

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
575-3082

Teacher Education/Licensure

8 Peabody Hall
575-6740

Honors Program

8 Peabody Hall
575-4280

Speech and Hearing Clinic

410 Arkansas Avenue
575-4509

Sylvia Hack Boyer Center for Advising

8 Peabody Hall
575-4203

Dean

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

Associate Dean for Academic Affairs

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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 scholar-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 five academic units:

1. Curriculum and Instruction
 - Elementary/Childhood Education
 - Middle Level Education
 - Secondary Education
 - Special 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, Human Resources and Communication Disorders
Adult Education
Communication Disorders
Rehabilitation Counseling
Vocational Education

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 for administration, distance education center and educational statistics laboratory are housed in the Graduate Education Building.

Peabody Hall houses several classrooms, offices for individual professors, the Sylvia Hack Boyer Center for Student Services, and the associate dean for academic affairs' office. 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, a climbing wall, 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 practica 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 accom-

modations 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 State Board of Education accredits the teacher education program at the University. Students who complete the approved program of study leading to initial licensure 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 PRAXIS I and PRAXIS II exams; 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 (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496; Web: <www.ncate.org>. This accreditation covers the initial teacher preparation programs and/or advanced educator preparation programs including pre-kindergarten through elementary school teachers, middle-school teachers, secondary-school teachers, and school service personnel, which includes administrators and school counselors. 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 be recommended for licensure in states that agree to certify graduates who are recommended by the College of Education and Health Professions as having fulfilled its requirements.

The teacher education program submits data to Educational Testing Service for its Title II Report. According to data from this report, there were 106 teacher education program completers for the University of Arkansas in 2000-2001. Of these, 100 percent passed the PRAXIS II test by the cut-off date.

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 counselor education graduate program is nationally accredited through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). 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.

CURRICULA OFFERED FOR INITIAL LICENSURE

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.

Teacher Licensure and Licensure of other School Personnel

The approved program of study for initial teacher licensure at the University of Arkansas, except for Music and Art education, is the Master of Arts in Teaching (M.A.T.) degree program. The M.A.T. degree program is offered in consecutive summer, fall, and spring semesters with initial enrollment in the summer semester. The M.A.T. is a graduate degree program and requires a minimum of 33 semester hours. The M.A.T. degree program has six areas of emphasis: agriculture education, childhood education, middle level education, physical education, secondary education, and vocational education. Consult the Admission Process for Initial Teacher Licensure Stages I-IV on page 171 and the Graduate School catalog for admission and graduation requirements for the M.A.T. degree program.

The State Board of Education issues the regulations governing the licensure of teachers in Arkansas. The Board specifies minimum cut-off scores for the PRAXIS I and PRAXIS II exams. Each application for a teacher's license or a request to add an additional license or endorsement area requires completion of an approved program of study and documentation of passing the PRAXIS exams. Those wishing to add an additional license or endorsement should contact the Coordinator of Teacher Education for the approved program of study.

The Bumpers College of Agriculture, Food and Life Sciences, College of Education and Health Professions, Fulbright College of Arts and Sciences, and the University Teacher Education Board for Initial Certification have developed the preparation programs leading to initial teacher licensure. The Coordinator of Teacher Education will recommend students for initial teacher license who have submitted the licensing packet and successfully completed the appropriate approved program and all state licensure requirements. Licensure packets may be obtained from the Coordinator of Teacher Education, 8 Peabody Hall, telephone (479) 575-6740 or from the Arkansas Department of Education (501) 582-4342. Students must follow the licensure guidelines as set forth by the Arkansas Department of Education. Consult the Coordinator of Teacher Education for licensure changes.

ACADEMIC REGULATIONS FOR PROFESSIONAL EDUCATION PROGRAMS

Admission Process for Initial Licensure

Stage I: Enroll 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.
- Elementary Education – B.S.E.
- Human Environmental Sciences Education – B.S.H.E.S.
- Kinesiology K - 12 – B.S.E.
- Middle Level Education – B.S.E.
- Music Education – B.M.
- Secondary Education – B.A., B.S.
- Vocational Education – B.S.E.

Stage II: Complete an Evaluation for Internship by October 1 of senior year. Art and Music students should complete the evaluation by October 1 prior to a fall internship and by March 1 prior to a spring internship.

This form is available from the College of Education and Health Professions Web site. The form must be completed and returned to the Coordinator of Teacher Education, 8 Peabody Hall.

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

1. Successfully complete the PRAXIS I test by meeting or exceeding the Arkansas Department of Education cut-off scores. This test should be taken after the student has completed 30 credit hours and upon completion of ENGL 1013, ENGL 1023, and MATH 1203.
 2. Obtain a "C" or better in the following pre-education core courses: CIED 1002, CIED 1011, CIED 3023 (PHED 3903 for KINS K-12 majors), CIED 3033, ETEC 2001, ETEC 202L. For Middle Level Education and Elementary Education a minimum of "C" or higher must be earned in ENGL 1013, ENGL 1023, ENGL 2003, COMM 1313, and MATH 1203 unless UA exemption is earned in one or more of the courses.
 3. Obtain a "C" or better in the six hours of program-specific courses (see your adviser for information).
 4. Schedule a visit with your adviser for additional requirements including admission to upper-division courses.
 5. Consult with your adviser regarding PRAXIS II requirements.
 6. Earn a cumulative GPA of 2.70 or higher in the undergraduate degree program (special conditional admission will be considered on a case-by-case basis for students with a GPA between 2.5 and 2.69. Some programs require a higher GPA. Consult your adviser for the GPA requirements for your program.
 7. Complete the Evaluation for Internship. Satisfactory completion of this form 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 the internship. Please contact the Coordinator of Teacher Education, 8 Peabody Hall, for more information.
- Stage III:** Admission to M.A.T. Degree Program
- The following minimum criteria are necessary to be eligible for consideration for admission: (Consult with your faculty adviser for additional requirements set by your program.)
1. Meet all requirements in Stages I and II.
 2. Complete an appropriate undergraduate degree program.
 3. Earn a cumulative GPA of 2.70 or higher in all previous courses completed as part of a bachelors degree program. Some programs require a higher GPA. Consult your adviser for the GPA requirements for your program.
 4. Be admitted to Graduate School. (See *UA Graduate School Catalog* for details.)
 5. Obtain recommendation for admission from M.A.T. program area based on successful completion of portfolios, evaluation for internship, GPA requirements, course work requirements, selected written recommendations, an interview, and other requirements specified by your program.
 6. Have signature on file with the Coordinator of Teacher Education documenting agreement with the requirements listed in the M.A.T. handbook. This must be done prior to internship.
- Enrollment in each cohort will be limited. Transfer students will be allowed to enter the program on a space available basis and must progress through all three admission stages.
- Stage IV:** Graduation requirements for the Master of Arts in Teaching (M.A.T.)
1. Meet all requirements in Stages I – III.
 2. Obtain a minimum cumulative GPA of 3.00.
 3. Complete a minimum of 33 graduate semester hours as specified by program area.
 4. Satisfactorily complete internship. The internship will be completed at an approved school/district in Benton or Washington counties that has been approved by the Northwest Arkansas Partnership Steering Committee.
 5. 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.
 6. Pass comprehensive exam.
 7. Have adviser complete program of study form.
 8. Apply for degree at the Graduate School, 119 Ozark Hall.

Licensure

Students who have completed the Stages listed above must obtain a licensure packet from the Coordinator of Teacher Education, Peabody Hall, Room 8, prior to entering internship.

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

NOTE: Students who have completed the B.M. or B.F.A. in music or art education and have completed the internship may obtain the licensure packet from the Coordinator of Teacher Education, Peabody Hall, Room 8.

Usually licensure in another state is facilitated by qualifying for a license in Arkansas. An application in another state must be made on the application form of that state, which can be obtained by request from the State Teacher Licensure office in the capital city. An official transcript should accompany the application. In many instances the applications are referred to the Coordinator of Teacher Education to verify program completion in teacher education.

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-submitting their registration 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 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.

UNIVERSITY TEACHER EDUCATION BOARD FOR INITIAL CERTIFICATION

The University Teacher Education Board for Initial Certification is composed of the associate deans; 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.

DEGREES OFFERED

The College of Education and Health Professions offers curricula 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 require-

ments 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 for Academic Affairs, 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:

- Kappa Delta Pi is an honor society for those interested in the field of education
- Phi Delta Kappa is an honor fraternity for graduate students
- Association for Childhood Education for elementary 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 Academic Affairs
E-Mail: bcss@uark.edu

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 Academic Affairs, Coordinator of Teacher Education, Director for Academics and Accreditation, Director of Advising, the Director of Student Affairs and Diversity, the College's advising center, and placement services.

Students who have 45 hours or less are assigned an academic adviser in the Boyer Center who will assist them 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, teacher licensure, admission to the M.A.T., placement services, student services, and administrative procedures can be directed to the Boyer Center, Peabody Hall, Room 8.

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. Contact the Director of Academics and Accreditation, Peabody Hall, Room 8, for more information.

GRADUATION REQUIREMENTS

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

The candidates for a baccalaureate 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 does not result in credit earned. The students 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 degree programs.

Students must also meet all other University Requirements for Graduation, including the University Core requirements (page 44). Students are required to have a pre-graduation check at least one semester prior to graduation. Students who complete the pre-graduation check and meet all University and College of Education and Health Professions requirements, may apply for graduation under the guidelines detailed on page 45. All course work, University requirements, and College requirements must be complete by the deadline for the term in which you applied. Students not graduating in spring, but wishing to walk in the spring commencement ceremony, must apply for graduation by the established priority deadline for the spring term and have no more than 12 hours of course work remaining for the baccalaureate degree. For clarification, please contact the Boyer Center, Peabody Hall, Room 8, at 575-4203.

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; see page 43)	
Literature	3
(Teacher education majors must choose from American, English or World Literature)	
Social Sciences	12
(See University Core requirements, page 44;	

3 hours must be U.S. history or government; 3 hours must be PSYC 2003)	
Communication	3
(Speech - COMM 1313) Fine Arts, Humanities (See University Core requirements, page 44)	6
Science	8
(Two courses with laboratories. See University Core requirements, page 44). Four hours of biological science and four hours of physical science are required for teacher education majors.	
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, and speech-language pathology are also offered.

The Educational Specialist degree is undifferentiated but has six areas of specialization: adult education; counselor education; curriculum and instruction, educational administration; higher 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.

The Graduate School awards the graduate degrees. 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.

Departments, Degree Programs and Courses

DEPARTMENT OF CURRICULUM AND INSTRUCTION (CIED)

Tom E. C. Smith
Department Head
200 Graduate Education Building
575-4209
E-Mail: bcss@uark.edu

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

The Department of Curriculum and Instruction sponsors initial teacher licensure programs in the areas of childhood education, middle school education and secondary 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 267 FOR CURRICULUM AND INSTRUCTION (CIED) COURSES

ELEMENTARY EDUCATION

- Professor Sullivan
- Associate Professors Collier, Imbeau, Lefever-Davis, McGee
- Assistant Professors Beller, Collins, 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 (Pre-kindergarten 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 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 2.50 or better at the University of Arkansas or on transfer hours
- Successfully pass the PRAXIS I

Stage 2: Program Advisement

- Register for and complete screening (participating in an oral interview with program faculty and providing a copy of PRAXIS I passing scores) in the **first** semester advised by elementary education program faculty.
- Eligibility to enroll in subsequent program courses is contingent upon successful screening as well as meeting ALL Stage 1 requirements.
- Establish a GPA of 2.7 or better

Stage 3: Admission to Undergraduate Teacher Education Program

- Eligibility to enroll in upper-division classes (CIED 3103, CIED 3113, CIED 4128, CIED 4113, and CIED 4101) is based on successfully meeting all Stage 2 requirements and maintenance of 2.70 or better GPA.

NOTE: All professional education courses in CIED must have a grade of “C” or better. Passing PRAXIS I scores and a GPA of 2.7 or better are required for enrollment in upper-division (senior year) professional education courses. CIED 3103 and CIED 3113 are only offered during the fall semester. CIED 4128, CIED 4113, and CIED 4101 are only offered during the spring semester. No teaching methods courses may be taken by correspondence.

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 MATH 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	
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. A passing score on the PRAXIS II Early Childhood Education test is a requirement to begin the M.A.T. A passing score on the PRAXIS II Principles of Learning and Teaching: Grades K-6 test is a requirement to graduate from the M.A.T. Other specific application procedures and selection criteria are available in the Department of Curriculum and Instruction, Graduate Education Building, Room 201 or from Childhood Education faculty advisers.

SEE PAGE 280 FOR ELEMENTARY EDUCATION (ELED) COURSES

MIDDLE-LEVEL EDUCATION

- Professors Graening, Totten
- Associate Professors Johnson, Morrow
- 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 appreciation 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 licensure 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:

	HOURS
General Studies (College & University core requirements) English composition, literature, social sciences, communication, science, mathematics, health and wellness, and fine arts and humanities.	47-50
Pre-Education Courses	24
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)	
12 Hours Designated by Program: The Emerging Adolescent (CIED 3053), Introduction to Middle-Level Principles and Methods (CIED 3043), Early Adolescent Literature (CIED 3073), 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 3053) (Prerequisites: CIED 1002/1011, PSYC 2003; pre- or corequisite: CIED 3033)	3
Introduction to Middle-Level Principles and Methods (CIED 3043) (Prerequisite: CIED 3053)	3
Early Adolescent Literature (CIED 3073) (Prerequisite: CIED 3043; corequisite: (CIED 3063)	3
Literacy Strategies for Middle-Level Learners (CIED 3063) (Prerequisite: CIED 3043; corequisite: CIED 3073)	3

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)

General Studies

	HOURS
English 1013, ENGL 1023, or ENGL 2003 or exempt with test.	9
Literature (American, 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, and 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 (4 hours of biological and 4 hours of physical science are required for all students entering M.A.T. program)	8
Mathematics (College Algebra or above)	3
Health and Wellness (HLSC 1002, Wellness Concepts and PEAC 1621, Fitness Concepts)	3
Electives (defined by program)	
Total Hours Required for General Studies	47-50

Pre-education Core Requirements	12
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 3053, The Emerging Adolescent	3
CIED 3043, Introduction to Middle-Level Principles and Methods	3
CIED 3073, Early Adolescent Literature	3
CIED 3063, Literacy Strategies for Middle-Level Learners	3
Designated by Middle-Level program	12
Total Hours for Pre-education Core	24

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
	HOURS
English/Social Studies	
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 18th Century Literature	
3-hour course above 3000-level selected from 19th Century, 20th 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	
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	
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

Math/Science		HOURS
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		
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.		
Admission requirements for the Middle Level M.A.T. degree program for initial licensure are as follows:		
The Master of Arts in Teacher (M.A.T.) degree program in Middle Level Education is a 34-semester hour program. The M.A.T. degree is the initial licensure program for students at the University of Arkansas,		

Prerequisites to the M.A.T. Degree Program: Students will be selected up to the maximum number designated for each cohort area of emphasis.

Admission Requirements:

1. Completion of the pre-education core on page 176 with a minimum of "C" in all courses
2. Completion of all prerequisite courses in teaching field
3. Passing Scores on PRAXIS I
4. Satisfactory completion of Evaluation for Internship
5. Completion of a B.S.E. in Middle Level Education (Social Studies/English, English/Social Studies, Math/Science, or Science/Math)
6. Cumulative GPA of 3.00 in all previous courses
7. Admission to the Graduate School
8. Admission to the Teacher Education Program
9. Recommendation from the Department of Curriculum and Instruction based upon:
 - a. Middle level writing assessment
 - b. Interview with middle level education faculty and public school administrators and faculty
 - c. Portfolio

SEE PAGES 267 FOR MIDDLE LEVEL EDUCATION (CIED) COURSES

SECONDARY EDUCATION (SEED)

- Professors Besonen, Farah, Graening, Taylor, Totten
- Associate Professors Morrow, Wavering
- Assistant Professor Lincoln

Secondary Schools Program

Students certifying to teach in grades 7-12 will receive a degree from the J. William Fulbright College of Arts and Sciences with a specialization in one of the following areas: anthropology, biology, chemistry, communication, drama, economics, English, foreign language, geography, geology, history, journalism, mathematics, physics, political science, psychology, sociology, 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 2002L, 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.

Secondary Education M.A.T. Application Process

I. Preliminary Admissions

Students complete a preliminary admissions form at the end of CIED 1002/1011 indicating teaching field intent, anticipated date to enter M.A.T., GPA (including transfer work) and completion of PRAXIS I. Students who transfer CIED 1002/1011 from another institution must complete the form at the time of first enrollment.

II. Candidacy Status

1. Complete Evaluation for Internship by October 1.
2. File Graduate School Application by November 1.
3. Complete admission screening interview (to be scheduled early in the Spring semester).
4. At the time of the interview, candidates must have a GPA of 2.70, have passed the PRAXIS I, submitted three letters of reference, and submitted a portfolio. Foreign language majors must submit proof of having passed the foreign language proficiency exam.
5. The list of students will be reduced to 50 at this time.
6. The probationary status will include the content specific courses of the spring semester, plus the first 6 hours of the MAT taught during the summer term. The number admitted into specific teaching fields will be determined by both availability of internship spaces in the public schools with Cohort Partnership agreements and job market potential. However, meeting or exceeding minimum requirements does not guarantee acceptance into the M.A.T.
7. 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 330 FOR SECONDARY EDUCATION (SEED) COURSES

SPECIAL EDUCATION (SPED)

- Professor Gartin, Smith
- Associate Professor Imbeau
- Assistant Professor Collins
- 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 331 FOR SPECIAL EDUCATION (SPED) COURSES

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

Position Open
 Department Head
 234 Graduate Education Building
 575-4207
 E-Mail: bcss@uark.edu

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.

gy. 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
- Assistant Professor Newgent
- Instructor Rogers-Stephen

SEE PAGE 270 FOR COUNSELOR EDUCATION (CNED) COURSES

EDUCATIONAL ADMINISTRATION (EDAD)

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

SEE PAGE 279 FOR EDUCATIONAL ADMINISTRATION (EDAD) COURSES

EDUCATIONAL TECHNOLOGY (ETEC)

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

SEE PAGE 286 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 295 FOR HIGHER EDUCATION (HIED) COURSES

EDUCATIONAL FOUNDATIONS (EDFD)

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

SEE PAGE 280 FOR EDUCATIONAL FOUNDATIONS (EDFD) COURSES

DEPARTMENT OF HEALTH SCIENCE, KINESIOLOGY, RECREATION, AND DANCE

Sharon Hunt
Department Head
306 HPER Building
575-2857
E-Mail: bcass@uark.edu

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 277 FOR DANCE ACTIVITY (DEAC) COURSES

HEALTH SCIENCES (HLSC)

- University Professor Young
- Associate Professors Jones (C.), Turner
- Visiting Assistant Professors 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 44 and the College of Education and Health Professions requirements as listed on page 173. 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, 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 297 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, Vardiman
- Lecturer Mears

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 44 and the College of Education and Health Professions requirements as listed on page 173. 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 the stages of admission for initial licensure as listed on page 171, 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 interested in obtaining an endorsement in coaching should contact the Coordinator of Teacher Education, Peabody Hall room 8. Students planning on applying for other post-baccalaureate programs should inquire as to prerequisite requirements. Students planning on a major in kinesiology with a concentration in exercise science (concentrations II, III, IV, or V) must earn a grade of “C” or better in KINS 3153, KINS 3353 and KINS 3533. A minimum of 124 semester hours is 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

Required general studies for the Kinesiology Major	HOURS
CHEM 1103/1101L/1100D, University Chemistry I or, for K-12 Concentration only, any 4-hour State Minimum Core chemistry with lab	8
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

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-Education Core 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 available course choices) or other adviser-approved electives	

The fifth-year program in the K-12 Concentration consists of 33 hours of graduate courses including student teaching internship and a comprehensive exam. Successful completion 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.)

Exercise Science Core	HOURS
Requirements for Kinesiology (Exercise Science)	40
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 AGECE 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.)

SEE PAGE 304 FOR KINESIOLOGY (KINS) COURSES

PHYSICAL EDUCATION ACTIVITIES (PEAC) BASIC INSTRUCTION IN PHYSICAL EDUCATION (PEAC)

SEE PAGE 318 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 administrators, or work in YMCAs, Boys and Girls Clubs or other youth serving agencies. Graduates 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 professional 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 concentrations 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 44 and the College of Education and Health Professions requirements as listed on page 173. 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. This minor could enhance future career opportunities.

Curriculum for a Major in Recreation

	HOURS
Required General Studies for the Recreation Major PLSC 2003, American National Government SOC1 2013, General Sociology	6
Recreation Core	51
RECR 1003, Professional Foundations of Leisure RECR 1023, Recreation and Natural Resources RECR 201V, Recreation Practicum (three one-credit experiences) RECR 2063, Commercial Recreation and Tourism Enterprise RECR 2813, Leadership Techniques in Recreation RECR 3833, Program Planning in Recreation RECR 3843, Planning, Design and Maintenance for Recreation RECR 3853, Leisure Behavior RECR 3873, Sport and Recreation Risk Management RECR 4003, Innovative Practices in Recreation RECR 4013, Contemporary Issues in Leisure RECR 4083, Research and Evaluation in Recreation RECR 4093, Fundamentals of Therapeutic Recreation RECR 440V, Internship (9 hours) HLSC 3633, First Responder-First Aid	
Directed Study Concentration Selected with help from an academic adviser from the recreation faculty.	18-21

Curriculum for a Minor in Recreation

	HOURS
Minor Requirement	15
RECR 1003, Professional Foundations of Leisure RECR 2813, Leadership Techniques in Recreation RECR 3833, Program Planning in Recreation RECR 3873, Sport and Recreation Risk Management RECR elective course selected to compliment major (see adviser)	

SEE PAGE 327 FOR RECREATION (RECR) COURSES

ELEANOR MANN SCHOOL OF NURSING (NURS)

Marianne Neighbors
Interim Director
217 Ozark Hall
575-3904
E-Mail: bcass@uark.edu

- Professor Neighbors
- Associate Professors Barta, 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 that 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 that 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 pro-

vides 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 University of Arkansas, 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 (American Heart Association program) 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 with fingerprinting 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 health-care providers (American Heart Association course). 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 Advisement 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) to meet State Core	
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 Standards.

SEE PAGE 316 FOR ELEANOR MANN SCHOOL OF NURSING (NURS) COURSES

DEPARTMENT OF REHABILITATION, HUMAN RESOURCES AND COMMUNICATION DISORDERS (RHRC)

Barbara E. Hinton
 Department Head
 GRAD 100
 575-4758
 E-Mail: bhinton@uark.edu

Ok. D. Park
 Coordinator of Graduate Studies
 GRAD 112
 575-4758
 E-Mail: okpark@uark.edu

The department of rehabilitation, human resources and communication disorders offers the B.S.E. with an emphasis in vocational education and the B.S.E. in communication disorders. An M.Ed. in adult education, M.Ed. in vocational education, M.A.T. in vocational education, M.S. with an emphasis in speech pathology, M.S. in rehabilitation, Ed.S. in adult education, Ed.S. in vocational education, Ed.D. in adult education, Ed.D. in vocational education, and Ph.D. in rehabilitation are also offered.

ADULT EDUCATION (ADED)

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

SEE PAGE 249 FOR ADULT EDUCATION (ADED) COURSES

COMMUNICATION DISORDERS (CDIS)

201 Speech and Hearing Clinic
575-4509

- Professor Shadden
- Associate Professor Toner
- Assistant Professors Henrickson, Hagstrom
- Research Associate Aslin
- Instructors 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 173.

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.

Requirements for the program in Communication Disorders

	HOURS
University Core and General Studies, page 44, 173	47-50
Communication Disorders Core	38
CDIS 2253, Introduction to Communicative 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 Development in Children	
CDIS 3234, Introduction to Clinical Practice and CDIS 3230L, Clinical Observation Laboratory	
CDIS 4133, Introduction to Aural Rehab	
CDIS 4213, Introduction to Speech and Hearing Science	
CDIS 4223, Language Disorders in Children	
CDIS 4253, Neurological Bases of Communication	
CDIS 4273, Communication Behavior and Aging	
Electives to meet 124 hours	36-39

Total for Communication Disorders 124

SEE PAGE 262 FOR COMMUNICATION DISORDERS (CDIS) COURSES

REHABILITATION (RHAB)

GRAD 100
575-4758

- University Professor Roessler
- Professors Anderson, Cook, Watson
- Research Professors Boone, Schroedel
- Assistant Professor Williams
- Research Assistant Professors Cantrell, Capella, Cochran, Miller, Wheeler- Scruggs

SEE PAGE 328 FOR REHABILITATION (RHAB) COURSES

VOCATIONAL EDUCATION (VOED)

- Professors Biggs, Hinton, Thompson (C.)
- Associate Professors De Vore, 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)

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
EETEC 2001, Educational Technology	
EETEC 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 under-graduate 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 333 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, ACCT 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)

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

Students pursuing the Bachelor of Science in Education degree may select the family and consumer sciences education program concentra-

tion 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 Management	9
HESC 1501, Orientation to Human Env. 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 171 in this catalog.

INDUSTRIAL AND TECHNICAL EDUCATION (ITED)

Advisers:
 Jack B. DeVore, Jr.
 102 Graduate Education Building
 575-7285
 Phil Gerke
 117 Graduate Education Building
 575-4690
 James E. Snow
 103 Graduate Education Building
 575-7354
 Dale E. Thompson
 111 Graduate Education Building
 575-6640
 Fred A. Wills
 109 Graduate Education Building
 575-5114

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.

Human Resource Development Concentration

	HOURS
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 302 FOR INDUSTRIAL AND TECHNICAL EDUCATION (ITED) COURSES AND PAGE 333 FOR VOCATIONAL AND ADULT EDUCATION (VAED) COURSES

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS HONORS PROGRAM (HNED)

Boyer Center for Student Services
8 Peabody Hall
575-4203
E-Mail: bcss@uark.edu

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 require-

ments 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 28 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
4. At graduation - 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 12 hours of honors credit. Only six of which may be taken outside the College of Education and Health Professions. The following courses are required:
 - 6 hours of Honors sections of core classes taken from Arts and Sciences
 - 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 298 FOR COLLEGE OF EDUCATION AND HEALTH PROFESSIONS HONORS PROGRAM (HNED) COURSES