with his or her advisor to discuss arrangements for the Exit Evaluation Defense. Contents of the presentation must be approved by the advisor before final video presentation is completed.

The video portfolio is organized and presented digitally to the Program Exit Evaluation Review Committee. Members of the committee are candidate's advisor, candidate's public-school mentor, and additional professors from the Educational Leadership Program. The committee members will view and score the presentation on a rubric in the assessment system (Tk20). Members of the committee assess the presentation using an assessment rubric to evaluate candidate's knowledge of the NELP standard elements and a rubric to evaluate oral presentation skills.

NOTIFICATION OF SUCCESSFUL COMPLETION

Following the presentation, the committee makes the determination regarding successful completion. The faculty advisor notifies the Graduate Dean, in writing, of the decision of the Committee. A summary of the presentation scoring rubrics is recorded in TK-20. Committee member's individual rubric scores are filed in the candidate's file in the Educational Leadership office.

State Licensure Exam (SLLA)

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

BUILDING LEVEL LEADERSHIP OPTIONS
**MASTER OF SCIENCE IN EDUCATION IN EDUCATIONAL LEADERSHIP 30
HOURS-ONLINE**
EDUCATIONAL SPECIALIST PRINCIPALSHIP 30 HOURS ONLINE
PROGRAM OF STUDY OF BUILDING LEVEL LEADERSHIP 24 HOURS ONLINE

The MSE in Educational Leadership and Ed.S. Principalship degrees consist of 30 credit hours. The program of study for building level leadership requires 24 hours of study. All courses address competencies required by Professional Standards for Educational Leaders (PSEL), the National Educational Leadership Preparation Standards (NELP), and the International Society for Technology in Education standards (ISTE).

Admission Requirements for Building Level MSE, Program of Study for Building Level Leadership, or Ed.S. Principalship Beginning Fall 2020

Candidates for EDL building level programs of study and degrees shall be required to do the following to seek admission into the program:

1. Candidates must have previously graduated with a bachelor's degree from an accredited university.
2. Candidates must have three or more years of teaching experience for licensure purposes and must have taught for a minimum of one year to have data to demonstrate teacher effectiveness as required for admission. Teacher effectiveness may be demonstrated by a professional portfolio, a micro-credential, evidence of raising student achievement, national board certification, having taught three years with a teacher rating of Effective on TESS, or a means determined by the district or school where the teacher is employed.
3. Candidates must have a 3.0 grade point average for unconditional admission. Candidates may be admitted conditionally with a 2.7 grade point average.
4. GRADUATE SCHOOL ACCEPTANCE—Candidates must submit a graduate school application complete with fee, immunization form, official transcripts, and current educator license.
5. LETTER OF RECOMMENDATION WITH TEACHER EFFECTIVENESS AND LEADERSHIP ABILITY—Candidates will submit a letter of recommendation from the superintendent, principal, or his or her designee at the school district. A letter template is provided. Signature of an administrator or designated supervisor is required on the letter. Letter is required to document teacher effectiveness and leadership abilities prior to admission.
6. INTERVIEW—Candidates will complete an interview during the first or second term in the program. The interview is completed in TK20 and scored with a rubric. Notice of completion of the admissions interview is sent to the Graduate School Office immediately after scores are completed.
7. CURRICULUM PLAN—Candidates will complete the appropriate candidacy form for degree or program selected. Candidacy forms are available online and should be completed with the supervision of the candidate's assigned advisor or the chair of the EDL department. Worksheets are provided to show course sequence and availability.

8. Candidates are required to provide documentation of Science of Reading Phase 1 Prescribed Pathway for Proficiency documentation during the application process. Phase I outlines professional learning that meets the knowledge and practices in scientific reading instruction approved by the DESE. If a candidate does not have this credential at admission, he or she will be required to complete Phase 1 training prior to completion of the program. The candidate will have to complete one of the approved pathways listed on the DESE website. Documentation of the Phase 1 training must be provided prior to the completion of the program. This requirement will be communicated to the applicant throughout the application process. Candidates are encouraged to have all admissions items submitted prior to the end of the first semester enrolled. Candidates who are missing required admissions documents are notified frequently by the Educational Leadership office.

Note: A template of the recommendation letter required will be provided by the EDL department.

Courses Required for the MSE in Educational Leadership

EDL 6123 Research for Building Level Practitioners
EDL 6623 Curriculum Strategies for Educational Leaders
EDL 6213 Organizational Leadership
EDL 6223 Supervision and Educational Leadership
EDL 6333 School Finance and Resource Management
EDL 6343 School / Community Resources and Relationships
EDL 6453 Educational Law and Political Systems
EDL 7483 Human Resources and Accountability
EDL 6693 Technology for School Leaders
EDL 6533 Principal Internship P-12 (with 217 Internship/Field Experience Hours)
Total 30 hours for MSE degree

Program of Study for Building Level Administrator License

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

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

Ed.S. Principalship for Building Level Administrator License

Courses Required for the Ed.S. Principalship Degree

(Candidate must have master's degree)
EDL 6213 Organizational Leadership

EDL 6223 Supervision and Educational Leadership
 EDL 6333 School Finance and Resource Management
 EDL 6453 Educational Law and Political Systems
 EDL 6343 School/Community Resources and Relations
 EDL 7703 Integrating Technology or EDL 7713 Communications for Leaders
 (Technology Elective)
 EDL 7633 Curriculum Alignment and Assessment or EDL 7473 Leadership for
 Curriculum and Instruction or EDL 7273 Program Improvement and Design (Curriculum
 Elective)
 EDL 7483 Human Resources and Accountability
 EDL 7233 Educational Specialist Research
 EDL 6533 Principal Internship P-12 (217 Internship Hours)
Total 30 Hours

**OPTIONS FOR CURRICULUM PROGRAM ADMINISTRATOR LICENSURE
 CPA CURRICULUM SPECIALIST—30 HOURS ONLINE
 CPA Special Education (LEA)—24 HOURS ONLINE**

Program of Study Curriculum Program Administrator (Candidate must have master’s degree.)

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

Admissions Requirements:

The following are required for admission to the CPA programs of study:

1. A master’s degree from an accredited university.
2. Possession of a current teacher’s license.
3. An overall undergraduate grade point average of 2.70 (2.50 conditional)
4. Submission of the following to the Dean of the Graduate School:
 - Completed graduated school application
 - Immunization form
 - \$25 non-refundable fee
 - Official transcripts from all universities attended
5. The Dean of the Graduate School reviews submitted materials for completeness and sends a status letter to the candidate with a copy to the coordinator of the Educational Leadership program.
6. An online interview will be conducted during the fall or spring orientation for new candidates. Following the interview process, the candidate’s advisor will notify the Graduate Dean of the candidate’s status.

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

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

Core Administrative Courses

EDL 6213 Organizational Leadership
EDL 6223 Supervision and Educational Leadership
EDL 6453 Educational Law and Political Systems

Total 9 hours

Courses for Specialty

EDL 6623 Curriculum Strategies for Educational Leaders or EDL 7273 Program Improvement and Design
EDL 6693 Technology for School Leaders
EDL 7473 Leadership for Curriculum and Instruction
EDL 7633 Curriculum Alignment and Assessment
EDL 7643 Curriculum Specialist Internship (217 hours)

Total 15 hours

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

Courses required for the Program of Study Special Education Supervisor

Prerequisite Courses

SPE 6323 Behavior Management
SPE 6313 Special Education Law

Core Administrative Courses

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

Total 15 hours

Courses for Specialty

EDL 6623 Curriculum Strategies for Educational Leaders
EDL 6693 Technology for School Leaders
EDL 6653 Internship for Special Education Supervisor (217 hours)

Total 9 hours

INSTRUCTIONAL FACILITATOR PROGRAM OF STUDY-ONLINE

Courses Required for the Instructional Facilitator Program of Study:

EDL 6213 Organizational Leadership

EDL 6223 Supervision and Education Leadership

EDL 6623 Curriculum Strategies for Instructional Leaders

EDL 7633 Curriculum Alignment and Assessment

EDL 6693 Technology for School Leaders

Total: 15 hours

Admissions Requirements:

The following are required for admission to the Instructional Facilitator programs of study:

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

MASTER OF SCIENCE IN EDUCATION IN TECHNOLOGY LEADERSHIP 30 HOURS-ONLINE

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

Admission policy and procedures

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

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

Courses Required for the MSE in Technology Leadership

EDL 6123 Research for Building Level Practitioners
EDL 6333 School Finance and Resource Management
EDL 6453 Educational Law and Political Systems
EDL 6623 Curriculum Strategies for Educational Leaders
EDL 6693 Technology for School Leaders
EDL 7713 Communications for Leaders
EDL 7703 Integrating Technology into the Instructional Program
EDL 7723 Technology for District Administrators
EDL 6553 Digital Literacy and Technology
EDL 7473 Leadership for Curriculum and Instruction
Total 30 hours

MASTER OF SCIENCE IN NURSING

Mission Statement of the Graduate Nursing Program:

The mission of the Henderson State University Graduate Nursing Program is to provide liberal and professional nursing education to produce expert nurses. Graduates of this program will demonstrate expertise in professional practice, healthcare leadership, and research.

Henderson State University Graduate Nursing Program offers two tracks: MSN: Family Nurse Practitioner (FNP) and MSN: Nursing Administration (NA)

Applying to the Graduate Nursing program

An undergraduate applicant must be accepted into the Henderson State University Graduate School, see the following link for details Graduate School Admissions | Henderson State University (hsu.edu) .

Prospective graduate nursing students apply to the Department of Nursing graduate program using the APPLICATION FOR ADMISSION HSU MSN PROGRAM, see the following link for details <https://hsu.edu/pages/academics/ellis-college-of-arts-and-sciences/nursing/master-of-science-in-nursing/>. FNP applicants must complete the Work Verification Form and submit it with the Graduate Nursing Program Application. All applicants must have and maintain an unencumbered registered nursing license or advanced practice license within the state of residence, submit a letter of application (see website for requirements), and have a GPA of 2.7 or higher.

All graduate applicants must have completed an undergraduate introductory statistics course as a prerequisite for admission. The following courses from Henderson State University will satisfy this requirement (this list is not all-inclusive):

- PSY 2143 Research Statistics.
- CRJ 3103 Statistics.
- SOC 3103 Statistics.
- STA 2323 Statistical Methods.

Selective Admission Policy and Procedures

Policy

The Graduate Nursing Faculty will serve as a Committee-of-the Whole for this process and the Chair of the Graduate Nursing Academic Standards Committee will preside over the process.

Graduate Student selection is based on multiple factors including (but not limited to):

- Admission into Henderson State University Graduate School
- FNP Track Only: Experience with at least 2000 hours worked as an RN prior to admission into HSU Graduate School MSN program.
- Review of their letter of application
- Minimum cumulative GPA of 2.7

MSN Program Learning Outcomes

1. Lead change to improve quality outcomes.
2. Advance a culture of excellence within nursing and health care systems.
3. Build and lead collaborative interprofessional care teams.
4. Design innovative nursing practices.
5. Translate evidence into practice.

MSN: Family Nurse Practitioner

FALL YEAR 1

MSN 5003 PUBLIC HEALTH
MSN 5103 ADVANCED PHYSICAL ASSESSMENT
MSN 5093 ADVANCED PATHOPHYSIOLOGY

SPRING YEAR 1

MSN 5123 ADVANCED NURSING PHARMACOLOGY
MSN 5137 FNP PRACTICUM I: ADULT

SUMMER YEAR 1

MSN 5073 HEALTH POLICY
MSN 5083 HEALTHCARE ECONOMICS & SYSTEMS

FALL YEAR 2

MSN 5013 ADVANCED NURSING CONCEPTS, THEORY, AND RESEARCH
MSN 5117 FNP PRACTICUM II: WOMEN'S HEALTH AND PEDIATRICS

SPRING YEAR 2

MSN 5053 ADVANCED NURSING LEADERSHIP & ROLES
MSN 5147 FNP PRACTICUM III: PRIMARY CARE

Graduation

MSN: Nursing Administration

FALL YEAR 1

MSN 5003 PUBLIC HEALTH
MSN 5013 ADVANCED NURSING CONCEPTS, THEORY, AND RESEARCH

SPRING YEAR 1

MSN 5043 ORGANIZATIONAL MANAGEMENT
MSN 5053 ADVANCED NURSING LEADERSHIP & ROLES

SUMMER YEAR 1

MSN 5073 HEALTH POLICY
MSN 5083 HEALTHCARE ECONOMICS & SYSTEMS

FALL YEAR 2

MSN 5066 NURSING ADMINISTRATION PRACTICUM I
MSN 5033 INFORMATICS

SPRING YEAR 2

MSN 5066 NURSING ADMINISTRATION PRACTICUM II
Graduation

Graduation Process

Candidates must meet all the graduation/exit requirements for Master's level programs as stated in the current HSU Graduate Catalog.

EDUCATIONAL SPECIALIST (Ed.S.)

Ed.S. Educational Leadership-Superintendent-Online

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

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

Admission policy and procedure for Ed.S. Educational Leadership

The following are required for admission:

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

EXIT EVALUATION PROCEDURES

1. The Exit Evaluation Committee is composed of the faculty advisor serving as chair of the committee, one faculty member from the Educational Leadership program, and the candidate's mentor.
2. The candidate will present an electronic exit portfolio presentation which exhibits mastery of the NELP, PSEL, and NETS-A standards to the Exit Evaluation Committee.
3. The Exit Evaluation Committee will use rubrics based on the PSEL standards, the NELP standards and the NETS-A standards to evaluate the candidate's electronic exit portfolio as the candidate presents the portfolio. (See portfolio section below).
4. The candidate will upload artifacts from the exit portfolio to TK20 the Teachers College accountability system. Committee members will score individually on Tk20 rubric provided.
5. The faculty advisor will send to the candidate, Coordinator of the Educational Leadership Program, and the Dean of the Graduate School a letter or email indicating successful completion of the program of study, portfolio defense, and internship. This information will also be placed in the candidate's Graduate School file.

Transfer

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

Thesis

A scholarship research paper based on active research is required for the completion of the educational specialist degree. The topic will be approved by the professor of record. Completion is in collaboration with an approved public-school administrator mentor plus faculty support in technological reporting and statistical research. The thesis must be presented and defended in a synchronous class session. It will be scored on a rubric by the instructor of record for EDL 7233.

Time Limit

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

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

Ed.S. CORE COURSES

EDL 7113 Executive Leadership
EDL 7123 Organizational Management
EDL 7723 Technology for District Administrators
EDL 7363 Governance and Politics
EDL 7473 Leadership in Curriculum and Instruction
EDL 7593 Fiscal Resources and Accountability
EDL 7233 Educational Specialist Research

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

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

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

Curriculum Options:

EDL 7273 Program Improvement and Design

EDL 7633 Curriculum Alignment and Assessment

Technology Options:

EDL 7703 Integrating Technology

EDL 7713 Communication for Leaders

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

State Licensure Exam (SSA)

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

Ed.S. Curriculum Leadership- Curriculum Specialist- online

Admission policy and procedure for Ed.S. Curriculum Leadership

The following are required for admission:

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

6. An online interview may be conducted during the fall or spring orientation for new candidates. Following the interview process, the candidate's advisor will notify the Graduate Dean of the candidate's status.
7. A recommended plan (candidacy form) will also be filled out during the orientation and sent to the graduate office upon completion of six hours.
8. The Graduate Dean will notify the candidate in writing of his/her program status.

Course requirements for an Ed.S. Curriculum Leadership Degree

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

Total 30 hours Ed. Specialist Degree in Curriculum Leadership

State Licensure Exam (SLLA)

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

Candidates enrolled in degree programs and programs of study are required to maintain a professional portfolio throughout the course of study. The program portfolio is maintained and continuously updated by the candidate throughout the program. The university advisor, who is a professor in the specialization area, oversees the portfolio process and ensures that this working document is comprehensive, detailed, and revised as new knowledge and skills are introduced.

Organization of the program portfolio includes a variety of artifacts from course assignments throughout their program of study or degree which document knowledge of the NELP standard elements and successful understanding of goals and objectives of the HSU educational leadership program of study, degree and the area of specialization. The artifacts should be a comprehensive representation of the entire program or degree. The name of the course and title of the artifact should be included.

Ed.S. Principalship – online

The Ed.S. Principalship degree consists of 30 credit hours. All courses address competencies required by Professional Standards for Educational Leaders (PSEL), the National Educational Leadership Preparation Standards (NELP), and the International Society for Technology in Education standards (ISTE).

Admission Requirements for Ed.S. Principalship Beginning Fall 2020

Candidates for EDL building level programs of study and degrees shall be required to do the following to seek admission into the program:

1. Candidates must have previously graduated with a bachelor's degree from an accredited university.
2. Candidates must have three or more years of teaching experience for licensure purposes and must have taught for a minimum of one year to have data to demonstrate teacher effectiveness as required for admission. Teacher effectiveness may be demonstrated by a professional portfolio, a micro-credential, evidence of raising student achievement, national board certification, having taught three years with a teacher rating of Effective on TESS, or a means determined by the district or school where the teacher is employed.
3. Candidates must have a 3.0 grade point average for unconditional admission. Candidates may be admitted conditionally with a 2.7 grade point average.
4. **GRADUATE SCHOOL ACCEPTANCE**—Candidates must submit a graduate school application complete with fee, immunization form, official transcripts, and current educator license.
5. **LETTER OF RECOMMENDATION WITH TEACHER EFFECTIVENESS AND LEADERSHIP ABILITY**—Candidates will submit a letter of recommendation from the superintendent, principal, or his or her designee at the school district. A letter template is provided. Signature of an administrator or designated supervisor is required on the letter. Letter is required to document teacher effectiveness and leadership abilities prior to admission.
6. **INTERVIEW**—Candidates will complete an interview during the first or second term in the program. The interview is completed in TK20 and scored with a rubric. Notice of completion of the admissions interview is sent to the Graduate School Office immediately after scores are completed.
7. **CURRICULUM PLAN**—Candidates will complete the appropriate candidacy form for degree or program selected. Candidacy forms are available online and should be completed with the supervision of the candidate's assigned advisor or the chair of the EDL department. Worksheets are provided to show course sequence and availability.
8. Candidates are required to provide documentation of Science of Reading Phase 1 Prescribed Pathway for Proficiency documentation during the application process. Phase I outlines professional learning that meets the knowledge and practices in scientific reading instruction approved by the DESE. If a candidate does not have this credential at admission, he or she will be required to complete Phase 1 training prior to completion of the program. The candidate will have to complete one of the approved pathways listed on the DESE website. Documentation of the Phase 1 training must be provided prior to the completion of the program. This requirement will be communicated to the applicant throughout the application process. Candidates are encouraged to have all admissions items submitted prior to the end of the first semester enrolled. Candidates who are missing required admissions documents are notified frequently by the Educational Leadership office.

State Licensure Exam (SLLA)

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

Candidates enrolled in degree programs and programs of study are required to maintain a professional portfolio throughout the course of study. The program portfolio is maintained and continuously updated by the candidate throughout the program. The university advisor, who is a professor in the specialization area, oversees the portfolio process and ensures that this working document is comprehensive, detailed, and revised as new knowledge and skills are introduced.

Organization of the program portfolio includes a variety of artifacts from course assignments throughout their program of study or degree which document knowledge of the NELP standard elements and successful understanding of goals and objectives of the HSU educational leadership program of study, degree and the area of specialization. The artifacts should be a comprehensive representation of the entire program or degree. The name of the course and title of the artifact should be included.

Ed.S. Principalship for Building Level Administrator License

Courses Required for the Ed.S. Principalship Degree

(Candidate must have master's degree)

EDL 6213 Organizational Leadership

EDL 6223 Supervision and Educational Leadership

EDL 6333 School Finance and Resource Management

EDL 6453 Educational Law and Political Systems

EDL 6343 School/Community Resources and Relations

EDL 7703 Integrating Technology or EDL 7713 Communications for Leaders (Technology Elective)

EDL 7633 Curriculum Alignment and Assessment or EDL 7473 Leadership for Curriculum and Instruction or EDL 7273 Program Improvement and Design (Curriculum Elective)

EDL 7483 Human Resources and Accountability

EDL 7233 Educational Specialist Research

EDL 6533 Principal Internship P-12 (217 Internship Hours)

Total 30 Hours

EXIT PORTFOLIO PRESENTATION GUIDELINES

1. Candidates must have advisor approval of selected artifacts.
2. The advisor must preview the presentation ahead of time.
3. Artifacts from a transfer or waived course will require artifacts representing course content.
4. The exit portfolio presentation should be presented digitally using student selected application.
5. Candidate's Mentor/Mentors must view the digital Exit Portfolio Presentation and fill out the presentation evaluation rubric.
6. Candidates must submit the exit portfolio to their advisor at a date announced early in the semester.

7. Candidate's advisor and educational leadership professors will view the presentation and score it using the exit portfolio rubric.
8. Candidate must have a minimum of one artifact for each of the 17 NELP Standard elements listed under contents of the portfolio below.
9. The presentation representing all 17 standard elements are to be submitted to TK-20.

CONTENTS OF THE PORTFOLIO

1. Title Slide with Personal Information
2. NELP Standard 1 Component 1.1: At least one artifact
3. NELP Standard 1 Component 1.2: At least one artifact
4. NELP Standard 2 Component 2.1: At least one artifact
5. NELP Standard 2 Component 2.3: At least one artifact
6. NELP Standard 3 Component 3.2: At least one artifact
7. NELP Standard 3 Component 3.3: At least one artifact
8. NELP Standard 4 Component 4.1: At least one artifact
9. NELP Standard 4 Component 4.2: At least one artifact
10. NELP Standard 4 Component 4.4: At least one artifact
11. NELP Standard 5 Component 5.2: At least one artifact
12. NELP Standard 5 Component 5.3: At least one artifact
13. NELP Standard 6 Component 6.1: At least one artifact
14. NELP Standard 6 Component 6.2: At least one artifact
15. NELP Standard 6 Component 6.3: At least one artifact
16. NELP Standard 7 Component 7.2: At least one artifact
17. NELP Standard 7 Component 7.3: At least one artifact
18. NELP Standard 7 Component 7.4: At least one artifact
19. Final Reflection

GENERAL FORMAT

The general format for each slide of the presentation and explanation of artifacts is as follows:

- a. NELP Standard Element
- b. Artifact
- c. Source and short description of the artifact. (Course and professor)
- d. Reflection (knowledge of each standard element) and how the artifact contributed to this knowledge.

SELECTION OF ARTIFACTS

The candidate will collect a variety of artifacts from course assignments throughout the program of study or degree that provide clear evidence of understanding and application of the knowledge of educational leadership and the skills and dispositions necessary for effective administrative leadership.

When presenting the portfolio, the candidate will organize the portfolio by standard elements. Standard elements one through seventeen will have separate sections with supporting artifacts and reflections to demonstrate an understanding of each standard element.

PRESENTATION

During the candidate's final semester of enrollment in the EDL Program (or near completion), the candidate will seek approval of his or her advisor regarding the exit presentation.

The portfolio is organized digitally and presented to the Program Exit Evaluation Review Committee. Members of the committee are the candidate's advisor, candidate's public-school mentor, and additional professors from the Educational Leadership Program.

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

NOTIFICATION OF SUCCESSFUL COMPLETION

Following the presentation, the committee makes the determination regarding successful completion. The faculty advisor notifies the Graduate Dean, in writing, of the decision of the Committee. Committee member's individual rubric scores are submitted in Tk20.

ELLIS COLLEGE OF ARTS AND SCIENCES

Description of Courses

Anthropology

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

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

Art

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

ART 5103 Art of the Non-Western World Survey of non-Western cultures and their art. Such cultures as Africa, Oceania, Islam, India, China and Japan will be examined through their visual arts.

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

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

ART 5293 Modern and Contemporary Art An examination of the visual arts of Europe and the United States from approximately 1860 to the present day. This course considers the leading artists and artistic movements of this time period, from Impressionism to postmodernism and beyond. Focus is on understanding artworks in their social-historical contexts and to interpreting the methods, issues, and debates surrounding artistic production and reception today.

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

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

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

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

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

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

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

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

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

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

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

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

Communication

COM 5003 Special topics in Communication Issues in contemporary communication will be studied as appropriate in a given semester. Freedom of speech, courtroom communication, mass media influences in communication, presidential elections, and other campaigns are examples of topics that might be addressed.

COM 5073 Comic Studies Project In this course students will apply the journalistic, documentarian, analytical, and cartoonist skills [developed in the Comics Studies Minor] to create nonfiction comics worth of publication (in print and digital form) or scholarly presentation. Graduate students will be required to complete an in-depth research paper of sufficient rigor to be accepted at a regional or national academic conference.

COM 5093 Persuasion Theoretical bases of persuasion and argumentation. Particular emphasis on principles of logical reasoning and evidence use. Students will gain experience as producers and critical consumers of persuasive messages.

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

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

COM 5173 Nonfiction Comics (cross-listed as MMC 5173) This course is designed to help the student to combine the skills of a journalist and a memoirist or historian with those of a cartoonist to create nonfiction comics worthy of publication in both print and digital form.

COM 5313 Communications Criticism Students will develop and apply analytical methodology to the speeches of significant American speakers.

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

COM 5713 Graphic Novel Seminar This course is designed to help the student understand how the comics art form is used to support ideological perspectives, develop particular themes, enact different genres, or how it has been uniquely utilized by notable creators. Topics may include, but are not limited to, the immigrant experience, the memoir, the works of Dan Clowes, and the American Monomyth.

Computer Science

CSC 5123 Special Topics in Computer Science

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

Criminal Justice

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

English

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

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

ENG 5143 Introduction to the Theory and Practice of Tutoring and Teaching Writing Both graduate and undergraduate students enrolled in this course will engage in an intensive study of the scholarly literature and practices of one-on-one peer tutoring and the teaching of writing

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

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

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

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

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

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

ENG 5323 Greek Drama A study of tragedy and comedy from the classical Greek period.

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

ENG 5363 The Bible as Literature There is little doubt that the Bible is one of the most influential and most often quoted or alluded to texts in Western Civilization, and, as such, merits special study. Although written in different languages by a varied collection of people over a period of many centuries, the Bible nevertheless displays a remarkable thematic unity. This course examines the Bible—Hebrew Bible and New Testament—from primarily a literary perspective, exploring the variety of literary genres—history, biography, genealogy, poetry, songs, myth, wisdom literature, letters, and prophecy—present in this remarkable text. This is neither a religion class nor a theology class (but rather a literature class), and no particular religious perspective or theological perspective will be promulgated.

ENG 5373 African American Literature A survey of African-American literature in its various forms from the colonial period through the twentieth century. This course examines the wide array of African-American literary forms, including, but not limited to, the slave narrative, the essay, the folktale, the blues, poetry, the short story, drama, and the novel from various perspectives.

ENG 5383 Literature and Film This course explores the longstanding and ongoing connections between literature and film by studying a variety of literary forms (short stories, non-fiction, graphic and traditional novels, plays, poems) alongside related films, genres, and cinematic movements. Students may take the course twice for credit if the focus is different.

ENG 5403 Topics in Women's Literature This course will focus on poetry, prose, and/or drama by women. Topics will vary. For example, the course may be a survey of literature written by women of a particular period, movement, or culture, an examination of the works of an individual woman writer, or a cross-cultural exploration of a particular theme within women's literature.

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

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

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

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

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

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

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

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

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

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

ENG 5673 English Novel to 1830 A study of major English novels of the eighteenth and early nineteenth centuries. Readings for the course will be drawn from the works of such novelists as Defoe, Richardson, Fielding, Smollett, Sterne, Goldsmith, Mackenzie, Radcliffe, Austen, Scott, Mary Shelley, and Peacock.

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

ENG 5983 Advanced Creative Writing In this course, students delve deeply into the intellectual life of the writer. To that end, contemporary fiction and poetry will be analyzed through a series of book reviews and formal explications of individual poems and stories. Furthermore, students will also gain valuable editing experience by developing an issue of *Proscenium*. Graduate students working on a creative writing project for the MLA program may enroll with permission of the MLA director and course instructor.

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

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

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

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

Geography

GEO 5043 Geo-Political Economies This course focuses on global economics and their relationship to changing geo-political boundaries and alliances with a focus on globalization.

GEO 5213 Human Geography Global perspectives on Human Geography subfields will be explored with a focus on cultural geography and historical geography. Emphasis on past and present day cultural landscapes. Field work may be required.

General Studies

GEN 5073 Travel and Study

GEN 5083 Study Abroad: Non-Western

History

HIS 5003 Women in Europe from the Fall of Rome to the French Revolution This course examines women's social and cultural position in medieval and early modern Europe, a period of remarkable cultural continuity punctuated by dramatic political and intellectual change. It addresses issues such as women's participation in political life, the ideas, social norms and laws governing marriage and sexuality, scientific ideas about women and their difference from men, women's economic roles, their education, and their relationship with the Christian Church.

HIS 5153 The Rise of American Diversity This course explores American history from the late nineteenth century to World War II, emphasizing the growing cultural, social and political diversity in that era. Themes to be examined include: Immigration and the political response to

it, growing religious diversity and the fading of Protestant dominance, the Great Migration of African Americans to the North, and emergence of new political orders.

HIS 5163 The Age of Social Movements This course explores the history of the United States in the late twentieth century, focusing on the emergence of a variety of social movements and the ways they influenced American culture and politics. Possible movements to be studied include: the women's movement, the black freedom movement, the black power movement, the Religious Right and the modern conservative movement, the student movement and the New Age movement.

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

HIS 5183 Early Modern Europe, 1350-1789: Ideas and Culture in a Changing World

This course covers the period in western European history that saw the Renaissance, the Reformation, the Wars of Religion, the Scientific Revolution, the Enlightenment, and the beginning of an important period of political revolution. The course focuses both on “the people”—popular ideas, popular culture, and popular piety—while also considering the impact of monumental intellectual shifts associated with movements like the Renaissance, the Scientific Revolution, and the Enlightenment. Students will come to understand not only the operation of popular culture transcending much historical periodization, but also the origins of movements associated with modernity, including religious toleration, secularism, social science, and the development of the sovereign nation-state.

HIS 5203 The New World: Cultural Encounters in Latin America and the Atlantic

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

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

HIS 5253 African Kingdoms The course explores the historical roots of the great cultural diversity of the African continent. Its main focus is the emergence of African Kingdoms and empires and their change over time up to the imperialism in Africa in the 1880's. Themes to be explored will be agricultural developments, technology, social change, political growth of scale, migration, urbanization, trade and commerce, religion, Arabic literacy, art and music. Students

will also receive a thorough introduction to the various historical methods, primary source and historiographical debates that have shaped the field of African history.

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

HIS 5273 Islam and the West This course aims to provide students with a general historical overview of basic themes and issues in Middle Eastern history from the rise of Islam to the present, with an emphasis on the cultural, religious and political encounters between the “Middle East” (Southwest Asia and Northern Africa) and the “West” (Europe and U.S.).

HIS 5283 American Constitutional Development The American Constitution from its colonial origins to the present: emphasizes the forces and philosophies that influenced its forming and its subsequent development by formal amendment, statutory elaboration, judicial interpretation and change in usage.

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

HIS 5303 Sex and Gender in Africa This course examines concepts and perspectives on African gender and sexuality studies. Focusing on both historical and contemporary conception of gender identity, the course explores the intersections of gender with race, class, kinship, economics, religion and power. Themes covered include colonialism, nationalism, social movements, post-colonialism, as well as marriage, motherhood, masculinity and sexuality in Africa.

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

HIS 5343 Africa in the American South This course explores the history of people of African descent in the American South in a global perspective and takes into consideration both their historical origins in Africa as well as the back to Africa movement during nineteenth and early twentieth centuries. As such, the course engages a range of critical subjects in the histories and historiographies of Africa, the Atlantic World as well as the American South such as the Trans-Atlantic slave trade; the emergence of slavery, the plantation system and the racial order associated with it; the development of African-American life under slavery; the particular relationship between masters and slaves; the changing gender and class relations of southern society; the defense of slavery; the illegal slave trade following the civil war, and the return of people of African descent to Africa. Each of these three parts: African origins, Slavery in the American South and the back to Africa movement to Liberia will receive equal attention. In addition, the course will have a strong public history and local Arkansas history component and

will expose students to local archival records as well as other primary source material stemming from the time period.

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

HIS 5443 Medieval Europe: The Age of Faith. In this course students learn about the long middle ages, from the fall of the Roman Empire to the dawn of the Renaissance, a period of about a thousand years (c. 500-1500). Students consider the religious, social and political institutions of medieval Europe, as well as the impact on these institutions of economic decline and recovery, invasions by (and integration of) outside groups, and famine and disease (notably the bubonic plague). Central to their focus will be the emergence and development of the Christian (Catholic) Church during the period as both spiritual and political institution, including in its interaction with state power, the people of “Christendom,” and marginal groups like Jews, Muslims, and Christian heretics.

HIS 5463 Renaissance and Reformation Europe This course covers the period in western European history from about 1350 to 1650: the Renaissance and Reformation, ending with the European Wars of Religion. Students will learn about the cultural and political achievements of the Italian and Northern Renaissances, the profound spiritual revolutions of the Protestant and Catholic Reformations, and the impact to western Europe of new divisions and other developments caused by these intellectual and religious shifts.

HIS 5503 History Internship

HIS 5603 Tudor and Stuart England: From Reformation to Revolution This course considers the period in England of the Tudor and Stuart monarchies. Students in this course focus on developments in the English church and state from the late Middle Ages (beginning with the end of the Wars of the Roses and the rise of Tudor monarchy) through the Civil War and Glorious Revolution (during the period of Stuart monarchy). In the process they consider profound changes in the relationship between the English state and the English people. Central to the developments of this period are the religious reformation, the politicization of religious affiliation, rising literacy, the introduction in English political life of cheap print, and popular engagement in the political sphere, including in the emergence of the first political parties.

HIS 5613 Tudors on Film: History from Source to Screen Historians, fiction writers, and filmmakers have been fascinated with the Tudor monarchs since the beginning of their rule in England. This course combines historical consideration of the Tudor kings and queens, and the England they ruled, with discussion of their portrayal in media of popular culture since the period of their dynasty (1485-1603). Moving from source (primary sources, contemporary propaganda, historical scholarship, plays and novels) to screen (television and movies), students analyze the ways in which the past has been reinterpreted over time, and to what purpose.

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

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

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

HIS 5693 Modern Africa: from Conquest to Independence, 1880 to the Present A study of the different civilizations in Africa and the resistance to the imposition of colonial rule on that continent.

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

HIS 6563 Readings in History Directed readings followed by oral and/or written reports, discussion of authors, and evaluation and discussion of material with the director of the study. May be repeated for credit with change of instructor.

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

HIS 6983 Special topics in History

Human Services

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

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

Innovative Media

IMD 5033 Digital Publishing As the nature of books, magazines and written media changes, the need to explore future methods of delivery and publishing grows. This course examines the emergence of media such as electronic books from historical, critical and professional

perspectives. Students will develop an understanding of current practices in electronic publishing, and the class will engage in projects utilizing new publishing methods.

IMD 5053 Special Topics in Innovative Media Issues in contemporary digital media will be studied as appropriate in a given semester.

Liberal Arts

LA 5001 MLA Seminar All students entering the MLA program must complete this 1-hour course during the first Fall semester of their matriculations. The course introduces students to graduate study in general, and the requirements of the MLA in particular. Students learn about the MLA portfolio requirement, campus resources (e.g., the library, our data bases, the university writing center), and receive instruction on interdisciplinarity as a mode of scholarship. They also receive instruction on scholarly citation and bibliography.

LA 6103 Truth, Order, and Beauty: Interdisciplinary Theories & Methods This is a colloquium in which students are introduced to the theories and research methods of multiple liberal arts disciplines as they also learn about interdisciplinary study and research. Students will participate in a series of seminars conducted by faculty from different disciplines. LA6103 is the first of a two-course sequence required of all MLA students and must be taken as a prerequisite to LA6203, preferably the student's first fall semester.

LA 6203 Truth, Order, and Beauty: Interdisciplinary Research Seminar This course is the second of a two-course sequence required (as 'core') of all students in the MLA program at HSU. We are revamping the sequence to fully centralize the interdisciplinarity at the heart of the MLA program. The second course in the sequence will build on the outcomes of the first; in LA6203 students will participate in a research seminar in which they will produce substantial, interdisciplinary research papers (minimum assignment, 20 pages). To this end they will each work with 2 or 3 mentors who contributed to LA6103 (no faculty member will be assigned more than 2 students). At the end of the semester all students will present to the seminar on their research projects.

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

LA 6303 Popular Culture This course is study of popular culture – its definition, development, characteristics, role in individual lives and social institutions, and most importantly as a lens through which we can view social values and attitudes across time and space. In their explorations of popular culture, students and their instructors both examine and learn critically to analyze popular culture from a number of different approaches, but beginning with the idea of popular culture as the envisioning of, expression of, and deployment of widely shared but often contested beliefs, practices, and material forms with meaning for a particular people—defined by nation, gender, race, ethnicity, class, age, sexuality, and the like—through multiple forms of

popular media and in various historical contexts. In the process, participants in this course engage with scholarship and methodologies from multiple disciplines, including Anthropology, Communications, Media Studies, English, History, Political Science, Psychology, Sociology, and Women's and Gender Studies.

LA 6503 Liberal Arts Project I Independent study with thesis project committee chair, during which the students will produce a "prospectus" of their capstone project.

LA 6513 Liberal Arts Project II Independent Study with thesis project committee, during which the student will complete their capstone project.

LA 6543 Liberal Arts Thesis I Independent study with thesis committee chair, during which the students will produce a "prospectus" of their capstone project.

LA 6553 Liberal Arts Thesis II Independent Study with thesis committee, during which the student will complete their master's thesis.

Mass Media Communication

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

MMC 5043 Media Law and Ethics In-depth study of journalism history, law, ethics and literature and the interrelation of each with society. Special emphasis on writing in books and magazines; the evolution of the rights, privileges and restrictions of the media; and self-imposed and public restrictions on news coverage and the ethics of journalism.

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

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

MMC 5073 Comic Studies Project In this course students will apply the journalistic, documentarian, analytical, and cartoonist skills [developed in the Comics Studies Minor] to create nonfiction comics worth of publication (in print and digital form) or scholarly presentation. Graduate students will be required to complete an in-depth research paper of sufficient rigor to be accepted at a regional or national academic conference.

MMC 5113 Advertising Principles and Practices An overview of the broad field of advertising. Topics include history, law, ethics, social dynamics, economic implications, as well as advertising campaign process. The advertising process is examined from the perspectives of art, business, and science.

MMC 5173 Nonfiction Comics This course is designed to help the student to combine the skills of a journalist and a memoirist or historian with those of a cartoonist to create nonfiction comics worthy of publication in both print and digital form.

MMC 5223 Magazine and Feature Writing A writing-intensive study of the full range of magazine journalism, as well as the application of magazine principles in contemporary newspapers. Focus will be on analyzing, targeting and writing for select professional markets, and on defining current trends in popular nonfiction writing.

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

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

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

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

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

MMC 5493 Preproduction Emphasis on the necessary steps preceding a video or film production. Students will complete all steps leading to the production including location scouting, budgeting, storyboarding and scriptwriting using industry-standard software.

MMC 5503 Postproduction Emphasis on the necessary steps for video and film editing. Students will complete all steps necessary for editing video in a non-linear environment. This class will utilize editing software for assigned and original video projects. Students will learn the historical and current editing techniques for story construction and distribution.

MMC 5713 Graphic Novel Seminar This course is designed to help the student understand how the comics art form is used to support ideological perspectives, develop particular themes, enact different genres, or how it has been uniquely utilized by notable creators. Topics may include, but are not limited to, the immigrant experience, the memoir, the works of Dan Clowes, and the American Monomyth.

Mathematics

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

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

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

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

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

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

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

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

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

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

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

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

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

MTH 5443 Introduction to Database Theory See CSC 3133.

MTH 5453 Introduction to Compiler Theory See CSC 3153.

MTH 5463. Assembler Language See CSC 5173.

MTH 5473 Simulation Theory See CSC 5213.

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

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

MTH 5641-3 - Teaching for Understanding in Mathematics - The course will engage participants in a comprehensive and thorough study in the instructional strategies and practices for mathematics. Participants will examine various examples of curriculum, pedagogical

approaches and assessments with the focus upon standards-based curriculum and instruction.
Prerequisite: Currently teaching P-12 mathematics or a pre-service mathematics teacher.

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

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

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

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

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

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

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

MTH 6971-6 Master's Thesis Research

Music

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

Nursing

MSN 5003 Public Health This course is designed to introduce the student to public health care in advanced nursing practice. Graduate nursing core components addressed will include integrating nursing and related sciences to deliver advanced nursing practice to diverse population while combining current and emerging genomic evidence in providing care to individuals, families, and communities.

MSN 5073 Health Policy This course introduces strategies for the student to effectively collaborate with stakeholders to promote access to care and health outcomes locally and globally through technology, economics, policy and sociocultural components. This course is a component of the graduate nursing core.

MSN 5053 Advanced Nursing Leadership and Roles This course introduces leadership skills necessary for the ethical and critical decision making abilities of advanced nursing practice. The roles of advocate, leader, researcher, and policymaker are explored in relation to organization and systems based care. These skills will define graduate nursing by initiating and maintaining interdisciplinary relationships and communication, collaboration and civility within healthcare teams for coordination of care, delegation, negotiation and conflict resolution. This course is essential to the graduate nursing core.

MSN 5013 Advanced Nursing Concepts, Theory, and Research This course provides translation of evidence using nursing concepts and theory of research. This course will require the graduate student to apply concepts and theories in nursing to research outcomes in practice settings, resolve practice problems, and disseminate results across health care teams and systems. This is a component of the graduate nursing core courses.

MSN 5083 Health Economics and Systems This course will introduce the graduate student to the complexities of healthcare reimbursement and regulation. This course will require the graduate student to determine if the outcomes of standards of practice, performance, and competence have been met and maintained. This course will introduce graduates to reducing barriers, facilitate access to care, and improve health outcomes within micro and macro-systems of healthcare. This is a component of the graduate nursing core courses.

MSN 5103 Advanced Physical Assessment This course will build on the competencies of the student enrolled in the MSN Family Nurse Practitioner program in advanced health and physical assessment which includes assessment of all human systems, advanced assessment techniques, concepts and approaches. The advanced health and physical assessment will prepare graduates to implement safe, quality care through advanced nursing practice in both direct and indirect care components. This course is the first of the direct care core components which are essential to the advanced practice registered nurse role.

MSN 5123 Advanced Nursing Pharmacology This course focuses on advanced nursing pharmacology for the graduate student enrolled in the MSN Family Nurse Practitioner program. Emphasis will be placed on individuals, families, or groups experiencing illnesses or diseases that require pharmacotherapy interventions to improve health outcomes. This course is the second of the direct care core components which are essential to the advanced practice registered nurse role.

MSN 5093 Advance Pathophysiology This course expands the competencies of the graduate student enrolled in the MSN Family Nurse Practitioner program in advanced pathophysiology across the lifespan. This advanced pathophysiology course will have the student demonstrate

greater depth and breadth of knowledge across the lifespan. This course is the third of the direct care core components which are essential to the advanced practice registered nurse role

MSN 5137 Family Nurse Practitioner Practicum I: Adult This course provides an introduction to advanced nursing practice through experiential immersion in the care of the adult patient. Emphasis will be placed on functional area core competencies in population context: *Family Nurse Practitioner*. This course will prepare the graduate student for the role of Family Nurse Practitioner to assume responsibility and accountability for health promotion and/or maintenance as well as assessment, diagnosis and management of the adult patient problems, which indicates increased complexity of skills and interventions, and greater role of autonomy.

MSN 5117 Family Nurse Practitioner Practicum II: Women's Health and Pediatrics This course provides an introduction to advanced nursing practice through experiential immersion in the care for women's health and pediatric patients. Emphasis will be placed on functional area core competencies in population context: *Family Nurse Practitioner*. This course will prepare the graduate student for the role of Family Nurse Practitioner to assume responsibility and accountability for health promotion and/or maintenance as well as assessment, diagnosis and management of problems within Women's Health and Pediatrics, which indicates increased complexity of skills and interventions, and greater role of autonomy.

MSN 5147 Family Nurse Practitioner Practicum III: Primary Care This course will incorporate didactic and practice skills for advanced nursing practice for the graduate student including experiential immersion in primary care. Emphasis will be placed on functional area core competencies in population context: *Family Nurse Practitioner*. The graduate will be proficient in advanced practice nursing across the lifespan. This course builds on Advanced Family Nurse Practitioner Practicum I and II.

MSN 5033 Informatics This course provides the opportunity to examine and practice appropriate use of technologies and integrate current and emerging technologies to enhance outcomes. This course will prepare students to educate health professionals, staff, patients, and caregivers about the principles related to safe and effective use of care and information technologies. This is a component of the direct care core courses for the MSN in Nursing Administration program.

MSN 5043 Organizational Management This course provides the opportunity to examine the latest strategies for improving nursing leadership and management skills. This course offers coverage and practical management strategies for a wide range of workplace issues such as delegation, diversity, evidence-based practice, stress management, quality improvement, legal issues, and recruitment and retention. This course promotes an understanding of a detailed analysis of today's nursing environment including problems of management in health care settings from a micro level (departmental/unit) and a macro level (organizational).

MSN 5026 Nursing Administration Practicum I This course provides an experiential immersion into nursing administration and will expand the role of Nursing Administrator for the

graduate student. This course will prepare graduates to implement safe, quality care in a variety of settings and roles.

MSN 5066 Nursing Administration Practicum II This course provides an experiential immersion for the student into advanced nursing administration. This course will further expand the role of Nursing Administrator and will prepare graduates to assess the impact of research and advocates for participants, personnel, and systems integrity. This course provides graduates to increase their knowledge with emphasis on lifelong learning.

Philosophy

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

PHI 5013 Philosophy of Mind Critical study of the mind, both historical and contemporary. Topics discussed include consciousness, perception, the self, and the relationship between mind and body.

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

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

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

PHI 5143 Logic II An advanced course in symbolic logic. This course is a close study of modal logic and non-classical logic. Issues in the philosophy of logic will be discussed throughout.

PHI 5203 Asian Philosophy Critical examination of the philosophical motivations and justifications for various philosophical positions that developed in Ancient China and Ancient India, including Confucianism, Taoism, Hinduism, Buddhism, and Zen Buddhism.

PHI 5233 Philosophy of Science Critical evaluation of fundamental scientific concepts and methods. Topics include: science and pseudo-science, observation, confirmation, scientific laws, theories, and explanations, and the role of value in scientific inquiry.

PHI 5253 Existentialism Critical examination of the philosophical movement now known as Existentialism, which developed in the 19th and 20th centuries, including work by Kierkegaard,

Nietzsche, Heidegger, and Sartre, as well as literary works from authors such as Dostoyevsky and Kafka.

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

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

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

Physical Science

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

Political Science

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

PSC 5073 Social and Political Thought (cross-listed as HIS 5713) A study of the development of political and social philosophies with special emphasis upon present conflicts.

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

PSC 5103 American Foreign Policy An historical analysis of the development of American foreign policies. The course is designed to provide a clear understanding of the fundamental principles upon which American foreign policy-actions have been based and insight into the various factors that can shape foreign-policy decisions and how they are implemented. Students

are encouraged to reflect with some seriousness upon the moral and ethical challenges posed by the exercise of power.

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

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

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

PSC 5203 Popular Culture and American Politics This course examines the relationship between politics and popular culture. Topics to be addressed include political film, celebrities and politics, pop culture and voting behavior, political socialization and attitudes, television and citizenship, and censorship, among others. Additionally, this course helps students identify political messages in popular culture and asks the students to think critically about these messages.

PSC 5223 The American Presidency An analysis of the American presidency, including the selection of the president and domestic and foreign policy powers of the office.

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

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

PSC 5253 South Asian Politics A study of politics and government in South Asian, focusing on India, Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka.

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

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

PSC 6983 Special Topics in Political Science

Psychology

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

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

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

Sociology

SOC 5033 Marriage and Family A functional course which will acquaint the student with research findings of sociology, psychology, and home economics, and which relate to the institution of the family and the practice of courtship and marriage. Behaviors and values will be explored using the technique of cross-cultural comparisons.

SOC 5043 Sociology of Education Studies of social processes and interaction patterns of the school to the community, to other social institutions, and to social change.

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

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

SOC 5163 Social Movements and Change An examination of the nature of social movements particularly in light of the nature of protest and potential for violence. Activism is constantly going on in our world. Globalization as well as advancing communication technologies have played a role in worldwide participation in social movements. This study will examine a variety of local, national and international movements. It examines the characteristics of social

movement and protest as forms of collective action, major social trends in terms of dynamic effect on society, and centers on theoretical frameworks for understanding the causes, types, and life cycle of social movements.

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

SOC 5213 Research Methods The principal techniques of sociological analysis with emphasis on measurement and design.

SOC 5223 Childhood Socialization A study of the processes and outcomes of socialization from birth to adolescence. Special attention is given to subcultural patterns and the different agencies of socialization

SOC 5253 Group Dynamics An analysis of small group structure and function with emphasis on leadership, membership, attitude and value formation, and role theory.

SOC 5263 Stratification and Poverty A study of the social forces and processes leading to socio-economic inequality and how this is manifested in the class structure of our society. A special focus is given to the impact of poverty.

SOC 5273 Community Service Designed to provide concerned students an opportunity to make relevant contributions to the community through service in an organization, agency, or program in the forefront of combatting social and environmental problems. Students will spend from eight to 10 hours each week in supervised community service.

SOC 5283 Critical Race Theory: Race and Law This course will center on the historical and contemporary implications causes and consequences of race and the law in the United States. Using sociological, historical and legal methods and theories the course will uncover the impact of race, and the intersections of race with gender and class, on various groups. The course will examine the social, political and economic effects of structural and legal components on individuals and groups. The student will learn to recognize, analyze and discuss both verbally and in writing the various dimensions of race and law present in aspects of U.S. society.

SOC 5293 Sex and Gender This course will examine the social forces shaping women's and men's lives in contemporary societies as well as intersections of sex and gender with race, ethnicity, class, and age. Relationships between society and sexualities will be investigated including how sex, gender, and sexuality are categorized, cultural and social representations of sexuality, and social and institutional control of sexualities and sexual behavior. This is a reading and writing intensive course with a focus on theoretical and methodological works from sociological, feminist, and queer theorists.

SOC 5303 Urban Sociology An examination of the influence of urbanization upon the social, economic, intellectual, and cultural aspects of life. An analysis of techniques of urban research

and a consideration of the international, national, state, and local methods of urban development.

SOC 5353 Political Sociology This course will center on the acquisition, utilization and maintenance of power by groups including nations, organizations and social movements. We examine the social bases of power; strategies for developing political influence; focus of power in the United States and globally; relations between citizens and authorities; problems and methods of achieving and maintaining political legitimacy.

SOC 5353 Women and Social Movements This course will center on the historical and current operation of gender in the formation and activities of social movements and activism. The course will uncover the social, psychological, political and economic effects on individuals and groups of the participation of women as activists. Using sociological, historical and legal methods and theories, the course will uncover the impact of gender, and the intersections of gender with activism in a wide array of circumstances. The student will learn to recognize, analyze and discuss both verbally and in writing the various dimensions of gender present in the structures and effort to change structures in U.S. society.

SOC 5483 Medical Sociology An examination of the institution of medicine and social causation of disease, illness, and rehabilitation. Topics include health-care service delivery, social aspects of healing, and the nature of the health profession.

SOC 5603 Women and Law This course will center on the historical and current operation of gender in the law and society. The course will uncover the social, psychological, political and economic effects of gender implications in the law on individuals and groups. Using sociological, historical and legal methods and theories, the course will uncover the impact of gender, and the intersections of gender with race and class. The student will learn to recognize, analyze and discuss both verbally and in writing the various dimensions of gender and law present in the structures and situations in U.S. society.

Statistics

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

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

STA 5033 Distribution-Free Statistical Methods Comparison of classical and distribution-free test of hypotheses, test assumptions, efficiency and related characteristics, Fisher’s method of

randomization, ranking tests, tests based on the binomial distribution. . Prerequisite STA 2323 and departmental permission

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

STA 5433 Probability and Statistics II See MTH 5433

Theatre Arts

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

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

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

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

THA 5443 Theatre History I: Origins to 1800 A course in the history of the theatre and its literature from its origins in primitive ritual to classical Greece and Rome through the medieval period, the European Renaissance, and the 18th century. Emphasis will be on the theatre as an institution and art form.

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

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

THA 5473 Women, Gender and Race in American Theatre A course designed to heighten the student's awareness of the role that women, gender, and race have played historically and play currently in the theatre arts of the United States. This course is designed to explore the wide range of theatre that is usually referred to as theatre of diversity, "theatre of the people," "fringe theatre," or even "theatre of difference."

SCHOOL OF BUSINESS

Description of Courses

Accounting

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

ACC 5173 Seminar in Contemporary Taxation A study of the theory of taxation and current topics in taxation. The objective is to provide insight into the structure of the tax system as well as to inform students of recent major changes in the tax law and procedure.

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

ACC 5243 Not-for-Profit Accounting The study of accounting procedures and regulations required for federal, state, and local governmental agencies; in addition the course reviews required accounting principles for non-profit hospitals, public colleges and universities, public schools and other non-profit organizations. Prerequisite: ACC 3053.

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

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

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

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

ACC 5283. Accounting Internship. The course provides students with a hands-on, practical, business-world experience in Accounting. Through an internship, students will have firsthand experience applying academic knowledge and skills, interact and communicate with business professionals, while building a network of professional contacts and gaining self-confidence. Three semester hours credit maximum. Approval is required from the internship director and a faculty member in the student's focus area. Graduate internships must be

approved by the MBA director. Current employment may NOT be used for credit in this course. Prerequisite: Instructor consent and other appropriate approvals. This is a credit/no credit course.

Aviation Management

AVN 5283 Airport Management. Management techniques and administrative functions as applied to airports; includes problems, current issues and future trends related to airport operations, planning, and economic and resource considerations.

AVN 5253 Aviation Legislation. Discussion of federal, state and local aviation regulations, and the legislation underlying them. Structure of the Federal Aviation Administration and discussion of the influence of the Civil Aeronautics Administration and the Federal Aviation Agency on present regulatory bodies. Legal concepts concerning aviation as related to operation, contracts, insurance and liability, regulatory statutes, and case law.

Data Science

DSC 5083 Independent Study Prerequisite: Instructor consent.

DSC 5093 Special Topics Prerequisite: Instructor consent.

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

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

DSC 6113 Data Science for Business This course will teach students how to do data science: They will learn how to get data, get it into the most useful structure, transform it, visualize it, model it, and communicate effectively. In this course, students will find a practicum of skills for data science. They will learn the skills that allow data science to happen and apply best practices for doing data science. Topics that students may learn include; how to use the grammar of graphics, literate programming, and reproducible research to save time, as well as, how to manage cognitive resources to facilitate discoveries when wrangling, visualizing, and exploring data.

Economics

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

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

Engineering Management

EGR 6093 Logistics and Supply Chain Management This course focuses on management and improvement of supply chain processes and performance. We explore important supply chain metrics, primary tradeoffs in making supply chain decisions, production planning and inventory control, order fulfillment and basic tools for effective and efficient supply chain management. We will also investigate topics such as global supply chain design, logistics, and outsourcing, several other recent supply chain innovations. Includes case studies.

EGR 6083 Quality Control and Improvement This course is designed to provide students with an understanding of the principles of modern statistical methods for quality control and improvement. The focus of the course will be on engineering and management applications. An emphasis will be placed on utilizing Minitab and Excel as the primary illustrative software packages for the course.

Finance

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

FIN 6113 Managerial Finance This course addresses "real world" issues from both theoretical and practical standpoints for most types of businesses, proprietorship, partnership, and corporation. The specific objectives for the course include the following: 1) financial management of the firm with special emphasis on financial planning, capital budgeting, and cost of capital concepts; 2) an analysis of management aspects relating to the inflow and outflow of capital in business enterprise; and 3) practicing financial decision making through case methods.

FIN 5253. Finance Internship. The course provides students with a hands-on, practical, business-world experience in Finance. Through an internship, students will have firsthand experience applying academic knowledge and skills, interact and communicate with business professionals, while building a network of professional contacts and gaining self confidence. Three semester hours credit maximum. Approval is required from the internship director and a faculty member in the student's focus area. Graduate internships must be

approved by the MBA director. Current employment may NOT be used for credit in this course. Prerequisite: Instructor consent and other appropriate approvals. This is a credit/no credit course.

FIN 6263 Real Estate Investment and Analysis This course will examine investing in real estate with a focus on the direct ownership, purchasing with a community through publicly traded real estate instruments, and crowd funding models. Students learn about residential properties, income producing properties, Real Estate Investment Trusts (REITs) and Real Estate Exchange Traded Funds (ETFs). Areas of study include market factors, risk-return tradeoff, valuation techniques, financial leverage, tax considerations, and financing alternatives. Excel is used extensively in the asset and security analysis.

General Business

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

GBU 6353 MBA Bootcamp This course will prepare students using online pre-work in accounting, finance, data science/economics, management, and marketing. All incoming MBA students, regardless of undergraduate degree, will enroll in the Bootcamp. This course will engage students in an Intensive Immersion Course in a face-to-face environment providing a more salient cohort experience in the MBA, creating a better teamwork environment, while emphasizing quantitative skills such as Accounting, Finance, and Data Science. This is a credit/no credit course.

Management

MGM 5033 Innovation Management The course will introduce the students to role of innovation and innovation management in framing corporate strategy. The student will also be exposed to assessing managerial implications of different types of emerging technologies, identifying opportunities and possibilities for competitive advantage through innovation, understanding how to take value from innovative technology and understand how to foster organizational innovative capability.

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

be covered. The service-learning component of this course will give students opportunity to study a non-profit organization.

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

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

MGM 5243 Special Studies in Management Individual or group research and seminar discussions on special issues in the field of management. Prerequisite: Consent of instructor.
MGM 5273 Predictive Analytics The course is an introduction to the study of predictive analytics. Students will apply management science models and simulation techniques to data sets to make future predictions. They will learn how to model business problems and communicate the results in a non-technical language.

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

MGM 6013 Evidenced based Management & Analytics This course will build students' capability to manage an analytics workforce, lead analytics team/project, and operate as an analytics translator. The course will introduce students to the principles of evidence-based management and analytics. This involves the appraising of scientific evidence and the processing of information and data for managerial decision-making. The course will also equip students with skills for gathering primary local evidence for problems and managerial decisions.

MGM 6123 Organizational Strategy The course examines the key issues involved in

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

MGM 6183 Managerial Leadership & Ethics This course is designed to develop an understanding of leadership styles in management and to further ethical reasoning in the management field.

MGM 6183 Managerial Leadership & Ethics – A graduate course designed to develop an understanding of leadership styles in management and to further ethical reasoning in the management field.

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

Marketing

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

MKT 5143 Marketing Internship. The course provides students with a hands-on, practical, business-world experience in Marketing. Through an internship, students will have firsthand experience applying academic knowledge and skills, interact and communicate with business professionals, while building a network of professional contacts and gaining self confidence. Three semester hours credit maximum. Approval is required from the internship director and a faculty member in the student's focus area. Graduate internships must be approved by the MBA director. Current employment may NOT be used for credit in this course. Prerequisite: Instructor consent and other appropriate approvals. This is a credit/no credit course.

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

TEACHERS COLLEGE, HENDERSON

Description of Courses

COUNSELING

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

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

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

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

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

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

CED 6023 Professional School Counseling This course is designed to introduce students to the various tenets of the professional school counseling field. Specifically students will learn about ways to develop and implement developmental, comprehensive school counseling programs in

schools at all grade levels. Students will learn about the primary domains from which all professional school counselors operate in order to meet the academic achievement of all students. A historical context will be reviewed as well as various reform efforts that have shaped the school counseling field will be discussed. This class is only offered in the Summer Session. This course is a prerequisite for CED 6733, Counseling Theories.

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

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

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

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

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

CED 6583 Counseling and Substance Abuse The course reviews addictive processes and disorders from historical and current perspective. Included are theoretical models of understanding and treating misuse, abuse, and addiction. Assessments and comorbidity are

reviewed to assess severity of addiction, develop treatment plans, and determine treatment setting.

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

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

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

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

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

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

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

CED 6783 Case Management: K – 12 Laboratory and field experience with elementary or secondary school students including development and use of cumulative records, individual programs of treatment and follow-up. Implementation of treatment and consultation to facilitate growth will be emphasized. This includes methods of enhancing teamwork within the agency and / or staff and community agency personnel.

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

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

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

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

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

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

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

CED 6983 Seminar in Counseling Critical analysis of issues confronting the professional counselor working with students/clients individually and in groups. Discussion of relevant research in counseling and of practical implementation of the various counseling theories.

Education

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

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

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

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

EDE 6013 Advanced Elementary Methods I An introduction to the advanced methods of elementary school pedagogy focusing on integrated curriculum, project-based learning, community involvement, and technology integration.

EDE 6023 Advanced Elementary Methods II A continuation of the study of advanced methods of elementary school pedagogy focusing on planning, teaching strategies, management, assessment, and differentiation in the content areas of Science, Technology, Engineering, Mathematics, Language Arts, and Social Studies. The focus of this course is content pedagogy in relation to the 21st century skills of collaboration, communication, creativity, and critical thinking.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EDU 5483 Acquisition of English as a Another Language A study of factors influencing language acquisition and literacy development, including the foundations of linguistics, the social and academic functions of language, English syntax, the conventions of written English,

rhetorical patterns and ranges of genres in written English, and pragmatics and sociolinguistics. An introduction to the International Phonetic Alphabet (IPA). Field assignments required. May be taken concurrently with **4543/5543 Exploring Perspectives of Linguistically and Culturally Diverse Learners**

EDU 5533 Methods and Materials for Teaching English Learners Planning, creating, or selecting materials appropriate for K-12 English learners; implementing effective instructional strategies for all ELLs at any English Language Proficiency Level based on valid and reliable formative and summative assessment data. Aligning learning objectives with state and national standards and using backward design to differentiate learning activities and assessments. Ten hours of clinical experience required. May be taken currently with EDU 4503/5603 Assessment of English Language Proficiency. **Prerequisites: EDU 4543/5543 Teaching People of Other Cultures and EDU 4483/5483 Acquisition of English as a Another Language or permission of instructor.**

EDU 5543 Exploring Perspectives of Linguistically and Culturally Diverse Learners A study of the relationship between language and culture including the impact of cultural experiences on language development, disposition, and learning. Understanding acculturation and assimilation and their influence on people's perception of immigrants. Emphasis on continual professional development and research in ESOL and the importance of the educator as a professional resource and advocate for English learners and their families. Attendance at two multicultural events required.

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

EDU 5603 Assessing English Language Proficiency of K-12 Learners A study of federal laws and policies impacting English learners In K-12 public education; identification, placement, and exit of English language programs; formative and summative assessments of language proficiency and content knowledge; validity, reliability, and culture and language bias in assessments; norm referenced and criterion referenced assessment. Field assignments required. **Prerequisites: EDU 4543/5543 Exploring Perspectives of Linguistically and Culturally Diverse Learners and EDU 4483/5483 Acquisition of English as Another Language or permission of the instructor.**

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

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

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

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

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

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

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

EDU 6161 Field Experience 1 This course will focus on preparing education professionals to better understand the characteristics of a highly effective teacher by investigating topics that may include multiculturalism, English as a Second Language, parenting, infusing technology and teaming. The content-focused observation component (at least two classroom observations) will be based upon the national content standards as well as Charlotte Danielson's Framework for Teaching/TESS. Collection of content portfolio artifacts will be emphasized. Only MAT candidates may enroll.

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

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

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

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

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

EDU 6640 MAT Orientation MAT orientation is an introduction to teacher education and the teaching profession. This course is an overview of Teachers College, Henderson, MAT program of study, licensure, and Charlotte Danielson's Framework for Teaching, and the Teacher Excellence and Supporting System (TESS). This course includes five required days of intensive training prior to the beginning of the school year. Tk20 accounts are purchased as part of this course for the purpose of creating a professional portfolio. MAT candidates must receive course credit (CR) by the end of the fall term. The clinical field experience observation component (at least two classroom observations) will be based upon the Teacher Excellence and Supporting System (TESS)/ Charlotte Danielson's Framework for Teaching. The collection of portfolio artifacts and reflection on Danielson's domains 1-4 will be emphasized. Only MAT candidates may enroll.

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

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

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

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

EDU 6653 Assessment and Educational Measurement The purpose of the course is to provide students with a basic understanding of the formal and informal assessment process in the classroom, including the identification of various assessment methods and instruments, the

analysis of assessment results, and the use of assessment data to direct learning in the classroom. Only MAT candidates may enroll. Spring only.

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

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

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

EDU 6963 Technology and Curriculum This course is designed help students integrate technology into the curriculum. Students learn to select, use, and design technology based instructional teaching material which will engage learners. Students gain information about using the Internet and other technological resources when designing curriculum. The ISTE NETS-T standards are emphasized.

HEALTH, PHYSICAL EDUCATION and RECREATION

HPR 5733 Special Problems in Physical Education and Recreation An in-depth study of a specific problem in physical education. Permission of instructor is required.

HPR 5773 Financing Sport and Leisure Activities The purpose of this course is designed to help students understand the role of administration and finance in the sports enterprise. To demonstrate the standard accounting procedures and principles as they apply to sport management. Emphasis is placed on the fundamentals of financial accounting and the basic tools a sport manager must possess in order to manage a sport business entity. Additional topics will include grant writing, sponsorship, and working with other agencies to develop outside sources of funds.

HPR 6133 Masters Thesis Research This is an independent research project involving original collection and analysis of data and undertaking with the guidance of a faculty supervisor. The project will lead to a publishable research paper as a contribution to scholarship. Satisfactory completion of thesis requirements include an oral examination during the thesis defense colloquium. Pre-requisite: HPR 6793 Research in Sport and Activity.

HPR 6243 Ethical Decision Making in Sport and Activity This course will examine ethical decision-making in a variety of environments with an emphasis on sport and activity. Real and hypothetical situations will be utilized, and the course will combine theory with practical application. The case method in sport ethics will be incorporated.

HPR 6360 Portfolio and Field Experience Seminar Students will complete a portfolio containing sport administration related activities, certifications, and positions held during the graduate education period. This is a comprehensive review of the coursework taken in the sports administration program and is preparation for the job search, for review by potential employers, for continuing professional development, and for certification of competences. This is required to be completed by all sport administration graduate students prior to graduation. The student must be signed up for this course at the beginning of their last semester.

HPR 6373 Sport Event Planning and Fundraising This course examines the fundamental tools and strategies necessary to raise funds within various segments of the sport industry. Both annual and major contributions will be emphasized as well as studying their role within the overall scope of a college athletic department, professional sport organization, or other industry segment.

HPR 6396 Field Experience Internship Sport Management This course will serve as the cap stone for the graduate student in Sport Administration, as they will be required to complete a full-time experience in the sports industry or leisure industry acquiring a total of 400 hours. This experience is actual work in a sport management setting, in which management practices are applied. Final agreements and arrangements with various agencies will be completed by a member of the faculty before a student can begin the field experience. The field experience will be directed and evaluated by a faculty member with appropriate supervision by an on-site professional.

HPR 6433 Marketing and Public Relations in Sport and Activities This course focuses on current factors and issues related to sport marketing and public relations. Emphasis will be placed on creating and evaluating a marketing plan and evaluating the relationships between sport organizations and a wide variety of consumers.

HPR 6513 Organizational Behavior and Leadership in Sport This course will examine and review the principles of organizational structure and behavior within sport organizations and a wide variety of consumers. Topics will include: leadership, decision making skills, organizational policies, organizational culture, organizational change, organizational effectiveness, communication networks, leadership values and diversity.

HPR 6543 Facility Planning and Management This course studies current master planning and management techniques used by Athletic, Recreation and Physical Education programs. The course will take the student from a focus group to a final design presentation project review of facility designs, programming, and equipment. The steps to accomplish this task could include a review of showcase facilities, master planning, mission statement, finance, construction and maintenance.

HPR 6683 Legal Aspects of Sport and Leisure Activity Management This course provides students with a background and understanding of the courts and legal system in America; furthermore, it shows how the law is used by, and applied to, athletes and athletics in America. Some of the major legal problems and issues confronting the sports administrator will be presented (e.g. contracts, due process, risk management, torts and antitrust, actions against

professional, college, and community programs, actions involving safety procedures and arbitration).

HPR 6703 Sport Compliance Within this course, students will study rules and regulations that surround intercollegiate athletics at the NCAA I, II, and III level, NAIA and NJCAA. Students will examine key components of compliance including recruiting, eligibility, amateurism, and financial aid. Students will look at the best practice strategies used by institutions across the country to maintain institutional control in an environment of ever changing policy. Students will also examine the differences and similarities of the five different groups (NCAA I, II, III, NAIA and NJCAA). Students will look at the groups which govern NCAA legislation and examine upcoming legislation proposals.

HPR 6713 Social Dimensions of Sport and Physical Activity This course is a study of the historical development of sport, physical activity and leisure as an institution in American society (e.g. the rise of organized sport, factors affecting sporting developments, sport as an influence in society and sport in education). Students will review selected material from the literature in sociology, social physiology, sport and minorities, gender, competition, cooperation, audience, leadership, group interaction, and aging. These materials will be considered along with the analysis of the cultural significance of sports in a contemporary society.

HPR 6793 Research in Sport & Physical Activity This course examines strategies, techniques, materials, and principles for effective research within the sport industry. The traditional research model will be a focus with special attention given to survey research and economic impact research.

READING

RDG 5303 Reading I: Classroom Reading Instruction The purpose of this course is to prepare candidates to teach reading to students in a developmentally appropriate manner. The course is specifically designed as the first reading course for prospective graduate candidates who will be pursuing elementary, middle level, or K – 12 Special Education teaching license through the Arkansas Department of Education’s Nontraditional Licensure Program or through a state approved Masters of Arts in Teaching program.

RDG 5313 Reading II: Classroom Reading Assessment The course is designed to equip candidates with the knowledge, skills, and dispositions needed to use a variety of reading assessment tools and practices available for the classroom setting in order to plan and evaluate effective reading instruction that meets the needs of all their students. The course is specifically designed as the second required reading course for prospective graduate candidates who will be pursuing elementary, middle level, or K – 12 Special Education teaching license through the Arkansas Department of Education’s Nontraditional Licensure Program or through a state approved Masters of Arts in Teaching program.

RDG 5403 Psychology of Reading The course is designed to acquaint students with several theories of the reading process. Emphasis is placed on psychological, cognitive, and language

aspects of reading. Various philosophies of reading, as well as past and current leaders in reading education, will be considered.

RDG 5503 Reading in the Content Areas The course is designed to enable candidates to use a wide range of instructional methods, curriculum materials, and assessment tools and procedures in order to help all students to learn in the content areas through successful experiences in reading and writing. Focus is placed on the research that supports the strategies presented as well as the motivational aspects of the various strategies.

RDG 6133 Advanced Language Arts The purpose of this course is to give graduate candidates an opportunity to grow in their skills in effectively teaching the language arts. Knowledge of the foundations of oral and written language and the structure of language are considered. Candidates will provide evidence that they are proficient in using strategies (including multisensory strategies) to teach phonology, phonics and other word recognition strategies, fluent reading, vocabulary knowledge, text comprehension, handwriting, spelling, and written expression in a manner that is appropriate for diverse learners of differing developmental levels. Emphasis will be placed on students whose first language is not English, students who have specific needs, and students who display symptoms of dyslexia.

RDG 6153 Developmental Reading A study of the teaching of reading at the primary, intermediate, and secondary levels. Attention is given to major approaches, materials for instruction, and current trends and issues.

RDG 6443 Diagnostic and Remedial Reading The nature of the assessment process is explored and assessment procedures and instruments are identified. Subjects are assessed and diagnosed and a recommended program of remediation is prescribed.

RDG 6493 Dyslexia Intervention Practicum The course is designed to provide advanced candidates with the opportunity to work one-on-one and in small groups with K – 12 students experiencing difficulties in reading, writing, and/or spelling literacy that are symptomatic of dyslexia. Candidates will diagnosis the students' literacy strengths and weaknesses, provide individualized and focused interventions to enhance the students' literacy development, and report students' progress to appropriate individuals. This course requires that candidates understand the process of interpreting screening assessments for indicators of dyslexia, be knowledgeable of multiple sensory interventions, and understand the process of making evaluation referrals when necessary. Therefore, this course is limited to those candidates who have successfully completed the following prerequisite courses:

RDG 6443 Diagnostic and Remedial Reading

RDG 6133 Advanced Language Arts

SPE 5103 Advanced Methods of Instructing Students with Mild/Moderate Disabilities

SPE 6163 Special Education Law

SPECIAL EDUCATION

SPE 5053 Foundations of Special Education The purpose of this course is to equip professionals working with exceptional learners strategies to develop a solid base of special education knowledge as well as the importance of a healthy attitude toward their work and the people whom they serve. The course will focus on both general and special educators to challenge themselves to acquire a solid understanding of current theory, research, and practice in special education, and to develop an ever more sensitive understanding of exceptional learners and their families. Course covers categories of exceptionalities and related accommodations, and appropriate instructional methods. Special education laws, components of IEPs, and involving families, community agencies and other school support systems are also covered.

SPE 5103 High Incidence Disabilities The online course outcomes and goals are aligned with the Arkansas Division of Elementary and Secondary Education (DESE) K-12 Special Education Course Competencies as well as Council for Exceptional Children (CEC) Standards and CEEDAR High Leverage Practices (HLP's). Students with high-incidence disabilities often spend most or all of their school day in the general population inclusive classroom. These students have needs that require special accommodations, modifications, and/or teaching styles. In this course, candidates will review the disabilities that are present within the highest frequency of this population of students who receive special education services including autism spectrum disorders, communication disorders, intellectual disabilities, ADHD, dyslexia, specific learning disabilities, and emotional or behavioral disorders. In addition to examining the common characteristics of students who are diagnosed with these disabilities, candidates will develop differentiated instructional strategies and explore resources that will support the learning of all students in the classroom. Candidates' major activity in this course is a differentiated lesson plan assignment that is also a key assessment for the Special Education program. Using the tools and techniques from this course, candidates will be able to understand the challenges faced by students who have high incidence disabilities in the classroom and help them achieve their highest academic potential. Field experience is required for this course.

SPE 5183 – Collaboration with Families and Professionals The purpose of this course is to equip educators/interventionists with the knowledge and skills required to develop and strengthen partnerships with families of students and young learners with disabilities and their communities with an understanding of how language, culture, and family background influence the learning of individuals with exceptionalities. We will review theory and elements of effective relationship building, communication, and collaboration within the process goal of creating optimal conditions of trust so that professionals, communities, and families can work together effectively to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. This course will focus on models of family engagement, including the requirements of educational law related to research findings regarding effective communication, and understanding and working with families. We will cover the leadership role of the

interventionist/teacher in all settings taking into consideration the dynamics of the family system, and cultural competencies as well as guidance and direction to paraeducators, tutors, and volunteers and ways to serve as a collaborative resource to colleagues. As a final project, course candidates will create their own plans for family community and stakeholder-professional partnerships.

SPE 5213 Introduction to Autism Spectrum Disorder This course is an examination of the psychological, physiological, social, and educational characteristics of individuals who have been identified as having Autism Spectrum Disorder (ASD). By the end of this course, candidates will demonstrate knowledge and skills related to the definition, characteristics, causes, and prevalence of learners with autism spectrum disorder. Additionally, candidates will learn assessments, interventions, and educational practices for this unique population

SPE 5393 Low Disabilities The online course aims to ensure Special Education teachers have the skills and experiences necessary to meet the needs of students with low incidence disabilities. The course examines the psychological, physiological, social, and educational characteristics of individuals with low incidence disabilities. Candidates evaluate the individual needs of students with low incidence disabilities and develop a thematic unit that includes lesson plans and assessments. Additionally, candidates will use Systematic Instruction to teach skills while taking data and summarizing findings.

SPE 5403 Diagnostic Assessment This online course is designed to provide teachers and other related service providers an understanding of the processes and terminology used in assessment of students with special needs. The content will focus on evaluating students, analyzing and interpreting the data obtained from various assessment instruments to design and plan programs to meet the needs of the special education child. Academic, affective, work-study, adaptive functioning, fine motor and environmental measures will be covered in the assessment model. Emphasis will be on the importance of the benefits for gathering accurate information; for tailoring assessment to a specific purpose; for recognizing reliability and validity; for obtaining age and linguistically appropriate measures; for sharing and collaborating with all stakeholders to improve the quality of special education programs.

SPE 5483 Characteristics of Children with Exceptional Needs A graduate level course designed to introduce teachers to a study of those individuals who deviate from the normal pattern of development. The course includes a review of the causes of individual differences and a survey of materials and methods used in the field of special education. The course is specifically designed for teachers in alternative licensure programs who may not have taken similar courses at the undergraduate level.

SPE 5553 – Assistive Technology in Special Education The Assistive Technology course focuses on assistive technology to promote academics and independence for students with disabilities. Candidates will learn how to integrate various assistive technologies (low to high) to support academics, support mobility, lifts and transfers, feeding and swallowing, and positioning and handling. Candidates will learn typical and Atypical communication and Augmentative and

Alternative Communication (AAC). Additionally, the course will provide candidates with information about health and safety concerns, medical support services, and the medical needs of individuals with disabilities

SPE 5993 Workshop/Seminar: Special Education/Early Intervention A study and application of consultation processes needed by Special Education personnel in assessing and utilizing team service to identify, evaluate, and implement program services for pre-school children.

SPE 6153 Issues in Special Education A seminar designed to expose the candidate to the major issues in the field which confront special education professionals. It is intended that the candidate develop defensible positions on these issues. Prerequisites: eighteen (18) hours graduate study or consent of the instructor.

SPE 6160 MAT Special Education Orientation MAT Special Education orientation is an introduction to special education teacher education and the teaching profession. This course is an intensive overview of Teachers College, Henderson, SPED MAT program of study, licensure, and Charlotte Danielson's Framework for Teaching. This course will focus on preparing special education professionals to better understand the characteristics of a highly effective teacher by investigating topics that may include the classroom environment, teaching methods and strategies, creating lesson plans using standards, using assessments in instruction, professional responsibilities, and infusing technology. The clinical field experience observation component will be based upon the Charlotte Danielson's Framework for Teaching.

SPE 6233 Special Problems Individually designed study of various problems in special education. Under the guidance of an advisor, the candidate will engage in directed readings, research and observations. A report of the candidate's finding is required.

SPE 6263 SPED 101 Academy A course that will provide candidates with knowledge and skills necessary to fulfill duties and responsibilities of a Special Education teacher in Arkansas. Candidates will be introduced to special education legislation, learner development and individual learning differences, IEP planning and implementation, learning environments, curricular content knowledge, assessment, policies and procedures, instructional planning, professional learning and ethical practice, collaboration as well as behavior strategies related to educating students with disabilities.

SPE 6273 Action Research The online course represents a culminating study under IDEA 2004 in the field of special education. Students present issues, problems, and trends in special education through the intensive research-based study of those key components affecting the teachers, students, and families in today's educational process.

SPE 6296 Teaching Internship in P-4 Observation and teaching of students with disabilities in an elementary setting under the direct supervision of a qualified teacher, with guidance from a special education faculty member.

SPE 6303 - Advanced Practicum in SPED K-12 The K-12 Special Education Practicum provides candidates with supervised experience in instructional planning, assessment, management, and systematic delivery of evidence-based instruction for individuals with disabilities. Candidates are required to complete 50 direct hours and ten indirect hours during practicum. Special Education licensure is contingent on the successful completion of this course.

SPE 6306 Teaching Internship in 4-12 Observation and teaching of students with mild disabilities in a secondary setting under the direct supervision of a qualified teacher, with guidance from a special education faculty member.

SPE 6313 Special Education Law Federal laws mandating the provision of special education and related services to students with disabilities have been in effect since 1975. To understand the field of special education, it is essential that we be familiar with the history and development of these laws. Because special education has become a highly litigated area, it is important that special education teachers, administrators, and associated staff know the requirements of these laws. Moreover, the laws are in a constant state of development and refinement; therefore, we need to be able to locate the necessary information to keep abreast of these changes. Laws ensuring the provision of special education to students with disabilities are based on constitutional principles, written and enacted by legislatures, enforced by administrative agencies, and interpreted by the courts. It is through the interaction of the various components of the legal system, legislative and judicial, that special education law evolves.

SPE 6323 Positive Behavior Supports The online course outcomes and goals are aligned with the Arkansas Division of Elementary and Secondary Education (DESE) K-12 Special Education Course Competencies as well as Council for Exceptional Children (CEC) Standards and CEEDAR High Leverage Practices (HLP's). The candidate will examine the biological, neurological, and psychological foundations of behaviors for appropriate communication and management strategies, aligned with instructional practices. This course provides the candidate with skills that include a legal framework essential to developing positive behavior supports and self-management outcomes for students with special needs. The establishment of a consistent, organized, and respectful learning environment for students by the candidate is a focus while providing positive and constructive feedback to guide students' learning and behavior. A functional analysis of behavior that leads to a positive behavior intervention plan is the major course activity and key assessment required in this course. Collaborative practices that lead to critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis. Field experience is required for this course.

SPE 6353 Advanced Studies in Early Childhood Special Education This course serves as an introductory course for the field of Early Childhood Special Education. Key topics discussed include; types of developmental disabilities, the role of the interventionist/special education teacher, the role of the interventionist working with families within an inclusive and natural environment, and terminology and evidence-based skills to enable parents to be actively

involved in and contribute to their child's education. Special attention is given to local resources for families and the role of the parent including components of individual education plans (IEP's) and individual service plans (IFSP's).

SPE 6373 Advanced Methods of Instructing Early Childhood Mild Moderate Young Learners Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high-quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

SPE 6383 EC Behavior Management This course provides the candidate with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for early childhood young learners with special needs. The candidate will examine the biological, neurological and psychological foundations of behaviors for appropriate communication and management strategies, which are aligned with instructional practice. The foundations of functional analysis of behavior leading to positive behavior intervention plans will be examined. Models of collaborative practices that lead to critical partnerships with students, families, educators and agencies will be investigated through skill development and self-analysis. Social-Emotional Development in early childhood will be a major focus throughout the course. The implications of bullying in early childhood will also be an area of study within this course.

SPE 6413 Practicum in Teaching Students with Disabilities (B-5) This course provides an intensive practicum experience in which the graduate candidate is responsible for all aspects of instruction in the learning environments for the full range of ages, types and levels of abilities, and collaborative opportunities for young learners from birth to age 5.

SPE 6423 Practicum in Teaching Students with Disabilities (K-6) This course provides an intensive practicum experience in which the graduate candidate is responsible for all aspects of teaching a classroom for the full range of ages, types and levels of abilities, and collaborative opportunities for learners from grades kindergarten through six.

SPE 6433 Practicum in Teaching Students with Disabilities (7-12) This course serves as a culminating activity and experience based on the sequential application of knowledge and skills developed in previous courses. This practicum experience is designed to provide the candidate with opportunities to be an active participant in the actual school environment. These experiences are also to include parental involvement and opportunities to apply pedagogical appropriate techniques and strategies in various teaching and learning environments with students who have disabilities.

SPE 6443 Early Childhood Assessment & Programming Candidates will know and understand the purposes of assessment with ethical and legal considerations. Candidates will choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based

practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

SPE 6453 Seminar: Assessment and Evaluation for Educational Examiners This course is designed to specifically meet the needs of those desiring licensure as an educational examiner.

SPE 6466 Practicum for Educational Examiners An intensive practicum involving the legal and ethical issues that impact assessment, eligibility and placement of students with exceptionalities, measurement theory, practices and devices required for appropriate services. Candidates will demonstrate the ability to select and administer appropriate tests and interpret test results providing the basis for proper diagnosis of a disability and the identification of children eligible for special education services. In addition, candidates will demonstrate the ability to conference and share assessment information in an understandable manner to parents, teachers, and other parties.

SPE 6493 Advanced Strategies in Early Intervention This course focuses on the knowledge, skills, and dispositions needed to deliver specialized services to children and their families. A major focus of the course is the candidates' ability to select and deliver research-based interventions that match the strengths and needs of children while respecting the capacities, cultural values, and beliefs of their families. The course will explore various collaborative and interdisciplinary models of service delivery. Candidates will demonstrate that they are capable of delivering family-centered and culturally competent approaches to assessment and intervention

SPE 6523 ECH Advanced Methods of Instructing Students with Moderate to Severe & Profound Disabilities The online course aims to ensure candidates have the skills and experiences necessary to meet the needs of young learners with severe to profound disabilities. The course examines the psychological, physiological, social-emotional, and educational characteristics of young learners with severe to profound disabilities. Additionally, candidates will evaluate the needs of young learners with more severe developmental disabilities, develop intervention plans, collect data, and summarize the intervention findings.

SPE 6533: Practicum 2: Teaching Birth-K Students with Disabilities

This course will focus on preparing education professionals to better understand the characteristics of a highly effective teacher by investigating topics that may include the classroom environment, teaching methods and strategies, using assessments in instruction, professional responsibilities, multiculturalism, Blooms Taxonomy, and infusing technology, accommodations and modifications. The course will include the opportunity for candidates to select and implement teaching methods/strategies for a unit of study in their classroom to demonstrate and evaluate their impact on student learning. Candidates will present their impact on student learning project to evaluators to demonstrate how their teaching addresses

Danielson's Domains, National and State Standards, and Teachers College, Henderson Dispositions.

SPE 6603: Practicum 1: Teaching K-12 Students with Disabilities MAT Special Education Practicum 1 builds on the concepts presented in the Orientation course. Candidates continue to develop their knowledge of the job expectations of a special education teacher and the teaching profession. This course will focus on preparing education professionals to better understand the characteristics of highly effective special education teachers. The content-focused observation component (at least two classroom observations) will be based upon the national content standards (Council of Exceptional Children-CEC) as well as the Teacher Excellence and Support System (TESS)/ Charlotte Danielson Framework for Teaching. The collection and reflection of content portfolio artifacts will be emphasized.

SPE 6633: Practicum 2: Teaching K-12 Students with Disabilities This course will focus on preparing education professionals to better understand the characteristics of a highly effective teacher by investigating topics that may include the classroom environment, teaching methods and strategies, using assessments in instruction, professional responsibilities, multiculturalism, Blooms Taxonomy, and infusing technology, accommodations and modifications. The course will include the opportunity for candidates to select and implement teaching methods/strategies for a unit of study in their classroom to demonstrate and evaluate their impact on student learning. Candidates will present their impact on student learning project to evaluators to demonstrate how their teaching addresses Danielson's Domains, National and State Standards, and Teachers College, Henderson Dispositions.

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