Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO: Graduate Council
    Teacher Education Council

FROM: Center for Leadership and Learning

DATE SUBMITTED: September 26, 2011

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>Mona Chadwick</td>
<td>9-26-11</td>
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<tr>
<td>Dr. Mona Chadwick</td>
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<tr>
<td>Dean</td>
<td>Mary B. Gunter</td>
<td>9-26-11</td>
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<tr>
<td>Dr. Mary B. Gunter</td>
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<tr>
<td>Teacher Education Council (if applicable)</td>
<td>Erikson Chry</td>
<td>11-3-11</td>
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<tr>
<td>Graduate Council (if applicable)</td>
<td>Mary B. Gunter</td>
<td>11-15-11</td>
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<tr>
<td>Registrar</td>
<td>Tommy Lucas</td>
<td>10-24-11</td>
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<tr>
<td>Vice President for Academic Affairs</td>
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Program Title: Master of Education in Educational Leadership

Effective Date: January 2012

Outline change in program and attach curriculum matrix: Under this change, one course, EDLD 6303 will be deleted and one course, EDLD 6992, Professional Portfolio, will be reduced from 2 hours to 1 hour. These changes will result in a minor revision in the program hours required, reducing the program from 38 hours to 34 hours.

What impact will the change have on staffing, on other programs and space allocation? None

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. The two program changes requested are a result of the current state of the discipline with the adoption of the ISLLC 2008: Standards for School Leaders. These standards call for the integration of technology across the discipline in lieu of a stand-alone technology course. In addition, with the conversion of the exit portfolio to an electronic format along with the integration of artifact
development throughout the program of study, the two hour course is not necessary for the final completion of the portfolio. Thus, the request for a change of the course from a two hour to a one hour portfolio course is part of the program change.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

None

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

<table>
<thead>
<tr>
<th>Summer Start Curriculum Matrix for Catalog</th>
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<tbody>
<tr>
<td>Curriculum in  <strong>Educational Leadership</strong></td>
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<td>(enter title for program changing)</td>
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<tr>
<td>Summer 1 and Summer II Semester</td>
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<tr>
<td>EDLD 6013 School Organization and Leadership</td>
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<tr>
<td>EDLD 6203 Education and Society: Continuities and Discontinuities</td>
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<tr>
<td>Summer II</td>
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<tr>
<td>EDLD 6113 Action Research and Data Analysis</td>
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<tr>
<td>Total Hours: 9</td>
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<tr>
<td>Spring 1 Semester</td>
</tr>
<tr>
<td>EDLD 6352 Physical Environment of Schools</td>
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<tr>
<td>EDLD 6153 Communication with School and Community</td>
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<tr>
<td>Delete:</td>
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<td>Total Hours: 5</td>
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Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council
    Teacher Education Council

FROM: Center for Leadership and Learning

DATE SUBMITTED: September 26, 2011

REQUEST FOR COURSE CHANGE

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<tr>
<td>Vice President for Academic Affairs</td>
<td></td>
<td>10/24/11</td>
</tr>
</tbody>
</table>

Course Subject: EDLD
Cross-listed with Subject:

Official Title
Professional Portfolio

Request to change: (check appropriate box)
X Course Number
☐ Title
☐ X Course Description
☐ Cross-list
☐ Prerequisite/Co-requisite
☐ Grading
☐ Fee
X Other  Reduce from 2 hours to 1 hour

Effective Term: X Spring 2011 ☐ Summer I
New Course Number:
EDLD 6991

New Course Title (Limited to 30 characters including spaces):
Stays the Same: Professional Portfolio

New Course Description:
Add to current description: After completing this course, students who do not successfully present their portfolio the semester they are scheduled for review will be required to reenroll the semester they request to reschedule for review.

New Cross-list:
☐ Adding Cross-listing  ☐ Changing Cross-listing  ☐ Deleting Cross-listing
If adding or changing cross-listing, indicate course subject and number

New Prerequisite/Co-requisite:
☐ Elective  ☐ Major  ☒ Minor
If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. The CLL converted to an electronic portfolio two years ago. During this conversion time, students began to keep electronic artifacts throughout their program of study. The course in its original form was designed for a hard copy portfolio requiring more time in format and preparation at the conclusion of the program of study. Evidence from the past two years indicated the time needed to assist with the preparation is not as great, therefore, constituting the request to reduce the course from two hours to one hour.

Although most students complete their portfolios during their scheduled review time, there have been students who have deferred to another semester. In order to keep these students in the rotation of portfolio reviews, requiring students to be reenrolled in one hour of portfolio credit would allow the faculty to know when a student intends to reschedule and requires the student to be accountable for notification and completion.

How will the effect of the change be monitored in ongoing program assessment?
The portfolio is one of the assessment points in the ELCC (Educational Leadership Constituency Council) Accreditation of this program. Data is collected each semester. Data will be compared to portfolio data prior to this change to monitor the quality and completion rates for students.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.
None
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: Department of Biological Sciences
DATE SUBMITTED: 9/26/11

REQUEST FOR COURSE ADDITION

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Program Director</td>
<td>John Joly</td>
<td>9/26/11</td>
</tr>
<tr>
<td>Department Head</td>
<td>Charles Foy</td>
<td>9/27/11</td>
</tr>
<tr>
<td>Dean</td>
<td>Jeff Ratter</td>
<td>10/30/11</td>
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<tr>
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<tr>
<td>Registrar</td>
<td>Tommy Moody</td>
<td>10/30/11</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
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</tbody>
</table>

Course Subject: Fisheries and Wildlife (FW)  
Course Number: **FW 6033**

Cross-listed with Subject: None  
Course Number: None

Official Title (Limited to 30 characters including spaces):  
Practicum: **Conservation Management Practicum**

Mode of Instruction: (check appropriate box)  
☐ 01_Lecture/ ☐ 02_Lecture/Laboratory/ ☐ 03_Laboratory only/ ☐ 05_Practice Teaching/  
☐ 06_Internship/Practicum/ ☐ 08_Independent Study/ ☐ 10_Special Topics/ ☐ 12_Individual Lessons/  
☐ 13_Applied Instruction/ ☐ 16_Studio Course/ ☐ 17_Dissertation Research/ ☐ 18_Activity Course/  
☐ 98_Other

Effective Term: Fall 2012  
If course is required by major/minor, how frequently will course be offered? Each summer term.

Is this course repeatable for additional earned hours?  
Y / N  How many times? NA

Does this course require a fee? NO  
How much? NA  Type of fee? NA
If major or minor course, you must complete the Request for Program Change form.

Prerequisites: Completion of 8 graduate-level hours. Co-requisites: None

Grading: □ Standard Letter □ P/F □ Other (If other, please specify below)
Credit/Registered & Standard/Registered

For the proposed course, attach a syllabus that includes:
  a. Course subject, number and title
  b. Course description as to appear in catalog
  c. Course goals and/or objectives
  d. Course outline
  e. Methods of student performance assessment and evaluation
  f. Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No

How does this proposal support the University Mission or University Strategic Planning Goals?

Mission Statement:
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

The addition of a non-thesis option to the M.S. in Fisheries and Wildlife Science will offer an additional educational avenue for students interested in continuing their education beyond the B.S. degree. The new non-thesis option will be an innovative approach for those students that are interested in an advanced degree that does not emphasize research but focuses on conservation management, oral and written communication, and leadership skills.

This proposed required course for the MS Fisheries and Wildlife Science Degree (non-thesis option) is needed to provide management and leadership experience that is expected of natural resource conservation professionals graduating from Arkansas Tech University.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

This course will be required for all MS Fisheries and Wildlife Science (non-thesis) majors. The purpose of this course is to provide practical conservation management experience needed to produce successful professionals in the field of natural resource conservation.
How will the effect of the change be monitored in ongoing program assessment?

This course is designed to provide relevant practical experience as well as assess the effectiveness of the non-thesis masters program. It will provide the FW program advisors with immediate knowledge of the strengths and weaknesses of students in areas of conservation management. We could compare our assessments with assessments made by employers of our graduate students to assess the efficacy of the course in determining strengths and weaknesses of students.

The student will be evaluated by their conservation management supervisor as well as their advisor.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. NA
(Example Syllabus)
Practicum: Conservation Management
FW 6033

Instructor: Dr. John Jackson
McEver 114
Phone: 964-3226
Email: jjackson@atu.edu

Class Schedule: TBA

Text: None

Course Description: Individual student experience in the field of conservation management. The course will include a 2-day on-campus introduction, weekly conferences via distance delivery during the 4-week off-campus experience, and 3 days of on-campus presentations. The practicum cannot be initiated until the student has completed at least 8 graduate-level hours.

Course Goal/Objectives: The goal of this course is to provide students with conservation management experience through a directed practicum with a state, federal, or private conservation management agency. Specific course objectives include:

1. Development of practical conservation management skills applicable to state and federal natural resources agencies.
2. Demonstrate safety awareness and competence while implementing conservation management initiatives with minimal supervision.
3. Development of supervisory skills appropriate for directing implementation of conservation-related improvement plans in the field.
4. Gain experience in solving problems encountered while implementing conservation management initiatives independently and as a supervisor.

Grading Policy: Grades will be based equally (30% each) on participation in on-campus presentations and weekly conferences; a capstone Power-Point presentation for the class; and a written report. The instructor of record will also consult with the student’s practicum supervisor to evaluate work ethic and other aspects of on-the-job performance for the final 10% of the grade.
(Example Syllabus)
Conservation Management Practicum
FW 6033

Instructor: Dr. John Jackson
McEver 114
Phone: 964-3226
Email: jjackson@atu.edu

Class Schedule: TBA

Text: None

Course Description: Individual student experience in the field of conservation management. The course will include a 2-day on-campus introduction, weekly conferences via distance delivery during the 4-week off-campus experience, and 3 days of on-campus presentations. The practicum cannot be initiated until the student has completed at least 8 graduate-level hours.

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Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: Department of Biological Sciences
DATE SUBMITTED: 9/26/11

REQUEST FOR COURSE ADDITION

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<thead>
<tr>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Program Director</td>
<td>John Doe</td>
<td>9/26/11</td>
</tr>
<tr>
<td>Department Head</td>
<td>Charles Johnson</td>
<td>9/27/11</td>
</tr>
<tr>
<td>Dean</td>
<td>Jeff W. Roberts</td>
<td>2011 Sept 28</td>
</tr>
<tr>
<td>Graduate Council</td>
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<tr>
<td>Registrar</td>
<td>Mammy Moore</td>
<td>10/20/11</td>
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<tr>
<td>Vice President for Academic Affairs</td>
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</tbody>
</table>

Course Subject: Fisheries and Wildlife (FW)  
Course Number: FW 6043

Cross-listed with Subject: None  
Course Number: None

Official Title (Limited to 30 characters including spaces):  
Practicum: Conservation Research Practicum

Mode of Instruction: (check appropriate box)
□ 01_Lecture/ □02_Lecture/Laboratory/ □03_Laboratory only/□05_Practice Teaching/  
□06_Internship/Practicum/□08_Independent Study/ □10_Special Topics/ □12_Individual Lessons/  
□13_Applied Instruction/ □16_Studio Course/ □17_Dissertation Research/ □18_Activity Course/  
□98_Other

Effective Term: Fall 2012  
If course is required by major/minor, how frequently will course be offered? Each summer term.

Is this course repeatable for additional earned hours?  Y / N  How many times? NA

Does this course require a fee?  NO  How much?  NA  Type of fee? NA
☐ Elective  ☐ Major  ☐ Minor
If major or minor course, you must complete the Request for Program Change form.

<table>
<thead>
<tr>
<th>Prerequisites: Completion of 8 graduate-level hours.</th>
<th>Co-requisites: None</th>
</tr>
</thead>
</table>

Grading  ☐ Standard Letter  ☐ P/F  ☐ Other (If other, please specify below)
Credit/Registered & Standard/Registered

For the proposed course, attach a syllabus that includes:
  a. Course subject, number and title
  b. Course description as to appear in catalog
  c. Course goals and/or objectives
  d. Course outline
  e. Methods of student performance assessment and evaluation
  f. Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No

How does this proposal support the University Mission or University Strategic Planning Goals?

Mission Statement:
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

The addition of a non-thesis option to the M.S. in Fisheries and Wildlife Science will offer an additional educational avenue for students interested in continuing their education beyond the B.S. degree. The new non-thesis option will be an innovative approach for those students that are interested in an advanced degree that does not emphasize research but focuses on conservation management, oral and written communication, and leadership skills.

This proposed required course for the MS Fisheries and Wildlife Science Degree (non-thesis option) is needed to provide research and leadership experience that is expected of natural resource conservation professionals graduating from Arkansas Tech University.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

This course will be required for all MS Fisheries and Wildlife Science (non-thesis) majors. The purpose of this course is to provide relevant practical experience as well as conservation research experience...
needed to be successful professionals in the field of natural resource conservation.

<table>
<thead>
<tr>
<th>How will the effect of the change be monitored in ongoing program assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is designed to assess the effectiveness of the non-thesis masters program. It will provide the FW program advisors with immediate knowledge of the strengths and weaknesses of students in areas of conservation research. We could compare our assessments with assessments made by employers of our graduate students to assess the efficacy of the course in determining strengths and weaknesses of students.</td>
</tr>
<tr>
<td>The student will be evaluated by their conservation research supervisor as well as their advisor.</td>
</tr>
</tbody>
</table>

| If this course will affect other departments, a Departmental Support Form for each affected department must be attached. | NA |
(Example Syllabus)
Conservation Research Practicum
FW 6043

Instructor: Dr. John Jackson
McEver 114
Phone: 964-3226
Email: jjackson@atu.edu

Class Schedule: TBA
Text: None

Course Description: Individual student experience in the field of conservation research. The course will include a 2-day on-campus introduction, weekly conferences via distance delivery during the 4-week off-campus experience, and 3 days of on-campus presentations. The practicum cannot be initiated until the student has completed at least 8 graduate-level hours.

Course Goal/Objectives: The goal of this course is to provide students with conservation research experience through a directed practicum with a state or federal conservation agency or university researcher. Specific course objectives include:

1. Demonstrating proficiency in translating research objectives into appropriate systematic data collection.
2. Demonstrating leadership in directing field assistants in proper data collection techniques.
3. Managing/maintaining data that are collected in the field.
4. Formulating appropriate interpretations and/or management recommendations based on empirical, conservation-related, data.

Grading Policy: Grades will be based equally (30% each) on participation in on-campus presentations and weekly conferences; a capstone Power-Point presentation for the class; and a written report. The instructor of record will also consult with the student’s practicum supervisor to evaluate work ethic and other aspects of on-the-job performance for the final 10% of the grade.
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: Department of Biological Sciences
DATE SUBMITTED: 9/26/11

REQUEST FOR COURSE ADDITION

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<tr>
<td>Department Head</td>
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<td>9/27/11</td>
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<td>Dean</td>
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<td>2/21/2012</td>
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<td>Graduate Council</td>
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Course Subject: Fisheries and Wildlife (FW)  Course Number: FW 6101

Cross-listed with Subject: None  Course Number: None

Official Title (Limited to 30 characters including spaces): Comprehensive Exam

Mode of Instruction: (check appropriate box)
☐ 01_Lecture/ ☐ 02_Lecture/Laboratory/ ☐ 03_Laboratory only/ ☐ 05_Practice Teaching/
☐ 06_Internship/Practicum/ ☐ 08_Independent Study/ ☐ 10_Special Topics/ ☐ 12_Individual Lessons/
☐ 13_Applied Instruction/ ☐ 16_Studio Course/ ☐ 17_Dissertation Research/ ☐ 18_Activity Course/
☐ 98_Other

Effective Term: Fall 2012  If course is required by major/minor, how frequently will course be offered? Annually.

Is this course repeatable for additional earned hours? Y / N  How many times? NA

Does this course require a fee? NO  How much? NA  Type of fee? NA
If major or minor course, you must complete the Request for Program Change form.

Prerequisites: Completion of 24 graduate-level hours. Co-requisites: None

Grading: □ Standard Letter □ P/F □ Other (if other, please specify below)
Credit/Registered & Standard/Registered

For the proposed course, attach a syllabus that includes:
  a. Course subject, number and title
  b. Course description as to appear in catalog
  c. Course goals and/or objectives
  d. Course outline
  e. Methods of student performance assessment and evaluation
  f. Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. No

How does this proposal support the University Mission or University Strategic Planning Goals?

Mission Statement:
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The addition of a non-thesis option to the M.S. in Fisheries and Wildlife Science will offer an additional educational avenue for students interested in continuing their education beyond the B.S. degree. The new non-thesis option will be an innovative approach for those students that are interested in an advanced degree that does not emphasize research but focuses on conservation management, oral and written communication, and leadership skills.

This proposed required course for the MS Fisheries and Wildlife Science Degree (non-thesis option) is needed to evaluate the educational foundation that is expected of natural resource conservation professionals graduating from Arkansas Tech University.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

This course will be required for all MS Fisheries and Wildlife Science (non-thesis) majors. The student's advisory committee will administer both an oral and written comprehensive exam during the
student's final semester that tests fisheries and wildlife science knowledge base. The exam is needed to ensure graduates have needed skills and knowledge base to be successful professionals in the field of natural resource conservation. As such the course will be an assessment of the student’s abilities. However, we will also use the course to assess the program.

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<td>This course is designed to assess the effectiveness of the non-thesis masters program. It will provide the FW program advisors with immediate knowledge of the strengths and weaknesses of students that complete the non-thesis masters. We could compare our assessments with assessments made by employers of our graduate students to assess the efficacy of the course in determining strengths and weaknesses of students. The advisor will provide an assessment of student strengths and weaknesses determined from the examination.</td>
</tr>
</tbody>
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| If this course will affect other departments, a Departmental Support Form for each affected department must be attached. NA |
(Example Syllabus)

COMPREHENSIVE EXAM
FW 6101

Instructor: Dr. John Jackson
McEver 114
Phone: 964-3226
Email: jjackson@atu.edu

Class Schedule: TBA

Text: None

Course Description: Written and oral comprehensive exam that evaluates student knowledge of fisheries and wildlife science and conservation management. The exam is administered after completion of 24 graduate-level hours.

Course Goal/Objectives: The goal of this course is to evaluate student knowledge of fisheries and wildlife science and conservation management competency expected of successful professionals in the field. Specific expectations include:

1. Outline the scientific method as applied to conservation-related topics and specifically discuss pros and cons of various experimental designs.
2. Display proficiency in general statistical analyses commonly used by fisheries, wildlife, and conservation biologists.
3. Display proficiency general ecological concepts.
4. Display proficiency in fisheries science/management knowledge
5. Display proficiency in wildlife science/management knowledge
6. Display proficiency in conservation biology knowledge
7. Display proficiency in written communication skills
8. Display proficiency in oral communication skills

Grading Policy: Following instruction on the nature of the written examination (scope of breadth and depth), students will be afforded time to study prior to the exam date. Those who achieve satisfactory performance on the written exam will progress directly to scheduling the oral examination; whereas, individualized improvement plans will be developed for the other students who must re-test before they are allowed to schedule an oral exam.

Satisfactory completion of both examinations, will result in a passing traditional letter grade or a "P" which is required to apply the course credit to the Conservation Option of the M.S. degree in Fisheries and Wildlife Science. Those who do not demonstrate passing performance will receive a grade of "F" or "CR" at the instructor’s discretion and will be afforded only one opportunity to re-enroll for grade improvement.
Arkansas Tech University
PROPOSAL FOR NEW PROGRAM

TO: Graduate Council
FROM: Dr. Charles Gagen, Department of Biological Sciences
DATE SUBMITTED: 9/23/2011

REQUEST FOR NEW PROGRAM (Addition of Major, Option or Minor)

<table>
<thead>
<tr>
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<tr>
<td>Program Director</td>
<td>John X</td>
<td>9/26/11</td>
</tr>
<tr>
<td>Department Head</td>
<td>Charles Y</td>
<td>9/27/11</td>
</tr>
<tr>
<td>Dean</td>
<td>Jeff Z</td>
<td>9/27/11</td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
<td>2011 Sept 28</td>
</tr>
<tr>
<td>Registrar</td>
<td>Tammy W</td>
<td>10/26/11</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Title: **Master of Science in Fisheries and Wildlife Science (non-thesis option)**  
CIP Code: **03.0601**

<table>
<thead>
<tr>
<th>Contact Person:</th>
<th>Proposed Date: Fall Semester 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Charles Gagen</td>
</tr>
<tr>
<td>Institution Name</td>
<td>Arkansas Tech University</td>
</tr>
<tr>
<td>Address</td>
<td>1701 North Boulder Ave.</td>
</tr>
<tr>
<td></td>
<td>Russellville, AR 72801</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:cgagen@atu.edu">cgagen@atu.edu</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>479-964-0814</td>
</tr>
</tbody>
</table>

Program Summary:
The proposed Master of Science in Fisheries and Wildlife Science (non-thesis option) will be an addition to the current thesis M.S. offered. It is well suited for students interested in an advanced degree that does not provide a research emphasis, but focuses on conservation management, oral and written communication, and leadership skills through a 36 credit curriculum that can be completed in two years. The core course requirements (21 credits) are identical to the current thesis option with the addition of FW 5163 Biodiversity and Conservation Biology, FW 6033 Conservation Management Practicum, FW 6043 Conservation Research Practicum, and FW 6101 Comprehensive Exam. The
remaining 15 credits will be selected by the student and advisor (see course options below). This option will require no additional cost, faculty resources, library resources, facilities, or equipment.

List existing degree programs that support the proposed program:
1. Bachelor of Science in Fisheries and Wildlife Science
2. Master of Science in Fisheries and Wildlife Science (thesis option)

Need for the Program:
Based on the most recent U.S. Fish and Wildlife Service National Survey of Fishing, Hunting, and Wildlife-Associated Recreation, over 87 million U.S. residents annually participate in recreational activities spending more than 122 billion dollars (U.S. Department of the Interior 2006). Thirty million people fished, 12.5 million hunted, and 71.1 million participated in wildlife watching-activities. Overall wildlife recreation increased 6% from prior surveys with the greatest increase in wildlife watching activities.

However, a recent survey of state fish and wildlife agencies found that almost half of all employees, and more than three-quarters of those in leadership positions, planned to retire by 2015 (The Wildlife Society 2011). Federal agencies are also losing many experienced personnel to retirement. The large number of anticipated retirements along with the increase in wildlife related recreation indicates a need for young professionals with advanced college degrees. The proposed non-thesis M.S. option in Fisheries and Wildlife Science will provide newly educated professionals that will help fill the anticipated job vacancies both in Arkansas and throughout the country. The proposed non-thesis option is also supported by Arkansas Tech University's Fisheries and Wildlife Advisory Committee which is made up of state, federal, and private conservation organizations.

References


Curriculum Outline by Semester

**Year 1**

**Fall Semester (7-8 Credit Hours)**
Advanced Statistics (MATH 5173)
Graduate Seminar (FW 6001)
Elective (3-4 credit hours)*

**Spring Semester (8-9 Credit Hours)**
Research Methods I (FW 6002)
Biodiversity and Conservation Biology (FW 5163)
Elective (3-4 credit hours)*

**Summer I (3 credit Hours)**
Conservation Management Practicum (FW 6033)

**Summer II (3 credit Hours)**
Conservation Research Practicum (FW 6043)
Year 2
Fall Semester (6-8 Credit Hours)
Elective (3-4 credit hours)*
Elective (3-4 credit hours)*

Spring Semester (9 Credit Hours)
Research Methods II (FW 6012)
Population Dynamics (FW 6013)
Comprehensive Exam (FW 6101)
Elective (3 credit hours)*

* Principles of Fisheries Management (FW 5083), Principles of Wildlife Management (FW 5003), Quantitative Fisheries Science (FW 6023), Forest Ecology and Management (FW 5014), Limnology (FW 5024); Geographic Information Systems in Natural Resources (FW 5034), Human Dimensions of Fisheries and Wildlife Management (FW 5103), Advanced Topics (FW 5881-4), History and Philosophy of Science (BIOL 5003), Conservation Workshop (BIOL 6023), Foundation of Leadership (EMHS 6033), Organizational Communication (SPH 5063), and other courses approved by advisor.

<table>
<thead>
<tr>
<th>Total number of Semester Hours Required for Graduation: 36 semester hours</th>
<th>Courses currently offered via distance technology: None</th>
</tr>
</thead>
</table>

List New Courses (Please attach New Course Proposals):
Comprehensive Exam (FW 6011)
Conservation Management Practicum (FW 6033)
Conservation Research Practicum (FW 6043)

Identify General Education Courses, Core Courses, and Major Courses:
Required courses (21 credit hours): Research Methods I (FW 6002), Research Methods II (FW 6012), Population Dynamics (FW 6013), Graduate Seminar (FW 6001), Advanced Statistics (MATH 5173), Biodiversity and Conservation Biology (FW 5163), Practicum: Conservation Management (FW 6033), Practicum: Conservation Research (FW 6043), and Comprehensive Exam (FW 6011).

In addition to the required courses, 15 credits must taken from this list: Principles of Fisheries Management (FW 5083), Principles of Wildlife Management (FW 5003), Quantitative Fisheries Science (FW 6023), Forest Ecology and Management (FW 5014), Limnology (FW 5024); Geographic Information Systems in Natural Resources (FW 5034), Human Dimensions of Fisheries and Wildlife Management (FW 5103), Advanced Topics (FW 5881-4), History and Philosophy of Science (BIOL 5003), Conservation Workshop (BIOL 6023), Foundation of Leadership (EMHS 6033), Organizational Communication (SPH 5063), and other courses approved by advisor.
Program Admission Requirements: (Identical to current thesis option)
Students are eligible to apply for unconditional admission to the Master of Science degree program in Fisheries and Wildlife Science if they have:

1. Met the admission requirements for Graduate College.
2. Completed a bachelor’s degree in a biological science from an accredited university.
3. Completed courses in fisheries management or wildlife management, ecology, and statistics with a minimum grade of “C”.
4. Filed scores for the Graduate Record Examination (GRE) in the Graduate College.
5. Prepared a letter of intent that addresses the applicant’s interests, goals, and reasons for applying to the degree program.
6. Provided two letters of recommendation, using the form provided by our department, from professors familiar with the applicant’s academic ability.

Qualified students without the courses listed above may be accepted provided the deficiencies are made up without graduate credit. Applicants who fail to meet the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of twelve semester hours. If a student was admitted conditionally based on grade point average, the condition will be met upon completion of twelve semester hours if a cumulative grade point average of 3.00 or better is achieved.

How does this proposal support the University Mission or University Strategic Planning Goals?

Mission Statement:
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

The addition of a non-thesis option to the M.S. in Fisheries and Wildlife Science will offer an additional educational avenue for students interested in continuing their education beyond the B.S. degree. The new non-thesis option will be an innovative approach for those students that are interested in an advanced degree that does not emphasize research but focuses on conservation management, oral and written communication, and leadership skills through the following learning objectives.

Learning Objectives:
1. Students will demonstrate proficient conservation management knowledge.
2. Students will demonstrate proficient oral and written communication skills.
3. Students will demonstrate proficient analytical skills appropriate to conservation management.
4. Students will demonstrate proficient conservation-oriented problem solving and leadership skills.

Assessment for objectives 1, 2, and 3 will be conducted through an oral and written comprehensive examination that will be given to students during their final semester prior to graduation. The exam will be developed and administered by the advisor of each student. The student must pass the exam before receiving an MS degree. Assessment for objective 4 will be based on performance in the capstone practicum courses.

List the names and credentials of all faculty teaching course in the proposed program.
Dr. Charles Gagen, PhD, Professor, Graduate Faculty
Dr. Joseph Stoebke, PhD, Professor, Graduate Faculty
Dr. Tom Nupp, PhD, Professor, Graduate Faculty
Dr. Chris Kellner, PhD, Professor, Graduate Faculty
Dr. John Jackson, PhD, Associate Professor, Graduate Faculty
Total number of faculty required
Existing Faculty:
Dr. Charles Gagen, Professor
Dr. Joseph Stoeckel, Professor
Dr. Tom Nupp, Professor
Dr. Chris Kellner, Professor
Dr. John Jackson, Associate Professor

New Faculty: Initially, no new faculty will be needed for this program. However, if approved, this program may contribute to justification to fill a vacant assistant professor position in wildlife science. If this scenario occurs, we anticipate recruiting a PhD wildlife scientist.

For proposed graduate programs attach curricula vitae for the faculty teaching the program (See attached following the proposals for new courses associated with this program)

**Description of Resources** (Current Library and instructional facilities)

Relevant library holdings at the Ross Pendergraft Library and Technology Center include access to over 3,000 holdings that deal with fisheries, wildlife, or conservation titles that are relevant to the option: Arkansas documents (7), microfilm/fiche (130), oversize volumes (21), reference volumes (662), serials (189), volumes in the stacks (2,268), and US documents (6). In addition, FW faculty and students have full access to on-line searches through several indices that permit fairly comprehensive literature searches including the comprehensive Web of Science.

Instructional facilities used directly and regularly (though not exclusively) by FW students and faculty include: one instructional Fisheries Laboratory, one instructional Wildlife Laboratory, one Zoological Collection Laboratory (for long-term specimen storage), one Geographic Information Systems (GIS) computer laboratory, and the Fisheries and Wildlife Sciences Field laboratories on Red Hill.

New Resources Required (include costs and acquisition plan):
No new resources will be required

**New Program Costs** (Expenditures for first three years of program operation)
Include:
- New administrative costs-**none**
- New faculty- Initially, no new faculty will be needed for this program. However, if approved, this program may contribute to justification to fill a vacant assistant professor position in wildlife science. If this scenario occurs, we anticipate recruiting a PhD wildlife scientist.
- New library resources and costs-**none**
- New/renovated facilities and costs-**none**
- New instructional equipment and costs-**none**
- Distance delivery costs-**none**
- Other new costs-**none**
FISHERRIES AND WILDLIFE FACULTY VITAE
Curriculum Vita
Charles J. Gagen

CONTACT
Fisheries and Wildlife Science, Arkansas Tech University
1701 North Boulder Avenue
Russellville, AR 72801

479-964-0814; 479-964-0837 FAX; cgagen@atu.edu

EDUCATION
  Dissertation Title: Direct Effects of Acidic Runoff Episodes on the Distribution and Abundance
  of Fishes in Streams of the Northern Appalachian Plateau
M.S., Ecology, The Pennsylvania State University, 1986
  Thesis Title: Aluminum Toxicity and Sodium Loss in Three Salmonid Species Along a pH
  Gradient in a Mountain Stream
B.S., Wildlife Biology, The University of Tennessee, 1983

EMPLOYMENT
Department of Biological Sciences, Fisheries and Wildlife Science Program
Arkansas Tech University
Russellville, AR 72801
  2003 – to present Full Professor of Fisheries Science
  1998 – to present Head of the Department of Biological Sciences
  1995 – tenure awarded and promoted to Associate Professor of Fisheries Biology
  1994 - 1998 Director of the Fisheries and Wildlife Biology Program
  1990 - hired as Assistant Professor of Fisheries Biology

Environmental Resources Research Institute
Pennsylvania State University
University Park, PA 16802
  1988 to 1990 - Research Assistant (faculty rank, full-time)

RESEARCH INTERESTS AND EXPERIENCE:
My research interests are focused on determining the effects of environmental variables on fish
populations and communities. This theme is demonstrated most clearly in an outline of funded research
projects that I have administered and peer-reviewed literature that I have authored with a diversity of co-
authors. These studies have investigated sportfish like brook trout and smallmouth bass as well as non-
game species ranging from sculpins and darters to minnows and madtoms. In each case, my focus was to
investigate how environmental fluctuations directly affected populations and communities. In certain
cases the environmental stressor was anthropogenic; whereas, in other cases the stressor was largely
natural (though affected by human activities).

FUNDED RESEARCH PROJECTS
Non-game stream fish research: Funded by the US Forest Service at over $200,000 for work in 1992-
1995 and 1998 to present. This research has centered on movement and mortality of fish when sections
of streams dry and more recently, assessment of how road crossings affect fish movement. These ideas
have grown from initial work on habitat requirements of the endemic Ouachita madtom and Ouachita
darter. The early studies also included feeding ecology and reproductive biology of the Ouachita
Smallmouth bass research: Funded by the Arkansas Game and Fish Commission for 1998 and 1999 at a total of $30,000 and by the US Forest Service from 2003 to the present for more than $100,000 to document smallmouth bass production, movement, and mortality responses to desiccation of large sections of Crooked Creek and the Illinois Bayou, respectively.

Stream fish and habitat monitoring: Funded by the US Forest Service for a total of more than $120,000 for surveys on various streams in 1992, 1996, 1998, and 2001. Similar monitoring was funded at $97,000 by e2M for streams on for Chaffee Military Training Center in western Arkansas from 2003 through 2005. In 2008, a colleague, Dr. Jackson and I were awarded a two-year, $294,000 grant funded by the US EPA (through TetraTech consulting) to provide a comprehensive characterization of physical, chemical, and biological aspects of a probabilistic sample of flowing waters across the state of Arkansas.

Lake fisheries and habitat monitoring: Funded by Entergy Operations (private) from 1992 through 2000 for a cumulative total of over $73,000. The project scope has varied from year to year, but has included: collecting fish and sediment for radiological analysis; age and growth determination of catfish and sportfish; quantifying fish impingement on water intake structures; and sampling larval fish. This work was collaborative with my colleague Dr. Joseph Stoeckel.

Acid rain research: I was not a P.I. on the acid rain projects that I worked on in Pennsylvania; however, I worked closely with the funding agencies. I managed day to day aspects related to the fisheries portion of the interdisciplinary projects and drafted the appropriate portions of proposals and reports. The most substantial of these projects was funded by the US Environmental Protection Agency at over $500,000.

**REFEREED PUBLICATIONS**


SELECT PRESENTATIONS AT RECENT MEETINGS


Assessing the cumulative impact of road crossings on fish communities in a Ouachita Mountain stream. Joint meeting of the Mississippi and Arkansas Chapters of the American Fisheries Society; Tunica, MS; February-2008. Co-authored with graduate student presenter, Jade Ryles.


Influence of seasonally discontinuous surface flow on smallmouth bass production in the Interior Highlands. American Fisheries Society Annual Meeting; Anchorage, AK; September-2005. Co-authored with graduate student presenter, Justin Homan.


The influence of low-water bridges on fishes of the Ouachita Mountains of Arkansas; Arkansas


Effects of low-water bridges on fish community structure and population density in streams of the Ouachita Mountains; Southern Division of the American Fisheries Society Mid-Year Technical Session; Little Rock, AR. February-2002. Co-authored abstract with Richard W. Standage and student presenter, Shebana Rajput.

Habitat and abundance of the Ouachita form of the longnose darter (Percina nasuta); Arkansas Academy of Sciences Annual Meeting; Conway, AR. April-2002. Co-authored with Lisa J. Hlass, Richard W. Standage, and student presenter, Kendall R. Moles.

Effect of intermittent streams on fish populations and communities; US EPA Region VII Regional Water and Wetland Resources Meeting; Kansas City, MO. March-2000 (invited with all expenses paid).

Response of warm-water fish to road crossings on Ouachita Mountain streams; Southern Division of the American Fisheries Society Midyear Meeting; Savannah, GA. February-2000 (invited). Co-authored abstract with Richard W. Standage and Chad Landrum.

The influence of road crossings on fish movement in Ouachita Mountain streams; ArkLaTex tri-state, AFS Meeting; Bossier City, LA. January-2000. Co-authored abstract with Richard W. Standage and student presenter, Chad Landrum.

TEACHING ACTIVITIES, INTERESTS, AND INITIATIVES:

Teaching Load: Due to my role as Head of the Department of Biological Sciences and responsibilities to guide Fisheries and Wildlife Science graduate students, my teaching load is reduced to two four-credit courses per academic year:

Ichthyology BIOL/FW 3084 and

Limnology BIOL/FW 4024 (also offered for graduate credit)

Teaching Effectiveness: My teaching philosophy has emerged from over a decade of experience and I can identify three major themes:

1. I am a strong proponent of hands-on, inquiry-based, instruction (often called student-active science).
2. I adhere to the notion that good teaching can always be further improved.
3. I strive to emphasize and clarify the most important details and principles to help students realize that all the knowledge available to them is not equally important.

Student evaluations of my overall teaching effectiveness have averaged ≥ 4.5 on a 5-point scale since 2005. Peer-review of my teaching effectiveness has also resulted in favorable evaluations each year.

Service as External Reviewer Relative to Teaching:
Southeastern Oklahoma State University - Biology Department
Rogers State University- Biology Department - Lead Reviewer
University of Tennessee at Martin - Biology Department
Grants and Workshops Related to Teaching:

2010-2011 - Received and administered a $1,000 TECH Assessment Grant to gather data on mastery of subject area content knowledge from graduating seniors in biology and fisheries and wildlife science.

2005-2006 – Collaborated with Steve Zimmer and Clay Chaney to develop a proposal for a summer workshop to promote integration of science, math, and technology for public school teachers via field-oriented environmental science studies. It was not funded as a legislative initiative in 2005, but was funded through NSF in 2006.

2000-Worked with the TECH student group, ATU Fisheries and Wildlife Society, to secure $5,000 from the Arkansas Game and Fish Commission to purchase a Hydrolab DS4 remote-logging, water quality monitor. We used this instrument to measure and log nitrate concentration and turbidity in addition to routine water quality variables as part of limnology class.

1998-Taught a session at the Texas Instruments, CBL Science Teachers Workshop sponsored by TECH for science teachers in secondary schools. I demonstrated how to integrate heart rate monitors, respiration belts, and graphing calculators into middle school and high school biology labs.

1998-Participated in a workshop on determining fish ages and growth rates from calcified structures and learned about a software system for capture and analysis of the data which was later incorporated into my ichthyology course. The two-day workshop was taught by Dr. Casselman of the Ontario Ministry of Natural Resources and was sponsored by the Arkansas and Oklahoma Chapters of the American Fisheries Society at their annual meeting in Fayetteville, AR.

1995 & 1996- Awarded a National Science Foundation grant to participate in the Stressed Stream Analysis Workshop: This was a competitive-entry, 30-day, workshop in Brockport, NY coupled with a reunion visit in Leadville, CO. The course was designed to integrate problem solving in undergraduate courses by developing an Environmental Impact Assessment. I have implemented the EIA approach in my limnology course with great success. The award included food, lodging, travel, and a stipend.

1992-Awarded a $28,880 (including TECH match) NSF Instrumentation Grant for an aquatic ecology center. These funds purchased instruments to automatically collect water samples, measure and store data on water level, temperature, conductivity, pH, dissolved oxygen, and redox potential. The paired instruments have been used in several courses and numerous directed research projects to compare stream sites and different depths within lakes.
PROFESSIONAL AFFILIATION, AWARDS, AND SERVICE
2000  President of the Arkansas Chapter of the American Fisheries Society
1999  President-elect of the Arkansas Chapter of the American Fisheries Society
1999  Arkansas Tech University, Faculty Award of Excellence in Scholarship
1997 & 1998  Treasurer of the Arkansas Chapter of the American Fisheries Society
1990  Northeastern Division of the American Fisheries Society, Outstanding Student Award

Professional Service: I served on organizing committees for annual meetings of the Great Plains
Limnology Society; Arkansas Academy of Sciences (twice); the Arkansas Chapter of the
American Fisheries Society (three times and led the organization of a tri-state meeting); and I am
currently serving on an organizing committee for a national AFS meeting. I have attended 18/20
state chapter meetings since 1990; 9 regional meetings; and national meetings of the American
papers, I often served as best-paper judge and moderated technical sessions at national, regional,
and state levels. I served as a reviewer for numerous scientific journals and in 2005, I served as
technical grant reviewer for an NSF grant proposal titled Factors Controlling Fish Community
Composition in Arid River Ecosystems. I have also served two years as Associate Editor of the
North American Journal of Fisheries Management and was a guest editor for the Southeastern
Naturalist.

University Service (2005-2010):
2005-present: Served on TECH’s Ozark campus Advisory Committee.
2005-present: Served on TECH’s Commencement Committee.
2006 and 2008- Participated in university-sponsored workshops on assessment.
2007- Ad hoc committee to develop TECH’s self-study relative to Criterion One (Mission and Integrity)
for re-accreditation by the Higher Learning Commission.

Community Service Related to Academic Program (2005-2010):
2005, 2006, 2009 - Provided workshops on aquatic ecology for middle-school students and/or their
faculty mentors as part of the Arkansas Envirotone Program (one team won state competition).
2005, 2007, 2009 - Helped host these meetings in respective years listed: Arkansas Chapter of the
American Fisheries Society, Arkansas Academy of Sciences, and the American Arachnology
Society annual meeting.
2005-2010 - Provided aquatic ecology field sampling demonstration for middle-school Gifted and
Talented students or high school AP-Biology students each year.
2006-Helped organize on-campus Earth Day activities.
2006 and 2007 – Moderated technical presentations by high school students for the Arkansas Junior
Sciences and Humanities Symposium.
2007-Served on the Arkansas Game and Fish Commission Scholarship Selection Committee.
2007-2009 - Guided high school science fair projects (one of these won regional competition).
2008, 2009, 2010 - Provided aquatic ecology field sampling demonstration for middle-school students as
part of the Arkansas Envirotone Program.
2009-Served as moderator for the Wildlife Quiz Bowl portion of the Southeastern Wildlife Conclave.
2009 and 2010 – Judged technical presentations by high school students participating in TECH’s Upward
Bound Program.
2010- Provided workshop on ichthyology for adult continuing education as part of the Arkansas Master
Naturalists Program.
John R. Jackson
CURRICULUM VITAE

Department of Biological Sciences
Fisheries and Wildlife Program
Arkansas Tech University
McEver Room 4
Russellville, Arkansas 72801
Telephone: (479) 964-3226
Fax: (479) 964-0837
Email: jjackson@atu.edu

10 Pepper Place
Russellville, Arkansas 72802
Telephone: (479) 880-2900
Cell: (479) 747-6230

PERSONAL INFORMATION
Place of Birth - Chicago, Illinois (U.S.A.)
Date of Birth - 09 January 1961
Age - 49

EDUCATION
Doctor of Philosophy - Fisheries Management. Mississippi State University: (1996)
Bachelor of Science – Fisheries and Wildlife. Michigan State University. (1983)
Teacher certification - Biology and General Science. Mississippi State University. (1988)

EMPLOYMENT

Associate Professor - Fisheries
(07/09 – Present)

Assistant Professor - Fisheries
(08/03 – 06/09)

Dr. Charlie Gagen, Head
Department of Biological Sciences
Arkansas Tech University
McEver 34D
Russellville, AR 72801
479-965-0814

Develop and teach courses in Population Dynamics (FW6013), Quantitative Fisheries Science (FW6023), Principles of Ecology (FW3114), Biostatistics (FW3173), Senior Seminar (FW4001), and Graduate Seminar (FW6001). Serve as an advisor and mentor to undergraduate and graduate students. Develop and conduct graduate student based fisheries research that addresses issues important to Arkansas and the southeast region of the U.S.

Graduate Student Theses:
1. Spatial and Temporal Implications of Electrofishing in a Large Floodplain River Ecosystem. (Carmean 2010)
2. Effects of Increased Minimum Environmental Flow on Centrarchid Population Characteristics in the Ouachita River. (Matthew Wilberding 2007)
3. Relation of Floodplain Lake Fish Communities and River Connectivity in the Lower White River, Arkansas. (Sandra Clark 2006)

**Assistant Professor - Fisheries**  
(10/99 – 8/03)  
Dr. Carole Engle, Chair  
Department of Aquaculture/Fisheries  
University of Arkansas at Pine Bluff  
P.O. Box 4912  
Pine Bluff, AR. 71611  
870-543-8537

Develop and teach courses in Fish Population Dynamics, Stream Ecology, Management of Small Impoundments, Research Methods and Scientific Writing, Graduate Seminar, and Recreational Fishing. Develop and conduct graduate student based fisheries research that addresses river ecosystems and community fishing program development and evaluation. Conduct extension outreach activities that focus on managing aquatic resources that enhance youth recreational fishing opportunities and small impoundment management. Serve as graduate coordinator for the Department of Aquaculture and Fisheries.

**Graduate Student Theses:**
1. Characterization of Floodplain Lake Fish Assemblages in the Lower White River, Arkansas  
   (Ben Lubinski 2004)
2. Effects of Increased Minimum Flow and Stream Temperature on Nongame Fish Populations of the Ouachita River, Arkansas (Shawn Sanders 2004)
3. Characteristics, Preferences, and Motivations of Young-Adult Recreational Fishing License Holders in Arkansas (Annette Williams 2004)
4. Angler Characterization and Youth Recruitment in a Pilot Community-Fishing Program for Central and Southeast Arkansas (Christopher Long 2003)
5. An Index of Biotic Integrity for Fish Assemblages in Arkansas’ Wadeable Ozark Highland Streams (Dan Dauwalter 2002)

**Visiting Assistant Professor - Fisheries**  
(01/98 – 10/99)  
Dr. Carole Engle, Chair  
Department of Aquaculture/Fisheries  
University of Arkansas at Pine Bluff  
P.O. Box 4912  
Pine Bluff, AR. 71611  
870-543-8537

Develop and teach courses in Limnology, Ichthyology, and Management of Small Impoundments. Conduct outreach activities that focus on managing aquatic resources to enhance recreational fishing opportunities for youth in Arkansas.
**Research Assistant - Fisheries**
(09/93-01/98)
Dr. Donald Jackson, Professor
Department of Wildlife and Fisheries
Box 9690
Mississippi State University
Mississippi State, MS. 39762
601-325-7493


**Research Assistant - Parasitology**
(01/88-09/93)
Dr. Edward Couvillon (deceased)
College of Veterinary Medicine
Box 9825
Mississippi State University
Mississippi State, MS. 39762

Responsible for the coordination of research activities in the parasitology laboratory. Prepared and presented manuscripts, abstracts, and reports, assisted in the design, organization, and planning of research projects, supervised student technicians, and analyzed data using various computer programs.

**AWARDS, HONORS, OFFICES**
Meeting Oversight Committee Chair – American Fisheries Society (2009-2010)
Student Affairs Committee Chair - American Fisheries Society Southern Division (2009-2010)
Arkansas Tech University Biology Department Peer-Review Committee (2008-2010)
Arkansas Tech University Graduate Council (2006-2010)
Arkansas Tech University Academic Appeals Committee (2007-2008)
President, Arkansas Chapter of the American Fisheries Society (2006)
Advisory Board member for the AGFC’s Hooked on Fishing Not on Drugs Program (2006)
Arkansas Tech University Student Affairs Committee (2005)
Arkansas Tech University Convocations and Programs Committee Member (2004)
Program Committee - First International Ictalurid Symposium (1998)
Southern Division Student Representative of The American Fisheries Society (1994-95)
The American Fisheries Society (1993-current)
The American Fisheries Society (Mississippi State University Subunit President 1993-94)
Eagle Scout (Boy Scouts of America) Northeast Illinois Council, Glenview, Illinois
National Exchange Club (Starkville Mississippi Chapter President 1992-93)
Explorer Post 2001 Advisor, 1991-1996 (Boy Scouts of America)
GRANTS FUNDED


Arkansas Sampling for the National River and Stream Assessment Program of EPA. Tetra Tech Inc. August 2008 - October 2009. $295,000.


A Preliminary Investigation of Gar (Lepisosteus spp.) Population Characteristics in the White River, Arkansas, Arkansas Tech University Faculty Research Grant. 2006. $2,200.


Using Spreadsheet Technology in Lecture and Lab to Enhance Teaching Effectiveness and Student Learning in the Fisheries Curriculum. Peer Mentoring Project, University of Arkansas at Pine Bluff. 1998. $5,000.

PUBLICATIONS

Dissertation

Thesis:

Peer Reviewed Publications In Review or Preparation:

Peer Reviewed Publications:


Extension Publications:


Posters


Technical Reports:


Presentations:
Carmean, N., and J. R. Jackson. 2009. Spatial and temporal implications of day versus night electrofishing in a large floodplain River ecosystem. Annual Meeting of the Arkansas Chapter of the American Fisheries Society, Fayetteville, AR. (Best Student Presentation Award).


Eggleton, M. A., J. R. Jackson, and B. J. Lubinski. 2009. Potential for a minimum-length limit regulation to improve a large-river crappie fishery in Arkansas. Annual Meeting of the Southeast Association of Fish and Wildlife Agencies, Atlanta, GA.


Jackson, J. R., and D. C. Jackson. 1997. Polychlorinated biphenyl characterization and bioaccumulation pathways in channel catfish and yellow bullhead from the
Yockanookany River, Mississippi. The American Fisheries Society 127th Annual Meeting, Monterey, California.


Workshop Presentations:
Hooked On Fishing-- Not On Drugs (HOFNOD) Teachers Training Workshop. Sponsored by the Arkansas Game and Fish Commission. Hope, Arkansas (June, 2003).

Farm Pond Workshop, Sponsored by UAEX, Washington County, Arkansas (June, 2003)

Farm Pond In-Service Training, Sponsored by UAPB, Pine Bluff, Arkansas (April 2003)
Farm Pond Workshop, Sponsored by UAEX, Washington County, Arkansas (November, 2002)

Hooked On Fishing-- Not On Drugs (HOFNOD) Teachers Training Workshop. Sponsored by the Arkansas Game and Fish Commission. Hope, Arkansas (June, 2002).


Hooked On Fishing-- Not On Drugs (HOFNOD) Teachers Training Workshop. Sponsored by the Arkansas Game and Fish Commission. Hope, Arkansas (June, 2001).

Farm Pond Workshop. Sponsored by UAEX. Texarkana, Arkansas (June, 2001).

Hooked On Fishing-- Not On Drugs (HOFNOD) Teachers Training Workshop. Sponsored by the Arkansas Game and Fish Commission. Hope, Arkansas (June, 2000).

Fishing Education Workshop at the 4-H Center. Sponsored by UAEX. Ferndale, Arkansas. (March, 2000).

Hooked On Fishing-- Not On Drugs (HOFNOD) Teachers Training Workshop. Sponsored by the Arkansas Game and Fish Commission. Hope, Arkansas (June, 1999).

Arkansas Farm Pond Workshop. Sponsored by the University of Arkansas at Pine Bluff, the Arkansas Cooperative Extension Service, and the Arkansas Game and Fish Commission. Pine Bluff, Arkansas (April, 1999).

Sampling Large Rivers Workshop. Sponsored by the Southern Division of the American Fisheries Society, Chattanooga, Tennessee (February, 1999).
CHRISTOPHER J. KELLNER

EDUCATION

Ph.D. 1990 University of Arkansas
M.S. 1985 Eastern Kentucky University
B.S. 1978 University of California Berkeley

Major: Zoology
Major: Biology
Major: Forestry

EMPLOYMENT HISTORY

Professor (current rank: Full Professor)
Arkansas Tech University - August 1991 to present
Post-Doctoral Research Associate
Virginia Polytechnic Institute & State University - August 1989 to 1991

Courses Taught 2009-2010

Biol/FW 3144 Ornithology
Biol/Psy 3184 Animal Behavior
FW 4001 Senior Seminar

Biol/FW 3224 Herpetology
FW 4144 Forest Ecology
Biol/FW 3163 Biodiversity Conservation

Professional Activities Related to Teaching:

My research focus on birds involves evaluating influence of forest practices (see grants involving
Cerulean Warblers, species that are or have undergone severe population declines (Cerulean
Warblers, Bell’s Vireos, Willow Flycatchers). I incorporate the above activities into ornithology,
forest ecology and conservation biology. I have also engaged in research (not funded and not
listed) on reptiles and amphibians which I incorporate into herpetology. Finally, I use the
insights gained in making professional presentations into the seminar class.

ACADEMIC RESEARCH

Post-Doctoral Research: Determine effects of habitat alteration and elevation on avian nesting
success in western Virginia. Associate – J. Karr

Dissertation: Influence of prey abundance and microhabitat structure on foraging behavior on
insectivorous birds in northwestern Arkansas. Advisor – K. Smith

MOST RECENT PUBLICATIONS

bobwhite populations and the associated avian community to landscape-level
management in Arkansas pp 129-146 in Burger Jr. L.W. and K.O. Evans Mississippi
State Univ. (eds.) Managing working lands for Northern Bobwhite The USDA NRCS
bobwhite restoration project. U.S. Dept. of Agriculture, Natural Resources Conservation
Service 2009


RECENT SCIENTIFIC PRESENTATIONS

Managing Northern Bobwhite in Tall Fescue Pastures. Arkansas State Quail Symposium (Sept. 15 2010, Greenbriar Arkansas) With Kevin Labrum, and Jacob Cowan

Effects of Selective Timber Harvest and Controlled Burning on Cerulean Warbler Habitat Occupancy Arkansas Wildlife Society Meeting (With Erin Combs) Fall 2009


Initial response of avian community structure to oak woodland restoration in the Ozark National Forest (with Nick Brown) American Ornithologists Meeting San Diego California Fall 2006.


RECENT GRANTS
Influence of a Major Ice storm on cerulean warbler abundance in the Ozark National Forest (used to supplement the ACENRES grant below) $1,500.00 U.S. Forest Service 2010

Influence of a Major Ice storm on cerulean warbler abundance in the Ozark National Forest $6,243.00 Arkansas Center for Energy, natural Resources and Environmental Studies(ACENRES) Research Grant Spring 2010.

Population size of and habitat selection by willow flycatchers and Bell’s vireos in carbon sequestration plots $20,000.00 U.S. Fish and Wildlife Service 2010.

Nesting ecology of northern bobwhite in and around areas undergoing large scale habitat improvement $76,272.00 Arkansas Game and Fish Commission 2007-2009

Nesting success and post-nesting survival of northern bobwhite associated with large-scale habitat improvement $81,000.00 Arkansas Game and Fish Commission 2005-2007

Sex Determination in Acanthurus Monitors (Varanus acanthurus). Arkansas Tech University. 2004 $2,500

Population monitoring and habitat assessment of Cerulean Warblers (Dendroica cerulea) in the Ouachita and Ozark National Forests. Arkansas Game and Fish Commission. 2004-2006 $70,200


Inventory of birds along the Buffalo National River. National Park Service. 2002 $10,600

**Professional Licenses/certification:**
USFWS Bird Banding Permit

**University Service during 2009 and 2010**
Curriculum committee member
Head Judge JSHS
Judge Undergraduate Research Symposium

**Professional Service**
Arkansas Rare Bird Records Committee
Important Bird Areas Committee Member
Wildlife Action Plan (Avian Taxa Committee Member)
Christmas Bird Survey volunteer
International Migratory Bird Day volunteer
CURRICULUM VITAE

THOMAS E. NUPP

School of Natural and Health Sciences
205 McEver Hall, Arkansas Tech University
Russellville, AR 72801

Phone: (479) 968-0313
Fax: (479) 964-0837
e-mail: tnupp@atu.edu

Education

1997    Ph.D. Wildlife Science, Purdue University
        Thesis: "Community structure of granivorous forest rodents in fragmented landscapes."

1992    M.S. Wildlife Science, Auburn University
        Thesis: "Nest box use and population densities of gray squirrels in southern Alabama."

1987    B.S. Biology (Ecology option), minor in Wildlife Science, The Pennsylvania State University
        Senior Thesis: "Patterns of cavity use in small woodlots."

Employment History and Teaching Experience

2008-Present    Professor, Fisheries and Wildlife Program, Biology Department, Arkansas Tech University
                 Courses Taught:
                 Spring 2010    FW 6002 - Research Methods I (1 section)
                                  FW 4034/5034 - Geographic Information Systems in Natural Resources (1 section)
                 Fall 2009       FW 4013 - Wildlife Techniques (1 section)
                                  FW/BIOL 3154 - Mammalogy (1 section)
                                  FW 1001 - Orientation to Fisheries and Wildlife Science (1 section)

2003-2008    Associate Professor, Fisheries and Wildlife Program, Arkansas Tech University

1997-2002    Assistant Professor, Fisheries and Wildlife Program, Arkansas Tech University

1992-96    Graduate Instructor, Purdue University
           FNR 342 - Mammalogy
           FNR 547 - Vertebrate Population Dynamics

1991    Instructor and Teaching Assistant, Auburn University
           WL 528 - Wildlife Biology, Instructor
           BY 101 & BY 105 - Introductory Biology

Scholarly and Professional Activities

Publications (2001-2008)


Presentations (2004-2010)


Grant Administration (2004-2010)

NASA, Arkansas Space Grant: Effects of climate change on roosting behavior of eastern red bats. $1,486 April 2010-April 2011.

Arkansas Center for Energy, Natural Resources and Environmental Studies (ACENRES). 2010. Salary and equipment grant for construction of remotely triggered video cameras for the study of mammal behavior. $3945.00

Arkansas Center for Energy, Natural Resources and Environmental Studies (ACENRES). 2009. Equipment grant for purchase of Trimble GeoExplorer XT GPS unit. $4000.00.


NASA, Arkansas Space Grant: Using GIS and GPS to explore the roosting habits of Eastern Red Bats in a suburban environment. $2,800 April 2007-April 2008.

Memberships & Service to Professional Organizations
American Society of Mammalogists, Education and Graduate Student Committee
The Wildlife Society
Arkansas Chapter of the Wildlife Society, Secretary/Treasurer 2008-2010

Research Experience
2001-Present  Graduate Research Projects, Arkansas Tech University

2001-Present  Undergraduate Research Projects, Arkansas Tech University
2. Analysis of deer harvest data for District 7 of the Arkansas Game and Fish Commission, Daryl Jones
3. Analysis of statewide deer harvest data by physiographic region, Eric Strother.
4. Large-scale transect sampling for small mammals in the Ozark National Forest, Bryan Hammond.
5. Morphometric analysis of eastern woodrats inhabiting upland and bottomland habitats in the Interior Highlands of Arkansas: Implications for subspecific designation and microgeographical adaptation, Chelsea Landon
6. Effectiveness of Barred Owl (Strix varia) decoy as a predator response stimuli on gray squirrel (Sciurus carolinensis) trap behavior and capture success of Tomahawk® single door live traps, Matt Connor
7. Seasonal Movements and Roost Characteristics of Red Bats (Lasiusurus borealis) in Arkansas, Bentley Reynolds
8. Using GIS and GPS to explore the roosting habits of Eastern Red Bats in a suburban environment, Jillian Hubbard
9. Effects of climate change on winter roosting behavior of eastern red bats, Sim Barrow.

Service and Advising
University
Faculty Welfare Committee (2009)
University Excellence Awards in Teaching, Scholarly and Creative Activities, and Service Committee (2008)
Department of Parks, Recreation, and Hospitality Administration peer review committee (2007)
University self-study, Engagement and Service subcommittee (2007)
Curriculum Committee (2002-2004), Chair in 2004
Advisor, Fisheries and Wildlife Club (1998-2008)
Departmental
Biology department peer review committee (2003-2004), Chair in 2004
Joseph N. Stoeckel  
Professor of Fisheries and  
Director of Fisheries and Wildlife  
Arkansas Tech University

Education  
Ph.D. Fishery Science, 1993, Virginia Polytechnic Institute & State University, Blacksburg  
M.A. Zoology, 1985, Southern Illinois University, Carbondale  
B.A. Zoology Major, Botany Minor, 1978, Southern Illinois University, Carbondale

Administrative Experience  
Department of Biological Sciences, Arkansas Tech University  
Director of the Fisheries and Wildlife Program, 1996 to present  
Produced Program Reviews, 2004 and 2010  
Led revision of undergraduate curriculum, 2009 through 2010  
Developed the ATU Fisheries and Wildlife Advisory Board, 2008  
Led development and implementation of M.S. Program, 1999 through 2000  
Oversee production of Program teaching schedules, program and learning assessments, and the web site

Teaching Experience  
Department of Biological Sciences, Arkansas Tech University  
Professor of Fisheries Science, 1992 Assistant, 1997 Associate, 2003 to present Full  
Current courses: Aquaculture, Fisheries Management, Fisheries Techniques, Fish and Wildlife Habitat Evaluation, Graduate and Senior Seminar  
Past courses: Conservation Biology, Junior Seminar, Zoology, and General Biology

Department of Fisheries and Wildlife Sciences, VPI&SU  
Teaching Assistant, Fall 1988, Fall 1991, and Spring 1992  
Courses: Principles of Fisheries and Wildlife Management, Fisheries Techniques, Fisheries Management

Research Experience  
Department of Biological Sciences, Arkansas Tech University  
Professor of Fisheries Science, 1992 to present  
Procured grants and supervised a variety of funded and unfunded undergraduate and graduate student research projects.

Virginia Tech Cooperative Fish and Wildlife Research Unit, VPI&SU  
Research Assistant, Fall 1986 through Summer 1992  
Conducted Ph.D. Research on the development of spawning and rearing techniques for three endangered fishes in Virginia.

Research Technician, June 1986 to August 1986  
Assisted with distribution survey of two species of fish proposed for listing on the US endangered species list, collected federally threatened freshwater mussels for use in research, and improved existing aquaculture facilities

Cooperative Fisheries Research Laboratory, SIUC
Project Director, April 1984 to June 1986
Performed all administrative duties for, and supervised and conducted research regarding
operation and conversion of a three-mile long nuclear power plant cooling canal to a fish
rearing facility.

Researcher II, November 1983 to April 1984
Supervised and conducted research to evaluate the impact of threadfin shad introduction on
sport fishes in an Illinois reservoir.

Researcher I, May 1980 to October 1983
Supervised and conducted research to evaluate the impact of striped bass introduction on
sport and forage fishes in two Illinois reservoirs.

Graduate Research Assistant, May 1978 to May 1980
Assisted in the rearing of striped bass larvae to the fingerling stage, collected sport and
forage fishes using a variety of capture techniques, served as a creel clerk in a roving creel
survey of two Illinois reservoirs, and conducted thesis research on the potential of inland
silversides as a forage fish in Illinois farm ponds.

Research Technician, April to August 1977 & March to May 1978
Evaluated a new technique for rearing and harvesting largemouth bass fingerlings, and
harvested and transported striped bass fingerlings.

Research Technician, August 1976 to May 1977
Collected substrate plate, benthic invertebrate, and physicochemical samples from an
Illinois Power Plant Cooling Pond, sorted invertebrate samples and mounted chironomids
for identification

Theses
Leone, F. J. 2010. Population characteristics of paddlefish in the Arkansas River, Arkansas:

M.S. thesis. Arkansas Tech University.

Rigsby, J. M. 2009. Status and genetics of the stargazing darter Percina uranidea in Arkansas. M.S.
thesis. Arkansas Tech University.

Donabauer, S. B. 2007. Reproduction, habitat use, survival, and interpool movement of paddlefish in

Primary publications
Louis, Missouri.

Noturus insignis. Catfish 2010: Conservation, ecology, and management of catfish. St. Louis,
Missouri.

Harris, J.L., W.R. Posey II, C.L. Davidson, J.L. Farris, S. Rogers Oetker, J.N. Stoeckel, B.G. Crump, M.


Secondary publications and technical reports


Stoeckel, J. N. and C. L. Davidson. 2000. Location and notes on freshwater mussels (Bivalvia: Unionacea) inhabiting Big Piney Creek, and East and Middle Forks Illinois Bayou within the Ozarks-St. Francis National Forest, Arkansas. Final report to the US Forest Service, Ozark-St. Francis National Forest, Russellville, Arkansas. Department of Biological Sciences, Arkansas Tech University, Russellville.


Presentations at professional meetings


Invited and project seminars


Grants

- US Forest Service for $99,275 total, $50,000 from granting agency. 2009. Grant for investigating the status of Ouachita River benthic fishes with an emphasis on the Ouachita darter *Percina sp.*
- Arkansas Game and Fish Commission, $54,600 total, $25,000 from granting agency. 2006. Evaluation of stargazing darter populations.
- Sub-District No. 1 Drainage District 11, Mississippi County for $19,870. August 2005. Survey for the endangered pocketbook mussel.
- Sub-District Number 1, Drainage District Number 11, Mississippi County, Osceola, Arkansas for $1,690. July 2003. Pocketbook Mussel Survey.
- Arkansas Game and Fish Commission for $10,000. May 2002. The freshwater mussel resources in a selected segment of the Saline River: location, species composition and status of mussel.
Entergy Corporation for $31,600. February 2001. Fish and zebra mussel monitoring in Lake Dardanelle, AR. & waste water treatment control (co-investigator Charles Gagen)


Entergy Corporation for $31,600. February 2000. Fish and zebra mussel monitoring in Lake Dardanelle, Arkansas, and waste water treatment control (co-investigator Charles Gagen)

U.S. Forest Service Grant for $36,411 total, $24,000 from granting agency. July 1999. Survey of freshwater mussels and fishes of the Pig Piney and Illinois Bayou Rivers (co-investigator Charles Gagen)

Entergy Corporation for $28,730. February 1999. Fish and zebra mussel monitoring in Lake Dardanelle, Arkansas, and waste water treatment control (co-investigator Charles Gagen)

Arkansas Game and Fish Commission for $21,500. June 1998. Zebra mussel effects on fisheries (co-investigator Charles Gagen)

Entergy Corporation for $28,730. February 1998. Fish and zebra mussel monitoring in Lake Dardanelle, Arkansas, and waste water treatment control (co-investigator Charles Gagen)


Entergy Corporation for $25,230. February 1997. Fish and zebra mussel monitoring in Lake Dardanelle, Arkansas, and waste water treatment control (co-investigator Charles Gagen)


Arkansas Water Resources Center for $48,850 total, $15,151 from granting agency. August 1996. Effects of zebra mussels on the water quality of Lake Dardanelle Arkansas (co-investigator Charles Gagen)

Arkansas Delta Council for $9,000. February 1996. Polyculture of channel catfish and bighead carp

ARK RIV Enterprises, Inc. (subcontract with Georgia Pacific) for $11,600. February 1996. Evaluation of the Lake Georgia Pacific fishery

Entergy Corporation for $25,030. January 1996. Fish and zebra mussel monitoring in Lake Dardanelle, Arkansas, and waste water treatment control (co-investigator Charles Gagen)

U.S. Fish and Wildlife Service for $5,000. January 1996. Polyculture of channel catfish and bighead carp

U.S. Forest Service Grant for $5,847 total, $2,500 from granting agency. September 1995. Ouachita madtom reproductive biology and ecology (co-investigator Charles Gagen)

U.S. Forest Service Grant for $8,036 total, $3,500 from granting agency. June 1995. Survey of unionids in the Mulberry River System, Arkansas

Entergy Corporation for $24,980. January 1995. Fish and zebra mussel monitoring in Lake Dardanelle, Arkansas, and waste water treatment control (co-investigator Charles Gagen)

Arkansas Water Resources Center for $51,452 total, $16,112 from granting agency. July 1995. Effects of zebra mussels on the water quality of Lake Dardanelle Arkansas (co-investigator Charles Gagen)

Arkansas Water Resources Center for $50,729 total, $15,496 from granting agency. July 1994. Effects of zebra mussels on the water quality of Lake Dardanelle Arkansas (co-investigator Charles Gagen)


Entergy Corporation for $45,940. January 1994. Fish and zebra mussel monitoring in Lake Dardanelle, Arkansas, and waste water treatment control (co-investigator Charles Gagen)
- Arkansas Delta Council for $30,000. February 1993. Polyculture of channel catfish and bighead carp
- U.S. Forest Service for $11,104 total, $5,500 from granting agency. June 1993 - Habitat use and reproductive biology of the Ouachita madtom (co-investigator Charles Gagen)

**Current memberships - professional societies**
American Fisheries Society (National Affiliation); Arkansas Academy of Science; Arkansas Chapter of the American Fisheries Society; Sigma Xi, The Scientific Research Society (Full Member); University of Arkansas, Fayetteville Chapter; American Institute of Biological Sciences; American Institute of Fisheries Research Biologists (Member); Education Section AFS; Fisheries Management Section AFS; Early Life History Section AFS; Fish Culture Section AFS

**Awards**
Virginia Chapter AFS Certificate of Appreciation, 1993
Virginia Tech Chapter AFS Outstanding Member for 1990 - 1991
Virginia Tech Chapter AFS Past President, 1988

**Certifications**
AFS Fisheries Scientist (Tier II)
United States Power Squadrons boating safety course

**Professional activities**
Chair, Nominations and Awards Committee, Arkansas Chapter of the American Fisheries Society (organized judging, nominations, and selection of best paper awards, individual achievement award, group conservation award, and election of officers), 1996 - 2010.
Member, D.A.R.T. (Dardanelle Aquatic Resources Team); a Russellville Chamber of Commerce Committee to promote and wisely develop the recreational fishery and other uses of Lake Dardanelle, 1999 - 2010
Member, ATU Graduate Council, 2001 - 2007
Chair, Arkansas Chapter of the American Fisheries Society Committee to review and assist with development of the USFS forest plan, 2003
Chair, Search Committee, Fisheries and Wildlife Faculty Member, 2003
Chair, Best Paper and Poster Awards Selection Committee, Southern Division American Fisheries Society 2002 Midyear Meeting, February 2002
Chair, Curriculum Committee, 2001 - 2002
Chair, Promotion and Tenure Committee, 2001 - 2002
Chair, Search Committee, Fisheries and Wildlife Biology, Wildlife Scientist, 2001
Member, Search Committee - Biology Science Education Faculty Position/Coordinator, 2001
Member, Search Committee - Parks, Recreation, and Hospitality, Faculty Position, 2001
Member, Search Committee - Biology Invertebrate Specialist, 2001
Member, Parks, Recreation, and Hospitality Department Peer Review Committee, 2001
Member, University Promotion and Tenure Committee, 2000 - 2002
Director, Development and implementation of the ATU M.S. degree in Fisheries and Wildlife Science
Member, ATU Curriculum Committee, 1999 - 2000
Member, ATU Curriculum Committee's subcommittee on Gen. Ed technology requirements, Fall 1999
Member, Department of Biological Sciences Teaching Peer Review Committee, 1999 - 2000
Member, Department of Parks, Recreation, and Hospitality Teaching Peer Review Committee, Spring 1999
Member, University Academic Program Review Committee to review the Associate of Applied Science Degree in Industrial Systems Program, Spring 1999
Judge, Best Paper Awards, Aquatic Ecology Section, Arkansas Academy of Science, April 2 - 3, 1999
Session Chair, Aquatic Ecology Section, Arkansas Academy of Science Annual Meeting, April 2 - 3, 1999
Member, Education Section of the American Fisheries Society, 1998 - 1999
Member, Russellville Vision 20/20 Committee to Devise a Plan of Action for the Lake Dardanelle Fishery, 1997 - 1998
Secretary, Arkansas Chapter of the American Fisheries Society, 1996 - 1998
Chair, Membership Committee of Arkansas River Conservation Committee, 1994 - 1996
Newsletter Editor, Arkansas River Conservation Committee, 1994 - 1996
Member, ATU Faculty Senate, 1995 - 1996
Member, ATU Strategic Planning Committee, 1995 - 1996
Member, ATU Faculty Handbook Revision Committee, 1995
Member, ATU Planning and Financial Advisory Task Force Committee, 1995
Member, ATU Promotion and Tenure Guidelines Committee, 1995
Member, ATU Strengths and Weaknesses Committee, 1995
Faculty Advisor, ATU F&W Society, 1995
Chair, Membership Committee of the Education Section of the American Fisheries Society, 1993 - 1995
Judge, Best Paper Awards, Annual Meeting of the Arkansas Chapter of the American Fisheries Society, 1995
Moderator, Fisheries and Aquatic Sciences Session at the 79th meeting of the Arkansas Academy of Science, 8 April 1995.
Coordinator, River Valley United Way Fund Drive for McEver, 1993 - 1994
Charter Member and Member of Committee to start up an interstate Arkansas River Conservation Committee, 1994
Secretary, ATU Biology Department meeting minutes, Spring 1993
Committee Member, Education Section of the American Fisheries Society, 1992 - 1993
Volunteer Host, Sixth Annual Meeting of the Society for Conservation Biology, 1992
Participant, two-day workshop on "Training the Future Professorate", covered ethics, expectations, proposal writing, grant procurement, publishing, etc., 1992
Chairman, registration Virginia/Virginia Tech Chapters AFS joint annual meeting, 1992
Member, by-laws steering committee to form Virginia Chapter AFS, 1990
Graduate Student Representative to VPI&SU Department of Fisheries and Wildlife Sciences Faculty Meetings, 1990 - 1991
President, VPI&SU Department of Fisheries and Wildlife Graduate Student Association, 1990 - 1991
Student Representative, VPI&SU Aquaculture Center Use Committee, 1989 - 1990
Fisheries Representative, VPI&SU Department of Fisheries and Wildlife Graduate Student Association, 1989 - 1990
Chairman, Graduate Student Committee to evaluate candidates for faculty position in aquaculture, 1989
Organizer, Big Brothers/Big Sisters fishing day, 1987, 1988, and 1989
President, Virginia Tech Chapter AFS, 1987 - 1988
Member, Southern Division AFS Student Affairs Committee, 1987
Fisheries Representative, SIUC Department of Zoology Graduate Student Organization, 1979 - 1980
Drs. Jackson or Gagen:

I have a question about a course number in the master’s FW non-thesis option proposal. FW 6011 or FW 6101, Comprehensive Exam.

The course addition form indicates addition of FW 6101. In the proposal for the new option, the course number is listed FW 6101 and FW 6011 in a few places. Look at the bottom of page 3 in the List New Courses and Identify General Education...sections.

Let me know and I can make the corrects or you can send me a new proposal. Thanks.

Tammy

Tammy Rhodes, Registrar
Arkansas Tech University
Office of the Registrar
Doc Bryan Student Services Building, Suite 153
1605 Coliseum Drive
Russellville, AR 72801-2222

Email: trhodes@atu.edu
Telephone: 479.968.0643
Fax: 479.968.0683

Visit us on-line at www.atu.edu
Arkansas Tech University Graduate College
Admission to Candidacy – MASTER OF SCIENCE IN FISHERIES AND WILDLIFE SCIENCE
(Non-Thesis Option)

Last Name: ______________________________________ First Name: ___________________________ T#: __________________
Address: ______________________________________ City, State Zip: ________________________
Daytime Phone: __________________________ Email: ______________________________________
Advisor: ______________________________________ Expected Graduation Term: Fall GPA: ________
Proposed Thesis Defense Date (Semester/Year): Fall [ ]

I request permission to transfer the following (an official/sealed transcript is included):
Course: ______________________________________ College: ________________________________
Course: ______________________________________ College: ________________________________

I request permission to offer and/or substitute (provide course prefix, number and title):
for ______________________________________
for ______________________________________
for ______________________________________

Program of courses to be completed (36 hours)

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<th>Core Requirements (17 hours):</th>
<th>Grade</th>
<th>Term Completed</th>
<th>Term To Be Completed</th>
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<tr>
<td>FW 6001 Graduate Seminar in Fisheries and Wildlife Biology</td>
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<tr>
<td>FW 6002 Research Methods I</td>
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<td>Fall</td>
<td>Fall</td>
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<tr>
<td>FW 6012 Research Methods II</td>
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<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>FW 6013 Population Dynamics</td>
<td>✔</td>
<td>Fall</td>
<td>Fall</td>
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<tr>
<td>MATH 5173 Advanced Biostatistics</td>
<td>✔</td>
<td>Fall</td>
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Please select...
FW 5163
FW 6033
FW 6043
FW 6101

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<th>Electives (15 hours of approved 5000- or 6000-level courses):</th>
<th>Grade</th>
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<th>Term To Be Completed</th>
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<td>FW 5083 FW 503</td>
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<td>Fall</td>
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<tr>
<td>FW 5003 FW 5861-4</td>
<td>✔</td>
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<td>FW 6023 FW 5003</td>
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<tr>
<td>FW 5014 EMHS 6023</td>
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<tr>
<td>FW 5024 SPH 5063</td>
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Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Graduate Council
FROM: Behavioral Sciences Department
DATE SUBMITTED: Sept 19, 2011

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>W. Daniel Martin</td>
<td>10/10/11</td>
</tr>
<tr>
<td>Dean</td>
<td>H. Michael Tarver</td>
<td>10/10/11</td>
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<tr>
<td>Teacher Education Council (if applicable)</td>
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<tr>
<td>Graduate Council (if applicable)</td>
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<td>11/15/11</td>
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<tr>
<td>Registrar</td>
<td>Tammy Rhodes</td>
<td>10/20/11</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td>John Watson</td>
<td></td>
</tr>
</tbody>
</table>

Program Title: M.S. in Psychology  
Effective Date: 2012-13 Catalog

Outline change in program and attach curriculum matrix:
Move PSY 5033 and PSY 6033 from required to elective courses. Make PSY 6003 and PSY 6103 required courses. Specify a 6 hr limit on thesis hours that count toward the degree.

What impact will the change have on staffing, on other programs and space allocation? None

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

N/A. This is not a new course; new course proposals are on a separate forms.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

N/A

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title) New catalog entry and specifics attached.
PROPOSED Catalog – Psychology Graduate Program

*Proposed changes are in italics for emphasis*

Degree Requirements
The student seeking the Master of Science degree in Psychology must complete the following:
1. A minimum of 30 hours in Psychology at the graduate level (5000-6000) with no more than 12 hours of 5000 level courses considered toward completion of the degree.
2. Thesis hours must earn a grade no lower than "B".
3. The successful completion of an oral defense of the completed thesis or comprehensive examination. Candidates will receive additional information on the oral defense from the Academic Advisor and the Director of the Graduate Program in Psychology upon admission to candidacy.
4. No more than 6 hours of PSY 6891-4 Independent Study will be counted toward the degree.
5. No more than 6 hours of PSY 6993-6 Thesis Research will be counted toward the degree.
6. The student must have a 3.00 grade point average on a 4.00 scale on all course work. No more than two course grades of "C" will be considered acceptable during the student's program and no grade lower than "C" will be considered toward the completion of the required course work.
7. All course work must be completed within six years of admission to the degree program.
8. A minimum of 30 semester hours of graduate course work completed in residence at Arkansas Tech University. (Full time residency is not required.)
9. At the end of each fall semester, the student will meet with the Psychology Graduate Committee for program review and evaluation.

Required Courses: (12 hours)

PSY 6003 Advanced Principles of Psychology I (new course)
PSY 6103 Advanced Principles of Psychology II (new course)
PSY 6013 Advanced Statistics
PSY 6023 Research Design

Electives: (18 hours, minimum 6 hours at the 6000 level)

PSY 5013 History of Psychology
PSY 5033 Psychological Test and Measurements (moved to elective)
PSY 5043 Social Psychology
PSY 5053 Psychology of Perception
PSY 5073 Cognitive Psychology
PSY 6033 Personality Testing (moved to elective)
PSY 6043 Psychopathology
PSY 6053 Advanced Developmental Psychology
PSY 6063 Advanced Physiological Psychology
PSY 6073 Personality Dynamics and Theories
PSY 6083 Seminar in Psychology
PSY 6091-6 Advanced Field Placement
PSY 6993-6 Thesis Research
PSY 6891-4 Independent Study
Degree Requirements
The student seeking the Master of Science degree in Psychology must complete the following:
1. A minimum of 30 hours in Psychology at the graduate level (5000-6000) with no more than 12 hours of 5000 level courses considered toward completion of the degree.
2. Thesis hours must earn a grade no lower than “B”.
3. The successful completion of an oral defense of the completed thesis or comprehensive examination. Candidates will receive additional information on the oral defense from the Academic Advisor and the Director of the Graduate Program in Psychology upon admission to candidacy.
4. No more than 6 hours of PSY 6891-4 Independent Study will be counted toward the degree.
5. The student must have a 3.00 grade point average on a 4.00 scale on all course work. No more than two course grades of “C” will be considered acceptable during the student’s program and no grade lower than “C” will be considered toward the completion of the required course work.
6. All course work must be completed within six years of admission to the degree program.
7. A minimum of 30 semester hours of graduate course work completed in residence at Arkansas Tech University. (Full time residency is not required.)
8. At the end of each fall semester, the student will meet with the Psychology Graduate Committee for program review and evaluation.

Required Courses: (12 hours)
PSY 5033 Psychological Test and Measurements
PSY 6013 Advanced Statistics
PSY 6023 Research Design
PSY 6033 Personality Testing

Electives: (18 hours, minimum 6 hours at the 6000 level)
PSY 5013 History of Psychology
PSY 5043 Social Psychology
PSY 5053 Psychology of Perception
PSY 5073 Cognitive Psychology
PSY 6033 Personality Testing
PSY 6043 Psychopathology
PSY 6053 Advanced Developmental Psychology
PSY 6063 Advanced Physiological Psychology
PSY 6073 Personality Dynamics and Theories
PSY 6083 Seminar in Psychology
PSY 6091-6 Advanced Field Placement
PSY 6993-6 Thesis Research
PSY 6891-4 Independent Study
Arkansas Tech University

REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: Behavioral Sciences Department
DATE SUBMITTED: Sept 19, 2011

REQUEST FOR COURSE ADDITION

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<tr>
<th>Title</th>
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<tr>
<td>Department Head</td>
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<td>10/10/11</td>
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<td>W. Daniel Martin</td>
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<td>Teacher Education Council (if applicable)</td>
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<tr>
<td>John Watson</td>
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Course Subject: Psychology
Cross-listed with Subject: 

Official Title (Limited to 30 characters including spaces): Advanced Principles of Psychology I

Course Number: PSY 6003

Mode of Instruction: (check appropriate box)

- 01_Lecture/
- 02_Lecture/Laboratory/
- 03_Laboratory only/
- 05_Practice Teaching/
- 06_Internship/Practicum/
- 08_Independent Study/
- 10_Special Topics/
- 12_Individual Lessons/
- 13_Applied Instruction/
- 16_Studio Course/
- 17_Dissertation Research/
- 18_Activity Course/
- 98_Other

Effective Term: Spring Summer I

If course is required by major/minor, how frequently will course be offered? Grad Class – once per year

Is this course repeatable for additional earned hours? NO How many times?

Does this course require a fee? NO How much? Type of fee?
ELECTIVE  MAJOR  MINOR

If major or minor course, you must complete the Request for Program Change form.

**Major, for Graduate Psychology**

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Co-requisites:</th>
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<tr>
<td>Admission to graduate school or permission of psychology graduate coordinator</td>
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<tr>
<th>Grading</th>
<th>Standard Letter</th>
<th>P/F</th>
<th>Other (If other, please specify below)</th>
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</thead>
</table>

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Course description as to appear in catalog
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

**NO**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

**NO**

How does this proposal support the University Mission or University Strategic Planning Goals?

The entire original rational for the program remains valid and intact. This proposal helps focus the graduate psychology program because state law no longer allows the Psychological Examiner License. The need and goals of the program have not changed: the new emphasis is provide a more rounded (less measurement oriented) program for students seeking an advance psychology degree, and this course (along with Adv Principle II) will now serve the core of the graduate student’s course work.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

This proposal helps maintain the viability of the graduate psychology program because state law no longer allows the Psychological Examiner License. The need and goals of the program have not changed: the new emphasis is provide a more rounded (less measurement oriented) program. This course (along with Adv Principle II) will now serve are the core of the graduate student’s course work.

How will the effect of the change be monitored in ongoing program assessment?

By continuing to monitor student performance on thesis, comprehensive exams, and job placement after graduation.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

**N/A**
Advanced Principles of Psychology I
Psy 6003

Instructor: Dr. David Ward
dwward@atu.edu (notice the w from my middle initial; use this for all correspondence)

Office Hours (at WPN 357)
MW 12:00pm -1:30pm
TTh 10:00am - 1:00pm
Fri 12:00pm-1:00pm

Catalog description: Prerequisites: Graduate standing in psychology or instructor/program director
permission. This is the first course in a two course sequence covering the basic principles of psychology
from an advanced standpoint. The course will emphasize the research the theories of psychology are based
on, the logical and empirical adequacies of modern theories of psychology, and the application of
psychology in the workplace and human service settings. Research, application, and other considerations
for graduate psychology students will be emphasized. The core concepts covered in this course include
history of psychology, research methods and statistics, biopsychology, learning, memory, cognition,
language, consciousness, and cognitive abilities


Purpose and Objectives: This course, along with the second course in the Advance Principles sequence is
designed to give graduate students in psychology an in depth view the field of psychology. An emphasis
will be placed on not only the topics of psychology but the theories and research behind them. Practical
applications for teachers, managers, and human service workers will also be emphasized. After taking both
classes in the sequence, students will be prepared to analyze and understand topics in any area of
psychology, write in-depth research papers, start the research process in any area of psychology, and be
aware of many direct applications of the theories studied.

Grading: While the grading is broken down into two components, failure of either component or
inadequate attendance will be override the percentages listed below and you will be assigned a grade based
on this mis-performance. I.e., if you don’t come to class enough or you fail either the test or the
essays/reports, the instructor can give you any grade he/she feels is justified – usually an F. This is the core
of your graduate education and you are expected to treat all of it with seriousness.

Chapter Tests (60% of grade), Expect essay and multiple choice components, each test cover 2 to 4
chapters.

Essay/Reports (30% of grade). APA style is expected. They should be turned into me via an email
attachment (more later).
1. Report on Journals/sources in Psychology (listing of sources/journals, with small amounts of discussion
or division of topics, names, etc, can be cut and pasted)
2. Three 10 research article summaries/bibliography (each is over 1 specific topic)
3. Three depth critiques of a research article, focusing on limitations and other research directions
4. Three applications of findings reports (about 2 pages each)

Research Proposal (10% of grade) Introduction, method section, and expected analysis (presumably
using #2/3/4’s work)
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<tr>
<th>Dates</th>
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<tr>
<td>August 24th to Sept 2nd</td>
<td>Chap 1. Introducing Psychology</td>
<td>Journal List</td>
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<td>Sept 2th to Sept. 9th</td>
<td>Chap 2. Research in Psyc - Methods</td>
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<td>Sept 9th to Sept. 16th</td>
<td>Chap 2. Research in Psyc – Statistics Report on Journals Due</td>
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<td>Sept 16th to Sept. 23</td>
<td>Chap 3. Biological Aspects</td>
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<td>Sept 23th to Sept. 30</td>
<td>Chap 4. Sensation Research Articles Summaries 1 Due</td>
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<td>Sept. 30th to Oct 7th</td>
<td>Chap 5. Perception Article Critique 1 Due</td>
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<td>Oct 14th to Oct 21</td>
<td>Chap 7. Memory Research Articles Summaries 2 Due</td>
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<td>Oct 21st to Oct 28</td>
<td>Chap 7. Memory Article Critique 2 Due</td>
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<td>Oct 28th to Nov 4</td>
<td>Chap 8. Cognition and Language Application Report 2 Due</td>
<td>Test 3</td>
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<td>Nov 4th to Nov 11</td>
<td>Chap 8. Cognition and Language Research Articles Summaries 3 Due</td>
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<td>Nov 11th to Nov 18</td>
<td>Chap 9. Consciousness Articles Critique 3 Due</td>
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<td>Nov 18 to Dec 2nd (2 weeks including T-giving)</td>
<td>Chap 10. Cognitive Abilities Application Report 3 Due</td>
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<td>Dec 2nd to Dec 9th –</td>
<td>Finals Week – Research Proposal Due</td>
<td>Test 4</td>
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Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: Behavioral Sciences Department
DATE SUBMITTED: Sept 19, 2011

REQUEST FOR COURSE ADDITION

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Course Subject: Psychology

Cross-listed with Subject: Course Number: PSY 6103

Official Title (Limited to 30 characters including spaces):
Advanced Principles of Psychology II

Mode of Instruction: (check appropriate box)
- [ ] 01_Lecture/
- [ ] 02_Lecture/Laboratory/
- [ ] 03_Laboratory only/
- [ ] 05_Practice Teaching/
- [ ] 06_Internship/Practicum/
- [ ] 08_Independent Study/
- [ ] 10_Special Topics/
- [ ] 12_Individual Lessons/
- [ ] 13_Applied Instruction/
- [ ] 16_Studio Course/
- [ ] 17_Dissertation Research/
- [ ] 18_Activity Course/
- [ ] 98_Other

Effective Term: [ ] Spring [ ] Summer I

Fall 2012

If course is required by major/minor, how frequently will course be offered?
Grad Class – once per year

Is this course repeatable for additional earned hours?
NO How many times?

Does this course require a fee?
NO How much? Type of fee?
Major, for Graduate Psychology

Prerequisites:
Admission to graduate school or permission of psychology graduate coordinator

Co-requisites:

Grading: [□] Standard Letter [□] P/F [□] Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:
- Course subject, number and title
- Course description as to appear in catalog
- Course goals and/or objectives
- Course outline
- Methods of student performance assessment and evaluation
- Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

NO

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

NO

How does this proposal support the University Mission or University Strategic Planning Goals?

The entire original rational for the program remains valid and intact. This proposal helps focus the graduate psychology program because state law no longer allows the Psychological Examiner License. The need and goals of the program have not changed: the new emphasis is provide a more rounded (less measurement oriented) program for students seeking an advance psychology degree, and this course (along with Adv Principle I) will now serve are the core of the graduate student's course work.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

This proposal helps maintain the viability of the graduate psychology program because state law no longer allows the Psychological Examiner License. The need and goals of the program have not changed: the new emphasis is provide a more rounded (less measurement oriented) program. This course (along with Adv Principle I) will now serve are the core of the graduate student's course work.

How will the effect of the change be monitored in ongoing program assessment?

By continuing to monitor student performance on thesis, comprehensive exams, and job placement after graduation.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A
Advanced Principles of Psychology II
Psy 6103

Instructor: Dr. David Ward
dward@atu.edu (notice the w from my middle initial; use this for all correspondence

Office Hours (at WPN 357)
MW 12:00pm -1:30pm
TTh 10:00am - 1:00pm
Fri 12:00pm-1:00pm

Catalog description: Prerequisites: Graduate standing in psychology or instructor/program director permission. This is the second course in a two course sequence covering the basic principles of psychology from an advanced standpoint. The course will emphasize the research the theories of psychology are based on, the logical and empirical adequacies of modern theories of psychology, and the application of psychology in the workplace and human service settings. Research, application, and other considerations for graduate psychology students will be emphasized. The core concepts covered in this course include a review of research methods and statistics, motivation, emotion, human development, personality, health and stress, psychology disorders and treatments, social cognition and social psychology, I/O psychology, and neuropsychology.


Purpose and Objectives: This course, along with the first course in the Advance Principles sequence is designed to give graduate students in psychology an in depth view of the field of psychology. An emphasis will be placed on not only the topics of psychology but the theories and research behind them. Practical applications for teachers, managers, and human service workers will also be emphasized. After taking both classes in the sequence, students will be prepared to analyze and understand topics in any area of psychology, write in-depth research papers, start the research process in any area of psychology, and be aware of many direct applications of the theories studied.

Grading: While the grading is broken down into two components, failure of either component or inadequate attendance will be override the percentages listed below and you will be assigned a grade based on this mis-performance. i.e., if you don't come to class enough or you fail either the test or the essays/reports, the instructor can give you any grade he/she feels is justified – usually an F. This is the core of your graduate education and you are expected to treat all of it with seriousness.

Chapter Tests (60% of grade), Expect essay and multiple choice components, each test cover 2 to 4 chapters.

Essay/Reports (30% of grade). APA style is expected. They should be turned into me via an email attachment (more later).
1. Report on Journals/sources in Psychology (listing of sources/journals, with small amounts of discussion or division of topics, names, etc, can be cut and pasted)
2. Three 10 research article summaries/bibliography (each is over 1 specific topic)
3. Three depth critiques of a research article, focusing on limitations and other research directions
4. Three applications of findings reports (about 2 pages each)

Research Proposal (10% of grade) Introduction, method section, and expected analysis (presumably using #2/3/4's work)
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<td>Summary and Review of Research Methods/Stats (Chapters 1 and 2)</td>
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<td>Chap 18. Soc Cog/Social Influence</td>
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<td>Chap 18. Social Influence</td>
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<td>Nov 11\textsuperscript{th} to Nov 18</td>
<td>Chap 19. I/O Psychology</td>
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<td>Articles Critique 3 Due</td>
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<td>Nov 18 to Dec 2\textsuperscript{nd} (2 weeks including T-giving)</td>
<td>Chap 20. Neuropsychology</td>
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<td>\textbf{Application Report 3 Due}</td>
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<td>Dec 2\textsuperscript{nd} to Dec 9\textsuperscript{th} –</td>
<td>Finals Week – \textbf{Research Proposal Due}</td>
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<td>Test 4</td>
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Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)
FROM: Nursing Department
DATE SUBMITTED: 9-20-11

REQUEST FOR COURSE CHANGE

<table>
<thead>
<tr>
<th>Title</th>
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<tr>
<td>Department Head</td>
<td>Rebecca Burris, PhD, RN</td>
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<tr>
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<td>2011 Nov 16</td>
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<td>Mary B. Sears</td>
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</table>

Course Subject: Nursing = Legal & Ethical Issues

Cross-listed with Subject:

Official Title
Legal/Ethical Issues & Trends in Healthcare

Request to change: (check appropriate box)
- Course Number
- Title
- Course Description
- Cross-list
- Prerequisite/Co-requisite
- Grading
- Fee
- Other

Effective Term: ✓ Spring □ Summer I
New Course Number: *(will remain the same)*

New Course Title (Limited to 30 characters including spaces):
*Law, Ethics, and Policy in Healthcare*

New Course Description: *(the is the CURRENT course description – it will not change)*
*This course is an overview of current trends in healthcare and the legal/ethical issues with which the nurse manager in health care systems may be confronted. Students will examine contemporary social, economic, ethical and legislative issues influencing health care policy. Such issues as legal liability of professionals, legal compliance, ethical standards and personnel law will also be examined.*

New Cross-list:
- [ ] Adding Cross-listing
- [ ] Changing Cross-listing
- [ ] Deleting Cross-listing

If adding or changing cross-listing, indicate course subject and number __________________________

New Prerequisite/Co-requisite:

- [ ] Elective
- [ ] Major
- [ ] Minor

If major or minor course, you must complete the Request for Program Change form.

Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

*The current course description includes health care policy as content of the course, but the title of the course does not reflect this. The newest 2011 American Association of Colleges of Nursing (AACN) Essentials for Masters Education places more emphasis on health care policy than in the past. The MSN program utilizes the AACN Essentials document as our curriculum framework. Thus, this course title needs to reflect the AACN emphasis on health care policy.*

How will the effect of the change be monitored in ongoing program assessment? *The MSN program is scheduled for an accreditation visit in September, 2011 (one week before this course change form is due), and we have noted in our meeting minutes (for site visitors) that we are planning to submit a request for a course title change to align our MSN program with the new AACN Essentials document. This meets criteria for the National League for Nursing Accrediting Commission Standard 4.1 (Program outcomes are congruent with established professional standards, curriculum guidelines, and advanced practice nursing practice competencies as applicable).*

If this course will affect other departments a Departmental Support Form for each affected department must be attached.
Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)
FROM: Nursing Department
DATE SUBMITTED: 9-20-11

REQUEST FOR COURSE CHANGE

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<th>Course Number: NUR 6503</th>
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<tbody>
<tr>
<td>Cross-listed with Subject:</td>
<td>Course Number:</td>
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Official Title
Organizational Behavior and Human Resource Management

Request to change: (check appropriate box)
- Course Number
- Title
- Course Description
- Cross-list
- Prerequisite/Co-requisite
- Grading
- Fee
- Other __________________________________________

Effective Term: ☑ Spring ☐ Summer I
<table>
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<tr>
<th>New Course Description:</th>
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<tr>
<td>☐ Adding Cross-listing  ☐ Changing Cross-listing  ☐ Deleting Cross-listing</td>
</tr>
<tr>
<td>If adding or changing cross-listing, indicate course subject and number</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>New Prerequisite/Co-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ NUR 6313 Role of the Nurse Administrator (prerequisite)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☐ Elective  ☐ Major  ☐ Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>If major or minor course, you must complete the Request for Program Change form.</td>
</tr>
</tbody>
</table>

Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. This course has only been taught three times, as the MSN program is a fairly new program. Through end-of-course faculty evaluations, the faculty member who teaches this course recognizes that students need some of the foundational content offered in NUR 6313 Role of the Nurse Administrator to more easily follow the content of the Organizational Behavior course. The curriculum sequence places these courses in the correct order; however, students occasionally elect to take courses out of sequence. Adding the prerequisite will prevent this and ensure that students are adequately prepared for the course requirements.

How will the effect of the change be monitored in ongoing program assessment?

*End-of-course evaluations completed by faculty every semester and reported to Nursing Department Curriculum Committee annually.*

If this course will affect other departments a Departmental Support Form for each affected department must be attached.
Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)
FROM: Nursing Department
DATE SUBMITTED: 9-20-11

REQUEST FOR COURSE CHANGE

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>Rebecca Burris</td>
<td>9-15-11</td>
</tr>
<tr>
<td>Rebecca Burris, PhD, RN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Jeff W. Reith</td>
<td>2-211Nov 16</td>
</tr>
<tr>
<td>Teacher Education Council (if applicable)</td>
<td></td>
<td></td>
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<tr>
<td>Graduate Council (if applicable)</td>
<td>Mary B. Gates</td>
<td>11.15.11</td>
</tr>
<tr>
<td>Registrar</td>
<td>Sammy Woods</td>
<td>10/20/11</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td></td>
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</tr>
</tbody>
</table>

Course Subject: **Fiscal Management—Nursing** NUR

Cross-listed with Subject:  

Official Title **Fiscal Management in Health Care Systems**

Request to change: (check appropriate box)
- [ ] Course Number
- [ ] Title
- [ ] Course Description
- [ ] Cross-list
- [✓] Prerequisite/Co-requisite
- [ ] Grading
- [ ] Fee
- [ ] Other

Effective Term: [✓] Spring  
[ ] Summer I
<table>
<thead>
<tr>
<th>New Course Number:</th>
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<th>New Course Description:</th>
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<th>New Cross-list:</th>
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<td>If adding or changing cross-listing, indicate course subject and number</td>
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<table>
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<tr>
<th>New Prerequisite/Co-requisite:</th>
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<tbody>
<tr>
<td><strong>NUR 6313 Role of the Nurse Administrator</strong> <em>(prerequisite)</em></td>
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<table>
<thead>
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<th>□ Elective  □ Major  □ Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>If major or minor course, you must complete the Request for Program Change form.</td>
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</tbody>
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Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

This course has only been taught three times, as the MSN program is a fairly new program. Through end-of-course faculty evaluations, the faculty member who teaches this course recognizes that students need some of the foundational content offered in NUR 6313 Role of the Nurse Administrator to more easily follow the content of the Fiscal Management course. The curriculum sequence places these courses in the correct order; however, students occasionally elect to take courses out of sequence. Adding the prerequisite will prevent this and ensure that students are adequately prepared for the course requirements.

How will the effect of the change be monitored in ongoing program assessment?

*End-of-course evaluations completed by faculty every semester and reported to Nursing Department Curriculum Committee annually.*

If this course will affect other departments a Departmental Support Form for each affected department must be attached.
Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)
FROM: Department of Nursing
DATE SUBMITTED: July 6, 2011

REQUEST FOR COURSE CHANGE

<table>
<thead>
<tr>
<th>Title</th>
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<th>Date</th>
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<tr>
<td>Department Head</td>
<td>Rebecca Burris, PhD, RN</td>
<td>6-5-2011</td>
</tr>
<tr>
<td>Dean</td>
<td>Jeff Robertson, PhD</td>
<td>2011 July 6</td>
</tr>
<tr>
<td>Teacher Education Council (if applicable)</td>
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<td>Graduate Council (if applicable)</td>
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<tr>
<td>Registrar</td>
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<tr>
<td>Vice President for Academic Affairs</td>
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</tr>
</tbody>
</table>

Course Subject: **Nur**

Cross-listed with Subject: 

Official Title
**Non-Thesis Project**

Request to change: (check appropriate box)
✓ Course Number
☐ Title
☐ Course Description
☐ Cross-list
☐ Prerequisite/Co-requisite
☐ Grading
☐ Fee
☐ Other

Effective Term: ✓ Spring ☐ Summer I
<table>
<thead>
<tr>
<th>New Course Number : <strong>NUR 6403</strong></th>
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<td>New Cross-list:</td>
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<tr>
<td>If adding or changing cross-listing, indicate course subject and number __________________________</td>
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<tr>
<td>New Prerequisite/Co-requisite:</td>
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<tr>
<td>☐ Elective  ✓ Major  ☐ Minor</td>
</tr>
<tr>
<td>If major or minor course, you must complete the Request for Program Change form.</td>
</tr>
</tbody>
</table>

Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

*There was a mistaken course number provided to ADHE and the ATU Registrar's office when the MSN program was initiated. The original course number was NUR 6993, which is an overlap with the NUR 6991-6 Thesis course.*

How will the effect of the change be monitored in ongoing program assessment?

*No effect is expected other than a correct number that is not overlapping with another course.*

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

*Not applicable*
Arkansas Tech University  

PROPOSAL FOR CHANGE IN PROGRAM

TO: Graduate Council  
FROM: History and Political Science  
DATE SUBMITTED: September 28, 2011

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Program Director</td>
<td></td>
<td>9-28-11</td>
</tr>
<tr>
<td>Dr. Peter Dykema</td>
<td>Peter Dykema</td>
<td>9/28/11</td>
</tr>
<tr>
<td>Department Head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Jeff Woods</td>
<td></td>
<td></td>
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<tr>
<td>Dean</td>
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<td>9-25-11</td>
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<tr>
<td>Dr. Micheal Tarver</td>
<td></td>
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<tr>
<td>Graduate Council</td>
<td></td>
<td>11-15-11</td>
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<tr>
<td>Registrar</td>
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<tr>
<td>Vice President for Academic Affairs</td>
<td></td>
<td>10/20-11</td>
</tr>
</tbody>
</table>

Program Title: M.A. in History  
Effective Date: Fall semester 2012

Outline change in program and attach curriculum matrix:

Currently, the M.A. in History offers TWO primary areas of concentration and FOUR secondary areas of concentration. However, we have found that our current roster of graduate faculty cannot support this wide range of primary and secondary areas of concentration. As a result, we are regularly bending the requirements and accepting substitutions in order for students to make progress towards their degrees. By eliminating the secondary areas of concentration, we will be able to offer THREE primary areas of concentration. Students will still be required to take some courses in the other areas but will not earn a secondary field. We intend and expect that these changes will make our requirements more realistic and will reduce the number of substitutions we will make in the future.

What impact will the change have on staffing, on other programs and space allocation?

The proposed changes will make better use of our staffing and will more accurately reflect the ability of our graduate faculty to offer necessary courses to meet the requirements of the primary fields. The changes will have no impact on other programs and will have no effect on space allocation.
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

The proposed changes do not include new courses. However, assessment data derived from graduate student advising suggests that students pursuing areas of concentration where few faculty members are available to teach classes has delayed and/or hindered student completion of the program. The current system of primary and secondary fields has also led to significant confusion in advising graduate students.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

The proposed changes will not affect any other departments.

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

See proposed curriculum requirements, directly below. These will simply replace the text currently in the Graduate Catalog. And see appended detailed edit of the current Graduate Catalog.

PROPOSED CHANGES TO M.A. IN HISTORY PROGRAM

[Under the heading, "Areas of Concentration," replace the current text with the following:]

The Master of Arts in History program at Arkansas Tech has been designed to offer primary areas of concentration in Modern European History, United States History, and World History.

[Delete the following sentence re: secondary area of concentration.]

[Under the heading, "Degree Requirements," replace the current text with the following:]

Option I: Thesis Option

The student seeking the Master of Arts degree in History under the Thesis Option must complete the following:

1. A minimum of 30 hours in history at the graduate level (5000-6000).
2. The satisfactory completion of HIST 6003 Historical Methods and HIST 6053 Historiography.
3. The satisfactory completion of 12 hours in the primary area of concentration, including at least 3 hours each in Readings and Seminar courses.
4. The satisfactory completion of an additional 6 hours in areas of concentration other than the primary area of concentration.
5. The satisfactory completion of 6 hours of HIST 6991-6 Thesis Research.
6. All course work must be completed within six years of admission to the degree program.

7. The successful completion of an oral defense of the completed thesis. Candidates will receive additional information on the oral defense from the Program Director upon admission to candidacy.

[Delete the statement: “In addition to the above requirements, the Master of Arts in History, Thesis Option requires that:” and simply continue the list of requirements]

8. No more than 9 hours combined of 5000-level courses, HIST 6891-4 Independent Study, and HIST 6881-3 Workshop may be counted towards the degree.

9. No more than two course grades of “C” will be considered acceptable during the student’s program, and no grade lower than “C” will be considered toward completion of the required course work.

10. Thesis hours must earn a grade no lower than “B”.

Option II: Non-Thesis Option

The student seeking the Master of Arts degree in History under the Non-Thesis Option must complete the following:

1. A minimum of 30 hours in history at the graduate level (5000-6000).

2. The satisfactory completion of HIST 6003 Historical Methods and HIST 6053 Historiography.

3. The satisfactory completion of 12 hours in the primary area of concentration, including at least 3 hours in Readings courses and 3 hours in Seminar courses.

4. The satisfactory completion of an additional 6 hours in areas of concentration other than the primary area of concentration.

5. The satisfactory completion of an additional 6 hours in any area of concentration, 3 hours of which must be a Seminar course.

6. All course work must be completed within six years of admission to the degree program.

7. Successful completion of written comprehensive examinations on the completed course work. Comprehensive examinations will comprise two written exams in the primary area of concentration and one in either of the other two areas of concentration. Candidates will receive additional information from the Program Director upon admission to candidacy.

[Delete the statement: “In addition to the above requirements, the Master of Arts in History, Non-Thesis Option requires that:” and simply continue the list of requirements]
8. No more than 9 hours combined of 5000-level courses, HIST 6891-4 Independent Study, and HIST 6881-3 Workshop may be counted towards the degree.

9. No more than two course grades of "C" be considered acceptable during the student's program, and no grade lower than "C" be considered toward completion of the required course work.
Master of Arts
History

Dr. Carey M. Roberts
Peter Dykema
Graduate Program Director
Witherspoon Hall, Room 239A-255
(479) 968-0453
crobertspdykema@atu.edu

The Master of Arts in History program at Arkansas Tech University is designed to provide advanced study for current and future educators (secondary and post-secondary) as well as those who plan to pursue the doctoral degree in history. The degree is also ideal for those seeking careers in museum or heritage studies, publishing, business, law, public service or the private sector. Graduate faculty hold advanced degrees from noted universities and exhibit strong credentials in teaching, research, and scholarship. The graduate faculty also maintain a supportive academic environment that enables them to interact closely with graduate students.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Arts degree program in History if they meet the following requirements:

1. Applicants must meet the admission requirements for Graduate College.
2. Applicants must have a minimum of 24 semester hours in history at the undergraduate level.
3. Applicants must have an overall undergraduate grade point average of 3.00 on a 4.00 scale.

Conditional Admission

An applicant who does not satisfy the grade point requirement or who has not completed 24 hours of undergraduate work in history is also eligible for admission under these conditions. In some instances, transcripts may be judged to be deficient and the student may be required to complete up to twenty-four undergraduate hours in addition to graduate credits required for the degree. If a cumulative 3.00 grade point average is achieved at the completion of twelve graduate hours, the student will be granted unconditional admission. The nature of the deficiency requirements will be determined by the History Graduate Program Director.

Academic Advisors

The Graduate Program Director serves as the initial advisor for all entering student and will assist the student in coordinating a Degree Plan. The Graduate Program Director will appoint an additional faculty advisor, who specializes in the general field of the student’s interest, to guide the student through the curriculum and help prepare for the thesis or comprehensive exams. The faculty advisor, the Graduate Program Director, the History Graduate Committee, and the Graduate College monitor students’ progress as they work through the program. It remains, however, the student’s responsibility to understand and satisfy all degree requirements.
Areas of Concentration
The Master of Arts in History program at Arkansas Tech has been designed to offer primary areas of concentration in Modern European History, and United States History, and World History.

Students must seek a secondary area of concentration in either Modern European History, United States History, World History or Public History.

Admission to Candidacy

Students who have been granted conditional admission are eligible for admission to candidacy for the degree upon the completion of twelve hours with a 3.00 grade point average or better and completion of all deficiencies. Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a 3.00 grade point average or better. Students who do not submit an “Application for Admission to Candidacy” prior to the end of the semester in which the student becomes eligible will not be allowed to register for subsequent graduate classes.

Degree Requirements
Option I: Thesis Option
The student seeking the Master of Arts degree in History under the Thesis Option must complete the following:
1. A minimum of 30 hours in history at the graduate level (5000-6000) with no more than 12 hours of 5000-level courses considered toward the completion of degree.
2. The satisfactory completion of HIST 603 Historical Methods and HIST 6053 Historiography.
3. The satisfactory completion of 12 hours in the primary core field area of concentration, including at least 36 hours each in Readings and Seminar courses in the area of concentration.
4. The satisfactory completion of an additional 6 hours in the secondary areas of concentration other than the primary area of concentration, including 3 hours in a reading course.
5. The satisfactory completion of 6 hours of HIST 6991-63 Thesis Research.
6. All course work must be completed within six years of admission to the degree program.
7. The successful completion of an oral defense of the completed thesis. Candidates will receive additional information on the oral defense from the Program Director upon admission to candidacy.

In addition to the above requirements, the Master of Arts in History, Thesis Option requires that:
8. No more than 96 hours combined of 5000-level courses, HIST 6891-4 Independent Study, and HIST 6881-3 Workshop may be counted toward the degree.
9. No more than two course grades of “C” will be considered acceptable during the student’s program, and no grade lower than “C” will be considered toward completion of the required course work, and
10. Thesis hours must earn a grade no lower than “B”.

Option II: Non-Thesis Option
The student seeking the Master of Arts degree in History under the Non-Thesis Option must successfully complete the following:
1. A minimum of 30 hours of history at the graduate level (5000-6000) with no more than 12 hours of 5000-level courses considered toward the completion of degree.

2. The satisfactory completion of HIST 6003 Historical Methods and HIST 6053 Historiography.

3. The satisfactory completion of 125 hours in the primary core field area of concentration, including 6- at least 3 hours each in Readings courses and 3 hours in Seminar courses, in the area of concentration.

4. The satisfactory completion of an additional 69 hours in the secondary areas of concentration other than the primary area of concentration, including 3 hours each in Readings and Seminar courses in the secondary area of concentration.

5. The satisfactory completion of an additional 6 hours in any area of concentration, 3 hours of which must be a Seminar course.

6. All course work must be completed within six years of admission to the degree program.

7. Successful completion of written comprehensive examinations on the completed course work. Comprehensive examinations will be comprised of two written exams in the primary area of concentration and one in the secondary either of the other two areas of concentration. Candidates will receive additional information from the Program Director upon admission to candidacy.

In addition to the above requirements, the Master of Arts in History, Non-Thesis Option requires that:

87. No more than 96 hours combined of 5000-level courses, HIST 6891-4 Independent Study, and HIST 6881-3 Workshop may be counted towards the degree;

98. No more than two course grades of "C" be considered acceptable during the student's program, and no grade lower than "C" be considered toward completion of the required course work.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of six semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Dean of Graduate College. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Dean of Graduate College. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

Graduate Credit Taken After Admission to Arkansas Tech University

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must (in advance of
enrollment) obtain written approval from the program director and the Dean of Graduate College.
REQUEST FOR COSMETIC COURSE CHANGES

Course Subject: TESL
Course Numbers: 5023, 5703, 5713, 5723

Official Title:
The current course titles are:
TESL 5023 Tesol Second Language Acquisition
TESL 5703 Tesol Methods – Teaching English as a Second Language
TESL 5713 Tesol Assessment
TESL 5723 Tesol Teaching People of Other Cultures

Request:

Change the titles to
TESL 5023 Second Language Acquisition
TESL 5703 Teaching English as a Second Language
TESL 5713 ESL Assessment
TESL 5723 Teaching People of Other Cultures

Please provide a justification as to why this change is cosmetic.

These courses are unchanged. We are combining the MA ENGL/TESL and the MA TESOL and the requested title changes will coordinate the title of these courses with the equivalent ENGL-prefixed courses.

Please provide a rationale for the change including the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

No assessment data led to this cosmetic title change.

If this change will affect other departments, a Departmental Support Form for each affected department must be attached.

The change to these course titles will have effect on any other department or program.

Received 11/30/11
Reviewed 11/18/11
No objections
**REQUEST FOR COSMETIC COURSE CHANGES**

<table>
<thead>
<tr>
<th>Course Subject:</th>
<th>Course Number:</th>
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<tbody>
<tr>
<td>TESL</td>
<td>6003</td>
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</table>

**Official Title:**
Linguistics

**Request:**

Change title to
Linguistics for ESL Teachers

Please provide a justification as to why this change is cosmetic.

This title more accurately reflects the nature and purpose of the course, which is part of our MA TESOL degree program.

Please provide a rationale for the change including the evidence derived from your program assessment that justifies this change. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

No assessment data led us to make this proposal.

If this change will affect other departments, a Departmental Support Form for each affected department must be attached.

Changing this title will not affect any other department or program.
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: English and World Languages
DATE SUBMITTED: September 30, 2011

REQUEST TO ADD TESL 6863 TESOL PRACTICUM

<table>
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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Department Head</td>
<td>Carr/Bracke</td>
<td>9-25-11</td>
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<tr>
<td>Dean</td>
<td>MEI</td>
<td>9-25-11</td>
</tr>
<tr>
<td>Graduate Council</td>
<td>Mary B. Jones</td>
<td>11.15.11</td>
</tr>
<tr>
<td>Registrar</td>
<td>Tommy Lledo</td>
<td>10/24/11</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
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Course Subject: TESL
Course Number: 6863

Cross-listed with Subject:
Course Number:

Official Title (Limited to 30 characters including spaces):
TESOL Practicum

Mode of instruction: (check appropriate box)
X 06_Internship/Practicum

Effective Term: X Summer I
If course is required by major/minor, how frequently will course be offered?
This course is an option and will be offered fall and spring.

Is this course repeatable for additional earned hours? NO  How many times?

Does this course require a fee? NO  How much? Type of fee?
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<tr>
<th>X Elective</th>
<th>Major</th>
<th>Minor</th>
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If major or minor course, you must complete the Request for Program Change form.

<table>
<thead>
<tr>
<th>Prerequisite: Completion of the 27 hours required for the MA degree or permission of the instructor.</th>
<th>Co-requisites:</th>
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<th>P/F</th>
<th>Other (If other, please specify below)</th>
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</table>

For the proposed course, attach a syllabus that includes:

1. Course subject, number and title
2. Course description as to appear in catalog
3. Course goals and/or objectives
4. Course outline
5. Methods of student performance assessment and evaluation
6. Course bibliography, reading list, and /or listing of other instructional media

A sample syllabus for TESL 6863 is attached to this proposal

<table>
<thead>
<tr>
<th>Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.</th>
<th>NO.</th>
</tr>
</thead>
</table>

| How does this proposal support the University Mission or University Strategic Planning Goals? |
|---------------------------------------------------------------------------------------------|    |
| TESL 6863 TESOL Practicum “nurtures scholastic development, integrity, and professionalism.” |    |

| Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|    |

Changes in enrollment patterns and the demographics of our on-campus graduate students have led us to rework the M.A. TESOL to better serve the diverse students who want graduate to prepare to teach English to speakers of other languages.

- **Student interest in TESOL has increased.** Since its introduction in 2003, the TESL option in the M.A. in English has become increasingly attractive to non-cohort M.A. English students. In the 2006-2007 academic year, 40 percent of non-cohort M.A. English students who sat for comprehensive exams were completing the TESL option. In the 2010-2011 academic year, 69 percent of non-cohort M.A. English students who sat for comprehensive exams were completing the TESL option.

- **International students have become a larger portion of the students pursuing the TESL option.** In the 2006-2007 academic year, no non-cohort international sat for the TESL option comprehensive examination. In the 2010-2011 academic year, 33 percent of the non-cohort students who sat for the TESL comprehensive examination were international. This fall 56 percent of the TESL-option students enrolled in the introductory course are international.
This course will replace TESL 6066 Public School Experience, TESL 6076 Intensive English Internship, and TESL 6086 Overseas Internship in the revised 30-hour M.A. in TESOL, serving as a capstone course for licensed K-12 teachers who are completing the revised degree.

<table>
<thead>
<tr>
<th>How will the effect of the change be monitored in ongoing program assessment?</th>
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<tbody>
<tr>
<td>Periodic review of the portfolios that students complete in TESL 6863 by the department's Assessment Committee will become part of the assessment plan for the M.A. TESOL.</td>
</tr>
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<td>The introduction of this course will have no effect on any other department or program.</td>
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</tbody>
</table>
SYLLABUS

TESL 6863 TESOL PRACTICUM

Catalog Description: TESOL Practicum Prerequisite: Completion of the 27 hours required for the MA degree or permission of the instructor. TESL 6863 is an applied capstone course, designed for teachers to document their instruction of ESOL students, based on the 12 national ENL (English as a New Language) standards.

Course Objectives: This capstone course is designed for teachers of ELL (English language learners). Teachers will provide evidence of their expertise in the instruction of ELL students by presenting: a. two 15 minute videos of separate classroom or professional activities; and, b. written documentations of best instructional practices, demonstrated in the two videos, based on the 12 national ENL standards.


Practicum Requirements:

I. Overall Content:
Your portfolios must contain three types of evidence:

1. Two 15 minute videos of separate classroom or professional activities;
2. Contexts for each of the videos;
3. Documentation of professional activities demonstrated in the two videos: The documentation must be based on the 12 TESOL Standards. Complete documentation must be presented for each video.

Evidence of student learning, including students' work samples, diagnostic scores, assessment tools, and other artifacts, may be placed in an appendix, if referred to in the documentation of the standards.

II. Practicum Contents
Order of presentation:

1. Cover Page
   The Cover Page must include:
   - The title of your Practicum;
   - Your name;
• Your T Number;
• Your email address;
• Your telephone numbers at home and school;
• Your mailing address; and,
• Date submitted.

2. The two videos in a hole-punched, zip-locked plastic cover/bag, attached to the three-ring binder.
3. The context page for video 1.
5. The context page for video 2.
7. Appendix, if needed.

III. Videotapes

Content:

1. Videos submitted must be no longer than 15 minutes.
2. Videos must document actual classroom or professional practices.
3. The two videos must be of practices in varying situations and should capture different types of instruction or activities, as well as different students.
4. The videos should demonstrate your expertise as an educator of ELL students.

Format:

1. Use standard DVDs only.
2. Label each DVD: Demonstration Video 1, Demonstration Video 2, with your name on each.
3. Place videos in a hole-punched, zip-lock cover/bag and attach to three-ring binder to prevent them from getting lost.

IV. Written Documentation

Context information:

The context information for each video should provide the evaluator with an overall frame of reference of what he or she is going to see in the video and read in the supporting documentation. The context information should be brief and concise, no more than 1 page.
Context information should contain:

1. The grade level you are teaching or a description of your professional activity;
2. The content area;
3. The ELL student population and their English proficiency levels;
4. Small group versus large group instruction; and,
5. Any other information pertinent to setting the stage for each of the videos.

Documentation for each of the videos:

1. Your written documentation must address each of the 12 TESOL Standards. Therefore, your portfolio organization, following your context page, will be Standard 1, Knowledge of Students; Standard 2, Knowledge of Language and Language Development, and so on, until you have documented all 12 standards.

2. The documentation is specific to each of the videos. Therefore, when documenting Standard 1, Knowledge of Students, you will document your knowledge of the ELL students that appear in your video, not all of the ELL students in your class. When you are documenting Standard 2, Knowledge of Language and Language Development, you will document the language and language development of the ELL students in your video, not language and second language development in general.

 Documentation Summary:

Video 1

Standard 1: Knowledge of Students: documentation for only those ELL students seen in video 1

Standard 2: Knowledge of Language and Language Acquisition: documentation of your knowledge of language acquisition (your students' first and second languages); the English proficiency levels of your students and how you will need to modify instruction for them to make instruction comprehensible

Standard 3: Knowledge of Culture and Diversity: document the cultural backgrounds of the ELL students in video 1

Standard 4: Knowledge of Subject matter: document what you taught your ELL students in video 1. Knowledge of subject matter includes: what you are going to teach; what prior knowledge you need to teach this; and, how you are going to teach this content to ELLs (differentiated instruction). You will need to articulate the subject content objectives; connect to the prior knowledge of your students; link subject matter to students' backgrounds; and, specify language objectives.
Standard 5: Meaningful Learning: document how you will teach the content objectives and language objectives specified in Standard 4 to your ELLs in video 1 (differentiated instruction).

Standard 6: Multiple Paths to Knowledge: document the different ways you have taught the content and language objectives specified in Standard 4 to your ELLs in video 1 (differentiated instruction with different types of language support).

Standard 7: Instructional Resources: document what types of resources you have in your classroom, the library, or in the larger community to teach your ELLs the content and language objectives specified in Standard 4 and seen in video 1.

Standard 8: Learning Environment: documentation of your classroom. Is it ELL friendly? Does it provide a culturally and diversity friendly environment? Does it reflect the diversity within your classroom? Does it contain culturally diverse artifacts and resources?

Standard 9: Assessment: Document how you know that the ELLs in video 1 learned and understood the content and language objectives specified in Standard 4? What types of assessments did you use?

Standard 10: Reflective Practices: Reflect on the lesson you taught in video 1, how successful it was, and what changes, if any, you would make if you taught this lesson again.

Standard 11: Linkages to Families: Document how you connect with the families of your ELL students seen in video 1.

Standard 12: Professional Leadership: Document what you do, above and beyond your classroom/professional duties, that advances the academic progress of your ELL students, assists their families, promotes learning of your colleagues about ELL students, or promotes TESOL. This standard does not include your own professional training or education.

Repeat for video 2.

3. A note on Standard 12, Professional Leadership: Professional leadership refers to what you have done as an educator to further the instruction of ELL students above and beyond your school responsibilities, for example creating an after school tutorial for ELL students or creating a school-community outreach. Professional leadership also refers to what you have done to improve your profession, such as providing in-services to your colleagues, or presenting at professional meetings. It does not refer to the academic training you have received or to the degrees you have.
4. The written documentation of each of the standards must be at least 2 pages but no more than 5 pages long.

**Style of the Written Documentation:**

The Practicum is a formal document. It demonstrates that you are a master teacher. Master teachers use proper English, free of grammatical, punctuation, and spelling errors. The Practicum must be written in complete sentences, without sentence fragments, without side bars, or excessive use of the passive voice. Conversational language is inappropriate in a Practicum.

1. Number the pages consecutively for the entire Practicum. Double space, use 12 font.
2. Do not use page protectors.
3. Write in short, concise sentences. You will be less prone to making errors.
4. Proof read carefully. Remember, spell check doesn’t catch everything. If you are a poor speller/writer, have another person proof your Practicum.

**Make Good Choices**

It is very important that you read the TESOL Standards carefully. Once you have done that and are thoroughly familiar with the TESOL Standards, it is time to begin.

1. Decide carefully what it is you wish to document. You want to be sure that best practices are evident in your portfolio.

2. Carefully plan your instructional or professional activities which you want to videotape. You videos should demonstrate outstanding professional activities.

   Your videotapes are the most important pieces of evidence in your portfolio of your skills as a master teacher. Your written documentation is based on your videos. The planning for your videos is therefore the most critical part of your Practicum.

3. Once you have completed preparations for the videos, and cleared the topics with me, go ahead and get started.
V. Deadlines

Please note that you will have to:

1. clear the two video topics with me before you proceed.

2. provide me with a writing sample of the documentation for one of the videos, either Standard II, Knowledge of Language and Language Development, or Standard IV, Knowledge of Subject Matter, before you write your Practicum.

The Practicum due date is ________.

VI. Assessment:

Assessment will be based on a point-scale. Each of the videos and each of the documentations of the standards will be worth 10 points, for a total of 430 points.

430—398 A; 397—354 B; 353—310 C. Since the practicum is a capstone document, a practicum with errors will not be accepted until it is revised and error free.

VII. My Contact Information:

You can reach me by email, phone, or by making an appointment.

Email: uchandler@atu.edu

Phone: 479 229-4219 h

479 964-0807 o 

Feel free to contact me at any time.

Recommended Reading


Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Graduate Council
FROM: English and World Languages
DATE SUBMITTED: September 30, 2011

REQUEST TO CHANGE TITLE OF SPAN 5803

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>Carl Branch</td>
<td>8-30-11</td>
</tr>
<tr>
<td>Dean</td>
<td>H. H. Steen</td>
<td>9-30-11</td>
</tr>
<tr>
<td>Graduate Council</td>
<td>Mary B. Weider</td>
<td>11-15-11</td>
</tr>
<tr>
<td>Registrar</td>
<td>J. J. Oliver</td>
<td>10-25-11</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
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</tbody>
</table>

Course Subject: SPAN
Cross-listed with Subject: SPAN

Official Title: Film Theory
Request to change:
X Title

Effective Term: X Spring
<table>
<thead>
<tr>
<th>New Course Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course Title (Limited to 30 characters including spaces):</td>
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<tr>
<td><strong>Spanish-Language Film</strong></td>
</tr>
<tr>
<td>New Course Description:</td>
</tr>
<tr>
<td>New Cross-list:</td>
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<tr>
<td>Adding Cross-listing</td>
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<tr>
<td>If adding or changing cross-listing, indicate course subject and number</td>
</tr>
<tr>
<td>New Prerequisite/Co-requisite:</td>
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<tr>
<td>X Elective</td>
</tr>
<tr>
<td>If major or minor course, you must complete the Request for Program Change form.</td>
</tr>
<tr>
<td>Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.</td>
</tr>
<tr>
<td>This title better represents the course's focus on Spanish-language films from around the world.</td>
</tr>
<tr>
<td>How will the effect of the change be monitored in ongoing program assessment?</td>
</tr>
<tr>
<td>We will track enrollment in the course and see if the title change has any impact on student interest.</td>
</tr>
<tr>
<td>If this course will affect other departments a Departmental Support Form for each affected department must be attached.</td>
</tr>
<tr>
<td>This title change will have no effect on any other program or department.</td>
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</tbody>
</table>
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: English and World Languages
DATE SUBMITTED: September 30, 2011

REQUEST TO ADD ENGL 6863 TESL PRACTICUM

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Department Head</td>
<td>Cheryl Brueker</td>
<td>9-24-11</td>
</tr>
<tr>
<td>Dean</td>
<td>Dr. Alan Yang</td>
<td>9-25-11</td>
</tr>
<tr>
<td>Graduate Council</td>
<td>Tommy B. Johnson</td>
<td>11.15.11</td>
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<tr>
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<tr>
<td>Vice President for Academic Affairs</td>
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</table>

Course Subject: TESL: ENGL
Course Number: 6863

Cross-listed with Subject: Course Number:

Official Title (Limited to 30 characters including spaces): TESL Practicum

Mode of Instruction: X 06_Internship/Practicum

Effective Term: Spring X Summer I

If course is required by major/minor, how frequently will course be offered?

Is this course repeatable for additional earned hours? NO
How many times?

Does this course require a fee? NO
How much? Type of fee?
X Elective | Major | Minor
--- | --- | ---
If major or minor course, you must complete the Request for Program Change form.

Prerequisite: Completion of ENGL 5703 or TESL 5703 and at least 9 additional hours toward the MA TESOL degree or permission of the instructor.

| Co-requisites: |
|---|---|---|

Grading | X Standard Letter | P/F | Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

a. Course subject, number and title
b. Course description as to appear in catalog
c. Course goals and/or objectives
d. Course outline
e. Methods of student performance assessment and evaluation
f. Course bibliography, reading list, and/or listing of other instructional media

A sample syllabus for ENGL 6863 is attached to this proposal.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. NO

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. NO.

How does this proposal support the University Mission or University Strategic Planning Goals? TESL 6863 TESOL Practicum “nurtures scholastic development, integrity, and professionalism.”

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

Changes in enrollment patterns and the demographics of our on-campus graduate students have led us to rework the M.A. TESOL to better serve the diverse students who want graduate to prepare to teach English to speakers of other languages.

- Student interest in TESOL has increased. Since the introduction of the TESL option in 2003, the M.A. in English has been one of the most productive graduate degrees at Tech in large part because of the Chinese cohort students who complete the degree each year. In the past few years the TESL option has become increasingly attractive to non-cohort M.A. English students. In the 2006-2007 academic year, 40 percent of non-cohort M.A. English students who sat for comprehensive exams were completing the TESL option. In the 2010-2011 academic year, 69 percent of non-cohort M.A. English students who sat for comprehensive exams were completing the TESL option.
- International students have become a larger portion of the students pursuing the TESL option. In the 2006-2007 academic year, no non-cohort international student sat for the TESL option.
In the 2010-2011 academic year, 33 percent of the non-cohort students who sat for the TESL comprehensive examination were international. This fall 56 percent of the TESL-option students enrolled in the introductory graduate course are international.

We believe that native and international non-cohort students as well as international cohort students will be better served by a degree that focuses completely on TESOL and related linguistic topics. Licensed K-12 teachers who are pursuing the revised M.A. in TESOL will be able to complete TESL 6863 TESOL Practicum. ENGL 6863 TESL Practicum will serve as an option for the three other distinct groups of students who will enroll in the revised M.A. TESOL:

- Students from Taiwan and mainland China who travel to Tech to complete this degree over 10 months.
- Traditional native students who want to complete the degree through a combination of in-class and online courses.
- International students who are not part of the Chinese cohort and want to complete the degree through a combination of in-class and online instruction.

How will the effect of the change be monitored in ongoing program assessment?

Periodic review of the lesson plans and evaluations of instruction from students enrolled in ENGL 6863 by the department’s Assessment Committee will become part of the assessment plan for the M.A. TESOL.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

The introduction of this course will have no effect on any other department or program.
SYLLABUS
ENGL 6863 TESL PRACTICUM

Catalog Description: TESL Practicum Prerequisite: Completion of ENGL 5703 or TESL 5703 and at least 9 additional hours toward the M.A. TESOL degree or permission of the instructor. ENGL 6863 is a structured, advanced methods course, in which students will prepare and implement a series of English lessons, guided by the 12 national ENL (English as a New Language) standards.

Course Objectives:

• This course will familiarize students with the 12 national ENL standards.
• This course will teach students how to locate, evaluate, and organize pedagogical information regarding English language learners.
• This course will help students prepare lesson plans for English language learners that exemplify best practices and are guided by the National Board of Professional Teaching Standards English as a New Language standards
• This course will encourage students to be reflective regarding their own teaching practices and performance.

Required Texts:


Course Outline:

Unit One: English as New Language Standards


   Assignment: Annotated commentary on all 12 standards (1500-200 words)

Unit Two: Methodology Overview

   Reading: Horowitz, chs. 1-3; Reynolds, section 1.

   Assignment: Pedagogy Examination

Unit Three: Lesson Planning

   Reading: Horowitz, Ch. 10; Reynolds, Section 2.

   Assignment: Lesson Plan Outline (500 words)

Unit Four: Teaching Listening

   Reading: Horowitz, Ch. 4. Reynolds, Section 10.

   Assignment: Listening Lesson Plan (500-1000 words)

Unit Five: Teaching Speaking
Reading: Horowitz, Ch. 5; Reynolds, section 9.
Assignment: Speaking Lesson Plan (500-1000 words)

Unit Six: Teaching Reading
Reading: Horowitz, ch. 6; Reynolds, Section 12.
Assignment: Reading Lesson Plan (500-1000 words)

Unit Seven: Teaching Writing
Reading: Horowitz, ch. 7; Reynolds, Section 13.
Assignment: Writing Lesson Plan (500-1000 words)

Unit Eight: Reflection
Reading: Horowitz, ch. 11; Richards, Section 16
Assignment: Reflective Essay based on review of faculty and student evaluations of instruction. (1000 words)

Grade Computation

| Annotated Commentary                  | 100 points |
| Pedagogy Examination                 | 100 points |
| Lesson Plan Outline                  | 100 points |
| Listening Lesson Plan                | 150 points |
| Speaking Lesson Plan                 | 150 points |
| Reading Lesson Plan                  | 150 points |
| Writing Lesson Plan                  | 150 points |
| Reflective Essay                     | 100 points |
| Total                                | 1000 points |

Bibliography


Deborah and Nelson:

I realized that I had made an error on the Graduate Council proposal to revise the MA TESOL program. I sent Dr. Gunter the following message, but I have not heard back from her.

I realize that I made an error on the proposal that I forwarded to revise the M.A. in TESOL. Specifically, TESL 6143 Reading for English Language Learners was listed twice on the list of approved electives and TESL 6053 Assessment Strategies and ENGL 6283 Literature and Society were left off the list. Is there a way that my error can be corrected before the Council meeting or at the meeting? I am embarrassed by my mistake, but I want to do what is necessary to make this right. I have attached a corrected copy of the proposal.

I guess I will need to see if the proposal can be amended at the meeting, but I wanted the two of you to understand the situation. I have attached a copy of the proposed proposal that I hope can be approved at the meeting.

Carl
Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Graduate Council
FROM: English and World Languages
DATE SUBMITTED: September 30, 2011

REQUEST TO CHANGE MA TESOL CURRICULM

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<thead>
<tr>
<th>Title</th>
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<tr>
<td>Department Head</td>
<td>Carl Burcher</td>
<td>9-29-11</td>
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<tr>
<td>Dean</td>
<td>Dr. Martin</td>
<td>9-29-11</td>
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<td>Graduate Council</td>
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Program Title: M.A. in TESOL  Effective Date: Fall 2012

Outline change in program and attach curriculum matrix:

- Reduce program to 30 hours.
- Remove restriction against “C” grades being used in degree
- Allow use of some ENGL-prefixed courses to substitute for equivalent TESL-prefixed courses.
- Add a comprehensive examination requirement

What impact will the change have on staffing, on other programs and space allocation?

There are two possible effects to this reconfiguration:
- First, the coordination of ENGL-prefixed and TESL-prefixed courses may lead to greater efficiency and permit some students to complete the degree in a shorter time.
- Second, the attractiveness of these changes may lead to an increase in enrollment, which could in time require additional staff.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

This change is a response to student demand as evidenced in enrollment trends and the changing demographics of students enrolling in our department’s graduate programs. It is also an effort to take
advantage of the merging of the Department of English and the Department of Foreign Languages to increased the clarity and efficiency of our graduate offerings.

- Student interest in TESOL has increased. Since the introduction of the TESL option in 2003, the M.A. in English has been one of the most productive graduate degrees at Tech in large part because of the Chinese cohort students who complete the degree each year. In the past few years the TESL option has become increasingly attractive to non-cohort M.A. English students. In the 2006-2007 academic year, 40 percent of non-cohort M.A. English students who sat for comprehensive exams were completing the TESL option. In the 2010-2011 academic year, 69 percent of non-cohort M.A. English students who sat for comprehensive exams were completing the TESL option.

- International students have become a larger portion of the students pursuing the TESL option. In the 2006-2007 academic year, no non-cohort international student sat for the TESL option comprehensive examination. In the 2010-2011 academic year, 33 percent of the non-cohort students who sat for the TESL comprehensive examination were international. This fall 56 percent of the TESL-option students enrolled in the introductory graduate course are international.

We believe that native and international non-cohort students as well as international cohort students will be better served by a degree that focuses completely on TESOL and related linguistic topics.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

This reconfiguration will lower enrollment in our M.A. in English as most students who are interested in TESOL will choose to pursue the M.A. in TESOL over the M.A. in English with TESL option, but we believe that the M.A. in English will continue to be viable. We also believe that this change will allow us to refocus the M.A. in English and better serve students who are not interested in TESOL.

The proposed change will have no effect on any other program or department.

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

The proposed revision of the catalog description and degree requirements are detailed below.

Master of Arts
Teaching English to Speakers of Other Languages

The Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL) includes the four courses prescribed by the Arkansas Department of Education for ESL endorsement within a flexible degree program. The M.A. in TESOL can enhance the credentials of K-12 teachers, prepare students for careers in post-secondary teaching in the United States or overseas, and serve as a foundation for doctoral-level studies.

Unconditional Admission
Students are eligible to apply for unconditional admission to the M.A. degree program in TESOL if they meet the admission requirements for the Graduate College.

**Conditional Admission**

No Change

**Academic Advisors**

No Change

**Admission to Candidacy**

No Change

**Degree Requirements**

1. The satisfactory completion of the following 30 semester hours of graduate work.

   TESL 5023 **or** ENGL 5023 Second Language Acquisition *
   TESL 5703 **or** ENGL 5703 Teaching English as a Second Language *
   TESL 5713 **or** ENGL 5713 ESL Assessment *
   TESL 5723 **or** ENGL 5723 Teaching People of Other Cultures *
   TESL or ENGL 5/6000-level Electives selected from the following (18 semester hours)

   TESL 6003 Linguistics for ESL Teachers
   TESL 6013 Modern English Grammar and Usage or ENGL 6013 Structure of the English Language
   TESL 6033 Oral and Written Communication or ENGL 6023 Composition for Teachers
   TESL 6143 Reading for English Language Learners
   TESL 6203 Language and Society
   TESL 6063 Instructional Strategies in Content Areas
   ENGL 5083: Seminar in English Language
   ENGL 6033 Rhetoric
   ENGL 6083 Seminar in Linguistics
   TESL 6863 TESOL Practicum or ENGL 6863 TESL Practicum

   * Note: These four courses compose the course work required by the Arkansas Department of Education for an ESL endorsement to an Arkansas Teaching License.

2. The satisfactory completion of an examination based on three M.A. TESOL courses selected by the student. Licensed teachers who complete TESL 6863 TESOL Practicum are exempt from the examination requirement.
3. The maintenance of a cumulative grade point average of at least 3.00 on all graduate work attempted at Arkansas Tech University toward the fulfillment of the M.A. TESOL requirements with a maximum of 6 hours of "C" grades.

4. The completion of a minimum of 24 semester hours of graduate work at Arkansas Tech University. Full-time residence is not required.

5. The completion of all degree requirements within six years of admission to the program.

Students who complete the M.A. in TESOL should be able to:

1. Demonstrate knowledge of the theory and practice of teaching English to speakers of a second language.

2. Generate writing that demonstrates advanced ability to analyze and synthesize.

3. Conduct original research.