



University of Arkansas  
**Pine Bluff**



Graduate Catalog

2010 - 2012

**Graduate Studies**  
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**Pine Bluff, Arkansas 71601**  
**870-575-8316**  
**<http://grad.uapb.edu>**

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AND  
CONTINUING EDUCATION**

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## USEFUL TELEPHONE NUMBERS

Academic Affairs.....	575-8475
Admissions and Academic Records.....	575-8492
Agricultural Research Center.....	575-8131
Alumni Affairs.....	575-8499
Aquaculture/Fisheries Graduate Coordinator.....	575-8105
Basic Academic Services.....	575-8356
Bookstore .....	575-8857
Career Services.....	575-8463
Cooperative Extension.....	575-8530
Chancellor.....	575-8470
Comprehensive Testing .....	575-8056
Financial Aid .....	575-8302
Division of Graduate Studies and Continuing Education .....	575-8315
Health Services .....	575-8508
Honors College .....	575-8050
Housing .....	575-8079
Library .....	575-8411
Military Science.....	575-8445
Public Safety .....	575-8101
Registrar .....	575-8487
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## UNIVERSITY HISTORY

### **The University of Arkansas at Pine Bluff**

The University of Arkansas at Pine Bluff is a state supported land grant institution. It was created in 1873 by an act of the Legislature as a branch of the Arkansas Industrial University (now the University of Arkansas).

Originally known as Branch Normal College, the school opened on September 27, 1875 in a rented frame building on the corner of Sevier and Lindsey Streets in the city of Pine Bluff. With Professor J.C. Corbin in charged, seven students enrolled, three from Jefferson County and four from Drew County.

In 1882, the school moved to a two-story brick structure erected by state funds on a fifty-acre plot in the suburbs of Pine Bluff. Between 1881 and 1894, the school conferred ten Bachelor of Arts degrees. From 1894 to 1929, the school operated as a junior college.

In 1927, the governor appointed an independent board of trustees for the college and the state legislature appropriated \$275,000 for the erection of a new physical plant just outside the city limits. To aid in this project, the General Education Board contributed \$183,000 and the Resenwald Fund \$44,000.

In 1929, the school expanded into a standard four-year degree-granting institution and in 1933 was certified as a standard four-year college. Two years later, a building program provided eight residences for instructors, a gymnasium in 1938, two more dormitories, and a library.

In 1942, as a result of the sudden and untimely death of John Brown Watson, Lawrence A. Davis, Sr. was acting president. In April 1943, the Board of Trustees named Davis president of the institution. Toward the end of the 1940's, an extensive building program began that eventually doubled the college's facilities: Larrison Science Building (1950), Woodard Agricultural Building (1950), L.A. Davis, Sr. Student Union (1952), Brown Student Infirmary (1952), Rust Industrial Technology Building (1963), John Brown Watson Library Building (1968), Room Norma E. Harrold Dormitory Complex for Women (1965), Franks-Kincaid Faculty Apartment Building (1965), and J.C. Corbin Teacher Education Building (1965). In 1968, an extension to the Lawrence A. Davis, Sr. Student Union expanded the lobby, kitchen and dining room facilities. Students began using the new Isaac Hathaway Fine Arts Building during the 1969 fall semester.

The College Farm or 220 acres and the Agri-Lab underwent an expansion in services and research facilities in 1966 involving an expenditure of a quarter of a million dollars. In cooperation with the University of Arkansas and the Arkansas Archeological Survey, the college's Anthropological Laboratory increased its research facilities and enriched its curricular offerings in 1967. On July 1, 1972, a merger rejoined the two oldest public higher educational institutions in the state: Arkansas Agricultural, Mechanical, and Normal College was merged into the University of Arkansas System. Arkansas AM&N was renamed the University of Arkansas at Pine Bluff.

With appropriations from the State Legislature and Federal Government, the University initiated another physical plant improvement program in 1972. A physical plant building was completed in 1973, a new science building in 1975, and a major renovation program for all existing buildings and grounds was completed or planned by mid-1975. In 1977, the University added a \$28,000,000 Home Economics complex and a \$1,600,000 Administration Building. At a cost of \$7,500,000 a Health, Physical Education and Recreation Complex was completed in 1984.

When Lawrence A. Davis, Sr. left in August 1973, Johnny B. Johnson, Sr. was appointed Acting Chancellor. On July 1, 1974, Herman B. Smith, Jr. began his duties as Chancellor. Under his leadership, new programs were added to the curriculum and a vigorous recruiting drive was initiated to increase student enrollment. A combination of increased state funding and outside support resulted in the improvement of the physical plant and the acquisition of a higher percentage of faculty with doctoral degree. Dr. Smith resigned his position June 30, 1981. From January 1981 through August 1981, an Administration/Operation Committee guided the University.

On September 1, 1982, Lloyd V. Hackley assumed duties as Chancellor of the University. His commitment to excellence in higher education echoed throughout the state of Arkansas resulting in his appointment to the Education Standards Committee and the Quality Higher Education Study Committee by Governor Bill Clinton. During his tenure, Dr. Hackley obtained funding to construct and furnish the Kenneth L. Johnson, Sr. HPER Complex. He also supervised the restructuring of UAPB's academic program into a University College to supervise the first two years of instruction and an Upper Division to supervise the last two years. His resignation became effective September 30, 1985.

From October 1, 1985 to August 15, 1986 Dr. Johnny B. Johnson served the University as Provost and chief operating officer. On August 19, 1986, Dr. Charles A. Walker assumed responsibilities as Chancellor. During his administration, UAPB initiated graduate programs leading to the Master of Education degrees in Elementary and Secondary Education. The UAPB Research Center was opened. The Johnny B. Johnson Residence Complex was constructed and the L.A. Davis Student Union and the Harrold Residence Complex received extensive renovations.

After Dr. Walker's resignation in June 1991, Dr. Carolyn F. Blakely was appointed Interim Chancellor. Dr. Lawrence A. Davis, Jr., class of 1958, replaced Dr. Blakely when he was appointed Chancellor in November of 1991. New degrees added during Dr. Davis' administration included Sound Recording Technology, Rehabilitation Services, and Regulatory Science. Aquaculture/Fisheries enrolled its first students for the Master of Science degree in 1997 under Dr. Lawrence A. Davis, Jr.'s administration.

### **Location**

The University of Arkansas at Pine Bluff is located in the northern part of the city in South Central Arkansas. Pine Bluff has a population of 57,000 and is the county seat of Jefferson County. It is accessible by land via State Highways 65 and 79 and by air via Little Rock Airport.

Culture and recreational facilities include the Southeast Arkansas Arts and Science Center, movie theaters, libraries, a bowling alley, roller-skating rinks, golf courses, swimming pools, parks, a city lake, riverside sporting and recreation activities, and a convention center that attracts top national entertainers. Pine Bluff has major chain motels and a variety of fine restaurants. Just 38 miles to the north is the state capitol, Little Rock. Approximately 142 miles northeast of Pine Bluff is Memphis, Tennessee.

## **MISSION OF THE UNIVERSITY**

### **Historical Mission**

One of the most important aspects of the historical mission of Agricultural, Mechanical and Normal College was established by the Legislative Act of 1873. The Act stipulated that the institution was being established for the convenience and well being of the “poorer-classes.”

The second statutory provision relating to the mission of the College was the Land Grant Act of 1890 which made the Morrill Act of 1862 applicable to Agricultural, Mechanical and Normal College.

The Act of 1862 charged the College, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as related to agriculture and mechanic arts. These subjects are to be taught in such a manner as the State prescribes in order to provide the liberal and practical education of the laboring classes of people in the several pursuits and occupations of life.

### **Evolving Mission**

In 1972, when AM&N was merged with the University of Arkansas System, the institution’s name was changed to the University of Arkansas at Pine Bluff and the mission was expanded. The expanded mission is as follows: The University of Arkansas at Pine Bluff continues to maintain a special sensitiveness to the needs, aspirations, problems and opportunities of its historic constituents. It shall expand its mission with a high degree of excellence and with a sense of constantly improving quality. The new social context that is emerging as a result of integration requires that this mission be expanded, extended and enriched so as to become consonant with the needs and demands of a more culturally heterogeneous student clientele-a clientele differing academically, socially, racially, ethnically and culturally.

To fulfill its mission of service to this heterogeneous clientele, UAPB shall develop creative and innovative activities that produce new curricular models in the fields of aesthetics, social and political institution, and scientific technical development. This will be accompanied by new instructional designs and professional staffs capable of implementing such programs.

The thrust of this new and expanded mission could and should result in the re-examination and improvement of value systems and moral behavior of political institutions and of the economic system. Such a mission does not merely support the advancements of science and technology; it uses science and technology to help solve economic, physical, social, political, racial and cultural problems.

The institution's ultimate goal is to assist America in building a new social organism that will accommodate racial, ethnic and cultural pluralism in a manner that will enhance the quality of lives and patterns of living and weld the nation into one people, a mission which seems essential to the future security and health of the nation.

### **GOALS AND OBJECTIVES OF THE UNIVERSITY**

The following long-and short-range goals, which emerge from the university's mission, address the major role and functions of the institution.

**Goal 1.** Strengthen institutional quality through graduate and undergraduate programs of excellence in in-class and out-of-class teaching and learning activities.

#### Objectives:

1. Promote program excellence and access, epitomized by high expectations and effective, a global perspective, technology literacy, and responsive teaching and learning.
2. Create a network of support mechanisms that will facilitate excellence in teaching and learning.
3. Promote and support faculty and staff excellence through effective recruitment, engagement, appropriate recognition and rewards, development, and opportunities for career advancement.
4. Promote and support student excellence through appropriate recognition, ongoing assessment, advisement, appropriate curricular offerings and research engagement experiences, counseling and testing, health and wellness, leadership training and experiences, as well as opportunities for academic, social, and career advancement.
5. Develop and implement effective strategies to increase recruitment, retention, and graduation rates.
6. Develop an effective and efficient infrastructure for distance learning that facilitates increased course offerings at a distance.
7. Develop new programs that meet the continuously evolving needs of constituencies.

**Goal 2:** Engage faculty/staff and students in mission-oriented research and creative activities to solve stakeholder problems and enhance the quality of life.

#### Objectives:

1. Establish institutional mechanisms (i.e., release time, support staff, facilities, and grants management) to promote research, scholarly, and creative activities.
2. Provide financial incentives and rewards to recognize faculty productivity in research and scholarly activities.

3. Establish partnerships and collaborations with other institutions and agencies to broaden the scope and productivity of research and creative activities.
4. Increase the university's investment in research and scholarly activities through seed grants and indirect cost recovery.

**Goal 3:** Strengthen the institution's quality in scholarship through engaging the entire university in fulfilling its public service mission.

Objectives:

1. Identify and provide resources to support public service and engagement.
2. Provide opportunities for service initiatives in every curriculum
3. Establish collaborative partnership efforts across units, programs, and communities to facilitate the University's public service mission.
4. Provide incentives and recognition for engagement and public service initiatives.

**Goal 4:** Enhance services offered by support units in executive management, finance and administration, and student affairs.

Objectives:

1. Enhance services offered by the office of human resources, financial aid and student accounts.
2. Enhance services offered by office of research and sponsored programs in seeking and administering funds for research and sponsored programs.
3. Provide alternative methods of storing files and records.
4. Maintain and develop physical facilities that will allow a safe and effective teaching, learning, research, and service environment.
5. Strengthen information technology resources to enhance all of the university's activities.
6. Maintain sufficient reserves in the university's fund balance.
7. Promote awareness among clientele, potential clientele, potential donors, and other constituencies about activities and their impact.

**Goal 5:** Ensure accountability and continuous improvement of programs and services by implementing a comprehensive institutional assessment system with a planning and budgeting model.

Objectives:

1. Establish an office of academic assessment and accountability.
2. Integrate assessment plan and activities into an effective assessment system.
3. Apply results generated from assessment data to ensure academic quality improvements at the departmental level.
4. Develop and implement a mechanism for timely response to changing state and federal academic policies.
5. Use resources effectively to meet constituent needs.
6. Implement student evaluations to enhance student achievement.
7. Institutionalize a mechanized, institution-wide data base that empowers managers to make data driven decisions.
8. Implement a cyclical planning, managing, and evaluating system.

**ACCREDITATION AND MEMBERSHIP**

The University of Arkansas at Pine Bluff is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. It has program accreditation by the National League for Nursing, National Association for Schools of Music, American Home Economics Association, International Association of Counseling Services and the National Association for the Accreditation of Teacher Education, and the Council of Social Work Education. The institution is a member of the American Council on Education, American Association of Colleges for Teacher Education, National Association of State Universities and Land Grant Colleges and the Association of American Colleges, the National Collegiate Honors Council, and the National Association of Fisheries and Wildlife Programs.

**CHANGES IN UNIVERSITY REGULATIONS**

The University reserves the right to change the regulations for admission to, instruction in, and graduation from the University and to change other regulations affecting the student body at any time. New regulations go into force whenever proper authorities determine they are needed and apply both to prospective students and to those matriculating at the time.

Curriculum changes will not affect full-time students who have declared and are pursuing a major. Providing enrollment continues without interruption, these students shall continue to pursue the curriculum as identified in the catalog existent at the time they declared their majors. Changes in state certification requirements and state laws, however, may alter curriculum offerings and requirements for graduation, regardless of when a student entered a given curriculum.

## **GRADUATE SCHOOL PURPOSE**

The primary aim of graduate studies is the advanced preparation of students in the fields of Addiction Studies, Agricultural Regulations, Aquaculture/Fisheries, and Education.

Graduate Programs shall be coordinated by the Dean of Graduate Studies and Continuing Education. The Graduate Council has legislative authority for the entire process and shall have designated and specified advisory responsibilities.

A Master of Science degree in Addiction Studies is offered through the School of Arts and Sciences. This program requires a total of 36 semester credit hours. It emphasizes empirical-based approaches to preventing addiction problems and provides specialist skills related to the theoretical, policy, evaluative, and research frameworks which undergird treatment, intervention, and prevention approaches in the addiction field.

The Master of Science Degree program in Agricultural Regulations is offered by the USDA Regulatory Science Center of Excellence in conjunction with the Department of Agriculture. Established in 1995, the program is designed to prepare students and practitioners to address regulatory issues in agriculture, environmental biology, food safety, and agricultural risk analysis.

A Master of Science degree is offered in Aquaculture/Fisheries. Students can specialize in the areas of fish health, nutrition, pond and hatchery management, water quality, economics and marketing, stream ecology, larval fish ecology and fisheries management. A minimum of 34 hours of coursework and a thesis are required for this degree.

The curricula for Master of Education degree include courses in both professional education and subject matter areas. A total of 36 hours of study is required for program completion. The University of Arkansas at Pine Bluff (UAPB) offers the Master of Arts in Teaching and the Master of Education degree in the areas of Early Childhood Education and Secondary Education. In secondary education, there are five cognate areas: Mathematics, Physical Education, Social Studies, English and Science.



**School of Agriculture, Fisheries and Human Sciences**

**James O. Garner, Ph.D.  
Interim Dean**

## **MASTER OF SCIENCE DEGREE PROGRAM IN AGRICULTURAL REGULATIONS**

School of Agriculture, Fisheries and Human Sciences  
USDA Regulatory Science Center of Excellence  
Department of Agriculture  
University of Arkansas at Pine Bluff  
1200 North University Drive, Mail Slot 4913  
Pine Bluff, Arkansas 71601  
Telephone: (870) 575.7144

Edmund Buckner, Ph.D.  
Director, USDA Regulatory Science Center of Excellence  
(870) 575.8537

Muthusamy Manoharan, Ph.D.  
Graduate Coordinator  
(870) 575.8543

### **OVERVIEW OF PROGRAM**

The Master of Science Degree Program in Agricultural Regulations is offered by the USDA Regulatory Science Center of Excellence in conjunction with the Department of Agriculture. The Agriculture Department is comprised of several undergraduate programs and also houses the Regulatory Science Center of Excellence.

The Regulatory Science Center was established in 1995 by the United States Department of Agriculture Animal and Plant Health Inspection Services – Marketing and Regulatory Programs Division. The Regulatory Science Center functions in a multidisciplinary environment which merges the experience of University faculty and personnel with Federal agencies to educate students, conduct research, and promote outreach programs. The Regulatory Science Center works in conjunction with the Agriculture Department to prepare students and practitioners to address important regulatory issues in agriculture, environmental biology, food safety, and agricultural risk analysis. The efforts of the Regulatory Science Center help provide safe, high quality commodity and food products, healthy work and living conditions and a healthy environment. Faculty members of the Center are also faculty members of the Agriculture Department and have expertise in the fields of agricultural science, regulatory compliance, food safety, biotechnology, natural resource systems, natural resource policy and agricultural economics.

### **USDA REGULATORY SCIENCE CENTER OF EXCELLENCE MISSION STATEMENT**

The Center's mission is to support education, research and understanding in regulatory sciences and risk analysis. The Center also supports a multidisciplinary program designed to prepare students for meaningful careers in agricultural, environmental and food safety regulatory affairs. The Center utilizes the experience of university faculty and federal agencies in

conducting research and outreach education that advances understanding of and compliance with the federal, state and local government statutes. To fulfill this mission the Center:

- Provides seminars and workshops that train students and professionals about regulatory issues related to agriculture
- Obtains internships for students enrolled in the regulatory science program
- Performs risks evaluations and recommend measures to reduce risk
- Works closely with regulatory agencies and private industry to provide regulatory expertise.

## **RESEARCH**

Research is conducted in the areas of agriculture, economics and natural resource management. Particular attention is given to the problems and issues which small and limited-resource farmers in Arkansas face. Researchers also address problems that are both timely and important to the general public at the local, state and national levels. In line with the University's Goals, the Center and the Department "conduct research and scholarly activities that enhance the problem solving capacity of the institution and contributes to expanding knowledge base."

External research grants, USDA Evans – Allen support, and state support provide the financial basis for both the Center and Department of Agriculture's research programs. Research and extension programs are categorized under five (5) goals which include supporting: 1) An agricultural system that is highly competitive in the global economy 2) A safe and secure food and fiber system, 3) A healthy, well-nourished population, 4) An agricultural system which protects natural resources and the environment, and 5) Enhanced economic opportunity and quality of life for Americans.

A 540 square foot distance education/Geographic Information Systems (GIS) laboratory is located in Woodard Hall. Equipment includes twenty-one (21) computers (on-line) for student use and three (3) big-screen, high definition monitors. Identical equipment is located at sites in Altheimer, Lake Village and North Little Rock. These distance education classrooms facilitate course offerings to the above mentioned remote sites. Woodard Hall also includes classrooms and a 54 seat auditorium, conference room and faculty/staff offices.

The University of Arkansas at Pine Bluff has laboratory facilities and equipment that are among the best in Arkansas (i.e. Holiday Hall - Applied Sciences Building). The Applied Sciences building houses the Animal Science/Entomology lab, the Soils lab, the Regulatory Science lab, the Biotechnology lab, and the Plant Science lab. A new Food Safety laboratory/building and additional research labs are located in the S. J. Parker research facility.

## **ADMISSION PROCESS**

Applicants to the Graduate Agricultural Regulations Program must submit a complete set of application materials to the Center for Regulatory Science. All correspondence regarding admissions should be directed to the Graduate Agricultural Regulations Program Coordinator. The application deadline for fall admission is March 15<sup>th</sup>. The application deadline for spring admission is October 15<sup>th</sup>. A complete application package should be submitted by the appropriate deadline. A complete application includes the following:

1. Application for Admission to the Graduate Agricultural Regulations Program
2. Non-refundable \$37.00 application fee
3. Three letters of recommendation
4. A 300-500 word statement of purpose
5. Official transcripts from all colleges and universities attended (minimum 2.7 GPA required)
6. Immunization Records (Copy)
7. Official GRE scores (minimum of 1000) from the general GRE test or similar examination
8. Official TOEFL scores (international applicants only).

Applications for admission may be obtained from the UAPB Graduate School or from the Agricultural Regulations Graduate Coordinator. For additional information contact the Graduate Coordinator:

Muthusamy Manoharan, Ph.D.  
Associate Professor/ Graduate Program Coordinator  
Master's in Agricultural Regulations  
Department of Agriculture  
144 Woodard Hall  
University of Arkansas at Pine Bluff  
Pine Bluff, AR 71601  
Phone: 870-575-8543  
E-mail: [manoharanm@uapb.edu](mailto:manoharanm@uapb.edu)

## **ADMISSION REQUIREMENTS AND STATUS**

### **1. Regular Admission**

Admission to the Graduate Agricultural Regulations Program is based upon the complete application package of the applicant and availability of a departmental graduate advisor and departmental resources. During the application review process, applications are routed to the appropriate faculty member(s) for detailed review. Applications with specific research interests (as indicated on the application) are matched to faculty member(s) with corresponding research expertise. Prospective students must hold a four-year baccalaureate degree or higher from a college or university of recognized standing (i.e., degrees from institutions outside the U.S. are evaluated for equivalency to U.S. degrees).

The applicant should possess a cumulative grade-point average of 2.70 (A=4.00) or better on all course work attempted, or 3.20 (A=4.00) on the last 60 semester hours of course work attempted, prior to receipt of a baccalaureate degree from a regionally accredited institution of higher learning. Scores on the Graduate Record Examination, the Miller Analogies Test or a similar test will also be considered in determining the admission status of graduates. The applicant must also be recommended by the chairperson of the department conferring the bachelor's degree or that student's undergraduate advisor.

Students who do not have a course equivalent to Administrative Law and Government Regulations (AGRI 3312) will be required to take this undergraduate course in addition to meeting the coursework requirements of the M.S. degree. After the student is admitted, their graduate committee will evaluate the student's transcript to determine if other undergraduate strengthening courses are needed.

## **2. International Admission Status**

An applicant from a foreign country seeking admission to the Graduate Agricultural Regulations Program must meet the same requirements for regular admission as applicants from the United States. In addition, he or she must demonstrate the ability to read, write, speak and understand the English language. Prospective students whose native language is not English must take the Test of English as a Foreign Language (TOEFL).

## **3. Provisional Admission**

Applicants who appear to meet the admissions requirements but have a baccalaureate degree in a non-natural science field may be accepted on a provisional basis. An applicant who is unable to supply all required documentation prior to the admission deadline but who otherwise appears to meet the admission requirements, with the recommendation of the Graduate Coordinator and approval of the Center Director, may be granted provisional admission. A complete application package must be received by the Center before the end of the semester for which the student has registered in a provisional status. A student will not be permitted to enroll in the Graduate Agricultural Regulations Program with a provisional status for more than one semester. Provisional admission does not guarantee subsequent regular admission. A student admitted on a provisional basis may not hold an assistantship until regular admission status has been achieved. International applicants residing outside of the United States at the time of application may not be admitted on a provisional basis.

## **4. Probationary Admission**

An applicant, who does not meet all the admission requirements but shows promise for successful graduate study and, upon the recommendation of the graduate coordinator and the approval of the Center Director, may be granted probationary admission. Students in probationary admission status must earn a 3.0 grade point average or better their first semester in order to continue in the program. Special course requirements or other conditions may be imposed by the student's graduate committee. A student in probationary admission status may not hold an assistantship or be admitted to candidacy for the Master's degree.

## **5. Special Students**

A person who wishes to take graduate courses in the Agricultural Regulations but who does not plan to pursue a graduate degree may be admitted as a special student with the approval of the Center Director. Admission as a special student will be granted primarily for the purpose of participating in special graduate course offerings, or for taking courses which will be transferred to another institution. Special Student status is not intended for a student who has been denied admission or dismissed from the Graduate School and will not be permitted to enroll as a special student. An applicant for special student admission must submit a completed graduate application, pay the graduate application fee (\$37.00) and indicate that

they desire "Special Student" status. Official transcripts of previous college work showing evidence of an undergraduate degree and, if applicable, other graduate level coursework. Special student admission status is granted for the semester for which the application is submitted. Further enrollment as a special student must be approved on a semester-by-semester basis. Special students may not hold graduate assistantships or enroll in thesis research courses.

A former or currently enrolled special student who wants to apply for regular admission to a graduate degree program must submit a complete Graduate School Application for Admission by the appropriate deadline (with all supporting documents). The application fee may be waived if the applicant has already paid the fee at a prior time. Admission as a special student in no way guarantees subsequent regular admission into the graduate program. Credit earned as a special student may be applied to a degree program only with approval of the student's graduate committee; no more than six semester hours of course work earned as a special student may be applied to a graduate degree in the Agricultural Regulations Program, and only grades of A or B may be so applied, although a grade in any course taken as a special student will be considered in computing the student's graduate grade-point average.

### **GRADUATE PROGRAM READMISSION**

Students who have previously enrolled in the Agricultural Regulations Graduate Program and left for one semester or more must seek readmission to the program. Returning graduate students who have been enrolled in the Agricultural Regulations Graduate Program within the past 12 months must send a letter to the graduate coordinator formally requesting readmission to the graduate program. The student does not have to submit an application for readmission if the student has been enrolled in the program within the past 12 months.

Returning graduate students who have not been enrolled in the Agricultural Regulations Graduate Program for a period of over one year but not more than three years and who are not within one year of the six-year limit on graduate level study must submit the following to the Graduate Coordinator:

1. Application for Admission to the Graduate Agricultural Regulations Program
2. Three letters of recommendation
3. Official transcripts from all colleges and universities attended
4. Official GRE scores from the general GRE test
5. Official TOEFL scores (international applicants only).

Applications for admission may be obtained from the UAPB Graduate School or from the Agricultural Regulations Graduate Coordinator.

### **TUITION AND FEES**

Graduate student tuition and fees are based on factors such as the number of credit hours taken and residency/non-residency in the State of Arkansas. Tuition and fees are established by the University. Current information regarding the cost of graduate tuition and fees may be found at the University web site ([http://www.uapb.edu/83\\_tuition-and-fees.php](http://www.uapb.edu/83_tuition-and-fees.php)) or by calling the University Admissions office (870.575.8492).

### **GRADUATE RESEARCH ASSISTANTSHIPS**

A one-half time Graduate Research Assistant is required to spend a minimum of 20 hours per week fulfilling the assigned research responsibilities associated with the stipend. These duties may be independent of research activities that contribute to the requirements of the degree program. Research assistantships are typically awarded for two years; however assistantships may be awarded for a maximum of three years in non-typical situations. Research assistantships may be funded through Center funds or research or teaching grants secured by individual faculty members. Funding opportunities should be discussed with prospective graduate advisors prior to enrolling in the graduate program.

The stipend amount for first year graduate students is \$17,800 per year and \$18,800 per year for second –year graduate students. Students receiving stipends are expected to enroll as full-time students. Students are responsible for all tuition and fee payments and may enter into installment payment agreements with UAPB Student Accounts Department.

### **TRANSFER CREDIT**

A maximum of 6 graduate credits may be transferred from other universities with the approval of the student's advisor, the graduate coordinator and the center director. All transfer credit must be of 'B' grade or higher on a four point scale.

If a student desires to take graduate level courses at another accredited U.S. university while enrolled in the Graduate Agricultural Regulations Program at UAPB and have the course credit transferred to UAPB for use in the Graduate Agricultural Regulations Program, the student must have prior approval from their advisor, the Graduate Coordinator and the Center Director. A maximum of 6 graduate credits may be transferred and all transfer credit must be of 'B' grade or higher on a four point scale.

### **ENROLLMENT IN GRADUATE CLASSES**

Students who have not been admitted to the Graduate Agricultural Regulations Program (including undergraduate students) may only enroll in course offerings with the approval of the center director and the course instructor. Graduate courses cannot be used to simultaneously fill both graduate and undergraduate level requirements.

### **GRADUATE STUDENT LOAD**

A full-time graduate student course load at UAPB is six credit hours during the fall and spring semesters and two credit hours during the summer term. A full-time graduate student's course load may not exceed 15 credit hours during the spring and fall semesters and eight credit hours during the summer term. Students must be enrolled full-time to be eligible for assistantships. Students who are not on assistantships and are finishing their thesis projects may maintain their graduate status by registering for one credit hour.

### **AUDITING**

An auditor is a student attending class as a non-participant. Auditors are not required to submit papers, take examinations or meet other requirements for credit audited. Auditors pay the

regular student fee (no academic credit is awarded). Students registering for ‘Audit’ must indicate so during the registration period.

### **ADVISORY COMMITTEE**

Advisory committees of graduate students enrolled in the Graduate Agricultural Regulations Program must consist of at least three UAPB faculty members with graduate faculty status and be chaired or co-chaired by a UAPB faculty member with graduate faculty status. Committee members participating above this number are considered additional committee members.

Committee membership must be approved by the Graduate Coordinator, Center Director and SAFHS Dean. Retired and/or emeritus UAPB faculty who have an association with the Agriculture Department or Regulatory Science Center may serve on advisory committees, upon expressed approval by the Graduate Coordinator, Center Director and SAFHS Dean.

Faculty from other universities and professionals outside of the university system who are not employed by UAPB may serve as additional committee members and co-advisors with the expressed approval of the Graduate Coordinator, Center Director, and SAFHS Dean. They may not serve as the chair of an advisory committee, but may serve as the co-chair. A copy of their CV should be submitted to the graduate coordinator.

A student’s graduate advisor may be changed within the first two years of study with the permission of the current advisor, the prospective advisor, the Graduate Coordinator and the Center Director. Changes (additions and deletions) to a graduate committee must be approved by the student’s Graduate Committee, the Graduate Coordinator and the Center Director. The make-up of the graduate committee must maintain at least three UAPB faculty members with graduate faculty status and be chaired or co-chaired by a UAPB faculty member with graduate faculty status.

### **PROGRAM OF STUDY**

The program of study is a list of courses and research that constitutes the essential conditions for obtaining a master’s degree in Agricultural Regulations. Each student, in consultation with their advisory committee, formulates a program of study based on the guidelines established by the UAPB Graduate Catalog and recommendations from their advisory committee. All the courses listed on the program of study must be successfully completed to graduate and obtain the master’s degree. The master’s degree in Agricultural Regulations consists of 31 semester hours (twenty-four (25) credits in coursework and six (6) credits in research and thesis). All requirements for the degree must be completed within six (6) years.

The student will complete a core of regulatory science courses (19 credits) and select, with the approval of his/her graduate committee, other graduate courses that meet the student’s career goals.

### **PROGRAM OF STUDY COMMITTEE MEETINGS**

Students are required to have a program of study committee meeting before the end of their first semester. Students are strongly encouraged to schedule at least one or more committee meetings during their enrolment in the program.



## **REGISTRATION STATUS OF STUDENTS**

Students who receive assistantships should be enrolled (registered full time) until all of the requirements of the program of study are fulfilled or until graduation (whichever occurs first). When a student completes all course requirements listed on the program of study but is yet to complete the thesis requirement, the student may register for at least one credit hour (research and thesis or any other graduate level course). If the student is not registered at any time during the regular semesters (fall, spring, summer), the student will be considered to have withdrawn from the program and cannot graduate until readmitted (see 'Withdrawal' and 'Readmission' sections).

## **GRADES**

Grades of A, B, C, D, F, I, P, R, W and AUD are used in the grading system and possess the following meanings and grade points per hour: A – Excellent (4), B – Good (3), C – Fair (2), D – Failure and Poor (1), F – Failure and Extremely Poor (0), I – Incomplete, P – Pass, R – Repeat, W – Withdraw, and AUD – Audit. Except in the case of Thesis Research, an incomplete grade not removed within one semester will be recorded as an 'F'. A summer session counts as a semester. Grade points per hour along with the number of successfully completed credit hours are used to calculate the student's cumulative grade point average.

A student who drops an individual course will receive a grade of W in the course. The final date for dropping individual courses is listed in the course schedule booklet each semester. A student withdrawing from a course must have the written permission of the Graduate Advisor and the Center Director.

## **ACADEMIC PROGRESS, PROBATION, AND DISMISSAL**

The student must maintain a grade point average of 3.0 on a 4.0 grade scale during their academic tenure in the Graduate Agricultural Regulations Program. In the event that the student's grade point average falls below a 3.0, the student will be placed on academic probation during the following semester. If at the end of the following probationary semester, the student's grade point average is still below a 3.0 they will be dismissed from the Graduate Agricultural Regulations Program. The dismissal may be appealed to the advisory committee, Graduate Coordinator and the Center Director.

## **ACADEMIC GRIEVANCE PROCEDURE**

### **Disputed Grades**

A student's grade should represent the instructor's good faith judgment of the student's performance in the course based on the informed use of appropriate measurement and evaluation instruments. If a student disagrees with a grade he/she has received, the following procedure should be followed until the problem is resolved. These steps must be followed in order and appropriate documentation of each step (including notation of the date, time, location, length, content and final outcome of the discussion) must be provided in order to proceed to the next step.

1. The student should discuss the disputed grade with the instructor of the course. This should normally take place during the instructor's posted office hours.

2. If the dispute is not resolved in step one, the student should request a meeting with the Center Director. The instructor of the course will also attend this meeting.
3. If the dispute is not resolved in step two, the student should request a meeting with the dean of the school offering the course. The instructor of the course and the Center Director will also be present.
4. If the dispute is not resolved in step three, the student should request a meeting with the Vice Chancellor for Academic Affairs. The instructor of the course, the Center Director, and the Dean of the school offering the course will also be present. The decision of the Vice Chancellor for Academic Affairs is final and no further appeal is possible.

### **Other Academic Grievances**

A student may have a grievance against an instructor which goes beyond a dispute over the grades received in a course. Such grievances might involve allegations that the instructor is harassing students, practicing extortion, not meeting his/her classes, or is generally incompetent. For such non-grade oriented grievances, the following procedure should be followed until the problem is resolved. These steps must be followed in order and appropriate documentation of each step (including notation of the date, time, location, length, content and final outcome of the discussion) must be provided in order to proceed to the next step.

1. The student should make the grievance known to his/her Instructor.
2. If the grievance is not resolved in step one, the student should request a meeting with the Center Director. The instructor will not be present at this meeting, but a follow up meeting will be scheduled with the instructor and the Center Director.
3. If the grievance is not resolved in step two, the student should request a meeting with the dean of the school offering the course. The instructor of the course and the Center Director will also be present at this meeting.
4. If the grievance is not resolved in step three, the student should request a meeting with the Vice Chancellor for Academic Affairs. The dean of the school offering the course will also be present at this meeting. The Vice Chancellor for Academic Affairs will schedule a follow up meeting with the instructor, the Center Director, and the Dean of the school offering the course.
5. If the grievance is not resolved in step four, the student should request a meeting with the Chancellor. The Vice Chancellor for Academic Affairs will also attend this meeting. The Chancellor will schedule a follow up meeting with the instructor, the center director, the instructor's dean and the Vice Chancellor for Academic Affairs. The Chancellor also has the option of empowering a panel of professors (preferably with graduate teaching status) to review the allegations made by the student, render a judgment, and recommend an action for the Chancellor to implement. The decision of the Chancellor will be final.

## **WITHDRAWAL**

Students who fail to enroll (register) for any of the regular semesters (fall, spring, summer) will be considered to have withdrawn from the program. Students who fail to attend classes without submitting written notice of withdrawal will automatically receive a 'W' in all courses in which they are enrolled.

Students may voluntarily withdraw from the Graduate Agricultural Regulations Program by submitting written notice to both the Center Director and the University at least two weeks prior to the start of final examinations for any of the regular semesters. The student must also:

1. Secure a withdrawal slip from Admissions and Academic Records Office
2. Secure approval from the center director, dean of the college, and the Vice Chancellor for Academic Affairs (all should sign the withdrawal slip)
3. Secure clearance from the Student Accounts Office
4. Return the approved slip to the Admissions and Academic Records Office

## **ACADEMIC DISHONESTY**

Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process at the University of Arkansas at Pine Bluff. For details on academic dishonesty in graduate programs, please refer to Section II (2.6) of Graduate Handbook.

## **THESIS PROPOSAL**

All students enrolled in the Graduate Agricultural Regulations Program are required to prepare a thesis involving original research during their tenure in the program. A thesis proposal should be developed prior to the initiation of thesis research and submitted to their committee members for approval before end of their second full semester of enrollment. The proposal must include an Introduction, Literature Review, Methods, Results, Discussion and References section. The style of the thesis proposal will follow the 'manuscript preparation' guidelines for the Journal of Soil and Water Conservation, the Journal of Food, Agriculture & Environment, the HortScience, the Plant Physiology, the Journal of the Society of Wetland Scientists, the Journal of Environmental Economics and Management or similar agreed upon journal.

## **PETITION TO GRADUATE**

Students should petition for graduation with the registrar at the beginning of the semester they intend to graduate. Students and their advisors should ensure that all the courses listed of programs of study have been taken and, if necessary, submit substitution forms if changes need to be made. During the final semester, students must take final examinations early (see the schedule for graduating seniors prepared by the registrar's office) and instructors must submit final grades according to the same schedule. A minimum of 31 credit hours is required in a six (6) year time period. The student must have at least a 3.0 cumulative grade point average to graduate.

## **PREPARATION OF THE THESIS**

Students will complete a research project under the supervision of their faculty. This work must be written as a master's thesis. There are specific deadlines each semester for 'Intent to Submit' the thesis, and for 'Final Submission' of the thesis the latter of which usually occurs two weeks before the last day of the semester. Failure to meet the 'Final Submission' deadline will delay

graduation by a semester. Check with your advisor for the date of the appropriate deadline. The student should follow the specified outline in the 'Agriculture Department Thesis Preparation Guidelines'. The style and format for the thesis must follow the 'manuscript preparation' guidelines for the Journal of Soil and Water Conservation, the Journal of Food, Agriculture & Environment, the HortScience, the Plant Physiology, the Journal of the Society of Wetland Scientists, the Journal of Environmental Economics and Management or similar agreed upon journal. If the specified format is not covered by the manuscript preparation instructions, students must follow the style and conventions offered in the CBE Style Manual (Council of Biological Editors, Chicago).

### **THESIS SEMINAR PRESENTATION, DEFENSE, AND SUBMISSION**

All students planning to defend their thesis will have an advisory committee meeting to determine if research is sufficient, all courses on the plan of study have been taken, and the thesis draft is in satisfactory condition for defense. The advisory committee also shall serve as the thesis defense committee. The entire advisory committee must be given sufficient time to review and approve the thesis for defense prior to scheduling the defense. The thesis will be proof read by each advisory committee member. The thesis will be presented to the public in a seminar format with the aid of visuals such as Microsoft PowerPoint. The thesis seminar and defense must be scheduled and advertised **two weeks** before the intended presentation date. The student will give a 30 minute overview of their research and results followed by audience questions. The seminar (presentation and questions) will last no longer than one hour. Immediately following the seminar, the student and advisory committee will meet for the thesis defense. Upon completion of the thesis defense, the student will be excused while the advisory committee determines the outcome of the defense (Pass or Fail). Passing the thesis defense requires unanimous committee agreement. The advisory committee may elect to pass a student with conditions such as recommending minor changes to their thesis. The student will be notified immediately following the thesis defense of their success or failure and the changes they must be made before the thesis will be given final written approval by the committee. The chair of the student's advisory committee will provide written notification of the defense outcome to the student and the Graduate Coordinator. In the event that the student fails the thesis defense, the student may elect to defend a second and final time at least 30 days after the initial thesis defense. In the event that the student fails the second defense, the student will be dismissed from the program.

Signatures of the advisory committee, Graduate Coordinator and Center Director are required on the signature page of the thesis. These signatures indicate that all proposed research is satisfactory and all suggested changes have been satisfied and that the thesis is complete.

Copies of the thesis must be prepared on 25% cotton bond paper and submitted to the main campus library no later than two weeks prior to graduation. The library will ensure that the paper is the correct bond, the photographs are attached properly, and will submit the copies to the binder. One bound copy is for the student, one copy each for the advisor and other committee members, two copies are for the library and two copies are for the center. The cost for thesis reproduction is the responsibility of the student. The cost for binding is the responsibility of the library. A PDF copy of the thesis must also be deposited with the Graduate Coordinator.

## GRADUATE COURSE OFFERINGS

### **GAGRI 6001/6002/6003 (0 credit hour): Agricultural and Environmental Regulatory Practices Seminar:**

This course is designed to provide students a forum to observe graduate research project presentations and to provide an opportunity for faculty and agricultural professionals to present seminars relative to issues in *biosecurity* agricultural and environmental regulatory affairs. All graduate students are required to take this course each semester that they are enrolled in the graduate program except their final semester. During the student's final semester they will enroll in GAGRI 6101 and present their research project. Sequential course numbers are used to correspond with each semester that the student is enrolled in the graduate program.

### **GAGRI 6101 Agricultural and Environmental Regulatory Practices Seminar (1 credit hour):**

This course is designed to provide students a forum for presentation of their graduate research project and to provide an opportunity for faculty and agricultural professionals to present seminars relative to issues in agricultural and environmental regulatory affairs. All graduate students are required to take this course during their final semester of enrollment in the graduate program.

### **GAGRI 6102 Ethical Concepts (1 credit hour):**

This course will provide students an understanding of best practices for responding to ethical issues that an agricultural professional is likely to encounter in real world situations, and a forum in which students will identify and develop positions on key ethical agricultural issues. The course will also provide students a framework for making ethical judgments in difficult situations and determine how to act on those judgments. Finally, the course will analyze the means by which one can influence and lead others to act ethically in challenging situations.

### **GAGRI 6280 Scientific Writing and Editing in Agriculture (2 credit hours):**

This writing course is designed for graduate students in agricultural regulations, the sciences and natural resources disciplines who are ready to begin, or who are currently working on a master's thesis. The course assumes that writing is inseparable from thinking, and that writing is a process that benefits from collaboration with peers and with mentors. Students will learn to use writing to help develop their thinking as a scientist, understand how to organize and compose the major scientific writing genres, identify the various scientific article genres and their function in the academic community, identify a well-conceived rationale, purpose, organization, focus and conclusion, understand what makes an effective oral presentation and be able to present their work accordingly as well as to relate their presentations to specific audience needs.

### **GAGRI 5306 (3 credit hours): Geographic Information Systems and Water Management:**

This course introduces students to the application of geographic information systems (GIS) including cartography, data structure, map overlays, and spatial analysis. This course approaches GIS in the context of environmental issues relating hydrology and watershed management, soil science, land-use planning, and conservation. Both field activities and GIS and GPS software/hardware are incorporated into course experiences. After successfully completing this class, students will be able to describe what GIS is and several ways that it may be used as a tool

in agriculture and resource management; enter data into ArcView and describe the primary GIS data types and sources; describe how GIS is used in the context of watershed management; analyze and query data in ArcView; present results of analysis using the ArcView software; and create a GIS database.

**GAGRI 5400 Molecular Biology (4 credit hours):**

Molecular biology provides an overview of basic molecular process and recombinant DNA technologies that play an important role in forensics, therapeutics, drug discovery and agriculture. This includes: structure and function of DNA, RNA and proteins; DNA replication and repair processes; RNA synthesis and processing; protein synthesis and regulations; and basic recombinant DNA technology.

**GAGRI 6408 Post-Harvest Physiology (3 credit hours):**

This course will provide a fundamental understanding of post-harvest physiology, handling and technology. The aim of the course is to provide a basic understanding of structure, physiology and biochemistry of horticultural produce in relation to post harvest handling and storage. The importance of pre-harvest factors and genetic material, as well as environmental conditions and handling during distribution and storage periods is considered.

**GAGRI 6369 Principles of Pest Management (3 credit hours):**

Students will be exposed to concepts and principles underlying the development of pest management systems. Pest population dynamics, economic and action thresholds, control methods and their environmental impacts, governmental restrictions and their development, and ethical and moral considerations will be discussed. A historical and practical justification of pest management will be developed and related to the presentation of current pest management systems.

**GAGRI 6320 Food Safety (3 credit hours):**

This course provides a comprehensive application of up-to-date topics in food science technology and safety. This course covers the interdisciplinary nature of food science, including biology, engineering, chemistry, microbiology, nutrition and physics, in all major food commodities. This course helps students apply their knowledge of contributory sciences to thinking critically about core topics in food science, technology and safety.

**GAGRI 6420 Food Microbiology (4 credit hours):**

This course provides an overview of the role of microorganisms in food spoilage, food safety, food processing, food preservation, food borne illness, and food intoxication. This course is meant as a basic laboratory course in food microbiology and safety.

**GMTH 5345 Probability and Statistics (3 credit hours):**

This course will cover the more widely used statistical methods, including simple and multiple regression, single factor and multifactor analysis of variance, multiple comparisons, goodness of fit tests, contingency tables, nonparametric procedures, and power of tests. At least one major statistical package will be used to aid statistical calculations.

**GAGRI 6342 Risk Analysis (3 credit hours):**

This is an introductory course in risk analysis, with applications to *biosecurity*, agricultural, environmental health, and technological problems. Mathematical and statistical topics covered include flow models, lognormal and other distributions, Monte Carlo methods, Bayesian estimates, basic toxicological models, and basic epidemiological models. Applications will apply to carcinogens and other toxic substances. Other topics such as event trees, fault trees, risk perception and risk communication will be addressed.

**GAGRI 6345 Ecological Economics (3 credit hours):**

The application of economic analysis to problems of resource depletion and environmental pollution. Fundamental questions will be addressed. Does economic growth imply environmental destruction? What are optimal levels of pollution control and energy conservation? What policy options exist for achieving these goals? Should the government sell permits to pollute, tax polluters, or impose direct legal restrictions on the quantities of pollutants? What are the effects of market structure and uncertainty on the rate of resource depletion?

**GAGRI 6350 Agricultural Law and Regulatory Practices (3 credit hours):**

This course includes a survey of current and emerging policies and policy issues that regulate agricultural producers, agri-business firms, and other related sectors. The course will address a variety of issues including the history and objectives of agricultural policy, land use planning for agricultural activities, resource use and allocation, industrialization in the agricultural sector, intergenerational transfers of farm businesses, international trade, *biosecurity* and ethical issues that confront the agricultural sector.

**GAGRI 6369 Environmental Policy Analysis (3 credit hours):**

This course provides students with economic tools and techniques for use in analyzing natural resource and environmental policy issues. This course involves an intensive exploration of the environmental policy process and its conceptual framework. Recognizing and defining natural resource or environmental problems in issues; aggregating interests; agenda-setting; formulating and selecting alternative solutions; implementation and evaluation stages; and the roles of lobbyists, legislature, executive branch, and other actors will be explored. Case studies, presentations by and discussions with local and regional legislators appearing as guest lecturers are a primary component of the course.

**GAGRI 6398 Animal Health Issues and Epidemiology (3 credit hours):**

This course helps students to develop an understanding of general principles of health and the prevention of disease in farm animals. The application of epidemiologic procedures to the understanding of the occurrence and control of infections and chronic diseases in general is also covered. Students will become familiar with examples of causative agents of infections and zoonotic diseases, including viruses, bacteria and parasites; recognize and describe a variety of non-infectious diseases and develop a basic understanding of surveillance for an analysis of emerging animal health issues; learn about specific methods and techniques for surveillance and analysis of emerging animal health issues; explore the design and implement a system for identification and assessment of emerging animal health issues; practice interpretation and assessment of emerging animal health issues; foster their ability to recognize and create rational

arguments regarding animal health issues through discussion and written assignments; and learn to discuss practical social, economic and legal issues that relate to animal health issues.

**GAGRI 6301 Environmental Soil Chemistry (3 credit hours):**

This course will provide a better understanding of reactions and processes controlling toxicity of contaminants in the soil. There are growing concerns about organic and inorganic contamination of important resources and potential ecological and human health risks. Knowledge of environmental soil chemistry is important in understanding the fate, mobility and potential toxicity of contaminants in the environment. Upon completion of this course, students will be able to predict the fate and toxicity of contaminants and to develop sound and cost-effective remediation strategies.

**GAGRI 6100, 6103, 6104, 6105, 6106, 6107 Research/Thesis (1 credit hour)**

**GAGRI 6200, 6201, 6202 Research/Thesis (2 credit hours)**

**GAGRI 6302, 6303 Research/Thesis (3 credit hours)**

**GAGRI 6401 Research/Thesis (4 credit hours)**

**GAGRI 6501 Research/Thesis (5 credit hours)**

**GAGRI 6601 Research/Thesis (6 credit hours)**

Graduate students pursuing a master's degree with a thesis option will complete a graduate research project under the supervision of a major advisor and a graduate faculty committee. The advisor and/or committee will decide upon the amount of research/thesis credit that the student will register for each semester in conjunction with the student's graduate research project and thesis work load. *This course will be offered every semester.*





## **MASTERS OF SCIENCE IN AQUACULTURE/FISHERIES**

**School Of Agriculture, Fisheries, and Human Sciences  
Department of Aquaculture and Fisheries  
University of Arkansas at Pine Bluff  
1200 N. University, Mail Slot 4912  
Pine Bluff, Arkansas 71601  
Telephone: (870) 575-8529  
Website: [www.uaex.edu/aqfi](http://www.uaex.edu/aqfi)**

**Carole Engle, Ph.D.  
Chairperson  
(870) 575-8523**

**Peter Perschbacher, Ph.D.  
Graduate Coordinator  
(870) 575-8145**

The policies and guidelines listed in this handbook require continuing evaluation, review and approval by the department and the university administration. The procedures in this handbook reflect the policies at the time of printing and the department and the university reserve the right to change the policies at any time without prior notice. It is the responsibility of each student to become familiar with these guidelines and to become aware of changes as they occur.

### **OVERVIEW OF AQUACULTURE/FISHERIES CENTER**

The Aquaculture/Fisheries Center at the University of Arkansas at Pine Bluff (UAPB) was created in 1988. It combines resident instruction, research and extension responsibilities into one comprehensive unit. Currently, the Center has a total of 47 faculty and staff including 16 Ph.D. scientists, 15 M.S., 10 B.S.-level staff and 4 secretarial and maintenance personnel.

The research component of the Aquaculture/Fisheries Center is supported by a 113-pond earthen pond facility that also includes a 40-pool unit. The 5,400 sq. ft. hatchery houses holding, spawning, and experimental tanks along with a small recirculating culture system. Additional buildings provide storage areas for feed, chemicals, tools and seines. A research and demonstration building for value-added product development provides opportunities to measure dressout yield of fish in production studies and develop new value-added products from aquaculture. The S. J. Parker Agricultural Research Center building provides laboratory space that includes a 1,300 sq. ft. wet laboratory for aquarium studies, a water quality laboratory, and a 1,000 sq. ft. nutrition laboratory. The 1890 Extension building houses the state-of-the-art fish health diagnostics laboratory that is fully equipped to conduct microbiological, viral, and histopathological analyses of fish. The Aquaculture Equipment Development Building provides facilities for equipment, research, and development. The Hatchery Development and Research Building was completed in 2005 for hatchery fish and water quality. It is divided into two dry labs and two wet labs that can be combined or separated with independent temperature/light control. The Fish Shop, the Applied Sciences Building, and the Boat Storage Facility provides

approximately 7,000 sq. ft. of laboratory, wet-lab, offices, and equipment storage for natural fisheries research. This research program has available 3 electrofishing boats, 3 backpack shockers, 4 aluminum boats ranging in size from 14 to 18 ft., outboard motors from 7.5 hp to 40 hp, a state of the art fish aging laboratory, and additional equipment (standard nets, seines, trawls, and traps) and supplies necessary to support recreational fisheries research needs of Arkansas' Delta Region.

Aquaculture research conducted at UAPB focuses primarily on pond and hatchery production technologies, fish nutrition, water quality, fish health, and economics and marketing of aquaculture products. Much of the work is devoted to catfish and bait minnows. UAPB aquaculture researchers have developed new fish spawning and hatching technologies that dramatically improve hatch rates and survival, lower production costs, and reduces groundwater usage. The UAPB fish nutrition program has developed new feed formulations that lower costs of production and improve growth and feed conversion. New catfish farming equipment developed and patented at UAPB reduces harvesting labor, removes undersized fish from harvesting nets and effectively sorts other species from catfish. UAPB research develops guidelines that help farmers select the most efficient and profitable management strategies. Water quality research has focused on the effects of filter-feeding fish in catfish ponds and the effects of aerial applications of common herbicides on pond plankton populations and water quality.

UAPB natural fisheries research is focused on improving recreational fishing in Arkansas' Delta Region (Mississippi River alluvial plain). Research includes: evaluating stocking success of largemouth bass and crappie in rivers, oxbow lakes, and reservoirs; identification of appropriate species, impacts of stocking programs, and management options in farm pond; program evaluations of community fishing programs; and studies that are designed to gain a better understanding of floodplain river ecosystem function and its importance for maintaining and enhancing fisheries resources.

Aquaculture Extension programming in Arkansas is administered through the Aquaculture/Fisheries Center at UAPB. Seven Extension Fisheries Specialists and three Extension Associates are located in Lonoke, Pine Bluff, Lake Village, and Newport, Arkansas, to provide assistance to the aquaculture industry. Disease and water quality diagnostic support is provided through four laboratories in Lonoke, Lake Village, and Newport, Arkansas, and the 1200 sq. ft. diagnostics laboratory on the UAPB campus. Extension efforts have included intensive in-service training of county agents in catfish production, producer workshops, problem solving, publication of the quarterly newsletter Arkansas Aquafarming, bilingual farm labor training, farm demonstrations, an innovative Catfish Research Verification Program, farm pond management, and a Fish Farm Safety Program.

The aquaculture industry in Arkansas supports the Aquaculture/Fisheries Center with financial support, in-kind contributions and through participation in the National Fisheries Advisory Council to the Center. The Advisory Council provides overall guidance in terms of research priorities.

The NAA (National Aquaculture Association) moved its office to the UAPB campus in 2008.

The Department of Aquaculture and Fisheries offers post-baccalaureate training for careers in aquaculture (applied fisheries, fish farming and related support industries) and natural fisheries (fisheries science, fish population management and related support areas of study). The course work includes 23 graduate lecture courses, Graduate Seminar, Graduate Research Problems, Special Topics, and Research and Thesis. Offering both aquaculture and fisheries science specializations provides an opportunity for a broader degree program that fits the needs of the state of Arkansas and our students

### **ADMISSION PROCESS**

Prospective students must submit a complete set of application materials to the Department of Aquaculture and Fisheries. All correspondence regarding admission should be directed to the Aquaculture and Fisheries Graduate Coordinator. The set of application materials includes:

1. Application for Admission to the Aquaculture/Fisheries Degree Program (Form # 01).
2. Application for Admission (Form #00).
3. Three letters of recommendation (Form # 02).
4. Official transcripts from all schools attended beyond high school.
5. Official GRE scores.
6. Copy of Immunization Records, including MMR. International applicants also need TB test results (MMR and TB tests can be obtained on site).
7. Non-refundable application fee of \$37 (checks should be made out to the University of Arkansas at Pine Bluff).

International students will also need to submit:

8. Official TOEFL paper score of 550 (213 on computer version, 79 on the internet version) or 6.5 on the IELTS (International students). International applicants who hold degrees or diplomas in a related subject from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia, New Zealand) or who have successfully completed at least a two year post-secondary course of study in which English was the language of instruction are not required to submit TOEFL or IELTS scores.
9. Financial Statement for Prospective International students (form 18). Please note that the form states \$17000, but for students with assistantships \$5000 must be shown by bank statement.
10. Affidavit of Support (form 16).
11. I-34, Affidavit of Support (form 17).

The applications for admission and the recommendation forms are available on the departmental web site [www.uaex.edu/aqfi/grad/](http://www.uaex.edu/aqfi/grad/).

### **APPLICATION DEADLINES**

Application deadlines for admission to the Master of Science degree program are: June 20 for Fall Semester, November 10 for Spring Semester, and March 10 for Summer Session I.

Application deadlines for international students are: June 1 for the Fall Semester and October 1 for Spring Semester, April 1 for the Summer Session.

## **ADMISSION REQUIREMENTS AND STUDENT CLASSIFICATION**

No student will be admitted under any condition unless a faculty member agrees to serve as the student's advisor. During the application process, the applicant indicates a preferred area of specialization that is referred to the appropriate faculty member for review. This requirement ensures that adequate research facilities and funding will be available upon admission for the student's thesis work.

### **1. Regular Admission**

To be admitted as a regular student, applicants must have earned a baccalaureate degree in a natural science field from an accredited institution and have scored above 550 on the TOEFL paper version (213 on the computer version, 79 on the internet version), or 6.5 on IELTS (for international students, if applicable). Applicants must have scored at least 900 on the GRE (Quantitative & Verbal) with a grade point average during the Junior and Senior years of 3.5 or better, or have scored at least 1000 on the GRE with a grade point average during the Junior and Senior years of 3.0 or better.

### **2. Provisional Admission**

Applicants who meet the GRE and grade point average requirements but have a baccalaureate degree from an accredited institution in a non-natural science field may be accepted as a provisional student. Provisional students must make up deficiencies through undergraduate course work that will not count for credit toward a degree. The specific course work will be determined by the graduate coordinator, the student's advisor, and the department chair.

### **3. Conditional Admission**

Students with a baccalaureate degree in a natural science field from an accredited institution who do not meet the GRE and/or grade point average requirements may be accepted as a conditional student. Conditional acceptance is granted only at the chair's discretion and is usually reserved for individuals with extensive work experience in the field. Conditional students must earn a GPA of 3.0 or better during their first semester to continue in the program.

## **FEES (effective 8/2010)**

### **1. Tuition**

In-state tuition is \$160 per credit hour and out-of-state tuition is \$369 per credit hour.

Graduate students on assistantships are charged in-state tuition. Students are responsible for all fees.

### **2. Other Fees**

Facility Fee	\$13.25/credit
Athletic Fee	\$14.25/credit
Technology Fee	\$7.70/credit
Transit Fee	\$1.50/credit
Health Services Fee	\$45.00/regular semester
Health Services Fee	\$13.75/summer session
Student Activity Fee	\$45.00/regular semester

Student Activity Fee	\$6.25/summer session
Matriculation Fee (first time students)	\$37.00
Change of Schedule fee (per class)	\$15.00
Late Registration Fee	\$34.50
Laboratory Fee (per lab)	\$35.00
Transcript Fee	\$3.00
Graduation Fee	\$55.00
International Students Fee ( <b>international only</b> )	\$50.00/regular semester
International Students Fee “	\$25.00/summer session

### **GRADUATE RESEARCH ASSISTANTSHIPS**

Research assistantships are awarded for a maximum of 2.5 years. Research assistantships are funded through research grants to individual faculty members and funding possibilities should be discussed with prospective advisors.

The assistantship for first-year graduate students is \$17,800 per annum and for second-year graduate students is \$18,000 per annum. Students receiving assistantships are expected to work 20 hours per week and to be enrolled as a full-time student. Students are responsible for all tuition and fee payments. The first-year assistantship breakdown is tuition and fees (\$3,300), health insurance (\$500) and stipend (\$14,000). In addition, international students are required to use international health insurance (\$590/yr) and to submit the International Students Fee (\$50/semester regular and \$25/semester summer sessions).

### **TRANSFER OF CREDIT**

Subject to the approval of the student's advisor, the graduate coordinator, and the department chair, a student may transfer up to 8 semester hours of credit from graduate courses taken elsewhere with a "B" grade or above (Form #03) toward the M.S. at UAPB.

While in the M.S. program at UAPB, requests for course work to be taken at another institution for transfer must have the advance approval of the student's advisor, the graduate coordinator, and the department chair. Only course work with "B" or better grades earned at an accredited graduate school and acceptable toward a graduate degree at that institution will be considered for transfer. No course work taken by correspondence will be considered.

### **ENROLLMENT IN GRADUATE CLASSES**

Undergraduate students and students who have not been admitted to the Aquaculture/Fisheries Master of Science degree program may enroll in graduate courses only with approval of the department chair and course instructor. Graduate courses may not be used simultaneously to fill both undergraduate and graduate course requirements.

### **GRADUATE STUDENT LOAD**

A full-time graduate student load is 6 credit hours during a regular semester and 2 credit hours during the summer term. A full-time graduate student's load may not exceed 15 credit hours per regular semester, including any undergraduate courses. A full-time student's load may not exceed 8 credit hours during the summer term. Students who wish to enroll in a course at another

campus must file a concurrent enrollment form, signed by their major advisor, graduate coordinator, department chair and dean, with the Registrar prior to enrolling on another campus. There is a separate concurrent enrollment form to be filed by international students with the Office of International Studies. Students who are not enrolled full-time are not eligible for graduate assistantships. Students not on assistantships and finishing their thesis may maintain graduate status with 1 credit. International students will need to contact the Office of International Studies for a course reduction form and will need a letter from their advisor to maintain graduate status with 1 credit.

### **AUDITING COURSES**

Students registering for “Audit” must indicate during the registration period. The symbol to use for a course being audited is “AUD”. Auditors pay the regular student fee (no academic credit is awarded). Students seeking to audit a graduate course must obtain permission from the course instructor.

### **RESIDENCE REQUIREMENTS**

The candidate must complete a minimum of 28 hours in residence in order to receive the Master of Science degree from the University of Arkansas at Pine Bluff.

### **FOREIGN LANGUAGE**

There is no formal requirement for a foreign language for the Master of Science Degree in Aquaculture/Fisheries. However, the department recognizes the international nature of aquaculture research and the increasing frequency with which international collaboration is occurring. For this reason we encourage students to become familiar with at least one foreign language

### **ADVISORY COMMITTEE**

A student’s advisor must be a faculty member of the Department of Aquaculture and Fisheries. During a student’s first semester an advisory committee must be assembled (Form #04). This is the responsibility of both the student and the advisor. Failure to complete this requirement will result in receiving an “F” in Graduate Seminar GAQF 5195-5196. The advisory committee should consist of three to five members including the advisor. Faculty from the Department of Aquaculture and Fisheries must compose a majority of the committee members and must have UAPB graduate faculty status. UAPB faculty from other departments must also have UAPB graduate status to serve on thesis committees. Students are encouraged to seek professionals from outside of the department to serve on their committee. These professionals are not required to have UAPB Graduate Faculty status. The graduate coordinator will maintain a list of possible external committee members. External committee members should submit a CV or resume and receive approval from the advisor, graduate coordinator, and the department chair before serving on an advisory committee. Switching advisors is allowed during the first two years of study with permission of the current advisor, the prospective advisor, the graduate coordinator, and the department chair (Form #05). Changes in a committee member (Form #06) must be approved by the student’s advisory committee, the graduate coordinator, and the department chair. All original forms must be filed with the graduate coordinator. Copies will be forwarded to the registrar’s office by the graduate coordinator.

### **PROGRAM OF STUDY**

A program of study must be finalized by the end of the first semester of graduate course work in a committee meeting (Form #7). This meeting should be arranged by the student and attended by the advisor, all committee members, and the graduate coordinator and/or the department chair. Conference call arrangements should be made for committee members unable to attend the meeting. The advisory committee, the graduate coordinator, and the department chair must sign programs of study. The program of study includes courses to be taken by semester over the generally 2.5 year period of enrollment. Coursework must include a minimum of 34 credit hours. At least 26 credit hours must be core courses, including Research Methods and Scientific Writing, and one graduate level course in statistics. In addition to the 26 credit hours of core courses, 2 credit hours of Graduate Seminar are required. One credit hour of Graduate Seminar must be taken in the first semester of study. A student's committee may require further course work. Failure to complete this requirement by the end of the first semester will result in receiving an "F" in Graduate Seminar GAQF 5195. Changes in the program of study (Form #8) must be approved by the student's advisory committee, the graduate coordinator, and the department chair. All original forms must be filed with the graduate coordinator to be forwarded to the registrar's office, with copies kept on file by the graduate coordinator.

### **PROGRAM OF STUDY COMMITTEE MEETINGS**

Committee meetings are essential to a successful and positive graduate student experience. This format brings members of the students support team together to exchange ideas, work through research problems and changes, and monitor the student's academic and research progress. Students are required to have a program of study committee meeting their first semester.

Students are strongly encouraged to schedule additional committee meetings during their tenure in the department.

### **REGISTRATION STATUS OF STUDENTS**

Students should always be enrolled, i.e., be registered until graduation. When a student completes all requirements of credit hours for Core Courses, Thesis Research and Graduate Seminar but is yet to complete the thesis, the student is required to register for one (1) credit hour in "Research and Thesis". If any graduate student is not registered at any time during the regular semesters of fall and spring and the summer semester, the student will be considered to have withdrawn from the program and cannot graduate (see "Withdrawal from the Graduate Program" below). A student who withdraws and wants to graduate has to apply for readmission (see readmission requirements below).

### **GRADES**

The letters A, B, C, D, F, I, P, and W are used in grading, indicating the following qualities: A-Excellent, B-Good, C-Fair, and D-Failure, I-Incomplete, P-Pass, and W-Withdrawal. Except in the case of Thesis Research an incomplete grade not removed within one semester will be recorded as "F". A summer session counts as a semester.

A student who drops an individual course will receive a grade of W in the course. The final date for dropping individual courses is listed in the course schedule booklet each semester. It is

usually the end of the eighth week of classes. A student withdrawing from a course must have the written permission of the advisor and the department chair.

For the purpose of computing cumulative grade point averages, grade points are assigned as follows: A-4, B-3, C-2, D-1, F-0. A student's grade point average is computed by multiplying the number of hours of credit of each grade by the grade points assigned to that grade and dividing the sum of these products by the total number of hours in which the student was enrolled.

### **ACADEMIC PROGRESS, PROBATION AND DISMISSAL**

A cumulative grade point average of 3.0 or better on a 4 point scale must be maintained during the student's academic career. If a student's GPA falls below a 3.0 they are placed on academic probation during the following semester. If at the end of their probationary semester, the student's GPA is still below a 3.0 they will be dismissed from the Master of Science degree program. The dismissal may be appealed to the advisory committee, graduate coordinator and the department chair.

### **DISPUTED GRADES**

A student's grade should represent the instructor's good faith judgment of the student's performance in the course based on the informed use of appropriate measurement and evaluation instruments. If a student disagrees with a grade he/she has received, the following procedure should be followed until the problem is resolved. These steps must be followed in order and appropriate documentation of each step (including notation of the date, time, location, length, content and final outcome of the discussion) must be provided in order to proceed to the next step.

1. The student should discuss the disputed grade with the instructor of the course. This should normally take place during the instructor's posted office hours.
2. If the dispute is not resolved in step one, the student should request a meeting with the chairperson of the department offering the course. The instructor of the course will also attend this meeting.

### **WITHDRAWAL FROM THE GRADUATE PROGRAM**

Students voluntarily withdrawing from the Master of Science Degree program during a session must submit written notice to the department and the University. This process must be completed at least seven days prior to the beginning of the final examinations.

1. Secure a withdrawal slip from Admissions and Academic Records.
2. Secure approval from the department chair, dean of the college, and the Vice Chancellor for Academic Affairs.
3. Secure clearance from the Student Accounts office.
4. Return the approved slip to the admissions and Academic Records office.

Students who cease to attend classes without submitting written notice of withdrawal will automatically receive an "F" in all courses in which they were enrolled.

### **READMISSION**

Application for re-admission to the Aquaculture/Fisheries Master of Science degree program should include:



1. The Application for Admission to the Aquaculture/Fisheries Master of Science degree program.
2. Three letters of recommendation.
3. One copy of transcripts from all schools attended since the student was enrolled in the Aquaculture/Fisheries Master of Science degree program.
4. GRE scores (if scores are more than five (5) years old)

### COMPREHENSIVE EXAMINATIONS

Students must pass a comprehensive examination prior to defense of their thesis. The comprehensive examination will test a student's overall competence and ability to think critically and synthesize information. The examination will include written and oral components. The student's graduate committee will be responsible for constructing, administering, and grading the examination. The particular format of the exam is at the committee's discretion. Students should meet with each committee member to determine the exam format and content in order to prepare properly.

The comprehensive examination must be successfully completed no later than the semester prior to the semester a student wishes to graduate. Passing the comprehensive examination requires a unanimous committee vote. Students who do not successfully complete the comprehensive examination on their first attempt will be notified in writing by their advisor and may be required to conduct more course work or independent study prior to attempting the exam a second time. Students who fail the comprehensive examination twice will be dismissed from the program. Notification of successful completion of the comprehensive examination must be made known to the department and to the registrar by the committee (Form #9).

### THESIS PROPOSAL AND PROPOSAL DEFENSE

Students will prepare a thesis concerning original research during their tenure in the Master of Science degree program. A thesis proposal should be presented and defended in a seminar prior to the initiation of thesis research and must be completed and approved by all committee members within the first 200 days in the program. The deadlines are as follows:

Date of Entry in Program	Deadline for Submitting Completed & Approved Proposal Defense Forms
Spring	July 31 <sup>st</sup>
Summer I	December 15 <sup>th</sup>
Summer II	January 31 <sup>st</sup>
Fall	March 15 <sup>th</sup>

At least one week's notice to all faculty, staff and students is required. The defense should be scheduled in a major auditorium. The committee will meet immediately following the defense to discuss any further changes in the proposal. **Failure to complete the thesis proposal, (i.e., public presentation and defense of proposal, and submission of approved thesis proposal by all committee members) by the above deadlines will result in termination of the assistantship. Upon completion of the thesis proposal, proposal defense, and submission of the proposal with signatures of committee members the assistantship will be resumed. Lost**

income will not be returned and the student is not eligible for employment in the department during this time period. The proposal must include an Introduction, Literature Review, Methods, and Citations section. The style of the thesis proposal will follow the “manuscript preparation” guidelines for American Fisheries Society or World Aquaculture Society journals (see PREPARATION OF THE THESIS below). The advisory committee, the graduate coordinator, and the department chair must sign the thesis proposal. The original must be filed in the department office with the graduate coordinator.

### **PETITION TO GRADUATE**

Students should submit application for graduation (Form #14) with the registrar by Sept. 15 for fall graduation and by Jan. 15 for spring graduation. Students and their advisors should ensure that all the courses listed on programs of study have been taken and, if necessary, submit substitution forms if changes need to be made. During the final semester, students must take final examinations early (see schedule for graduating seniors) and instructors must submit final grades according to the same schedule.

All requirements for the master’s degree must be satisfied within the past six calendar years of a candidate’s beginning of a course of study toward a degree. Credit hours older than 72 months will not be counted toward a degree. A minimum of 34 credit hours and at least a 3.0 cumulative GPA are required to graduate. All necessary paperwork must be submitted to the graduate coordinator at least 2 weeks prior to commencement ceremonies.

### **PREPARATION OF THE THESIS**

Format specifications are outlined in the “Department of Aquaculture and Fisheries Thesis Preparation Guidelines”. The style and format for the thesis must follow the “manuscript preparation” guidelines for American Fisheries Society or World Aquaculture Society journals. If specific formats are not covered by the manuscript preparation instructions, students must follow the style and conventions espoused in the CBE Style Manual (Council of Biological Editors, Chicago).

### **THESIS SEMINAR, DEFENSE, AND SUBMISSION**

The thesis will be presented in seminar format. The student must give their entire advisory committee sufficient time (see Time Line in Thesis Preparation Guidelines) to review and approve (Form #10) the thesis for defense prior to scheduling the defense. Notice of the defense must be posted at least one week prior to the event. The student will give a 30-40 minute overview of his/her research and results followed by audience questions (total time 60 minutes). The student’s advisor will serve as moderator of the seminar. Following the seminar, the student and committee will meet for the thesis defense. Upon completion of the defense the student will be excused while the committee determines the outcome of the defense (pass/fail). Passing the thesis defense requires a unanimous committee vote. The student will be notified immediately following the defense of his/her success or failure and what changes must be made before the thesis will be given final written approval by the committee. The committee chair will provide written notification of the defense outcome to the student and the graduate coordinator. If the student fails the thesis defense, the student will be given the opportunity to defend a final time at least 30 days after the first defense. If the student fails the second defense, he/she is dismissed from the program.

After making the recommended changes to the thesis, the student will secure written approval from each committee member (signature page). Signatures of each committee member, the graduate coordinator, and the Aquaculture and Fisheries Department Chair are required on the signature page. After receiving the proofread thesis with completed signature page, the advisor notifies the graduate coordinator that the thesis requirement has been fulfilled (Form # 11) and also provides a copy of the thesis cover and signed signature page. **Notification that the thesis is complete must be made two weeks prior to commencement to be included in the program.** Six copies of the proofread thesis must be printed on proper bond paper (25% cotton), copied as a PDF file, and must be submitted to the Aquaculture/Fisheries Research and Education Library technician for their signature (Form #11). Watson Memorial Library will ensure that the paper is the correct bond, ensure that photographs are glued properly, and submit the six copies to the binder. One bound copy is for the student, one copy is for the advisor, two copies are for the library, and two copies are for the department. The cost for reproduction is the responsibility of the student. The cost for binding is the responsibility of the library.

### EXIT INTERVIEW FORM

Prior to graduation, graduating students must fill out and submit an exit interview form (#16). The form is available online under the graduate program and should be submitted to the Graduate Coordinator.

#### List of Forms for the Master of Science Degree Program: online at [uaex.edu/aqfi/](http://uaex.edu/aqfi/)

Form	Content
00	Application for admission to UAPB Graduate School
01	Application for admission to Aquaculture/Fisheries Graduate Program
02	Letter of recommendation
03	Approval of credit transfer
04	Formation of graduate advisory committee
05	Change of advisor
06	Change of graduate committee
07	Program of study
08	Change in program of study
09	Notification of successful completion of comprehensive examination
10	Approval for thesis defense
11	Notification to registrar of thesis completion
12	Graduate research problems outline approval
13	Breakage Fee Form
14	Application for Graduation
15	Request for Concurrent Enrollment
16	Affidavit of Support – 1 (International Students Only)
17	Affidavit of Support – 2 (International Students Only)
18	Financial Statement - (International Students Only)
19	Exit Interview Form

## **GRADUATE COURSE OFFERINGS**

### **GAQF 5311 Advanced Aquaculture 3 Credits (3 hrs. Lecture)**

Students will learn the biological, chemical, and physical bases, determinants and limitations of production systems and major species. Climatic influences will be discussed. Special consideration will be given to species of regional importance and elements of hatchery management and fish genetics. This course is needed by all aquaculturists. Offered spring semester of odd years.

**Prerequisites: None**

### **GAQF 5322 Aquaculture Economics 3 Credits (3 hrs. Lecture)**

Aquaculturists need to be able to develop, interpret, and use results of economics and financial analyses to improve economic and financial performance of aquaculture businesses. The course will cover the application of economics, and financial analysis techniques in aquaculture. Enterprise budgets, balance sheets, income statements, cash flow budgets, loan management, risk analysis, business plan development and whole-farm modeling are included. No prior background in economics and marketing is required. Offered fall semester of odd years.

**Prerequisites: None**

### **GAQF 5323 Aquaculture Marketing 3 Credits (3 hrs. Lecture)**

Aquaculturists need to understand how to develop a marketing plan and interpret results from marketing research. This course will cover key marketing concepts, functions, channels, and strategies. Examples will be focused on the aquaculture industry. No prior background in economics and marketing requires. Offered fall semester of even years.

**Prerequisites: None**

### **GAQF 5324 Quantitative Methods in Fisheries and Aquaculture Economics 3 Credits (3 hrs. Lecture)**

This course will introduce students to quantitative methods used to: 1) identify consumer preferences; 2) estimate demand for either an aquaculture product or a non-market good or service; 3) willingness-to-pay techniques; 4) contingent valuation; 5) logit analysis; and hedonic analyses. Offered spring semester of odd years.

**Prerequisites: Aquaculture Economics (5322) or Aquaculture Marketing (5323)**

### **GAQF 5336 Aquatic Animal Nutrition 3 Credits (3 hrs. Lecture)**

This course covers metabolism and nutritional requirements of fishes and other aquatic animals. Biochemical concepts of nutrient utilization will be discussed. Emphasis is on the differences between nutrient use and requirements of aquatic animals versus terrestrial ones. This course is needed by aquaculture students. Offered fall semester every year.

**Prerequisites: None**

### **GAQF 5136 Aquatic Animal Nutrition 1 Credit (3 hrs. Lab)**

This course covers laboratory analytical procedures relevant to fish nutrition studies (protein, lipid, dry matter, ash, etc.). Students will also initiate and maintain a group project (usually a feeding trial) to gain practical experience in methods used to determine nutrient requirements or optimal feeding strategies for different fish species. Offered fall semester every year.

**Prerequisites: None**

**GAQF 5414 Ecology of Fishes 4 Credits (3 hrs. Lecture, 3 hrs. Lab)**

Students will learn the fundamental concepts of ecology. Students will learn specific life history requisites of native Arkansas fishes and how they interrelate with habitat parameters. Students will also be introduced to simplistic habitat modeling techniques. This course is recommended for students with the goal of working in natural resource management or research. Students should have taken a course in ichthyology that emphasized taxonomy of fishes. Offered spring semester of even years.

**Prerequisites: None**

**GAQF 5220 Engineering and Construction of Aquaculture Facilities I 2 Credits (3 hrs. Lecture, 3 hrs. Lab)**

This course will cover site selection and construction of levee and watershed ponds, repairing levees and ponds, cage construction and placement, in-pond raceways, aeration, and pond effluents. Strongly recommended for all aquaculture students. Offered summer semester I of odd years.

**Prerequisites: None**

**GAQF 5221 Engineering and Construction of Aquaculture Facilities II 2 Credits (3 hrs. Lecture, 3 hrs. Lab)**

This course will cover degassing mats, pumps, open channel and piping systems, transportation, and management, and components of recirculating aquaculture systems with fish only and with fish integrated with plant production. Offered summer semester II of odd years.

**Prerequisites: None**

**GAQF 5430 Fish Health Protection 4 Credits (3 hrs. Lecture, 3 hrs. Lab)**

Fish diseases are a major factor governing the management of natural fisheries and diseases also have a significant impact on commercial aquaculture. In this class, students will learn disease diagnostic techniques from microscopy to PCR, survey the major diseases of wild and cultured fish, and learn about the relationships between fish disease and regulatory actions. Additional lectures will cover shrimp and shellfish diseases. The laboratory portion of the course is conducted in the UAPB Fish Disease Diagnostic Laboratory and requires students to diagnose, document, and report on fish disease cases. Offered spring semester of even years.

**Prerequisites: None**

**GAQF 5325 Fish Population Dynamics 3 Credits (3 hrs. Lecture)**

Students will learn theoretical aspects of population dynamics and the interaction of natality, mortality, growth, and exploitation of fish populations in order to model and manage them. Offered fall semester of even years.

**Prerequisites: None**

**GAQF 5371 Fisheries Management 3 Credits (3 hrs. Lecture)**

Students will learn about fish population in streams, reservoirs, lakes and oceans and will also learn techniques and methods to assess and manage these populations. This course is needed by all fisheries biologists. Offered spring semester of odd years. **Prerequisites: None**

**GAQF 5435 Management of Small Impoundments 4 Credits (3 hrs. Lecture, 3 hrs. Lab)**

Students will learn the principles that govern the management of small impoundments for recreational fishing. Students will learn about species balance, population balance, field techniques to assess balance, and methods to correct unbalanced populations. Labs will be field trips to ponds in Jefferson and adjacent counties to assess the balance of farm ponds; to make recommendations about their balance; and to formulate solutions to unbalanced populations. This course is needed by extension biologists, aquaculturists, and research biologists. Offered spring semester of even years.

**Prerequisites: None**

**GAQF 5300 Research Methods and Scientific Writing 3 Credits (3 hrs. Lecture)**

The two main objectives of this course are: 1) to familiarize students with planning and execution of scientific experiments and 2) to enable students to convey research results effectively through written communications. Students will learn general principles of scientific writing and how to conduct literature searches. Different formats of written communications pertinent to aquaculturists and fisheries biologists will be examined (e.g. peer-reviewed journal articles, extension and trade publications, government documents). Offered spring semester of every year.

**Prerequisites: None**

**GAQF 5405 Statistics in Research 4 Credits (3 hrs. Lecture, 2 hrs. Lab)**

This course will cover the fundamentals of basic statistics and analytical techniques that are needed for scientific research data analysis. The statistics taught in this class will range from descriptive statistics, simple t-test, ANOVAs, to linear regression. Theories and applications of statistics will be dealt with real-world examples. Offered fall semester of every year.

**Prerequisites: College Algebra**

**GAQF 5406 Univariate and Multivariate Models in Fisheries Science 4 Credits (3 hrs. Lecture, 3 hrs. Lab)**

This course will cover models that are developed to deal with univariate and multivariate data analysis. The statistical modeling techniques taught in this class include multiple regressions, model selection methods, logistic regressions, multivariate ANOVAs, ordinations, and classification analyses. Theories and application to real-world examples will be used to understand the statistical methods. The laboratory session will focus on the application of the models for specific uses. Offered spring semester of even years.

**Prerequisites: Statistics in Research (5405)**

**GAQF 5407 Experimental Design and Analysis 4 Credits (3 hrs. Lecture, 3 hrs. Lab)**

The success of research studies starts with the research design. This course addresses the needs of graduate students preparing for a career in agricultural and aquaculture research as professional scientists in the subject areas of experimental design, plot layout, analysis and interpretation of laboratory and field experiments. Many numerical examples and problems will be presented, and the recitation through homework assignments will allow students to explore their analyses. Laboratories will be devoted to practical applications and exercises. Offered spring semester of odd years.

**Prerequisites: Statistics in Research (5405)**

**GAQF 5208 Nonparametric Methods in Data Analysis 2 Credits (2 hrs. Lecture)**

Parametric statistics, such as t-test and F-tests, require very rigorous parametric assumptions about the underlying distribution of populations. However, we often deal with data that do not satisfy the restrictive parametric assumptions of sufficient sample size that are crucial for accurate and unbiased statistical inferences. This course will introduce alternative nonparametric statistical methods that can be used in the analysis of data that do not meet parametric statistical assumptions. Offered summer session II of even years.

**Prerequisites:** None, **Statistics in Research (5405)** recommended

**GAQF 5420 Fish Physiology 4 Credits (3 hrs. Lecture, 2 hrs. Lab)**

This course will impart an understanding of the organization of diverse physiological systems. The course begins with energy mobilization and systems responsible for the maintenance of homeostasis; followed by integration of and response to environmental signals through sensory biology and the neuroendocrine systems; and concludes with applications of fish physiology to fisheries management and aquaculture. Offered fall semester of odd years.

**Prerequisites:** None.

**GAQF 5445 Stream Ecology 4 Credits (3 hrs. Lecture, 3 hrs. Lab)**

Students will learn about the chemical, physical and biotic factors that affect stream organisms and will also learn how aquatic ecosystems function. Stream organisms have developed adaptations to cope with such systems. Stream habitat management, impact assessment, and habitat modeling will be emphasized. Hydrologic data interpretation will be integrated into field exercises. This course is recommended to acquire an understanding of stream hydrology and dynamics and is necessary for students who embark on careers with regulatory or management functions. Offered fall semester of odd years.

**Prerequisites:** None

**GAQF 5440 Aquatic Chemistry and Analysis 4 Credits (3 hrs. Lecture, 3 hrs. Lab)**

The physical, chemical, biological, and hydrological characteristics of surface water systems will be reviewed. Specific attention will be given to procedures that evaluate interactions among water, soils, and biota that provides the driving forces behind overall productivity of aquatic systems and carrying capacity of pond aquaculture facilities. This course will be useful to all aquaculture and fisheries scientists. Offered fall semester of even years.

**Prerequisites:** None

**GAQF 5341 Water Quality Management 3 Credits (3 hrs. Lecture)**

This course covers the management of water quality in commercial fish ponds, farm ponds, impoundments and streams. Students will apply water chemistry to management goals for various water bodies. This course is useful to all aquaculture and fisheries scientists. Offered spring semester of odd years.

**Prerequisites:** **Aquatic Chemistry and Analysis (5440)**

**GAQF 5310 Program Evaluation and Survey Methods 3 Credits (3 hrs. Lecture)**

This course will cover the fundamentals of program evaluation and survey methodologies. Evaluation models such as systems analysis, behavioral objectives, and goal-free will be studied.

The construction, design, and implementation of questionnaires using a sound scientific approach will be covered in depth. Offered spring semester of even years.

**Prerequisites: None**

**GAQF 5315 Extension Methodology 3 Credits (3 hrs. Lecture)**

This course will cover the history and mission of the land-grant system with particular emphasis on Extension. Extension community needs assessment, program development, implementation, and evaluation will be covered. Extension methodologies for technology transfer will be covered in depth. Strongly recommended for all students. Offered summer of even years.

**Prerequisites: None**

**GAQF 5390 Special Topics (3 credit hours)**

**GAQF 5391 Special Topics (3 credit hours)**

This course is offered as a forum to cover timely and topical issues that affect aquaculture and fisheries as they arise. Examples of such issues include aquatic vegetation, regulatory issues, processing and food technology.

**GAQF 5195 Graduate Seminar (1 credit hour)**

**GAQF 5196 Graduate Seminar (1 credit hour)**

Seminars will be presented each week by faculty, staff, students, and guest lecturers. Approaches will include recent perspective and historical overviews as well as critiques of recent research in applied and natural fisheries. First semester graduate students must take GAQF 5195. Course requirements for GAQF 5195 include having a committee meeting where the student's advisory committee develops a program of study. Offered spring and fall semesters of every year.

**GAQF 5198 Graduate Research Problems (1 credit hour)**

**GAQF 5298 Graduate Research Problems (2 credit hours)**

**GAQF 5398 Graduate Research Problems (3 credit hours)**

This project-oriented course offers advanced studies in aquaculture and fisheries. The course provides the opportunity for students to obtain specialized skills or undertake research in areas outside the scope of the student's thesis research. Class activities would be arranged in advance with instructors amenable to supervising this course. The amount of credit offered for this course will vary from 1-3 credit hours and depend upon the scope of the project. Credit offered for the course and scope of the project would be determined prior to registration. A research problems outline approved by the course supervisor, graduate committee, and graduate coordinator must be submitted with the program of study (Form #12).

**GAQF 5129- 5159, 5192, 5199 Research and Thesis (1 credit hour)**

**GAQF 5292 – 5294, 5299 Research and Thesis (2 credit hour)**

**GAQF 5392 – 5394, 5399 Research and Thesis (3 credit hours)**

**GAQF 5499 Research and Thesis (4 credit hours)**

**GAQF 5599 Research and Thesis (5 credit hours)**

**GAQF 5699 Research and Thesis (6 credit hours)**

**GAQF 5799 Research and Thesis (7 credit hours)**

**GAQF 5899 Research and Thesis (8 credit hours)**

**GAQF 5999 Research and Thesis (9 credit hours)**



**School of Arts and Sciences**

**Yolanda Page, Ph.D.**  
**Interim Dean**

## **MASTER OF SCIENCE DEGREE IN ADDICTION STUDIES**

**School of Arts and Sciences  
Department of Addiction Studies  
University of Arkansas at Pine Bluff  
1200 N. University, Mail Slot 4903  
Pine Bluff, Arkansas 71601  
Telephone: (870) 575-8714**

**Dr. Jerry Lewis  
Graduate Coordinator/Director  
(870) 575-7715**

### **PURPOSE**

The purposes of this program are 1) to increase, in the Arkansas Delta, the number and diversity of professionals in the addiction prevention and treatment (i.e., counseling) field, 2) to link (through classroom instruction and practicum(s)) theory to practice, 3) to provide the knowledge, skills, and attitudes for achieving and maintaining professional competence in substance abuse prevention and treatment (counseling) needed by addiction professionals at different points in their careers; 4) to help students meet some of the educational requirements for state certification in prevention and/or treatment; and 5) to provide community-based outreach education, including emphasis on alcohol, tobacco, and other drug abuse prevention. It meets the professional development needs of health care professionals from a wide range of backgrounds and prepares them for leadership careers in the prevention and treatment (i.e., counseling services) of addictions. Students are prepared to manage addiction facilities are taught knowledge and skills needed to respond to the ever changing needs of their clients.

This program requires a total of 36 semester hours. It emphasizes empirical-based approaches to preventing addiction problems and provides specialist skills related to the theoretical, policy, evaluative, and research frameworks which underlie treatment, intervention, and prevention approaches in the addiction field. It helps student's build upon their theory, research, and policy skills by completing a research course and project. Unconditional admission requires at least a 2.5 undergraduate cumulative grade point average.

### **ADMISSION REQUIREMENTS**

Students are admitted into the Master of Science Degree Program in Addiction Studies with an unconditional admission status. Unconditional admission requires that the applicant:

1. Submits from a regionally accredited college or university an official transcript (mailed directly from the university or college or hand-delivered in a sealed COLLEGE OR UNIVERSITY'S OFFICE OF **ADMISSIONS/REGISTRAR** envelope) that validates a baccalaureate degree in the social or behavioral sciences or a related health field; or a transcript that validates a baccalaureate degree and the completion of at least six undergraduate semester credit hours or their equivalent in counseling, statistics, or health-

related courses such as anatomy, biology, chemistry, drug abuse, health and safety, nursing, pharmacology, psychology or others with no less than a C in each course;

2. Submits an official transcript that reflects a cumulative GPA of at least 2.50 (a 3.0 in the last 60 semester hours attempted) where a letter grade of "A" equals 4.0.
3. Submits satisfactory Graduate Record Examination (GRE) scores. The test must have been taken within the past 5 academic years;
4. Submits from the Test of English as a Foreign Language, a score of 550 or above (paper version) or 213 or above (computer version), if the applicant's primary language is not English. The test must have been taken within the past 2 academic years;
5. Composes an essay, one (1) to three (3) pages in length, that includes a discussion on why the applicant is interested in the prevention and/or treatment of alcohol, tobacco, and other drug abuse, and how a master's degree in addictions studies will impact his or her career or life;
6. Submits three (3) letters of recommendation (one from a former professor, if possible) that includes a discussion of the candidate's strengths and weaknesses relative to him or her being a professional in the prevention and/or treatment of addictions field;
7. Completes an interview with the Program Director and/or Addiction Studies Graduate Admissions Committee;
8. Writes an onsite summary of a journal article similar to what would be required in Addiction Studies courses;
9. Submits a current resume or curriculum vitae;
10. Submits a completed Master of Science Degree in Addictions Studies application.
11. Submits a completed University of Arkansas at Pine Bluff Graduate Studies application.
12. Submits, if born after December 31, 1956, an immunization record with proof of two MMR vaccinations (i.e., immunization against measles and rubella, as mandated by Arkansas state law).
13. Enrolls in only one graduate degree program at a time.

### **DEFICIENCY REMOVAL PLAN**

Students admitted into the program, who earn a letter grade below a B or who have committed an act of academic dishonesty (see page 11) in an Addiction Studies course for any semester in which he or she is/was enrolled, will meet with their Graduate Advisors and/or the Program Director to design a plan to remedy the deficiency. This meeting is to occur prior to the students' next semester of enrollment. The plan must be approved by the Addiction Studies Graduate

Admission Committee and/or the Program Director. Students who decline to continue in the program under a DRP or who fail to meet the standards established in the DRP will be dismissed from the program. Students should be aware that an act of academic dishonesty could result in students being dismissed from the program whether or not they are willing to agree to a DRP. Students, who are enrolled in the program under a Deficiency Removal Plan, cannot receive any scholarships or stipends from the Addiction Studies Program.

### **EXIT REQUIREMENTS**

To successfully exit the program, students are required to complete all University and Master of Science Degree in Addiction Studies program requirements.

#### **SPECIFIC EXIT REQUIREMENTS:**

1. In order to receive the master's degree, a candidate must obtain a minimum cumulative grade point average of 3.0 in all graduate courses required for the degree.
2. Students must complete the requirements for the master's degree in addiction studies within six consecutive calendar years.
3. All Addiction Studies courses must have a minimum acceptable letter grade of B.
4. The candidate must be in residence for a minimum of 27 semester hours in order to receive the master's degree.
5. Candidates must take both a prevention practice exam and a treatment practice exam associated with their practicum/seminar course. They are expected to pass both exams and will receive either a Pass or Fail grade.

Candidates who fail the first administration of the test will be required to retake the exam for which they received the failing score. If a candidate, who has met all other requirements for passing the practicum/seminar course, fails the second administration of the exam(s), he or she must meet with the practicum/seminar course instructor to discuss a plan to remedy the candidate's deficiency.

The plan must be in writing and signed by the candidate, his or her advisor, and the instructor of the course. A copy of the plan is to be placed in the student's permanent file.

- 5a. Or- instead of taking the two exams - candidates- with prior approval of the practicum course instructor and while enrolled in the practicum/seminar course, may -at their own expense-enroll in a test preparation course(s) or workshop(s) offered by appropriate prevention and/or treatment state certification personnel and designed to help students prepare for exams required for state certification. There will be no exemption for preparation courses or workshop taken in the past unless taken within the three month period prior to the semester during which they are enrolled in the practicum/seminar course. Proof of attendance and participation in current or past test preparation course and/or workshop(s) will be required.

6. Candidates must complete 300 practicum/internship hours: 150 prevention hours and 150 treatment hours. Required documentation for all 300 hours should be submitted by the last day of the university's official midterm examination week during the semester for which a candidate has applied for graduation. It is the sole responsibility of the candidate to obtain signatures required for each practicum/internship document.
7. Candidates must take and pass a Comprehensive Examination. The Comprehensive Examination will cover course content studied throughout the candidates' program of study. Candidates must pass the exam before they are allowed to graduate.
8. Candidates must, as part of their Research Project course(s), complete and submit to the Addiction Studies Graduate Faculty Committee a scholarly product, which might be a thesis or extensive review of the literature. All product proposals must be approved in advance by the instructor of the Research Project course(s).

**TRANSFER OF CREDIT REQUIREMENTS ARE AS FOLLOWS:**

1. A maximum of 9 semester hours may be transferred from another institution. **Acceptance of transfer credit will not reduce the number of hours required for residency.** An official transcript must be on file with the Registrar.
2. All courses must be approved by the Addiction Studies Graduate Admissions Committee. The course(s) must have been bona fide graduate courses taken at a regionally accredited institution. Distant education courses, if any, will be judged on a course by course basis. Such courses may require additional documentation. **Graduate credit from foreign institutions cannot be transferred.**
3. Course(s) must **not** have been used to satisfy requirements for any degree previously granted.
4. The student must have been enrolled as a graduate student in the institution offering the course(s).
5. The course(s) must appear on an official transcript as graduate credit. All grades must be a B or higher.
6. The courses must be recommended by the student's major advisor and be applicable to the master's degree in addiction studies. They must have content and requirements that are similar to those in the Addiction Studies courses, which they might replace
7. The course(s) must be acceptable to the Director of Addiction Studies, the Dean of Arts and Sciences, and the Vice-Chancellor of Academic Affairs.
8. The course(s) must have been taken **after** their enrollment in the program and within the six year period allotted for student to complete their requirements for the master's degree in addiction studies. Exceptions will be dealt with on a case-by-case basis.

### **DELAY OF ENROLLMENT AND READMISSION PROCEDURES**

Initial entry is valid for the semester indicated on the student's application for admission into the Addiction Studies program, or as indicated on the letter of admission. However, a student may delay enrollment to a later semester, if the Program Director and Graduate Advisor consent to the delay. (At the same time, consent to delay enrollment does not obligate the Addiction Studies program to perpetuate beyond the original date, any assistantship or scholarship offers that accompanied the original acceptance). Readmission will be contingent upon an evaluation of the application, based on current admission standards and/or other factors. Students, who are accepted but do not subsequently enroll, must request readmission to the Addiction Studies Program. Students seeking readmission, must:

1. Complete a formal application for readmission (no fee),
2. Submit a letter of request to the Addiction Studies Graduate Admissions Committee,
3. Submit official transcripts from all colleges and universities attended since previous admission,
4. Validate a cumulative undergraduate GPA of 2.5 or higher and/or a cumulative graduate GPA of 3.0 or higher.

### **RESIDENCY REQUIREMENTS**

Students enrolled in the Master of Science Degree in Addiction Studies program must complete twenty-seven (27) semester hours in residency at the University. The 27 hours may include a combination of face to face courses and virtual courses offered by the program). Virtual course offered by other universities will not be accepted for residency purposes.

### **TIME LIMITS**

All requirements for the Master of Science Degree in Addiction Studies program must be satisfied within six (6) consecutive years.

### **PROBATION AND DISMISSAL**

Graduate students are expected to maintain a high level of achievement in their graduate studies. Accordingly, students who do not maintain satisfactory progress may be subject to being placed on probation, being terminated from a graduate program, or being denied permission to continue graduate studies. No student on probation may receive a graduate degree.

#### **Probation**

A graduate student in the addiction studies program may be placed on probation for one semester or recommended for termination if there is failure to complete satisfactorily any required program requirements, including number of course hours, required examinations, and appropriate grade point averages. During the probationary period, the student must demonstrate performance at a level consistent with minimum program requirements.

Probation may be initiated by the Graduate Advisor, the Program Director, or Dean for the School of Arts and Sciences. Students on probationary status may not be admitted to master's

level Comprehensive Examinations or other examinations for advancement to candidacy. In addition, students on probationary status are NOT eligible for graduate fellowships, scholarships, stipends, or appointments.

### **Dismissal**

A student may be asked to withdraw from the addiction studies program if his or her work or behavior is unsatisfactory. The recommendation for withdrawal must be made in writing by the Graduate Advisor, stating specific examples of unsatisfactory work or behavior. The recommendation must follow a documented conference held between the student, the Graduate Advisor, the Program Director, and the Dean for the School of Arts and Sciences. Official notification will be forwarded to the Vice Chancellor of Academic Affairs.

### **APPEAL PROCESS**

Student appeals relative to admission, admission status, probation, dismissal, or other concerns must be submitted in writing to the Graduate Advisor who will forward them to the Program Director, the Graduate Admissions Committee, the Dean for the School of Arts and Sciences, and the Vice Chancellor for Academic Affairs, where all decisions are final.

### **ACADEMIC DISHONESTY**

Academic Dishonesty involves acts which may subvert or compromise the integrity of the educational process at the University of Arkansas at Pine Bluff. Included is any act by which a student gain attempts to gain an unfair academic advantage in fulfilling the requirements. These acts include, but are not limited to, accomplishing or attempting any of the following acts:

1. Altering of grades or other official records;
2. Using any material not authorized by the instructor during an examination;
3. Unauthorized copying from another student's paper during an examination;
4. Collaborating during an examination with any other person by giving or receiving information without specific permission of the instructor;
5. Stealing, buying, or otherwise obtaining information about an un-administered examination;
6. Collaborating on laboratory work, take-home examinations, homework, or other assigned work when instructed to work independently;
7. Substituting for another person or permitting any other person to substitute for one's self to take an examination;
8. Submitting as one's own any them, report, term paper, essay, computer program or other written work prepared totally or in part by another;
9. Submitting work to one professor that has been previously offered for credit in another course;
10. Plagiarizing, that is, the offering as one's own work the words, idea(s), or arguments of another person without appropriate attribution by quotation, reference, or footnote;
11. Sabotaging another student's work;
12. Falsifying or committing forgery data as experimental data from laboratory projects, survey research or other field research;
13. Submitting altered or falsified data as experimental data from laboratory project; survey research, or other field research;

14. Committing any willful act of dishonest that interferes with the operation of the academic process;
15. Facilitating or aiding in any act of academic dishonest;

**Acts of academic dishonesty can lead to dismissal from the Addiction Studies program. Dismissed students may appeal this decision as started under the ‘Appeal Process’ section.**

### **INCOMPLETE GRADE (“I”)**

Incomplete grades indicate that the student has not met specific requirements in a course.

1. The instructor will report an “I” only for a student who is passing, who can complete the assignments without additional instruction and who can complete the assignments without additional instruction and who can present a valid reason for not completing the work during the semester.
2. The student must petition the instructor for an incomplete grade, “I”, on or before the day of the final examination.
3. The instructor must write a justification for the “I” and file a copy in the department chairperson’s office along with a copy of the student’s petition. This justification for the “I” and file a copy of the student’s petition. This justification must include the signature of the instructor, the specific requirements to be completed and pre-calculated grade in case the student does not fulfill the necessary assignments for the completion of the course.
4. The student must fulfill necessary requirements of the course by the end of the semester immediately following the semester in which the “I” was incurred or the “I” grade will change to an “F” grade. (**Example:** An incomplete earned during the fall semester must be made-up by the end of the spring semester).
5. The instructor or the departmental chairperson, in the absence of the instructor is responsible for reporting the final grade change to the Admissions and Academic Records Office. If not corrected by the instructor or the departmental chairperson, the Office of Admissions and Academic Records will automatically change the “I” to an “F”. The instructor should secure “Incomplete” or “Delayed” grade report forms from departmental chairperson and submit them personally to the Admissions and Academic Records Office.

### **CHANGES IN UNIVERSITY ACADEMIC POLICIES**

The University reserves the right to change the regulations for admission to, instruction in, and graduation from the University and to change other regulations affecting the student body at any time. New regulations go into force whenever proper authorities determine they are needed and apply both to prospective students and to those matriculating at the time.



## **COURSE DESCRIPTIONS**

### **GASP 5311: Diagnostics and Statistical Evaluation in Addiction Studies**

This course provides instruction in the utilization of diagnostic and statistical evaluation procedures. Emphasis is placed on statistical terminology, statistical concepts and research methodologies. The course encompasses screenings, evaluations diagnostics, and assessment, and their application` to treatment and prevention. The course also covers clinical supervision and the domains of the addiction counselor's Twelve Core Functions. The goal of this course is to optimize the student's operational knowledge and understanding of diagnostic and evaluation methods in the addiction content.

### **GASP 5312: Clinical Models of Addiction**

Students are introduced to the different models of addiction in order to practice and deliver effective prevention and treatment services for common addiction behavior such as pathological gambling, substance abuse, eating disorders, and sexual disorders and diagnosis and other co-morbidity disorders. The effects and prevalence of coexistence and co-morbidity of nicotine usage and addiction will also be examined. Students will study assessment, counseling theories, and a variety of clinical models developed to explain causality and the fundamental behavioral, social and biological mechanisms of addiction.

### **GASP 5313: Alcohol and Alcoholism**

The course considers a broad selection of from the field of alcohol and alcoholism, including the history, politics, psychology, and sociology of alcohol use, alcohol physiology, the medical consequences of chronic drinking, the diagnosis and treatment of alcohol dependence, and alcohol prevention and education. Alcohol dependence is presented as a treatable disease. The course will provide students a comprehensive understanding of current research and science-based knowledge related to alcohol, alcoholism, and other drugs. Contrasting points of view will be presented and critically analyzed as they relate to physiological, sociological and psychological perspectives.

### **GASP 5321: Case Management and Prevention Ethics**

This advanced level course in case management and prevention ethics emphasizes ethical concepts principles. Professional behavior, confidentiality issues, and advanced management and supervising techniques will be examined. Emphasis will be placed on diagnosis and assessment. Students will explore procedures to identify and evaluate and individuals and family's strengths, weakness, problems, and needs in order to develop and effective plan of action. The students will also examine the effectiveness of referrals and coordination as case management tools for retention of clients in prevention and treatment programs.

### **GASP 5322: Substance Abuse Prevention**

This course provides advanced study of substance abuse prevention and other drugs. Topics for discussions include: prevention strategies, human resources development and enhancement, public speaking, program development, social policy, impact, recruitment and retention of volunteers, and written communication. This course will utilize a variety of strategies to teach students how to work with community coalitions, local schools and community agencies to prevent substance abuse.

**GASP 5323: Family Counseling**

This course provides intensive instruction in the familiar concepts, along with theory and practice of the family counseling in alcohol and other drug abuse prevention and treatment settings. Emphasis will be placed on the pivotal role of family counseling in the therapeutic process. Family dynamics and familial issues confronted by families and by families with addictive individuals, along with best practices in counseling families on strategies to prevent permanent damage and/or destruction of the family structure will be presented.

**GASP 5331: Dual Diagnosis**

This course provides a comprehensive review of dual diagnosis processes (substance abuse and psychiatric) disorders, including areas of assessment and diagnosis and DSM-IV classification of mental disorders. Diagnostic criteria related to crisis intervention, education, referral, reporting, record keeping and consultation will be studied. Signs and symptoms, of all related substance abuse disorders will be examined. The concurrence of alcohol and other drug addictions with other psycho-social disorders will be studied. This course will expose students to a variety of critical diagnostic learning experiences that will increase their clinical knowledge and diagnostic skills in this crucial area of prevention and treatment.

**GASP 5332: Planning, Managing, and Evaluating Substance Abuse Programs**

This course provides intensive instruction in program planning (including grant writing, alcohol and other drug presentations, case summaries, and program design), program management (e.g., substance abuse prevention, treatment programs and budget), and program evaluation. Specific modalities of services applicable to Arkansas and Federal Rules and Regulations will be examined. The relationships among related systems (e.g., criminal justice) through which intervention takes place will be examined. Students will learn how to manage, plan and evaluate cases, as well as how to deliver appropriate and necessary managed services. Students will be expected to master planning concepts and to have knowledge of level of care placement criteria, standardized treatment planning methods, and evidenced-based prevention and/or treatment strategies. This course will also benefit graduates who eventually seek licensure and third party billing.

**GASP 5333: Counseling Special Populations**

This course examines cultural competencies related to treatment issues and techniques. Knowledge and understanding of the development of programs related to diverse cultures and special populations (e.g., adolescents, the homeless, persons with HIV/AIDS, women, rural Americans, children of alcoholics; and minority groups such as Hispanics, Native Americans, and others) will be discussed. This course builds on prior courses that introduce and examine the basic concepts of addiction within diverse populations. A review of the cross culture literature and treatment practices and outcomes indicate a need of practitioners to develop culturally relevant skills in working with special populations with regard to substance abuse will be examined. The course examines the role of assessment cultural and offers an examination of the eight practice dimensions of cross cultural addiction counseling. This course will include an examination of specific practice models and their relevance to these diverse populations. The course will also revisit some of the twelve core functions of professional practice, including

treatment planning and intervention. Termination, relapse prevention and after care are also described in the context of special and diverse populations.

### **GASP 5341: Employee Assistance Program in Business and Industry**

This course examines employee assistance programs in many contexts: school, industry and university. Focus is placed on assessment and referral services, and utilization of counseling in the EAP context. Supervisory training, health promotion, EAP components and issues will be examined. This course is one of the umbrella courses that will result in the application of theories and techniques taught in the addiction studies program. This course compliments and examines practices that encourage usage of Employee Assistance Programs.

### **GASP 5342: Practicum / Seminar**

This graduate level course is a weekly seminar that includes capstone assignments and activities. The course requires a practicum that consists of a 300 clock-hour supervised field experience focused on treatment, (i.e., counseling) or prevention. Practicum placements will be based upon students' declared areas of interest (i.e., either prevention or treatment). The field experience will also meet the practicum standards adopted by the International Certification and Reciprocity Consortium (IC&RC). This practicum/seminar course will help students, seeking advanced credentials in treatment, to meet some of the IC & RC standards for educational and practicum experiences. Students will declare their area of interest to their advisor(s) prior to enrolling in the course. Students will be at field practicum sites approximately 20 hours each week and will meet in the classroom one hour each week. The weekly seminars will provide opportunities for students to engage in activities designed to help them reflect on their practicum experiences and to synthesize their learning from previous courses.

### **GASP 5343: Research Project**

The graduate level course requires students to complete a major research project that will synthesize the theories, concepts, research methods, and measurement skills learned in their previous addictions studies courses. The project will involve writing a research proposal, conducting research, (GASP 5311) and making and oral presentation of research findings. This course will place an emphasis on developing practical research skills that can be applied to preventing and treating various addictions, including, tobacco addiction. Additionally, the course will provide students with an opportunity to review, study and apply social research in the addiction field. It will provide a step by step classroom process which involves practical experiences in conducting research and completing scholarly projects.

**School of Education**

**Calvin Johnson, Ph. D.**  
**Dean**

## **SCHOOL OF EDUCATION MASTER DEGREE PROGRAMS**

### **School of Education**

**Mail Slot: 4927**

**Telephone: (870) 575-7011**

**Fax: (870) 575-8261**

**Calvin Johnson, Ph. D.**

***Dean***

**(870) 575-7010**

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### **School of Education Graduate Programs**

**Mail Slot: 4794**

**Telephone: (870) 575-8058**

**Fax: (870) 575-8016**

**Linda Joshua, Ph. D.**

***Coordinator***

**(870) 575-8246**

**joshual@uapb.edu**

The School of Education Graduate Programs offers master's degree programs in three (3) areas: the Master of Education in Early Childhood Education; the Master of Education in Secondary Education with five specialties: English education, science education, mathematics education, physical education, and social studies education; and the Master of Arts in Teaching with two options: middle level education and secondary education. The Master of Education in Early Childhood Education and the Master of Arts in Teaching are within the Department of Curriculum and Instruction. The Master of Education in Secondary Education with a specialty in physical education is within the Department of Health, Physical Education and Recreation. The other specialties with the Master of Education in Secondary Education degree program-- English education, science education, mathematics education, and social studies education—are offered in conjunction with the School of Arts and Science. All degree programs require the completion of a minimum of thirty-six (36) hours of graduate level course work and the passing of a comprehensive examination as the capstone event.

These master level degree programs also allow candidates who hold bachelor's degrees from regionally accredited universities to pursue a master's degree and to complete programs of study leading to Arkansas teacher licensure. The program of study for those seeking initial licensure (Track II) includes undergraduate courses (graduate course prerequisites), graduate course work, a professional portfolio, and a one semester student teaching experience for Master of Education programs (traditional licensure programs) and a two-semester internship for MAT programs (non-traditional alternative licensure programs).

## **PURPOSE**

The major purpose of the School of Education Graduate Programs is to provide advanced academic opportunities which will prepare educators for the following:

- leadership in their professions and in their various communities;
- improved instruction for preschool, including infants and toddlers, through grade twelve;
- responsible, productive citizenry as prospective change agents in the field of education; and
- the ability to meet educational challenges of an ever changing global society.

## **GENERAL ADMINISTRATION**

The program is administered by the Coordinator of the School of Education Graduate Programs. The Dean of the School of Education will have approval responsibility for the graduate programs. The Graduate Council, along with the Dean of Graduate Studies, has legislative authority for the entire process and designates specified advisory responsibilities. The School of Education's Teacher Education Committee also approves all new courses, degrees, and degree plans before they are submitted to the Graduate Council.

## **CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATION**

The conceptual framework for the professional education programs is predicated on the philosophy that the unit is preparing professionals to work in a world where change occurs constantly and lifelong learning is a necessity. This conceptual framework, The Teacher as a Promoter of Academic Excellence (T-PAE), is the guiding structure from which all educational experiences in the School of Education, both at the undergraduate and graduate levels have evolved. This comprehensive framework includes seven (7) domains: knowledge of content; assessment; technology; professional education; professional growth; social, cultural and human diversities; and community and global awareness. Thus, the T-PAE Model depicts the uniqueness of graduate education at the University of Arkansas at Pine Bluff.

The conceptual framework is based upon critical dimensions within teaching: changes in demographics, global perspectives, problem solving, teacher expectations, and technological demands in classrooms for preschool, including infants and toddlers, through grade twelve learners. Graduate students exit the programs prepared to work professionally with all learners, especially from culturally diverse and exceptional populations. The curriculum of these programs provide candidates with experiences in developing the knowledge, skills, and dispositions which will enhance self-esteem, confidence, and constructive interpersonal relations among people of all ethnic, cultural, socio-economic, and religious backgrounds. Additionally, courses aligned with the conceptual framework address technology, assessment, and instructional skills.

Graduates from all of the master's degree programs exit the program with a unique preparation as teachers that promote academic excellence. This preparation also emerged from the structure found in the mission of the School of Education, which states:

*The Mission of the School of Education is consistent with the Mission of the University of Arkansas at Pine Bluff - a 1980 Land Grant Institution. Within this perspective, the School of Education offers quality programs leading to licensure and careers in professional education. In addition to training teachers and human service professionals*

*to meet the educational challenges of an ever changing society in the 21<sup>st</sup> Century, the School of Education provides opportunity for the students to study in a multiethnic and diverse university setting, thereby encouraging responsible, productive citizens and prospective change agents in the field of education. The School of Education fulfills its mission through teaching, research and public service to the immediate service area, the state of Arkansas, and the nation.*

The conceptual framework and the university's mission, along with the Pathwise Domains and state and national standards, provide the foundation for all graduate educational experiences.

### **ADMISSION\***

The School of Education has an assessment system that includes admission data, mid-level (retention) data, and exit data. Admission data result from the collection of admission requirements and provide for full (unconditional) and conditional admission. The admission decisions are based upon objective criteria and subjective considerations. The graduate level admission procedure is a comprehensive system which outlines specific requirements necessary for unconditional admission approval to the School of Education. All admission decisions are recommended by the Office of Graduate Programs for approval by the School's Admission, Retention, and Exit Committee.

#### **Admission to Graduate Status**

Applicants requesting admission to the graduate program are considered for graduate study as a result of graduate status. Graduate status is acknowledged upon receipt of an official copy of the applicant's baccalaureate degree transcript from a regionally accredited institution in the United States, or a foreign institution with comparable baccalaureate degree requirements. Conference of graduate status does not automatically guarantee admission to the School of Education's graduate program. Graduate status may be extended to persons who are not seeking a graduate degree (non-degree), as well as to persons who have made the decision to pursue graduate study for the purposes of obtaining the master of education degree.

To pursue the graduate degree, a person with graduate status has to gain regular admission (conditional or unconditional) to the graduate program. Persons in pursuit of the graduate degree are accepted into a program of study by a department after gaining regular (conditional or unconditional) admission to the graduate program in the School of Education. Applicants holding graduate status, who may have not been accepted in a program of study leading to a specific graduate degree, are advised that no more than twelve (12) semester hours of graduate-level courses, which may be counted toward the requirements for a graduate degree, prior to completing the admission process.

#### **Regular Admission\***

Admission to the graduate program requires: (1) a baccalaureate degree from a regionally accredited institution of higher education; (2) two transcripts from all institutions of higher education that have been attended; (3) an undergraduate cumulative grade point average of at least 2.75 (3.00 in the last 60 hours attempted); (4) an application for admission; (5) a letter of interest; (6) a resume; (7) two letters of recommendation from former professors and/or employers (school-based, personnel); (8) GRE scores if the grade point average is not satisfied in #2 above OR with the completion of twelve (12) graduate hours with a GPA of at least 3.0; (9)

interview/Disposition Assessment I; (10) acceptance in a department supported by a degree plan recommended by the coordinator of the School of Education graduate programs; and (11) approval by the school's Admission, Retention and Exit committee.

Once regular admission is obtained and candidates have accumulated twelve (12) hours, candidates must also be admitted to degree candidacy before they can continue with their degree programs.

***\*Admission requirements for the Master's of Arts in Teaching program are listed with the description of that program.***

### **Admission Alternatives to Established Admission Policies**

An important component of the School of Education Graduate Programs is the ability for those with a non-teaching baccalaureate degree to be able to fulfill the requirements for teacher licensure while pursuing a graduate degree while they are enrolled in the master's degree programs. Graduate students must be eligible for teacher licensure prior to being formally admitted to degree candidacy for any of the master's degree programs. Candidates are allowed to take up to twelve hours while they are completing the required Praxis Series of examinations needed for licensure.

### **Conditional Admission**

Conditional admission may be granted as a result of the School of Education's established policies, which allow for alternatives to the unconditional (regular) admissions procedures to encourage enrollment of underrepresented populations. Conditional admission may be granted to advanced candidates who have not satisfied all admission requirements. Candidates admitted conditionally must earn a grade point average of at least 3.00 during their first twelve (12) hours of course work and complete all admission criteria to continue in the program.

### **MID-LEVEL (RETENTION)**

Mid-level data are collected as a result of candidates being admitted to degree candidacy. After admission to the program and the completion of twelve (12) hours with a GPA of at least 3.0, a candidate must make a formal application for Admission to Degree Candidacy before continuing in the program.

### **Admission to Degree Candidacy**

Satisfying the degree candidacy status requires the following:

#### **For Candidates Holding an Initial/Standard Arkansas Teacher's License**

- (1) graduate status;
- (2) full unconditional admission status in a master of education degree program;
- (3) completion of twelve (12) graduate level hours with a GPA of at least 3.0;
- (4) a standard Arkansas Teaching License

#### **For Candidates Seeking an Initial Arkansas Teacher's License**

- (1) Praxis I scores in reading, writing and mathematics which meet state licensure requirements;



- (2) application to the School of Education; and
- (3) Interview/Disposition Assessment II (Admission to the School of Education interview for those seeking initial licensure)

All admission to degree candidacy decisions are recommended by the Graduate Programs for approval by the School's Admission, Retention, and Exit Committee.

### **EXIT \*\***

Exit level data are collected once candidates have enrolled in or completed 27 hours. All degree programs require a minimum of 36 graduate hours, and candidates are considered to have reached exit level status once they are enrolled in or have completed 27 hours of the course work from their degree plans. Candidates are required to complete the courses as outlined on the degree plan that has been approved by the graduate advisor in order to be granted exit status by the Admissions, Retention and Exit Committee. Graduate students who have accumulated the required number of hours, but who have an incomplete (I) grade in one or more courses will not be eligible to take the graduate comprehensive examination.

### **Graduate Comprehensive Examinations**

The capstone event for the School of Education Graduate Programs is its comprehensive examination, an essay test over three courses from a candidate's educational core and content specialty. All candidates for master's degrees must successfully complete the School of Education Graduate Comprehensive Examinations by writing for three (3) different professors from their educational core and content specialty areas. The Office of the SOE Graduate Programs compiles a list of candidates who are eligible to take the test, that is, candidates who have gained degree candidacy and have completed twenty-seven (27) hours from their approved graduate degree plans or are enrolled in their twenty-seventh hour. The eligibility list is submitted to advisors, chairpersons, and deans.

The School of Education Comprehensive Examination process is as follows:

- The School of Education Comprehensive Examination is administered each fall and spring semester on a date established by the SOE Graduate Coordinator.
- All eligible candidates should register for the School of Education Graduate Comprehensive Examinations with their graduate advisor who will assist them with the selection of the appropriate examining committee members.
- The Examining Committee Members form should be submitted by the candidate to the Office of School of Education Graduate Programs by the appropriate deadline date.
- Candidates are encouraged to consult with their examining committee in advance of taking the comprehensive examination.
- Graduate faculty who are placed on examination committees should submit comprehensive examination questions to the coordinator of the School of Education Graduate Programs by the deadline date.
- Candidates will be administered the School of Education Graduate Comprehensive Examination by the graduate coordinator and advisors.
- Following the examination, the Comprehensive Committee Chairperson (the candidate's advisor) will be responsible for distributing materials to other committee members and collating rater response sheets.

- The Comprehensive Committee Chairperson will return to the Office of the School of Education Graduate Programs the “Report of Examining Committee” form specifying the candidate’s performance as satisfactory or unsatisfactory.
- Candidates should have official notification of the results approximately two weeks after administration. All satisfactory scores will be submitted to the Registrar’s Office.
- Candidates failing one or two parts of the examination may be eligible to rewrite with permission from the evaluator (rating professor).
- If a candidate who has failed one or two parts of the examination remains unsuccessful after the “rewrite,” he/she may request to be interviewed by the entire committee on the content of the examination item(s) failed. A majority vote of the Examination Committee will be needed to reverse the decision of the primary item evaluator. Candidates who remain unsuccessful after both the rewrite and interview will be asked to complete a research project and/or complete additional courses. Candidates may also be asked to retake the examination.
- A candidate who fails all three parts of the examination will be required to retake the entire examination at the next regularly scheduled examination date. Additionally, the examining committee will decide if the candidate must complete additional courses and/or complete research projects according to the specifications of the candidate’s advisor.

### **Other Exit Requirements**

Other exit requirements include the following:

- ✓ Admission to Degree Candidacy admission letter,
- ✓ Arkansas Standard Teaching License or documentation of having completed all required parts of the Praxis Series: Praxis I, Praxis II—Content Specialty, and Praxis II—Principles of Learning and Teaching (*for those seeking licensure*),
- ✓ the completion of any undergraduate (including student teaching) courses,
- ✓ the completion of the School of Education Professional Portfolio (*for those seeking licensure*),
- ✓ the completion of a minimum of 36 graduate-level hours with a cumulative grade point average of 3.00 on an advisor approved degree plan. (No grades below a “C” or an “Incomplete” are acceptable.),
- ✓ the successful completion of the School of Education Graduate Comprehensive Examination, and
- ✓ the approval of the Admission, Retention, and Exit Committee.

***\*\*Special exit requirements for the Master of Arts in Teaching degree are listed with that degree’s requirements.***

## **ADDITIONAL POLICIES**

### **Residence Requirements**

The candidate must complete a minimum of twenty-seven (27) hours in residence in order to receive a master’s degree from the University of Arkansas at Pine Bluff. All programs require

the completion of a minimum of 36 hours of graduate course work as prescribed by the specific program's degree plan.

### **Course Load**

Graduate courses may not be used simultaneously to fill both undergraduate and graduate course requirements. A full-time graduate student load is (9) hours; three (3) additional hours may be taken with the approval of the candidate's advisor, the graduate coordinator and the dean of the School of Education. Full-time for a summer session is six (6) hours.

### **Transient Students**

Applicants who are pursuing a graduate degree at another accredited college or university are eligible to be admitted for one semester only as a non-degree seeking student. A "Letter of Good Standing" is required from the Dean of the graduate school of the applicant's home institution.

### **Undergraduate/Graduate Enrollment**

Undergraduate students who are within nine (9) semester hours of graduation (does not include student teaching) may enroll in graduate courses not to exceed six (6) semester hours. Graduate courses may not be used to fulfill both graduate and undergraduate course requirements. Any request for exceptions to the administrative criteria must be presented in writing to the admission retention and exit committee.

### **Time Limitation**

All requirements for the master's degree must be satisfied within six consecutive calendar years of a candidate's beginning of a course of study toward a degree. Courses older than six (6) years will not be counted toward the completion of a degree.

### **Transfer of Credit**

A graduate student may transfer no more than nine (9) hours of graduate credit from another regionally accredited graduate school in the United States, provided the grades are "B" or better and the courses are acceptable to the appropriate department as a part of the master's program. An additional three hours may be transferred subject to approval of the graduate advisor, chairperson, deans of the School of Education and Graduate Studies, and the graduate coordinator. Only courses that counted toward a degree at an accredited institution will be considered for transfer credit. Graduate students wishing to transfer credit must submit official transcripts and other appropriate course identification information to the graduate advisor for initial approval. The transfer of graduate credit from institutions outside the U.S. is not permitted.

The recommendations of the graduate advisor for transfer of credit must be submitted on a "Transfer of Credit" form and forwarded to the department chairperson, deans of the School of Education and Graduate Studies, the graduate coordinator, and the registrar for approval. Coursework may be transferred upon the graduate student's admission into a graduate program and must not be older than six (6) years at the time of approval. Graduate students transferring to the University will be required to complete at least twenty-seven (27) hours credit prior to graduation. These hours must be taken in residence. This regulation is binding even though the

graduate student has sufficient hours of credit otherwise to meet the requirements. All standards with respect to transfer credit are binding and are not, therefore, subject to appeal.

### **ACADEMIC GUIDELINES**

The University reserves the right to change the regulations for, admission to, instruction in, and graduation from the University and to change other regulations affecting the student body at any time. New regulations go into force whenever proper authorities determine they are needed and apply both to prospective graduate candidates and to those matriculating at the time.

#### **Grading System**

A -- (90-100) Excellent	I -- Incomplete
B -- (80-89) Good	W -- Withdrawal
C -- (70-79) Fair	AUD -- Audit, carries no credit
D -- (60-69) Poor	R -- Repeated, carries not credit
F -- (59 or below) Failure	

#### **Academic Progress**

Candidates enrolled in a graduate program at the University of Arkansas at Pine Bluff School of Education must maintain a cumulative grade point average of 3.00 on a 4.00 grading scale. Candidates receiving a "D" or "F" in a course must repeat the course. A cumulative grade point average of 3.00 is required for graduation.

#### **Academic Probation**

If a candidate has less than a 3.00 cumulative grade point average in 12 or more semester hours of course work taken in residence for graduate credit, the candidate will be placed on Academic Probation. The candidate will subsequently be dismissed from the graduate program if the cumulative grade point average is not raised to 3.00 or above with the next semester/session of attendance. In accordance with established procedures, the graduate faculty of an academic program may recommend that the candidate be readmitted to the graduate program. Dismissed candidates may petition for readmission by submitting a written appeal to the Coordinator of the School of Education Graduate Programs.

#### **Academic Dismissal**

Candidates may be recommended to drop from a graduate program if at any time their performance is considered unsatisfactory as determined by the program faculty, the Dean of the School of Education, or the Dean of Graduate Studies and Continuing Education. Academic dishonesty and failure to maintain academic progress are considered to be unsatisfactory performances.

#### **Academic Dishonesty**

Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process at the University of Arkansas at Pine Bluff. Included is any act by which a candidate gains or attempts to gain an unfair academic advantage in fulfilling the requirements. These acts include, but are not limited to, accomplishing or attempting any of the following:

1. Altering of grades or other official records;
2. Using any materials that are not authorized by the professor during an

- examination;
3. Copying from another student's paper during an examination;
  4. Collaborating during an examination with any other person by giving or receiving information without specific permission of the professor;
  5. Stealing, buying, or otherwise obtaining information about an administered and/or unadministered examination;
  6. Collaborating on laboratory work, take-home examinations, homework, or other assigned work when instructed to work independently;
  7. Substituting for another person or permitting any other person to substitute for one's self to take an examination;
  8. Submitting as one's own research, report, term paper, essay, computer program or other written work prepared totally or in part by another;
  9. Submitting work that has been previously offered for credit in another course to another professor for credit;
  10. Plagiarizing, the offering as one's own work the words, idea, or arguments of another person without appropriate attribution by quotation, reference, or footnote;
  11. Sabotaging another student's work;
  12. Falsifying or committing forgery on any University form or document;
  13. Submitting altered or falsified data as experimental data from laboratory projects, survey research, or other field research;
  14. Committing any willful act of dishonesty that interferes with the operation of the academic process;
  15. Facilitating or aiding in any act of academic dishonesty.

Advanced candidates found guilty of academic dishonesty may be requested to withdraw from a course or retake a test on the next scheduled examination date as in the case of the School of Education Graduate Comprehensive Examination. Acts of academic dishonesty will be referred to the Admissions, Retention and Exit Committee who will enforce the policies and procedures of the University.

### **Incomplete Grade ("I")**

Candidates must fulfill necessary requirements of the course by the end of the semester immediately following the semester in which the **"I"** was incurred or the **"I"** grade will change to an **"F"** grade. The professor, or the departmental chairperson in the absence of the professor, is responsible for reporting the final grade change to the Admissions and Academic Records office. If not corrected by the professor or the departmental chairperson, the Office of Admissions and Academic Records will automatically change the **"I"** to an **"F"** and immediately notify the student. ***Note: A student may not re-register for a course in which a grade of "I" was earned.***

### **Grade Changes**

All grades, once reported, remain a matter of permanent record and cannot be changed, except in case of a clerical error. Any appeal or question concerning an assigned grade must be made in writing within one semester after the grade was awarded.

**Audit Credit**

Candidates registering for “*Audit*” must indicate this during the registration period. The symbol to use for a course being audited is “*AUD.*” Auditors pay the regular student fee (no academic credit is awarded).

**Attendance Policy**

Candidates are expected to be diligent in the pursuit of their studies and in their class attendance. Candidates have the responsibility of making arrangements satisfactory to the professor regarding all absences. Such arrangements should be made prior to the absence if possible. Policies of making up work missed as a result of absence are at the discretion of the professor, and Candidates should inform themselves at the beginning of each semester concerning the policies of their professors. Candidates should also adhere to the attendance policy provided in the current University of Arkansas at Pine Bluff Undergraduate catalog.

**Schedule Change (Dropping and Adding)**

A change in schedule must be approved by a graduate advisor and the School of Education graduate coordinator. Approval for dropping a course must be secured from the professor, graduate advisor, and graduate coordinator. Candidates must see that the approved schedule change is filed in the Admissions and Academic Records Office. A grade of “*F*” will be assigned to a candidate who fails to drop a course officially. No grade will be reported for a student who attends a class in which he or she is not officially enrolled.

**Withdrawal from the Graduate Programs**

A candidate voluntarily withdrawing from a graduate program should (1) secure a UAPB Student Withdrawal Slip and a Course Drop Slip from the Admissions and Academic Records Office at least seven (7) days prior to final examinations; (2) secure approval from the professor, graduate coordinator, and the Vice Chancellor for Academic Affairs; (3) secure clearance from the Student Accounts Office; and (4) return all approved slips to the Admissions and Academic Records Office. A candidate must apply to the Student Accounts Office for a refund of fees if applicable.

**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

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**MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION, P-4**

The Master of Education in Early Childhood provides a program of study for teachers with bachelor's degrees in early childhood education that is designed to enhance a teacher's knowledge and skills in birth to grade four instruction. This degree also offers a program of study for those with bachelor's degrees in other areas who seek licensure in early childhood education.

**TRACK 1**--The Master of Education in Early Childhood Education requires 36 semester credit hours. Candidates must complete a minimum of 18 hours in an early childhood specialty, 12 hours in the professional education core and 6 hours of foundation/specialty electives. A written comprehensive examination in the specialty and professional core is required.

**Track 1**

**Candidates with an Initial/Standard License in Early Childhood Education**

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Professional Core Courses	12 Hours
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GEDU 5315	Instructional Technology
	(Prerequisite: Demonstrated course skills)

GEDU 5364	Teaching Diverse Learners
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GEDU 5372	School/Parent/Community Resources and Relations
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GEDU 5320	Application of Statistics/Research in Education
	(Prerequisite: Nine hours of graduate level courses)

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Specialty Requirements	18 Hours
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GECE 5300	History, Trends and Issues in Early Childhood Education
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GECE 5303	Literacy in Early Childhood Education
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GECE 5305	Early Childhood Curriculum Development
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GECE 5306	Assessment in Early Childhood Education
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GRDG 5313	Preventing Reading Difficulties in Young Children
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GSPE 5338	The Exceptional Child in Early Childhood Education Programs
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Elective Courses (Confer with advisor before selecting a course.) 6 Hours

GEDU 5309	Computer-Assisted Instruction
GECE 5301	Advanced Child Development and Learning
GECE 5304	Early Childhood Methods/Materials for Teaching Mathematics/Science
GECE 5308	Children's Literature P-4
GECE 5310	Administration and Supervision of Early Childhood Programs
GSPE 5363	Behavior Management

**TRACK 2**--An important component of the School of Education Graduate Programs is the ability for those with a non-teaching baccalaureate degree to be able to fulfill the requirements for teacher licensure while pursuing a graduate. Graduate students must have demonstrated pre-professional competencies in basic skills, that is, have passed Praxis I, prior to being formally admitted to degree candidacy for any of the master's degree programs. Candidates are allowed to take up to twelve hours while they are completing the required Praxis I series of tests needed for licensure. Candidates seeking licensure must also complete a program of study (all of the specified prerequisites including Arkansas History and six (6) hours of reading methods courses, a professional portfolio and a full-time student teaching experience.) Candidates should take the professional core courses in the order as listed below.

**Track 2**  
**Candidates without Licensure in Early Childhood Education**

These candidates complete a minimum of 36 graduate hours for a master's degree which includes: 12 hours of general core courses, minimum of 21 hours of specialty courses, and a minimum of 3 hours of electives. Capstone Event: Graduate Comprehensive Examination.

Passing Praxis I scores are required for admission to degree candidacy (by the time 12 graduate hours have been completed). Those without a license in early childhood education must also complete all listed prerequisites—15 hours of undergraduate course requirements—and complete the Arkansas History course, SOE Portfolio (Live Text) and Student Teaching. Candidates seeking initial licensure must also pass the following tests: Praxis II 10022 Early Childhood: Content Knowledge and Praxis II 30521 Principles of Learning and Teaching: Early Childhood.

Prerequisites 15 Hours

(Each of these courses requires 10-15 hours of field experience.)

RDNG 2314	Emergent Literacy
RDNG 4310	Methods of Teaching Reading to Young Children
SPED 2310	Introduction to Learners with Special Needs
ECE 3303	Guiding Young Children's Behavior
ECE 4304	Developmentally Appropriate Practices for Teaching Young Children



### Test Requirements for Initial Licensure in Early Childhood Education

Praxis I and Praxis II--10022 Early Childhood: Content Knowledge and  
Praxis II 30521 Principles of Learning and Teaching: Early Childhood

### Additional Course Requirements 15 Hours

HIST 3300 Arkansas History  
EDUC 4600 Student Teaching Clinical Seminar (*Taken after all course work completed*)  
ECE 4607 Teaching Practicum (*Taken after all course work completed*)

### Professional Core Courses 12 Hours

GEDU 5315 Instructional Technology  
(Prerequisite: Demonstrated course skills)  
  
GEDU 5364 Teaching Diverse Learners  
  
GEDU 5372 School/Parent/Community Resources and Relations  
  
GEDU 5320 Application of Statistics/Research in Education  
(Prerequisite: Nine hours of graduate level courses)

### Specialty Requirements 21 Hours

GECE 5300 History, Trends and Issues in Early Childhood Education  
(Prerequisite: ECE 4304 Developmentally Appropriate Practices for Teaching Young Children)  
  
GECE 5301 Advanced Child Development and Learning  
  
GECE 5304 Early Childhood Methods/Materials for Teaching Mathematics/Science  
  
GECE 5305 Early Childhood Curriculum Development  
(Prerequisite: ECE 4304 Developmentally Appropriate Practices for Teaching Young Children)  
  
GECE 5306 Assessment in Early Childhood Education  
(Prerequisite: ECE 4304 Developmentally Appropriate Practices for Teaching Young Children)  
  
GRDG 5313 Preventing Reading Difficulties in Young Children  
(Prerequisite: RDNG 4310 Methods of Teaching Reading to Young Children)  
  
GECE 5308 Children's Literature P-4  
(Prerequisite: RDNG 2314 Emergent Literacy or Literature for Young Children)

### Elective Courses (*Confer with advisor before selecting a course.*) 3 Hours

(Candidates seeking initial licensure must be admitted to degree candidacy before selecting one of the following electives.)

GEDU 5309 Computer-Assisted Instruction  
(may be used as the prerequisite for GEDU 5315)  
  
GEDU 5322 Psychological Foundations of Teaching and Learning  
(Prerequisite: ECE 4304 Developmentally Appropriate Practices for Teaching Young Children)  
  
GECE 5303 Literacy in Early Childhood Education  
(Prerequisite: RDNG 2314 Emergent Literacy)

- GSPE 5338    The Exceptional Child in Early Childhood Education Programs  
(Prerequisite: SPED 2310    Introduction to Learners with Special Needs )
- GSPE 5363    Behavior Management  
(Prerequisite: ECE 3303 Guiding Young Children's Behavior)

## **EARLY CHILDHOOD EDUCATION COURSE DESCRIPTIONS**

Professional Core Requirements 12 hours

### **GEDU 5315 - Instructional Technology**

This course explores media and instructional design with application of state-of-the-art technology for preschool, including infants and toddlers, through grade twelve learners as well as for those with exceptionalities. *Prerequisite—Demonstrated Computer Skills or EDUC 2312 Computers in Education; EDUC 2309 Utilization/Instructional Media, GEDU 5309 Computer-Assisted Instruction, comparable computer course, or computer skills test.*

### **GEDU 5364 - Teaching Diverse Learners**

This course examines background, knowledge and insights, and social foundations of education in a culturally diverse society and assists advanced candidates in refining definitions of the role of teachers. It also examines personal beliefs and practices regarding issues of race, language, gender, ethnicity, and exceptionality. Culturally based instructional and curricular adaptations that enhance candidates' opportunities to succeed with all learners from birth through grade twelve are emphasized. *Candidates are required to conduct an in-depth study of a selected topic and report the results of the study orally and in writing.*

### **GEDU 5372 - School/Family/Community Resources and Relations**

This course recognizes the family and community environment as powerful educational influences on students and assists advanced candidates with developing and applying activities and strategies that foster family involvement in a variety of learning settings. The course emphasizes family community resources, effective communication strategies, family activities in formal and informal learning settings, and the roles of the family in governance of organized learning centers and schools. *Requires a research project.*

### **GEDU 5320 - Applications of Statistics and Research in Education**

This course emphasizes rudimentary statistics, research design and understanding of research leading to a research proposal on a current issue in early childhood, middle level, secondary or special education. *Prerequisites: Nine (9) hours of graduate level courses from ECE degree plan.*

### Early Childhood Education Specialty and Elective Courses

#### **GECE 5300 - History, Trends and Issues in Early Childhood Education**

This is a course which deals with current research pertinent to contemporary and future concerns and issues: exceptionality, demographic trends, family composition and change, social/political/economic issues, and evolving professional roles in early childhood and early childhood special education. This course will address the impact that these issues and standards such as the Pathwise Domains, state and national standards have on learning. *Research project*

*required. (Prerequisite: ECE 4304 Developmentally Appropriate Practices for Teaching Young Children)*

### **GECE 5303 - Literacy in Early Childhood P-4**

This course explores the concepts, materials and teaching strategies to enhance language development, print awareness and early systematic reading and writing instruction, especially vocabulary development, fluency and comprehension. Recent research and theory concerning literacy will be used to develop practical strategies that lead to a rich environment for reading, speaking, listening and writing experiences for the young, and very young, learners. *Requires a research project and/or clinical experiences. (Prerequisite: RDNG 2314 Emergent Literacy)*

### **GECE 5305 - Early Childhood Curriculum Development**

This course is an advanced course in the study of early childhood education and the formulation of an approach to curriculum design and evaluation for early childhood education and early childhood special education programs. *Requires a research project and/or clinical experiences. (Prerequisite: ECE 4304 Developmentally Appropriate Practices for Teaching Young Children)*

### **GECE 5306 - Assessment in Early Childhood Education**

This course is a study of assessment measures and methods specific to early childhood programs, including individuals with exceptional learning needs (ELN) in mathematics, science, social sciences, and language arts. Candidates will be required to participate in supervised observation and participation in an approved early childhood education program. *(Prerequisite: ECE 4304 Developmentally Appropriate Practices for Teaching Young Children)*

### **GRDG 5313 - Preventing Reading Difficulties in Young Children**

This course is designed to provide the competencies considered essential for effective early childhood reading instruction. Additionally, this course will emphasize scientifically based reading research, and instructional trends, while also allowing for applications of informal literacy assessments, diagnoses and strategies for intervention in the varied learning settings. Candidates are required to become knowledgeable in models for reading development, emergent literacy, major theories, differentiated instruction and family/home connection, relative to the teaching of reading to young learners. *(Prerequisite: RDNG 4310 Methods of Teaching Reading to Young Children)*

### **GSPE 5338 - The Exceptional Child in ECE Programs**

This course is designed to assist advanced candidates to work effectively with young children, including infants and toddlers, with disabilities in early childhood education programs. Discussion will include federal and state mandates, support strategies for families and children, assessment, and methods of facilitating positive interpersonal interactions among infants, toddlers, and young children. *(Prerequisite: SPED 2310 Introduction to Learners with Special Needs)*

### **GECE 5301 - Advanced Child Development and Learning**

This course is an in-depth integrated treatment of child development with emphasis on the cognitive development of young learners, including those with exceptionalities. In addition, this course examines the developmentally appropriate behavior management strategies to improve

the behavior and learning of infants, toddlers, and young children. *Requires a research project and/or clinical experiences.*

**GECE 5304 – Early Childhood Education Methods/Material for Teaching Mathematics/Science**

This course applies theory and research findings to content, procedures, and activities for the improving the understanding of mathematics and science and for developing/increasing the competence in, or ability to, begin working with numbers and science activities/experiments for young and very young learners. *Research and/or clinical experiences are required.*

**GECE 5308 - Children's Literature P-4**

This is an advanced study of literature with emphasis on selecting materials reflecting the differing needs of children in a pluralistic society, especially for very young children--infants and toddlers, and pre-kindergarten through grade four children. *Research and/or clinical experience are required. (Prerequisite: RDNG 2314 Emergent Literacy or Literature for Young Children)*

**GECE 5310 - Administration and Supervision of Early Childhood Programs**

Planning, developing and implementing early childhood programs, policies, concepts, assessments and records. Includes actual evaluations of early childhood programs and centers. *Requires extensive clinical experiences.*

**GEDU 5309 - Computer-Assisted Instruction**

Requires development of computer proficiency and treat applications of computer technology to the improvement of instruction.

**GSPE 5363 – Behavior Management**

Emphasis on using the theories and principles of behavior management for the improvement of conduct and learning. *(or ECE 3303 Guiding Young Children's Behavior.)*

## MASTER OF EDUCATION IN SECONDARY EDUCATION DEGREE PROGRAMS

*(Specialties: English Education, Science Education, Mathematics Education, Physical Education and Social Studies Education)*

**TRACK 1**--The Master of Education in Secondary Education degree with specialties in English education, science education, mathematics education, physical education and social studies education requires 36 semester credit hours. Candidates must complete a minimum of 18 hours in their selected specialty, 12 hours in the professional education core and 6 hours of foundation/specialty electives. A written comprehensive examination (the capstone event) in the specialty and professional core is required.

**TRACK 2**--An important component of the School of Education Graduate Programs is the ability for those with a non-teaching baccalaureate degree to be able to fulfill the requirements for teacher licensure while pursuing a graduate degree. Graduate students must have demonstrated pre-professional competencies in basic skills, that is, have passed Praxis I, prior to being formally admitted to degree candidacy for any of the master's degree programs. Candidates are allowed to take up to twelve hours while they are completing the required Praxis Series of tests needed for licensure. Candidates seeking licensure must also complete a program of study (all of the specified prerequisites including Arkansas History for the social studies specialty, a professional portfolio and a full-time student teaching experience.)

Professional Education Core Course Requirements/Descriptions	12 hours
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### **GEDU 5322 – Psychological Foundations of Teaching and Learning**

This course includes an analysis of major historical and philosophical developments and their impact on American Education. Additionally, educational issues and trends in education, such as No Child Left Behind legislation, the Pathwise Domains, the School of Education's conceptual framework, and state and national standards, will be explored to determine their impact on teaching and learning. *Requires research project.*

### **GEDU 5315 - Instructional Technology**

This course explores media and instructional design with application of state-of-the-art technology for preschool through grade twelve learners as well as for those with exceptionalities. *Prerequisite: Demonstrated computer skills or EDUC 2312 Computers in Education; EDUC 2309 Utilization/Instructional Media, GEDU 5309 Computer-Assisted Instruction, comparable computer course, or computer skills test.*

### **GEDU 5320 - Applications of Statistics and Research in Education**

This course emphasizes rudimentary statistics, research design and understanding of research leading to a research proposal on a current issue in early childhood, middle level, secondary or special education. *Prerequisites: Nine (9) hours of graduate level courses*

### **GEDU 5364 - Teaching Diverse Learners**

This course examines background, knowledge and insights, and social foundations of education in a culturally diverse society and assists advanced candidates in refining definitions of the role of teachers. It also examines personal beliefs and practices regarding issues of race, language,

gender, ethnicity, and exceptionality. Culturally based instructional and curricular adaptations that enhance Candidates' opportunities to succeed are emphasized. *Candidates are required to conduct an in-depth study of a selected topic and report the results of the study orally and in writing.*

Secondary Education Foundation Courses/Descriptions

Minimum: 6 hours

**GEDU 5309 – Computer Assisted Instruction**

Requires development of computer proficiency and treats applications of computer technology to the improvement of instruction.

**GEDU 5324 – Curriculum Development**

Consideration of historical, philosophical, and societal impact on the middle level and secondary school curriculum; emphasis upon evaluation and analysis of curriculum development models and the change process.

**GEDU 5327 – Program for Effective Teaching**

Systematic instruction based on the PET model and other lesson plan models, including provisions for demonstration teaching in the public schools. Pathwise model, domains and Praxis III preparation are emphasized. *Field experiences and action research project required.*

**GEDU 5328 – Supervision of Instruction**

Methods of supervising instructional personnel, including teachers, aides, volunteers, student teachers and candidates completing field experience.

**GRDG 5312 - Developmental and Corrective Reading Process**

This course involves an application of learning theory and research findings for diagnosis and remediation of reading difficulties using direct instruction, lesson design and evaluation. *Research and/or clinical experiences are required. (Prerequisite: Methods of Teaching Reading)*

**GSPE 5363 - Behavior Management**

This course emphasizes using theories and principles of behavior management for the improving of student behavior and learning. *Requires a research project.*

**GEDU 5399 – Internship**

Supervised educational experience designed to provide practical participation in selected settings to gain experience in the application of concepts, principles, and theories related to the student's area of specialization and professional goals. Internship experiences are planned and directed under the guidance of a faculty member. *Requires departmental approval.*

**GEDU 5600 – Thesis**

This thesis is an original research project conducted by a candidate under the supervision of an advisory, graduate research and an advisory committee appointed by the Coordinator of Graduate Studies. *Requires departmental approval.*

**GRDG 5340 - Reading in the Content Areas**

This course will assist middle level and secondary level candidates in developing an understanding of reading problems encountered by their students in subject-matter reading materials. Candidates will learn how to instruct their students by using research-based strategies that have been successful with helping students to read and comprehend the various texts encountered in middle through high school instruction. Emphasis will be placed on the literacy skills that will enable the grade 5-12 student to develop and use effective reading and writing skills in the content areas.

**MASTER OF EDUCATION IN SECONDARY EDUCATION**  
**(SPECIALTY: PHYSICAL EDUCATION)**

**Department of Health, Physical Education and Recreation**

**Mail Slot 4977**

**Telephone: (870) 575-8676**

**Fax: (870) 575-4611**

**William Torrence, Ph. D.**

***Chair***

The Master of Education in Secondary Education degree with a specialty area in physical education requires 36 semester credit hours. Candidates must complete a minimum of 18 hours in the physical education specialty and 12 hours of professional education core courses and 6 hours of secondary education foundation and/or electives. A written comprehensive examination in the physical education specialization and secondary education core and/or foundations is required. Candidates seeking initial licensure must also complete the physical education prerequisites, the SOE portfolio, courses in Behavior Management and Arkansas History, any prerequisites as specified by advisors, and the student teaching experience.

**Track 1**

**Candidates with an Initial/Standard License in Physical Education**

<b>General Core Requirements</b>	<b>15 hours</b>
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GEDU 5301	History and Philosophy of Education
GEDU 5315	Introduction to Instructional Technology
GEDU 5322	Psychological Foundations of Teaching and Learning
GEDU 5320	Applications of Statistics and Research in Education
GEDU 5364	Teaching Diverse Learners

<b>Required Physical Education Courses</b>	<b>18 hours</b>
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***Core Requirements: 12 Hours Required***

GPED 5310	Problems and Trends in Physical Education
GPED 5311	Administration and Organization of PE
GPED 5317	Measurement and Evaluation of PE
GPED 5313	Psychology of Sport

***Physical Education Electives: 6 Hours***

GPED 5314	School and Community Health Services
GPED 5315	Legal Aspects of Coaching
GPED 5316	Alcohol and Drug Education
GPED 5312	Research in Health and Physical Education

<b>Educational Foundation/Elective Courses</b>	<b>3 hours</b>
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GEDU 5309	Computer Assisted Instruction
GEDU 5324	Curriculum Development
GEDU 5327	Program for Effective Teaching



GRDG 5312	Developmental and Corrective Reading Process
GSPE 5363	Behavior Management
GEDU 5399	Internship
GEDU 5600	Thesis
GRDG 5340	Reading in the Content Areas

## **Track 2**

### **Candidates without Licensure in Physical Education**

These candidates complete a minimum of 36 graduate hours for a master's degree which includes: 15 hours of general core courses, minimum of 18 hours of specialty courses, and a minimum of 3 hours of electives. Capstone Event: Graduate Comprehensive Examination.

Passing Praxis I scores are required for admission to degree candidacy (by the time 12 graduate hours have been completed). Those without a license in early childhood education must also complete all listed prerequisites—18 hours of undergraduate course requirements—and complete the Arkansas History course, SOE Portfolio (Live Text) and Student Teaching. Candidates seeking initial licensure must also pass the following tests: Praxis II 20856 Health and Physical Education: Content Knowledge, Praxis II 30092 Physical Education: Movement Forms—Analysis and Design and one or more of the PLT exams according to the licensure being sought: Praxis II 30521 Principles of Learning and Teaching Early Childhood, Praxis II 30523 Principles of Learning and Teaching 5-9 or Praxis II 30524 Principles of Learning and Teaching 7-12.

<b><u>Prerequisites</u></b>	<b><u>18 Hours</u></b>
(Each of these courses requires 10 hours of field experience.)	

HLPE 1310	Personal Health and Safety
HLPE 3320	First Aid/CPR
HLPE 3226	Motor Learning
HLPE 4319	Kinesiology
BIOL 2425	Human Anatomy and Physiology
HLPE 4320	Physiology of Exercise

<b><u>Additional Course Requirements</u></b>	<b><u>15 Hours</u></b>
HIST 3300	Arkansas History
EDUC 4600	Student Teaching Clinical Seminar ( <i>Taken after all course work completed</i> )
HLPE 4613	Teaching Practicum ( <i>Taken after all course work completed</i> )

<b><u>Professional Education Requirements</u></b>	<b><u>15 hours</u></b>
GEDU 5301	History and Philosophy of Education
GEDU 5315	Instructional Technology
GEDU 5322	Psychological Foundations of Teaching and Learning
GEDU 5364	Teaching Diverse Learners
GSPE 5363	Behavior Management

*Core Requirements: 15 Hours Required*

GPED 5310	Problems and Trends in Physical Education
GPED 5311	Administration and Organization of PE
GPED 5317	Measurement and Evaluation of PE
GPED 5313	Psychology of Sport
GPED 5312	Research in Health and Physical Education

*Physical Education Electives: 3 Hours*

GPED 5314	School and Community Health Services
GPED 5315	Legal Aspects of Coaching
GPED 5316	Alcohol and Drug Education

Physical Education Specialization (18 Hours)**GPED 5310 - Problems and Trends in Physical Education**

Problems as they relate to philosophy, procedures, assessment and practices in physical education and issues.

**GPED 5311 - Administration Organization and Management of Physical Education and Athletic Programs**

Guidelines for organizing and administering comprehensive physical education and athletic program, managing; theories of management, supervision, program planning, staffing, record keeping, and budgeting.

**GPED 5313 - Psychology of Sport**

Study of psychological factors affecting performance in sports and the analysis of athletic behavior and training programs for high-level performance.

**GPED 5317 - Measurement and Evaluation in Physical Education**

This course is designed to provide training in measurement, an evaluation of physical education courses and programs. Emphasis is placed on collection, organization and analysis of test scores. Emphasis is also placed on construction and analysis of standardized and teacher made tests.

**GPED 5312 - Research in Health, Physical Education and Recreation**

Uses scientific methods to address problems in health, physical education and recreation; emphasizes planning and design of research studies, collection of reliable and valid data, sampling methods and interpretation of data. Requires critical review of literature and incorporation of research findings into personal strategies.

**GPED 5314 - School and Community Health Services**

This course is designed to survey the structure and the interrelation of school and community health programs. Emphasis will be placed on the divisions of a comprehensive school health program, health problems of school-age youth, and the organization, function, and services of official and voluntary health organizations.

**GPED 5315 - Legal Aspects of Coaching**

This course is designed to develop the student's knowledge of the law as it relates to sport and physical activity. The course is appropriate for teacher preparation, coaches, physical education teachers, school administrators, owners and supervisors of private fitness centers, corporate fitness personnel, and private consultants in fitness and sports.

**GPED 5316 - Alcohol and Drug Education**

This course is designed to review and investigate drug use and abuse in the family, school and community. Further, to analyze what types of substances are being used, misused and abused and their social and economic impact on society. Consistent with the School of Education's conceptual framework, this course focuses on decision making as related to the acquisition of knowledge and skills for planning, implementing, and evaluating.

**MASTER OF EDUCATION IN SECONDARY EDUCATION  
(SPECIALTY: ENGLISH EDUCATION)**

**School of Arts and Science  
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**Dr. Yolanda Page  
*Interim Dean***

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**Dr. Carolyn Blakely, Ph.D.  
*Interim Chairperson*  
(870) 575-8050**

The Master of Education in Secondary Education degree with a specialty area in English education requires 36 semester credit hours. Candidates must complete a minimum of 18 hours in English, a 12 hour professional education core, and 6 hours of secondary education foundation courses. A written comprehensive examination in the English specialization and the professional education core and/or foundation is required. Advanced candidates seeking licensure must also complete the English education prerequisites, the SOE professional portfolio, courses in Behavior Management and Arkansas History, and the student teaching experience.

**Track 1**

**Candidates with an Initial/Standard License in English Education**

Professional Education Requirements	15 hours
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GEDU 5301	History and Philosophy of Education
GEDU 5315	Instructional Technology
GEDU 5322	Psychological Foundations of Teaching and Learning
GEDU 5364	Teaching Diverse Learners
GEDU 5320	Applications of Statistics and Research in Education

Required Specialization Courses	18 hours
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GENG 5304	Advanced Composition
GENG 5311	The Bible as Literature
GENG 5312	Advanced Survey of American Literature to the Civil War
GENG 5313	Advanced Survey of American Literature Since the Civil War
GENG 5314	Advanced Survey of English Literature to 1700
GENG 5315	Advanced Survey of English Literature Since 1700
GENG 5323	Practicum: Development of Units in Rhetoric and Literature
GENG 5399/5699	Seminar

- GENG 5319 Advanced Survey of African American Literature  
 GENG 5321 Advanced Survey of African American Literature II

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**Educational Foundation/Elective Courses** **3 hours**

- GEDU 5309 Computer Assisted Instruction  
 GEDU 5324 Curriculum Development  
 GEDU 5327 Program for Effective Teaching  
 GRDG 5312 Developmental and Corrective Reading Processes  
 GSPE 5363 Behavior Management  
 GEDU 5399 Internship  
 GEDU 5600 Thesis  
 GRDG 5340 Reading in the Content Areas

**Track 2**  
**Candidates without Licensure in English Education**

These candidates complete a minimum of 36 graduate hours for a master's degree which includes: 15 hours of general core courses, minimum of 18 hours of specialty courses, and a minimum of 3 hours of electives. Capstone Event: Graduate Comprehensive Examination.

Passing Praxis I scores are required for admission to degree candidacy (by the time 12 graduate hours have been completed). Those without a license in early childhood education must also complete all listed prerequisites—18 hours of undergraduate course requirements—and complete the Arkansas History course, SOE Portfolio (Live Text) and Student Teaching. Candidates seeking initial licensure must also pass the following tests: Praxis II 10041 English Language, Literature and Composition: Content Knowledge, 20042 Essays, and 30043 Pedagogy.

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**Prerequisites** **18 Hours**

(Each of these courses requires 10 hours of field experience.)

- ENGL 2360 World Literature I (or ENGL 2362 World Literature II)  
 ENGL 3301 College Grammar  
 ENGL 3360 Introduction to Shakespeare  
 ENGL 3333 Adolescent Literature  
 ENGL 4390 Literature and Criticism

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**Additional Course Requirements** **15 Hours**

- HIST 3300 Arkansas History  
 EDUC 4600 Student Teaching Clinical Seminar (*Taken after all course work completed*)  
 HLPE 4613 Teaching Practicum (*Taken after all course work completed*)

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**Professional Education Requirements** **15 hours**

- GEDU 5301 History and Philosophy of Education  
 GEDU 5315 Instructional Technology  
 GEDU 5322 Psychological Foundations of Teaching and Learning  
 GEDU 5364 Teaching Diverse Learners  
 GEDU 5320 Applications of Statistics and Research in Education

Required Specialization Courses 18 hours

GENG 5304 Advanced Composition  
GENG 5311 The Bible as Literature  
GENG 5312 Advanced Survey of American Literature to the Civil War  
GENG 5313 Advanced Survey of American Literature Since the Civil War  
GENG 5314 Advanced Survey of English Literature to 1700  
GENG 5315 Advanced Survey of English Literature Since 1700  
GENG 5323 Practicum: Development of Units in Rhetoric and Literature  
GENG 5399/5699 Seminar  
GENG 5319 Advanced Survey of African American Literature  
GENG 5321 Advanced Survey of African American Literature II

Additional Educational Foundation Course 3 hours

GSPE 5363 Behavior Management

English Course Descriptions

**GENG 5304 – Advanced Composition**

A survey of rhetorical theory, both historical and modern, underlying current practice in both reaching and writing of effective essays. Prerequisite: Graduate standing or permission of the instructor.

**GENG 5311 – The Bible as Literature**

This course provides a careful analysis of the great themes, enigmatic periscopes, apocalypticism, great parables, and literary masterpieces found in the Bible. The analysis will offer a greater understanding of what the text is saying and doing, all that is needed for gaining a greater appreciation.

**GENG 5312 – Advanced Survey of American Literature to the Civil War**

An intensive survey of American Literature and literary history from the Colonial times to the Civil War. Prerequisite: Graduate standing or permission of the instructor.

**GENG 5313 – Advanced Survey of American Literature Since the Civil War**

An intensive survey of American literature and literary history from the Civil War period to the present. Prerequisite: Graduate standing or permission of the instructor.

**GENG 5314 – Advanced Survey of English Literature to 1700**

An intensive survey of English literature and literary history from the Old English period to 1700. Prerequisite: Graduate standing or permission of the instructor.

**GENG 5315 – Advanced Survey of English Literature since 1700**

A survey of English literature and history from 1700 to the present. Prerequisite: Graduate standing or permission of the instructor.

**GENG 5319 Advanced Survey of African American Literature**

A critical survey of African-American literature from its beginning to 1900.

**GENG 5321 Advanced Survey of African American Literature II**

A critical survey of African-American literature from 1900 to the present.

**GENG 5323 – Practicum: Development of Units in Rhetoric and Literature**

Practical experience in the application of current theory in the development and presentation of writing, rhetoric, and literature in the secondary school classroom. Prerequisite: Graduate standing or permission of the instructor.

**GENG 5399/5699 - Seminar (3) GENG (6 hours)**

An in-depth investigation of a particular literary, rhetorical or pedagogical topic. Seminar topics may change each time the course is offered. Prerequisite: Graduate standing or permission of the instructor.

**MASTER OF EDUCATION IN SECONDARY EDUCATION  
(SPECIALTY: GENERAL SCIENCE EDUCATION)**

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**Anissa Buckner, Ph.D.  
*Chair*  
(870) 575-7113**

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**Antonie Rice, Ph. D.  
*Chair*  
(870) 575-7155/8894**

The Master of Education in Secondary Education degree with a specialty area in General Science (life/earth science OR physical/earth science) requires a minimum of 36 semester credit hours. Candidates must complete a 12 hour professional education core, a 9 hour required specialization core, a 12 hour life science or physical science concentration, and a 3 hour (minimum) educational foundation elective. A written comprehensive examination in the general science specialization and the professional education core and/or electives is required. Advanced candidates seeking licensure must also complete the SOE portfolio, courses in Behavior Management and Arkansas History, and the student teaching experience.

**Track 1**  
**Candidates with an Initial/Standard License in Life/Earth Science (Biology) or**  
**Physical/Earth Science (Chemistry) Education**

Professional Education Requirements	15 hours
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GEDU 5301	History and Philosophy of Education
GEDU 5315	Instructional Technology
GEDU 5322	Psychological Foundations of Teaching and Learning
GEDU 5364	Teaching Diverse Learners
GEDU 5320	Applications of Statistics and Research in Education

Educational Foundation Electives	3 hours
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GEDU 5330	Behavior Management
GRDG 5340	Reading in the Content Areas

**CHOOSE EITHER LIFE SCIENCE OR PHYSICAL SCIENCE CONCENTRATION**

Required Specialization Core	6 hours
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GPHY 5301	Advanced Earth Science ( <i>Prerequisite: Earth Science 2300 &amp; 2310</i> )
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GPHY 5365 Advanced Environmental Science

Life Science Concentration 12 hours

GBIO 5310 Advanced Biology  
GBIO 5330 Advanced Cell Biology  
GBIO 5320 Laboratory Experiences/High School Teachers  
GCHM 5340 Advanced Biochemistry OR  
GAGR 5400 Molecular Biology

Physical Science Concentration 12 Hours

GCHM 5325 Advanced Chemistry  
GCHM 5330 Methods in High School Chemistry Teaching  
GPHY 5355 Advanced Physics  
GCHM 5340 Advanced Biochemistry OR  
GBIO 5310 Advanced Biology

Science Electives 3 hours

GCHM 5331 Higher Order Thinking in Science  
GAQF 5300 Research Methods and Scientific Writing  
GSPS 5346 Bioinformatics  
GCHM 5335 Nuclear Chemistry  
GCHM 5350 Chemical Separations

**Track 2**

**Candidates without Licensure in Science Education**

These candidates complete a minimum of 36 graduate hours for a master's degree which includes: 15 hours of general core courses, minimum of 18 hours of specialty courses, and a minimum of 3 hours of electives. Capstone Event: Graduate Comprehensive Examination.

Passing Praxis I scores are required for admission to degree candidacy (by the time 12 graduate hours have been completed). Those without a license in life/earth or physical/earth science education must have the appropriate science degree, complete the SOE Portfolio (Live Text) and Student Teaching.

Candidates seeking initial licensure must also pass the following tests:

Life/Earth Science Licensure

Praxis II: 20235 Biology: Content Knowledge, 20571 Earth Science: Content Knowledge, and 30234: Life Science: Pedagogy

Physical/Earth Science Licensure

Praxis II: 20571 Earth Science: Content Knowledge, 20481 Physical Science: Content Knowledge, and 30483 Physical Science: Pedagogy

#### Prerequisite

A bachelor's degree in biology for life/earth science education majors or a chemistry for physical/earth science education majors

#### Additional Course Requirements

12 Hours

EDUC 4600 Student Teaching Clinical Seminar (*Taken after all course work completed*)

EDUC 4603 Teaching Practicum (*Taken after all course work completed*)

#### Professional Education Requirements

15 hours

#### Required Specialization Course Descriptions (9 Hours)

##### **GPHY 5301 – Advanced Earth Science**

This course is designed to instruct the graduate student in advanced earth science studies. This course encompasses an understanding of the natural forces at work within the atmosphere, hydrosphere, lithosphere and biosphere of planet Earth. The purpose of this course is twofold: to prepare all students to master pertinent information required to understand the integrated systems of our home planet and to prepare candidates with the knowledge and skills needed for the Praxis Earth and Space Science: Content Knowledge (0571) examination. (*Prerequisite: Earth Science I and II*).

##### **GPHY 5365 – Advanced Environmental Science**

In a semi-quantitative way, the course presents the earth's atmosphere, basic physical and chemical principles, evolution of the earth, local and regional pollution issues, earth's climate machine, greenhouse warming, ozone layer depletion, and global environmental engineering. *Prerequisites: Physics 2420 and Graduate Status.*

##### **GAQF 5300 – Research Methods and Scientific Writing**

The two main objectives of this course are: (1) to familiarize students with planning and execution of scientific experiments and (2) to enable students to convey research results effectively through written communications. Students will learn general principles of scientific writing and how to conduct literature searches. Different formats of written communications pertinent to aquaculturists and fisheries biologists will be examined (e.g. peer-reviewed journal articles, extension and trade publications, government documents). Offered spring semester every year. Lecture: 3 hours per week

#### **CONCENTRATIONS (Choose one concentration area)**

#### Life Science Course Descriptions

##### **GBIO 5310 - Advanced Biology**

Designed to identify and describe selected major biological challenges faced by both plants and animals, and to provide students with an understanding of the diverse ways these challenges are met. The evolutionary and ecological significance of the similarities and differences between plant and animal strategies will be emphasized.

**GBIO 5330 – Advanced Cell Biology**

Designed to give students an in-depth understanding of advances in cell biology with emphasis on biological membranes, cell-to-cell adhesion, cell signal transduction, receptors, cell cycle control and apoptosis.

**GBIO 5320 - Laboratory Experiences/High School Teachers**

This is a laboratory course designed to help the student master the biological concepts, equipment, materials, and techniques that he/she will encounter while teaching high school biology. The course emphasizes methods of presentation of curriculum materials, laboratory/classroom safety, use of the microcomputer, and designing, developing, and evaluating laboratory, field, and instructional activities. Students receive significant experiences with live specimen, inquiry and applications of biology.

**GCHM 5312 - Advanced Biochemistry\* (or GAGR 5400)**

An overview of the basic concepts of biochemistry designed for high school biology or chemistry teachers. Proteins, carbohydrates, lipids, nucleic acids, enzymes, metabolism and molecular genetics are covered. *Prerequisite: Organic Chemistry 3420 and Graduate Status.*

**GAGR 5400 – Molecular Biology\* (or GCHM 5312)**Physical Science Course Descriptions**GCHM 5325 – Advanced Chemistry**

Explores special topics selected from the areas of inorganic, analytical, physical, organic, biochemistry or related fields. Required of students seeking a master's degree in General Science Education. *Prerequisite: CHEM 3420 and Graduate Status in General Science Education.*

**GCHM 5330 - Methods in High School Chemistry Teaching**

Covers content knowledge and pedagogy used in teaching high school chemistry courses. Team taught by faculty from the School of Education and the Department of Chemistry and Physics. *Prerequisite: Chemistry 1440 and Graduate Status.*

**GPHY 5355 – Advanced Physics**

This course covers laws of planetary motion, kinetic theory of gases, special theory of relativity, electromagnetism, fiber optics, wave mechanics, quantum theory, atomic structure, nuclear structure, particle physics, and solid state physics. *Prerequisites: Physics 2420 and Graduate Status.*

**GCHM – Advanced Biochemistry OR GBIO Advanced Biology (see above)**General Science Electives Course Descriptions**GCHM 5331 – Higher Order Thinking in Science**

Designed to introduce middle school or secondary science teachers to modern methods of science instruction. A series of laboratory exercises involving cooperative learning, discovery learning and integrative scientific disciplines are introduced. Candidates may choose to adopt

some of these exercises for use in their classrooms. *Prerequisite: In-service science teacher status.*

### **GCHM 5311 - Advanced Laboratory**

Offers experiences and advanced techniques in spectrophotometer, chromatography, high temperature manipulations, non-aqueous solvent systems, electroanalytical methods, and inert atmosphere reactions. *Prerequisite: Inorganic Chemistry 4310.*

### **GSPS 5346 – Bioinformatics**

### **GCHM 5335 – Nuclear Chemistry**

An overview of the broad field of nuclear and radiochemistry. Emphasis on application of the properties of radioactive nuclei to the solution of the chemical problems. Chemistry, physics, and biology majors may find this course applicable to their curriculum. *Prerequisites: Calculus II 3320, University Physics II 3420, Quantitative Analysis 2430 and Physical Chemistry 4410.*

### **GCHM 5350 – Chemical Separations**

In depth coverage of chemical separations techniques. These separation (and identification) techniques have wide applicability for research and/or industrial chemists. This is an advanced course designed for chemistry majors interested in attending postgraduate schools. *Prerequisites: 2430, and 4440.*

### **GCHM 5340 - Advanced Organic Chemistry**

Detailed study into the mechanisms of organic reactions and synthetic methods. Primarily for chemistry majors interested in attending post graduate school and/or pursuing additional careers in research. *Prerequisites: 3410, 3420, and 4410.*

**MASTER OF EDUCATION IN SECONDARY EDUCATION  
(SPECIALTY: MATHEMATICS EDUCATION)**

**School of Arts and Science  
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**Dr. Yolanda Page, Ph. D.  
*Interim Dean***

**Department of Mathematical Sciences and Technology  
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Fax: 543-8881**

**Charles Colen, Ph.D.  
*Chair*  
(870) 575-8889**

The Master of Education (M.Ed.) degree with a specialty area in mathematics requires a minimum of 36 semester credit hours. Candidates must complete a 6 hour required specialization course, a minimum of 18 hours in the mathematics specialty, and a 12 hour professional education core. Optional: secondary education electives. A written comprehensive examination in the mathematics specialization and the professional education core and/or electives is required. Advanced candidates seeking licensure must also complete the SOE portfolio, courses in Behavior Management and Arkansas History, and the student teaching experience.

**MATHEMATICS SPECIALIZATION (18 Hours)**

Required Specialization Course Descriptions

**GEDU 5391 – Teaching Mathematics in the Secondary School**

The Cartesian Plane, first and second degree equations with applications. The limit concept, continuity and topics in the differential and integral calculus. Problem solving techniques involving calculators and computers. Topics in discrete Mathematics.

**GAQF 5300 – Research Methods and Scientific Writing**

**GMTH 5300 - Selected Topics in Mathematics**

This course is designed to cover mathematical topics not normally covered in existing courses. Topics are to be developed, written and orally presented. Historical perspectives as well as state of the art contribution to mathematics are expected.

**GMTH 5325 - History of Mathematics**

A survey course of the development of mathematics from Pythagorean to Euclidean notions to Non-Euclidean notions to physical application of mathematical theories to space exploration in the 20th Century.

**GMTH 5330 - Topics in Geometry**

An intuitive and explanatory approach in which the discovery method is used through sequence of laboratory activities. On demand.

**GMTH 5345 - Probability and Statistics**

This course is designed to expose students to probability theory from a historical perspective to modern use, to promote the use of probability and statistical studies and solutions to societal problems, and provide validation techniques.

**GMTH 5360 - Mathematical Modeling**

Topics may include basic statistical concepts, sampling, linear models and simulation, probability and probability distributions and stochastic processes. Course content will also include topics related to calculus that are of current interest to secondary school teachers. Design of computer algorithms using Fortran/Basic programming languages with primary emphasis on the development of numerical solutions to linear and non-linear systems. Laboratory activities involving a variety of approaches to mathematical models and calculus concepts will be an integral part of the course.

**GMTH 5350 - Seminar in the Teaching of Calculus\* (or GMTH 5365)**

This course in mathematics is for students who plan to teach Calculus at the secondary level. The course consists of the following topics: Logic, Set Relations, Functions, Real Number Systems, Topological of the Real Number Systems, Differentiations, Integrations and Infinite Series with considerable emphasis on technological use. *Prerequisite: Calculus I, II and III.*

**GMTH 5365 - Higher Order of Thinking in Mathematics\* (or GMTH 5350)**

This course will provide mathematics teachers in grades five through college with examples of lessons incorporating methods appropriate for students with different learning styles. These lessons will emphasize the use of manipulatives, hands-on materials, cooperative learning techniques, mathematics software, and the use of graphing and scientific mathematical connections and concepts across grade levels using concrete experiences and bridging to abstract understanding.

**GMTH 5370 - Transitions in Mathematics**

This course is designed to cover a rigorous development of mathematical concepts and proofs. Coverage will include selected topics in the area of Modern Algebra, Set Theory, and Analysis.

**GMTH 5380 - Modern Algebra and Discrete Structures**

Structural components of groups, rings, fields and mappings are taught in this course. Historical notes will be contributed as an integral part of the course. Students are expected to develop rigorous mathematical proofs.

**MASTER OF EDUCATION IN SECONDARY EDUCATION  
(SPECIALTY: SOCIAL STUDIES EDUCATION)**

**School of Arts and Science  
Telephone: (870) 575-8053  
Fax: (870) 575-8003**

**Dr. Yolanda Page, Ph. D.  
*Interim Dean***

**Department of Social and Behavioral Sciences  
Mail Slot 4988  
Telephone: (870) 575-8959  
Fax: (870) 575 8397**

**Ebo Tei, Ph.D.  
*Chair*  
(870) 575-8175**

The Master of Education (M.Ed.) degree with a specialty area in social studies requires 36 semester credit hours. Candidates must complete a minimum of 18 hours in the social studies specialty, a 12 hour professional education core, and 6 hours of secondary education electives. A written comprehensive examination in the general science specialization and the professional education core and/or electives is required. Advanced candidates seeking licensure must also complete the SOE portfolio, courses in Behavior Management and Arkansas History, and the student teaching experience.

Social Studies Specialization Course Descriptions (18 Hours)

**GSSC 5300 - Reading Seminar in American History I**

Deals with the major historical writers in American history and their interpretations; discusses the principal events in American history from the colonial period to 1865.

**GSSC 5301 - Reading Seminar in American History II**

Deals with the major historical writers in American history and their interpretations; discusses principal events in American history since 1865.

**GSSC 5302 - Seminar in Social Thought**

A survey of man's thoughts about himself and his world from Hammurabi to Comte, with special emphasis on the methods of analyses employed in different civilizations.

**GSSC 5303 - American Political Thought**

Surveys the origin and development of American political concepts and its institutions from the federalist's period to the present.

**GSSC 5304 - Readings in African-American History**

Readings are designed to trace political, social, and economic development of African-Americans in American history.

**GSSC 5305 - Readings Seminar in Western European History**

Traces political, social, and economic development in Europe from the ancient period to the present.

**GSSC 5306 - Advanced General Sociology**

Advanced survey of the discipline and profession of sociology.

**GSSC 5307 - Historiography**

This course is designed to teach methods of historical research. It also emphasizes bibliography, major writers, and historical schools of thought.

**GSSC 5308 - Human Geography**

Study of the earth as the home of man. Topics include analysis of settlement and land use patterns, man's physical and cultural environments, population and food distribution, urbanization of population, problems of resource use and environmental pollution.

**GSSC 5309 – Topics in Global Studies**

An intensive review and analysis of critical global problems and strategies for dealing with them.



## **MASTER OF ARTS IN TEACHING DEGREE PROGRAM**

The Master of Arts in Teaching (M.A.T.) degree is an alternative licensure program where candidates with a provisional teaching license (one of the admission to the program requirements) can gain a master's degree and an initial teaching license while employed as a first year teacher. The MAT requires 36 semester credit hours and offers specialties in middle level education and secondary education. A written comprehensive examination in the specialty courses and educational foundation courses and the Praxis II: Principles of Learning and Teaching are exit requirements.

The M.A.T. degree is designed to be completed during one year: two summer sessions, and a fall and spring session. During that year, a minimum of one M.A.T. course will be dedicated to M.A.T. candidates. One of these course--the M.A.T. Institute--offers instruction in Pathwise, classroom management, teacher professionalism, parental involvement, adolescent development, history and philosophy of education, current issues and trends in education and other such topics as needed for successful teaching. The teaching internships, offered during the fall and spring semesters, allow the novice teachers to demonstrate their knowledge and skills in such areas as teaching and learning styles, lesson design, evaluation techniques and curriculum development in their school settings under the supervision of university faculty. Other traditional and on-line courses will be available for the M.A.T. candidates during the fall, spring and summer sessions.

### **M.A.T. ADMISSION REQUIREMENTS**

This program has special admission requirements. A provisional teaching license and a one year teaching contract with an area middle level or secondary public school is an admission requirement. Middle level candidates must also complete six (6) hours of reading methods courses and a course in Arkansas History prior to program admission. Secondary level candidates must have a bachelor's degree or a minimum of thirty (30) hours in their licensure area. All of the admission requirements are listed below.

#### **Regular (Unconditional) Admission Requirements for MAT Program:**

- Letter of Interest
- Resume
- Baccalaureate Degree from an accredited 4-year institution of higher education
- 2.75 Overall Grade Point Average (GPA) or 3.0 in last 60 hours
- Criminal background check
- Passing scores on Praxis I or the Graduate Record Examination
- Passing scores on Praxis II Content Specialty examinations for licensure area
- Undergraduate degree (or 30 hours) in the licensure content area (secondary level)
- Arkansas History and 6 hours reading methods courses which must include a course in methods of teaching reading (middle level)
- Letter of hire from an Arkansas school district (grades five through twelve school)
- Provisional teaching license
- Formal applications—School of Education Graduate Programs and the Master of Arts in Teaching program
- Signed degree plan
- Interview/Disposition Assessment I

- Recommendation by the School of Education’s Admission, Retention, and Exit Committee

### **OTHER ADMISSION ALTERNATIVES**

Candidates for the M.A.T. who fail to meet one or more of the following admission requirements--passing scores on all required parts of the Praxis Series, acquiring a provisional teaching license, and obtaining a letter of hire from an Arkansas school district—may seek conditional admission (*see below*) to one of the other School of Education graduate programs and/or seek a delayed admission to the M.A.T. program once all of the admission requirements have been met.

#### **Conditional Admission**

Conditional admission may be granted to candidates who have satisfied all requirements (including prerequisites), but have a grade point average of 2.50 to 2.74. Candidates admitted conditionally may take up to twelve (12) hours of graduate level course work and must earn a grade point average of at least 3.00 during that period. (Candidates granted conditional admission will not be given letters to school districts indicating that they have met admission requirements, enrolled in internships, or admitted to the M.A.T. Institute. Conditional admission only allows for candidates to begin taking on other degree plans.)

### **RETENTION IN THE M.A.T. PROGRAM**

#### **Admission to Degree Candidacy**

After regular admission and the completion of twelve (12) hours with a GPA of at least 3.0, a candidate must make a formal application for Admission to Degree Candidacy before continuing in the program. All degree candidacy decisions are recommended by the Office of School of Education Graduate Programs for approval by the School’s Admission, Retention, and Exit Committee. Degree candidacy requires the following:

- (1) graduate status;
- (2) completion of twelve (12) graduate level hours with a GPA of at least 3.0;
- (3) full unconditional admission status in a Master of Arts in Teaching degree program;
  - a) Successful criminal background check
  - b) Passing scores on Praxis I or the Graduate Record Examination
  - c) Passing scores on Praxis II Content Specialty examinations for licensure area
  - d) Undergraduate degree in the content area for licensure (secondary level concentration) or 30 hours in the licensure field
  - e) Completed Arkansas History and reading methods courses (middle level concentration)
  - f) Letter of hire from an Arkansas school district (preschool through grade twelve school)
  - g) Provisional teaching license
  - h) Formal applications—School of Education Graduate Programs and the Master of Arts in Teaching Program

- i) Signed degree plan
- j) Interview/Disposition Assessment II
- k) Recommendation by the School of Education's Admission, Retention, and Exit Committee

## **MAT CURRICULUM OUTLINE**

The M.A.T. degree plan has two specialties:

Track 1—for those seeking licensure in secondary education content areas

Track 2—for those seeking licensure in middle level education

### **Track 1 – Secondary Content Area Specialization (36 Hours)**

GEDU 5380 Masters of Arts in Teaching Institute (M.A.T. candidates only)	3 hrs.
GEDU 5315 Instructional Technology (on-line) (Prerequisite: Demonstrated Computer Skills)	3 hrs.
GEDU 5364 Teaching Diverse Learners (on-line)	3 hrs.
GEDU 5322 Psychological Foundations of Teaching and Learning (on-line)	3 hrs.
GEDU 5336 Assessing Classroom Learning (Prerequisite: Psychological Foundations of Teaching and Learning)	3 hrs.
GRDG 5340 Reading in the Content Areas (Prerequisite: Methods of Teaching Reading)	3 hrs.
GEDU 5320 Application of Statistics/Research in Education (Prerequisite: Nine hours of graduate level courses)	3 hrs.
GEDU 5324 Curriculum Development	3 hrs.
GEDL 5302 Public School Law	3 hrs.
GSPE 5363 Behavior Management	3 hrs.
GEDU 5329 Techniques of Systematic Instructional Development ( <b>Internship I</b> )	3 hrs.
GRDG 5360 Reading/Writing Across the Curriculum ( <b>Internship II</b> )	3 hrs.

### **Track 2—Middle Level Education (36 Hours)**

GEDU 5380 Masters of Arts in Teaching Institute (M.A.T. candidates only)	3 hrs.
GEDU 5315 Instructional Technology (on-line) (Prerequisite: Demonstrated Computer Skills)	3 hrs.
GEDU 5364 Teaching Diverse Learners (on-line)	3 hrs.
GEDU 5372 School/Parent/Community Resources and Relations	3 hrs.
GRDG 5312 Developmental and Corrective Reading (Prerequisite: Methods of Teaching Reading)	3 hrs.
GRDG 5349 Reading in the Content Areas (Prerequisite: Methods of Teaching Reading)	3 hrs.
GMLE 5304 Middle Level Methods/Materials in Mathematics and Science Or GMLE 5356 Middle Level Methods/Materials in Language Arts/Social Studies	3 hrs.
GEDU 5336 Assessing Classroom Learning (Prerequisite: Middle School Methods: GMLE 5304 or GMLE 5356 or Psychological Foundations of Teaching/Learning))	3 hrs.
GEDL 5302 Public School Law	3 hrs.
GSPE 5363 Behavior Management	3 hrs.
GEDU 5325 The Middle School ( <b>Internship I</b> )	3 hrs.

M.A.T. Course Descriptions**GEDU 5380 - Master of Arts in Teaching Institute**

This three-hour teaching and learning institute for MAT majors only is designed to provide novice teachers with the knowledge, skills and dispositions needed to understand and implement instruction. The Pathwise domains, the unit's conceptual framework, state and national standards will serve as the basis for designing instructional strategies, classroom management strategies and parental involvement strategies. Novice teachers will design developmentally appropriate lessons and participate in supervised educational experiences in grade school settings (preschool through grade twelve) during the institute. The professional portfolios will begin in this course. Internship experiences are planned and directed under the guidance of a university supervisor.

**GRDG 5340 - Reading in the Content Areas**

This course will assist middle level and secondary level candidates in developing an understanding of reading problems encountered by their students in subject-matter reading materials. Candidates will learn how to instruct their students by using research-based strategies that have been successful with helping students to read and comprehend the various texts encountered in middle through high school instruction. Emphasis will be placed on the literacy skills that will enable the grade 5-12 student to develop and use effective reading and writing skills in the content areas. (*Prerequisite: Methods of Teaching Reading*)

**GEDU 5320 - Applications of Statistics and Research in Education**

This course emphasizes rudimentary statistics, research design and understanding of research leading to a research proposal on a current issue in early childhood, middle level, secondary or special education. *Prerequisites: Nine hours of graduate courses from candidate's degree plan*

**GSPE 5363 - Behavior Management**

This course emphasizes using theories and principles of behavior management for the improving of student behavior and learning. *Requires a research project.*

**GEDU 5324 – Curriculum Development**

Consideration of historical, philosophical, and societal impact on the middle level and secondary school curriculum; emphasis upon evaluation and analysis of curriculum development models and the change process.

**GEDL 5302 - Public School Law**

This course is a study of the legal principles that relate to such matters as authority, responsibility, and liability of principals, teachers, students, and especially those with disabilities, school boards, districts, and state and federal organizations.

**GEDU 5336 – Assessing Classroom Learning**

This course investigates normative and criterion-references approaches to the assessment of students' progress. Consideration will be given to traditional and alternative methods of assessing student performance and the construction of instructional objectives, lesson plans and

varied test items to assess classroom learning. (*Prerequisite: Middle School Methods of Teaching Course or Psychological Foundations of Teaching and Learning*)

**GEDU 5329 –Techniques of Systematic Instructional Development (Secondary Internship I)**

Emphasizes teaching strategies such as direct instruction, discovery learning, lesson design, learning styles and modalities, and evaluation strategies. Provisional teachers will be supervised by University and public school teachers who are Pathwise trained during their teaching internship.

**GEDU 5322 – Psychological Foundations of Teaching and Learning**

In-depth integrated treatment of development and learning with emphasis on cognitive development.

**GEDU 5364 - Teaching Diverse Learners**

This course examines background, knowledge and insights, and social foundations of education in a culturally diverse society and assists advanced candidates in refining definitions of the role of teachers. It also examines personal beliefs and practices regarding issues of race, language, gender, ethnicity, and exceptionality. Culturally based instructional and curricular adaptations that enhance Candidates' opportunities to succeed are emphasized. *Candidates are required to conduct an in-depth study of a selected topic and report the results of the study orally and in writing.*

**GEDU 5315 - Instructional Technology**

This course explores media and instructional design with application of state-of-the-art technology for preschool through grade twelve learners as well as for those with exceptionalities. *Prerequisite: EDUC 2312 Computers in Education; EDUC 2309 Utilization/Instructional Media, GEDU 5309 Computer-Assisted Instruction, comparable computer course, or computer skills test.*

**GEDU 5372 - School/Family/Community Resources and Relations**

This course recognizes the family and community environment as powerful educational influences on students and assists advanced candidates with developing and applying activities and strategies that foster family involvement in a variety of learning settings. The course emphasizes family community resources, effective communication strategies, family activities in formal and informal learning settings, and the roles of the family in governance of organized learning centers and schools. *Requires a research project.*

**GRDG 5312 - Developmental and Corrective Reading Process**

This course involves an application of learning theory and research findings for diagnosis and remediation of reading difficulties using direct instruction, lesson design and evaluation. *Research and/or clinical experiences are required.*

**GRDG 5360 - Reading/Writing Across the Curriculum (Internship II)**

Provisional teachers will be supervised by University and public school teachers who are Pathwise trained during their teaching internship.

**GMLE 5325 – The Middle School (Internship I)**

Treats the unique psychological and physiological needs of middle school children; emphasizes articulation between elementary and high school, and considers appropriate curriculum and proper co-curricular activities. *Provisional teachers will be supervised by University and public school teachers who are Pathwise trained during their teaching internship.*

**GMLE 5356 - Middle Level Methods/Materials in Language Arts and Social Studies**

This course will assist teachers with strategies and approaches to teaching language arts and social studies using interdisciplinary and traditional approaches that are appropriate for the middle school learner.

**GMLE 5304 - Middle Level Methods/Materials in Mathematics and Science**

This course will assist teachers with strategies and approaches to teaching mathematics and science using interdisciplinary and traditional approaches that are appropriate for the middle school learner.

**EXIT STATUS IN THE M.A.T. PROGRAM**

All degree programs require a minimum of 36 graduate hours. Candidates are required to complete the courses as outlined on the degree plan that has been approved by the graduate advisor in order to be granted exit status by the School of Education's Admissions, Retention and Exit Committee. Candidates for the M.A.T. are considered to have reached exit level status once they are enrolled in or have completed 27 hours of the course work from their degree plans. . Candidates who have gained degree candidacy, completed twenty-seven (27) hours or are enrolled in the twenty-seventh hour are eligible to take the examination. The Office of the School of Education Graduate Programs will establish a list of candidates who are eligible to take Graduate Comprehensive Examinations. All of the policies and procedures outlined for the SOE Graduate Comprehensive Examinations section above also apply to the M.A.T. degree program for both the middle level and secondary level specialties. Advisors will assist the candidates in selecting three courses from their program of study for this examination

**Exit Requirements**

Exit requirements include the following:

- ✓ Admission to Degree Candidacy letter
- ✓ the completion of Praxis II--The Principles of Learning and Teaching
- ✓ the successful completion of the School of Education Graduate Comprehensive Examination
- ✓ the completion of a minimum of 36 graduate-level hours with a cumulative grade point average of 3.00 on an advisor approved degree plan. (No grades below a "C" are acceptable.)
- ✓ Interview/Disposition Assessment III
- ✓ the approval of the Admission, Retention, and Exit Committee

**University of Arkansas at Pine Bluff**  
**Division of Graduate Studies and Continuing Education**

**GRADUATE FACULTY**

**Instructor Name, Degree, (School from which highest degree was received), Position**

**Adel, Miah, Ph.D.** (Louisiana State University), Professor, Chemistry and Physics

**Anderson, Shelbie M., Ph.D.** (Kansas State University), Professor, Education

**Benjamin, Mary E., Ph.D.,** (Mississippi State University), Vice Chancellor/Academic Affairs

**Blakely, Carolyn, Ph.D.** (Oklahoma State University), Dean of Honors College

**Buckner, Edmund, Ph.D.,** (Purdue University), Chairperson, Regulator Science

**Butler, Kevin, Ph.D.,** (University of Missouri), Assistant Professor, Social and Behavioral Sciences

**Carroll, Fredda, Ed.D.** (Vanderbilt University), Professor, NCATE Coordinator

**Chowdhury, Aslam H., Ph.D.** (Oklahoma State University, Stillwater), Associate Professor, Physics

**Davis, Lawrence A., Jr., Ph.D.** (Iowa State University), Chancellor/Professor, Mathematics

**Dey, Madan Mohan, Ph.D.,** (Bangladesh Agricultural University), Professor, Aquaculture/Fisheries

**Eddings, Ellen, Ed.D.,** (University of Arkansas at Little Rock), Chairperson, Curriculum and Instruction

**Eggleton, Michael, Ph.D.** (Mississippi State), Assistant Professor/Undergraduate Coordinator Aquaculture/Fisheries

**Engle, Carole R., Ph.D.** (Auburn University), Chairperson/Professor, Aquaculture/Fisheries

**Fitzpatrick, Shelton, Ph.D.** (Atlanta University), Professor, Biology

**Goodwin, Andrew E., Ph.D.** (Auburn University), Assistant Professor and Extension (Fish Health), Aquaculture/Fisheries

**Hartfield, Freddie D., Ph.D.,** (Kansas State University), Professor, Mathematics

**Hatchett, Bonnie, Ph.D.** (University of Michigan), Associate Professor, Addiction Studies Program

**Haukenes, Alf H., Ph.D.** (University of South Dakota), Assistant Professor, Aquaculture/Fisheries

**Herts, George E., Ed.D.** (University of Illinois), Chairperson, Elementary, Secondary, and Special Education/Professor, Education

**Hunt, Kami Mays, Ph.D.** (University of Memphis), Assistant Professor, Social and Behavioral Sciences

**Jagwani, Uttam K., Ph.D.** (Maharaja Sayjirano University), Professor, Chemistry

**Johnson, Calvin, Ph.D.** (Kansas State University), Dean/School of Education

**Jones, Verma K., Ph.D.** (Iowa State University), Associate Vice Chancellor/Academic Affairs, Industrial Technology

**Joshua, Linda, Ph.D.** (University of Arkansas), Professor, Coordinator of School of Education's Graduate Programs and University Academic Assessment

**Kazi, Abul, Ph.D.** (University of Manchester, UK), Professor, Chemistry and Physics

**Kennedy, Glenda, Ed.D.** (East Texas State University), Professor, Coordinator Education Technology Center

**Khullar, Gurdeep S., Ph.D.** (North Texas State University), Professor, Gerontology/Sociology

**Lewis, Jerry, Ph.D.** (Ohio State University), Director, Addiction Studies Program

**Linton, Hazel, Ph.D.** (Ohio State University), Professor, Education

**Lochmann, Rebecca T., Ph.D.** (Texas A&M University), Associate Professor, Aquaculture/Fisheries

**Lochmann, Steve E., Ph.D.** (Texas A&M University), Assistant Professor, Fisheries/Natural Resources, Aquaculture Fisheries

**Lorenz, Paul, Ph.D.,** (University of Houston), Professor, English

**Lynch, Michael J., Ph.D.** (Texas A & M University), Assistant Professor, Social and Behavioral Sciences (Geography)

**Martin, Brenda, Ph.D.** (Pennsylvania State), Assistant Professor, Coordinator of Human Science Education, Education



**Matute, Martin M., Ph.D.** (University of Port Harcourt, Nigeria), Assistant Director, Biology

**Miah, Muhammad A., Ph.D.** (Louisiana State University), Professor, Physics

**Molefe, Daniel F., Ph.D.** (Northern Illinois University), Instructor, Aquaculture/Fisheries

**Mwasi, Lawrence M., Ph.D.** (University of California/Los Angeles), Associate Professor, Biology

**Mortazavi, Mansour, Ph.D.,** (University of Arkansas at Fayetteville), Professor, Chemistry and Physics

**Ogundipe, Molar, Ph.D.** (University of Leiden), Associate Professor, English

**Okere, Lawrence, Ph.D.** (University of North Texas), Coordinator/Assistant Professor of Political Science, Social and Behavioral Science.

**Owasoyo, Joseph, Ph.D.** (University of Kentucky) Professor, Biology

**Perschbacher, Peter, W., Ph.D.** (Texas A&M University), Associate Professor, Aquaculture/Fisheries

**Pfeiffer, Tim, Ph.D.** (Louisiana State University), Research Scientist USDA, Agriculture Research Service, Aquaculture/Fisheries

**Posey, Alan F., Ph.D.** (University of Arkansas, Fayetteville), Professor, Biology

**Rice, Antonie Ph.D.** (University of Kansas), Associate Professor, Chemistry and Physics

**Robillard, Douglas, Jr., Ph.D.** (University of Illinois), Associate Professor, English

**Stewart, Andrea M., Ph.D.** (Howard University), Professor, Social Work

**Stone, Nathan, Ph.D.** (Auburn University), Extension Specialist, Aquaculture/Fisheries

**Tai, Stephen C., Ph.D.** (Northwestern University), Professor, Political Science

**Tei, Ebo, Ph.D.** (Ohio State University), Chairperson/Professor, Psychology

**Thomforde, Hugh W., Ph.D.** (Auburn University), Extension Specialist, (Fish Health), Aquaculture/Fisheries

**Toh, Albert K., Ph.D.** (University of South Dakota), Associate Professor, Psychology

**Troutman, Cynthia, Ph.D.** (University of Northern Colorado), Assistant Professor, Addiction Studies Program

**Walker, Richard, Ph.D.** (University of California at San Francisco), Associate Professor, Chemistry

**Wangila, Grant, Ph.D.** (University of Alberta), Associate Professor, Chemistry and Physics

**Williams, Bettye, Ph.D.** (Indiana University of Pennsylvania), Associate Professor, English

**UNIVERSITY OF ARKANSAS AT PINE BLUFF**  
**ACADEMIC CALENDAR for 2010-2011**

**Fall Semester – 2010**

Faculty Report for Duty	August 16, 2010
Fall Faculty/Staff Seminar	August 16, 2010
Fall School, Departmental, and Unit Meetings	August 17, 2010
Dormitories Open for New Freshmen/Welcome Activities Begin	August 20, 2010
New Freshmen Registration Begins (By Alphabetized Schedule)	August 22, 2010
Dormitories Open for Upperclassmen	August 23, 2010
Returning/Advanced Freshmen Registration	August 25, 2010
First Day of Instruction	August 26, 2010
Late Registration Begins/Drop/Add Fees Assessed	August 27, 2010
Last Day to Register/Drop/Add Schedule Change	August 31, 2010
Last Day for Course Cancellation Adjustments	September 3, 2010
Labor Day (No Classes)	September 6, 2010
May 2011 Graduation Application Due in Registrar's Office	September 10, 2010
Non-Attendance Census Report Due in Registrar's Office	September 14, 2010
Mid-Term Examination Week	October 11-15, 2010
Delinquent Mid-Term Grades Due	October 18, 2010
Delinquent Mid-Term Grades Distribution to Departments	October 26, 2010
Last Day to Drop Courses Without Academic Penalty*	November 2, 2010
Spring 2011 Pre-Registration/Academic Advisement Week	November 15-19, 2010
Thanksgiving Holiday Break (No Classes)	November 25-26, 2010
Final Examinations for December 2010 Graduates	November 30-December 3, 2010
Last Day to Withdraw from the University (All Courses)*	November 30, 2010
Grades Due for December 2010 Graduates in Registrar's Office	December 3, 2010
Last Day of Instruction	December 3, 2010
Day of Study	December 6, 2010
Final Examinations	December 7-10, 2010
Fall Commencement**	December 10, 2010
Grades Due in Registrar's Office	December 13, 2010

**Spring Semester - 2011**

Faculty Report for Duty**	January 3, 2011
Registration	January 6 - 7, 2011
First Day of Instruction	January 10, 2011
Late Registration Begins/Drop/Add Fees Assessed	January 11, 2011
Last Day to Register/Drop/Add/Schedule Change	January 12, 2011
Last Day for Course Cancellation Adjustments	January 14, 2011
Martin Luther King, Jr. Holiday Observed (No Classes)	January 17, 2011
Non-Attendance Census Report Due in Registrar's Office	January 27, 2011
Mid-Term Examination Week	March 14 - 18, 2011
Delinquent Mid-Term Grades Due	March 21, 2011
Spring Break Week**	March 21 - 25, 2011
Delinquent Mid-Term Grades Distribution to Departments	March 29, 2011
Last Day to Drop Courses Without Academic Penalty*	April 5, 2011
Pre-Registration/Academic Advisement Week	April 11 - 15, 2011
Final Examinations for May 2011 Graduates	April 25 - 29, 2011
Grades Due for May 2011 Graduates in Registrar's Office	May 2, 2011
Last Day to Withdraw from the University (All Courses)*	May 2, 2011
Last Day of Instruction	May 6, 2011
December 2011 Graduation Application Due in Registrar's Office	May 6, 2011
Day of Study	May 9, 2011
Final Examinations	May 10 - 13, 2011
Spring Commencement**	May 14, 2011
Faculty Development Workshop**	May 16, 2011
Grades Due in Registrar's Office	May 17, 2011

\*Grade of "W" will be awarded

\*\*Date to be confirmed

**First Summer Session - 2011**

Registration for First and Second Term	May 27, 2011
Memorial Day Observed	May 30, 2011
First Day of Instruction	May 31, 2011
Late Registration/Last Day to Drop/Add/Register	June 1, 2011
Last Day for Course Cancellation Adjustments	June 3, 2011
Last Day to Drop Courses Without Academic Penalty*	June 17, 2011
Last Day to Withdraw From the University (All Courses)	June 24, 2011
Last Day of Instruction/Final Examinations	June 30 - July 1, 2011
Grades Due in Registrar's Office	July 5, 2011

**Second Summer Session - 2011**

Registration for Second Term	June 30, 2011
First Day of Instruction	July 5, 2011
Late Registration/Last Day to Drop/Add/Register	July 6, 2011
Last Day for Course Cancellation Adjustments	July 8, 2011
Last Day to Drop Courses Without Academic Penalty*	July 19, 2011
Last Day to Withdraw From the University (All Courses)	July 28, 2011
Last Day of Instruction/Final Examinations	August 4 - 5, 2011
Grades Due in Registrar's Office	August 8, 2011

Note: Classes Will Be Held on Friday, June 3, 2011 in lieu of May 30, 2011.  
Note: Classes Will Be Held on Friday, July 8, 2011 in lieu of July 4, 2011.

**\*Grade of "W" will be awarded**

**\*\*Date to be confirmed**

# APPLICATION FOR ADMISSION TO GRADUATE STUDIES

Complete and return admission application to:

Office of Admissions  
University of Arkansas at Pine Bluff  
1200 North University Drive, Mail Slot 4892  
Pine Bluff, Arkansas 71601  
(870) 575-8492 (870) 575-4607(FAX)

Complete and return this application and a non-refundable \$37 application fee made payable to UAPB to the above address

Proof of immunization is required of all students born after December 31, 1956.

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## PLEASE PRINT OR TYPE:

Social Security Number: \_\_\_\_\_

Name: \_\_\_\_\_  
Last First Middle Any prior names used

Permanent Address: \_\_\_\_\_  
Street City State Zip Code

County Telephone: (Area Code) Phone Number

Date of Birth: \_\_\_\_\_ Place of Birth: \_\_\_\_\_  
Month/Day/Year City State Zip Code County

Email Address: \_\_\_\_\_

## PARENT, SPOUSE, GUARDIAN OR PERSON TO CONTACT IN CASE OF EMERGENCY

Name: \_\_\_\_\_ Telephone Number: \_\_\_\_\_  
Last First (Area Code) Phone Number

Address: \_\_\_\_\_  
Street City State Zip Code County

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## PLEASE CHECK APPROPRIATE RESPONSE:

\_\_\_\_\_ First Time UAPB Graduate Student \_\_\_\_\_ Returning UAPB Graduate Student \_\_\_\_\_ Transfer Graduate Student

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## MAJOR DEGREE INTEREST:

### School of Education

- \_\_\_\_ Master of Education in Early Childhood Education  
\_\_\_\_ Master of Education in Secondary Education (Specialty: English)  
\_\_\_\_ Master of Education in Secondary Education (Specialty: General Science)  
\_\_\_\_ Master of Education in Secondary Education (Specialty: Mathematics)  
\_\_\_\_ Master of Education in Secondary Education (Specialty: Physical Education)  
\_\_\_\_ Master of Education in Secondary Education (Specialty: Social Science)  
\_\_\_\_ Master of Arts in Teaching (Middle Level)  
\_\_\_\_ Master of Arts in Teaching (Secondary)

### School of Agriculture, Fisheries, & Human Science

- \_\_\_\_ M. S. in Agriculture Regulations  
\_\_\_\_ M. S. in Aquaculture Fisheries

### School of Arts and Sciences

- \_\_\_\_ M. S. in Addiction Studies

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## PLEASE CHECK ALL THAT APPLY:

Sex: \_\_\_\_\_ Female \_\_\_\_\_ Male

Residential Status:

- \_\_\_\_ U.S. Citizen  
\_\_\_\_ Resident Alien  
\_\_\_\_ Non-Resident Alien  
\_\_\_\_ Other (Please Specify \_\_\_\_\_)

\*Ethnic Origin

- \_\_\_\_ Black/Non-Hispanic  
\_\_\_\_ White/Non-Hispanic  
\_\_\_\_ Alaskan Native/American Indian  
\_\_\_\_ Asian/Pacific Islander  
\_\_\_\_ Hispanic

Over →

PLEASE CHECK ALL THAT APPLY:

Are you a veteran? \_\_\_\_\_ No \_\_\_\_\_ Yes                      Do you receive veteran benefits? \_\_\_\_\_ No \_\_\_\_\_ Yes, Please Specify \_\_\_\_\_

COLLEGES & UNIVERSITIES ATTENDED	DATES OF ATTENDANCE	DEGREE EARNED
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**STUDENTS WITH DISABILITIES:** The Office of Disability Support Services will provide assistance for students with disabilities. Please call (870) 575-8293 for more information.

I understand that withholding or falsifying any information may result in my not being accepted or in my being dismissed from the University of Arkansas at Pine Bluff.

Signature \_\_\_\_\_ Date \_\_\_\_\_

The University of Arkansas at Pine Bluff is an equal opportunity/affirmative action university





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