

College of Education and Health Professions

Dean of the College

324 Graduate Education Building
575-3208

Associate Dean for Academic Affairs

11 Peabody Hall
575-4212

Associate Dean for Administration

306 Graduate Education Building
575-3208

Professional Education, Certification/Licensure

8 Peabody Hall
575-6740

Honors Program

308Y HPER Building
575-2899

Speech and Hearing Clinic

410 Arkansas Avenue
575-4509

Sylvia Hack Boyer Center for Advising

8 Peabody Hall
575-4205

Dean

M. Reed Greenwood, Ed.D.
University of Arkansas

Associate Dean for Academic Affairs

Betsy Orr, Ed.D.
University of Arkansas

Associate Dean for Administration

John Murry, Ed.D.
University of Arkansas

World Wide Web

<http://www.uark.edu/depts/coehp/>

MISSION STATEMENT

The mission of the College of Education and Health Professions is to enhance the quality of life of the citizens of Arkansas, the nation, and the world through the development of scholar-practitioners in education, health, and human services.

The goals of the College of Education and Health Professions are as follows:

- Attract and maintain a culturally diverse faculty of high quality and provide a supportive work climate that is conducive to professional growth and development.
- Attract and retain a culturally diverse student population of high quality and prepare students to assume roles as scholars - practitioners.
- Assist in the building and maintenance of library holdings and other information resources supporting academic programs, research, and service.
- Model, promote, and support excellence in teaching.
- Ensure levels of support, staffing, and enrollments appropriate to college, departments, and program missions, priorities, and functions.
- Produce and disseminate high-quality research, scholarly works, and creative products that contribute to the knowledge base and best practices in all fields.
- Offer nationally accredited and recognized undergraduate and graduate programs.
- Provide high-quality services across the state through educational, professional, and technological programs.

COLLEGE ORGANIZATION, FACILITIES AND SERVICES

For administrative purposes, the programs of the college are organized under six academic units:

1. Curriculum and Instruction
 - Elementary/Childhood Education
 - Middle Level Education
 - Secondary Education

2. Educational Leadership, Counseling, and Foundations
 - Counselor Education
 - Educational Foundations
 - Educational Administration
 - Educational Technology
 - Higher Education
3. Eleanor Mann School of Nursing
 - Bachelor of Science in Nursing
4. Health Science, Kinesiology, Recreation, and Dance
 - Health Science
 - Kinesiology
 - Recreation
5. Rehabilitation Education and Research
 - Rehabilitation Counseling
 - Communication Disorders
6. Vocational and Adult Education
 - Adult Education
 - Business Education
 - Industrial and Technical Education
 - Family and Consumer Sciences

The Graduate Education Building and Peabody Hall serve as the nucleus of the College of Education and Health Professions' activities. An auditorium, several conference and seminar rooms, classrooms, and offices for individual professors, along with several special administrative and service units such as dean, associate dean, Educational Media Center and Educational Research Laboratory are housed in the Graduate Education Building.

Peabody Hall houses several classrooms, the Sylvia Hack Boyer Center for Student Services, associate dean's office, and the Learning Resources Center, which simulates a school library/media center.

Additional classroom and office facilities used by the College of Education and Health Professions are located in Ozark Hall, West Avenue Annex, Speech and Hearing Clinic, and the Deaf Education Center in Little Rock.

The HPER Building houses the majority of faculty offices and classrooms for health

science, kinesiology, recreation and the Office for Studies on Aging. Specialized indoor space for instruction and recreation includes two dance studios, a fitness-weight training center, a jogging track, and a combative room. The building also features a Human Performance Laboratory for instruction and research. The department of health science, kinesiology, recreation, and dance utilizes the HPER Building Natatorium, Fulbright tennis courts, and Barnhill Arena for instructional purposes. Intramural/Recreational Sports offices are located on the second level of the HPER Building. The intramural/recreational sports program is a university-wide service program housed in the College of Education and Health Professions. Administered through the department of health, kinesiology, recreation and dance, the program provides recreational activities to the entire university community. The program is organized into five program areas: intramural sports, general recreation, sport clubs, disabled student intramural athletics, and the Outdoor Recreation Center.

The Communication Disorders Program is housed in the Speech and Hearing Clinic. The clinic contains faculty offices, a classroom, a graduate seminar room, teaching and research laboratories, and space and facilities for the provision of services to the speech, language, and hearing impaired. University services are provided through the clinic free of charge to university students.

The Eleanor Mann School of Nursing is housed in Ozark Hall. The nursing program facilities include administrative offices, faculty offices, two classrooms, two laboratories, a conference room, and a computer lab. The School has affiliation agreements for clinical practicums with area health care agencies.

Established in 1974, the Regional Continuing Education Center in Rehabilitation provides human resources development programming for personnel employed in rehabilitation programs funded by the Rehabilitation Act. These programs include the following: state vocational rehabilitation agencies, independent living centers, community rehabilitation programs, client assistant programs, and projects with industries in the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The Center is located at the Hot Springs Rehabilitation Center, Hot Springs, Arkansas.

Established in 1981, the Research and Training Center for People who are Deaf or Hard of Hearing conducts research and training programs to enhance rehabilitation efforts on behalf of the 24 million U.S. Citizens who are deaf or hard of hearing. These programmatic efforts are directed toward enhancing the career preparation, job entry and placement, career advancement, and workplace communication accommodations consistent with the Americans with Disabilities Act. The Center is

located in Little Rock and also operates two graduate training programs in rehabilitation counseling at that location.

Accreditation and Membership

The teacher education program at the University is accredited by the State Board of Education. Students who complete any of the programs as outlined are eligible to receive licenses to teach at the grade level or in the fields for which they have made preparation upon application and presentation of acceptable scores on the National Teacher's Examination (PRAXIS II); however, students must follow licensure guidelines set forth by the Arkansas Department of Education to be licensed to teach.

The teacher education program of the College of Education and Health Professions is also accredited by the National Council for Accreditation of Teacher Education for the preparation of pre-kindergarten and elementary school teachers, secondary-school teachers, and school service personnel including administrators and school counselors, with approval through the doctoral degree. Because of the accreditation by the National Council for Accreditation of Teacher Education, students who complete the curricula as outlined in this catalog are eligible to receive licenses in states that agree to certify graduates who are recommended by the College of Education and Health Professions as having fulfilled its requirements.

The University of Arkansas holds membership in and is accredited by the North Central Association of Colleges and Secondary Schools. The College of Education and Health Professions is also a member of the American Association of Colleges for Teacher Education and the University Council for Educational Administration. The graduate program in communication disorders is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

The Bachelor of Science in Nursing (B.S.N.) degree program is accredited by the Commission on Collegiate Nursing Education (One Dupont Circle NW, Suite 530, Washington, DC 20036; 202-887-6791 and by the National League for Nursing Accrediting Commission (61 Broadway, 33rd Floor, New York, NY 10006; 212-363-5555, ext 153) and approved by the Arkansas State Board of Nursing.

The M.S. degree program in Rehabilitation Counseling is accredited by the Council on Rehabilitation Education, Inc. Graduates of the accredited program are eligible to sit for the Certified Rehabilitation Counselor (CRC) examination.

The Bachelor of Science in Education (B.S.E.) degree program in Recreation is

accredited by the National Recreation Park Association/American Association for Leisure and Recreation Council in Accreditation.

Licensure of Teachers and Other School Personnel

The regulations governing the licensure of teachers in Arkansas are issued by the State Board of Education. The degree of Master of Arts in Teaching awarded upon the completion of one of the teacher preparation curricula offered in the College of Education and Health Professions fulfills the program requirements of the State Board of Education for a license in the field(s) in which the candidate is preparing to teach. Arkansas law specifies that each application for a teacher's license or a request to add an additional license or endorsement must be supported by the appropriate PRAXIS II score(s). A State Board of Education policy effective February 1, 1983, established minimum PRAXIS II scores as an additional condition for receiving a teacher's license. All applicants must also complete a Teacher Record Check. Forms on which to make application for an Arkansas License may be obtained from the associate dean's office, 11 Peabody Hall, telephone (479) 575-4203. Students must follow the licensure guidelines set forth by the Arkansas Department of Education. Consult the faculty adviser for licensure changes.

Preparation programs for various teaching positions have been developed cooperatively by the colleges and the University Teacher Education Board for Initial Certification. Students who successfully complete one of the approved programs and all licensure requirements by the State will be verified by the University certification officer for an appropriate teaching license upon request. The University-approved general studies, specialization requirements, and professional sequences for all available undergraduate programs are found in this catalog.

A newly approved Arkansas teacher licensure system was implemented January 1, 2002. Students seeking initial teacher licensure should work closely with their advisers during this period of transition in state requirements.

Education Placement Services

The University, through the College of Education and Health Professions, maintains placement services for the purpose of cooperating with school officials in filling vacancies with appropriately qualified teachers and helping prospective teachers find suitable vacancies. The University does not recommend candidates for teaching positions unless they have been in residence for at least 12 weeks.

The University provides this service to its

students for a nominal registration fee. It is extended to students seeking initial placements and also to alumni who seek advancement to better positions. Such alumni should keep their placement files up to date by re-registering November 1 of each year with the Education Placement Services. Students who are planning to teach should register during the internship year. The telephone for Education Placement Service is (479) 575-2350.

Journal of American Deafness and Rehabilitation Association: Monographs

The College of Education and Health Professions is host to the Journal of American Deafness and Rehabilitation Association, whose Monographs are edited by Rhab Professor Douglas Watson. The Journal is now in its 35th year of publication and is considered the nation's leading reference for issues involving rehabilitation of persons who are deaf or hard of hearing.

Journal of Education Finance

The College of Education and Health Professions is host to the Journal of Education Finance, edited by Prof. Mary F. Hughes. The Journal is now in its twenty-second year of publication and is considered the leading reference for issues involving public school financing throughout the country.

Journal of Interpretation

The College of Education and Health Professions is host to the Journal of Interpretation, edited by Rhab Professor Douglas Watson. The Journal of Interpretation, published by the Registry of Interpreters for the Deaf, is considered the most widely read sign language interpreting journal in the world.

Journal of Rehabilitation Education

The College of Education and Health Professions is host to the Journal of Rehabilitation Education, the official journal of the National Council on Rehabilitation Education, co-edited by Dan Cook and Brian Bolton.

UNIVERSITY TEACHER EDUCATION BOARD FOR INITIAL CERTIFICATION

The University Teacher Education Board for Initial Certification is composed of the associate deans; academic counselors; department heads (Curriculum and Instruction; Health Science, Kinesiology, Recreation and Dance; Educational Leadership, Counseling and Foundations; and Vocational and Adult Education); faculty representatives from the College of Education and Health Professions; Fulbright College of Arts and Sciences; the

College of Agricultural, Food and Life Sciences; public school teachers and/or administrators, and students. The functions are to (1) govern the teacher education/ licensure program, which culminates in the Master of Arts in Teaching (M.A.T.) degree; (2) establish general policies and procedures necessary to maintain quality in the M.A.T. degree program; (3) oversee the general coordination of the initial licensure process; and (4) approve new courses and course changes in the M.A.T. program. The Board serves as a liaison group for the faculties involved and stresses the importance of teacher education as one of the primary responsibilities of the University. Students who successfully complete one of the approved programs may be verified by the University certification officer for an appropriate teaching license upon request.

DEGREES OFFERED

The College of Education and Health Professions offers curriculums leading to the Bachelor of Science in Education degree (B.S.E.) in the following programs. Several of these degree programs have concentrations and specialties that are described in the section entitled "Departments, Degree Programs, and Courses."

- Elementary Education
- Health Science
- Kinesiology
- Middle Level
- Recreation
- Communication Disorders
- Vocational Education

The College of Education and Health Professions also offers the curriculum leading to the Bachelor of Science in Nursing. The degree programs are described in this college section under the area of "Departments, Degree Programs and Courses."

ADMISSION TO THE COLLEGE

All entering students (including freshman, international, and transfer students) admitted to the University of Arkansas, Fayetteville, are eligible for admission to the College of Education and Health Professions.

Students transferring from another college within the University must have a GPA of at least 2.00.

Transfer of Credit

The policies controlling the granting of credit for course work taken at other institutions apply as follows in the College of Education and Health Professions.

1. Neither hours nor grades earned in transfer work are used in the determination of the student's grade-point average.
2. Transfer courses with grades of "D" will

not be accepted by the College of Education and Health Professions.

3. Education courses completed at the lower-division (freshman or sophomore) level at another institution will not count as equivalents of upper-division (junior or senior) level courses offered in the UA College of Education and Health Professions.

4. Courses taken at other institutions of higher education where the course content is designed to be remedial are not accepted.

5. The student should be prepared to submit official course descriptions of transfer course work if there is any question as to whether the College will grant degree credit for such work.

Undeclared Majors

Students enrolled in the College of Education and Health Professions must declare a major.

Minors

Students in the College of Education and Health Professions may declare any official academic minor available at the University of Arkansas. Students must notify the Boyer Center for Student Services, 8 Peabody Hall, of their intent to pursue a minor. The college, with the assistance of the college offering the minor, will certify that the requirements of the minor have been satisfied. The academic minor will be designated on the student's official transcript. Requirements for the minor are listed in the catalog under the department offering the minor.

COLLEGE SCHOLARSHIPS

In addition to University granted scholarships and financial aid, the College of Education and Health Professions offers a limited number of scholarships. These awards vary in amount and are usually granted on a one-year basis. Applicants are selected on the basis of promise, character, leadership, scholarship, and financial need.

For details regarding scholarships, write to Associate Dean, College of Education and Health Professions, 8 Peabody Hall, University of Arkansas, Fayetteville, AR 72701 or visit the College of Education and Health Professions on the Web. Available scholarships and application forms can be downloaded from the site.

HONORARY AND DEPARTMENTAL ORGANIZATIONS

There are many general-interest societies and organizations on the campus, and nearly every department of the University maintains an honor society through which high scholarship is rewarded. Of special interest to students in the College of Education and Health Professions are the following:

- Student National Education Association for all students planning to be teachers
- Kappa Delta Pi is an honor society for undergraduate students
- Phi Delta Kappa is an honor fraternity for graduate students
- Association for Childhood Education for elementary majors
- Council for Exceptional Children for special education majors
- Delta Pi Epsilon for graduate business education majors
- Kinesiology Club for kinesiology majors
- National Student Speech-Language-Hearing Association for communication disorders majors
- National Student Nurse Association and the Sigma Theta Tau International Honor Society of Nursing are of special interest to nursing majors. Contact the Eleanor Mann School of Nursing for details.
- Phi Beta Lambda for business education majors
- Rehabilitation Counseling Association for Students in the rehabilitation counseling program.
- Student Arkansas Education Association for pre-service teachers

General-interest societies cover a wide field of endeavor, including music, drama, politics, and religion. Many students serve on one or more of the University boards or committees.

THE SYLVIA HACK BOYER CENTER FOR STUDENT SERVICES

Office of the Associate Dean for Academics

Office for Certification/Placement

Academic Advising

To ensure that students get the personal attention they need and deserve throughout their enrollment, the college has established the Sylvia Hack Boyer Center for Student Services. The Boyer Center for Student Services houses the offices of the Associate Dean for Academics, Director for Academics and Accreditation, Coordinator of Teacher Education, the Director of Student Affairs and Diversity, and the College's advising and placement units.

Through the Boyer Center, students are assigned an academic mentor who will serve as their adviser during their freshman and sophomore years. In addition, the Boyer Center staff is available to assist students with course selection and registration, interpreting

University policies and procedures, as well as identifying sources of academic support.

Questions pertaining to undergraduate and graduate programs, transfer of credit, admission to the M.A.T., placement, student services, and administrative procedures can be directed to the Center at 575-4203. The Boyer Center is located in rooms 8-11 of Peabody Hall.

COLLEGE HONOR ROLL

At the close of each semester, the College of Education and Health Professions publishes an honor roll containing the names of not more than 10 percent of the highest-ranking students in each class. Students shall be eligible for the Honor Roll who are carrying a minimum of 12 semester hours.

COLLEGE HONORS PROGRAMS

The College of Education and Health Professions offers an honors program. See page 169 and/or contact the Associate Dean for Academics for more information. The Eleanor Mann School of Nursing offers a departmental honors program. Please contact the School for more information.

GRADUATION

Minimum Requirements for the B.S.E. or B.S.N. Degree

The candidate for a degree from the College of Education and Health Professions must meet University requirements, which specify at least 124 semester hours of work with a grade-point average of at least 2.00 on all work attempted in the University. Students exempting any course must still meet the 124-hour graduation requirement and should consult their adviser for specific program requirements. (Exemption of courses, including ENGL 2003, does not result in credit earned.) The student must comply with the prescriptions and restrictions listed below and under General Studies and must complete the requirements in one or more of the approved preparation programs.

The student must also meet all other University Requirements for Graduation, including the University Core requirements (page 41) Students are expected to have a degree check upon completion of 60 hours of coursework and a pre-graduation check upon completion of 90 hours. For clarification, please contact the office of the Associate Dean for Academics in rooms 8-11 of Peabody Hall at 575-4205.

General Studies – Undergraduate Programs

The following are general studies requirements that must be met by all students completing an undergraduate program in the College of Education and Health Professions. Some programs may require specific courses as part of the general studies requirements. Students should consult their adviser for program-specific requirements.

Requirements of the College of Education and Health Professions

	HOURS
English	6-9
ENGL 1013	
ENGL 1023	
ENGL 2003, or exempt with test but without credit earned.	
A minimum of 6 hours credit in English Composition. Exemption will not meet this requirement.	
Literature	3
(Teacher education majors must choose from American, English or World Literature)	
Social Sciences	12
(See University Core requirements on page 41; 3 hours must be U.S. history or government; 3 hours must be PSYC 2003)	
Communication	3
(Speech - COMM 1313) Exemption will not meet this requirement.	
Fine Arts, Humanities	6
(See University Core requirements on page 41)	
Science	8
(Two courses with laboratories. See University Core requirements on page 41). Four hours of biological science and four hours of physical science are required for students entering the M.A.T. program.	
Mathematics	3
(College algebra or above)	
Health and Wellness	3
HLSC 1002, Wellness Concepts and PEAC 1621, Fitness Concepts or NURS 3212/3221 for nursing majors	
Media/Computer	3
ETEC 2001/2002L for teacher education majors	
NURS 3013 for nursing majors	
Total hours required for General Studies	47-50

GRADUATION WITH HONORS

Graduation with Honors will be conferred to College of Education and Health Professions students based upon their University of Arkansas cumulative grade-point average at the time of graduation. To earn this distinction,

a student must have completed at least one-half of the course work required for his or her degree at the University of Arkansas, Fayetteville. The Honors designation will be assigned as follows:

1. For Highest Honors, the student must have a minimum cumulative grade-point average of 3.95 and rank in the top 10 percent of the graduating class.
2. For High Honors, the student must have a minimum cumulative grade-point average of 3.75 and rank in the top 10 percent of the graduating class.
3. For Honors, the student must have a minimum cumulative grade-point average of 3.50 and rank in the top 10 percent of the graduating class.

GRADUATE STUDIES

The UA Graduate School, in cooperation with the College of Education and Health Professions, offers advanced work in education leading to the degrees of Master of Arts in Teaching, Master of Science, Master of Education, Educational Specialist, Doctor of Education, and Doctor of Philosophy.

The degree of Master of Arts in Teaching leads to initial teacher licensure. Areas of emphasis include agricultural education, childhood education, middle-level education, secondary education, physical education, and vocational education.

The degree of Master of Education (M.Ed.) is offered with areas of concentration in adult education, educational administration, elementary education, education technology, higher education, physical education, recreation, secondary education, special education, and vocational education. The Master of Science degrees in counseling, health sciences, kinesiology, rehabilitation education, and speech-language pathology are also offered.

The Educational Specialist degree is undifferentiated but has seven areas of specialization: adult education; counselor education; educational administration; elementary education; higher education; secondary education; and vocational education.

The Doctor of Education degree is undifferentiated but has five areas of specialization: adult education; educational administration; higher education; recreation; and vocational education.

The Doctor of Philosophy degree is available in counselor education, curriculum and instruction, health science, kinesiology, and rehabilitation education.

These degrees are awarded by the Graduate School. Students who are interested in registering for graduate courses or in becoming candidates for these degrees should consult the dean of the Graduate School and read the *Graduate School Catalog*.

Students who plan to study for an advanced

degree in the subject-matter field should consult with the head of the department concerning course requirements to be eligible to begin graduate study. Specialization requirements for a B.S.E. degree in the College of Education and Health Professions may not be sufficient in every field to gain admission for graduate study without deficiencies.

CURRICULA OFFERED FOR INITIAL LICENSURE

Teacher Licensure

The following general and specialized curricula give the minimum requirements for a degree of Bachelor of Science in Education. Completing the requirements of the Master of Arts in Teaching degree will satisfy the requirements for teacher licensure in most of the fields of study.

Attention is called to the fact that in some curricula the subjects are named by title and course numbers. These are required courses, and the student is expected to conform to the curriculum prescriptions. In other cases, only fields of study are given and course titles and numbers are not specified. In such cases, students are permitted to select, with the approval of their adviser, courses within the field of study specified.

Nursing Licensure

Completing the minimum requirements for a degree of Bachelor of Science in Nursing will satisfy the academic requirements of licensure as a Registered Professional Nurse. Students must complete all of the requirements set forth by the Arkansas State Board of Nursing to be licensed as a registered nurse. See adviser for details.

ACADEMIC REGULATIONS FOR PROFESSIONAL EDUCATION PROGRAMS

Admission Process for Initial Licensure

Stage I: Enrolling in an Undergraduate Degree Program Leading to a Potential Teacher Licensure Field

Potential fields include the following:

- Agricultural Education - B.S.A.
- Art Education - B.F.A. from Arts and Sciences
- Elementary Education - B.S.E.
- Human Environmental Sciences Education - B.S.H.E.S.
- Middle Level Education - B.S.E.
- Music Education - B.M. from Arts and Sciences
- Kinesiology K - 12 - B.S.E.
- Secondary Education - B.A./B.S. from Arts and Sciences or other

appropriate areas

- Vocational Education - B.S.E.

Students should contact appropriate adviser(s), department heads, and/or student advisement centers for specific program requirements. Students are responsible for enrolling in programs that lead to initial teacher licensure.

Stage II: Complete an Application for Internship/Student Teaching by October 1 of senior year. (Art and Music students should complete the application by March 1 prior to the senior year.)

Students who wish to apply for admission for the internship program must complete an Application for Internship/Student Teaching. This form must be completed and returned to 8 Peabody Hall, in the College of Education and Health Professions.

Students must meet the following criteria to be cleared for student teaching/internship:

1. Successful completion of the PRAXIS I test. This test should be taken after the student has completed 30 credit hours and upon completion of ENGL 1013, ENGL 1023, and MATH 1203. Check with your adviser for passing scores.
2. Obtain a "C" or better in the following courses (exemption will not meet this requirement): COMM 1313, ENGL 1013, ENGL 1023, ENGL 2003 (if required), and MATH 1203 (or an approved advanced math).
3. Complete HLSC 1002 and PEAC 1621
4. Complete the Speech and Hearing Evaluation.
5. Obtain a "C" or better in the following courses: CIED 1002, CIED 1011, CIED 3023 (PHED 3903 for KINS K-12 majors), CIED 3033, ETEC 2001, ETEC 2002L.
6. Six hours of program-specific courses (see your adviser for information).
7. The student should see his/her adviser for additional requirements including admission to upper-division courses.
8. The student should consult with his/her adviser regarding PRAXIS II requirements.
9. Cumulative GPA of 2.70 in undergraduate degree program (special conditional admission will be considered on a case-by-case basis for students with a GPA between 2.5 and 2.69).
10. Satisfactory completion of the Application for Internship/Student Teaching does not guarantee admission to the Master of Arts in Teaching (M.A.T.) degree program or other teacher education programs.

All requirements must be met to be cleared for student teaching/internship. Please contact the Associate Dean, 8 Peabody Hall, College

of Education and Health Professions for more information.

Stage III: Admission to Specific M.A.T. Degree Concentrations

The following minimum criteria are necessary to be eligible for consideration for admission:

- Pass the Praxis I test
- Meet all requirements in Stages I & II
- Complete appropriate undergraduate degree programs leading toward state licensure
- A cumulative GPA of 2.70 in all previous courses completed as part of a bachelors degree program
- Admitted to Graduate School (See UA Graduate School Catalog for details.)
- Satisfactory completion of Pre-M.A.T degree check
- Departments must recommend student's admission based on successful completion of field experiences, portfolios, and selected written recommendations, and other requirements specified by each department.

Enrollment in each cohort will be limited. Transfer students will be allowed to enter the program on a space available basis and must progress through all three admission stages.

Graduation requirements for the Master of Arts in Teaching (M.A.T.)

1. A cumulative GPA of 3.00
2. Completion of a minimum of 33 semester hours to include a 10-12 hour College of Education and Health Professions core and 6 hours of internship
3. Satisfactory completion of internship
4. Successfully complete the Praxis II Subject Assessment/Specialty Area Tests and Principles of Learning and Teaching by meeting or exceeding the Arkansas Department of Education cut-off scores.
5. Completion of comprehensive exam
6. Completion by adviser of program of study form
7. Application for degree at the Graduate School, 119 Ozark Hall

Licensure

Students who are completing a Master of Arts in Teaching (M.A.T.), Bachelor of Music in Music Education, or Bachelor of Fine Arts in Art Education and are interested in obtaining an Arkansas Teacher's Licensure need to accomplish the following to effect a valid application:

1. Apply for M.A.T., B.M., or B.F.A. degree and be cleared for graduation by the academic dean and registrar.
2. Pay the graduation fee and other fees or obligations owed to the University.
3. Request that an official transcript

showing the completion of degree be sent to the College of Education and Health Professions Certification Officer, 8 Peabody Hall.

4. File an application for the appropriate licensure with the College of Education and Health Professions Certification Officer who then forwards the application with the official transcript and Praxis I and Praxis II scores with a institutional recommendation to the Office of Professional Licensure, Department of Education, #4 State Capitol Mall, Little Rock, AR.
5. All students seeking licensure in the state of Arkansas are subject to a criminal background check. Forms for this procedure may be obtained from the College of Education and Health Professions Certification Officer, 8 Peabody Hall. These background checks take up to four months to process; therefore, students are advised to complete and submit the forms to the proper authorities six months in advance of actually applying for licensure. (The State of Arkansas will not license anyone who has been convicted of a felony.)

NOTE: Students should always consult their adviser for licensure requirement changes. Students will not be licensed to teach in Arkansas until they have met all requirements for licensure as set forth by the Arkansas Department of Education.

NOTE: Students who are completing licensure requirements in art and music and are interested in obtaining an Arkansas Teacher's License need to accomplish the following:

1. Request that an official transcript showing the completion of degree and successful completion of an internship be sent to the University certification office, 11 Peabody Hall.
2. File an application for the appropriate licensure with the University certification officer, 11 Peabody Hall, who then forwards the application with the official transcript and Praxis scores with recommendation to Professional Licensure, Department of Education, 4 State Capitol Mall, Little Rock, Ark.

Usually licensure in another state is facilitated by qualifying for a license in Arkansas. An application in another state must be made on the application form of that state, which can be obtained by request from the State Teacher Licensure office in the capital city. An official transcript should accompany the application. In many instances the applications are referred to the preparing institution's certification officer to verify the completion of a program approved by the National Council for the Accreditation of Teacher Education.

Departments, Degree Programs and Courses

DEPARTMENT OF CURRICULUM AND INSTRUCTION (CIED)

Barbara Gartin
Interim Department Head
200 Graduate Education Building
575-4209

Shirley Lefever-Davis
Coordinator of Graduate Programs
204 Graduate Education Building
575-4209

The Department of Curriculum and Instruction sponsors initial teacher licensure programs in the areas of childhood education, secondary education, and middle school education. The Department also sponsors endorsements in ESL, gifted and talented, reading and special education. With the cooperation of the department of health, kinesiology, recreation, and dance, the department of vocational and adult education, the J. William Fulbright College of Arts and Sciences, and the Dale Bumpers College of Agricultural, Food and Life Sciences, additional secondary school licensure programs are made available.

SEE PAGE 276 FOR CURRICULUM AND INSTRUCTION (CIED) COURSES

Elementary Education

- Professor Sullivan
- Associate Professors Imbeau, Lefever-Davis, McGee
- Assistant Professors Beller, Collier, Eilers, Kirkpatrick
- Instructors Cronan, Riggs

The University of Arkansas offers the B.S.E. degree in Elementary Education and the M.A.T. degree in Childhood Education. To be recommended for an initial teaching license in Childhood Education (Prekindergarten through Grade 4) the student must complete both degree programs. Information about the M.A.T. degree program in Childhood Education can be found in the UA *Graduate School Catalog*.

Academic Regulations for Elementary Education Majors and Others Seeking Admission to the Undergraduate Teacher Education Program

Stage 1: Boyer Center Advisement

- Enroll in the undergraduate B.S.E. Program in Elementary Education
- Complete 45 or more program hours
- Obtain a grade of "C" or better in

CIED 1002 and CIED 1011
(Introduction to Education/Practicum)
and in MATH 1203 or higher)

- Establish a GPA of 2.70 or better
- Successfully pass the PRAXIS I

Stage II: Program Advisement

Register for and complete screening in the first semester that students are advised by elementary education program faculty. Eligibility to enroll in subsequent coursework is contingent upon successful screening (completing a writing sample and participating in an interview) as well as meeting all Stage I requirements.

Stage III: Admission to Undergraduate Teacher Education Program

Students are admitted to upper division classes (CIED 3103, CIED 3113, CIED 4128, CIED 4113, CIED 4101) based on successful completion of Stage II and maintenance of 2.70 or better GPA.

Elementary Education Requirements

HOURS

General Studies

24-27

ENGL 1013, Composition I
ENGL 1023, Composition II
WLIT (3 hrs), World Literature
ENGL (3 hrs), literature elective
HLSC 1002, Wellness Concepts
PEAC 1621, Fitness Concepts
ARTS 1003, Art Studio
PSYC 2003, General Psychology
MATH 1203, College Algebra
ENGL 2003, Advanced Composition
(Exemption by examination or credit
in ENGL 2013 or grade of at least
"B" in ENGL 1013 and "A" in ENGL
1023 at Fayetteville campus)

NOTE: All professional education courses in CIED must have a grade of "C" or better. Enrollment in upper-division professional education courses may be limited. Contact advisers for specific details. No teaching methods courses may be taken by correspondence.

Elementary Education/ Communication

31

COMM 1313, Fundamentals
of Communication
CIED 4101, Practicum
CIED 4113, Integrated
Communication Skills
CIED 4128, Content Integration
(math, science, social studies)
HESC 2433, Child Development
HESC 3402/3401L, Child Guidance
HESC 4453, Parenting and Family
Dynamics
PSYC 3093, Childhood and
Adolescence

CIED 3263, Language Development
for the Educator

Interdisciplinary Studies 43

Mathematics (12 hours)
Twelve hours in addition to the general
studies requirement of MATH 1203.

Six of the 12 hours must include
MATH 2213 and 2223.

General Science (16 hours)

BIOL 1543/1541L

Geology course with laboratory

Physical Science course with laboratory

Four hours of science elective

Social Science (15 hours)

Economics,

ECON 3053, Economics

for Elementary Teachers

Geography - select one of the following
courses:

GEOG 4793, Geog Concepts

for Global Studies

GEOG 1123, Human Geography

GEOG 2103, Emerging Nations

GEOG 2203, Developed Nations

Political Science

PLSC 2003, American National

Government

Arkansas History

HIST 3383, Arkansas and the

Southwest or other Arkansas History

History - select one of the following
courses:

HIST 2003, Hist/American People,
1492 to 1877

HIST 2013, Hist/American People,
1877- Present

Pre-Education Core 18

CIED 1002, Introduction to Education

CIED 1011, Intro to Education

Practicum

CIED 3023, Survey of Exceptionalities

CIED 3033, Classroom Learning

Theory

ETEC 2001, Educational Technology

ETEC 2002L, Educational Tech Lab

CIED 3103, Children's Literature

CIED 3113, Emergent and

Developmental Literacy

Psychomotor/Aesthetic Component 13

ARHS 1003, Art Lecture

ARED 3603, Public School Art

for Elementary Schools

MUED 3813, Music for Elementary

Education Majors

MUED 3810L, Music for Elementary

Education Majors Lab (MUAC 1161

is a prerequisite for MUED 3813

and 3810L)

PHED 3373, Methods and Materials

in P.E. for Children

Total for Elementary Education 128-131

NOTE: The Advanced Composition
requirement should be satisfied during the

appropriate semester as advised. ENGL 2003
is not listed since it does not count for degree
hours but may be passed by test or exemption
(or completion of course). Recommended
math electives: MATH 2053, MATH 2103,
MATH 3773, STAT 2303.

M.A.T. Degree Program Requirements 33

Required Courses

for the M.A.T. Core 10

CIED 5012, Measurement/Research/

Statistical Concepts for Teachers

CIED 5022, Classroom Management

Concepts for Teachers

CIED 5032, Curric. Design Concepts
for Teachers

CIED 5052, Seminar: Multicultural
Issues

ETEC 5062, Teaching and Learning
with Computer Based Technologies

Additional Program Requirements 23

CIED 5003, Childhood Seminar

CIED 5073, Case Study in Childhood
Education

CIED 5173, Literacy Assessment

CIED 5183, Readings in Early
Childhood Education

CIED 5162, Applied Practicum

CIED 5063, Contemporary and Futuristic
Concerns of Childhood Education

CIED 508V Childhood Ed. Cohort

Teaching Internship

NOTE: Enrollment in the M.A.T. with an
emphasis in Childhood Education is limited.
Specific application procedures and selection
criteria are available in the Department of
Curriculum and Instruction, Graduate Educa-
tion Building, Room 201 or from Childhood
Education faculty advisers.

SEE PAGE 289 FOR ELEMENTARY
EDUCATION (ELED) COURSES

Middle-Level Education

- Professors Graening, Totten
- Associate Professors Johnson, Morrow,
Wavering
- Assistant Professor Beller

The Bachelor of Science in Education
(B.S.E.) in middle-level education is a teacher
preparation degree that prepares educators for
meeting the needs of early adolescents.
Grounded in an understanding of and apprecia-
tion for the physical, intellectual, emotional,
and social development of early adolescents
(ages 9 to 14, and/or grades four to eight), the
B.S.E. degree provides the pre-requisite
knowledge, skills and dispositions necessary
for entry into the fifth-year, Master of Arts in
Teaching (M.A.T.) program for initial licen-
sure in middle-level education. Candidates for
the B.S.E. in middle-level education will be

eligible to apply for entry to the M.A.T. program through which they will develop further expertise on educating early adolescents and graduate with the requisite skills and degree for teaching grades four to eight.

The required University and educational courses for the B.S.E. in middle-level education include the following:

General Studies (College & University core requirements) 50-53

English composition, literature, social sciences, communication, science, mathematics, health and wellness, and fine arts and humanities.

Pre-Education Courses 22

12 Hours Pre-education College Core: Introduction to Education and Practicum (CIED 1002/1011), Educational Technology (ETEC 2001/2002L), Survey of Exceptionalities (CIED 3023), Classroom Learning Theory (CIED 3033)

10 Hours Designated by Program:

The Emerging Adolescent (CIED 3052), Introduction to Middle-Level Principles and Methods (CIED 3043), Early Adolescent Literature (CIED 3072), and Literacy Strategies for Middle-Level Learners (CIED 3063)

Dual Areas of Concentration 52- 55

In accordance with middle-level licensure in Arkansas, preservice teachers must choose a dual area of concentration with requisite number of hours for both the primary and supporting areas of concentration. Primary/supporting areas are English/social studies (54 hours), social studies/English (55 hours), mathematics/science (53 hours), or science/mathematics (52-53 hours). This dual emphasis lends itself to interdisciplinary instruction that is reflective of middle-level philosophy.

Middle-Level Program Requirements:

	HOURS
The Emerging Adolescent (CIED 3052) (Prerequisites: CIED 1002/1011, PSYC 2003; pre- or corequisite: CIED 3033)	2
Introduction to Middle-Level Principles and Methods (CIED 3043) (Prerequisite: CIED 3052)	3
Early Adolescent Literature (CIED 3072) (Prerequisite: CIED 3043; corequisite: (CIED 3063)	2
Literacy Strategies for Middle-Level Learners (CIED 3063)	3

(Prerequisite: CIED 3043; corequisite: CIED 3072)

Admission Requirements

Upon completion of 45 hours, prospective majors must apply for acceptance into the program and will be evaluated based on the following performance criteria:

- Completion of CIED 1002/1011, Introduction to Education/Practicum with a grade of "C" or better
- Minimum 2.70 GPA (including transfer hours)
- A writing sample
- An interview.

University and public school faculty will play an integral role in the review of application materials and the interviews.

General Studies

English 1013, 1023, or 2003 or exempt with test. 6-9
(A minimum of 6 hours credit in English Composition is required. Exemption will not meet this requirement.)

Literature (Amer., English or World) 3
Social Studies 12

(See University State Minimum Core Requirements - 3 hours must be U.S. History or government, 3 hours must be PSYC 2003, 6 hours of elective introductory-level courses from the following: sociology, history, political science, economics, anthropology, geography, or philosophy)

Communications (COMM 1313) 3
Fine Arts, Humanities (see University State Minimum Core Requirements) 6
Laboratory Science 8
(4 hours of biological and 4 hours of physical science is required for all students entering the M.A.T. program)

Mathematics (College Algebra or above) 3
Health and Wellness 3
(HLSC 1002, Wellness Concepts and PEAC 1621, Fitness Concepts)
Electives (defined by program)

Total Hours Required for General Studies 50-53

Pre-education Core Requirements

CIED 1002/1011, Introduction to Education/Practicum 3
ETEC 2001/2002L, Educational Technology 3
CIED 3023, Survey of Exceptionalities 3
CIED 3033, Classroom Learning Theory 3
Common Core for all teacher education majors 12

CIED 3052, The Emerging Adolescent 2
CIED 3043, Introduction to Middle-Level Principles and Methods 3
CIED 3072, Early Adolescent Literature 2
CIED 3063, Literacy Strategies for Middle-Level Learners 3
Designated by Middle-Level program 10

Total Hours for Pre-education Core 22

Dual Areas of Concentration:

As determined by State licensure requirements.
English/Social Studies
Social Studies/English
Science/Math or Math/Science
Students must complete a minimum of 21 (24 for science) required hours in primary area and 9-12 restricted elective hours in supporting area.

Total Hours for Areas of Concentration 52-55

Total Hours for B.S.E. in Middle-Level Education 124-130

Dual Areas of Concentration:

As determined by State licensure requirements

English/Social Studies	HOURS
English	33
ENGL 1213, Intro to Literature	
ENGL 2133, ENGL 2143, ENGL 2153, ENGL 2163, History of Literature in English I-IV	
ENGL 4003, English Language and Composition for Teachers	
ENGL 3183, Modern English Syntax and Style	
ENGL 4253 or ENGL 4333, African Literature or African-American Literature	
ENGL 3653, Introduction to Shakespeare	
3-hour course above 3000 level selected from Medieval, Renaissance (excluding Shakespeare), Restoration, or 18 th Century Literature	
3-hour course above 3000 level selected from 19 th Century, 20 th Century or American Literature	

Social Studies 21

HIST 3383, Arkansas and the Southwest
3 hours from Africa, Asia, Latin America, Near East history:
HIST 3033, HIST 3043, HIST 3203, HIST 3233, HIST 3473, HIST 3503, HIST 4313, HIST 4323, HIST 4353, HIST 4383
GEOG 1123, Human Geography
ANTH 1023, Introduction to Cultural Anthropology

HIST 4073, Renaissance and Reformation, 1300-1600

3-hour course selected from history, anthropology, economics, geography, or sociology

Social Studies/English Hours
Social Studies 34

Six hours to be taken as University State Minimum Core Requirement

HIST 2003/2013, History of American People

HIST 3383, Arkansas and the Southwest
WCIV 1003/1013, Western Civilization I/II

6 hours selected from the following:
HIST 3033, HIST 3043, HIST 3203,
HIST 3233, HIST 3473, HIST 3503,
HIST 4313, HIST 4323, HIST 4353,
HIST 4383

ECON 2143 or ECON 3053, Basic Economics-Theory and Practice or Economics for Elementary Teachers

ECON 4033, History of Economic Thought

GEOG 1123, Human Geography

ANTH 1023, Introduction to Cultural Anthropology

HOURS
English 21

ENGL 1213, Introduction to Literature
6 hours selected from the following:

ENGL 2133, ENGL 2143, ENGL 2153,
ENGL 2163, History of Literature in English I-IV

ENGL 4003, English Language and Composition for Teachers

ENGL 4253 or ENGL 4333 African Literature or African-American Literature

3-hour elective: English course above 3000 level or WLIT course above 2333

ENGL 3653, Introduction to Shakespeare

HOURS
Math/Science 33

Math 33
MATH 2213/2223, Survey of Mathematical Structures I and II

MATH 2554/2564, Calculus I and II

MATH 3133, History of Mathematics

MATH 3773, Foundations of Geometry

MATH 2103, Discrete Mathematics

MATH 2053, Finite Mathematics

CSCE 1023/1021L, Programming I/Lab

3 hours selected from MATH 3083,
Linear Algebra: STAT 2303, Principles of Statistics: STAT 3013, Introduction to Probability and Statistics

Science 20
GEOL 1113/1111L, General Geology/Lab

CHEM 1053/1051L, Chemistry in the Modern World/Lab

ZOOL 1613/1611L, Principle

of Zoology/Lab

BIOL 3323/3321L, General Genetics/Lab

GEOL 4643/4641L, Historical Geology/Lab

Science/Math 33-34
Science 33-34

GEOL 1113/1111L, General Geology/Lab

CHEM 1053/1051L or

CHEM 1074/1071L, Chemistry in the Modern World/Lab or

Fundamentals of Chemistry/Lab

BIOL 3323/3321L or BOTY 1613/

1611L, General Genetics/Lab or

Plant Biology/Lab

BIOL 3863/3861L, General Ecology/Lab

4 hours selected from the following:

ZOOL 1613/1611L, Principles of Zoology/Lab; BOTY 2404/2400L,

Survey of Plant Kingdom/Lab;

BIOL 2533/2531L, Cell Biology/Lab

GEOL 4643/4641, Historical Geology/Lab

GEOG 3333, Oceanography

ASTR 2003/2001L, Survey of the Universe

3 hours selected from the following or other approved science course:

BIOL 3023, CHEM 3453/3451L,

CHEM 4043, GEOL 2313/2310L,

GEOL 3313/3310L, PHYS 3603

Math 19

MATH 2213/2223, Survey of Mathematical Structures I and II

MATH 2554, Calculus I

MATH 3133, History of Mathematics

MATH 3773, Foundations of Geometry

STAT 2303 or STAT 3013, Principles of Statistics or Introduction to Probability and Statistics

NOTE: The program above describes the minimum requirements for a degree in Middle-Level Education. Interested students should consult a Middle-Level Program faculty adviser regarding licensure requirements.

speech and drama, or any other appropriate degree.

The following 18-hour, Pre-Education Core will be included in the undergraduate degree program:

CIED 1002, Introduction to Education

CIED 1011, Introduction to Education

Practicum

ETEC 2001, Educational Technology

ETEC 202L, Educational Tech Lab

CIED 3023, Survey of Exceptionalities

CIED 3033, Classroom Learning Theory

CIED 4201, Seminar: Introduction to Professionalism

CIED 4210, Practicum: Critical and Creative Thinking Skills

CIED 4211, Seminar: Critical and Creative Thinking Skills

CIED 4221, Seminar: Structure of the Disciplines

CNED 4003, Classroom Human Relations Skills

Students with an appropriate baccalaureate degree and upon completion of the Pre-Education Core may apply to the Master of Arts in Teaching program to complete a master's and licensure. See the Graduate School Catalog for information about the M.A.T. program.

by both availability of internship spaces in the public schools with Cohort Partnership agreements and job market potential. However, meeting or exceeding minimum requirements does not guarantee acceptance into the M.A.T.

- At the completion of the 6 hours of MAT courses, the secondary faculty will convene to review the status of the 50 candidates.

III. Professional Standing Status

Professional Standing Status will be granted at completion of the first 6 hours of M.A.T. courses and after faculty review. (For details, contact the Department of Curriculum and Instruction, Graduate Education Building 201.)

SEE PAGE 337 FOR SECONDARY EDUCATION (SEED) COURSES

Special Education (SPED)

- Professor Gartin
- Associate Professor Imbeau
- Instructor Jordan

State licensure requirements for special education have changed effective January 1, 2002. The University of Arkansas no longer offers an undergraduate degree in special education. Information regarding the Master of Education in special education can be found in the University of Arkansas Graduate School Catalog.

SEE PAGE 339 FOR SPECIAL EDUCATION (SPED) COURSES

DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELING, AND FOUNDATIONS (ELCF)

Position Open

Department Head
234 Graduate Education Building
575-4207

James Swartz
Coordinator of Graduate Studies
251 Graduate Education Building
575-2207

The department of educational leadership, counseling, and foundations offers graduate-level courses in five distinctive academic and degree programs. Master's, specialist, and doctoral degrees may be obtained in counselor education, educational administration, and higher education. A master's degree may be obtained in educational technology. Educational foundations offers courses in research and statistics for all programs. Undergraduate courses are offered by counselor education and educational technology.

Counselor Education (CNED)

- Professors Farley, Greenwood
- Associate Professor Roland
- Instructor Rogers-Stephen

SEE PAGE 279 FOR COUNSELOR EDUCATION (CNED) COURSES

Educational Administration (EDAD)

- Associate Professors Elliott, Hughes
- Assistant Professors Holt, Noggle

SEE PAGE 288 FOR EDUCATIONAL ADMINISTRATION (EDAD) COURSES

Educational Technology (ETEC)

- Associate Professors Murphy, Swartz
- Assistant Professor Brescia
- Instructor Cohen

SEE PAGE 295 FOR EDUCATIONAL TECHNOLOGY (ETEC) COURSES

Higher Education (HIED)

- Professors Gearhart, Hammons, Lucas
- Associate Professors Gohn, Murry
- Adjunct Associate Professors Brazzell, Conneely, Williams
- Adjunct Assistant Professors Carry, Gordon, Stauffacher

SEE PAGE 303 FOR HIGHER EDUCATION (HIED) COURSES

Educational Foundations (EDFD)

- Professors Lucas, Stegman
- Associate Professors Denny, Mulvenon, Swartz
- Assistant Professors Ritter, Turner
- Visiting Assistant Professor Connors

SEE PAGE 288 FOR EDUCATIONAL FOUNDATIONS (EDFD) COURSES

DEPARTMENT OF HEALTH SCIENCE, KINESIOLOGY, RECREATION, AND DANCE

Sharon Hunt
Department Head
306 HPER Building
575-2857

Susan Mayes
Coordinator of Undergraduate Studies
308 HPER Building
575-2859

The department offers programs leading to the B.S.E. degree with major emphasis in either health sciences, kinesiology, or recreation.

Dance Activity (DEAC)

- Instructor Mayes

SEE PAGE 286 FOR DANCE ACTIVITY (DEAC) COURSES

Health Sciences (HLSC)

- Professor Young
- Associate Professors Jones (C.), Turner
- Adjunct Assistant Professor Blanch
- Visiting Assistant Professors Jones (L.), Mink, Williams

The program in health science is designed to prepare candidates for a variety of career options in the vast field of health education and health promotion. Career opportunities may include planning, developing and delivery of health programs in various settings. These settings may include hospitals, government agencies, non-profit organizations, community organizations, corporations, and other places of occupation. Graduates of this program should be well prepared to enter the work force at an entry level position in community health or graduate programs of study in such areas as health education and health promotion, corporate health, public health, health care administration, and other allied health professional schools.

The candidate for the Bachelor of Science in Education degree with a major in health science will focus on community health. All students must complete the University Core requirements as listed on page 41 and the College of Education and Health Professions requirements as listed on page 154. In addition, all students must take the courses listed below under required general studies for the health science major and the additional health science major requirements. A minimum of 127 semester hours is required for graduation in the major of health science.

NOTE: A student preparing to teach in the public schools in kinesiology and health science must major in kinesiology with a K-12 concentration, complete pre-M.A.T. requirements as listed on page 155, graduate with a cumulative GPA of 2.70 or above and earn a Master of Arts in Teaching degree (M.A.T.) to be eligible to apply for initial teacher licensure in the State of Arkansas. Students planning on applying for the M.A.T. and other post-baccalaureate programs should consult the Graduate School Catalog for information on prerequisites and requirements.

Curriculum for a Major in Health Science

	HOURS
Required general studies for the Health Science Major	13-14
BIOL 1543/1541L, Principles of Biology	
CHEM 1103/1101L/1100D, University Chemistry I	
SOCI 2013, General Sociology	
NOTE: HLSC 1103 is recommended in lieu of HLSC 1002.	
Health Science Major Requirements	80
HESC 1213, Nutrition in Health	
HLSC 1203, Prevention of Drug Abuse	
HLSC 1303, Introduction to Human Sexuality	
HLSC 2613, Foundations in Health Education	
HLSC 2653, Introduction to Community Health	
HLSC 2662, Terminology/Health Professions	
HLSC 3003, Practicum in Community Health	
HLSC 3623, Human Diseases	
HLSC 3633, First Responder - First Aid	
HLSC 3643, Community Health Plan/Promotion	
HLSC 3663, Principles of Mental Health	
HLSC 3683, Health Care Consumerism	
HLSC 404V, Community Health Preceptorship (6 hrs)	
JOUR 1023, Media and Society	
MBIO 2013/2011L, General Microbiology	
PSYC 3093, Childhood and Adolescence	
3 hours of PSYC elective	
ZOOL 1613/1611L, Principles of Zoology and Lab or	
BOTY 1613/1611L, Plant Biology and Lab	
ZOOL 2213/2211L, Human Physiology	
ZOOL 2443/2441L, Human Anatomy	
SCWK 3163, On Death and Dying	
PSYC 4023, Adulthood and Aging or SCWK 3183, The Elderly Citizen	
PSYC 4133, Behavior Modification	

5 hours of health science electives (adviser approved)

SEE PAGE 305 FOR HEALTH SCIENCES (HLSC) COURSES

Kinesiology (KINS)

- University Professor Brown
- Professors Di Brezzo, Fort, Gorman, Riggs
- Associate Professor Lirgg
- Clinical Associate Professor Kern
- Assistant Professors Ferguson, Graening
- Clinical Assistant Professors Bonacci, Smith-Nix
- Instructors Forbess, Mayes

The program in kinesiology is designed to prepare candidates for a variety of career options in the vast field of movement science. Career opportunities may include teaching physical education, coaching, analyzing and prescribing fitness programs, athletic training or preparation for professional programs in allied health. Graduates of this program should be well prepared to enter graduate programs of study in such areas as pedagogy or adapted physical education, exercise physiology, biomechanics, athletic training, sport management, medical school, physical therapy school and other allied health professional schools.

The candidate for the Bachelor of Science in Education degree with a major in kinesiology must select one of five concentrations:

1. K-12 Teaching Physical Education/Health
2. Exercise Science - Exercise Physiology/Biomechanics
3. Exercise Science - Pre-Professional
4. Exercise Science - Fitness Specialist
5. Exercise Science - Pre-Athletic Training

All students must complete the University Core requirements as listed on page 41 and the College of Education and Health Professions requirements as listed on page 154. In addition, all students must take the required general studies for the kinesiology major and the kinesiology core requirements listed below. As part of the University Core requirements and College of Education and Health Professions requirements, specific math and science courses are required within the kinesiology major and concentrations. A student preparing to teach in the public schools must select the K-12 teaching concentration, complete pre-M.A.T. requirements as listed on page 155, have a cumulative GPA of 2.70 or above, and be admitted to Graduate School to be eligible to apply for initial teacher licensure. Students planning on applying for other post-baccalaureate programs should inquire as to prerequisite requirements. A minimum of 124 semester hours are required for graduation in the major of kinesiology. The total hours may vary

slightly depending on the concentration of study.

Curriculum for a Major in Kinesiology

	HOURS
Required general studies for the Kinesiology Major	8
CHEM 1103/1101L/1100D, University Chemistry I or, for K-12 Concentration only, any 4-hour State Minimum Core chemistry with lab	
ZOOL 2443/2441L, Human Anatomy	
Kinesiology Core	12
KINS 1013, Careers in Kinesiology: A History and An Overview	
KINS 2223, Motor Development	
KINS 3153, Exercise Physiology (for Exercise Science Concentrations II-IV) or	
KINS 3163 Exercise Physiology: Theory and Application (for K-12 Concentration I)	
KINS 3353, Mechanics of Human Movement	

Students with a major in kinesiology must select one of five concentrations:

- I. K-12 Teaching Physical Education/Health
- II. Exercise Science - Exercise Physiology/Biomechanics
- III. Exercise Science - Pre-Professional
- IV. Exercise Science - Fitness Specialist
- V. Exercise Science - Pre-Athletic Training

	HOURS
Concentration I: K-12 Teaching Physical Education/Health	57-60
RECR 1001L, Outdoor Recreation Lab	
BIOL 1543/1541L, Principles of Biology	
PHED 2003, Teaching Styles/Lesson Planning	
PHED 2013, Teach Progressions/Assessment of Basic Skills	
PHED 2023, Teach Progressions/Assessment of Advanced Skills	
PHED 3012, Teaching Games	
PHED 3022, Teaching Stunts/Tumbling	
PHED 3032, Teaching Rhythms	
PHED 3042, Teaching Fitness (replaces COEHP requirement for PEAC 1621)	
PHED 3203, Principles and Problems of Coaching	
PHED 3903, P.E./Special Populations (replaces COEHP Pre-MAT requirement for CIED 3023)	
KINS 3373, Phil/Soci Impact on Kinesiology	
PHED 4053, Teaching Individ/Dual Sports	
PHED 4063, Teaching Team Sports	
KINS 4413, Org/Man/Mktt Skills for Kinesiology	

HLSC 3633, First Responder - First Aid
Pre-M.A.T. Specialty Program Courses
KINS 2223, Motor Development
(hours counted in the kinesiology core)
CNED 4003, Classroom Human
Relations Skills

11-14 hours toward course content in
Health Science (see adviser for avail-
able course choices) or other adviser
approved electives

The fifth-year program in the K-12 Con-
centration consists of 33 hours of graduate
courses including student teaching internship
and a comprehensive exam. Successful com-
pletion should result in eligibility for teaching
licensure and the Master of Arts in Teaching
(M.A.T.) degree. (Refer to the Graduate
School Catalog for special requirements.)

HOURS

Exercise Science Core **40**
Requirements for Kinesiology
(Exercise Science)

Concentrations II, III, IV, and V.

CHEM 1123/1121L/1120D, University
Chemistry II (not required for
Concentration V)

PHYS 2013/2011L/2010D, College
Physics I

PHYS 2033/2031L/2030D, College
Physics II (not required for
Concentrations IV, V)

ZOOL 2213/2211L, Human Physiology

HESC 1213, Nutrition in Health

PSYC 4183, Physiological Psychology
(not required for Concentrations IV, V)

CNED 3053, The Helping Relationship

KINS 3533, Laboratory Techniques

KINS 405V, Independent Study
(3 hrs) or KINS 4903, Internship

KINS 4323, Analytical Basis/Movement

KINS 4733, Senior Seminar

KINS 4833, Exercise Appl/Spec Pops

**Concentration II: Exercise Science -
Exercise Physiology/Biomechanics**

BIOL 1543/1541L Principles
of Biology/Lab

PSYC 2013, Intro to Statistics for Psych.
or adviser-approved statistics course

MATH 2043, Survey of Calculus

CHEM 2613/2611L/2610D, Organic
Physiol. Chem

CHEM 3813, Intro to Biochemistry

Additional adviser-approved electives
(11 hrs.)

**Concentration III: Exercise Science -
Pre-Professional**

PSYC 2013, Intro to Statistics

for Psych. or adviser-approved
statistics course

MATH 2043 Survey of Calculus

(depending on post-baccalaureate
plans, see adviser)

CHEM 3603/3601L/3600D, Organic
Chemistry I

CHEM 3613/3611L/3610D, Organic
Chemistry II

CHEM 3813, Intro to Biochemistry

Additional adviser-approved electives
(10-11 hrs.)

**Concentration IV: Exercise Science -
Fitness Specialist**

MATH 1203, College Algebra

MATH 1213, Plane Trigonometry

CHEM 2613/2611L/2610D, Organic
Physiol. Chem

PSYC 3023, Abnormal Psychology
(takes place of PSYC 4183
in Exercise Science Core

MGMT 3563, Management Concepts
in Org. Behavior

MKTT 3433, Principles of Marketing
(Prerequisite: ECON 2013 and
ECON 2023 or ECON 2143 or

AGEC 1103 and AGECE 2103)

KINS 4773, Performance and Drugs

VOED 4403 Nutrition Education
and Counseling

Additional adviser-approved electives
(10 hrs.)

**Concentration V: Exercise Science -
Pre-Athletic Training**

BIOL 1543/1541L, Principles
of Biology

ETEC 2001/2002L Educational
Technology/Lab

MATH 1203, College Algebra

MATH 1213, Plane Trigonometry

PSYC 3023 Abnormal Psychology
(takes place of PSYC 4183
in Exercise Science Core)

KINS 2393, Prevention and Care/
Athletic Injuries

KINS 3413, Evaluative Techniques
for Athletic Training

KINS 3663, Rehabilitation
of Athletic Injury

KINS 4773, Performance and Drugs
Professions

HLSC 2662, Terminology
for the Health Professions

HLSC 3633, First Responder - First Aid

VOED 4403 Nutrition Education
and Counseling

Additional adviser-approved electives
(6 hrs.)

Endorsement in Coaching

Those planning to coach football, basket-
ball, or track must qualify for an endorsement
in coaching. The Arkansas Department of
Education requires applicants to hold a sec-
ondary license and pass, with an appropriate
score, the designated Praxis II test for coach-
ing. Students must also meet Arkansas Depart-

ment of Education guidelines. For further
information, applicants should contact the
Arkansas Department of Education. The Web
address is <<http://arkedu.state.ar.us>>. There is
a link to Educational Testing Services from
this site to obtain more information about the
Praxis II exams.

Aquatics Specialization

Individuals seeking to qualify as swimming
instructors, life guards, or pool managers may
do so by taking the following courses:

PEAC 1131, Beginning Swimming

PEAC 1811, Beginning Canoeing

PEAC 1831, Beginning Scuba Diving

PEAC 2131, Intermediate Swimming

RECR 4263, Aquatic Facilities

Management

KINS 4903, Internship

Total Semester Hours: 17

SEE PAGE 313 FOR KINESIOLOGY (KINS)
COURSES

Physical Education Activities (PEAC)

Basic Instruction in Physical Education
(PEAC)

SEE PAGE 326 FOR PHYSICAL EDUCATION
ACTIVITIES (PEAC) COURSES

Recreation (RECR)

- Professor Hunt
- Associate Professors Langsner, Moiseichik
- Assistant Professor Hughes
- Instructor Mock

The program of recreation is designed to
prepare candidates for a variety of career
opportunities in the field of recreation and
parks. Career opportunities may include park
and recreation directors for a city, therapeutic
recreation specialists, fitness center managers,
state and national park managers, camp admin-
istrators, or work in YMCAs, Boys and Girls
Clubs or other youth serving agencies. Gradu-
ates of this program should be well prepared
to enter the recreational workforce at an entry
level position or pursue graduate studies in
such areas as recreation management, sport
management, or other allied health profession-
al schools.

The candidate for the Bachelor of Science
in Education degree with a major in recreation
must select a concentration of study in an area
of interest with help from an academic adviser
from the recreation faculty. Each concentration
is developed individually to meet specific
career goals. Concentrations are 18-21 hours,
generally in academic areas other than the
recreation program. Examples of concentra-

tions of study include, but are not limited to, public recreation, children and families, fitness club management, commercial recreation, aquatic management, therapeutic recreation, camp administration, outdoor leadership, community sports, youth at risk, and outdoor recreation.

All students must complete the University Core requirements as listed on page 41 and the College of Education and Health Professions requirements as listed on page 154. In addition, all students must take the required general studies for the recreation core requirements listed below. As part of the University Core requirements and College of Education and Health Profession requirements specific social sciences and science courses are required within the recreation major and concentration requirements. Recreation majors must obtain a "C" grade or better in all courses beginning with the alpha code RECR. To enroll in RECR 440V, students must have a 2.50 GPA or better in RECR core and concentration courses. Many courses in the recreation curriculum are taught in sequential order. Please check catalog course descriptions for prerequisites.

There are several experiential requirements within the recreation core. Students are required to do three practicum experiences (RECR 201V) in three different agencies. Each experience totals 45 hours. A more intense experience of an internship (RECR 440V) requires a minimum of 400 hours or work full time for 12-15 weeks in an agency with a qualified park and recreation professional. Students in the recreation program must get certification at the instructor-level or higher in at least two areas of expertise. Certifications must be valid at the time of graduation and be completed before a grade will be assigned in RECR 4013, Contemporary Issues in Leisure. Examples of these certifications include, but are not limited to, water safety instructor, aerobics instructor, American Red Cross canoeing instructor, first-aid instructor, and hunter safety instructor. A minimum of 124 hours are required for graduation in the major of recreation. The total hours may vary slightly depending on the study concentration.

An undergraduate minor in recreation is also available to students enrolled in other colleges. Students with interests related to the recreation profession such as business, biology, human environmental science or horticulture may elect the 15 hour minor found on page 169. This minor could enhance future career opportunities.

Curriculum for a Major in Recreation

HOURS

Required General Studies for the Recreation Major

6

PLSC 2003, American National

Government
SOCI 2013, General Sociology

Recreation Core 51

RECR 1003, Professional Foundations
of LeisureRECR 1023, Recreation and Natural
ResourcesRECR 201V, Recreation Practicum
(three one-credit experiences)RECR 2063, Commercial Recreation
and Tourism EnterpriseRECR 2813, Leadership Techniques
in RecreationRECR 3833, Program Planning
in RecreationRECR 3843, Planning, Design
and Maintenance for Recreation

RECR 3853, Leisure Behavior

RECR 3873, Sport and Recreation Risk
ManagementRECR 4003, Innovative Practices
in RecreationRECR 4013, Contemporary Issues
in LeisureRECR 4083, Research and Evaluation
in Recreation

RECR 4093, Fundamentals

of Therapeutic Recreation

RECR 440V, Internship (9 hours)

HLSC 3633, First Responder-First Aid

HOURS

Directed Study Concentration 18-21

Selected with help from an academic
adviser from the recreation faculty.

Curriculum for a Minor in Recreation

HOURS

Minor Requirement 15

RECR 1003, Professional Foundations
of LeisureRECR 2813, Leadership Techniques
in RecreationRECR 3833, Program Planning
in RecreationRECR 3873 Sport and Recreation Risk
ManagementRECR elective course selected to
compliment major (see adviser)SEE PAGE 335 FOR RECREATION (RECR)
COURSES

ELEANOR MANN SCHOOL OF NURSING (NURS)

Barbara Conrad
Director
217 Ozark Hall
575-3904

- Professor Neighbors
- Associate Professors Barta, Conrad, Lawson
- Assistant Professor Smith-Blair
- Instructors Breckenridge, Buron, Kolb-Selby, McConaughy, Meadows

The mission of the Eleanor Mann School of Nursing is to promote the health of society through education of professional nurses, research and service.

The School, as an established entity within the College of Education and Health Professions and the University of Arkansas, Fayetteville, subscribes to the philosophy and stated mission of the University of Arkansas on teaching, research, and service. The School of Nursing provides nursing education to meet expanding health care needs. In recognition of the interrelationship between teaching, research, service, and the practice of nursing, in the changing health care needs of society, the faculty aspires toward excellence in teaching, contributes to research in nursing, and promotes improved health care.

The philosophy and purposes of the education are a synthesis of the personal beliefs of the faculty in relation to the person, society, environment, health, nursing, education, the learning process, and the role of the graduates of the program.

The person is a unique five dimensional being of interrelated and inseparable systems (biological, intellectual, psychological, social and spiritual) from which needs arise as the person develops throughout the life span. Each person is a member of a larger cultural, racial, and/or ethnic group and is unique in the way in which the dimensions are developed, intersected and expressed. Environment influences the person's health within each of these dimensions. The person is influenced by and interacts as a whole with the internal and external environment to preserve vital functions, dignity and a meaningful existence.

Society is a dynamic and multicultural phenomenon functioning within the ever-changing environment. The basic unit in society is the family. It functions to socialize its members to cultural values and norms and is highly influential in shaping the health behaviors of its members. Individual persons and family groups combine and intersect to form and function as larger distinct and indistinct community units. These units also have needs which arise from biological, intellectual, psychological, social and spiritual dimensions.

The health of the person, family or community impinges on and affects the health of the others. Society has given nursing and other health care professionals the latitude and responsibility to assist clients (individuals, families, and communities) in meeting health care needs.

The environment, internal and external, consists of those forces which influence the dimensions of the client. These complex factors act upon the client and ultimately determine its form, survival and evolution. When the forces affect health, nursing becomes an integral part of the environment to assist the client in maximizing health.

Health is a general condition involving the total client within the environment. Health is dynamic and relative, wherein the person exists at varying points along the wellness–illness continuum. Wellness and illness are relative states of health and may be a matter of one's perception.

Nursing is a helping relationship that assists the client in achieving wellness. It is both an art and a science. Professional nursing is derived from a specialized body of knowledge. The professional nurse draws from various academic disciplines to diagnose and make treatment decisions. Critical thinking is essential to the diagnoses and treatment decisions in nursing. The professional nurse practices in a variety of settings and collaborates with other health care professionals to assist the client in promoting health, preventing illness, maintaining or restoring wellness, or to cope with death. The therapeutic and significant contribution of nursing is through performance in the roles of caregiver, manager and teacher using research-based practice in health care. A critical thinking approach known as the nursing process is used to meet health care needs.

Professional nursing begins with a Bachelor of Science degree. Nursing education offers a research base for nursing practice that promotes the ability of the nurse to effect change needed to improve health. It is a process by which knowledge is continually synthesized and directed toward meeting the health care needs of clients. The learner develops and applies intellectual, interpersonal and psychomotor skills in assisting clients in a variety of settings. Professional nursing education develops critical thinking, and acceptance of responsibility for nursing interventions and accountability for outcomes. In the study of professional nursing the student builds on a planned general education from the academic disciplines and acquires theoretical and specific knowledge to meet health care needs. In addition the curriculum provides opportunity for students with technical nursing education to expand their knowledge and scope of practice. The baccalaureate program establishes a foundation for graduate education in nursing

and for continued personal and professional development.

Learning takes place within the student and is ultimately the responsibility of the student. Knowledge and skills are enhanced when the student derives satisfaction from the learning environment and has the opportunity to explore and express thoughts and feelings. Acquisition of knowledge and skills promotes development of the student and is manifested by a change in behavior.

Faculty have the responsibility to ensure the quality of the nursing program. They define levels of expectations for students and maintain standards of nursing practice. They focus on students' learning needs when they select or manipulate the environment to enhance experiential learning. Faculty guide and direct learning through the development and implementation of the curriculum and through planned periodic evaluations based on program criteria. In clinical agencies, faculty and practicing nurses are role models for students.

Within a climate of mutual respect, students and faculty share in an interdependent enterprise of learning, inquiry and teaching. With guidance, students develop the ability to use critical thinking to integrate eclectic knowledge with current nursing theory and research-based practice. They learn personal and professional responsibility and accountability. Progress, or lack of, in meeting performance expectations and improvements necessary for success is identified by teacher evaluation and student self-evaluation.

The baccalaureate graduate, as a member of the discipline, uses knowledge from a research base to fulfill the roles of the nurse in contemporary society as a caregiver, manager, and teacher. On entry into practice the graduate performs the following:

1. Uses critical thinking in making clinical judgments to deliver holistic nursing care,
2. Uses theory and research-based knowledge to improve delivery of nursing care to meet health care needs of individuals, families, and communities,
3. Develops, implements, and evaluates health-related education based on assessed needs,
4. Applies information and health care technologies to assess, monitor, and support clients, families, and communities,
5. Designs, manages and coordinates health care for individuals, families and communities,
6. Uses ethical principles in nursing practice, conduct, and relationships with clients, and
7. Identifies with the values of the profession and incorporates them into practice.

The baccalaureate nurse works singularly or in collaboration with other health care professionals in coordinating and promoting culturally sensitive health care.

The Eleanor Mann School of Nursing at the University of Arkansas prepares students to enter the professional practice of nursing and/or pursue graduate-level nursing education. The curriculum provides the student with a theoretical base to practice professional nursing with diverse clients in various settings through the roles of caregiver, manager and teacher. The program of study has been designed to emphasize one or more of these roles in each nursing course. Graduates of the program are eligible to apply to take the NCLEX examination for licensure as a registered nurse (R.N.). Persons convicted of a crime may not be eligible to take the NCLEX examination. A criminal background check is required before graduation and reported to the Arkansas State Board of Nursing as part of the procedures for application for licensure.

The Bachelor of Science in Nursing degree (B.S.N.) is awarded after successful completion of the nursing curriculum.

The Eleanor Mann School of Nursing offers a limited number of scholarships specifically for nursing students admitted to the School. These scholarships are awarded by the scholarship committee of the School of Nursing and include the Beverly, Jerry Wade Davis Jr., the Mervin Harold Davis Jr., Mina Marshall, Richter, and Stars for Nursing Scholarships. Contact the Eleanor Mann School of Nursing about the guidelines and application deadlines.

ADMISSION TO THE B.S.N. PROGRAM

Admission Policies

Admission to the B.S.N. program is limited. Final approval for admission will be determined by the Eleanor Mann School of Nursing faculty. Requirements for admission into the professional program of study are as follows:

1. Overall minimum grade-point average (GPA) of 2.75. (Transfer GPA will be factored in if it is to the student's benefit. If the UA GPA is based on at least 12 hrs of study and is greater than the transfer GPA, the UA GPA will be used. If the student has less than 12 hrs at the U of A, the transfer GPA will be factored in.)
2. Students will be ranked according to GPA for admission to the program.
3. Applications for admission must be submitted by December 1 for admission consideration. Late applications will be considered on a space-available basis.

4. Selection process will be completed by March 1.
5. All general education courses must be completed at the end of the spring semester prior to beginning the professional program of study.
6. Professional program of study begins in the summer following the sophomore year.
7. Students transferring from another nursing program must be eligible to return to that program to be considered for admission.
8. Students must meet the performance standards for the professional program of study.
9. CPR certification is required.
10. The completed Hepatitis B vaccine series must be verified.
11. Negative Tuberculin skin test or x-ray is required.
12. Health and liability insurance is required (check with the School of Nursing).
13. A car or reliable transportation is required.
14. A criminal background check is required and reported to the Arkansas State Board of Nursing.
15. Some clinical agencies require students to complete a negative drug screening and criminal background check before students can be placed in the agency. To complete appropriate clinical experiences, students will have to comply with these requirements.

Advanced Placement for Registered Nurses

Applicants to the R.N. to B.S.N. track must meet the following requirements:

1. College of Education and Health Professions admission requirements
2. Eleanor Mann School of Nursing Admission Requirements
3. Completed the general education studies. (RN students who have completed 45 hrs. of the required general studies may petition for exception to this policy if MATH 1203, PSYC 2013, and NURS 3013 have been completed.)
4. Graduated from an Arkansas State Board of Nursing approved program or an accredited out-of-state program
5. Have nursing courses reviewed for transfer credit by the School of Nursing
6. Provide proof of and maintain unencumbered licensure to practice as a Registered Nurse in Arkansas
7. Requirements necessary to receive advanced placement may vary with length of time since graduation and

length of time of (or since) nursing employment.

8. Credit for courses listed below will be held in escrow. The student will receive credit for these courses upon successful completion of the program.

NURS 3032	NURS 3042L
NURS 3212/3221	NURS 3312
NURS 3422/3423	NURS 3634/3643
NURS 3742/3752	NURS 3841L
NURS 4154/4164	NURS 4443/4453

RN students will be considered as a separate group for admission purposes.

Advanced Placement for Licensed Practical Nurses and Licensed Psychiatric Technical Nurses

Applicants for advanced placement into the LPN/LPTN to B.S.N. track must meet the following requirements:

1. Admission requirements of the College of Education and Health Professions
2. Admission requirements of the Eleanor Mann School of Nursing
3. Completed an Arkansas State Board approved LPN or LPTN program or an NLNAC accredited out-of-state program
4. Have nursing courses reviewed for transfer credit by the School of Nursing
5. Provide proof of and maintain an unencumbered license to practice as an LPN or LPTN in the state of Arkansas
6. Advanced placement may vary based on the length of time since completion of the LPN or LPTN and the length of time of (or since) nursing employment.
7. Students may receive credit for 12 hrs in the nursing program through validation procedures. The student may validate NURS 3634/NURS 3643 through the NLN Profile II Book I examination. They may validate NURS 3042L, NURS 3312, NURS 3032, NURS 3422 and NURS 3423 through successful completion of the remaining courses in Level I of the professional program of study. These courses will be held in escrow. The student will receive credit for escrowed courses upon successful completion of the professional program of study.

Performance Standards for Admission to and Progression in the Professional Program of Study

Professional nurses must have the knowledge and ability to completely assist the biological, psychological, intellectual, social, and spiritual dimensions of the client. After acceptance, but before admission to the B.S.N. program, students must show documentation for current certification in cardiopulmonary

resuscitation (CPR) for healthcare providers. This requires the ability to successfully complete both the written and practical tests for certification. In addition, students admitted to the Eleanor Mann School of Nursing must meet the following abilities and expectations during their enrollment in the program.

1. **Critical Thinking.** Student nurses must be able to analyze data, explore interpretations, generate hypotheses, select actions and evaluate outcomes related to nursing care of clients. In addition, applicants must be able to problem solve.
2. **Psychomotor.** Student nurses must be able to perform the following:
 - a. assess clients through auscultation, percussion, palpation, and other diagnostic maneuvers;
 - b. manipulate equipment necessary to assist the client to desired outcomes;
 - c. lift and move clients to provide safe care and emergency treatment;
 - d. perform cardiopulmonary resuscitation (CPR);
 - e. perform independently of others;
 - f. possess cognitive abilities to measure, calculate dosages, reason, analyze, and synthesize.
3. **Communication.** Student nurses must be able to perform the following:
 - a. receive, translate, and import information by oral and written means according to standards of the English language and safe nursing practice;
 - b. speak, hear, visually observe clients and interpret non-verbal behavior;
 - c. effectively communicate verbally and in writing with all health care providers.
4. **Behavioral/Social Attributes.**

Students are required to have social skills and emotional health sufficient to provide safe, therapeutic care. The ability to function in stressful environments and meet physically and mentally stressful demands is essential.

The study and practice of nursing requires strong emotional, intellectual, and physical capabilities. It is important for prospective nursing students to have a realistic view of the demanding curriculum before they decide to pursue the degree. Prospective students are encouraged to contact the School of Nursing if they have questions about their ability to function in the clinical settings.

Progression, Probation, Suspension, Withdrawal and Dismissal

1. Any nursing course in which a letter grade of "D" or lower is received must be repeated before the student progresses. (Repetition of courses depends on clinical space available.)
2. Students who receive a grade of "D" or lower or withdraw from any nursing course for any reason must petition the School's Admission and Advancement Committee for readmission to the nursing program. Final decisions for readmission rests with the nursing faculty.
3. Students must achieve a 70% exam average in every course in the professional program of study. Failure to do so in a course will result in failure of the course and possible dismissal from the program.
4. Junior Progression Exam Requirement (Students should contact their adviser for details.)
5. Senior Progression Exam Requirement (Students should contact their adviser for details.)
6. Students are limited to one petition for readmission. Readmission is limited by space availability.
7. Students who are dismissed from any clinical course will be suspended from all clinical courses until the dismissal is reviewed by the faculty of the School. (Suspension means the student will not be permitted to attend any clinical assignment until the School reviews the issue.)

Readmission Policies

Any student whose enrollment in the professional program of study has been interrupted may seek readmission following the steps below:

1. Seek readmission into the University of Arkansas (if applicable).
2. Complete Readmission Application to the School of Nursing the semester prior to the semester of intended re-entry into the program. (Readmission is limited by space availability.)
3. If the student's enrollment was interrupted to attend another college, the University's transfer student admission policies would also apply for readmission.

Exit Policies

1. Students must complete the requirements for the degree within five years of enrolling in the first upper-division nursing course. If the student does not

- complete the Professional Program of Study within the five-year limit, nursing credits must be reevaluated.
2. All University of Arkansas and College of Education and Health Professions requirements must be met.

Requirements for Bachelor of Science in Nursing

HOURS

General Studies 63

ENGL 1013, Composition I
 ENGL 1023, Composition II
 ENGL 2003, Advanced Composition (exemption by examination or credit in ENGL 2013 or grade of at least "B" in ENGL 1013 and "A" in ENGL 1023 at Fayetteville campus)
 COMM 1313, Fundamentals of Communication Literature (3 hrs)
 World Literature recommended
 Fine Arts/Humanities Elective (3 hrs)
 PHIL 2103 or PHIL 3103, Ethics
 HIST 2003 or HIST 2013, or PLSC 2003
 PSYC 2003, General Psychology
 SOCI 2003, General Sociology or SOCI 2013 or ANTH 1023
 HESC 1403, Lifespan Development
 MATH 1203, College Algebra
 PSYC 2013, Introduction to Statistics for Psych
 NURS 3013, Computers in Health Care Systems
 CHEM 1074/10711, Fundamentals of Chemistry
 BIOL 1543/BIOL 1541L, Principles of Biology
 MBIO 2013/2011L, General Microbiology
 ZOOL 2213/2211L, Human Physiology
 ZOOL 2443/2441L, Human Anatomy (4 hours of biological science are a prerequisite unless exempt)

Professional Nursing Program 65

Level I
 NURS 3022, Intro to Professional Nursing Concepts
 NURS 3032, Therapeutic Comm.
 NURS 3042L, Professional Nursing Skills: Basic
 NURS 3212, Teaching and Health Promotion
 NURS 3221, Professional Role Implementation I: Teacher
 NURS 3312, Pharmacology
 NURS 3314, Pathophysiology
 NURS 3321, Health Assessment
 NURS 3422, Nursing Concepts: Foundations of Professional Practice
 NURS 3423, Professional Role Implementation II: Caregiver

Level II

NURS 3634, Nursing Concepts: Adult Health and Illness
 NURS 3643, Professional Role Implementation III: Caregiver
 NURS 3841L, Professional Nursing Skills: Advanced
 NURS 3842, Research in Nursing
 NURS 3742, Nursing Concepts: Mental Health/Illness
 NURS 3752, Professional Role Implementation IV: Caregiver
 NURS 4154, Nursing Concepts: Children and Family
 NURS 4164, Professional Role Implementation V: Teacher
 NURS 4242, Management in Nursing
 NURS 4263, Nursing Concepts: Older Adult Health/Illness
 NURS 4273, Professional Role Implementation VI: Manager
Level III
 NURS 4443, Nursing Concepts: Critical Care
 NURS 4453, Professional Role Implementation VII: Role Synthesis
 NURS 4603, Nursing Concepts: Communities
 NURS 4613, Professional Role Implementation VIII: Role Synthesis
 NURS 4712, Seminar in Nursing

Total for Nursing 128

NOTE: In addition to the program requirements, students must meet the University and College graduation requirements.

This curriculum is subject to change to comply with national accreditation and the Arkansas State Board of Nursing.

SEE PAGE 324 FOR ELEANOR MANN SCHOOL OF NURSING (NURS) COURSES

DEPARTMENT OF REHABILITATION EDUCATION AND RESEARCH (RHAB)

Barbara B. Shadden
 Interim Department Head
 319 West Avenue Annex
 575-3658

The department of rehabilitation education and research offers the B.S.E. with a major emphasis in communication disorders. An M.S. with an emphasis in speech pathology, an M.S. in rehabilitation counseling, and a Ph.D. in rehabilitation, are also offered.

Rehabilitation Education (RHAB)

319 West Avenue Annex
575-3658

- University Professor Bolton
- Professors Anderson, Cook, Watson
- Clinical Assistant Professor Cochran
- Research Professors Boone, Schroedel
- Research Assistant Professors Miller, Wheeler-Scriggs

SEE PAGE 335 FOR REHABILITATION
EDUCATION (RHAB) COURSES

Communication Disorders (CDIS)

201 Speech and Hearing Clinic
575-4509

- Professor Shadden
- Associate Professor Toner
- Assistant Professor Henrickson
- Research Associate Aslin
- Instructors Edwards, McGehee

An undergraduate major in communication disorders leads to the B.S.E. degree and prepares students for graduate studies (master's level) in speech-language pathology and audiology.

The minimum requirements for all students in the College of Education and Health Professions are listed under general studies on page 154.

Admission to the B.S.E. Major Degree Program in Communication Disorders

All students declaring an undergraduate major in communication disorders are accepted as tentative candidates to the undergraduate program. However, formal admission to the program is limited. Students must apply for admission to the undergraduate B.S.E. degree program in communication disorders prior to taking junior- and senior-level classes in the major. Requirements for admission include the following:

- Completion of the admission application form.
- Junior status at the time that 3000-level courses will be taken.
- An overall minimum GPA of 3.0 over the first four semesters (50-60 hours) of college course work. Under special circumstances, students may petition the faculty to waive the 3.0 GPA requirement.
- Satisfactory completion of an admission interview with designated members of the faculty.

Students who do not meet admission criteria for the B.S. E. degree program in communication disorders in any given year may reapply in subsequent years.

HOURS

**Requirements for the program
in Communication Disorders**
General Studies, page 154 **47-50**
University Core, page 41 **35**
Communication Disorders Core **38**

CDIS 2253, Intro to Comm. Disorders
CDIS 3103, Introduction to Audiology
CDIS 3124, Normal Phonological and
Articulatory Processes and
CDIS 3120L, Phonetic Transcription
Lab
CDIS 3203, Articulation and Voice
Disorders
CDIS 3213, Anatomy and Physiology
of Speech and Hearing Mechanisms
CDIS 3223, Language Dev in Children
CDIS 3234, Intro to Clinical Practice and
CDIS 3230L, Clinical Observation Lab
CDIS 4133, Introduction to Aural Rehab
CDIS 4213, Intro to Speech and Hearing
Science
CDIS 4223, Language Disorders
in Children
CDIS 4253, Neurological Bases
of Communication
CDIS 4273, Comm Behavior and Aging

**Total for Communication
Disorders** **124**

SEE PAGE 271 FOR COMMUNICATION
DISORDERS (CDIS) COURSES

**DEPARTMENT OF VOCATIONAL
AND ADULT EDUCATION (VAED)**

Barbara E. Hinton
Department Head
100 Graduate Education Building
575-4758

- Professors Biggs, Dutton, Hinton, Thompson (C.)
- Associate Professors De Vore, Lyle, Orr, Park
- Assistant Professors Brooks, Nafukho, Thompson (D.)
- Visiting Assistant Professor Carder
- Instructors Snow, Wills

The University of Arkansas has been approved by the State Board for Workforce Education for the preparation of teachers, supervisors, and administrators in vocational education.

The two areas of concentrations in vocational education are as follows:

1. Business Education (BUED)
2. Family and Consumer Sciences (FCSE)

Adult Education (ADED)

Buel Lyle
Graduate Coordinator
112 Graduate Education Building
575-5119

- Professors Dutton, Hinton
- Associate Professor Lyle
- Assistant Professors Brooks, Nafukho, Thompson (D.)
- Visiting Assistant Professor Carder
- Adjunct Assistant Professor Lofton

SEE PAGE 259 FOR ADULT EDUCATION
(ADED) COURSES

Vocational Education (VOED)

**Professional Pre-Education Core
Requirements in Vocational Education**
HOURS

Curriculum and Instruction **9**
CIED 1002, Introduction to Education
CIED 1011, Intro to Education Practicum
CIED 3023, Survey of Exceptionalities
CIED 3033, Classroom Learning Theory

Educational Technology **3**
ETEC 2001, Educational Technology
ETEC 2002L, Educational Technology
Lab

Vocational Education **6**
VOED 3001, Orientation to VOED
VOED 4002, Intro to Professionalism
VOED 4013, Presentation Techniques

General Studies Requirements **56**
The general requirements for all undergraduate programs in the College of Education and Health Professions are found under general studies.

Technical Studies Requirements **50**
Technical studies requirements for students majoring in business education and family and consumer science education are listed below.

**Professional Education Requirements
for Master of Arts in Teaching
(M.A.T.)** **33**
See the *Graduate School Catalog*.

SEE PAGE 340 FOR VOCATIONAL
EDUCATION (VOED) COURSES.

Business Education (BUED)

Advisers: Fredrick Muyia Nafukho, Ok Park
Graduate Education Building
575-4758 or 575-4759

Completion of the Bachelor of Science in Education degree has two concentrations: non-licensure and licensure. Requirements for initial teacher licensure may be met by completing the B.S.E. and the Master of Arts in Teaching (M.A.T.) (See the *Graduate School Catalog*.) Refer to the College academic regulations, admission process for initial licensure for other requirements.

Basic Plan

In addition to the general studies (see note) and the 18-hour Professional Pre-Education Core, the following courses are required for a concentration in business education and upon completion of the Master of Arts in Teaching (M.A.T.) degree, will qualify the graduate for the teaching of business education courses excluding marketing and computer technology.

	HOURS
ACCT 2013, 2023, Introduction to Accounting Information I and II	6
BLAW 2013, Legal Environment of Business	3
ISYS 1121L, Intro to Computer Info Systems Lab	1
ISYS 2232, Business Info Systems	2
VOED 480V Problems in VOED (Keyboarding II)	3
ISYS 3000 level or above	3
VOED 480V Problems in VOED (Word Processing)	3
MGMT 1033, Introduction to Business or higher	3
MGMT 3563, Mgmt Concepts/Orgn Behavior or MKTT 3433, Principles of Marketing	3
VOED 3112, Vocational Student Orgn	2
VOED 380V, Supervised Work Experience	6
VOED 4122, Leadership Dev.	2
VOED 4303, Business Comm in Education	3
Business electives	10
Total	50

NOTE: ECON 2143 will satisfy the economics requirement in general studies and the prerequisite requirement for MKTT 3433. The minimum number of hours required to receive a baccalaureate degree at the University of Arkansas is 124 semester hours.

Computer Technology

The completion of the basic plan, including the Master of Arts in Teaching (M.A.T.), plus the following courses qualify the graduate for teaching computer technology courses:

	HOURS
Computer programming course	3
Computer elective must be at the 2000 level or above	3

Marketing

See adviser for requirements.

Family and Consumer Sciences Education (FCSE)

Advisers:
Cecelia K. Thompson
120 Graduate Education Building
575-2581

Bobbie T. Biggs
159 Graduate Education Building
575-6608

Students pursuing the Bachelor of Science in Education degree may select the family and consumer sciences education program concentration as a field of specialization in vocational education. Requirements for initial licensure may be met by completion of the B.S.E. and the Master of Arts in Teaching (M.A.T.) (See the *Graduate School Catalog*.)

In addition to the general studies and the 18-hour Professional Pre-Education Core, the following courses are required for a concentration in family and consumer sciences education.

	HOURS
Technical Requirements	55-56
HESC 1013, HESC 1023,	
HESC 2053 Clothing and Textiles	9
HESC 2112/2111L, HESC 2123,	
HESC 1213 or HESC 3204,	
Foods and Nutrition	9-10
HESC 1403, HESC 3402/3401L,	
HESC 2413 and HESC 4453,	
Human Development	12
HESC 4753, HESC 3763L,	
Consumer Education and Mgmt.	9
HESC 1501, Orientation to Human	
Environmental Sciences	1
CHEM 1074/1071L, Fundamentals	
of Chemistry	5
CHEM 2613/2611L, Organic	
Physiological Chemistry	4
ARTS 1003, Art Studio	3

NOTE: The minimum number of hours required to receive a baccalaureate degree at the University of Arkansas is 124 semester hours.

For professional education requirements for Master of Arts in Teaching (M.A.T.), see the *Graduate School Catalog* or see page 155 in this catalog.

Industrial and Technical Education (ITED)

Advisers:
Jack B. DeVore, Jr.
Phil Gerke
James E. Snow
Dale E. Thompson
Fred A. Wills

Graduate Education Bldg.
575-4758

Students pursuing the Bachelor of Science in Education degree may select the industrial and technical education program, which has two concentrations designed for working adults. Students seeking entry to either of these concentrations should contact department faculty, administrators, or the Boyer Advising Center.

Performanced-Based Teacher Education (PBTE) Concentration

This concentration should be selected by incumbent (in service) trade and technical instructors who desire to obtain a Bachelor of Science in Education degree or become certified as a master instructor in the post-secondary vocational and secondary school systems. PBTE Concentration utilizes the Performance-Based Teacher Education modules and is field-based.

Human Resource Development (HRD) Concentration

This concentration is designed for adult learners already in the workforce with several years of work experience and permits credit for documented experiential learning. This plan is an extended concentration offered by the University of Arkansas, Fayetteville, at off-campus locations via distance learning technology on a two-year rotation plan. Details can be found on the Web at <<http://www.uark.edu/hrd>>.

Residency Requirement for PBTE Concentration

The residency requirement for the PBTE Concentration specifies that at least six semester hours of course work must be completed on campus, with an additional six semester hours taken at a location in the state taught by UA, Fayetteville, faculty.

	HOURS
Human Resource Development Concentration Technical Requirements	33
Credit may be earned through documented prior work and experiential learning. Applicants will be required to present extensive portfolio documentation of experiential learning and prior work-related experience following a standardized format as suggested by the Council for the Advancement of Experiential Learning (CAEL). Credit may be granted upon, but not limited to, the following: senior employee-level work experience in business and industry, armed forces, prior training and formal learning experiences, ACE/PONSI credits, NOCTI testing, SHRM certification, and CEUs. Applicants must qualify for at least 15 hours of experiential learning credit. Students not qualifying for the full 33 hrs of experiential credit will be required to take courses from the approved HRD list.	
Human Resource Development Professional Courses	33
VAED 3113, VAED 3123, VAED 3133, VAED 3213, VAED 4113, VAED 4133, VAED 4213, VAED 4233	24
ITED 459V, Industrial Internship (Workplace based)	12
General Studies Requirements	55
Total	124

SEE PAGE 311 FOR INDUSTRIAL AND TECHNICAL EDUCATION (ITED) COURSES

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS HONORS PROGRAM (HNED)

Joyce C. Graening
Director
HPER 308Y
575-2899

The College of Education and Health Professions honors program is designed to enable undergraduate students in the College who have demonstrated potential for outstanding scholastic achievement an opportunity to broaden and deepen their liberal and professional education. Honors Program students are also eligible to take honors courses in other colleges.

The experience in the honors program includes, but is not limited to, enrollment in

honors courses, an honors seminar, and a required undergraduate thesis/project. Incoming freshmen who meet one of the following three requirements will be invited to participate in the honors program; however, each student must file a formal application to be enrolled.

1. An ACT composite score of 27 or better
2. An SAT score of 1150
3. Rank in the top 5% of their high school graduating class.

Eligibility for continued enrollment in the honors program will be based on the following cumulative minimum grade-point averages.

1. At the end of freshman year (30 hours) - 3.25 GPA
2. At the end of sophomore year (59 hours) - 3.37 GPA
3. At the end of the junior year (93 hours) - 3.50 GPA

It is desirable and strongly advised that students enter the honors program as freshmen. However, other students may make application to participate if they meet requirements for admission and for continued enrollment eligibility. They must still meet all program requirements before graduation.

Transfer students may enter the honors program based on the admission and eligibility requirements above and their cumulative grade-point average from the previous college.

At the end of each semester, the director of the College of Education and Health Professions honors program will review the academic records of all enrolled honors students to determine whether each one has the cumulative grade-point average to continue in the program. If a student has become ineligible, he or she will be sent a letter regarding status and requiring the student to drop all honors courses for which he or she is registered the following semester. The ineligible student's file will be flagged "probationary status." An honors student may stay on probationary status for only one semester without being dropped from the honors program. At the end of the probationary semester, the student's cumulative grade-point average will be reviewed. The student will be re-instated to good standing in the honors program or dropped permanently from the program.

The course and grade requirements for completion of the College of Education and Health Professions honors program are as follows:

1. Completion of 18 hours of honors credit. Only six of which may be taken outside the College of Education and Health Professions.

The following courses are required:
HNED 1001H, Honors Leadership Skills
HNED 3923H, Honors Education Seminar (6 hrs of seminar required.)
HNED 3001H, Honors Education Thesis Tutorial
HNED 4003H, Honors Education Thesis/Project
2. Graduation with a minimum GPA of 3.50.

NOTE: Successful completion of the College Honors program is different from graduation with honors. Please refer to the previous section on graduating with honors.

SEE PAGE 306 FOR COLLEGE OF EDUCATION AND HEALTH PROFESSIONS HONORS PROGRAM (HNED) COURSES

