FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee or Graduate Council (as appropriate)

From: Dr. Tom Tyler, Dean, School of Business
       Dr. Dennis Fleniken, Dean, School of Education
       Dr. Georgena Duncan, Dean, School of Liberal and Fine Arts
       Dr. Richard Cohoon, Dean, School of Physical and Life Sciences
       Dr. Eldon Clary, Dean, Graduate Studies and Assessment
       Dr. Jack Hamm, Dean, School of Systems Science

Date submitted: January 3, 2001

Type of Curriculum Change Requested: Course deletions

Submitted & Approved by: Dr. Tom Tyler, Dean, School of Business
                        Dr. Dennis Fleniken, Dean, School of Education
                        Dr. Georgena Duncan, Dean, School of Liberal and Fine Arts
                        Dr. Richard Cohoon, Dean, School of Physical and Life Sciences
                        Dr. Eldon Clary, Dean, Graduate Studies and Assessment
                        Dr. Jack Hamm, Dean, School of Systems Science

Reviewed by: Registrar
             Vice President for Academic Affairs:

1. Rationale for the request change:

   Courses have not been taught in the past three years and need to be deleted from the course inventory files as recommended by the North Central Association visiting team.

2. Effective date or term:

   Spring, 2001
Arkansas Tech University

MEMORANDUM

TO:  Dr. Tom Tyler, Dean, School of Business
     Dr. Mary Ann Rollans, Dean, School of Community Education and Professional Development
     Dr. Dennis Flenniken, Dean, School of Education
     Dr. Georgena Duncan, Dean, School of Liberal and Fine Arts
     Dr. Richard R. Cohoon, Dean, School of Physical and Life Sciences
     Dr. Eldon Clary, Dean, Graduate Studies and Assessment
     Dr. Jack Hamm, Dean, School of Systems Science

CC:   Dr. Larry Robinson, Vice-President for Academic Affairs
       Dr. Gabriel Esteban, Associate Vice-President for Academic Affairs

FROM: Dr. Glenn Sheets, Registrar

DATE: December 18, 2000

SUBJECT: Deletion of Courses

Attached are the course lists received from each Dean that are recommended for deletion from the course inventory files. These courses have not been taught in the past three years.

Please review all of the course listings received from each school to be sure that there are no courses being deleted in other schools which may impact your programs.

After review, all deans can sign off on a course proposal requesting the deletion of all the courses. The proposal will then be forwarded to the curriculum committee for action.
Memorandum

Office of the Dean

TO: Dr. Glenn Sheets
Registrar

FROM: Tom Tyler, Dean
School of Business

Royce Jones, Head
Accounting Department

David Roach, Chairman
Business and Economics Department

Gene Cole, Chairman
School of Business Curriculum Committee

RE: Course Deletions

DATE: December 12, 2000

The School of Business proposes deleting the following courses from the course inventory and the university undergraduate catalog. These courses have not been offered in the past three years and there are no plans to offer them again.

ACCT 1003 Individual Income Tax
BUAD 2063 Advanced Word Processing
MGMT 2013 Introduction to Management
Memorandum

To: Glenn Sheets
    Registrar

From: Dennis W. Fleniken

Ref: Courses to be deleted

Date: December 4, 2000

The following courses should be deleted from the catalog.

EDFD 3043      Educational Psychology
EDFD 3045      Educ Psy/Sec Methods
EDFD 3073      Intro/Educ Measurement
EDMD 6343      Adv Television Prod
ELED 1002      FD Par/Child Home Trg
ELED 1012      Fd Emot/Phys Hlth Sch
ELED 4701      Prac/Early Childhood Edu
ELED 4702      Prac/Early Childhood Edu
ELED 4706      Prac/Early Childhood Edu
ELED 4993      Spec Prob/Eled
ELED 6503      Math/Elementary School
ELED 6703      Trends/Iss Lang Arts Elem
ELED 6891      Independent Study
PE 2811        Badminton
PE 6103        Trends/Issues Phys Ed
SEED 1002      Fd Par/Child Home Trn
SEED 1012      Fd Emot/Phys Hlth Sch
SEED 3093      Sociology of Education

If you have questions, please call me.

"Leading and Serving to Build the Future"
MEMORANDUM

To: Glenn Sheets

From: Georgena Duncan

Subject: LFA courses to be dropped

Date: December 11, 2000

Listed below are the courses from Liberal and Fine Arts which are to be dropped from the course inventory.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 4073</td>
<td>Learning Theory</td>
<td>FR 4902</td>
<td>For. Lang. Internship</td>
</tr>
<tr>
<td>PSY 5003</td>
<td>Psychology of Death and Dying</td>
<td>FR 6894</td>
<td>Independent Study</td>
</tr>
<tr>
<td>SOC 6881</td>
<td>Workshop</td>
<td>FR 6882</td>
<td>Independent Study</td>
</tr>
<tr>
<td>SOC 6882</td>
<td>Workshop</td>
<td>FR 6893</td>
<td>Independent Study</td>
</tr>
<tr>
<td>SOC 6883</td>
<td>Workshop</td>
<td>GER 4801</td>
<td>student teachers?</td>
</tr>
<tr>
<td>SOC 6893</td>
<td>Independent Study</td>
<td>JOUR 4213</td>
<td>Newsletter Editing</td>
</tr>
<tr>
<td>SOC 6023</td>
<td>Seminar in Sociology and Education</td>
<td>TH 2213</td>
<td>Orientation</td>
</tr>
<tr>
<td>RS 6893</td>
<td>Independent Study</td>
<td>HUM 4433</td>
<td>Seminar in Humanities</td>
</tr>
<tr>
<td>GRK 4991</td>
<td>Special Problems in Classical Greek</td>
<td>HIST 4803</td>
<td>Global Studies in Modern Times</td>
</tr>
<tr>
<td>JPN 6882</td>
<td>Independent Study</td>
<td>HIST 5803</td>
<td>Global Studies in Modern Times</td>
</tr>
<tr>
<td>JPN 6883</td>
<td>Independent Study</td>
<td>HIST 3173</td>
<td>History of Western Mind II</td>
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<td>JPN 4902</td>
<td>Foreign Language Internship</td>
<td>HIST 3163</td>
<td>History of Western Mind I</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Course Code</td>
<td>Course Title</td>
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</tr>
<tr>
<td>JPN 6893</td>
<td>Independent Study</td>
<td>HIST 4701</td>
<td>Special Methods in Social Studies</td>
</tr>
<tr>
<td>JPN 4801</td>
<td>Is this the old student teaching course?</td>
<td>HIST 5003</td>
<td>Contemporary American, 1929-Present</td>
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<tr>
<td>JPN 6894</td>
<td>Independent Study</td>
<td>POLS 6882</td>
<td>Workshop</td>
</tr>
<tr>
<td>POLS 6881</td>
<td>Workshop</td>
<td>POLS 6883</td>
<td>Workshop</td>
</tr>
<tr>
<td>PHIL 3043</td>
<td>Philosophy of Science</td>
<td>PHIL 3063</td>
<td>Eur. Pol. Theory</td>
</tr>
<tr>
<td>LA 6813</td>
<td>Sci/Tech/Human Values</td>
<td>ENGL 6056</td>
<td>Ark. Writing Project</td>
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<td>ART 6263</td>
<td>Survey/Photojournalism</td>
<td>ART 4303</td>
<td>Tech/Scientific Illustration</td>
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<td>MUS 1783</td>
<td>Music Lit</td>
<td>MUS 2281</td>
<td>Band Perf. Lab</td>
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<tr>
<td>MUS 3411</td>
<td>Brass Instruments</td>
<td>MUS 3812</td>
<td>Inst. Con.</td>
</tr>
<tr>
<td>MUS 3823</td>
<td>Choral Conducting/Lit</td>
<td>MUS 3893</td>
<td>Mid. Sch. Mus. CR/IN</td>
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<tr>
<td>MUS 4471</td>
<td>Percussion Inst.</td>
<td>MUS 4501</td>
<td>Inst. Ensembles</td>
</tr>
<tr>
<td>MUS 4771</td>
<td>Composition</td>
<td>MUS 4772</td>
<td>Composition</td>
</tr>
<tr>
<td>MUS 4792</td>
<td>History of Music IV</td>
<td>MUS 4872</td>
<td>Music Administration</td>
</tr>
<tr>
<td>MUS 4883</td>
<td>Workshop in Music</td>
<td>MUS 6103</td>
<td>Hist. Am. Music/Jazz/Folk</td>
</tr>
<tr>
<td>MUS 6231</td>
<td>Applied Voice</td>
<td>MUS 6232</td>
<td>Applied Voice</td>
</tr>
<tr>
<td>HUM 3131</td>
<td>International Colloquium</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I have tried for almost 3 years to get the courses below dropped from the catalogue. They've been dropped by Curriculum Committee and Senate, but refuse to die in print.

HUM 3233  Arts and Ideas
HUM 3243  Ideals and Values
HUM 3253  Ideals and Values
HIST 2103  Life and Letters
Date: January 10, 2001

From: V. Andy Anders, Head
Music Department

To: Dr. Georgena Duncan, Dean
School of Liberal and Fine Arts

Subject: Add to Course Inventory Purge List

Please add to the Course Inventory Purge list:

MUS 1561, 3561 Orchestra

Discussions by the music faculty considered the doubt that orchestra will be offered again in the near future versus the image projected the NASM evaluation team. Recent conversations with NASM members suggest if the course has not been truly functional in recent semesters, both the report and integrity of course listings would be better served by dropping the course listing until such time that a new effort to establish a string program can be mustered. I concur that the drop is the preferred course of action.
To: Curriculum Committee
From: School of Physical and Life Sciences
Date submitted: November 29, 2000
Submitted by: Richard R. Cohoon, Dean
Reviewed by: Registrar
Vice President for Academic Affairs:

I. It has come to my attention that the following courses appear on the computerized course inventory; however, they are no longer offered and are not in the current catalogs:

BIOL 5044 (Identification of Woody Plants) should have been deleted in 1989 when the Secondary Education - Natural Science degree option was closed

CHEM 3442 (Unified Chemistry) no such course was ever proposed or listed (it must be a “typo”)

MMT 2001 (Mining Seminar II) should have been deleted in 1994 when the MMT Associate of Science degree was closed

NUR 3802 (Physical Assessment I) & 4502 (Physical Assessment II) courses should have been deleted in 1992 when replaced by NUR 3304 (Health Assessment)

PHYS 3013 (Atomic & Nuclear Physics) & 4115 (Advanced Atomic & Nuclear Physics) courses should have been deleted in 1998 when replaced by PHYS 3213 (Modern Physics)

II. I recommend that the above listed courses be removed from the computerized course inventory.

xc: Dr. Burris
Dr. Gagen
Dr. Hemmati
Arkansas Tech University
DEPARTMENT OF MATHEMATICS
MEMORANDUM

To: Dr. Jack Hamm, Dean
   School of Systems Science

From: Dr. John Watson, Head
       Department of Mathematics

Date: Thursday, November 30, 2000

RE: Courses to be deleted from the catalog

I recommend that we delete the following courses from the catalog since they haven’t been taught for several years.

Math 2223 Quantitative Business Analysis
Math 3113 Transition to Advanced Mathematics
Math 3273 Numerical Analysis
Math 6113 Finite Mathematics
Math 6153 Content and Methods of Teaching Secondary Math
Math 6133 Advanced Abstract Algebra

At this time I could prefer to keep the following courses which were listed on Dr. Sheets memo.

Math 4253 Advanced Calculus I and Math 4293 Introductory Topology: We need these courses for the student who intends to go to graduate school and wants additional preparation from what we normally offer.

Math 2183 Statistical Process Control: This is a relatively new course that we are still intending to offer on demand.

Copy: Math faculty
Memorandum
Arkansas Tech University Engineering Department

TO: Dr. Jack Hamm, Dean, System Science
FROM: John L. Krohn, Department Head, Engineering
DATE: December 4, 2000
RE: Old Courses

Please remove the following courses from the course inventory for engineering:

- ENGR 1023 Technology and Man
- ENGR 3203 Soil Mechanics

The department has no plans to offer these courses in the future.
To: Curriculum Committee and Graduate Council
From: School of Education
Center for Leadership and Learning
Date: July 10, 2001

Request for: New Course
Submitted by: Dr. Kandis Croom
Approved by: Dr. Mary B. Gunter
Director, Center for Leadership and Learning
Dr. Dennis Fleniken
Dean, School of Education
Reviewed by: Dr. C. Glenn Sheets
Registrar

Dr. Jack Hamm
Vice-President for Academic Affairs

I. Catalog Description: This course will review the basic concepts and principles of elementary, middle, and secondary school counseling. Specific focus will be on program accountability and developing and leading school-based counseling programs.

Course Number: COUN 6233
Title: Organization and Leadership of School Counseling Programs

II. Justification and feasibility of course:

A. This course is designed to provide future school counselors with the basic concepts and principles of school-based program development, accountability and leadership.

B. This does not affect any other course

C. This course will expand the Center for Leadership and Learning's offerings in graduate level program.

D. The course will be offered in Fall 2001 and because of the rotation sequence during the appropriate semester for each cohort thereafter.

E. Dr. Kandis Croom will teach the course.

F. This course will be required for students pursuing a master of School Counseling and Leadership.
Course Requirements:

Class participation
Student participation in both attendance and contribution to verbal discussions will be assessed by the instructor for each session.

Develop A Comprehensive School Counseling Program
Each student will be given time in class and outside of class to develop a comprehensive school counseling program specific to the level of licensure they are seeking. Components of the school counseling program will be discussed in class and the student will develop, extend, and create a program.

Culminating Performance- Build A Curriculum
Each student will select 8 to 10 topics of study in developing a school counseling curriculum and give a rationale for their selection. Also, students will show how they planned, organized, implemented, and evaluated their school-based counseling program.

Journal/Reflection
Students will journal and reflect on the program development process, as well as the accountability piece and leadership role they will play in the process.

Plagiarism and Other Academic Misconduct: Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in Articles III and IV (pages 9-10) of the Arkansas Tech University Student Handbook 2001-2002. Plagiarism is defined as an idea, expression, plot, or the like from another and used as one's own (World Book Dictionary, 1985).

Attendance: Class attendance and participation are required.

Required text:

Bibliography:
A. Selected Internet Sources
B. Selected Educational Journals
C. Newspaper Articles
Arkansas Tech University
COUN 6233
School Counseling Programs
Fall 2001

1. Course Number:
   COUN 6233

2. Course Title:
   School Counseling Programs

3. Instructor Information:
   Dr. Kandis Croom
   Office Hours: Monday & Wednesday 2:00-3:00, Tuesday 10:00-12:00, and By Appointment
   Phone: 501-968-0419
   FAX: 501-498-6075
   E-mail: kandis.croom@mail.atu.edu

4. Catalogue Description:
   This course will review the basic concepts and principles of elementary, middle school, and high school counseling programs. Specific focus will be on program accountability, development, and leadership of school-based counseling programs.

5. Required Texts:

6. Bibliography:
   A. Selected internet sources
   B. Selected educational journals
   C. Newspaper articles

7. Statement of Prerequisites:
   Admission to graduate school. Students must meet the entrance requirements and be accepted for the CLL program and have advisor permission to register for the course or the approval of the CLL program director.

8. Goals: Successful students will demonstrate an understanding and application of:
   - The school-counseling profession
   - Basic concepts/principles that lead a school-based counseling program
   - Role and responsibility of the counselor in the school-based program
   - Aligning the school-counseling program with the State and National Counseling Standards
   - Ethical concerns/accountability as they relate to field of counseling and education
   - Theory based beginning principles necessary for effective counseling
   - Critically examine theories covered within the framework of their own background, values and appropriateness for public schools.

9. Rationale for Course & Objectives:
   The development, implementation, and evaluation of the school-counseling program must be based on sound basic concepts and principles. School counselors must understand both what their actions will likely produce and how that outcome will be achieved as they work through the mapping of the curriculum for the school-counseling program. This course will also concentrate on accountability, legal, and ethical issues of the counselor and the school program developed, as well as the leadership necessary to move to action.

10. Course Content:
    - School counseling profession
    - Comprehensive school counseling program
    - Essential services that the school counselor provides
    - Individual & group procedures
    - Collaboration with agencies and others
11. Method of Instruction:
The delivery of instruction in this course will include facilitative dialogue, case studies, cooperative learning, experiential learning and reflective practice.

12. Course Requirements:

Class participation
Student participation in both attendance and contribution to verbal discussions will be assessed by the instructor for each session.

Develop A Comprehensive School Counseling Program
Each student will develop a comprehensive school counseling program specific to the level of licensure they are seeking. Components of the school counseling program will be discussed in class and the student will develop, extend, and create a program.

Journal/Reflection
Students will reflect on the program development process, as well as the accountability piece and leadership role they will play in the process.

Culminating Performance- Build A Curriculum
Each student will select 8 to 10 topics of study in developing a school counseling curriculum and give a rationale for their selection. Also, students will show how they planned, organized, implemented, and evaluated their school-based counseling program.

13. Methods of Evaluation:
Each course requirement will be assessed to the following level of performance:

- Level 3: Exceeds Expectations
- Level 2: Meets Expectations
- Level 1: Unacceptable

14. Policies:

Attendance
Class attendance and participation will factor into the final grade. If a student has to miss a class, the instructor must be notified and arrangements made to make up the material covered from the missed class.

Academic Dishonesty
Any student found to have committed academic dishonesty including, but not limited to cheating, plagiarism, or other forms of academic dishonesty will be treated in accordance with the policy of Arkansas Tech University as stated in the graduate student handbook (pp. 9-10).

Incomplete grades
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student’s control, and has completed as least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of “I” is assigned, the student and instructor, together, will complete and sign this contract.

2. The signed contract must be attached to the final grade sheet if a grade of “I” is assigned, and is only valid if both parties have signed.
CURRICULUM CHANGE PROPOSAL

TO: Graduate Council
FROM: Department of Foreign Languages and International Studies
DATE: August 9, 2006
TYPE: Course Addition
Submitted By: Dr. Ursula Chandler
Approved By: 

Department Head
Dean

Reviewed By: 

Registrar

Vice President for Academic Affairs
I. Program change: Course Additions
Add TESL 6891-4 to the catalog.
Open to graduate students who wish to pursue individual study or
investigation of some facet of knowledge which complements the
University's graduate program.

II. Course Information
A. Rationale:
The course is needed to provide some flexibility to the degree program
and to address special research needs of graduate students.

B. Impact
None

C. Effective Term
Spring 2007
June
To: Curriculum Committee and Graduate Council

From: School of Education  
Center for Leadership and Learning

Date: July 10, 2001

Request for: New Course

Submitted by: Dr. Kandis Croom

Approved by: Dr. Mary B. Gunter  
Director, Center for Leadership and Learning

Dr. Dennis Fleniken  
Dean, School of Education

Reviewed by: Dr. C. Glenn Sheets  
Registrar  7-13-01

Dr. Jack Hamm  
Vice-President for Academic Affairs

I. Catalog Description: This course will review the basic concepts and principles of elementary, middle, and secondary school counseling. Specific focus will be on program accountability and developing and leading school-based counseling programs.

Course Number: COUN 6233
Title: Organization and Leadership of School Counseling Programs

II. Justification and feasibility of course:

A. This course is designed to provide future school counselors with the basic concepts and principles of school-based program development, accountability and leadership.

B. This does not affect any other course

C. This course will expand the Center for Leadership and Learning’s offerings in graduate level program.

D. The course will be offered in Fall 2001 and because of the rotation sequence during the appropriate semester for each cohort there after.

E. Dr. Kandis Croom will teach the course.

F. This course will be required for students pursuing a master of School Counseling and Leadership.
Course Requirements:
Class participation
Student participation in both attendance and contribution to verbal discussions will be assessed by the instructor for each session.

Develop A Comprehensive School Counseling Program
Each student will be given time in class and outside of class to develop a comprehensive school counseling program specific to the level of licensure they are seeking. Components of the school counseling program will be discussed in class and the student will develop, extend, and create a program.

Culminating Performance- Build A Curriculum
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Journal/Reflection
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Attendance: Class attendance and participation are required.

Required text:

Bibliography:
A. Selected Internet Sources
B. Selected Educational Journals
C. Newspaper Articles
Arkansas Tech University  
COUN 6233  
Organization and Leadership  
Of School Counseling Programs  
Fall 2001

1. Course Number:  
COUN 6233

2. Course Title:  
Organization and Leadership of School Counseling Programs

3. Instructor Information:  
Dr. Kandis Croom  
Office Hours: Monday & Wednesday 2:00-3:00, Tuesday 10:00-12:00, and By Appointment  
Phone: 501-968-0419  
FAX: 501-498-6075  
E-mail: kandis.croom@mai.atu.edu

4. Catalogue Description:  
This course will review the basic concepts and principles of elementary, middle school, and high school counseling programs. Specific focus will be on program accountability, development, and leadership of school-based counseling programs.

5. Required Texts:  

6. Bibliography:  
A. Selected internet sources  
B. Selected educational journals  
C. Newspaper articles

7. Statement of Prerequisites:  
Admission to graduate school. Students must meet the entrance requirements and be accepted for the CLL program and have advisor permission to register for the course.

8. Goals:  
Successful students will demonstrate an understanding and application of:  
- The school-counseling profession  
- Basic concepts/principles that lead a school-based counseling program  
- Role and responsibility of the counselor in the school-based program  
- Aligning the school-counseling program with the State and National Counseling Standards  
- Ethical concerns/accountability as they relate to field of counseling and education  
- Theory based beginning principles necessary for effective counseling  
- Critically examine theories covered within the framework of their own background, values and appropriateness for public schools.

9. Rationale for Course & Objectives:  
The development, implementation, and evaluation of the school-counseling program must be based on sound basic concepts and principles. School counselors must understand both what their actions will likely produce and how that outcome will be achieved as they work through the mapping of the curriculum for the school-counseling program. This course will also concentrate on accountability, legal, and ethical issues of the counselor and the school program developed, as well as the leadership necessary to move to action.

10. Course Content:  
- School counseling profession  
- Comprehensive school counseling program  
- Essential services that the school counselor provides
11. Method of Instruction:
The delivery of instruction in this course will include facilitative dialogue, case studies, cooperative learning, experiential learning and reflective practice.

12. Course Requirements:
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13. Methods of Evaluation:
Each course requirement will be assessed to the following level of performance:
• Level 3: Exceeds Expectations
• Level 2: Meets Expectations
• Level 1: Unacceptable

14. Policies:
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Class attendance and participation will factor into the final grade. If a student has to miss a class, the instructor must be notified and arrangements made to make up the material covered from the missed class.

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Any student found to have committed academic dishonesty including, but not limited to cheating, plagiarism, or other forms of academic dishonesty will be treated in accordance with the policy of Arkansas Tech University as stated in the graduate student handbook (pp. 9-10).

Incomplete grades
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student’s control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of “I” is assigned, the student and instructor, together, will complete and sign this contract.
2. The signed contract must be attached to the final grade sheet if a grade of “I” is assigned, and is only valid if both parties have signed.
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department Biology

Date Submitted: 21 Aug. 01

Request for: Course addition X Course deletion Course change

(Complete section I) (Complete section II) (Complete section III)

Submitted by: C. Kellner

Approved by: Charlie Howes

Dean of School

SECTION I: Course Addition

Complete section below and provide information requested on page 2.

Recommended Course ID: (Prefix/number) FW 504

Effective Term: Fall 2002

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

Forest ecology and management

Catalog Title (if different)

Ecology Biol FW 504

Prerequisite

Ecology Biol FW 504

Co-requisite


Cross-listed with

Does change affect a State Minimum Core course? X

Normal grading or Pass/Fail

This course may be repeated for degree credit times for a maximum of hours.

Variable hrs options 3 hrs if taken without the lab

Fees attached to class? Amount Type of fee Normal maximum enrollment limit


SECTION II: Course Deletion

Complete this section and attach rationale for deletion.

Course ID (Prefix/Number): Last term to be offered:

Catalog Title Does course have a fee attached?

SECTION III: Course change

Complete this section and attach description and rationale for change.

Course ID (Prefix/Number): Effective Term:

Catalog Title Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar 11-06-01

Faculty Senate: Approved date:

Disapproved date:

Graduate Council: Approved date:

Disapproved date:

Office Use:

Screen 125: Date added Date deleted Date Changed By

Fee? If yes, sent to Student Accounts (date) By

Pass/Fail? Changes made on screen 1G1 and 1G2

97
Arkansas Tech University
Inter-Office Memo

To: Graduate Council

From: C. Kellner

Date: 21 August 2001

Subject: Forest Ecology and Management

I have requested approval from the Curriculum Committee to change the name of Forest Ecology to Forest Ecology and Management and to change the number from 3024 to 4014. Contingent upon approval, I suggest that we double list 4014 as 5014. Although this would constitute a new course listing it would not, in fact, be a new course. I taught a graduate version of Forest Ecology last year as independent study (FW 6894).
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department: BIOLOGY, F&W Program

Date Submitted: 9/5/01

Request for: Course addition ✔ Course deletion Course change

(Complete section I) (Complete section II) (Complete section III)

Submitted by: J.N. Stoeckl

Approved by: Charles Hayon Dean of School

Department Head

SECTION I: Course Addition

Complete section below and provide information requested on page 2.

Recommended Course ID: (Prefix/number) FW 5881-4 Effective Term: Spring 2002

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

Catalog Title (if different) Consent of Instructor

Prerequisite

Co-requisite

Cross-listed with FW 4881-4

Does change affect a State Minimum Core course? NO

Normal grading ✔ or Pass/Fail

This course may be repeated for degree credit YES times for a maximum of NA hours.

Fees attached to class? Amount Type of fee Normal maximum enrollment limit

SECTION II: Course Deletion

Complete this section and attach rationale for deletion.

Course ID (Prefix/Number):

Catalog Title

Last term to be offered:

Does course have a fee attached?

SECTION III: Course change

Complete this section and attach description and rationale for change.

Course ID (Prefix/Number):

Catalog Title

Effective Term:

Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar: 11-06-01

Faculty Senate: Approved date: Graduate Council: Approved date:

Disapproved date:

Vice President

Office Use:

Screen 125: Date added Date deleted Date Changed By

Fee? If yes, sent to Student Accounts (date) By

Pass/Fail? Changes made on screen 1G1 and 1G2
I. Catalog description:

FW5881-4. Advanced Topics. Prerequisite, consent of instructor. This course offers special instruction on fisheries and wildlife topics that are not otherwise covered in the curriculum. The primary focus of the course will vary from offering to offering, thus the course may be taken more than once. On demand.

Description: As above. This course will provide a mechanism for offering instruction in areas of the profession and field that are continually changing or that otherwise are not covered in our curriculum.

II. Justification and Feasibility

A. Need? There is a need to provide a graduate-level fisheries and wildlife course with the flexibility to cover current, important topics that are not otherwise covered in the curriculum. The topics and focus of the course will vary depending on available teaching expertise, the significance of new and emerging information, and the needs of students.

B. Overlap? This course should compliment existing courses, and no significant overlap with existing courses is expected.

C. Part of plan? This course is part of the general fisheries and wildlife graduate program plan to provide a sufficient quantity and quality of course work for students in our graduate program.

D. How often? The course will be offered as needed.

E. Staffing? Depending on the topic of interest, the course will be staffed either by fisheries and wildlife faculty or by qualified adjunct instructors. Additional fisheries and wildlife faculty have or will be hired to provide sufficient staff to offer the diversity and quantity of courses needed to simultaneously develop a graduate program and maintain a quality undergraduate program.

F. Affect others? We have not consulted with other departments because we foresee no impacts on other departments or programs.

Note: A syllabus, course objectives, and a course outline are not attached because the focus and topic of the course will vary from offering to offering.
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department BIOLOGY, FW Program

Date Submitted: 9/5/01

Request for: Course addition  
(Course deletion  
(Course change  
(Complete section I)  
(Complete section II)  
(Complete section III)

Submitted by: J.N. Stecker

Approved by: Department Head 

Dean of School

SECTION I: Course Addition

Complete section below and provide information requested on page 2.

Recommended Course ID: (Prefix/number) FW 5881-4 
Effective Term: Spring 2002

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

Catalog Title (if different)

Prerequisite

Consent of Instructor

Co-requisite

Cross-listed with FW 4881-4

Does change affect a State Minimum Core course? NO

Normal grading V or Pass/Fail

This course may be repeated for degree credit YES times for a maximum of NA hours.

Fees attached to class? Amount Type of fee Normal maximum enrollment limit

SECTION II: Course Deletion

Complete this section and attach rationale for deletion.

Course ID (Prefix/Number):

CatalogTitle

Last term to be offered:

Does course have a fee attached?

SECTION III: Course change

Complete this section and attach description and rationale for change.

Course ID (Prefix/Number):

Catalog Title

Effective Term:

Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar 11-06-01

Faculty Senate: Approved date:

Disapproved date:

Graduate Council: Approved date:

Disapproved date:

Vice President

Office Use:

Screen 125: Date added Date deleted Date Changed By

Fee? If yes, sent to Student Accounts (date) By

Pass/Fail? Changes made on screen 1G1 and 1G2

97
I. Catalog description:

FW5881-4. Advanced Topics. Prerequisite, consent of instructor. This course offers special instruction on fisheries and wildlife topics that are not otherwise covered in the curriculum. The primary focus of the course will vary from offering to offering, thus the course may be taken more than once. On demand.

Description: As above. This course will provide a mechanism for offering instruction in areas of the profession and field that are continually changing or that otherwise are not covered in our curriculum.

II. Justification and Feasibility

A. Need? There is a need to provide a graduate-level fisheries and wildlife course with the flexibility to cover current, important topics that are not otherwise covered in the curriculum. The topics and focus of the course will vary depending on available teaching expertise, the significance of new and emerging information, and the needs of students.

B. Overlap? This course should compliment existing courses, and no significant overlap with existing courses is expected.

C. Part of plan? This course is part of the general fisheries and wildlife graduate program plan to provide a sufficient quantity and quality of course work for students in our graduate program.

D. How often? The course will be offered as needed.

E. Staffing? Depending on the topic of interest, the course will be staffed either by fisheries and wildlife faculty or by qualified adjunct instructors. Additional fisheries and wildlife faculty have or will be hired to provide sufficient staff to offer the diversity and quantity of courses needed to simultaneously develop a graduate program and maintain a quality undergraduate program.

F. Affect others? We have not consulted with other departments because we foresee no impacts on other departments or programs.

Note: A syllabus, course objectives, and a course outline are not attached because the focus and topic of the course will vary from offering to offering.
To: Graduate Council
From: English Department
Date: September 18, 2001
Subject: Change Thesis Option in M.A. in English
      Delete ENGL 6996: Thesis Research

Submitted by: Stan Lombardo, Ruth Harrison, Donna White, Carl Brucker
Approved by: Dr. Carl Brucker, Head
             English Department
             Dr. Georgena Duncan
             Dean
             School of Liberal and Fine Arts
Reviewed by: Dr. Glenn Sheets
             Registrar

Proposed change:

The English Department requests permission to reduce the semester hours required for completion of the thesis option in the M.A. in English from 6 to 3 and permission to delete ENGL 6996: Thesis Research.

Catalog changes:

Changes are italicized.

Page 60, Arkansas Tech Graduate Catalog 2001-2002
English Department

Memorandum

To: Graduate Council
From: English Department
Date: September 18, 2001
Subject: Change Thesis Option in M.A. in English
Delete ENGL 6996: Thesis Research

Submitted by: Stan Lombardo, Ruth Harrison, Donna White, Carl Brucker
Approved by: Dr. Carl Brucker, Head
Dr. Georgena Duncan
English Department
School of Liberal and Fine Arts

Reviewed by: Dr. Glenn Sheets
Registrar

Dr. Jack Hamm
Vice President for Academic Affairs

Proposed change:

The English Department requests permission to reduce the semester hours required for completion of
the thesis option in the M.A. in English from 6 to 3 and permission to delete ENGL 6996: Thesis
Research.

Catalog changes:

Changes are italicized.

Page 60, Arkansas Tech Graduate Catalog 2001-2002

General Requirements for
Master of Arts in English Degree

3. The satisfactory completion of 27 semester hours of graduate English electives (non-thesis option),
or 24 semester hours and 3 hours of ENGL 6993: Thesis Research (thesis option).

Effective date: Fall 2002
Master's Thesis Option

Students who elect the thesis option will work with a faculty advisor to prepare a thesis plan. After this thesis plan is approved by the Head of the Department of English and the Dean of Graduate Studies, the student may enroll for thesis credit in ENGL 6993: Thesis Research. The completed thesis must be approved by the faculty advisor, a majority of the members of the English Department M.A. Committee, the Head of the Department of English, and the Dean of Graduate Studies.

Degree Requirements

Candidates for the Master of Arts degree with a major in English must complete the following 30-semester-hour degree program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 6003: Introduction to English Graduate Study</td>
<td>3 hours</td>
</tr>
<tr>
<td>English Electives</td>
<td></td>
</tr>
<tr>
<td>Thesis option – at least 9 hours must be 6000 level</td>
<td>24-27 hours</td>
</tr>
<tr>
<td>Non-thesis option – at least 12 hours must be 6000 level</td>
<td></td>
</tr>
<tr>
<td>Master's Thesis</td>
<td></td>
</tr>
<tr>
<td>ENGL 6993: Thesis Research</td>
<td>0-3 hours</td>
</tr>
<tr>
<td></td>
<td>30 hours</td>
</tr>
</tbody>
</table>

Rationale for the changes:

Several factors led us to request limiting the thesis option requirement in the M.A. in English:

1. We are unable to compensate faculty for serving as faculty advisors on thesis projects. We, therefore, feel that a 3-hour commitment is less of an imposition on overworked graduate faculty.
2. We are concerned that students be able to complete their degrees in a timely manner. Reducing the thesis credit hours will make it possible for students to complete meaningful thesis projects in a single semester.
3. The M.L.A. Project requirement has been reduced to 3 semester hours, so changing the M.A. in English thesis requirement will make the degrees consistent.
4. All M.A. in English students, both thesis option and non-thesis option, must pass a comprehensive examination; therefore, reducing the hours of the thesis option does not diminish the quality of the degree.
5. If the M.A. in English thesis requirement is reduced to 3 semester hours, ENGL 6996 will no longer be needed.

Relation to other department offerings:

Reducing the thesis option requirement for M.A. in English students will decrease the overload of graduate English faculty who may be requested to advise M.A. theses as well as M.L.A. projects.

Effect on other departments:

The proposed changes to the thesis option for M.A. in English students should have no effect on other departments.
English Department

Memorandum

To: Graduate Council
From: English Department
Date: September 18, 2001
Subject: Change ENGL 5093: Seminar: Creative Writing

Submitted by: Paul Lake, Mike Ritchie, Brad Vice, Carl Brucker
Approved by: [Signature]
Dr. Carl Brucker, Head
English Department

[Signature]
Dr. Georgena Duncan, Dean
School of Liberal and Fine Arts

Reviewed by: [Signature]
Dr. Glenn Sheets
Registrar

Dr. Jack Hamm
Vice President for Academic Affairs

Proposed change:

The English Department requests permission to change the catalog description of Engl 5093: Seminar: Creative Writing as described below.

Catalog description:

Changes are italicized.

Engl 5093. Seminar in Creative Writing. Opportunity for students to refine style and technique in a genre of creative writing. May be repeated for credit as Engl 5093 if course content varies.

Rationale for the change:

We want to change the title of Engl 5093 and begin offering it with subtitles that indicate a specific focus for the seminar. For example, this course might be offered as Playwriting, Screenplay Writing, Short Story Writing, or Novel Writing. We want students to be able to repeat the seminar if the focus varies. This change will permit us to expand our graduate creative writing offerings without creating a number of seldom-offered course titles.
Relation to other department offerings:

The revised Engl 5093 will offer additional choices for departmental graduate students enrolled in the M.A. in English, M.Ed. in English Education, or the M.L.A.

Effect on other departments:

The proposed revision to Engl 5093 will not affect any other department's graduate programs.
English Department

Memorandum

To: Graduate Council
From: English Department
Date: September 18, 2001
Subject: Change ENGL 5093: Seminar: Creative Writing

Submitted by: Paul Lake, Mike Ritchie, Brad Vice, Carl Brucker
Approved by: Dr. Carl Brucker, Head English Department
Dr. Georgena Duncan, Dean School of Liberal and Fine Arts
Reviewed by: Dr. Glenn Sheets Registrar

Dr. Jack Hamm
Vice President for Academic Affairs

Proposed change:

The English Department requests permission to change the catalog description of ENGL 5093: Seminar: Creative Writing as described below.

Catalog description:

Changes are italicized.

ENGL 5093. Seminar in Creative Writing. Opportunity for students to refine style and technique in a genre of creative writing. May be repeated for credit as ENGL 5093 if course content varies.

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Relation to other department offerings:
English Department

Memorandum

To: Graduate Council
From: English Department
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Subject: Change ENGL 5093: Seminar: Creative Writing

Submitted by: Paul Lake, Mike Ritchie, Brad Vice, Carl Brucker
Approved by: Carl Brucker, Head
Dr. Carl Brucker, Head
English Department
Dr. Georgena Duncan, Dean
School of Liberal and Fine Arts
Reviewed by: Dr. Glenn Sheets
Registrar

Dr. Jack Hamm
Vice President for Academic Affairs

Proposed change:

The English Department requests permission to change the catalog description of Engl 5093: Seminar: Creative Writing as described below.

Catalog description:

Changes are italicized.

Engl 5093. Seminar in Creative Writing. Opportunity for students to refine style and technique in a genre of creative writing. May be repeated for credit as Engl 5093 if course content varies.

Rationale for the change:

We want to change the title of Engl 5093 and begin offering it with subtitles that indicate a specific focus for the seminar. For example, this course might be offered as Playwriting, Screenplay Writing, Short Story Writing, or Novel Writing. We want students to be able to repeat the seminar if the focus varies. This change will permit us to expand our graduate creative writing offerings without creating a number of seldom-offered course titles.
Relation to other department offerings:

The revised Engl 5093 will offer additional choices for departmental graduate students enrolled in the M.A. in English, M.Ed. in English Education, or the M.L.A.

Effect on other departments:

The proposed revision to Engl 5093 will not affect any other department's graduate programs.
English Department

Memorandum

To: Graduate Council

From: English Department

Date: September 18, 2001

Subject: Add ENGL 5223: Young Adult Literature

Submitted by: Donna White
Carl Brucker

Approved by: 
Dr. Carl Brucker, Head
English Department

Dr. Georgena Duncan, Dean
School of Liberal and Fine Arts

Reviewed by: 
Dr. Glenn Sheets
Registrar

Dr. Jack Hamm
Vice President for Academic Affairs

Proposed change:

The English Department requests the addition of Engl 5223: Young Adult Literature.

Catalog description:

Engl 5223. Young Adult Literature. A survey of young adult literature.

Course objectives:

Engl 5223: Young Adult Literature will meet the following instructional objectives:

• to provide a historical and cultural background to the development of young adult literature;
• to examine numerous genres within young adult literature;
• to familiarize students with important writers, issues, and developments in the field;
• to introduce students to library and teaching resources in the field;
• to strengthen students’ writing and analytical skills.
Course outline:

In this course, students will study a range of young adult literature from different time periods and in a variety of genres. They will examine the development of young adult literature as a special field of study from its origins in 19th-century literature, through its emergence as a separate body of work in the 1960s, to its continued growth as contemporary literature. Students will also examine issues that are closely related to young adult literature, such as censorship and market influences. Particular attention will be given to important writers of young adult literature so that students will become familiar with names like Robert Cormier and Francesca Lia Block and others who have influenced the development of the field. Students will learn to assess young adult literature both for literary qualities and for its value to its peculiar readership. Writing assignments will focus on literary criticism, employing a variety of critical approaches.

Need for the course addition:

Young adult literature is an increasingly important literary field for teachers as well as students of contemporary literature. At present young adult literature is not addressed in our graduate English curriculum.

Relation to other department offerings:

Engl 5223: Young Adult Literature will serve as an elective for graduate students enrolled in the M.A. in English, M.L.A., or M.Ed. in English Education.

Scheduling:

Engl 5223 will be offered on a biennial schedule. If demand warrants, the course will be offered more frequently.

Staffing:

Dr. Donna White has special expertise in this field, but several faculty in the English Department are qualified to teach this class. No additional faculty would be required.

Effect on other departments:

This class would not overlap with any currently offered class in any other department. We discussed our plan to introduce this course with Dr. Bell, Head of the Department of Curriculum and Instruction, and he encouraged our proposal.

Syllabus

The following syllabus is a sample. Individual instructors might select different texts or use different assessment methods.
English 5223: Young Adult Literature

Time and place: MWF 9:00-9:50, Witherspoon 168
Instructor: Dr. White, Witherspoon 154, phone: 968-0488, e-mail: donna.white@mail.atu.edu
Office hours: MWF 10:00-12:00; TTh 1:00-3:00; and by appointment

Attendance Policy: Be here on time. I take roll every day at the beginning of class; if you do not respond, I will mark you absent. If you miss class, you cannot make up any quizzes given in your absence. Attendance will be factored into your class participation grade.

Evaluation:  
Biographical essay 10%
Comparative essay 10%
Research paper (10-15 pp.) 30%
Final exam 20%
Teaching panel 10%
Unannounced quizzes 10%
Class participation 10%

Note: quizzes cannot be made up, but when I average the quiz grades, I divide by two fewer quizzes than I actually give so that you will not be penalized for being sick on the wrong day.

Grading Scale:  
90-100 A
80-89 B
70-79 C
60-69 D

Required Texts:

Salinger, J. D. The Catcher in the Rye.
Hinton, S. E. The Outsiders.
Le Guin, Ursula K. A Wizard of Earthsea.
O’Brien, Robert C. Z for Zachariah.
Cormier, Robert. I Am the Cheese.
Pullman, Philip. The Ruby in the Smoke.
Block, Francesca Lia. Weetzie Bat.
Cart, Michael. From Romance to Realism: 50 Years of Growth and Change in Young Adult Literature.

Three other novels [see separate list of reading options].

Goals and Objectives: English 5223 is a survey course in young adult literature with an emphasis on literature. Please remember to focus on literary and historical aspects of the texts in your papers and teaching panels. The objectives of the course are:

• to provide an historical and cultural background to the development of young adult literature;
• to examine numerous genres within young adult literature;
• to familiarize students with important writers;
• to introduce students to library resources in the field;
• to strengthen students’ writing and analytical skills;
• to practice team teaching.
### COURSE SCHEDULE

**Week 1**  
F Aug. 23  
Introduction to course. Start reading early YA novel from Reading Options. [Deadline to be finished: Friday, Aug. 30.]

**Week 2**  
M Aug. 26  
Elements of the modern novel.  
W Aug. 28  
Meet in library classroom.  
F Aug. 30  

**Week 3**  
M Sept. 2  
W Sept. 4  
Discuss *The Catcher in the Rye*.  
F Sept. 6  
*Biographical essay due.* Start reading pre-1960s novel from Reading Options. [Deadline to be finished: Wednesday, Sept. 11.]

**Week 4**  
M Sept. 9  
Genres.  
W Sept. 11  
Discuss early 20th-century YA literature. Read *The Outsiders*, ch. 1-5.  
F Sept. 13  
Group teaching strategies. Read *The Outsiders*, ch. 6-12.

**Week 5**  
M Sept. 16  
Writing workshop.  
W Sept. 18  
Group teaching—The Problem Novel.  
F Sept. 20  
Discuss *The Outsiders.*

**Week 6**  
M Sept. 23  
*Comparative essay due.* Read *A Wizard of Earthsea*, ch. 1-5.  
W Sept. 25  
Read *A Wizard of Earthsea*, ch. 6-epilogue.  
F Sept. 27  
Group teaching—Fantasy.

**Week 7**  
M Sept. 30  
Discuss *A Wizard of Earthsea*. Read first half of *The Planet of Junior Brown*.  
W Oct. 2  
Group teaching—Multicultural Fiction. Read second half of *The Planet of Junior Brown*.  
F Oct. 4  

**Week 8**  
M Oct. 7  
W Oct. 9  
Group teaching—Science Fiction.  
F Oct. 11  
Discuss *Z for Zachariah.*

**Week 9**  
M Oct. 14  
Research consultations.  
W Oct. 16  
Research consultations.  
F Oct. 18  

**Week 10**  
M Oct. 21  
Read *I Am the Cheese*, ch. 28-end.  
W Oct. 23  
Group teaching—Mystery.  
F Oct. 25  
Week 11
W Oct. 30  Discuss The Ruby in the Smoke.
F Nov.  1  Research day. Read Cart, ch. 1 and 2.

Week 12
M Nov.  4  Discuss Cart. Read Cart, ch. 3.
W Nov.  6  Discuss Cart. Read Cart, ch. 4.
F Nov.  8  Discuss Cart. Read Weetzie Bat (the whole thing).

Week 13
M Nov. 11  Group teaching—Magical Realism.
W Nov. 13  Discuss Weetzie Bat.

Week 14
M Nov. 18  Teen culture. Read Cart, ch. 5.
W Nov. 20  Discuss Cart.

Week 15
M Nov. 25  Discuss Cart.
W Nov. 27  *Research paper due.* No class. Read Cart, ch. 7.
ThF Nov. 28-29 THANKSGIVING BREAK.

Week 16
M Dec.  2  Discuss Cart. Read Cart, ch. 8.
W Dec.  4  Discuss Cart.
F Dec.  6  Reading day.

FINAL EXAMS Dec. 9-14 (Specifics to be announced when schedule is confirmed.)

READING OPTIONS

Choose one book from each section. Many of the books in the first two sections are on 2-day reserve in
Pendergraft Library. Alcott, Kipling, Stevenson, and Twain are available at the Student Bookstore. [If
you would prefer to read a book that is not on this list, check with me for approval.]

1. Early novels
   Alcott, Louisa May. Little Women.
   Burroughs, Edgar Rice. Tarzan of the Apes.
   Grey, Zane. Riders of the Purple Sage.
   Hope, Anthony. The Prisoner of Zenda.
   Kipling, Rudyard. Kim.
   Twain, Mark. The Adventures of Huckleberry Finn.
   Yonge, Charlotte. The Heir of Redclyffe.
2. Pre-1960s novels
   Boylston, Helen. *Sue Barton, Student Nurse.*
   Bradbury, Ray. *Fahrenheit 451.*
   Cavanna, Betty. *Going on Sixteen.*
   Daly, Maureen. *Seventeenth Summer.*
   Felson, Henry Gregor. *Hot Rod.*
   Gipson, Fred. *Old Yeller.*
   Golding, William. *Lord of the Flies.*
   Norton, Andre. *Star Man's Son 2250 A.D.*
   Pease, Howard. *The Tattooed Man.*
   Sherburne, Zoe. *Almost April.*
   Stolz, Mary. *To Tell Your Love.*
   Sutcliff, Rosemary. *The Eagle of the Ninth.*
   Tunis, John R. *The Iron Duke.*

3. Up-to-the-minute novels
English Department

Memorandum

To: Graduate Council
From: English Department
Date: September 18, 2001
Subject: Add ENGL 5223: Young Adult Literature

Submitted by: Donna White
Carl Brucker

Approved by:
Dr. Carl Brucker, Head
English Department

Dr. Georgena Duncan
Dean
School of Liberal and Fine Arts

Reviewed by:
Dr. Glenn Sheets
Registrar

Dr. Jack Hamm
Vice President for Academic Affairs

Proposed change:
The English Department requests the addition of Engl 5223: Young Adult Literature.

Catalog description:

Engl 5223. Young Adult Literature. A survey of young adult literature.

Course objectives:

Engl 5223: Young Adult Literature will meet the following instructional objectives:

• to provide a historical and cultural background to the development of young adult literature;
• to examine numerous genres within young adult literature;
• to familiarize students with important writers, issues, and developments in the field;
• to introduce students to library and teaching resources in the field;
• to strengthen students’ writing and analytical skills.
Course outline:

In this course, students will study a range of young adult literature from different time periods and in a variety of genres. They will examine the development of young adult literature as a special field of study from its origins in 19th-century literature, through its emergence as a separate body of work in the 1960s, to its continued growth as contemporary literature. Students will also examine issues that are closely related to young adult literature, such as censorship and market influences. Particular attention will be given to important writers of young adult literature so that students will become familiar with names like Robert Cormier and Francesca Lia Block and others who have influenced the development of the field. Students will learn to assess young adult literature both for literary qualities and for its value to its peculiar readership. Writing assignments will focus on literary criticism, employing a variety of critical approaches.

Need for the course addition:

Young adult literature is an increasingly important literary field for teachers as well as students of contemporary literature. At present young adult literature is not addressed in our graduate English curriculum.

Relation to other department offerings:

Engl 5223: Young Adult Literature will serve as an elective for graduate students enrolled in the M.A. in English, M.L.A., or M.Ed. in English Education.

Scheduling:

Engl 5223 will be offered on a biennial schedule. If demand warrants, the course will be offered more frequently.

Staffing:

Dr. Donna White has special expertise in this field, but several faculty in the English Department are qualified to teach this class. No additional faculty would be required.

Effect on other departments:

This class would not overlap with any currently offered class in any other department. We discussed our plan to introduce this course with Dr. Bell, Head of the Department of Curriculum and Instruction, and he encouraged our proposal.

Syllabus

The following syllabus is a sample. Individual instructors might select different texts or use different assessment methods.
English 5223: Young Adult Literature

Time and place: MWF 9:00-9:50, Witherspoon 168
Instructor: Dr. White, Witherspoon 154, phone: 968-0488, e-mail: donna.white@mail.atu.edu
Office hours: MWF 10:00-12:00; TTh 1:00-3:00; and by appointment

Attendance Policy: Be here on time. I take roll every day at the beginning of class; if you do not respond, I will mark you absent. If you miss class, you cannot make up any quizzes given in your absence. Attendance will be factored into your class participation grade.

Evaluation: Biographical essay 10%
Comparative essay 10%
Research paper (10-15 pp.) 30%
Final exam 20%
Teaching panel 10%
Unannounced quizzes 10%
Class participation 10%

Note: quizzes cannot be made up, but when I average the quiz grades, I divide by two fewer quizzes than I actually give so that you will not be penalized for being sick on the wrong day.

Grading Scale:
90-100 A
80-89 B
70-79 C
60-69 D

Required Texts:
Salinger, J. D. The Catcher in the Rye.
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O’Brien, Robert C. Z for Zachariah.
Cormier, Robert. I Am the Cheese.
Pullman, Philip. The Ruby in the Smoke.
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Cart, Michael. From Romance to Realism: 50 Years of Growth and Change in Young Adult Literature.
Three other novels [see separate list of reading options].

Goals and Objectives: English 5223 is a survey course in young adult literature with an emphasis on literature. Please remember to focus on literary and historical aspects of the texts in your papers and teaching panels. The objectives of the course are:

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W Aug. 28  Meet in library classroom.

Week 3
W Sept. 4   Discuss *The Catcher in the Rye*.
F Sept. 6   *Biographical essay due.* Start reading pre-1960s novel from Reading Options. [Deadline to be finished: Wednesday, Sept. 11.]

Week 4
M Sept. 9   Genres.
W Sept. 11  Discuss early 20th-century YA literature. Read *The Outsiders*, ch. 1-5.
F Sept. 13  Group teaching strategies. Read *The Outsiders*, ch. 6-12.

Week 5
M Sept. 16  Writing workshop.
W Sept. 18  Group teaching--The Problem Novel.
F Sept. 20  Discuss *The Outsiders*.

Week 6
M Sept. 23  *Comparative essay due.* Read *A Wizard of Earthsea*, ch. 1-5.
W Sept. 25  Read *A Wizard of Earthsea*, ch. 6-epilogue.
F Sept. 27  Group teaching--Fantasy.

Week 7
M Sept. 30  Discuss *A Wizard of Earthsea*. Read first half of *The Planet of Junior Brown*.

Week 8
W Oct. 9   Group teaching--Science Fiction.
F Oct. 11  Discuss *Z for Zachariah*.

Week 9
W Oct. 16  Research consultations.

Week 10
M Oct. 21  Read *I Am the Cheese*, ch. 28-end.
W Oct. 23  Group teaching--Mystery.
Week 11
W Oct. 30  Discuss The Ruby in the Smoke.
F Nov. 1  Research day.  Read Cart, ch. 1 and 2.

Week 12
M Nov. 4  Discuss Cart.  Read Cart, ch. 3.
W Nov. 6  Discuss Cart.  Read Cart, ch. 4.
F Nov. 8  Discuss Cart.  Read Weetzie Bat (the whole thing).

Week 13
M Nov. 11  Group teaching--Magical Realism.
W Nov. 13  Discuss Weetzie Bat.

Week 14
M Nov. 18  Teen culture.  Read Cart, ch. 5.
W Nov. 20  Discuss Cart.

Week 15
M Nov. 25  Discuss Cart.
W Nov. 27  *Research paper due.*  No class.  Read Cart, ch. 7.
Th-F Nov. 28-29 THANKSGIVING BREAK.

Week 16
M Dec. 2  Discuss Cart.  Read Cart, ch. 8.
W Dec. 4  Discuss Cart.
F Dec. 6  Reading day.

FINAL EXAMS Dec. 9-14 (Specifics to be announced when schedule is confirmed.)

READING OPTIONS

Choose one book from each section. Many of the books in the first two sections are on 2-day reserve in Pendergraff Library.  Alcott, Kipling, Stevenson, and Twain are available at the Student Bookstore.  [If you would prefer to read a book that is not on this list, check with me for approval.]

1. Early novels
   Alcott, Louisa May.  Little Women.
   Burroughs, Edgar Rice.  Tarzan of the Apes.
   Grey, Zane.  Riders of the Purple Sage.
   Hope, Anthony.  The Prisoner of Zenda.
   Kipling, Rudyard.  Kim.
   Twain, Mark.  The Adventures of Huckleberry Finn.
   Yonge, Charlotte.  The Heir of Redclyffe.
2. Pre-1960s novels
   Boylston, Helen.  *Sue Barton, Student Nurse.*
   Bradbury, Ray.  *Fahrenheit 451.*
   Cavanna, Betty.  *Going on Sixteen.*
   Daly, Maureen.  *Seventeenth Summer.*
   Felson, Henry Gregor.  *Hot Rod.*
   Gipson, Fred.  *Old Yeller.*
   Golding, William.  *Lord of the Flies.*
   Norton, Andre.  *Star Man's Son 2250 A.D.*
   Pease, Howard.  *The Tattooed Man.*
   Sherburne, Zoe.  *Almost April.*
   Stolz, Mary.  *To Tell Your Love.*
   Sutcliff, Rosemary.  *The Eagle of the Ninth.*
   Tunis, John R.  *The Iron Duke.*

3. Up-to-the-minute novels
Memorandum

To: Graduate Council

From: English Department

Date: September 18, 2001

Subject: Change Thesis Option in M.A. in English
Delete ENGL 6996: Thesis Research

Submitted by: Stan Lombardo, Ruth Harrison, Donna White, Carl Brucker

Approved by: Dr. Carl Brucker, Head
English Department

Dr. Georgena Duncan
Dean
School of Liberal and Fine Arts

Reviewed by: Dr. Glenn Sheets
Registrar

Dr. Jack Hamm
Vice President for Academic Affairs

Proposed change:

The English Department requests permission to reduce the semester hours required for completion of the thesis option in the M.A. in English from 6 to 3 and permission to delete ENGL 6996: Thesis Research.

Catalog changes:

Changes are italicized.

Page 60, Arkansas Tech Graduate Catalog 2001-2002

General Requirements for Master of Arts in English Degree

3. The satisfactory completion of 27 semester hours of graduate English electives (non-thesis option), or 24 semester hours and 3 hours of ENGL 6993: Thesis Research (thesis option).

Effective date: Fall, 2002
Master's Thesis Option

Students who elect the thesis option will work with a faculty advisor to prepare a thesis plan. After this thesis plan is approved by the Head of the Department of English and the Dean of Graduate Studies, the student may enroll for thesis credit in ENGL 6993: Thesis Research. The completed thesis must be approved by the faculty advisor, a majority of the members of the English Department M.A. Committee, the Head of the Department of English, and the Dean of Graduate Studies.

Degree Requirements

Candidates for the Master of Arts degree with a major in English must complete the following 30-semester-hour degree program.

ENGL 6003: Introduction to English Graduate Study 3 hours

English Electives
- Thesis option – at least 9 hours must be 6000 level
- Non-thesis option – at least 12 hours must be 6000 level

24-27 hours

Master's Thesis
- ENGL 6993: Thesis Research 0-3 hours
- 30 hours

Rationale for the changes:

Several factors led us to request limiting the thesis option requirement in the M.A. in English:

1. We are unable to compensate faculty for serving as faculty advisors on thesis projects. We, therefore, feel that a 3-hour commitment is less than an imposition on overworked graduate faculty.
2. We are concerned that students be able to complete their degrees in a timely manner. Reducing the thesis credit hours will make it possible for students to complete meaningful thesis projects in a single semester.
3. The M.L.A. Project requirement has been reduced to 3 semester hours, so changing the M.A. in English thesis requirement will make the degrees consistent.
4. All M.A. in English students, both thesis option and non-thesis option, must pass a comprehensive examination; therefore, reducing the hours of the thesis option does not diminish the quality of the degree.
5. If the M.A. in English thesis requirement is reduced to 3 semester hours, ENGL 6996 will no longer be needed.

Relation to other department offerings:

Reducing the thesis option requirement for M.A. in English students will decrease the overload of graduate English faculty who may be requested to advise M.A. theses as well as M.L.A. projects.

Effect on other departments:

The proposed changes to the thesis option for M.A. in English students should have no effect on other departments.
I. Catalog Description: This is a field study experience providing the student with an opportunity to synthesize and apply knowledge, and develop and practice administrative skills as they relate to the principles of district level school finance. It applies reflective practice under the direction of a practitioner mentor and a university advisor and focuses on existing state and district level financial practices, resources, and responsibilities.

Course Number: EDLD 7201
Title: Administrative Internship - Finance

II. Justification and feasibility of course:

A. A school administrator promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning's offerings in graduate level preparation.

D. The course will be offered in the spring, 2002

E. Dr. Jack O'Reilly will teach the course.

F. This course will be required for students pursuing an Educational Specialist degree.
ARKANSAS TECH UNIVERSITY
EDUCATIONAL SPECIALIST DEGREE
Course Syllabus / Fall 2002

Course Number: EDLD 7201

Course Title: Administrative Internship (in District Level) Finance

Name of Instructor: Jack O'Reilly, Ed.D, Crabaugh Suite 124 - Room 123

Catalog Description:

This is a field study experience providing the student with an opportunity to synthesize and apply knowledge, and develop and practice administrative skills as they relate to the principles of district level school finance. It applies reflective practice under the direction of a practitioner mentor and a university advisor and focuses on existing state and district level financial practices, resources, and responsibilities.

Statement of Prerequisites: Students must meet admission requirements to graduate school and entrance requirements of the program of study, or by permission of CLL Program Director. This course is sequenced in a Program of Study.

Goals: The student will

Understand and utilize economic and financial theories as they relate to the fiscal operations of an Arkansas school district.

Understand and utilize budgetary practices which maximize the utilization of district resources to support instruction and learning.

Understand and apply school finance principles and practices as they relate to facility and grounds upkeep, facility renovation, new construction, and maintenance of an efficient transportation system.

Rationale for the Course Content/ISLLC Standards:

Standard Three: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Measurable Course Objectives:

- Analyze a district's current debt structure and project their borrowing capacity as it relates to their projected educational needs particularly facility, grounds, and equipment needs.

- Create an informational resource for the community that explains a current fiscal initiative utilizing a format and language readily understood by the common people.

- Demonstrate an understanding of budget planning, budgeting, and aligning a district's resources to its academic goals.

- Create an expenditure projection and a revenue projection for the upcoming school year for your district.

Course Content:

This course addresses current and pending district, state, federal, and legal influences on district-level fiscal issues, practices and responsibilities. These include such considerations as:

- Arkansas Law and ADE Rules & Regulations that affect finance
- Local fiscal structures in Arkansas
- Revenue and expenditure projections and guidelines
- Building a budget to support your district’s instructional program
- Economic and legal principles that impact district finance.

Methods of Instruction:

Mentoring sessions, on-site visits, seminar and individual discussions, and review of district documents.

Course Schedule: The course schedule will be attached as befits the current semester.

Texts required for the Course:

There is no required text. District level resources will be utilized as deemed appropriate. Likewise, materials will be utilized which relate to bond issues, millage issues, planning issues, regulatory issues and legal issues.

Bibliography and Web Sites:

Selected web sites and fiscal documents that address district level finance
To: Curriculum Committee and Graduate Council  
From: School of Education  
        Center for Leadership and Learning  
Date: September 25, 2001  
Request for: New Course  
Submitted by: Dr. Jack O'Reilly  
Approved by: Dr. Mary B. Gunter  
          Dr. Dennis Fleniken  
Reviewed by: Dr. C. Glenn Sheets  
          Dr. Jack Hamm  

I. Catalog Description: The course probes the essential elements of a monitoring system designed to help schools and districts acquire the information they need to better realize their intentions for improvement, accountability, and school restructuring.  
   Course Number: EDLD 7143  
   Title: School Accountability Systems  
II. Justification and feasibility of course:  
   A. The administrator promotes success for all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.  
   B. This does not affect any other course.  
   C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.  
   D. The course will be offered in the fall, 2002.  
   E. Dr. Mary B. Gunter will teach the course.  
   F. This course will be required for students pursuing an Educational Specialist degree.
ARKANSAS TECH UNIVERSITY
EDUCATIONAL SPECIALIST DEGREE
Course Syllabus / Fall 2002

Course Number: EDLD 7143

Course Title: School Accountability Systems

Name of Instructor: Dr. Mary Gunter
Crabaugh Suite 124, Room 131
(501) 968-0374 Fax: (501) 498-6075
Email: mary.gunter@mail.atu.edu

Catalog Description:

This course probes the essential elements of a monitoring system designed to help schools and districts acquire the information they need to better realize their intentions for improvement, accountability, and school restructuring.

Statement of Prerequisites: Students must meet the admission requirements to graduate school and entrance requirements of the program of study, or by permission of the CLL Program Director. This course is sequenced in a Program of Study.

Goals: Students will

- Understand the multiple resources available to the school and district and how to monitor them.
- Analyze district and school characteristics, conditions, and processes, which, directly or indirectly, contribute to accomplishing desired outcomes.
- Analyze the monitoring of immediate outcomes that focus on the socioemotional and intellectual growth of students.
- Understand the relationship between desired immediate outcomes and the long-term outcomes, which affect the well-being of the larger community.

Rationale for Course Content:

This course, as well as all courses in this sequenced Program of Study, is designed to provide students with certain knowledge, skills, and dispositions which reflect these ISLLC Standards:

**Standard Three:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Standard Six: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Standard Two: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Measurable Course Objectives:

Students will analyze the impact of local school report card indicators on the development of a coherent educational policy at the local school level. They will focus on the relationship between accountability at the local level and the creation of coherent policy at that level.

Students will investigate how the role of a school district would have to change if state policy became more coherent and demonstrate their understanding in a comparison/contrast, now/then format.

Students will investigate how more coherent policy and its operational ramifications might serve all students, especially the most needy.

Course Content:

- How politics impacts the development of coherent policy
- The relationship between governance and instruction
- The role of local districts in improving instruction.
- How academic standards impact student incentives
- Lessons in the formulation of coherent policy from Early Childhood Care and Education
- Operational challenges, from teachers and students, to the development of coherent educational policy
- The relationship of systemic reform and educational opportunity

Methods of Instruction:

Instructional methods include seminar discussions, individual research, student reporting, small group problem solving, lecture, and the utilization of technology to analyze policy development.

Course Schedule: The course schedule will be attached as befits the current semester.
Assessment Methods:

Students will develop an artifact demonstrating their ability to connect the formulation of coherent educational policy with classroom outcomes like instructional methodologies chosen and students' learning chances. A rubric will be employed to assess each demonstration that judges it as exceeding the standard, meeting the standard, or failing to meet the standard.

Policy on absences, cheating and plagiarism:

All forms of academic dishonesty are prohibited. See page 8 of the Student Handbook Arkansas Tech University for policies against such conduct. If you have any questions, please contact the instructor before submitting a paper or completing an artifact that might be interpreted as cheating or plagiarism.

Text required for the course:


Bibliography:


To: Curriculum Committee and Graduate Council

From: School of Education
Center for Leadership and Learning

Date: September 25, 2001

Request for: New Course

Submitted by: Dr. Jack O'Reilly

Approved by: Dr. Mary B. Gunter

Dr. Dennis Fleniken

Reviewed by: Dr. C. Glenn Sheets

Dr. Jack Hamm

I. Catalog Description: This course focuses on the development of coherent educational policy for public elementary and secondary schools that unifies purpose. This focus is primarily at the state level, where formal responsibility lies, but it concerns federal and district policy as well as school practice.

Course Number: EDLD 723
Title: Seminar in Systems' Issues

II. Justification and feasibility of course:

A. A school administrator promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural contents.

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning's offerings in graduate level preparation.

D. The course will be offered in the summer, 2002.

E. Dr. Mary B. Gunter will teach the course.

F. This course will be required for students pursuing an Educational Specialist degree.
Arkansas Tech University
Educational Specialist Degree
Course Syllabus / Summer 02 / 2002

Course Number: EDLD 7003

Course Title: Seminar in Systems’ Issues

Name of Instructor: Mary Gunter, Ed.D
Crabaugh 124 – Room 131
Phone: (501) 968-0374 Fax: (501)
Email: mary.gunter@mail.atu.edu

Catalog Description: This course focuses on system issues and the resulting
development of coherent educational policy for public
elementary and secondary schools that unifies purpose.
This focus is primarily at the state level, where formal
responsibility lies, but it concerns federal and district policy
as well as school practice.

Statement of Prerequisites: The student must meet admission requirements to graduate
school and entrance requirements of the program of study, or by
permission of the CLL Program Director. This course is sequenced in a
Program of Study.

Goals: Students will contrast discrete educational policy with integrated
educational policy and analyze their effects upon instruction.

Students will analyze dispersed authority, the US model, with educational
governance in other nations and discuss its implications for instruction.

Students will analyze the role of local districts today regarding instruction
with their historical role.

Students will analyze and apply a conceptual framework for developing
systemic policy.

Students will compare/contrast the ambitious standards of elite schools
with American public schools.

Students will analyze the fragmented public policy that affects early
childhood care and education.
Rationale for Course Content / ISLLC Standards:

**Standard Two:** A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

**Standard Six:** A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.**

**Measurable Course Objectives:**

Students will contrast the effects of a discrete national educational policy with the effects of an integrated national policy on local instructional practices.

Students will investigate the historical shortcomings of both top-down and bottom-up reform strategies and formulate an alternative reform strategy for their district. The alternative strategy will demonstrate clear connectivity to prevailing instructional practices in that district.

Students will analyze the current national agenda for education, probing **No Child Left Behind** and like documents, and forecast the effects upon instruction at the local level.

**Course Content:**

- Systemic reform vs. fragmentation of educational policy formulation
- The effects of discrete and integrated policy upon instruction
- Why top-down and bottom-up strategies have failed
- Current movement toward a federal system of control
- Historical problems with educational policy formulation and assessment
- How culture and social organization intertwine with formal governance to affect instruction
- Contrast discrete US policy formulation with the integrated approach of other countries

**Methods of Instruction:**

Instructional methods include seminar discussions, individual research, student reporting, small group problem solving, lecture, and the utilization of technology to analyze systems of school governance.

**Course Schedule:** The course schedule will be attached as befits the current semester.
Text required for the Course:


Assessment Methods:

Students will develop an artifact demonstrating their ability to apply the principles of national educational policy as it impacts local instructional practices. A rubric will be employed to assess each demonstration that judges it as exceeding the standard, meeting the standard, or failing to meet the standard.

Likewise, students will demonstrate their proficiencies in leading discussions, performing individual research, defending a policy position, and debating in a pro and con format. Rubrics, per the above, will measure these demonstrations.

Policy on absences, cheating, and plagiarism:

All forms of academic dishonesty are prohibited. See page 8 of the Student Handbook Arkansas Tech University for policies against such conduct. If you have any questions, please contact the instructor before submitting a paper or completing a test that might be interpreted as cheating or plagiarism.

Bibliography and Web Sites:


To: Curriculum Committee and Graduate Council

From: School of Education  
        Center for Leadership and Learning

Date: September 25, 2001

Request for: New Course

Submitted by: Dr. Jack O'Reilly  
                Associate Professor

Approved by: Dr. Mary B. Gunter  
                Director, Center for Leadership & Learning

Dr. Dennis Fleniken  
                Dean, School of Education

Reviewed by: Dr. C. Glenn Sheets  
                Registrar

Dr. Jack Hamm  
                Vice-President for Academic Affairs

I. Catalog Description: This is a field study experience providing the student with an opportunity to synthesize and apply knowledge, and develop and practice administrative skills as they relate to educational facilities and transportation services. It applies reflective practice under the direction of a practitioner mentor and a university advisor and utilizes existing sites, new sites, and planning sessions.

Course Number: EDLD 7207 101
Title: Administrative Internship in Educational Facilities

II. Justification and feasibility of course:

A. A school administrator promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning's offerings in graduate level preparation.

D. The course will be offered in the spring, 2002.

E. Dr. Jack O'Reilly will teach the course.

F. This course will be required for students pursuing an Educational Specialist degree.
ARKANSAS TECH UNIVERSITY
EDUCATIONAL SPECIALIST DEGREE
Course Syllabus / Spring 2002

Course Number:         EDLD 7101
Course Title:          Administrative Internship in Educational Facilities
Name of Instructor:    Jack O'Reilly, Ed.D, Crbaugh Suite 124 - Room 123

Catalog Description:

This is a field study experience providing the student with an opportunity to synthesize and apply knowledge, and develop and practice administrative skills as they relate to educational facilities and transportation services. It applies reflective practice under the direction of a practitioner mentor and a university advisor and utilizes existing sites, new sites, and planning sessions.

Statement of Prerequisites: Students must meet admission requirements to graduate school and entrance requirements of the program of study, or by permission of the CLL Program Director. This course is sequenced in a Program of Study.

Goals: The students will

Understand and utilize district organizational management theories as they relate to educational facilities and transportation.

Understand and utilize facilities planning theories that promote success for all students.

Understand and apply school finance systems as they relate to facility upkeep, renovation and new construction.

Understand and apply federal and state regulations that regard ADA, Employees Right to Know, and schoolhouse construction standards.

Rationale for the Course Content/ISLLC Standards:

Standard Two: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard Three: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Measurable Course Objectives:

Students will analyze a district’s current debt structure and project their borrowing capacity as it relates to their projected educational needs.

Students will create an informational resource for the community that explains all aspects of a current initiative regarding finance, safety or security, transportation, facilities’ planning or renovation, or a like district-level responsibility.

Students will analyze a school building and campus in your district according to ADA Regulations and Arkansas Schoolhouse Minimum Construction Standards. Then, summarize its compliance status.

Course Content:

This course addresses current and pending district, state, federal, financial and legal influences on district level facility and transportation issues and responsibilities.

Methods of Instruction:

Mentoring in the form of on-site visits and one-on-one discussions, seminar discussions, review of district documents, and guest lecturers/practitioners.

Course Schedule: The course schedule will be attached as befits the current semester.

Texts required for the Course:

There is no required text. District level resources will be utilized as deemed appropriate. Likewise, materials will be utilized which relate to bond issues, millage strategies, facility planning issues, regulatory issues and legal issues.

Bibliography and Web Sites:

Arkansas Schoolhouse Minimum Construction Standards, ADE (1992)

Selected www sites and resources

Selected journal and newspaper articles
To: Curriculum Committee and Graduate Council

From: School of Education
Center for Leadership and Learning

Date: September 25, 2001

Request for: New Course

Submitted by: Dr. Jack O'Reilly
Associate Professor

Approved by: Dr. Mary B. Gunter
Director, Center for Leadership & Learning

Dr. Dennis Fleniken
Dean, School of Education

Reviewed by: Dr. C. Glenn Sheets
Registrar

Dr. Jack Hamm
Vice-President for Academic Affairs

I. Catalog Description: This course focuses on the United States Constitution and its effects on due process requirements for public schools. Issues include the relationship of constitutional, statutory and case law to public school districts particularly in these areas of current concern – students’ rights and responsibilities, teachers’ rights and responsibilities, procedural and substantive due process, and liability.

Course Number: EDLD 7112
Title: Advanced Legal Issues

II. Justification and feasibility of course:

A. A school administrator promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural contexts.

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.

D. The course will be offered in the spring, 2002.

E. Thomas W. Pennington will teach the course.

F. This course will be required for students pursuing an Educational Specialist degree.
Course Number: EDLD 7112

Course Title: Advanced Legal Issues

Name of Instructor: Thomas W. Pennington
University Counsel
Administration Building, Room 202A
Office: (501) 964-0824
E-mail: tom.pennington@mailatu.edu

Catalog Description:

This course focuses on the United States Constitution and its effects on due process requirements for public schools. Issues include the relationship of constitutional, statutory and case law to public school districts particularly in these areas of current concern - students’ rights and responsibilities, teachers’ rights and responsibilities, procedural and substantive due process, and liability.

Statement of Prerequisites:

The student must meet admission requirements to graduate school and entrance requirements of the program of study, or by permission of the CLL Program Director. This course is sequenced in a Program of Study.

Goals: The student will

Understand the due process aspects of public school administration emanating from the United States Constitution.

Understand the contents and requirements of the Constitution.

Apply the concept of due process as the courts have interpreted it in the public education arena.

Differentiate between substantive due process and procedural due process.

Explore what does and what does not constitute a liberty interest or a property interest.
Rationale for the Course Content/ISLLC Standards:

**Standard Three:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Standard Six:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Measurable Course Objectives:

Students will demonstrate an understanding of the contemporary legal environment and the legal issues that school administrators face by correctly advocating a due process solution.

Students will demonstrate an understanding of due process as it applies to an employee termination.

Students will demonstrate an understanding of Arkansas statutes and case law regarding due process as it relates to a student discipline scenario.

Students will demonstrate by application to a scenario what does and what does not constitute a student’s liberty interest.

Course Content:

The course consists of approximately 30 modules focusing on the Constitution and its contents and requirements. Each module builds upon previous modules and is supplemented by outside readings. These modules are posted on the web page of the Virtual Learning Center at an approximate rate of one every other day. Students are required to provide feedback to the instructor through e-mail at various times throughout the semester.

Methods of Instruction:

A virtual learning environment is the vehicle employed for this class.

Course Schedule:

The course schedule will be attached as befits the current semester.
Assessment Methods:

There are four one hundred point examinations. Points will be deducted if a student fails to respond to the instructor within the required time frame either in the modules or by direct e-mail. The grading scale is as follows:

- A = 360 – 400 points
- B = 320 – 359 points
- C = 280 – 319 points
- D = 240 – 279 points
- F = below 239 points

Policy on absences, cheating, plagiarism:

All forms of academic dishonesty are prohibited. See page 8 of the Student Handbook Arkansas Tech University for policies against such conduct. If you have any questions, please contact the instructor prior to submission of any assignment or requirement that might be interpreted as cheating or plagiarism.

Texts Required for the Course:

There is no required text.

Bibliography and Web Sites:

Selected materials and sites will be utilized as current foci require.
To: Curriculum Committee and Graduate Council

From: School of Education
Center for Leadership and Learning

Date: September 26, 2001

Request for: A New Course

Submitted by: Dr. Jack O'Reilly

Approved by: Dr. Mary B. Gunter
Dr. Dennis Fleniken

Reviewed by: Dr. C. Glenn Sheets
Dr. Jack Hamm

I. Catalog Description: This is a field study experience providing the student with an opportunity to synthesize and apply knowledge, and develop and practice administrative skills as they relate to school accountability systems. It applies reflective practice under the direction of a practitioner mentor and a university advisor and focuses on a monitoring system model.

Course Number: EDLD 7202
Title: Administrative Internship in School Accountability Systems

II. Justification and feasibility of course:

A. A school administrator promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural content.

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.

D. The course will be offered in the fall, 2002

E. Dr. Mary B. Gunter will teach the course.

F. This course will be required for students pursuing an Educational Specialist degree.
ARKANSAS TECH UNIVERSITY
EDUCATIONAL SPECIALIST DEGREE
Course Syllabus / Fall 2002

Course Number: EDLD 7202

Course Title: Administrative Internship in School Accountability Systems

Name of Instructor: Mary Gunter, Ed.D, Crabaugh Hall, Suite 124 - Room 131

Catalog Description:
This is a field study experience providing the student with an opportunity to synthesize and apply knowledge, and develop and practice administrative skills as they relate to school accountability systems. It applies reflective practice under the direction of a practitioner mentor and a university advisor and focuses on a monitoring system model.

Statement of Prerequisites:
Students must meet admission requirements to graduate school and entrance requirements of the program of study, or by permission of the CLL Program Director. This course is sequenced in a Program of Study.

Goals:
Recognize the multiple resources available to the school and district and how to effectively monitor them.

Analyze district and school characteristics, conditions, and processes that, directly or indirectly, contribute to accomplishing desired outcomes.

Analyze the monitoring of immediate outcomes that focus on the socio-emotional and intellectual growth of students.

Understand the relationship between desired immediate outcomes and the long-term outcomes that affect the well-being of the larger community.

Rationale for the Course Content/ISLLC Standards:
This course, as well as all courses in this sequenced Program of Study, is designed to provide students with certain knowledge, skills, and dispositions which reflect these ISLLC Standards:
ARKANSAS TECH UNIVERSITY
EDUCATIONAL SPECIALIST DEGREE
Course Syllabus / Fall 2002

Course Number: EDOU 7202

Course Title: Administrative Internship in School Accountability Systems

Name of Instructor: Mary Gunter, Ed.D, Crabaugh Hall, Suite 124 - Room 131

Catalog Description:

This is a field study experience providing the student with an opportunity to synthesize and apply knowledge, and develop and practice administrative skills as they relate to school accountability systems. It applies reflective practice under the direction of a practitioner mentor and a university advisor and focuses on a monitoring system model.

Statement of Prerequisites:

Students must meet admission requirements to graduate school and entrance requirements of the program of study, or by permission of the CLL Program Director. This course is sequenced in a Program of Study.

Goals:

Recognize the multiple resources available to the school and district and how to effectively monitor them.

Analyze district and school characteristics, conditions, and processes that, directly or indirectly, contribute to accomplishing desired outcomes.

Analyze the monitoring of immediate outcomes that focus on the socio-emotional and intellectual growth of students.

Understand the relationship between desired immediate outcomes and the long-term outcomes that affect the well-being of the larger community.

Rationale for the Course Content/ISLLC Standards:

This course, as well as all courses in this sequenced Program of Study, is designed to provide students with certain knowledge, skills, and dispositions which reflect these ISLLC Standards:
Standard Two: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard Three: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard Six: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Measurable Course Objectives:

Students will analyze the impact of the local school report card indicators on the development of a coherent educational policy at the local level. They will focus on the relationship between accountability at the local level and the creation of coherent policy at that level.

Students will investigate how the role of a school district would have to change if state policy became more coherent and demonstrate their understanding in a comparison/contrast, now/then format.

Students will investigate how more coherent policy and its operational ramifications might serve all students, especially the most needy.

Course Content:
- How politics impacts the development of coherent policy
- The relationship between governance and instruction
- The role of school districts in improving instruction
- How academic standards impact student incentives
- Operational challenges from stakeholders and clients
- The relationship between systemic reform and educational opportunity

Methods of Instruction:

Instructional methods include mentoring, on-site visits, seminar and individual discussions, review of district documents, while investigating a coherent policy model.

Course Schedule: The course schedule will be attached as befits the current semester.
Texts required for the Course:

There is no required text. District level resources and source documents will be utilized as deemed appropriate. Likewise, materials will be utilized which relate to the development of coherent policy at the local level.

Bibliography and Web Sites: Selected materials and sites as required.
To: Curriculum Committee and Graduate Council
From: School of Education
       Center for Leadership and Learning
Date: October 2, 2001

Request for: New Course

Submitted by: Dr. Kandis Croom

Approved by: Dr. Mary B. Gunter
         Dr. Dennis Fleniken

Reviewed by: Dr. C. Glenn Sheets

I. Catalog Description:

This course will focus on national, state, and local curriculum standards. Students will gain an understanding of the alignment issues of curriculum, instruction, and assessment as they prepare a curriculum artifact based on the principles of curriculum.

Course Number: COUN 6133
Title: Principles of Curriculum Development

II. Justification and feasibility of course:

A. This course is designed to provide future school counselors with skills in effective curriculum skills including group processing skills, instructional supervisory skills, and curriculum management skills.
B. This does not affect any other course.
C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.
D. The course will be offered Summer, 2002
E. Dr. Kandis Croom will teach the course.
F. This course will be required for students pursuing a master’s degree in counseling.
Arkansas Tech University
Principles of Curriculum Development
Spring 2002

1. Course Number: COUN 6133

2. Course Title: Principles of Curriculum Development

3. Instructor Information:
   Dr. Kandis Croom
   Office Hours: By Appointment
   Voice: (501) 968-0419
   Fax: (501) 498-6075
   CLL Office: 501-498-6022
   E-Mail: kandis.croom@mail.atu.edu

4. Catalogue Description:
   This course will focus on national, state, and local curriculum standards. Students will gain an understanding of the alignment issues of curriculum, instruction, and assessment as they prepare a curriculum artifact based on the principles of curriculum.

5. Statement of Prerequisites:
   Students must be admitted to graduate school and must satisfy the entrance requirements to the Masters of School Counseling and Leadership program of study or approval of the Center for Leadership & Learning program director. This course is a sequenced course in the program of study.

6. Required Text:


7. Bibliography:
   A. Selected Internet Sources
   B. Selected Reference Articles
   C. Selected Journals
   D. Newspaper

8. Justification/Rationale for the Course:
   This course is designed as an entry-level graduate education course intended to prepare practitioners to develop and modify curricula in light of changing goals, demographics, legislative requirements, and changing subject matter.

   National and state standards will be the foundation for student development of an appropriate (K-4, middle level, and secondary) curriculum and instruction program. Human growth and development, as well as learning theories will be examined and considered in regard to their influence on the curriculum design.

   Models of curriculum development will be explored and practiced as students design a grade-specific curriculum for a content area. Components of the curriculum design process (needs assessment, goal-setting, instructional objectives, content selection and sequencing, selection and organization of learning experiences, curriculum pilot, implementation, evaluation, reflection and revision) will be introduced and examined with technology being considered as an integral seamless component within the curriculum.
9. **Course Objectives:**
Upon completion of this course, the student will:

1. Have an understanding of the historical and philosophical foundations of curriculum.
2. Be able to distinguish between curriculum and instruction.
3. Be able to discuss several definitions and meanings of curriculum.
4. Be able to research, analyze, reflect, and apply information related to developmental needs and learning.
5. Understand and apply mapping and scanning skills to assess the social, political, and economic factors impacting curriculum.
6. Know how to access and utilize national and state standards in the curriculum design process.
7. Be able to write standards-based objectives.
8. Be able to determine specific professional development needs necessary for teachers to ensure successful curriculum implementation.
9. Be able to align classroom instruction to state and national standards.
10. Analyze data to determine specific curriculum gaps and will be able to design strategies to increase student improvement.
11. Be able to align curriculum and instruction vertically, horizontally, and with assessment.
12. Be able to apply “best practices” when working with and leading people through the curriculum development process.
13. Be able to explain and relate Gunter’s model of teaching and learning to the curriculum development process.
14. Be able to select strategic materials that match content needs with learning objectives.

10. **Licensure Standards:**
Objectives of this course will meet the general educational requirements for the Masters in Education in School Counseling and Leadership (COUN) as outlined in the Arkansas Tech University Graduate Catalogue. Course Objectives also meet the standards outlined in the *Arkansas Standards for School Counselors* and the *National Standards for School Counselors*.

11. **Assessment Instruction & Method:**
Instructional delivery in this course will include:
- Experiential learning,
- Facilitative dialogue,
- Case studies, and
- Cooperative Learning.

The following methods of assessment will be used:

- **On-site Participation**
  - Student participation, in-class assessments, and a coursebook consisting of class materials, will be required.

- **Research Articles**
  - Students will research best practices and secure four journal articles.
  - The four articles will address:
    1. learning-The what
    2. application of information to current assignment-The so what
    3. implications for curriculum development-Where & how it could change teaching and learning
    4. Reflective critique (Do I agree, would I recommend article, why or why not?).
  - A scoring guide (rubric) will be used to assess the student’s performance on each article.

- **Reflections and Assessments**
  - Students will complete written reflections and assessments in regard to class discussions, readings, and experiences.
Culminating Performance
A culminating artifact is required. This artifact will reflect the knowledge, skills, and dispositions purported throughout the course of study and will support the appropriate propositions and statements.

12. Method of Evaluation:
- Level I: Exceeds Expectation
- Level II: Meets Expectation
- Level III: Unacceptable

13. Policies:
Attendance: Class attendance and participation will factor into the final grade.

Academic Dishonesty: Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or any other form of academic dishonesty will be treated in accordance with the policy of the Arkansas Tech University as stated in the student handbook. Plagiarism is defined as an idea, expression, plot, or the like taken from another and used as one's own (World Book Dictionary, 1985).

Food, Drink, Tobacco Products: No food, drink, or tobacco products are allowed in Crabaugh Hall.

Incomplete Grade Contract:
An “I” at the end of any semester may be assigned only under the following conditions:
- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student’s control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of “I” is assigned, the student and instructor, together, will complete and sign this contract.
- The signed contract must be attached to the final grade sheet if a grade of “I” is assigned, and is only valid if both parties have signed.
- If the remaining course requirements are not completed and final “C” grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of “F” for grade and grade purposes.

13. Course Content:
The content of this course will include the following:
1. The changing nature of curriculum
   - Curriculum in an age of technology
   - Foundations of curriculum planning
2. The essential elements of curriculum
   - The role of philosophy in curriculum planning
   - Basic tasks of curriculum planning
   - Curriculum management planning
3. Instructional concerns and issues (K-4, 5-8, and 9-12)
4. Curriculum design alternatives
To: Curriculum Committee and Graduate Council

From: School of Education
Center for Leadership and Learning

Date: October 2, 2001

Request for: New Course

Submitted by: Dr. Kandis Croom
Assistant Professor, Center for Leadership & Learning

Approved by: Dr. Mary B. Gunter
Director, Center for Leadership & Learning

Dr. Dennis Fleniken
Dean, School of Education

Reviewed by: Dr. C. Glenn Sheets
Registrar

Dr. Jack Hamm
Vice-President for Academic Affairs

I. Catalog Description:

This course will examine theories of change looking at research and case studies of first and second order change. Students will gain strategies as leaders of change as schools work to move closer to higher performance. Students will study a current change taking place in a school.

Course Number: COUN 6143
Title: Organizational Change and the Role of School Counseling

II. Justification and feasibility of course:

A. A school counselor promotes effective school change resulting in higher school performance.
B. This does not affect any other course.
C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.
D. The course will be offered Summer, 2002
E. Dr. Kandis Croom will teach the course.
F. This course will be required for students pursuing a master’s degree in counseling.
1. Course Number: COUN 6143

2. Course Title: Organizational Change and the Role of School Counseling

3. Instructor Information:

   Dr. Kandis Croom  
   Office Hours: By Appointment  
   Phone: 501-968-0419  
   CLL: 501-498-0622 FAX: 501-498-6075  
   E-mail: kandis.croom@mailatu.edu

4. Catalog Description:

   This course will examine theories of change looking at research and case studies of  
   first and second order change. Students will gain strategies as leaders of change as  
   schools work to move closer to higher performance. Students will study a current  
   change taking place in a school.

5. Required Text:

   University, New York: NY.


6. Bibliography: Article reviews will be required from the following publications:

   Educational Leadership, Association for Supervision and Curriculum Development.

   Phi Delta Kappan, Phi Delta Kappa

   The School Counselor, American Association of School Counselors

   Counseling Today, American Counseling Association

   Bulletin of the National Association of Secondary Principals, National Association of  
   Secondary Schools Principals

   Middle School Journal, National Association of Middle Level Education

   The American School Board Journal, National Association of School Boards

   National Staff Development Journal, National Staff Development Council


   Reading from other periodicals requires prior approval from instructor.
7. Statement of Prerequisites:

Students must meet admission requirements to graduate school and the entrance requirements of the program of study, or by permission of the CLL program director. This is a sequenced course in the program of study.

8. Justification/Rationale for the Course:

The purpose of this course is to give students an understanding of the change process and its effects on organizations. This course will provide students with a study of the role of the key stakeholders in educational organization. Students will become familiar with principles of effective decision-making.

9. Course Objectives:

Upon completion of this course, the student will have knowledge and understanding of:

- History of educational change
- Change models
- Forms of change
- The role of the counselor as change agent
- The role of teachers, students, and community in the change process
- Strategies for dealing with resistors of change
- Characteristics of the Learning Enriched Schools and impact of change on student achievement
- CBAM for organizational change
- The impact of school and community culture on organizational change
- Use of shared decision making

10. Course Content:

- An understanding of the change process
- Shared decision-making
- Organizational structures for change
- Shareholder identification and involvement
- The role of the school counselor leader as facilitator of change
- Types and forms of change
- The role of change in the school improvement process

11. Assessment Method:

Class Participation and Attendance
The instructor will assess student participation both in attendance and verbal contribution to discussions for each session. A journal of reflections and an organizing notebook will be required.
Article Review
The student will review two articles and prepare a written report. One article must come from the representative journal of the student's level of licensure intent.

Reflection Journal
Each student will write a reflective piece after each class discussion.

Culminating Performance/Portfolio Artifact
The student will identify and describe an area of change they may be responsible for oversight as a counselor leader. The artifact will include a description of the change and an illustrated organizational chart for guiding the change at the school level. How the change will be addressed inclusive of all shareholders will be part of the required artifact.

12. Method of Evaluation:
   • Level I: Exceeds Expectation
   • Level II: Meets Expectation
   • Level III: Unacceptable

13. Policies:

   Attendance
   Class attendance and participation will factor into the final grade. If a student has to miss a class, the instructor must be notified and arrangements made to make up the material covered from the missed class.

   Academic Dishonesty
   Any student found to have committed academic dishonesty including, but not limited to cheating, plagiarism, or other forms of academic dishonesty will be treated in accordance with the policy of Arkansas Tech University as stated in the graduate student handbook (pp. 9-10).

   Food, Drink, Tobacco Products: No food, drink, or tobacco products are allowed in Crabaugh Hall.

   Incomplete grades
   1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed as least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.
   2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.
Curriculum Committee and Graduate Council

From: School of Education
     Center for Leadership and Learning

Date: October 2, 2001

Request for: New Course

Submitted by: Dr. Kandis Croom

Approved by: Dr. Mary B. Gunter
              Dr. Dennis Fleniken

Reviewed by: Dr. C. Glenn Sheets

Dr. Jack Hamm

I. Catalog Description:

This course will examine the role of the student portfolio and the teaching portfolio. The main focus will be the professional portfolio for the candidate’s completion of his/her degree program.

Course Number: COUN 6152
Title: Professional Portfolio

II. Justification and feasibility of course:

A. This course is designed to provide future school counselors with skills in preparing a professional portfolio which is a requirement in the degree program.
B. This does not affect any other course.
C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.
D. The course will be offered Summer, 2002
E. Dr. Kandis Croom will teach the course.
F. This course will be required for students pursuing a master’s degree in counseling.
1. Course Number:
   COUN 6152

2. Course Title:
   Professional Portfolio

3. Instructor Information:
   Dr. Kandis Croom
   Curriculum and Instruction and Center for Leadership and Learning
   Office Hours: By appointment
   Phone: 501-968-0419
   CLL Office: 501-498-6022 Fax: 501-498-6075
   Email: kandis.croom@mail.atau.edu

4. Catalogue Description:
   This course will examine the role of the student portfolio and the teaching portfolio. The main focus will be
   the professional portfolio for the candidate's completion of their degree program.

5. Statement of Prerequisites:
   Students must be admitted to graduate school and must satisfy the entrance requirements to the Masters of
   School Counseling and Leadership (COUN) degree program or with approval by the Center for
   Leadership and Learning (CLL) Director. COUN 6152 is a sequenced course within the COUN program of
   study.

6. Required Text:


7. Bibliography:
   A. National and State Standards
   B. District Frameworks
   C. Selected Internet Sources
   D. Selected Reference Articles
   E. Selected Multimedia Resources

8. Justification/Rationale for the Course:
   The purpose of this course is to prepare the school counselor, graduate candidate for the culminating
   performance of the degree program: the portfolio review.

9. Course Objectives:
   Upon completion of this course, students will:
   1. have an understanding of the various purposes of a portfolio.
   2. know how to organize a portfolio to provide artifact evidence representative of the Arkansas
      Standards for School Counselors and the National Standards for School Counselors.
   3. have an understanding of basic professional design.
   4. be able to use technology as a tool to facilitate the completion of the portfolio.

10. Licensure Standards:
    Objectives of this course meet the general educational requirements for the Masters of Education of School Counselors
and Leadership (COUN) as outlined in the Arkansas Tech University Graduate Catalogue. Course objectives also meet the standards outlined in the National Standards for School Counselors and the Arkansas Standards for School Counselors, as well as the standards for Arkansas Teacher Licensure renewal.

11. Assessment Instruction and Methods:
Instructional delivery in this course will include:
- experiential learning
- facilitative dialogue
- cooperative learning
- reflective practice

The following methods of assessment will be used
On-site Performance
Engaged student participation will be required in all class sessions.

Reflections and Assessments
Students will complete written reflections and analysis of selected course artifacts matched to the appropriate course standard(s).

Culminating Artifact
The (exit) portfolio will be the culminating artifact for this course of study. The portfolio will show evidence of what the students know and are able to do. This portfolio artifact will be "committee ready" at the end of this course.

Assessment
Each course requirement will be assessed to the following levels of proficiency:
- Level Three - Exceeds expectations
- Level Two - Meets expectations
- Level One - Unacceptable

Incomplete Grade Contract
An "I" at the end of any semester may be assigned only under the following conditions:
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.
2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.
3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes. Incomplete Grade Contract

12. Policies:
Attendance: Class attendance and participation is required.
Academic Dishonesty: Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in Articles III and IV, pages 9 & 10 in the Arkansas Tech University 2000-2001 Student Handbook. Plagiarism is defined as an idea, expression, plot, or the like taken from another and used as one's own (World Book Dictionary, 1985).
Food, Drink, Tobacco Products: No food, drink, or tobacco products are allowed in Crabaugh Hall classrooms.
Pagers/Cell Phones
Students are requested to turn cell phones and pagers to vibrate or off, during class as a courtesy to others.
Incomplete Grade Contract: An "I" at the end of any semester may be assigned only under the following conditions:
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the
course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.

2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.

3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes.

13. **Course Content:**

   The content of this course will include the following:
   1. Portfolio design and preparation
   2. Organization of portfolio around standards
   3. Professional Presentation
   4. Proofing
   5. Presentation
   6. Purpose
   7. Reflective practice
To: Curriculum Committee and Graduate Council

From: School of Education
Center for Leadership and Learning

Date: October 2, 2001

Request for: New Course

Submitted by: Dr. Kandis Croom

Approved by: Dr. Mary B. Gunter
Dr. Dennis Fleniken

Reviewed by: Dr. C. Glenn Sheets

Dr. Jack Hamm

I. Catalog Description:

This course prepares pre-service counselors to facilitate the public school’s role in career development, planning, and decision making within the educational context.

Course Number: COUN 6254
Title: Assessment and Career/Academic Advising

II. Justification and feasibility of course:

A. This course is designed to provide future school counselors with skills in career development, planning and decision making within the educational context.
B. This does not affect any other course.
C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.
D. The course will be offered Summer I, 2002.
E. Dr. Kandis Croom will teach the course.
F. This course will be required for students pursuing a master’s degree in counseling.
Arkansas Tech University
Assessment & Career/Academic Advising
COUN 6254
Summer I

1. Course Number:
   COUN 6254

2. Course Title:
   Assessment & Career/Academic Advising

3. Instructor Information:
   Dr. Kandis Croom
   Office Hours: By Appointment
   Phone: 501-968-0419
   CLL Office: 501-498-6075 FAX: 501-498-6075
   E-mail: kandis.croom@mail.atu.edu

4. Catalogue Description:
   This course prepares preservice counselors to facilitate the public schools' role in career development, planning, and decision making within the educational context.

5. Required Texts:

6. Bibliography:
   A. Selected internet sources
   B. Selected educational journals
   C. Newspaper articles

7. Statement of Prerequisites:
   Students must meet admission requirements to graduate school and entrance requirements of the program of study, or by permission of the CLL program director. This is a sequenced course in the program of study.

8. Justification/Rationale for Course:
   The rationale for this course is to provide future school counselors with knowledge and skills of career development and academic advising to become active practitioners who effect change and to act as advocates for their student-clients.

9. Course Objectives:
   Upon completion of this course, the student will have knowledge and understanding of:
   • Career theories
   • The language of career development
   • The purpose of career assessment & evaluation
   • The occupational world
   • Internal/external factors that influence careers
   • Computer & cross-cultural issues in career development

10. Course Content:
    • Introduction to career information, counseling, and development
    • Theories of career choice/development
    • Occupational structures
    • Computer-assisted career guidance systems
    • Career development/Programming
    • Career testing & assessment
    • Career counseling/job placement
11. Method of Instruction:
The delivery of instruction in this course will include facilitative dialogue, case studies, cooperative learning, experiential learning and reflective practice.

12. Course Requirements:
   On-Campus Performance
   Student participation, in-class assessments and an organizing binder of class materials will be required.

   Class Reflections
   Written reflections will be randomly collected.

   Internet Source Book
   Each student will research important web-sites for use in the student’s respective school and licensure level and compile the sites into a source book.

   Artifact
   Students at the same licensure level will prepare a paper comparing the theories of career development with emphasis on theory implications.

   Culminating Performance
   Students will be given a scenario for preparation of a career plan. Students will need to apply the appropriate career theory, utilize the appropriate assessment tool, and create a career plan for a student.

13. Methods of Evaluation:
   Each course requirement will be assessed to the following level of performance:
   - Level 3: Exceeds Expectations
   - Level 2: Meets Expectations
   - Level 1: Unacceptable

14. Policies:
   Attendance
   Class attendance and participation will factor into the final grade. If a student has to miss a class, the instructor must be notified and arrangements made to make up the material covered from the missed class.

   Academic Dishonesty
   Any student found to have committed academic dishonesty including, but not limited to cheating, plagiarism, or other forms of academic dishonesty will be treated in accordance with the policy of Arkansas Tech University as stated in the graduate student handbook (pp. 9-10).

   Incomplete Grades
   1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student’s control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of “I” is assigned, the student and instructor, together, will complete and sign this contract.
   2. The signed contract must be attached to the final grade sheet if a grade of “I” is assigned, and is only valid if both parties have signed.

   Food/Beverage
   No food or beverage is allowed in the classroom at any time.
To: Curriculum Committee and Graduate Council

From: School of Education
Center for Leadership and Learning

Date: October 2, 2001

Request for: New Course

Submitted by: Dr. Kandis Croom

Approved by: Dr. Mary B. Gunter
Dr. Dennis Fleniken

Reviewed by: Dr. C. Glenn Sheets

I. Catalog Description:

Students will be expected to draw relationships among the concepts and principles of individual, family, and group counseling and apply that knowledge to a school setting.

Course Number: COUN 6243
Title: Group Counseling Strategies in the Schools

II. Justification and feasibility of course:

A. This course is designed to provide future school counselors with skills in group counseling.
B. This does not affect any other course.
C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.
D. The course will be offered Spring, 2002.
E. Dr. Kandis Croom will teach the course.
F. This course will be required for students pursuing a master’s degree in counseling.
1. Course Number:
   COUN 6243

2. Course Title:
   Group Counseling Strategies in the Schools

3. Instructor Information:
   Dr. Kandis Croom
   Office Hours: By Appointment
   Phone: 501-968-0419
   CLL Office: 501-498-6075 FAX: 501-498-6075
   E-mail: kandis.croom@mail.atu.edu

4. Catalogue Description:
   Students will be expected to draw relationships among the concepts and principles of individual, family, and group counseling and apply that knowledge to a school setting.

5. Required Texts:

6. Bibliography:
   A. Selected internet sources
   B. Selected educational journals
   C. Newspaper articles

7. Statement of Prerequisites:
   Students must meet admission requirements to graduate school and entrance requirements of the program of study, or by permission of the CLL program director. This is a sequenced course in the program of study.

8. Justification/Rationale for Course:
   The rationale for this course is to provide future school counselor leaders with knowledge and skills of the group counseling process that will enable them to become active practitioners in the public schools.

9. Course Objectives:
   Upon completion of this course, successful students will be able to:
   • Be able to demonstrate group leadership skills
   • Have an understanding of group process
   • Have a working knowledge of multicultural group dynamics
   • Have an understanding of the issues in group counseling
   • Be able to demonstrate the basic skills for group leaders

10. Course Content:
    • Group versus individual counseling
    • Stages of groups
    • Group process
    • Basic skills for group leaders
    • Closing a group
    • Group work with special populations

11. Method of Instruction:
    The delivery of instruction in this course will include facilitative dialogue, case studies, cooperative learning, experiential learning and reflective practice.
12. Course Requirements:

On-Campus Performance
Student participation, in-class assessments and an organizing binder of class materials will be required.

Class Reflections
Written reflections, concerning the group process, will be randomly collected.

Tapes & Supervision
Each student will be required to arrange for the taping of two group sessions. A focus will be placed on critiquing the tapes under the supervision of the professor for student knowledge and skill development.

Culminating Performance
Students will work in small groups to present supporting evidence of the importance of the group process. The students will generate a comparative analysis between individual counseling and group counseling processes.

13. Methods of Evaluation:

Each course requirement will be assessed to the following level of performance:

- Level 3: Exceeds Expectations
- Level 2: Meets Expectations
- Level 1: Unacceptable

14. Policies:

Attendance
Class attendance and participation will factor into the final grade. If a student has to miss a class, the instructor must be notified and arrangements made to make up the material covered from the missed class.

Academic Dishonesty
Any student found to have committed academic dishonesty including, but not limited to cheating, plagiarism, or other forms of academic dishonesty will be treated in accordance with the policy of Arkansas Tech University as stated in the graduate student handbook (pp. 9-10).

Incomplete grades
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.
2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.

Food/Beverage
No food or beverage in the classroom at any time.
To: Curriculum Committee and Graduate Council

From: School of Education
      Center for Leadership and Learning

Date: October 2, 2001

Request for: New Course

Submitted by: Dr. Kandis Croom
   Assistant Professor, Center for Leadership & Learning

Approved by: Dr. Mary B. Gunter
   Director, Center for Leadership & Learning

   Dr. Dennis Fleniken
   Dean, School of Education

Reviewed by: Dr. C. Glenn Sheets
   Registrar

   Dr. Jack Hamm
   Vice-President for Academic Affairs

I. Catalog Description:

This course emphasizes the values, knowledge, and skills required for effective advocacy and brokering of services through consultation and collaboration. Use of data to identify needs, remove barriers and mobilize resources from the school and the community in order to increase options for students are primary themes through the course. Special attention is placed on equal access of all students to rigorous educational experiences.

Course Number: COUN 6263
Title: Teaming, Collaboration, and Advocacy

II. Justification and feasibility of course:

A. This course emphasizes the values, knowledge, and skills required for effective advocacy and brokering of services through consultation and collaboration.
B. This does not affect any other course.
C. This course will expand the Center for Leadership and Learning's offerings in graduate level preparation.
D. The course will be offered Summer I, 2002.
E. Dr. Kandis Croom will teach the course.
F. This course will be required for students pursuing a master's degree in counseling.
To: Curriculum Committee and Graduate Council

From: School of Education
      Center for Leadership and Learning

Date: October 2, 2001

Request for: New Course

Submitted by: Dr. Kandis Croom

Approved by: Dr. Mary B. Gunter

Dr. Dennis Fleniken

Reviewed by: Dr. C. Glenn Sheets

Dr. Jack Hamm

I. Catalog Description:

This course emphasizes the values, knowledge, and skills required for effective advocacy and brokering of services through consultation and collaboration. Use of data to identify needs, remove barriers and mobilize resources from the school and the community in order to increase options for students are primary themes through the course. Special attention is placed on equal access of all students to rigorous educational experiences.

Course Number: COUN 6263
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II. Justification and feasibility of course:

A. This course emphasizes the values, knowledge, and skills required for effective advocacy and brokering of services through consultation and collaboration.
B. This does not affect any other course.
C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.
D. The course will be offered Summer I, 2002.
E. Dr. Kandis Croom will teach the course.
F. This course will be required for students pursuing a master’s degree in counseling.
Arkansas Tech University
Teaming, Collaboration, & Advocacy
COUN 6263
Spring

1. Course Number:
COUN 6263

2. Course Title:
Teaming, Collaboration, & Advocacy

3. Instructor Information:
Dr. Kandis Croom
Office Hours: By Appointment
Phone: 501-968-0419
CLL Office: 501-498-6075 FAX: 501-498-6075
E-mail: kandis.croom@mail.atu.edu

4. Catalogue Description:
This course emphasizes the values, knowledge, and skills required for effective advocacy and brokering of services through consultation and collaboration. Use of data to identify needs, remove barriers, and mobilize resources from the school and the community in order to increase options for students are primary themes throughout the course. Special attention is placed on equal access of all students to rigorous educational requirements.

5. Required Texts:

6. Bibliography:
A. Selected internet sources
B. Selected educational journals
C. Newspaper articles

7. Statement of Prerequisites:
Students must meet admission requirements to graduate school and entrance requirements of the program of study, or by permission of the CLL program director. This is a sequenced course in the program of study.

8. Rationale for Course:
School-based decisions require data-driven decision-making. The rationale for this course is to provide future school counselors with knowledge and skills of research that will enable them to become active practitioner-researchers to effect change and to act as advocates for their student clients.

9. Course Objectives:
Upon completion of this course, the student will have knowledge and understanding of:
- Ethical & legal issues that encapsulate the school counselor
- The importance of advocacy
- The power of brokering for students
- The removal of barriers for students and families to get needed services
- The growing need for multicultural counseling knowledge
- Needs assessments

10. Course Content:
- The process of consultation
- Collaboration that leads to student success
- Counseling as a profession
- Mobilization of resources
- Identify and prioritize needs
11. Method of Instruction:
The delivery of instruction in this course will include facilitative dialogue, case studies, cooperative learning, experiential learning and reflective practice.

12. Course Requirements:
On-Campus Performance
Student participation, in-class assessments and an organizing binder of class materials will be required.

Class Reflections
Written reflections will be randomly assessed.

Needs Assessment
Students will examine their respective places of employment and create a needs assessment for children & families.

Culminating Performance
Students will compile a resource book of services for children and families appropriate to their licensure level and community/county in which they are employed.

13. Methods of Evaluation:
Each course requirement will be assessed to the following level of performance:
- Level 3: Exceeds Expectations
- Level 2: Meets Expectations
- Level 1: Unacceptable

14. Policies:
Attendance
Class attendance and participation will factor into the final grade. If a student has to miss a class, the instructor must be notified and arrangements made to make up the material covered from the missed class.

Academic Dishonesty
Any student found to have committed academic dishonesty including, but not limited to cheating, plagiarism, or other forms of academic dishonesty will be treated in accordance with the policy of Arkansas Tech University as stated in the graduate student handbook (pp. 9-10).

Incomplete grades
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed as least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of “I” is assigned, the student and instructor, together, will complete and sign this contract.
2. The signed contract must be attached to the final grade sheet if a grade of “I” is assigned, and is only valid if both parties have signed.

Food/Beverage
No food or beverage is allowed in the classroom at any time.
To: Curriculum Committee and Graduate Council

From: School of Education
Center for Leadership and Learning

Date: October 2, 2001

Request for: New Course

Submitted by: Dr. Kandis Croom
Assistant Professor, Center for Leadership & Learning

Approved by: Dr. Mary B. Gunter
Director, Center for Leadership & Learning

Dr. Dennis Fleniken
Dean, School of Education

Reviewed by: Dr. C. Glenn Sheets
Registrar

Dr. Jack Hamm
Vice-President for Academic Affairs

I. Catalog Description:

This course provides graduate students an opportunity to engage in supervised, on-the-job experiences in a school setting. The internship includes scheduled on-campus group supervision designed to provide guidance, analysis, and evaluation of this capstone field experience.

Course Number: COUN 6304
Title: School Counseling Internship

II. Justification and feasibility of course:

A. This course provides graduate students an opportunity to engage in supervised, on-the-job experiences in a school setting.
B. This does not affect any other course.
C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.
D. The course will be offered Summer I, 2002.
E. Dr. Kandis Croom will teach the course.
F. This course will be required for students pursuing a master’s degree in counseling.
Arkansas Tech University
Center for Leadership & Learning
Internship

1. **Course Number:**
   COUN 6304

2. **Course Title:**
   Internship

3. **Instructor Information:**
   Dr. Kandis Croom
   Office Hours: By appointment
   Office Phone: 501-968-0419
   CLL Office Phone: 501-498-6022 FAX: 501-498-6075
   E-mail: kandis.croom@mailatu.edu

4. **Catalog Description:**
   This course provides graduate students an opportunity to engage in supervised, on-the-job experiences in a school setting. The internship includes scheduled on-campus group supervision designed to provide guidance, analysis, and evaluation of this capstone field experience.

5. **Required Text:**

6. **Statement of Prerequisites:**
   - The intern must have completed all of the coursework, or receive special approval if employed under the Arkansas licensure completion program, required for the Masters Degree or must be able to complete any additional coursework needed during the semester of the internship.
   - The intern must secure approval from the program director of the Center for Leadership and Learning to enroll in COUN 6304.
   - The intern must be approved by the local school district for assignment. An agreement form with the appropriate signatures must be returned to the university advisor.

7. **Justification/Rationale for the Course:**
   The purpose of this internship is to provide the student with an opportunity to obtain supervised experience in counseling activities.

8. **Course Objectives:**
   - To provide the intern with a variety of experiences needed to develop the minimum skills in counseling techniques.
   - To assist the intern in gaining a realistic perspective of school counseling as a result of working with an experienced school counselor.
   - To assist the intern in making a smooth transition from teacher to counselor.
   - To assist the intern with opportunities to apply counseling theory in the solution of practical counseling problems.
   - To aid the intern in developing confidence in performing counseling tasks.
   - To aid the intern in making professional career choices based upon an analysis of his/her demonstrated competencies.

9. **Course Content:**
   - Stages of internship
- Developing competencies and demonstrating skills
- Professional challenges
- Ethical/Legal issues

10. Method of Instruction:
The delivery of instruction in this course will include facilitative dialogue, case studies, cooperative learning, experiential learning, and reflective practice.

11. Licensure Standards:
Objectives of this course will meet the educational requirements outlined in the Arkansas Standards for School Counselors and the National Standards for School Counselors

12. Assessment Method:
Seminars/Class participation
Seminars will be scheduled in order to give interns an opportunity to share experiences and concerns with the interns and the university faculty. Attendance at all seminars is required for full credit for the internship.

Log of Activities
The intern will keep a log of his/her activities which entails a brief description of the task involved, the date, the beginning and the ending time, the amount of time involved (expressed in fraction of an hour, EX. 2.25), and the related core/group area. The log is to be sent to the university supervisor according to the published schedule. The cooperating school administrator must certify the log of activities.

Demographic Study
Early in the internship semester, the intern will complete a demographic study of the school and community where his/her internship is being conducted. The demographic study enables the supervisor and intern to better understand the school and community. The intern will be expected to make a short presentation of the demographics of the school district at the second intern seminar.

Internship Activities for Each Proficiency
The intern will receive a list of internship activities. Upon completion of each activity, the intern is to briefly summarize the experience, including the intern’s reflections on the experience. Resources used to complete each activity should be listed at the end of each activity. This would include both sources of written information, interviews, etc. These summaries are to be included in a loose-leaf binder, using tabs to separate the five proficiency areas (the Five Standards for School Counselors). The intern may substitute activities with the approval of the university professor.

Reflections of Each Proficiency Area
Upon completion of the activities required for each proficiency area, the intern will write a reflective piece. This reflection should (1) reflect on the activities and what has been learned; (2) identify strengths he/she has in that proficiency; and (3) identify activities in which he/she can participate to strengthen your competency in that area.

The following questions may assist the intern in completing the reflection piece:
- What about this proficiency area is most relevant to me?
- How has this contributed to my understanding of the role of the counselor?
- Is there a difference in what I know and what I found out?
- What more do I need to know about this?
- What change(s) would I make?
- How would I handle this differently?
- Did anything happen during this experience that conflicted with my personal vision of counselor leadership?
Final Report
The intern will submit a notebook (no larger than three inches) to the university supervisor will include the following:

- The demographic study.
- Summaries of the activities.
- Reflections for each proficiency area.
- A copy of the logs.
- A summary reflection on the internship experience (assignments, activities, process, etc...).
- Additional information that the intern may wish to include.

13. Methods of Evaluation

<table>
<thead>
<tr>
<th>Internship Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Seminars</td>
<td>100</td>
</tr>
<tr>
<td>Demographic Study</td>
<td>100</td>
</tr>
<tr>
<td>Five Proficiency Activities</td>
<td>100</td>
</tr>
<tr>
<td>Log &amp; Notebook</td>
<td>100</td>
</tr>
<tr>
<td>Reflection and Summary</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

14. Policies:

Attendance
Class Attendance and participation will factor into the final grade. If a student has to miss a class, the instructor must be notified and arrangements made to make up the material covered from the missed class.

Academic Dishonesty
Any student found to have committed academic dishonesty including, but not limited to cheating, plagiarism, or other forms of academic dishonesty will be treated in accordance with the policy of Arkansas Tech University as stated in the graduate student handbook (pp. 9-10).

Incomplete Grades
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student’s control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.
2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.

Food/Beverage
No food or beverage is allowed in the classroom at any time.

Pagers/Cell Phones:
As a courtesy, students are asked to turn all pagers to vibrate and cell phones off.
To: Curriculum Committee and Graduate Council

From: School of Education
       Center for Leadership and Learning

Date: October 9, 2001

Request for: New Course

Submitted by: Dr. Rebecca Shopfner
       Assistant Professor, Center for Leadership & Learning

Approved by: Dr. Mary B. Gunter
       Director, Center for Leadership & Learning

       Dr. Dennis Fleniken
       Dean, School of Education

Reviewed by: Dr. C. Glenn Sheets
       Registrar

       Dr. Jack Hamm
       Vice-President for Academic Affairs

I. Catalog Description:

Assessment means to evaluate student performance will be explored with the emphasis being on authentic assessments.

Course Number: MTL 6282
Title: Evaluation of Classroom Learning for the Master Teacher

II. Justification and feasibility of course:

A. Performance-based learning requires a shift in the traditional means of assessment. It is a strategy that is beneficial for assessing concept learning demonstrated through authentic situations. Teachers have not been traditionally trained to assess performance tasks. Research supports the validity of constructivist approaches in teaching and learning. Effective teaching is not complete without assessment for learning.

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.

D. The course will be offered Spring, 2002.

E. Dr. Rebecca Shopfner will teach the course.

F. This course will be required for students pursuing a master’s degree in Teaching, Learning and Leadership.
1. **Course Number:**
   MTLL 6282

2. **Course Title:**
   Evaluation of Classroom Learning for the Master Teacher

3. **Instructor Information:**
   Rebecca Shopfner, Ed.D.
   Curriculum and Instruction and Center for Leadership and Learning

4. **Catalogue Description:**
   Assessment to evaluate student performance will be explored with the emphasis being on authentic assessments.

5. **Statement of Prerequisites:**
   Students must be admitted to graduate school and must satisfy the entrance requirements to the Masters of Education in Teaching, Learning and Leadership (MTLL) degree program or with approval by the Center for Leadership and Learning (CLL) Director. MTLL 6282 is a sequenced course within the MTLL program of study.

6. **Required Text:**


7. **Bibliography:**
   A. National and State Standards
   B. District Frameworks
   C. Selected Internet Sources
   D. Selected Reference Articles
   E. Selected Multimedia Resources

8. **Justification/Rationale for the Course:**
   Performance-based learning requires a shift in the traditional means of assessment. It is a strategy that is beneficial for assessing concept learning demonstrated through authentic situations. Teachers have not been traditionally trained to assess performance tasks. Research supports the validity of constructivist approaches in teaching and learning. Effective teaching is not complete without assessment for learning.

9. **Course Objectives:**
   Upon completion of this course, students will:
   1. Understand performance-based strategies
   2. Create meaningful and engaging performance-based tasks built upon knowledge, skills, & work habits
   3. Be able to apply performance-based tasks
   4. Be able to encourage students to work independently
   5. Be able to assess the quality of student performance
   6. Understand the cycle of learning
10. **Licensure Standards:**
Objectives of this course meet the general educational requirements for the Masters of Education in Teaching, Learning, and Leadership (MTLL) as outlined in the Arkansas Tech University Graduate Catalogue. Course objectives also meet the standards outlined in the National Board for Professional Teaching Standards (NBPTS), the Arkansas Standards for School Administrators, the ISLLC Standards for School Leaders, as well as the standards for Arkansas Teacher Licensure renewal.

11. **Assessment Instruction and Methods:**
Instructional delivery in this course will include:

- experiential learning
- facilitative dialogue
- cooperative learning
- reflective practice

The following methods of assessment will be used:

**On-site Performance**
Engaged student participation will be required in all class sessions.

**Reflections and Assessments**
Students will complete written reflections and analysis of selected course artifacts matched to the appropriate course standard(s).

**Culminating Artifact**
The culminating artifact for this course of study will reflect the appropriate course standard(s).

**Assessment**
Each course requirement will be assessed to the following levels of proficiency:

- Level Three - Exceeds expectations
- Level Two - Meets expectations
- Level One - Unacceptable

**Incomplete Grade Contract**
An "I" at the end of any semester may be assigned only under the following conditions:

1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.

2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.

3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes. **Incomplete Grade Contract**

12. **Policies:**
**Attendance:** Class attendance and participation is required.

**Academic Dishonesty:** Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in Articles III and IV, pages 9 & 10 in the Arkansas Tech University 2000-2001 Student Handbook. Plagiarism is defined as an idea, expression, plot, or the like taken from another and used as one's own (World Book Dictionary, 1985).

**Food, Drink, Tobacco Products:** No food, drink, or tobacco products are allowed in Crabaugh Hall classrooms.

**Pagers/Cell Phones**
Students are requested to turn cell phones and pagers to vibrate or off, during class as a courtesy to others.

**Incomplete Grade Contract:** An "I" at the end of any semester may be assigned only under the following conditions:
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.

2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.

3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes.

13. **Course Content:**
   The content of this course will include the following:
   1. Performance-based learning and assessment
   2. Performance-based tasks
   3. Performance task assessment tools
   4. Benchmarks (Models of Excellence)
   5. The impact of performance-based learning and assessment
   6. Student performance
   7. Reflective practice
To: Curriculum Committee and Graduate Council

From: School of Education
       Center for Leadership and Learning

Date: October 9, 2001

Request for: New Course

Submitted by: Dr. Mary B. Gunter

Approved by: Dr. Dennis Fleniken

Reviewed by: Dr. C. Glenn Sheets

Dr. Jack Hamm

I. Catalog Description:

Students will develop a portfolio organized to provide evidences demonstrating proficiency supporting the standards for Arkansas licensure requirements for building level administrators. This professional portfolio will be a comprehensive collection of artifacts reflective of the program of study designed to meet the standards for school leaders.

Course Number: EDLD 6992
Title: Professional Portfolio

II. Justification and feasibility of course:

A. This course is designed to provide future school counselors with skills in preparing a professional portfolio, which is a requirement in the degree program.
B. This does not affect any other course.
C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.
D. The course will be offered Spring, 2002
E. Dr. Mary B. Gunter will teach the course.
F. This course will be required for students pursuing a master’s degree in counseling.
1. **Course Number:**
   EDLD 6992

2. **Course Title:**
   Professional Portfolio

3. **Instructor Information:**
   Mary B. Gunter, Ed.D.
   Office Hours: By Appointment
   Voice: (501) 968-0374
   Fax: (501) 468-6075
   E-Mail: mary.gunter@mail.atu.edu

4. **Catalogue Description:**
   Students will develop a portfolio organized to provide evidences demonstrating proficiency supporting the standards for Arkansas licensure requirements for building level administrators. This professional portfolio will be a comprehensive collection of artifacts reflective of the program of study designed to meet the standards for school leaders.

5. **Statement of Prerequisites:**
   Students must be admitted to graduate school and must meet the program of study entrance requirements or with approval by the Center for Leadership and Learning (CLL) Director.

6. **Required Text:**


7. **Bibliography:**
   A. Interstate School Leaders Licensure Consortium Standards
   B. Arkansas Standards for Building Administrators
   C. Selected Internet Sources
   D. Selected Reference Articles
   E. Selected Multimedia Resources

8. **Justification/Rationale for the Course:**
   The purpose of this course is to prepare the graduate candidate for the culminating performance of the degree program: the portfolio review.

9. **Course Objectives:**
   Upon completion of this course, students will:
   1. have an understanding of the various purposes of a portfolio.
   2. know how to organize a portfolio to provide artifact evidence representative of the ISSLC Standards for School Leaders and the Arkansas Standards for Building Administrators.
   3. have an understanding of basic professional design.
   4. be able to use technology as a tool to facilitate the completion of the portfolio.
10. Licensure Standards:
Objectives of this course meet the general educational requirements for the Masters of Education in Educational Leadership as outlined in the Arkansas Tech University Graduate Catalogue.

11. Assessment Instruction and Methods:
Instructional delivery in this course will include:
- experiential learning
- facilitative dialogue
- cooperative learning
- reflective practice

The following methods of assessment will be used:
On-site Performance
Engaged student participation will be required in all class sessions.

Reflections and Assessments
Students will complete written reflections and analysis of selected course artifacts matched to the appropriate course standard(s).

Culminating Artifact
The (exit) portfolio will be the culminating artifact for this course of study. The portfolio will show evidence of what the students know and are able to do. This portfolio artifact will be “committee ready” at the end of this course.

Assessment
Each course requirement will be assessed to the following levels of proficiency:
- Level Three - Exceeds expectations
- Level Two - Meets expectations
- Level One - Unacceptable

Incomplete Grade Contract
An "I" at the end of any semester may be assigned only under the following conditions:
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.
2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.
3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes (Incomplete Grade Contract).

12. Policies:
Attendance: Class attendance and participation is required.
Academic Dishonesty: Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in Articles III and IV, pages 9 & 10 in the Arkansas Tech University 2000-2001 Student Handbook. Plagiarism is defined as an idea, expression, plot, or the like taken from another and used as one's own (World Book Dictionary, 1985).
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course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.

2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.

3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes.

13. Course Content:
The content of this course will include the following:
   1. Portfolio design and preparation
   2. Organization of portfolio around standards
   3. Professional Presentation
   4. Proofing
   5. Presentation
   6. Purpose
   7. Reflective practice
To: Curriculum Committee and Graduate Council

From: School of Education
Centre for Leadership and Learning

Date: October 9, 2001

Request for: New course

Submitted by: Dr. Rebecca Shopfner

Approved by: Dr. Mary B. Gunter
Program Director, Centre for Leadership & Learning
Dr. Dennis Fleniken
Dean, School of Education

Reviewed by: Dr. C. Glenn Sheets
Registrar

Dr. Jack Hamm:
Vice-President for Academic Affairs

I. Catalog Description:
This course will provide the opportunity for students to discuss, explore, and acquire skills that will supplement means to augment classroom resources in addition to the allocated budget.

Course Number: MTLL 6271
Title: Resource Acquisition for the Master Teacher

A. Justification and feasibility of course:
The purpose of this course is to prepare the master teacher graduate candidate with the skills to access outside resources for the classroom.

B. This does not affect any other course.

C. This course will expand the Centre for Leadership and Learning's offerings in graduate level preparation.

D. The course will be offered in the Summer, 2002.

E. Dr. Rebecca Shopfner will teach the course.

F. This course will be required for students pursuing a Master of Education in Teaching, Learning and Leadership.
ARKANSAS TECH UNIVERSITY
MASTERS OF EDUCATION
IN
TEACHING, LEARNING AND LEADERSHIP DEGREE
Course Syllabus

1. Course Number:
   MTLL 6271

2. Course Title:
   Resource Acquisition for the Master Teacher

3. Instructor Information:
   Rebecca Shofner, Ed.D.
   Curriculum and Instruction and Center for Leadership and Learning

4. Catalogue Description:
   This course will provide the opportunity for students to discuss, explore, and acquire skills that will supplement means to augment classroom resources in addition to the allocated budget.

5. Statement of Prerequisites:
   Students must be admitted to graduate school and must satisfy the entrance requirements to the Masters of Education in Teaching, Learning and Leadership (MTLL) degree program or approval of the Center for Leadership and Learning (CLL) Director. MTLL 6271 is a sequenced course within the MTLL program of study.

6. Required Text:
   To be selected


7. Bibliography:
   A. Selected Internet Sources
   B. Selected Reference Articles
   C. Selected Multimedia Resources

8. Justification/Rationale for the Course:
   The purpose of this course is to prepare the master teacher graduate candidate with the skills to access outside resources for the classroom.

9. Course Objectives:
   Upon completion of this course, students will:
   1. have the technology skills to access resources on the internet and to prepare a grant.
   2. develop grant writing skills.
   3. explore alternative sources and resources for individual classroom.

10. Licensure Standards:
    Objectives of this course meet the general educational requirements for the Masters of Education in Teaching, Learning, and Leadership (MTLL) as outlined in the *Arkansas Tech University Graduate Catalogue*. Course objectives also meet the standards outlined in the National Board for Professional Teaching Standards (NBPTS), the Arkansas Standards for School Administrators, the ISLLC Standards for School Leaders, as well as the standards for Arkansas Teacher Licensure renewal.
11. Assessment Instruction and Methods:
   Instructional delivery in this course will include:
   - experiential learning,
   - guests from Foundations
   - facilitative dialogue, and
   - cooperative learning.

   The following methods of assessment will be used:
   **On-site Performance** - Student participation, in-class assessments, and a coursebook consisting of class materials, will be required.
   **Reflections and Assessments** - Students will complete written reflections and assessments in regard to class discussions, readings, and experiences.
   **Coursebook and Journal**
   The coursebook will consist of a collection of all materials and reflections from MTLL 6271 and will be assessed at the end of the course. Contents should be organized by class sessions. The journal component will consist of in-class and on-site learner reflections addressing teaching and learning and will be placed in the front of the coursebook.

   **Culminating Artifact**
   A culminating artifact will be required. This artifact will reflect the knowledge, skills and dispositions purported throughout the course of study and will support the appropriate propositions and statements.

   **Assessment**
   Each course requirement will be assessed to the following level of proficiency:
   - Level Three - Exceeds expectations
   - Level Two - Meets expectations
   - Level One - Unacceptable

12. Policies:
   **Attendance**
   Class attendance and participation is required.

   **Academic Dishonesty**
   Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in Articles III and IV, pages 9 & 10 in the Arkansas Tech University 2000-2001 Student Handbook. Plagiarism is defined as an idea, expression, plot, or the like taken from another and used as one's own (World Book Dictionary, 1985).

   **Food, Drink, Tobacco Products**
   No food, drink, or tobacco products are allowed in Crabaugh Hall classrooms.

   **Pagers/Cell Phones**
   Students are requested to turn cell phones and pagers to vibrate or off, during class as a courtesy to others.

   **Incomplete Grade Contract**
   An "I" at the end of any semester may be assigned only under the following conditions:
   1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.
   2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.
   3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes.

13. Course Content:
   The content of this course will include the following:
   1. Grant Proposal Presentation
   2. Research
   3. Technology Skills
To: Curriculum Committee and Graduate Council
From: School of Education
      Center for Leadership and Learning
Date:
Request for: New Course
Submitted by:
Approved by: Dr. Mary B. Gunter
              Director, Center for Leadership & Learning
              Dean, School of Education
Reviewed by: Dr. C. Glenn Sheets
              Registrar
Dr. Jack Hamm

I. Catalog Description:

This course provides graduate students an opportunity to engage in supervised, on-the-job experiences in a school setting. The internship includes scheduled in-campus group supervision designed to provide guidance, analysis, and evaluation of this capstone field experience.

Course Number: COUN 6302
Title: School Counseling Internship

II. Justification and feasibility of course:

A. This course provides graduate students an opportunity to engage in supervised, on-the-job experiences in a school setting.
B. This does not affect any other course. Students enroll in two courses of this type in the same semester. 
C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation. 
D. The course will be offered in Spring 2002.
E. Dr. Kandis Croom will teach the course.
F. This course will be required for students pursuing a master’s degree in school counseling.
1. **Course Number:**
   COUN 6302

2. **Course Title:**
   School Counseling Internship

3. **Instructor Information:**
   Dr. Kandis Croom
   Office Hours: By appointment
   Office Phone: 501-968-0419
   CLL Office Phone: 501-498-6022 FAX: 501-498-6075
   E-mail: kandis.croom@mail.atu.edu

4. **Catalog Description:**
   This course provides graduate students an opportunity to engage in supervised, on-the-job experiences in a school setting. The internship includes scheduled on-campus group supervision designed to provide guidance, analysis, and evaluation of this capstone field experience.

5. **Required Text:**

6. **Statement of Prerequisites:**
   - The intern must have completed all of the coursework, or receive special approval if employed under the Arkansas licensure completion program, required for the Masters Degree or must be able to complete any additional coursework needed during the semester of the internship.
   - The intern must secure approval from the program director of the Center for Leadership and Learning to enroll in COUN 6302.
   - The intern must be approved by the local school district for assignment. An agreement form with the appropriate signatures must be returned to the university advisor.

7. **Justification/Rationale for the Course:**
   The purpose of this internship is to provide the student with an opportunity to obtain supervised experience in counseling activities.

8. **Course Objectives:**
   - To provide the intern with a variety of experiences needed to develop the minimum skills in counseling techniques.
   - To assist the intern in gaining a realistic perspective of school counseling as a result of working with an experienced school counselor.
   - To assist the intern in making a smooth transition from teacher to counselor.
   - To assist the intern with opportunities to apply counseling theory in the solution of practical counseling problems.
   - To aid the intern in developing confidence in performing counseling tasks.
   - To aid the intern in making professional career choices based upon an analysis of his/her demonstrated competencies.

9. **Course Content:**
   - Stages of internship
• Developing competencies and demonstrating skills
• Professional challenges
• Ethical/Legal issues

10. Method of Instruction:
The delivery of instruction in this course will include facilitative dialogue, case studies, cooperative learning, experiential learning, and reflective practice.

11. Licensure Standards:
Objectives of this course will meet the educational requirements outlined in the Arkansas Standards for School Counselors and the National Standards for School Counselors

12. Assessment Method:
Seminars/Class participation
Seminars will be scheduled in order to give interns an opportunity to share experiences and concerns with the interns and the university faculty. Attendance at all seminars is required for full credit for the internship.

Log of Activities
The intern will keep a log of his/her activities which entails a brief description of the task involved, the date, the beginning and the ending time, the amount of time involved (expressed in fraction of an hour, EX. 2.25), and the related core/group area. The log is to be sent to the university supervisor according to the published schedule. The cooperating school administrator must certify the log of activities.

Demographic Study
Early in the internship semester, the intern will complete a demographic study of the school and community where his/her internship is being conducted. The demographic study enables the supervisor and intern to better understand the school and community. The intern will be expected to make a short presentation of the demographics of the school district at the second intern seminar.

Internship Activities for Each Proficiency
The intern will receive a list of internship activities. Upon completion of each activity, the intern is to briefly summarize the experience, including the intern’s reflections on the experience. Resources used to complete each activity should be listed at the end of each activity. This would include both sources of written information, interviews, etc. These summaries are to be included in a loose-leaf binder, using tabs to separate the five proficiency areas (the Five Standards for School Counselors). The intern may substitute activities with the approval of the university professor.

Reflections of Each Proficiency Area
Upon completion of the activities required for each proficiency area, the intern will write a reflective piece. This reflection should (1) reflect on the activities and what has been learned; (2) identify strengths he/she has in that proficiency; and (3) identify activities in which he/she can participate to strengthen your competency in that area.

The following questions may assist the intern in completing the reflection piece:

- What about this proficiency area is most relevant to me?
- How has this contributed to my understanding of the role of the counselor?
- Is there a difference in what I know and what I found out?
- What more do I need to know about this?
- What change(s) would I make?
- How would I handle this differently?
- Did anything happen during this experience that conflicted with my personal vision of counselor leadership?
Final Report
The intern will submit a notebook (no larger than three inches) to the university supervisor will include the following:
- The demographic study.
- Summaries of the activities.
- Reflections for each proficiency area.
- A copy of the logs.
- A summary reflection on the internship experience (assignments, activities, process, etc...).
- Additional information that the intern may wish to include.

13. Methods of Evaluation

<table>
<thead>
<tr>
<th>Internship Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Seminars</td>
<td>100</td>
</tr>
<tr>
<td>Demographic Study</td>
<td>100</td>
</tr>
<tr>
<td>Five Proficiency Activities</td>
<td>100</td>
</tr>
<tr>
<td>Log &amp; Notebook</td>
<td>100</td>
</tr>
<tr>
<td>Reflection and Summary</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

14. Policies:

Attendance
Class Attendance and participation will factor into the final grade. If a student has to miss a class, the instructor must be notified and arrangements made to make up the material covered from the missed class.

Academic Dishonesty
Any student found to have committed academic dishonesty including, but not limited to cheating, plagiarism, or other forms of academic dishonesty will be treated in accordance with the policy of Arkansas Tech University as stated in the graduate student handbook (pp. 9-10).

Incomplete Grades
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.
2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.

Food/Beverage
No food or beverage is allowed in the classroom at any time.

Pagers/Cell Phones:
As a courtesy, students are asked to turn all pagers to vibrate and cell phones off.
I. Catalog Description:
This course will focus on national, state, and local curriculum standards. Students will gain an understanding of the alignment issues of curriculum, instruction and assessment as they prepare a curriculum artifact based on the principles of curriculum.

Course Number: MTLL 6133
Title: Basic Elements of Curriculum

A. Justification and feasibility of course:
A basic understanding of the curriculum development process and the political, social and economic factors that impact curriculum design is critical for the master teacher leader. The basic knowledge and skills for leading the curriculum process is a fundamental skill necessary for any master teacher.

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning's offerings in graduate level preparation.

D. The course will be offered annually.

E. Dr. Rebecca Shopfner will teach the course.

F. This course will be required for students pursuing a Master of Education in Teaching, Learning and Leadership.
1. **Course Number:**
   MTLL 6133

2. **Course Title:**
   Basic Elements of Curriculum

3. **Instructor Information:**
   Rebecca Shopfner, Ed.D.
   Curriculum and Instruction and Center for Leadership and Learning

4. **Catalogue Description:**
   This course will focus on national, state, and local curriculum standards. Students will gain an understanding of the alignment issues of curriculum, instruction and assessment as they prepare a curriculum artifact based on the principles of curriculum.

5. **Statement of Prerequisites:**
   Students must be admitted to graduate school and must satisfy the entrance requirements to the Masters of Education in Teaching, Learning and Leadership (MTLL) degree program or approval of the Center for Leadership and Learning (CALL) Director. MTLL 6133 is a sequenced course within the MTLL program of study.

6. **Required Text:**


7. **Bibliography:**
   A. National and State Standards
   B. District Frameworks
   C. Selected Internet Sources
   D. Selected Reference Articles
   E. Selected Multimedia Resources

8. **Justification/Rationale for the Course:**
   This course is designed as a entry-level graduate education course intended to prepare practitioners to develop and modify curricula in light of changing goals, demographics, legislative requirements, and changing subject matter.

   National and state standards will be the foundation for student development of an appropriate (K-4, middle level, and secondary) curriculum and instruction program. Human growth and development, as well as learning theories will be examined and considered in regard to their influence on the curriculum design.

   Models of curriculum development will be explored and practiced as students design a grade-specific curriculum for a content area. Components of the curriculum design process (needs assessment, goal setting, instructional objectives, content selection and sequencing, selection and organization of learning experiences, curriculum pilot, implementation, evaluation, reflection and revision) will be introduced and examined with technology being considered as an integrated seamless component within the curriculum. This course will also provide teacher leaders with the skills to facilitate the curriculum process.
9. **Course Objectives:**
Upon completion of this course, the student will:

1. have an understanding of the historical and philosophical foundations of curriculum.
2. be able to distinguish between curriculum and instruction.
3. be able to discuss the meaning of curriculum.
4. be able to research, analyze, reflect, and apply information relative to the developmental and learning needs of students.
5. understand and apply mapping and scanning skills to assess the social, political, and economic factors that impact curriculum.
6. know how to access and utilize national and state standards in the curriculum design process.
7. be able to write standards-based objectives.
8. be able to determine specific professional development needs necessary for teachers to ensure successful curriculum implementation.
9. be able to align classroom instruction to state and national standards.
10. analyze data to determine specific curriculum gaps and will be able to design strategies to increase student achievement.
11. be able to align curriculum and instruction vertically, horizontally, and with assessment.
12. be able to apply “best practices” when working with and leading people through the curriculum development process.
13. be able to explain and relate Gunter’s model of teaching and learning to the curriculum development process.
14. be able to select strategic materials that match content needs and learning objectives.

10. **Licensure Standards:**
Objectives of this course meet the general educational requirements for the Masters of Education in Teaching, Learning, and Leadership (MTLL) as outlined in the Arkansas Tech University Graduate Catalogue. Course objectives also meet the standards outlined in the National Board for Professional Teaching Standards (NBPTS), the Arkansas Standards for the Curriculum/Program Administrator, the ISLLC Standards for School Leaders, as well as the standards for Arkansas Teacher Licensure renewal.

11. **Assessment Instruction and Methods:**
Instructional delivery in this course will include:

- experiential learning,
- facilitative dialogue,
- case studies, and
- cooperative learning.

The following methods of assessment will be used:

**On-site Performance** - Student participation, in-class assessments, and a coursebook consisting of class materials, will be required.

**Article Reviews** - Students will research best practices and be required to review journal articles that have a curriculum focus. After reading each article, APA format will be used as the student synthesizes information which will include the following:

1. Synthesis of the article
   (What is the article about? – The what . . .)
2. How the information could be applied in your current education assignment
   (The so what . . .)
3. Implications for curriculum development
   (Where and how could it change teaching and learning in the future?)
4. Reflective critique
   (i.e. Do you agree, disagree with article? Would you recommend it to enhance the professional growth of a colleague? Why or why not?)

A scoring guide (rubric) will be used to assess the student’s performance on each article.

**Reflections and Assessments** - Students will complete written reflections and assessments in regard to class discussions, readings, and experiences.
Coursebook and Journal
The coursebook will consist of a collection of all materials and reflections from MTLL 6133 and will be assessed at the end of the course. Contents should be organized by class sessions. The journal component will consist of in-class and on-site learner reflections addressing teaching and learning and will be placed in the front of the coursebook.

Culminating Artifact
A culminating artifact will be required. This artifact will reflect the knowledge, skills and dispositions purported throughout the course of study and will support the appropriate propositions and statements.

Assessment
Each course requirement will be assessed to the following level of proficiency:
- Level Three - Exceeds expectations
- Level Two - Meets expectations
- Level One - Unacceptable

12. Policies:

Attendance
Class attendance and participation is required.

Academic Dishonesty
Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in Articles III and IV, pages 9 & 10 in the Arkansas Tech University 2000-2001 Student Handbook. Plagiarism is defined as an idea, expression, plot, or the like taken from another and used as one's own (World Book Dictionary, 1985).

Food, Drink, Tobacco Products
No food, drink, or tobacco products are allowed in Crabaugh Hall classrooms.

Pagers/Cell Phones
Students are requested to turn cell phones and pagers to vibrate or off, during class as a courtesy to others.

Incomplete Grade Contract
An "I" at the end of any semester may be assigned only under the following conditions:
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.
2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.
3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes.

13. Course Content:
The content of this course will include the following:
1. The changing nature of curriculum
   - Curriculum in an age of technology
   - Foundations of curriculum planning
2. The essential elements of curriculum
   - The role of philosophy in curriculum planning
   - Basic tasks of curriculum planning
   - Curriculum management planning
3. Instructional concerns and issues (level specific: K-4, 5-8, 9-12)
4. Curriculum design alternatives
I. Catalog Description:
This course will examine theories of change looking at research and case studies of first and second change order. Students will gain strategies as leaders of change as schools work to move closer to higher performance. Students will study a current change taking place in a school.

Course Number: MTLL 6143
Title: Organizational Change and the Role of the Master Teacher

A. Justification and feasibility of course:
The purpose of this course is to give students an understanding of the change process and its effects on organizations. This course will provide graduate students with a study of the role of the key stakeholders in educational organization. Students will become familiar with principles of effective decision making.

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning's offerings in graduate level preparation.

D. The course will be offered in the Summer, 2002.

E. Dr. Rebecca Shopfner will teach the course.
F. This course will be required for students pursuing a Master of Education in Teaching, Learning and Leadership.
ARKANSAS TECH UNIVERSITY
MASTERS OF EDUCATION
IN
TEACHING, LEARNING AND LEADERSHIP DEGREE
Course Syllabus

1. Course Number:
   MTLL 6143

2. Course Title:
   Organizational Change and the Role of the Master Teacher

3. Instructor Information:
   Rebecca Shopfner, Ed.D.
   Curriculum and Instruction and Center for Leadership and Learning

4. Catalogue Description:
   This course will examine theories of change looking at research and case studies of first and second change order. Students will gain strategies as leaders of change as schools work to move closer to higher performance. Students will study a current change taking place in a school.

5. Statement of Prerequisites:
   Students must be admitted to graduate school and must satisfy the entrance requirements to the Masters of Education in Teaching, Learning and Leadership (MTLL) degree program or approval of the Center for Leadership and Learning (CLL) Director. MTLL 6143 is a sequenced course within the MTLL program of study.

6. Required Text:


7. Bibliography:
   Article reviews will be required using the following publications as resources:
   a) Educational Leadership, Association for Supervision and Curriculum Development
   b) Phi Delta Kappa, Phi Delta Kappa
   c) The School Administrator, American Association of School Administrators
   d) Middle School Journal, National Association of Middle Level Education
   e) The American School Board Journal, National Association of School Boards
   f) Harvard Management Review. Harvard Business School as well as,
   g) National and State Standards
   h) Selected Internet Sources
   i) Selected Multimedia Resources

8. Justification/Rationale for the Course:
   The purpose of this course is to give students an understanding of the change process and its effects on organizations. This course will provide graduate students with a study of the role of the key stakeholders in educational organization. Students will become familiar with principles of effective decision making.

9. Course Objectives:
   Upon completion of this course, the student will have knowledge and understanding of:
   - History of educational change
   - Change models
10. **Licensure Standards:**
Objectives of this course meet the general educational requirements for the Masters of Education in Teaching, Learning, and Leadership (MTLL) as outlined in the *Arkansas Tech University Graduate Catalogue*. Course objectives also meet the standards outlined in the National Board for Professional Teaching Standards (NBPTS), the Arkansas Standards for the Curriculum/Program Administrator, the ISLLC Standards for School Leaders, as well as the standards for Arkansas Teacher Licensure renewal.

11. **Assessment Instruction and Methods:**
Instructional delivery in this course will include:
- experiential learning,
- facilitative dialogue,
- case studies, and
- cooperative learning.

The following methods of assessment will be used:

**On-site Performance** - Student participation, in-class assessments, and a coursebook consisting of class materials, will be required.

**Article Reviews.** - Students will research best practices and be required to review journal articles that have a organizational change focus. After reading each article, APA format will be used to synthesize information which will include the following:
1. **Synthesis of the article**
   (What is the article about? – The what . . .)
2. **How the information could be applied in your current education assignment**
   (The so what . . .)
3. **Implications for curriculum development**
   (Where and how could it change teaching and learning in the future?)
4. **Reflective critique**
   (i.e. Do you agree, disagree with article? Would you recommend it to enhance the professional growth of a colleague? Why or why not?)

A scoring guide (rubric) will be used to assess the student’s performance on each article.

**Reflections and Assessments.** - Students will complete written reflections and assessments in regard to class discussions, readings, and experiences.

**Coursebook and Journal**
The coursebook will consist of a collection of all materials and reflections from MTLL 6143 and will be assessed at the end of the course. Contents should be organized by class sessions. The journal component will consist of in-class and on-site learner reflections addressing teaching and learning and will be placed in the front of the coursebook.

**Culminating Artifact**
A culminating artifact will be required. Students will identify and describe and area of change that a master teacher would lead. The artifact will include a description of the change and an illustrated
organizational chart used for guiding the change at the classroom and/or school level. How the change will be addressed, inclusive of all shareholders, will be part of the required artifact.

**Assessment**
Each course requirement will be assess to the following level of proficiency:
- Level Three - Exceeds expectations
- Level Two - Meets expectations
- Level One - Unacceptable

12. **Policies:**

   **Attendance**
   Class attendance and participation is required.

   **Academic Dishonesty**
   Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in Articles III and IV, pages 9 & 10 in the Arkansas Tech University 2000-2001 Student Handbook. Plagiarism is defined as an idea, expression, plot, or the like taken from another and used as one's own (World Book Dictionary, 1985).

   **Food, Drink, Tobacco Products**
   No food, drink, or tobacco products are allowed in Crabaugh Hall classrooms.

   **Pagers/Cell Phones**
   Students are requested to turn cell phones and pagers to vibrate or off, during class as a courtesy to others.

   **Incomplete Grade Contract**
   An "I" at the end of any semester may be assigned only under the following conditions:
   1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.
   2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.
   3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes.

13. **Course Content:**
The content of this course will include the following:
   1. an understanding of the change process
   2. shared decision making
   3. organizational structures for change
   4. shareholder identification and involvement
   5. the role of the master teacher leader as facilitator of change
   6. types and forms of change
   7. the role of change in the school improvement process
To: Curriculum Committee and Graduate Council

From: School of Education
     Center for Leadership and Learning

Date: October 9, 2001

Request for: New course

Submitted by: Dr. Rebecca Shopfner

Approved by: Dr. Mary B. Gunter
     Program Director, Center for Leadership & Learning

     Dr. Dennis Fleniken
     Dean, School of Education

Reviewed by: Dr. C. Glenn Sheets
     Registrar

Dr. Jack Hamm:
     Vice-President for Academic Affairs

I. Catalog Description:
This course will examine the role of the student portfolio and the teaching portfolio.
The main focus will be the professional portfolio for the candidate's completion of their
degree program.

Course Number: MTL 6152
Title: Professional Portfolio for the Master Teacher

A. Justification and feasibility of course:
The purpose of this course is to prepare the master teacher, graduate candidate for
the culminating performance of the degree program: the portfolio review. There is
currently not a portfolio development course in the School of Education.

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning's offerings in
graduate level preparation.

D. The course will be offered in the summer 2002 semester.

E. Dr. Rebecca Shopfner will teach the course.
F. This course will be required for students pursuing a Master of Education in Teaching, Learning and Leadership.
1. **Course Number:**
   MTL 6152

2. **Course Title:**
   Professional Portfolio for the Master Teacher

3. **Instructor Information:**
   Rebecca Shopfner, Ed.D.
   Curriculum and Instruction and Center for Leadership and Learning

4. **Catalogue Description:**
   This course will examine the role of the student portfolio and the teaching portfolio. The main focus will be the professional portfolio for the candidate's completion of their degree program.

5. **Statement of Prerequisites:**
   Students must be admitted to graduate school and must satisfy the entrance requirements to the Masters of Education in Teaching, Learning and Leadership (MTLL) degree program or with approval by the Center for Leadership and Learning (CLL) Director. MTL 6152 is a sequenced course within the MTLL program of study.

6. **Required Text:**


7. **Bibliography:**
   A. National and State Standards
   B. District Frameworks
   C. Selected Internet Sources
   D. Selected Reference Articles
   E. Selected Multimedia Resources

8. **Justification/Rationale for the Course:**
   The purpose of this course is to prepare the master teacher, graduate candidate for the culminating performance of the degree program: the portfolio review.

9. **Course Objectives:**
   Upon completion of this course, students will:
   1. have an understanding of the various purposes of a portfolio.
   2. know how to organize a portfolio to provide artifact evidence representative of the National Board for Professional Teaching Standards (NBPTS) & ISSLC Standards for School Leaders.
   3. have an understanding of basic professional design.
   4. be able to use technology as a tool to facilitate the completion of the portfolio.

10. **Licensure Standards:**
    Objectives of this course meet the general educational requirements for the Masters of Education in Teaching, Learning, and Leadership (MTLL) as outlined in the *Arkansas Tech University Graduate Catalogue*. Course objectives also meet the standards outlined in the National Board for Professional Teaching Standards.
(NBPTS), the Arkansas Standards for School Administrators, the ISLLC Standards for School Leaders, as well as the standards for Arkansas Teacher Licensure renewal.

11. Assessment Instruction and Methods:
Instructional delivery in this course will include:
- experiential learning
- facilitative dialogue
- cooperative learning
- reflective practice

The following methods of assessment will be used:
**On-site Performance**
Engaged student participation will be required in all class sessions.

**Reflections and Assessments**
Students will complete written reflections and analysis of selected course artifacts matched to the appropriate course standard(s).

**Culminating Artifact**
The (exit) portfolio will be the culminating artifact for this course of study. The portfolio will show evidence of what the students know and are able to do. This portfolio artifact will be “committee ready” at the end of this course.

**Assessment**
Each course requirement will be assessed to the following levels of proficiency:
- Level Three - Exceeds expectations
- Level Two - Meets expectations
- Level One - Unacceptable

**Incomplete Grade Contract**
An "I" at the end of any semester may be assigned only under the following conditions:
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.
2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.
3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes. **Incomplete Grade Contract**

12. Policies:
**Attendance:** Class attendance and participation is required.
**Academic Dishonesty:** Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in Articles III and IV, pages 9 & 10 in the Arkansas Tech University 2000-2001 Student Handbook. Plagiarism is defined as an idea, expression, plot, or the like taken from another and used as one's own (World Book Dictionary, 1985).
**Food, Drink, Tobacco Products:** No food, drink, or tobacco products are allowed in Crabaugh Hall classrooms.
**Pagers/Cell Phones**
Students are requested to turn cell phones and pagers to vibrate or off, during class as a courtesy to others.
**Incomplete Grade Contract:** An "I" at the end of any semester may be assigned only under the following conditions:
1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.
2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.
3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes.

13. Course Content:
The content of this course will include the following:
   1. Portfolio design and preparation
   2. Organization of portfolio around standards
   3. Professional Presentation
   4. Proofing
   5. Presentation
   6. Purpose
   7. Reflective practice
To: Curriculum Committee and Graduate Council
From: School of Education
       Center for Leadership and Learning
Date: October 9, 2001
Request for: New course
Submitted by: Dr. Rebecca Shopfner
Approved by: Dr. Mary B. Gunter
       Dr. Dennis Fleniken
Reviewed by: Dr. C. Glenn Sheets
       Dr. Jack Hamm:

I. Catalog Description:
Effective means of communicating classroom related issues in order to be an advocate for teaching and learning practices that make a difference for teaching and learning, will be examined in this course, as well as, ways for the master teacher to impact policy development at the district, state, and national levels.

Course Number: MTLL 6212
Title: Communication, Advocacy, and Policy Development for the Master Teacher

A. Justification and feasibility of course:
Teachers are not traditionally trained to “market” their profession. The purpose of this course is to prepare the master teacher leader to be an advocate for “best practices” and to enable the teacher to effectively communicate the “good” things that are happening in classrooms and schools for students. This course will focus on the ‘who’ and “how” effective communication occurs and how to identify and address various audiences.

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.

D. The course will be offered in the Fall, 2002.
E. Dr. Rebecca Shopfner will teach the course.

F. This course will be required for students pursuing a Master of Education in Teaching, Learning and Leadership.
1. Course Number: MTLL 6212

2. Course Title: Communication, Advocacy & Policy Development for the Master Teacher

3. Instructor Information: Rebecca Shopfner, Ed.D.
   Curriculum and Instruction and Center for Leadership and Learning

4. Catalogue Description:
   Effective means of communicating classroom related issues in order to be an advocate for teaching and learning practices that make a difference for teaching and learning practices, that make a difference for teaching and learning, will be examined in this course, as well as, ways for the master teacher to impact policy development at the district, state, and national levels.

5. Statement of Prerequisites:
   Students must be admitted to graduate school and must satisfy the entrance requirements to the Masters of Education in Teaching, Learning and Leadership (MTLL) degree program or approval of the Center for Leadership and Learning (CLL) Director. MTLL 6212 is a sequenced course within the MTLL program of study.

6. Required Text:


7. Bibliography:
   A. National and State Standards
   B. District Frameworks
   C. Selected Internet Sources
   D. Selected Reference Articles
   E. Selected Multimedia Resources

8. Justification/Rationale for the Course:
   Teachers are not traditionally trained to “market” their profession. The purpose of this course is to prepare the master teacher leader to be an advocate for “best practices” and to enable the teacher to effectively communicate the “good” things that are happening in classrooms and schools for students. This course will focus on the ‘who’ and “how” effective communication occurs and how to identify and address various audiences.

9. Course Objectives:
   Upon completion of this course, students will:
   1. have an understanding of how to develop a classroom and/or school communication plan.
   2. be able to design appropriate publications
   3. how to evaluate effective tools for communication
   4. use technology to enhance communication
5. be able to link communication to positive community relations.
6. be able to develop messages for targeted audiences,

10. Licensure Standards:
Objectives of this course meet the general educational requirements for the Masters of Education in Teaching, Learning, and Leadership (MTLL) as outlined in the Arkansas Tech University Graduate Catalogue. Course objectives also meet the standards outlined in the National Board for Professional Teaching Standards (NBPTS), the Arkansas Standards for School Administrators, the ISLLC Standards for School Leaders, as well as the standards for Arkansas Teacher Licensure renewal.

11. Assessment Instruction and Methods:
Instructional delivery in this course will include:
- experiential learning,
- facilitative dialogue,
- technology,
- case studies, and
- cooperative learning.

The following methods of assessment will be used:

On-site Performance - Student participation, in-class assessments, and a coursebook consisting of class materials, will be required.

Article Reviews - Students will research best practices and be required to review journal articles that have a curriculum focus. After reading each article, APA format will be used as the student synthesizes information which will include the following:
1. Synthesis of the article
(What is the article about? – The what . . .)
2. How the information could be applied in your current education assignment
(The so what . . .)
3. Implications for curriculum development
(Where and how could it change teaching and learning in the future?)
4. Reflective critique
(i.e. Do you agree, disagree with article? Would you recommend it to enhance the professional growth of a colleague? Why or why not?)
A scoring guide (rubric) will be used to assess the student’s performance on each article.

Reflections and Assessments - Students will complete written reflections and assessments in regard to class discussions, readings, and experiences.

Coursebook and Journal
The coursebook will consist of a collection of all materials and reflections from MTLL 6133 and will be assessed at the end of the course. Contents should be organized by class sessions. The journal component will consist of in-class and on-site learner reflections addressing teaching and learning and will be placed in the front of the coursebook.

Culminating Artifact
A culminating artifact will be required. This artifact will reflect the knowledge, skills and dispositions purported throughout the course of study and will support the appropriate propositions and statements.

Assessment
Each course requirement will be assess to the following level of proficiency:
- Level Three - Exceeds expectations
- Level Two - Meets expectations
- Level One - Unacceptable
12. Policies:

**Attendance**
Class attendance and participation is required.

**Academic Dishonesty**
Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in Articles III and IV, pages 9 & 10 in the Arkansas Tech University 2000-2001 Student Handbook. Plagiarism is defined as an idea, expression, plot, or the like taken from another and used as one's own (World Book Dictionary, 1983).

**Food, Drink, Tobacco Products**
No food, drink, or tobacco products are allowed in Crabaugh Hall classrooms.

**Pagers/Cell Phones**
Students are requested to turn cell phones and pagers to vibrate or off, during class as a courtesy to others.

**Incomplete Grade Contract**
An "I" at the end of any semester may be assigned only under the following conditions:

1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.

2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.

3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes.

13. **Course Content:**
The content of this course will include the following:

1. The communication imperative
2. Shaping messages for the audiences
3. Linking communication to community relations
4. Evaluation of communications programs
5. Advocacy
To: Curriculum Committee and Graduate Council  
From: School of Education  
Center for Leadership and Learning  
Date: October 9, 2001  

Request for: New course  
Submitted by: Dr. Rebecca Shopfner  
Approved by: Dr. Mary B. Gunter  
Program Director, Center for Leadership & Learning  
Dr. Dennis Fleniken  
Dean, School of Education  
Reviewed by: Dr. C. Glenn Sheets  
Registrar  
Dr. Jack Hamm:  
Vice-President for Academic Affairs  

I. Catalog Description:
This course will focus on the analysis of actual classroom teaching and learning practices. Emphasis will be on the identification of practices and ways to target improved performance.

Course Number: MTLI 6232
Title: Reflective Practice: Analysis of Teaching and Learning for the Master Teacher

A. Justification and feasibility of course:
Becoming a reflective practitioner is essential for the master teacher. Barth (1990) states that, “the improvement of teachers is central to the improvement of education. Fostering a culture of inquiry for the professional, so that continuous learning is modeled by the teacher in the classroom, keeps learning alive for students. When teachers become stagnant, so do their students. Teachers must observe, examine, question, and reflect on their teaching and learning practices in order to continually move their practice to a higher level.”

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.

D. The course will be offered in the summer 2002 semester.

E. Dr. Rebecca Shopfner will teach the course.
F. This course will be required for students pursuing a Master of Education in Teaching, Learning and Leadership.
ARKANSAS TECH UNIVERSITY
MASTERS OF EDUCATION
IN
TEACHING, LEARNING AND LEADERSHIP DEGREE
Course Syllabus

1. Course Number:
   MTLL 6232

2. Course Title:
   Reflective Practice: Analysis of Teaching and Learning for the Master Teacher

3. Instructor Information:
   Rebecca Shopfner, Ed.D.
   Curriculum and Instruction and Center for Leadership and Learning

4. Catalogue Description:
   This course will focus on the analysis of actual classroom teaching and learning practices. Emphasis will be on
   the identification of practices and ways to target improved performance.

5. Statement of Prerequisites:
   Students must be admitted to graduate school and must satisfy the entrance requirements to the Masters of
   Education in Teaching, Learning and Leadership (MTLL) degree program or by approval of the Center for
   Leadership and Learning (CLL) Director. MTLL 6232 is a sequenced course within the MTLL program of
   study.

6. Required Text:
   Columbus, OH: Merrill/Prentice Hall.

7. Bibliography:
   A. National and State Standards
   B. District Frameworks
   C. Selected Internet Sources
   D. Selected Reference Articles
   E. Selected Multimedia Resources

8. Justification/Rationale for the Course:
   Becoming a reflective practitioner is essential for the master teacher. Barth (1990) states that, “the improvement
   of teachers is central to the improvement of education. Fostering a culture of inquiry for the professional, so
   that continuous learning is modeled by the teacher in the classroom, keeps learning alive for students. When
   teachers become stagnant, so do their students. Teachers must observe, examine, question, and reflect on their
   teaching and learning practices in order to continually move their practice to a higher level.

9. Course Objectives:
   Upon completion of this course, students will:
   1. have an understanding of the importance of being a reflective practitioner.
   2. examine three forms of teacher reflection: pragmatic reconsideration, critical reasoning, and critical
      engagement.
   3. as a mentor coach, be able to convey the importance of reflective practice to a novice or marginal
      teacher and be able to coach them so that reflective practice becomes a critical component of the
      professional growth of the novice or marginal teacher.
   4. be able to integrate reflective practice with their students.
5. be able to analyze and reflect video-taped teaching sessions to coach others to a higher level of professional performance.
6. use various methods of scripting as a tool to facilitate reflective practice.

10. Licensure Standards:
Objectives of this course meet the general educational requirements for the Masters of Education in Teaching, Learning, and Leadership (MTLL) as outlined in the Arkansas Tech University Graduate Catalogue. Course objectives also meet the standards outlined in the National Board for Professional Teaching Standards (NBPTS), the Arkansas Standards for School Administrators, the ISLLC Standards for School Leaders, as well as the standards for Arkansas Teacher Licensure renewal.

11. Assessment Instruction and Methods:
Instructional delivery in this course will include:
- experiential learning,
- facilitative dialogue,
- video analysis
- case studies, and
- cooperative learning.

The following methods of assessment will be used:
On-site Performance - Student participation, in-class assessments, and a coursebook consisting of class materials, will be required.

Article Reviews - Students will research best practices and be required to review journal articles that have a curriculum focus. After reading each article, APA format will be used as the student synthesizes information which will include the following:
1. Synthesis of the article
   (What is the article about? – The what . . . )
2. How the information could be applied in your current education assignment
   (The so what . . . )
3. Implications for curriculum development
   (Where and how could it change teaching and learning in the future?)
4. Reflective critique
   (i.e. Do you agree, disagree with article? Would you recommend it to enhance the professional growth of a colleague? Why or why not?)
A scoring guide (rubric) will be used to assess the student's performance on each article.

Reflections and Assessments - Students will complete written reflections and assessments in regard to class discussions, readings, and experiences.

Coursebook and Journal
The coursebook will consist of a collection of all materials and reflections from MTLL 6232 and will be assessed at the end of the course. Contents should be organized by class sessions. The journal component will consist of in-class and on-site learner reflections addressing teaching and learning and will be placed in the front of the coursebook.

Culminating Artifact
A culminating artifact will be required. This artifact will reflect the knowledge, skills and dispositions purported throughout the course of study and will support the appropriate propositions and statements.

Assessment
Each course requirement will be assess to the following level of proficiency:
- Level Three - Exceeds expectations
- Level Two - Meets expectations
- Level One - Unacceptable
12. Policies:

Attendance
Class attendance and participation is required.

Academic Dishonesty
Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in Articles III and IV, pages 9 & 10 in the Arkansas Tech University 2000-2001 Student Handbook. Plagiarism is defined as an idea, expression, plot, or the like taken from another and used as one's own (World Book Dictionary, 1985).

Food, Drink, Tobacco Products
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Incomplete Grade Contract
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2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.
3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes.

13. Course Content:
The content of this course will include the following:
1. Video taping procedures
2. Review of teaching models
3. Invitational language
4. Cognitive coaching skills
5. Reflective practice
6. Critical friend process
7. Professional collaboration
8. Revisit classroom learning community
To: Curriculum Committee and Graduate Council

From: School of Education
Center for Leadership and Learning

Date: October 9, 2001

Request for: New course

Submitted by: Dr. Rebecca Shopfner

Approved by: Dr. Mary B. Gunter
Program Director, Center for Leadership and Learning
Dr. Dennis Fleniken
Dean, School of Education

Reviewed by: Dr. C. Glenn Sheets
Registrar

Dr. Jack Hamm:
Vice-President for Academic Affairs

I. Catalog Description:
Students will develop the necessary skills that will enable the master teacher to be a peer learning coach and mentor for the inductee, peer, and/or marginal teacher.

Course Number: MTL 6242
Title: Cognitive and Mentoring for the Master Teacher

A. Justification and feasibility of course:
The purpose of this course is to prepare the master teacher with the skills necessary to successfully cognitively coach for student and teacher improved teaching and learning.

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning's offerings in graduate level preparation.

D. The course will be offered in the Spring, 2002.

E. Dr. Rebecca Shopfner will teach the course.

F. This course will be required for students pursuing a Master of Education in Teaching, Learning and Leadership.
1. **Course Number:**
   MTLL 6242

2. **Course Title:**
   Cognitive Coaching and Mentoring for the Master Teacher

3. **Instructor Information:**
   Rebecca Shopfner, Ed.D.
   Curriculum and Instruction and Center for Leadership and Learning

4. **Catalogue Description:**
   Students will develop the necessary skills that will enable the master teacher to be a peer learning coach and mentor for the inductee, peer, and/or marginal teacher.

5. **Statement of Prerequisites:**
   Students must be admitted to graduate school and must satisfy the entrance requirements to the Masters of Education in Teaching, Learning and Leadership (MTLL) degree program or approval of the Center for Leadership and Learning (CLL) Director. MTLL 6133 is a sequenced course within the MTLL program of study.

6. **Required Text:**


7. **Bibliography:**
   A. Selected Internet Sources
   B. Selected Reference Articles
   C. Selected Multimedia Resources

8. **Justification/Rationale for the Course:**
   The purpose of this course is to prepare the master teacher with the skills necessary to successfully cognitively coach for student and teacher improved teaching and learning.

9. **Course Objectives:**
   Upon completion of this course, students will:
   1. understand and apply the key concepts of cognitive coaching.
   2. will focus on coaching in regard to curriculum and instruction.
   3. will learn to coach to facilitate interdisciplinary teams.
   4. know group dynamics for school improvement.

10. **Licensure Standards:**
    Objectives of this course meet the general educational requirements for the Masters of Education in Teaching, Learning, and Leadership (MTLL) as outlined in the Arkansas Tech University Graduate Catalogue. Course objectives also meet the standards outlined in the National Board for Professional Teaching Standards (NBPTS), the Arkansas Standards for School Administrators, the ISLLC Standards for School Leaders, as well as the standards for Arkansas Teacher Licensure renewal.
11. Assessment Instruction and Methods:
   Instructional delivery in this course will include:
   - experiential learning,
   - facilitative dialogue,
   - case studies, and
   - cooperative learning.

   The following methods of assessment will be used:
   **On-site Performance** - Student participation, in-class assessments, and a coursebook consisting of class materials, will be required.

   **Article Reviews** - Students will research best practices and be required to review journal articles that have a curriculum focus. After reading each article, APA format will be used as the student synthesizes information which will include the following:
   1. Synthesis of the article
      (What is the article about? – The what . . . )
   2. How the information could be applied in your current education assignment
      (The so what . . . )
   3. Implications for curriculum development
      (Where and how could it change teaching and learning in the future?)
   4. Reflective critique
      (i.e. Do you agree, disagree with article? Would you recommend it to enhance the professional growth of a colleague? Why or why not?)

      A scoring guide (rubric) will be used to assess the student’s performance on each article.

   **Reflections and Assessments** - Students will complete written reflections and assessments in regard to class discussions, readings, and experiences.

   **Coursebook and Journal**
   The coursebook will consist of a collection of all materials and reflections from MTLL 6242 and will be assessed at the end of the course. Contents should be organized by class sessions. The journal component will consist of in-class and on-site learner reflections addressing teaching and learning and will be placed in the front of the coursebook.

   **Culminating Artifact**
   A culminating artifact will be required. This artifact will reflect the knowledge, skills and dispositions purported throughout the course of study and will support the appropriate propositions and statements.

   **Assessment**
   Each course requirement will be assessed to the following level of proficiency:
   - Level Three - Exceeds expectations
   - Level Two - Meets expectations
   - Level One - Unacceptable

12. Policies:
   **Attendance**
   Class attendance and participation is required.

   **Academic Dishonesty**
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   No food, drink, or tobacco products are allowed in Crabaugh Hall classrooms.

   **Pagers/Cell Phones**
   Students are requested to turn cell phones and pagers to vibrate or off, during class as a courtesy to others.

   **Incomplete Grade Contract**
   An "I" at the end of any semester may be assigned only under the following conditions:
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2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.

3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes.

13. Course Content:
The content of this course will include the following:
1. cognitive coaching
2. basics of the coaching process
3. developing and maintaining trust
4. flexibility in coaching
5. cognition and instruction
6. assessing the effects of cognitive coaching
7. the language of coaching
To: Curriculum Committee and Graduate Council

From: School of Education
       Center for Leadership and Learning

Date: October 9, 2001

Request for: New course

Submitted by: Dr. Rebecca Shopfner

Approved by: Dr. Mary B. Gunter
       Program Director, Center for Leadership & Learning
       Dr. Dennis Fleniken
       Dean, School of Education

Reviewed by: Dr. C. Glenn Sheets
       Registrar
       Dr. Jack Hamm
       Vice-President for Academic Affairs

I. Catalog Description:
   This course will focus on advanced methods of curriculum design. The role of teacher
   leaders in the curriculum development process will be explored and acquisition of the
   skills necessary to facilitate, implement, assess, and sustain the process will be learned.

   Course Number: MLLL 6243
   Title: Advanced Curriculum Design Practicum for the Master Teacher

A. Justification and feasibility of course:
   Teachers deal with curriculum issues daily in the classroom. It is critical for the
   master teacher leader to have a solid foundation of curriculum basics, as well as the
   advanced skills necessary to facilitate higher level thinking skills integrated
   curriculum designs.

B. This does not affect any other course.

C. This course will expand the Center for Leadership and Learning's offerings in
   graduate level preparation.

D. The course will be offered in the Summer, 2002.

E. Dr. Rebecca Shopfner will teach the course.

F. This course will be required for students pursuing a Master of Education in
   Teaching, Learning and Leadership.
1. **Course Number:**
   MTLL 6253

2. **Course Title:**
   Advanced Curriculum Design Practicum for the Master Teacher

3. **Instructor Information:**
   Rebecca Shopfner, Ed.D.
   Curriculum and Instruction and Center for Leadership and Learning

4. **Catalogue Description:**
   This course will focus on advanced methods of curriculum design. The role of teacher leaders in the curriculum development process will be explored and acquisition of the skills necessary to facilitate, implement, assess, and sustain the process will be learned.

5. **Statement of Prerequisites:**
   Students must be admitted to graduate school and must satisfy the entrance requirements to the Masters of Education in Teaching, Learning and Leadership (MTLL) degree program or by approval of the Center for Leadership and Learning (CLL) Director. MTLL 6253 is a sequenced course within the MTLL program of study.

6. **Required Text:**

7. **Bibliography:**
   A. National and State Standards
   B. District Frameworks
   C. Selected Internet Sources
   D. Selected Reference Articles
   E. Selected Multimedia Resources

8. **Justification/Rationale for the Course:**
   Teachers deal with curriculum issues daily in the classroom. It is critical for the master teacher leader to have a solid foundation of curriculum basics, as well as the advanced skills necessary to facilitate higher level thinking with integrated curriculum designs.

9. **Course Objectives:**
   Upon completion of this course, students will:
   1. design lessons with the focus of what students know and are able to do.
   2. be able to determine evidence that demonstrates that students know and are able to do expressed concept.
   3. be able to construct essential questions.
   4. understand backward design
   5. have an understanding of the role assessment plays in the curriculum process.
   6. be able to design curriculum using the six facets of understanding.
10. **Licensure Standards:**
   Objectives of this course meet the general educational requirements for the Masters of Education in Teaching, Learning, and Leadership (MTLL) as outlined in the *Arkansas Tech University Graduate Catalogue*. Course objectives also meet the standards outlined in the National Board for Professional Teaching Standards (NBPTS), the Arkansas Standards for School Administrators, the ISLLC Standards for School Leaders, as well as the standards for Arkansas Teacher Licensure renewal.

11. **Assessment Instruction and Methods:**
   Instructional delivery in this course will include:
   - experiential learning,
   - facilitative dialogue,
   - case studies, and
   - cooperative learning.

   The following methods of assessment will be used:
   - **On-site Performance**
     Student participation, in-class assessments, and a coursebook consisting of class materials, will be required.
   - **Article Reviews**
     Students will be required to review journal articles that focus on current and advanced curriculum issues.
   - **Reflections and Assessments**
     Students will complete written reflections and assessments in regard to class discussions, readings, and experiences.
   - **Culminating Artifact**
     A culminating artifact, which is yet to be determined, will be required.

12. **Policies:**
   - **Attendance:** Class attendance and participation is required.
   - **Academic Dishonesty:** Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary sanction outlined in Articles III and IV, pages 9 & 10 in the Arkansas Tech University 2000-2001 Student Handbook. Plagiarism is defined as an idea, expression, plot, or the like taken from another and used as one’s own (World Book Dictionary, 1985).
   - **Food, Drink, Tobacco Products:** No food, drink, or tobacco products are allowed in Crabaugh Hall classrooms.
   - **Pagers/Cell Phones:** Students are requested to turn cell phones and pagers to vibrate or off, during class as a courtesy to others.
   - **Incomplete Grade Contract:** An "I" at the end of any semester may be assigned only under the following conditions:
     1. A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract.
     2. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned, and is only valid if both parties have signed.
     3. If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes.
13. **Course Content:**

The content of this course will include the following:

1. Backward design
2. Six facets of understanding
3. Performance assessment
4. Curriculum organization
5. Integrated curriculum
NOMINATION FOR MEMBERSHIP ON THE GRADUATE FACULTY AND REQUEST FOR APPROVAL TO TEACH CLASSES FOR GRADUATE CREDIT ARKANSAS TECH UNIVERSITY

THE FACULTY MEMBER NAMED BELOW IS HEREBY NOMINATED FOR MEMBERSHIP ON THE GRADUATE FACULTY AS A:

☐ FULL MEMBER  ☑ ASSOCIATE MEMBER  ☐ TEMPORARY MEMBER*

NAME OF FACULTY MEMBER                        Dr. Donna White

DEPARTMENT          English                     SCHOOL    Liberal and Fine Arts

GRADUATE WORK:

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*APPROVAL IS REQUESTED FOR THE TEMPORARY MEMBER TO INSTRUCT THE FOLLOWING CLASS(ES):

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DEPARTMENT HEAD                        DATE 10-16-01

DEAN OF THE SCHOOL                    DATE 10-16-07

DEAN OF GRADUATE STUDIES              DATE 10-19-01

APPROVED BY THE GRADUATE COUNCIL DATE
To: Curriculum Committee and Graduate Council

From: School of Education
Center for Leadership and Learning

Date: October 19, 2001

Request for: New Course

Submitted by: Dr. Mary B. Gunter

Approved by:

Dr. Dennis Fleniken

Reviewed by: Dr. C. Glenn Sheets

Dr. Jack Hamm

I. Catalog Description: A study of the elements and principles of curriculum design and construction for principals at the elementary, middle and secondary levels. The course considers the school leader’s role in curriculum development, implementation, and evaluation.

Course Number: EDLD 6313
Title: Principles of Curriculum Development for School Leaders.

II. Justification and feasibility of course:

A. This course is designed to provide future school principals with skills in curriculum development, implementation, and evaluation.

B. This course is part of the sequence of study.

C. This course will expand the Center for Leadership and Learning’s offerings in graduate level preparation.

D. The course will be offered in the Spring 2002.

E. Dr. Jack O’Reilly will teach this course in the Spring 2002.

F. This course will be required for students pursuing a Masters in Educational Leadership degree.
Arkansas Tech University
Principles of Curriculum Development
Fall, 2000

1. Course Number: EDLD 6313

2. Course Title: Principles of Curriculum for School Leaders

3. Instructor Information:
   Dr. Jack O'Reilly
   Office Hours: By Appointment
   Voice: (501) 968-0424
   Fax: (501) 468-6075
   E-Mail: jack.oreilly@mail.atu.edu

   Dr. Mary B. Gunter
   Office Hours: By Appointment
   Voice: (501) 968-0374
   Fax: (501) 468-6075
   E-Mail: mary.gunter@mail.atu.edu

4. Catalogue Description:
   A study of the elements and principles of curriculum design and construction for principals at the elementary, middle and secondary school levels. The course considers the school leader's role in curriculum development, implementation and evaluation.

5. Required Text:


6. Bibliography:
   A. Selected Internet Sources
   B. Selected Reference Articles
   C. Newspapers

7. Statement of Prerequisite:
   Students must meet admission requirements to graduate school and entrance requirements to the program of study or by permission of the CLL program director. This is a sequenced course in the program of study.

8. Justification/Rationale for the Course:
   This course is designed as an entry-level graduate education course intended to prepare practitioners to develop and modify curricula in light of changing goals, demographics, legislative requirements and changing subject matter. This course will also prepare the building level principal for the leadership role necessary to create positive curriculum change.

   National and state standards will be the foundation for student development of an appropriate (K-4, middle level and secondary) curriculum and instruction program. Human growth and development, as well as learning theories will be examined and considered in regard to their influence on the curriculum design.

   Models of curriculum development will be explored and practiced as students develop a curriculum unit that integrates multiple disciplines into a grade-specific content area. Components of the curriculum process (needs assessment, goal setting, instructional objectives, content selection and sequencing, selection and organization of learning experiences, curriculum pilot, implementation,
9. Course Objectives:
Upon completion of this course, the student will:
   a. Have an understanding of the historical and philosophical foundations of curriculum;
   b. Be able to distinguish between curriculum and instruction;
   c. Be able to discuss several definitions and meanings of curriculum;
   d. Be able to research, analyze, reflect and apply information related to developmental needs and
      learning;
   e. Understand and be able to use mapping and scanning skills to assess the social, political, and
      economic factors impacting curriculum;
   f. Know how to access and utilize national and state standards in the curriculum design process;
   g. Be able to write standards-based objectives at the various levels of cognitive, affective, and
      psychomotor domains;
   h. Be able to make application of Taba’s eight steps of curriculum development, namely: needs
      assessment, goal setting, writing objectives, selecting content, organizing content, selecting
      and organizing learning experiences, implementing and adapting to the learning environment,
      and evaluation;
   i. Be able to determine specific professional development needs necessary for teachers to ensure
      successful curriculum implementation;
   j. Be able to align classroom instruction to state and national standards;
   k. Analyze data to determine specific curriculum gaps and design strategies to increase student
      improvement;
   l. Be able to align curriculum and instruction vertically, horizontally, and with assessment;
   m. Be able to apply knowledge of working with and leading people in curriculum development
      settings;
   n. Be able to explain Gunter’s model of teaching and learning;
   o. Be able to select strategic materials that match content needs and learning objectives; and
   p. Be able to demonstrate methods of evaluating curricula, materials, and student assessment.

10. Licensure Standards:
Objectives of this course will meet the general educational requirements outlined in the
    • Arkansas Standards for School Administrators

    Standard Five: The administrator understands the importance of a clear vision and an
    explicitly stated philosophy in shaping a coherent curriculum and in creating an effect
    school.

    • ISLLC Standards for School Leaders

    Standard One: A school administrator is an educational leader who promotes the
    success of all students by facilitating the vision of learning that is shared and supported
    by the school community.

10. Assessment Method:
    Class Participation
    Student participation both in attendance, and contribution to verbal discussions will be
    assessed by the instructor for each session. An organizing notebook will be required.

    Research Article reflections
    Students will research best practices and secure four journal articles. After reading each
    article, APA format will be used by the learner to prepare a written paper.

    Curriculum Artifact
A format and scoring guide will be provided for the development of the curriculum artifact. Class activities, experienced primarily during the first few class sessions, will provide the basis for sections of the culminating curriculum artifact (i.e. core beliefs, individual teaching philosophy).

Class Reflections
Four in-class written reflections will be assessed.

Coursebook and Journal
The coursebook will consist of a collection of all materials and reflections from EDLD 6313 and will be assessed during the final exam. Contents should be organized by class sessions. The journal component will consist of in-class and on-site learner reflections addressing teaching and learning and will be placed in the front of the coursebook.

Final Exam
The final exam will be a written performance primarily consisting of scenarios that will require application of course content to real-world applications.

Assessment
Each course requirement will be assessed to the following level of proficiency:

- 3 – Exceeds expectations
- 2 – Meets expectations
- 1 – Unacceptable

11. Policies:
Attendance: Class attendance and participation will factor into the final grade.

Academic Dishonesty: Academic dishonesty will be treated in accordance with the policy of the Arkansas Tech University as stated in the student handbook.

Food, Drink, Tobacco Products: No food, drink, or tobacco products are allowed in Crabaugh Hall.

Pagers/Cell Phones: Students are requested to turn cell phones off during class and place pagers on the “vibrate” setting.

Incomplete Grade Contract:
An “I” at the end of any semester may be assigned only under the following conditions:

- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student’s control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of “I” is assigned, the student and instructor, together, will complete and sign this contract.
- The signed contract must be attached to the final grade sheet if a grade of “I” is assigned, and is only valid if both parties have signed.
- If the remaining course requirements are not completed and final “C” grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of “F” for grade and grade purposes.

12. Course Content:
The content of this course will include the following:

a. Change systems
b. Federal and state roles in education
c. Intermediate units
d. Boards of education
e. Central office and its’ administrative roles
f. The principal and issues of the principalship
g. Teachers and school oriented groups
h. K-16 seamless system
i. Non-public schools
j. Control elements of schooling
To: Dr. Eldon Clary, Chairman
    Graduate Council

From: Instructional Technology Program

Date Submitted: November 5, 2001

Type of curriculum change requested: Update of already existing program, correct typographical errors in catalog, and delete obsolete and incorrect information.

Submitted by: Connie Zimmer

Approved by: Department Head: [Signature]
Curriculum & Instruction

Dean of School: [Signature]
School of Education

Teacher Ed. Committee: [Signature]

Reviewed by: Registrar:

Vice-President
Proposed catalog changes for the Master of Education in Instructional Technology

Submitted by Connie Zimmer and Scott Adams, October 29, 2001 to Dr. David Bell, Chair, Curriculum and Instruction and Dr. Dennis Fleniken, Dean, School of Education

Page 43, delete the sentences Candidates may select one of the following areas of concentration: media production, computer education, library media certification (requires Arkansas teacher certification), or a general program without a concentration. A concentration consists of 12 or more hours in a specific area selected in consultation with an advisor.

Insert: Candidates may select a concentration for library media licensure (requires Arkansas teacher licensure), a concentration in instructional design and technology, or a general program in instructional technology.

Rationale: This sentence covers the information in a more direct way.

Delete this paragraph. Persons with Library Media Specialist certification may add additional endorsements to the Library Media Specialist Certificate by completing an additional 9 semester hours in a specific area. A maximum of 3 semester hours from the basic certification may apply to a specific endorsement. Endorsement areas are offered in reading guidance, television, instructional product development, and computer-assisted instruction.

Rationale: The state no longer offers the endorsements in the above areas for school library media specialists.

Change the following:

Degree requirements for the library media specialty area are:

Library Media Specialist Requirements
EDMD 5033 Introduction to Instructional Technology
EDMD 6233 Administration of Media Programs
LBMD 6003 Selection of Instructional Materials
LBMD 6013 Reference Materials in the School Library Media Center
LBMD 6023 Classification and Cataloging
LBMD 6403 Literature for Children and Adolescents
EDMD 6433-6 Practicum in Educational Media
EDMD 6133 Production of Instructional Materials
EDFD 6003 Educational Research
EDFD 6993 Project in Action Research
EDMD 6313 Instructional Design and Product Development
EDMD 6883 Workshop: Preservation of Instructional Materials or EDMD 6163 Internet Resources
required has been voided by the state department. Practicum is now recommended as part of the new Additional Licensure Plan.

Page 74 EDMD 6891-4 should say Instructional Technology Curriculum instead of Educational Leadership Curriculum.

Rationale: Correction of Typographical error

In the course description section, p. 73-74.

EDMD 5033, delete the last sentence, May not be taken for credit after completion of EDFD 4033 or equivalent.

EDMD 6133, Production of Instructional Materials, change the course description to read,
Prerequisite: EDMD 5033 or approval of instructor. Advanced applications, techniques, and processes involved in the production of instructional materials. Emphasis is placed on the production of completed education and training units using digital images, electronic presentations, and web-based materials.

EDMD 6433. Practicum in Educational Media. Change to floating credit of up to 6 hours. (Necessitated by the 6 hour internship available at the ANO Training Center)
EDMD 6433-6. Practicum in Educational Media
Change the course description to say,

An overall view of the field of educational media and instructional technology. Current journals, trends, and authorities in the field will be studied. Students will participate in 120 hours (3 hrs. credit) OR 240 hours (6 hrs. credit) of practical work in media centers or training facilities, will visit selected media centers, and will submit a research paper or project on current trends in educational media or instructional technology. Required of all library media specialist students.

Page 76, DELETE COMPUTER SCIENCE as a main heading and move the courses EDMD 6053 and EDMD 6513 to the Educational Media section with all the other EDMD classes. The Computer Science Department turned these classes over to us a couple of years ago. All their graduate classes are under INFORMATION TECHNOLOGY.

Rationale: Some changes are because of state department changes, others update the descriptions to include today’s technology rather than technology from the 70’s, some correct typographical errors, and all of the proposed changes better support the performance based standards our students will be evaluated by.
To: Dr. Georgena Duncan, Dean  
Liberal and Fine Arts

From: Carl Brucker

Date: October 27, 2006

Subject: Graduate Course Proposal – Engl 6023

Please review the attached proposal to add Engl 6023: Composition Theory and Practice. This was discussed and approved at a department meeting. Ernie Enchelmayer, Regina St. John, and I then worked on developing the proposal. I spoke with Dr. Sheets and Dr. Chandler about the proposal, and neither voiced any opposition. If you approve, please forward your signed copy to Dr. Hamm.
English Department

Memorandum

To: Graduate Council
From: English Department
Date: October 27, 2006
Subject: Add ENGL 6023: Composition Theory and Practice

Submitted by: Carl Brucker
Regina St. John
Ernie Enchelmayer

Approved by: 

Dr. Carl Brucker, Head
English Department

Dr. Georgena Duncan, Dean
School of Liberal and Fine Arts

DR. GLENN SHEETS, DEAN
School of Education
Teacher Education Council

Reviewed by: Ms. Tammy Rhodes
Registrar

Dr. Jack Hamm
Vice President for Academic Affairs

Proposed change:

The English Department requests the addition of Engl 6023: Composition Theory and Practice and the substitution of this new course for Engl 6033: Rhetoric as a prescribed requirement in the M.Ed. in English Education and the M. A. in English with the TESL option. We would like the changes to take effect summer 2007.

Catalog description:

Related catalog changes:

In two lists of degree requirements Engl 6023 Composition Theory and Practice will replace Engl 6033 Rhetoric. One occurs on page 37 in the 2006-2007 Graduate Catalog in the Secondary Education English section under the Heading “English Core Requirements.” The second occurs on page 59 in the 2006-2007 Graduate Catalog in the Master of Arts English and English with TESL Option section under the heading “Degree Requirements for English with TESL Option.”

Course objectives:

The major objectives of Engl 6023: Composition Theory and Practice are threefold. The course will familiarize students with modern composition theory. The course will introduce students to the pedagogy of teaching writing. The course will help students strengthen their own composition skills.

Course outline:

Engl 6023: Composition Theory and Practice will introduce students to major composition theorists and show students how to apply these theoretical insights to their own writing and teaching. Students will be introduced to historical, critical, or analytical approaches and/or comparative theories of pedagogy, written discourse, ESL composing, Writing Across the Curriculum, civic composition or service learning, computers and writing, (digital) writing portfolios and/or Writing-to-Learn.

Need for the course addition:

As a prescribed requirement in our M. A. in English with TESL Option and our M. Ed. in English Education, Engl 6023: Composition Theory and Practice will expose students to knowledge and skills that are more directly applicable to their success as graduate students and teachers than the material covered in Engl 6033: Rhetoric, which will be replaced as a prescribed requirement in these degree programs.

As our M.A. in English program has expanded to include a TESL option, the scholarly interests of our students have diversified. Engl 6023: Composition Theory and Practice will respond to this diversity by expanding the range of topics that can be addressed in our graduate program.

The addition of Engl 6023: Composition Theory and Practice will also respond to our need for additional 6000-level elective courses.

Relation to other department offerings:

Engl 6023: Composition Theory and Practice will replace Engl 6033: Rhetoric as a prescribed requirement for students enrolled in the M. Ed. in English Education and the M. A. in English with TESL Option. Engl 6033: Rhetoric will continue to be offered as an elective.

Scheduling:

Engl 6023: Composition Theory and Practice will be offered each fall.

Staffing:

Several faculty members in the English Department are qualified to teach this class, but two of our newest faculty members, Dr. Regina St. John and Dr. Ernest Nschlemayer, have doctoral degrees in Rhetoric and Composition, so this addition to our curriculum will give our graduate students improved access to their expertise.
Effect on other departments:

This new class would replace Engl 6033: Rhetoric as a prescribed requirement in the M. Ed. in English Education; therefore, this proposal was submitted to Dr. Glenn Sheets, Dean of the School of Education, who indicated his support of the change.

Although this change will have no direct effect on students who are enrolled in the M.A. in TESL offered by the Department of Foreign Languages, Dr. Ursula Chandler, Head of the Department of Foreign Languages, was asked for her comments, and she indicated approval of the change.

Syllabus

The following syllabus is a sample.

Syllabus: Engl 6023 Composition Theory and Practice

Contact Information:

Assistant Professor: Dr. Regina St. John
Office Hours:
Office: Witherspoon 150
Phone: 968-0699
E-mail: regina.stjohn@atu.edu

Catalog Description:


Required Texts:


Course Objectives:

English 6023 will introduce students to modern theories of composition and the practice of teaching composition as well as help them strengthen their own writing skills.

Major Assignments:

Preface for Assignments 1) and 2)
Theorist Exploration. Pick an author/theorist from the reading list (or propose one). You are to become an expert on that author/theorist over the course of the semester. See the following two assignments for how you will display your knowledge of your chosen person. No two people can choose the same author/theorist.

1) Annotated Bibliography. Create a comprehensive bibliography of the theorist’s writings as well as other articles about that theorist’s work. Bibliographies need to follow standard MLA guidelines (see the MLA Handbook, 6th edition). The annotations should be brief and get right to the point of the work.

2) Article. You are to compose an article (an introduction) on the theorist. The article will be 6-8 pages discussing the theory or theoretical viewpoint(s) of your theorist. You should discuss your theorist in relation to the other theorists studied in the class, present a clear understanding of the direction of his/her work, and if possible, relate to any practical, pedagogical issues in the classroom.

3) Observation. You will observe a faculty member in his/her composition classroom (in a prearranged scenario, of course). You will attend several classes and observe what is taking place and compare it to what your theorist reveals about composition. You may schedule to meet with the instructor you observe to discuss your findings/revelations. You will write a detailed 3 page report on this activity.

4) Syllabus. You will design a syllabus for a writing course of your choice. Make sure that the syllabus includes at least one semester's worth of writing assignments (at least six essay prompts), clear course objectives, an appropriate grading scale, and any relevant school and/or class policies (see sample syllabi handout).

5) Teaching Philosophy. Drawing upon knowledge of your major theorist of choice and other theorists' and practitioners' works that we have read this semester, define and discuss your approach to teaching writing in a 6-8 page essay.

**Grading:** The final course grade will be calculated as follows:

- Assignment #1 = 15%
- Assignment #2 = 20%
- Assignment #3 = 15%
- Assignment #4 = 15%
- Assignment #5 = 20%
- Class Participation (readings, class discussions, attendance, etc.) = 15%

**Attendance:**

Students are expected to be in class every time the class meets. However, I will allow a student to miss three (3) days of class time. If students miss over three days, a letter grade will be deducted for each additional day missed, regardless of their present grade in the course. However, exceptions will be made for students who miss class because of involvement in a Tech program, as long as I am notified ahead of time about the upcoming absence. According to *The ATU Student Handbook*, “when participating in some TECH-related function requires missing class, courtesy would require the student’s notifying his/her instructor prior to the absence” (19). Regardless of the reason for students’ absences, though, I still expect all work to be submitted on time.

**Plagiarism:**

Essentially, plagiarism is the use of someone else's words or ideas as your own without giving the appropriate credit or without the person's consent to use his or her words or ideas without acknowledgment. The consequences of plagiarism can be serious. In the work world, it can result in legal action. For students, it can result in a failing grade, disciplinary reprimand, censure, probation, and even suspension or dismissal from the University. See the Arkansas Tech University Handbook.
Reading and Assignments:

Week 1

Intro. to Course

Week 2

The First Week of Comp. I Class
Chps. 1 & 2 (St. Martin's)
Pgs. 17-42—Perl article (Cross-Talk)
Chp. 1 (COMP Tales)

Week 3

Discuss Theorist Selection for A. Bib.

Everyday Activities
Chp. 3 (St. Martin's)

Major Comp. Theories
Pgs. 255-270—Berlin article (Cross-Talk)
Chp. 5 (COMP Tales)

Week 4

Theoretical Issues in Teaching Writing
Chp. 6 (St. Martin's)
Pgs. 394-407—Lunsford and Glenn article (St. Martin's)
Pgs. 3-6—Murray article (Cross-Talk)
Pgs. 97-126—Breuch article (Cross-Talk)

Week 5

Classroom Observation Report Due

The Basic Writer—Week I
Pgs. 299-310—Lunsford article (Cross-Talk)
Pgs. 311-318—Shaughnessy article (Cross-Talk)
Pgs. 345-386—Rose article (Cross-Talk)
Pgs. 547-570—Rose article (Cross-Talk)

Week 6

The Basic Writer—Week II
Pgs. 315-323—Clark article (St. Martin's)
Pgs. 324-346—Garrison article (St. Martin's)
Pgs. 277-298—Flower article (St. Martin's)

Week 7

Annotated Bib. Due

Writing Assignments
Chp. 6 (COMP Tales)
Chp. 4 (St. Martin's)
Pgs. 329-344—Berthoff article (Cross-Talk)

Week 8

Evaluating Writing—Week I
Chp. 5 (St. Martin's)
Pgs. 307-314—Sommers article (St. Martin's)
Pgs. 445-468—Connors and Lunsford article (St. Martin's)

Week 9

Evaluating Writing—Week II
Pgs. 7-16—Emig article (Cross-Talk)
Pgs. 43-54—Sommers article (Cross-Talk)
Pgs. 55-76—Ong article (Cross-Talk)
Discussion of grading rubrics

Week 10

Theorist Article Due

Grammar Instruction
Pgs. 205-234—Hartwell article (Cross-Talk)
Pgs. 430-444—Connors and Lunsford article (St. Martin’s)

Week 11

Technology and the Writing Classroom
Pgs. 797-818—Anson article (Cross-Talk)
(Supplemental Readings)

Week 12

Diversity in the Writing Classroom—Week I
Pgs. 347-369—Moss and Walters article (St. Martin’s)
Pgs. 461-478—Trimbur (Cross-Talk)
Pgs. 487-504—Lu (Cross-Talk)

Week 13

Syllabus Due

Diversity in the Writing Classroom—Week II
Pgs. 677-696—Brodkey article (Cross-Talk)
Pgs. 697-714—Hairston article (Cross-Talk)
Pgs. 829-846—Villanueva article (Cross-Talk)

Week 14

Teacher as Writer
Pgs. 819-828—Cushman article (Cross-Talk)
Chp. 8 (COMP Tales)

Introduction to Composition Journals

Week 15

Writing in the University
Pgs. 408-421—Bartholomae article (St. Martin’s)
Pgs. 422-429—McPherson article (St. Martin’s)
Pgs. 655-676—Miller (Cross-Talk)
Chp. 10 (COMP Tales)

Week 16

Teaching Philosophy Due

Discussion of Teaching Philosophies
(Supplemental Readings)

Supplemental Texts:


FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council
From: College Student Personnel
Date Submitted: 11-15-06

Type of Curriculum Change Requested: Course credit hour change

Submitted By: Susan Underwood

Approved By: Department Head: Alex Smith 11-20-06
Dean of School: Alex Smith 11-20-06

Reviewed By: Registrar:

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.
(see page 3 of this Attachment)
CSP 6096 to CSP 6091-6

II. Course Information

A. Rationale for the requested change. Student may need more than one
   semester to complete thesis.

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

1. Within the department requesting the change. No change

2. Outside the department. No change

C. Effective date or term. Fall 2007

D. **When applicable, state with which departments you have specifically
   coordinated this change? (If unable to identify coordinating departments
   that change affects, Academic Affairs can offer assistance in identifying
   course use.)

   NA

Note: CSP 6096 to CSP 6091-4 will not work because CSP 6091-3 is Practicum I.
   Therefore spoke to Dr. Clary to change course
   number to CSP 6091-6. He said this
   would be alright if the proposal would
   not have to go before the Graduate
   Council again. Alex Smith 1-31-07
List Department Head/ Program Director Consulted:
(Add to list as needed)

Indicate Support for Proposal (yes/no)

Date:

1.

2.

3.

4.

5.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.

*Updated 8/1/04
**Updated 9/1/05
Outline in specific detail how your proposal will alter the program (include course number and title):

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Total Program Hours
Marsha Oels

From: Marsha Oels [moels@atu.edu]
Sent: Friday, January 26, 2007 3:39 PM
To: 'eldon.clary@atu.edu'
Cc: 'Susan Underwood'; 'tammy.rhodes@atu.edu'; 'diana.evans@atu.edu'; 'Glenn Sheets'; 'shanel.perrin@atu.edu'
Subject: CSP 6096 Proposal
Importance: High

Tracking: Recipient Read
'eldon.clary@atu.edu' Read
'Susan Underwood'
'tammy.rhodes@atu.edu'
'diana.evans@atu.edu'
'Glenn Sheets'
'shanel.perrin@atu.edu'
Diana Evans Read: 1/26/2007 3:57 PM

Dr. Clary,

When Diana went in to change the credit hours on CSP 6096 to CSP 6091-6, as approved by the Graduate Council, she discovered an oversight; CSP 6091, 6092, and 6093 are already being used for CSP Practicum II. Alternative course numbers will need to be used (for example: 6191-6). Please let me know what we need to do regarding this change.

Thanks,

Marsha Oels
Associate Registrar
Arkansas Tech University
Doc Bryan Student Services 153
(479) 968-0204

1/26/2007
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council

From: College Student Personnel

Date Submitted: 11-15-06

Type of Curriculum Change Requested: Course credit hour change

Submitted By: Susan Underwood

Approved By: Department Head: Slovenikey - 11-20-06

Dean of School: Slovenikey 11-20-06

Reviewed By: Registrar: Tammy Andrews

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.
(see page 3 of this Attachment)
CSP 6096 to CSP 6091-6

II. Course Information

A. Rationale for the requested change. Student may need more than one semester to complete thesis.

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

1. Within the department requesting the change. No change

2. Outside the department. No change

C. Effective date or term. Fall 2007

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

NA
List Department Head/Program Director Consulted: (Add to list as needed)

| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.*

*Updated 8/1/04
**Updated 9/1/05
Outline in specific detail how your proposal will alter the program (include course number and title):

<table>
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<tr>
<th>Fall Start</th>
<th>Spring Start (If applicable)</th>
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Total Program Hours
To: Graduate Council

From:

Date Submitted: November 27, 2001

Type of Curriculum Change Requested: Addition of new program

Submitted By:

Approved By:

Department Head:

Dean of School:

Reviewed By:

Registrar:

Vice-President for Academic Affairs:

I. Program or curriculum change as it will appear in the catalog.

The master’s program in College Student Personnel at Arkansas Tech University is a two-year, practitioner-oriented program, philosophically based in college and university administration. It is designed to prepare thoughtful, compassionate first-line student and university service administrators armed with the knowledge, skills and dispositions needed to begin a career in the variety of settings in which such services are needed. These include but are not limited to admissions counseling, advising, financial aid, orientation, housing, student programming, alumni affairs and development.

The CSP program is values-based and draws on those values in the construction and delivery of the program components. The program will use the expertise of practitioners in the field, involving them in the teaching, advising, and supervision of research in concert with full-time faculty. Problem-based learning is used as an instructional and curricular strategy in several courses, and the concluding activity (thesis or additional coursework in lieu of thesis and comprehensive examination or oral examination) involve the faculty working with students on original field-oriented projects and devising practical plans for real-world situations.
II. Course Information

A. Rationale for the requested change.

To start a new graduate program leading to the Master of Science in College Student Personnel.

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

1. Within the department requesting the change.

None. No department for this program currently exists.

2. Outside the department.

Minimal impact. The courses will be taught by existing professional administrators on an adjunct basis and will not impact current faculty loads. Other departments will only be affected to the extent that a classroom space will need to be assigned for each course taught.

C. Effective date or term.

Fall semester, 2002.

D. When applicable, state with which departments you have specifically coordinated this change.

Not applicable.
To: Graduate Council  
From:  
Date Submitted: November 27, 2001  
Type of Curriculum Change Requested: Addition of new program  
Submitted By:  
Approved By: Department Head:  
Dean of School:  
Reviewed By: Registrar:  
Vice-President for Academic Affairs:  

GRAD COUNCIL—PASSED  
12-7-2001  

I. Program or curriculum change as it will appear in the catalog.

The master’s program in College Student Personnel at Arkansas Tech University is a two-year, practitioner-oriented program, philosophically based in college and university administration. It is designed to prepare thoughtful, compassionate first-line student and university service administrators armed with the knowledge, skills and dispositions needed to begin a career in the variety of settings in which such services are needed. These include but are not limited to admissions counseling, advising, financial aid, orientation, housing, student programming, alumni affairs and development.

The CSP program is values-based and draws on those values in the construction and delivery of the program components. The program will use the expertise of practitioners in the field, involving them in the teaching, advising, and supervision of research in concert with full-time faculty. Problem-based learning is used as an instructional and curricular strategy in several courses, and the concluding activity (thesis or additional coursework in lieu of thesis and comprehensive examination or oral examination) involve the faculty working with students on original field-oriented projects and devising practical plans for real-world situations.

[Handwritten note: It seems we will be doing work to eliminate comprehensive exams]
II. Course Information

A. Rationale for the requested change.

To start a new graduate program leading to the Master of Science in College Student Personnel.

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

1. Within the department requesting the change.

None. No department for this program currently exists.

2. Outside the department.

Minimal impact. The courses will be taught by existing professional administrators on an adjunct basis and will not impact current faculty loads. Other departments will only be affected to the extent that a classroom space will need to be assigned for each course taught.

C. Effective date or term.

Fall semester, 2002.

D. When applicable, state with which departments you have specifically coordinated this change.

Not applicable.
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

From: Initiating Department 12-7-01

Date Submitted:

Request for: Course addition ✔ Course deletion (Complete section I) Course change (Complete section III)

Submitted by: 

Approved by: Department Head Dean of School

SECTION I: Course Addition Complete section below and provide information requested on page 2.

Recommended Course ID: (Prefix/number) CSP 6013 Effective Term: Fall 2002

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

HIE III TIRAN SIT TION

Catalog Title (if different) American Higher Education in Transition

Prerequisite None

Co-requisite None

Cross-listed with None

Does change affect a State Minimum Core course? N/A

Normal grading ✔ or Pass/Fail

This course may be repeated for degree credit N/A times for a maximum of ______ hours.

Variable hrs options N/A

Fees attached to class? Amount 0 Type of fee ______ Normal maximum enrollment limit ______

SECTION II: Course Deletion Complete this section and attach rationale for deletion.

Course ID (Prefix/Number):

Catalog Title

Last term to be offered:

Does course have a fee attached?

SECTION III: Course change Complete this section and attach description and rationale for change.

Course ID (Prefix/Number):

Catalog Title

Effective Term:

Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar

Vice President

Faculty Senate: Approved date: __________ Graduate Council: Approved date: __________

Disapproved date: __________

Disapproved date: __________

Office Use:

Screen 125: Date added ______ Date deleted ______ Date Changed ______ By ______

Fee? ______ If yes, sent to Student Accounts (date) ______ By ______

Pass/Fail? ______ Changes made on screen 1G1 ______ and 1G2 ______
Addition of New Course (CSP 6013)
American Higher Education in Transition

I. Catalog description:

Description: An overview of the history, philosophy, purposes, and functions of higher education in the United States. The purpose of the course is to familiarize students with the events, issues, and ongoing debates that have shaped and continue to shape higher education in the United States.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of a Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech University.

F. How will this course affect other departments’ students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
CSP 6013
American Higher Education in Transition

Purpose:

This course will provide an overview of the history, philosophy, purposes, and functions of higher education in the United States. The purpose of the course is to familiarize students with the events, issues, and ongoing debates that have shaped and continue to shape higher education in the United States.

Objectives:

Students successfully completing this course will have acquired knowledge and understanding of:

1) Recurring issues of importance to American institutions of higher education and the people who comprise them;

2) The interactions between institutions of higher education and society at large that continue to influence both; and

3) The effects of past events, individuals, and policies on the current system of higher education in the United States, and the ongoing evolution of American higher education.

Bibliography:


Content:

Student Life (i.e. - housing, financial aid, extracurricular experiences);
Faculty (i.e. - training and preparation, duties and roles, evaluation);
Administration and Governance (i.e. - officers and boards both internal and external, policy making powers);
Facilities and Finance (i.e. - physical plant, resources, funding);
Academic Program (i.e. - curriculum, teaching methods, student evaluation);
Mission and Social Role of Higher Education (i.e. purpose of higher education in American society, relationships to other social institutions and to government).
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University
Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date Submitted: 12-7-2001

Request for: Course addition √ Course deletion (Complete section I) Course change (Complete section II) (Complete section III)

Submitted by:

Approved by: Department Head Dean of School

SECTION I: Course Addition
Complete section below and provide information requested on page 2.
Recommended Course ID: (Prefix/number) CSP 6023 Effective Term: Fall 2002
Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.
INITIATION OF COLLEGE STUDENT PERSONNEL WORK

Catalog Title (if different) Introduction to College Student Personnel Work
Prerequisite None
Co-requisite None
Cross-listed with None
Does change affect a State Minimum Core course? N/A
Normal grading √ or Pass/Fail
This course may be repeated for degree credit N/A times for a maximum of ___________ hours.
Variable hrs options N/A
Fees attached to class? Amount ______ Type of fee ______ Normal maximum enrollment limit 25

SECTION II: Course Deletion
Complete this section and attach rationale for deletion.
Course ID (Prefix/Number): ____________________________ Last term to be offered: ____________
Catalog Title ____________________________
Does course have a fee attached?

SECTION III: Course change
Complete this section and attach description and rationale for change.
Course ID (Prefix/Number): ____________________________ Effective Term: __________________
Catalog Title ____________________________
Does course have a fee attached?

SECTION IV: Reviewed/Approvals
Registrar 12-5-01
Faculty Senate: Approved date: __________________ Graduate Council: Approved date: __________________
Disapproved date: __________________

Office Use:
Screen 125: Date added __________ Date deleted __________ Date Changed __________ By __________
Fee? __________ If yes, sent to Student Accounts (date) __________ By __________
Pass/Fail? __________ Changes made on screen 1G1 __________ and 1G2 __________
Addition of New Course (CSP 6023)
Introduction to College Student Personnel Work

I. Catalog description:

Description: This course will provide the student with an understanding of the breadth of college student personnel work and introduce the student to the theory and practice of student personnel work as a profession.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of a Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech University.

F. How will this course affect other departments’ students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
CSP 6023
Introduction to College Student Personnel Work

Purpose:
To provide the student with an understanding of the breadth of college student personnel work and to introduce them to the theory and practice of student personnel work as a profession.

Bibliography:


Objectives:

Students will gain a better understanding of the college student personnel field.
Students will learn the importance of working together with a team and how to be a responsible team member.
Students will gain an appreciation of the myriad of ethical issues regularly faced by college student personnel professionals and other college administrators.
Students will begin to develop their own college student personnel philosophy.

Topics:

- Historical development of student affairs
- Student Characteristics
- Managing and Developing Staff
- Managing and Developing Budgets, Facilities and Programs
- Academic and Student Affairs Partnerships
- Legal Issues and Risk Management
- Ethical Decision Making
- Assessment
- Staff Selection and Professional Involvement
Managing Advancement (Career and Education)
Principles of Good Practice and Leadership
# Proposal for Course Change

**Arkansas Tech University**

Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date Submitted:

Request for: Course addition ✔️ Course deletion Course change

(Complete section I) (Complete section II) (Complete section III)

Submitted by:

Approved by: Department Head Dean of School

## SECTION I: Course Addition

Complete section below and provide information requested on page 2.

**Recommended Course ID:** (Prefix/number) CSP 6033 **Effective Term:** Fall 2002

**Recommended Short Title:** (24 characters max), Title used in course inventory and reflected on transcript. THEORY AND PRACTICE IN COLLEGE STUDENT PERSONNEL

**Catalog Title:** (if different) THEORY AND PRACTICE IN COLLEGE STUDENT PERSONNEL

**Prerequisite:** None

**Co-requisite:** None

**Cross-listed with:** None

**Does change affect a State Minimum Core course?** N/A

**Normal grading:** ✔️ or Pass/Fail

**This course may be repeated for degree credit:** 0 times for a maximum of ___ hours.

**Variable hrs options:** N/A

**Fees attached to class? Amount ___ Type of fee ___ Normal maximum enrollment limit ___**

## SECTION II: Course Deletion

Complete this section and attach rationale for deletion.

**Course ID (Prefix/Number):**

**Catalog Title:**

**Last term to be offered:**

**Does course have a fee attached?**

## SECTION III: Course change

Complete this section and attach description and rationale for change.

**Course ID (Prefix/Number):**

**Effective Term:**

**Catalog Title:**

**Does course have a fee attached?**

## SECTION IV: Reviewed/Approvals

**Registrar:***

**Faculty Senate:***

Approved date: Disapproved date: Graduate Council: Approved date: Disapproved date:

**Vice President:***

**Office Use:**

Screen 125: Date added Date deleted Date Changed By Fee? If yes, sent to Student Accounts (date) By Pass/Fail? Changes made on screen 1G1 and 1G2

97
Addition of New Course (CSP 6033)
Theory and Practice in College Student Personnel

I. Catalog description:

Description: This is an introductory course in college student development theory. Students will be provided with a foundation to understand student development theory and how to apply it in a practical way in their work with college students.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of a Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech University.

F. How will this course affect other departments’ students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
CSP 6033
Theory and Practice in College Student Personnel

COURSE OBJECTIVE

This is an introductory course in college student development theory. The goal of this course is to provide students with a foundation to understand student development theory and how to apply it in a practical way in their work with college students.

Bibliography


Content:

Overview of course and syllabus
Historical beginnings of student development theory.
Understanding and using student development theory
Introduction to Psychosocial Theories
Education and Identity
Applications of Education and Identity
Identity Development Theories
Transitional Theories
Josselson’s Theory of Women’s Development
Cognitive-Structural Theories
Perry’s Theory of Intellectual and Ethical Development
Cognitive-Structural Theories
Kohlberg’s Theory of Moral Development
Gilligan’s Theory of Women’s Moral Development
Application of Cognitive/Moral Development Theories
Typology Theories Kolb, Holland, Myers-Briggs
Reflections on theory in practice
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date Submitted:

Request for: Course addition ☑ Course deletion ______ Course change ______

(Complete section I) (Complete section II) (Complete section III)

Submitted by: ____________________________

Approved by: ____________________________ Department Head ____________________________ Dean of School

SECTION I: Course Addition

Recommended Course ID: (Prefix/number) CSP 6043 Effective Term: Fall 2002

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

American College Student

Catalog Title (if different) American College Student

Prerequisite None

Co-requisite None

Cross-listed with None

Does change affect a State Minimum Core course? N/A

Normal grading ☑ or Pass/Fail

This course may be repeated for degree credit O times for a maximum of ______ hours.

Fees attached to class? Amount ______ Type of fee ______ Normal maximum enrollment limit 2.5

SECTION II: Course Deletion

Complete this section and attach rationale for deletion.

Course ID (Prefix/Number):

Catalog Title ____________________________ Last term to be offered: ____________________________

Does course have a fee attached?

SECTION III: Course change

Complete this section and attach description and rationale for change.

Course ID (Prefix/Number):

Catalog Title ____________________________ Effective Term: ____________________________

Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar 12-5-01

Faculty Senate: Approved date: ____________ Disapproved date: ____________

Graduate Council: Approved date: ____________ Disapproved date: ____________

Vice President

Office Use:

Screen 125: Date added ____________ Date deleted ____________ Date Changed ____________ By ____________

Fee? If yes, sent to Student Accounts (date) ____________ By ____________

Pass/Fail? Changes made on screen 1G1 ______ and 1G2 ______
Addition of New Course (CSP 6043)
American College Student

I. Catalog description:

Description: An overview of the literature and research on American college students. After reviewing the literature on student transition to college, student collegiate experiences, student development in college, and college impact on students, the focus will be on effective institutional policies and practices in enhancing positive student college experiences, learning, and other desirable outcomes.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of a Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech University.

F. How will this course affect other departments' students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
CSP 6043
American College Student

Overview and Objectives

This course will provide an overview of the literature and research on American college students. After reviewing the literature on student transition to college, student collegiate experiences, student development in college, and college impact on students, we focus on effective institutional policies and practices in enhancing positive student college experiences, learning, and other desirable outcomes.

This course is intended to achieve multiple objectives. After taking this course, students are able to:

a. Understand the changing characteristics of American college students and campus cultures;
b. Gain general understanding of developmental theories pertaining to college students;
c. Understand campus environments that shape students' college experience, development, and other desirable outcomes;
d. Become familiar with the good practices to foster student learning from collegiate experiences.

Bibliography:


Topics:
The changing American college student: Thirty-year trends
College Choice and Attendance(1989)
Understanding student college choice
Emerging variations in postsecondary attendance patterns
Campus Life: Historical Overview
Contemporary Characteristics
What we know about today's college students
College life: An obituary
Student Development I: Psychosocial Theories
Student Development II: Cognitive-Structural Theories
Student Development III: Typology Theories
An activities-based typology of college students
College Environment
Appraising the character of a college
Some good news about campus life: How “involving colleges” promote learning outside of the classroom.
Student Engagement
Student Attrition
The other curriculum: Out-of-class experiences associated with student learning and personal development
An anthropological analysis of student participation in college
Colleges as communities: Taking research on student persistence seriously
Outcome of Collegiate Experiences
How college makes a difference
Policy and Practice
Guiding principles for creating seamless learning environments for undergraduates.
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date Submitted:

Request for: Course addition ✔ Course deletion Course change (Complete section I) (Complete section II) (Complete section III)

Submitted by: ____________________________________________

Approved by: ____________________________________________

SECTION I: Course Addition

Complete section below and provide information requested on page 2.

Recommended Course ID: (Prefix/number) CSP1053  Effective Term: Fall 2002

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

Legal Issues in College Student Personnel

Catalog Title (if different)

Prerequisite None

Co-requisite None

Cross-listed with None

Does change affect a State Minimum Core course? N/A

Normal grading ✔ or Pass/Fail___

This course may be repeated for degree credit ___ times for a maximum of ___ hours.

Variable hrs options N/A

Fees attached to class? Amount __ Type of fee __ Normal maximum enrollment limit ___

SECTION II: Course Deletion

Complete this section and attach rationale for deletion.

Course ID (Prefix/Number): ____________________________ Last term to be offered: ______________________________

Catalog Title ____________________________

Does course have a fee attached? ______

SECTION III: Course change

Complete this section and attach description and rationale for change.

Course ID (Prefix/Number): ____________________________ Effective Term: ____________________________

Catalog Title ____________________________ Does course have a fee attached? ______

SECTION IV: Reviewed/Approvals

Registrar: _____ 12-5-01

Faculty Senate: Approved date: _____________ Graduate Council: Approved date: _____________

Disapproved date: _____________

Vice President

Office Use:
Screen 125: Date added _____________ Date deleted _____________ Date Changed _____________ By _____________

Fee? ______ If yes, sent to Student Accounts (date) _____________ By _____________

Pass/Fail? ______ Changes made on screen 1G1 _____________ and 1G2 _____________

Signature of person initiating the change
Addition of New Course (CSP 6053)  
Legal Issues for Professionals in College Student Personnel

I. Catalog description:

Description: This course is designed to teach a process of legal analysis. Benchmark cases will be used to illuminate basic issues. The student will be exposed to a range of administrative problems at the postsecondary level that entail legal implications. The course experiences should ultimately help current and prospective administrators to envision the legal dimensions of collegiate-level decision processes.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of a Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech University.

F. How will this course affect other departments' students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
CSP 6053

Legal Issues for Professionals in College Student Personnel

Goals and Objectives

This course is designed to teach a process of legal analysis. Benchmark cases have been chosen to illuminate basic issues. Updates on particular issues will be provided. The course has been designed to expose the student to a range of administrative problems at the postsecondary level which entail legal implications. The course experiences should ultimately help current and prospective administrators to envision the legal dimensions of collegiate-level decision processes. No attempt will be made to provide definitive legal outlines at any stage; that is a task for the institutional attorney, the state attorney general, and the courts. Explicit recognition is made of the importance of developing law to higher education and to administrative training, but the overall effort will be illustrative rather than comprehensive.

Bibliography


Topics:

Sources of law and legal research
Federal law
State law
Legal research aids
Intergovernmental relations: state sovereign immunity and federalism
Separation of church and state
State action
Title vi of the civil rights act of 1964
Affirmative action in admissions
Student rights
Student rights in academic dismissal
Economic access -- non-resident tuition
Faculty rights
Faculty rights -- collective bargaining
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date Submitted:

Request for: Course addition ○ Course deletion (Complete section I) Course change (Complete section II) (Complete section III)

Submitted by:

Approved by: Department Head ○ Dean of School

SECTION I: Course Addition

Recommended Course ID: (Prefix/number) CSP 6003 Effective Term: Fall 2002

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

Catalog Title (if different) Special Topics: College Student Personnel Capstone Seminar

Prerequisite Minimum 24 hrs toward program requirements

Co-requisite None

Cross-listed with None

Does change affect a State Minimum Core course? N/A

Normal grading ○ or Pass/Fail

This course may be repeated for degree credit 0 times for a maximum of _____ hours.

Fee attached to class? Amount _ Type of fee ____________ Normal maximum enrollment limit 25

SECTION II: Course Deletion

Complete this section and attach rationale for deletion.

Course ID (Prefix/Number): ___________________________ Last term to be offered:

Catalog Title ___________________________ Does course have a fee attached?

SECTION III: Course change

Complete this section and attach description and rationale for change.

Course ID (Prefix/Number): ___________________________ Effective Term: ___________________________

Catalog Title ___________________________ Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar

Faculty Senate: Approved date: _______ Graduate Council: Approved date: _______

Disapproved date: _______

Vice President

Office Use:

Screen 125: Date added _______ Date deleted _______ Date Changed _______ By _______

Fee? _______ If yes, sent to Student Accounts (date) _______ By _______

Pass/Fail? _______ Changes made on screen 1G1 _______ and 1G2 _______
Addition of New Course (CSP 6063)
Special Topics: College Student Personnel Capstone Seminar

I. Catalog description:

Description: Prerequisite (A minimum of 24 hours must be earned toward program requirements) This capstone seminar is designed to provide graduating college student personnel students with the opportunity to discuss current issues in student affairs practice with the goal of preparing them as new professionals in the field.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of a Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech Univeristy.

F. How will this course affect other departments’ students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
CSP 6063
Special Topics: College Student Personnel Capstone Seminar

Course Objectives:

This Capstone Seminar is designed to provide graduating CSP students the opportunity to discuss current issues in Student Affairs practice with an eye toward preparing them as new professionals in the field.

Bibliography:


Topics:

Career Development
Professional Organizations/Doctoral Education
Training/Supervision/Office Management
Hiring Practices/Affirmative Action/
Staff Development
Conflict Management
Fiscal Pressures and Budgetary Issues
The Political Dimensions of Student Affairs Work
Institutional Mission and Institutional Governance
Technological Changes for Students and Student Affairs
Institutional Assessment and Student Outcomes Assessment
Fundraising and Development in Student Affairs
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

Curriculum Committee or Graduate Council (as appropriate)

Initiating Department

Date Submitted:

Request for:  
- Course addition  
- Course deletion  
- Course change

Submitted by:  

Approved by:  

GRAD COUNCIL—PASSED

12-7-2001

SECTION I: Course Addition

Recommended Course ID: (Prefix/number)  
Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

Catalog Title (if different)  
Prerequisite  
Co-requisite  
Cross-listed with  

Does change affect a State Minimum Core course?  
Normal grading or Pass/Fail  

This course may be repeated for degree credit 0 times for a maximum of ___ hours.

Fees attached to class?  

Type of fee  
Normal maximum enrollment limit 25

SECTION II: Course Deletion

Course ID (Prefix/Number):  
Catalog Title  

Does course have a fee attached?

SECTION III: Course change

Course ID (Prefix/Number):  
Catalog Title  

Effective Term:  
Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar  
Vice President

Faculty Senate:  
Approved date:  
Disapproved date:  
Graduate Council:  
Approved date:  
Disapproved date:  

Office Use:

Screen 125:  
Date added  
Date deleted  
Date Changed  
By  
Fee?  
If yes, sent to Student Accounts (date)  
By  
Pass/Fail?  
Changes made on screen 1G1  
and 1G2  

97
I. Catalog description:

Description: An exploration of ways adults construct meaning, including intellectual, moral, and personality development. Gender and culture will be highlighted as they affect learning and development.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of a Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech University.

F. How will this course affect other departments’ students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
CSP 6073 Counseling with College Students

Course Description: “Exploration of ways adults construct meaning, including intellectual, moral, and personality development. Gender and culture highlighted as they affect knowing. Applications to counseling, college student affairs work, administration, and leadership.”

Purpose of the Course: Some major themes that guide thinking about college student and adult development are as follows.

1. Human development is a lifelong process. Student development focuses specifically on the development that traditional age students experience during their college careers. Some developmental tasks only begin during college and continue to challenge adults throughout their lifetimes. There are also an increasing number of nontraditional students in college, who may have different developmental experiences.

2. Development occurs in a variety of arenas including cognitive and psychosocial development. Personality types and the ways in which students interact with their environments affect development.

3. Each theory or category of theory attempts to explain a different aspect of development. Thus, theories can be combined to explain more about student development. One way to approach cognitive and psychosocial theories is to consider cognitive theories as explaining the process(es) of development (the “how”) while psychosocial theories describe the content of developmental tasks (the “what”) that challenge students.

4. While some staff consider student development to be the primary goal of the university, certainly it is the focus of student affairs staff members. Student affairs staff emphasize the development of the whole student, that is all aspects of students’ development, including career development.

5. Development occurs differently for diverse groups of students, particularly men and women. Students of color face additional issues in the development of identity, as do gay, lesbian, or bisexual (GLB) students. In addition, personality type impacts students’ experience of developmental tasks. Finally, each individual student experiences development in unique ways.

6. While there are many “ways of knowing” and these are affected by our gender, race, sexual orientation, and other factors, in order to be successful as a counselor or higher education administrator, OR as a citizen in our modern information society, we need to move towards greater cognitive complexity. In particular, we need to move FROM being “received knowers” who look to faculty and supervisors as the authorities whose duty it is to provide us with knowledge TO “constructed knowers” who realize that we all help to construct knowledge.

7. Faculty and staff have an impact (positive or negative) on the development of students through the environments (social, physical, administrative, etc.) that we create.

Objectives: To be competent, counselors, student affairs and higher education administrators should:

1. Understand cognitive and psychosocial theories, along with the impact of personality types, gender, ethnicity, sexual orientation, and environments on student development.

2. Be familiar with some of the measures of student development.
3. Be able to apply student development theory to the practice of student affairs and research in student affairs.

Bibliography:


Topics

Introduction to practice of student affairs as context for student development theories
Introduction to Student Development Theory
Person-environment interaction theories: Holland's theory
Typology theories: Myers Briggs Type Indicator
Psychosocial development theory: Chickering – Vectors 1 & 2
Psychosocial development theory: Chickering – Vectors 3 & 4
Psychosocial development theory: Chickering – Vector 5
Psychosocial development theory: Chickering – Vectors 6 & 7
Cognitive development theory: Perry
Cognitive development theory: "Ways of Knowing"
Applying Student Development Theory to Practice
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date Submitted:

Request for: Course addition \( \checkmark \) Course deletion \( \) Course change \( \)

(Complete section I) (Complete section II) (Complete section III)

Submitted by: Approved by: Department Head Dean of School

SECTION I: Course Addition Complete section below and provide information requested on page 2.

Recommended Course ID: (Prefix/number) \( \text{CSP 6081-3} \) Effective Term: \( \text{Fall 2002} \)

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

Catalog Title (if different) ____________

Prerequisite \( \text{18 hrs Toward program requirements} \)

Co-requisite \( \text{None} \)

Cross-listed with \( \text{None} \)

Does change affect a State Minimum Core course? \( \text{N/A} \)

Normal grading \( \checkmark \) or Pass/Fail \( \)

This course may be repeated for degree credit \( \text{3 times for a maximum of 3 hours} \)

Fee options \( \text{N/A} \text{ Yes} \)

Fees attached to class? Amount \( \) Type of fee \( \) Normal maximum enrollment limit \( \text{25} \)

SECTION II: Course Deletion Complete this section and attach rationale for deletion.

Course ID (Prefix/Number): \( \) Last term to be offered: \\
Catalog Title \( \) Does course have a fee attached?

SECTION III: Course change Complete this section and attach description and rationale for change.

Course ID (Prefix/Number): \( \) Effective Term: \\
Catalog Title \( \) Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar \( \text{Sears} 12-5-01 \)

Faculty Senate: Approved date: \( \) Graduate Council: Approved date: \\
Disapproved date: \( \) Disapproved date:

Office Use:

Screen 125: Date added \( \) Date deleted \( \) Date Changed \( \) By \\
Fee? \( \) If yes, sent to Student Accounts (date) \( \) By \\
Pass/Fail? \( \) Changes made on screen 1G1 \( \text{and 1G2} \)

97
Addition of New Course (CSP 6081-3)  
Practicum I in College Student Personnel

I. Catalog description:

Description: Prerequisite (A minimum of 18 hours must be earned toward program requirements) This course provides students the opportunity to participate in a supervised professional experience. The student will process, discuss, and share experiences gained during the practical internship to integrate the experiences with the student development theory.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of a Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech University.

F. How will this course affect other departments’ students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
CSP 6081-3
Practicum I in College Student Personnel

Bibliography:


Objectives:

This is a practical, applied course where students will participate actively in a supervised professional experience. The purpose of the seminar portion of the course is to process, discuss, and share experiences gained during the practical internship and to integrate these experiences with student development theory. Following the successful completion of this course/experience, students will be able:

1) to better integrate theory with elements of good practice in student affairs.
2) to identify, understand, and put into practice core functions in a student services office.
3) to discuss how student services offices can be administered in an effective and efficient manner.
4) to demonstrate skills necessary to accomplish goals in student services.
5) to articulate a particular institutional mission and discuss how student affairs relates to that mission.
6) to develop and complete projects that meet needs.
7) to evaluate the work experience in relation to personal and professional goals.

Topics:

Introduction to the practicum experience
Your learning: Writing goal statements
Your learning: Resume writing
Your learning: Selection, training, evaluation processes
Your learning: Leadership from the heart
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

Curriculum Committee or Graduate Council (as appropriate)

Initiating Department: STUDENT COUNCIL-PASSED

Date Submitted:

Request for: Course addition Course deletion Course change
(Complete section I) (Complete section II) (Complete section III)

Submitted by:

Approved by: Department Head Dean of School

SECTION I: Course Addition

Recommended Course ID: (Prefix/number) CSP 6091-3
Effective Term: Fall 2002

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

Catalog Title (if different)
Prerequisite Successfull completion of CSP 6081-3
Co-requisite None
Cross-listed with None

Does change affect a State Minimum Core course? N/A

Normal grading ✔ or Pass/Fail

This course may be repeated for degree credit 3 times for a maximum of 3 hours.

Flexible hrs options Yes

Fees attached to class? Amount - Type of fee Normal maximum enrollment limit 25

SECTION II: Course Deletion

Complete this section and attach rationale for deletion.

Course ID (Prefix/Number): _________________________ Last term to be offered: _________________________

Does course have a fee attached?

SECTION III: Course change

Complete this section and attach description and rationale for change.

Course ID (Prefix/Number): _________________________ Effective Term: _________________________

Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar 12-5-01

Vice President

Faculty Senate: Approved date: _________________________ Graduate Council: Approved date: _________________________

Disapproved date: _________________________

Office Use:

Screen 125: Date added Date deleted Date Changed By

Fee? If yes, sent to Student Accounts (date) By

Pass/Fail? Changes made on screen 1G1 and 1G2
Addition of New Course (CSP 6091-3)  
Practicum II in College Student Personnel

I. Catalog description:

Description: Prerequisite (Successful completion of CSP 6081-3) A practical, applied course where students will participate actively in a supervised professional experience. The student is expected to process, discuss, and share experiences gained during the professional experience and to integrate those experiences with the student development theory.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of a Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech University.

F. How will this course affect other departments’ students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
CSP 6091-3
Practicum II in College Student Personnel

Bibliography:


Objectives:

This is a practical, applied course where students will participate actively in a supervised professional experience. The purpose of the seminar portion of the course is to process, discuss, and share experiences gained during the practical internship and to integrate these experiences with student development theory. Following the successful completion of this course/experience, students will be able:

1) to better integrate theory with elements of good practice in student affairs.
2) to identify, understand, and put into practice core functions in a student services office.
3) to discuss how student services offices can be administered in an effective and efficient manner.
4) to demonstrate skills necessary to accomplish goals in student services.
5) to articulate a particular institutional mission and discuss how student affairs relates to that mission.
6) to develop and complete projects that meet needs.
7) to evaluate the work experience in relation to personal and professional goals.

Topics:

The college experience
Helping relationships
Student programming
Office relationships
Administrative oversight
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date Submitted:

Request for: Course addition ✓ Course deletion Course change
(Complete section I) (Complete section II) (Complete section III)

Submitted by: 

Approved by: Department Head Dean of School

SECTION I: Course Addition

Recommended Course ID: (Prefix/number) CSP 609.10 Effective Term: Fall 2002

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

THESIS IN COLLEGE STUDENT PERSONNEL

Catalog Title (if different) THESIS IN COLLEGE STUDENT PERSONNEL

Prerequisite 27 hr completed toward program requirements

Co-requisite None

Cross-listed with None

Does change affect a State Minimum Core course? N/A

Normal grading ✓ or Pass/Fail

This course may be repeated for degree credit __ times for a maximum of __ hours.

Variable hrs options NO

Fees attached to class? Amount __ Type of fee __________ Normal maximum enrollment limit 25

SECTION II: Course Deletion

Complete this section and attach rationale for deletion.

Course ID (Prefix/Number):

Catalog Title

Last term to be offered:

Does course have a fee attached?

SECTION III: Course change

Complete this section and attach description and rationale for change.

Course ID (Prefix/Number):

Catalog Title

Effective Term:

Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar: Date 5-01

Vice President

Faculty Senate: Approved date: Graduate Council: Approved date:

Disapproved date: Disapproved date:

Office Use:

Screen 125: Date added Date deleted Date Changed By

Fee? If yes, sent to Student Accounts (date) By

Pass/Fail? Changes made on screen 1G1 and 1G2

97
Addition of New Course (CSP 6096)
Thesis in College Student Personnel

I. Catalog description:

Description: Prerequisite (27 hours must be completed toward the program requirements). The student will complete an applied or theoretical research project which incorporates all the elements of an original research proposal and concludes with findings which add to the body of knowledge in the area of college student personnel.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of a Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech Univeristy.

F. How will this course affect other departments’ students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
Bibliography:


Objectives:

The student will complete an applied or theoretical research project which incorporates all the elements of an original research proposal and concludes with findings which add to the body of knowledge in the area of College Student Personnel.

Topics:

- Proposal design
- Methodology
- Data presentation
- Stylistic issues
- Oral defense of thesis project
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

Curriculum Committee or Graduate Council (as appropriate)

From:
Initiating Department

Date Submitted:

Request for:
Course addition ✓
Course deletion
Course change

(Complete section I)
(Complete section II)
(Complete section III)

Submitted by:

Approved by:
Department Head
Dean of School

SECTION I: Course Addition
Complete section below and provide information requested on page 2.
Recommended Course ID: (Prefix/number) CSP 6133
Effective Term: Fall 2002
Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.
Ethical Leadership in Higher Education

Catalog Title (if different) —
Prerequisite None
Co-require None
Cross-listed with None
Does change affect a State Minimum Core course? N/A
Normal grading ✓ or Pass/Fail —
This course may be repeated for degree credit N/A times for a maximum of ___ hours.

Fees attached to class? Amount ___ Type of fee — Normal maximum enrollment limit 25

SECTION II: Course Deletion
Complete this section and attach rationale for deletion.

Course ID (Prefix/Number): — Last term to be offered:
Catalog Title —
Does course have a fee attached?

SECTION III: Course change
Complete this section and attach description and rationale for change.

Course ID (Prefix/Number):
Catalog Title — Effective Term:
Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar
Vice President

Faculty Senate: Approved date: — Graduate Council: Approved date:
Disapproved date: —

Office Use:
Screen 125: Date added — Date deleted — Date Changed — By —
Fee? — If yes, sent to Student Accounts (date) — By
Pass/Fail? — Changes made on screen 1G1 — and 1G2 —
Addition of New Course (CSP 6133)
Ethical Leadership in Higher Education

I. Catalog description:

Description: A study of how educational policy is developed through micro and macro political elements, an examination of ethical and value issues confronting educational leaders, and a demonstration of how individual values drive ethical behavior and ethical decisions.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of a Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech University.

F. How will this course affect other departments’ students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
CSP 6133
Ethical Leadership in Higher Education

Course Description:

The purpose of this course is to provide the student with opportunities to study how educational policy is developed through micro and macro political elements, to examine ethical and value issues confronting educational leaders; and to demonstrate how individual values drive ethical behavior and ethical decisions.

Course Objectives:

Students will:

- Explore and understand models of policy making.
- Examine current issues for policy consideration at the state and/or local areas.
- Develop and apply a set of guiding principles to ethical decisions.
- Understand the contribution of research to policies and programs that attempt to address ethical issues.
- Understand the source and permanence of their own values.

Bibliography:


Topics:

Learner Outcomes
Research/Field Component
Policy Concepts
Interview state and local officials, elected and/or appointed
Self Analysis
Understand the source and permanence of own values
Self assessment, develop a statement of your personal professional ethics
Ethical Concepts
Develop and apply basic understanding of philosophical concepts and principles related to ethics and values
Analyze simulated and actual cases dealing with ethical considerations
Ethical Implications
Identify implications for actions in educational leadership and distinguish between legal, moral and ethical considerations
Develop a case study to illustrate ethical, legal, and moral considerations
Critical Thinking Skills
Demonstrate an ability to think critically and comprehensively about ethical issues
Lead and contribute to discussions of case studies and moral/ethical dilemmas
Communication Skills
Demonstrate the ability to communicate effectively in both oral and written language
Engage in written material, class discussions, and interviews
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date Submitted: 

Request for: Course addition (Complete section I) Course deletion (Complete section II) Course change (Complete section III)

Submitted by:

Approved by: Department Head Dean of School

SECTION I: Course Addition Complete section below and provide information requested on page 2.

Recommended Course ID: (Prefix/number) CSP 10123 Effective Term: Fall 2002

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

Assessment and Evaluation in Higher Education

Catalog Title (if different)

Prerequisite None

Co-requisite None

Cross-listed with None

Does change affect a State Minimum Core course? N/A

Normal grading or Pass/Fail

This course may be repeated for degree credit times for a maximum of hours.

Variable hrs options No

Fees attached to class? Amount Type of fee Normal maximum enrollment limit 25

SECTION II: Course Deletion Complete this section and attach rationale for deletion.

Course ID (Prefix/Number): 

Catalog Title 

Last term to be offered:

Does course have a fee attached?

SECTION III: Course change Complete this section and attach description and rationale for change.

Course ID (Prefix/Number): 

Catalog Title 

Effective Term: 

Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar 12-5-01

Faculty Senate: Approved date: Graduate Council: Approved date: 

Disapproved date: 

Vice President

Office Use:

Screen 125: Date added Date deleted Date Changed By 

Fee? 

If yes, sent to Student Accounts (date) 

Pass/Fail? Changes made on screen 1G1 and 1G2 

By 

07
Addition of New Course (CSP 6123)
Assessment and Evaluation in Higher Education

I. Catalog description:

Description: An in-depth survey of the outcomes assessment and institutional effectiveness movement and including assessment techniques, instrument selection, analysis of assessment data, and reporting of assessment findings.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of a Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech University.

F. How will this course affect other departments’ students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
CSP 6123
Assessment and Evaluation in Higher Education

Course Description:
An in-depth survey of the outcomes assessment and institutional effectiveness movement including assessment techniques, instrument selection, analysis of assessment data, and reporting of assessment findings.

Objectives:
To acquaint students with the outcomes assessment and institutional effectiveness movement including an analysis of the forces behind the movement
To acquaint students with the requirements for a comprehensive assessment program
To provide an introduction to techniques used in assessment
To illustrate the problems associated with outcomes assessment and institutional effectiveness
To provide students with skills necessary to develop an assessment program which meets typical state or regional requirements

Topics:
Introduction to assessment and evaluation
Approaches to assessment and evaluation
Instruments used in assessment and measurement issues
Additional assessment techniques
Analysis of assessment data
Presentation of assessment results
Developing a comprehensive assessment program

Bibliography:


PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date Submitted: 12-7-01

Request for: Course addition ☑ Course deletion (Complete section I) Course change (Complete section II) (Complete section III)

Submitted by: 

Approved by: Department Head Dean of School

SECTION I: Course Addition

Complete section below and provide information requested on page 2.

Recommended Course ID: (Prefix/number) CSP 6013 Effective Term: Fall 2002

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

Catalog Title (if different) Research Design and Analysis

Prerequisite None

Co-requisite None

Cross-listed with None

Does change affect a State Minimum Core course? N/A

Normal grading ☑ or Pass/Fail 

This course may be repeated for degree credit ___ times for a maximum of ___ hours.

Fees attached to class? Amount ___ Type of fee ___ Normal maximum enrollment limit 25

SECTION II: Course Deletion

Complete this section and attach rationale for deletion.

Course ID (Prefix/Number): 

Catalog Title 

Last term to be offered:

Does course have a fee attached?

SECTION III: Course change

Complete this section and attach description and rationale for change.

Course ID (Prefix/Number): 

Catalog Title 

Effective Term: 

Does course have a fee attached?

SECTION IV: Reviewed/Approvals

Registrar 12-5-01

Faculty Senate: Approved date: Graduate Council: Approved date: 

Disapproved date: 

Vice President

Office Use:

Screen 125: Date added Date deleted Date Changed By 

Fee? If yes, sent to Student Accounts (date) By 

Pass/Fail? Changes made on screen 1G1 and 1G2
Addition of New Course (CSP 6113)
Research Design and Analysis

I. Catalog description:

Description: The student will learn to interpret, analyze, and evaluate research reports in professional journals and will understand the principles which underlie effective scientific investigation.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The course is a necessary component of the Master of Science in College Student Personnel degree. The course will be taken by all students who are pursuing careers in the various areas of College Student Personnel work.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? This is one course in a new degree program and the course does not overlap with existing courses. Although the material is similar to that taught in EDFD 6003, this course will have a much greater emphasis on college student personnel and preparation for the Thesis experience.

C. Is this course part of any general plan of development within your department? Yes, to offer the Master of Science in College Student Personnel.

D. How often will the course be offered? The course will be taught approximately once per academic year.

E. How will the course be staffed? The course will be staffed by adjuncts and professionals already working in various areas of academic administration at Arkansas Tech University.

F. How will this course affect other departments’ students and offerings? With what other departments have you specifically consulted? The course is new and will not impact other departments. No other departments have been consulted because the coursework for this program is all new.
Course Objectives:

1. Students will be able to interpret, analyze, and evaluate research reports in professional journals.
2. Students will understand the principles which underlie effective scientific investigation.
3. Students will understand basic terms used in educational research.
4. Students will be able to utilize library and other research resources for conducting and investigating educational research.
5. Students will demonstrate a basic understanding of descriptive and inferential statistics and their uses.
6. Students will prepare a research proposal.
7. Students will understand legal and ethical guidelines and standards involved in educational research.
8. Students will be introduced to SPSS software for use in data analysis.

Bibliography


Methodology:

The objectives will be achieved through lectures and discussion, library research, use of the computer lab, small group work, and individual assignments.

Content:

Expectations and course overview

The role of theory, the research process, types of research

Selecting a Research Problem/Writing Hypotheses and Communicating About Research

Problem selection, types of variables, operational definitions, types of hypotheses, research proposals, abstracts, writing the report, explaining findings, recommendations and implications

Evaluating Research Reports and Reviewing the Literature

Critiquing major sections of a research report. Primary and secondary sources, computer searches, APA format, library orientation (scheduled—meet in class first)

Research Design

The logic of design, controlling variance, characteristics of good design, experimental designs

Experimental designs continued, interpreting results, quasi-experimental designs, issues associated with quasi-experimental designs

Sampling

The concept of randomness, types of sampling, issues with types of sampling and review for mid-term

Measurement and Data Collection

Measurement scales, reliability, validity, types of measures

Descriptive Statistics

Uses of descriptive statistics, central tendency, variability, distributions, standard scores, correlation

Inferential Statistics

Concept of sampling distribution, confidence intervals, hypothesis testing, Type I and Type II errors, parametric statistics

Parametric statistics and non-parametric statistics

Survey Research/Qualitative Designs

Survey designs, questionnaires, interviews, analysis of survey research, issues in qualitative research

Methodology, criticism, analysis and reporting, methods of data collection, reliability and validity

Ethical and Legal Considerations in Conducting Research and Review for Final Exam
1. Proposed Program Title: Master of Science in College Student Personnel

2. CIP Code Requested: 13.1102

3. Contact Person

Dr. Eldon Clary
Dean of Graduate Studies
Tomlinson 104
Arkansas Tech University
Russellville, AR 72801

4. Proposed Starting Date: Fall 2002

5. Program Summary:

The master's program in College Student Personnel at Arkansas Tech University is a two-year, practitioner-oriented program, philosophically based in college and university administration. It is designed to prepare thoughtful, compassionate first-line student and university service administrators armed with the knowledge, skills and dispositions needed to begin a career in the variety of settings in which such services are needed. These include but are not limited to admissions counseling, advising, financial aid, orientation, housing, student programming, alumni affairs and development.

The CSP program is values-based and draws on those values in the construction and delivery of the program components. The program will use the expertise of practitioners in the field, involving them in the teaching, advising, and supervision of research in concert with full-time faculty. Problem-based learning is used as an instructional and curricular strategy in several courses, and the concluding activity (thesis or additional coursework in lieu of thesis and comprehensive examination or oral examination) involve the faculty working with students on original field-oriented projects and devising practical plans for real-world situations.

6. Need for the Program

In July of 2001, the Arkansas Department of Higher Education (ADHE) released a report called “Student Success: Graduation and Retention in Arkansas”. The report documents the discrepancy between college success rates in Arkansas, in the Southern Region Education Board (SREB) states, and national success rates. For students with the same level of base preparation, the graduation rate of Arkansas public four-year universities is 11% below the national average. Along these same lines, “Measuring Up 2000” a 50 State Report Card for Higher Education published by the National Center for Public Policy and Higher Education identifies the Arkansas Bachelor's Degree Completion rate as being no better than 46th out of the 50 states. Based on this current information the ADHE conclusion is that “Arkansas has a very, very serious graduation problem and a relatively serious retention problem at the 4-year level.”
In September 2001 the ADHE Communications Office created a News Release documenting Higher Education Enrollment Increases across the state. According to the News Release “An all-time record of 109,172 students are enrolled in institutions of higher education in Arkansas.” This information is particularly interesting in light of the documented shortfall in college success rates. In Arkansas the college-attending rate is increasing while the college graduation rate lags behind the region and the nation. In short, more Arkansas students than ever are enrolling in higher education but only about 32% of them will graduate with a bachelor’s degree after six years.

The August 2001 issue of the Chronicle of Higher Education contained a multi-page spread outlining the attitudes and characteristics of freshmen at 4-year colleges during the fall semester of 2000. Among the more notable findings are, in addition to “developing a meaningful philosophy of life” and “influencing social values”, 61.7% of students consider “helping others who are in difficulty” to be an essential or very important reason for attending college. The masters degree in College Student Personnel would provide students with the skills, knowledge, ability, and opportunity to help others while also helping the economic structure of Arkansas.

Vincent Tinto, in his classic text “Leaving College: Rethinking the Causes and Cures of Student Attrition” has the following cautions regarding attempts to improve retention rates:

There are no quick or easy solutions to the issue of student retention. Nor is there any ready substitute for the institutional commitment to students that is the foundation of student commitment to the institution. Such commitment springs not from brochures or formal presentations, but from the enduring commitment on the part of faculty and staff to the education of their students. It arises from and is demonstrated in the everyday interaction among students, faculty, and staff in the formal and informal domains of institutional life. In a very important sense, institutional commitment to students and students’ commitment to the institution are mirror images of one another. Students are more likely to become committed to the institution, and therefore stay, when they come to understand that the institution is committed to them.

There is no ready programmatic substitute for this sort of commitment. Programs cannot replace the absence of a high quality, caring, and concerned faculty and staff. Nor can they take the place of the everyday attention faculty and staff give to students beyond the formalities of institutional life. As often noted, effective retention programs arise as much (if not more) from meetings outside the classroom as from those which occur within them. No special program can replace that attention.

Institutions should therefore not be misled by the appeals of modern technology and marketing strategies. Nor should they be overly captivated by the sophisticated programs of high cost retention consultant firms. The road to institutional commitment and thus to student commitment does not require very elaborate or high-cost interventions. Nor does it call for computers or special programs with long titles and extensive resources. These are merely the tools of retention, not the substance of retention. Rather, effective retention calls for the sustained effort on the part of all
institutional members to give to each and every student serious and honest attention on a daily basis. It requires, if you will, a continuing commitment to the education of students. No technology, however sophisticated, can replace that sort of commitment.

It is exactly the institutional caring and commitment to which Tinto refers that is the focus of a College Student Personnel degree. It is probably safe to say that most administrators on college campuses, particularly in Arkansas, have not had formal training in the characteristics of the students with whom they work on a daily basis. Few, if any, are familiar with the works of Alexander Astin, Arthur Chickering, Howard Gardner, George Kuh and many other outstanding researchers and authors who confirm that college students are still going through recognizable developmental stages when they reach college. Few, if any are aware of the body of literature that indicates that as much as 80% of student learning takes place outside the classroom. Few, if any, are aware of the recent issue of Time Magazine that cites the results of 30 years of experimentation and data that have established that “colleges can boost freshman retention (a necessary step to achieve graduation) by: training faculty to mentor and support new students; creating first-year seminars, orientation courses and intimate ‘learning communities’; teaching students organizational and study skills; and arranging dorms so that freshmen live among students with similar academic interests.”

The Master of Science in College Student Personnel can have a long-term effect on improving the graduation and retention rates for Arkansas students in postsecondary education by training individuals who will be at the interface between the institution and the students. A caring and committed institution, as described by Tinto and others, does not exist in a real sense, instead, it is developed through individual interactions of real faculty, staff and administrators with real students who each have a distinct personality and individual wants, needs and dreams. By training the representatives of the institution who will be responsible for interacting with students, the College Student Personnel program can be a lever in making the kind of institutional change that can have a long-term impact on the success of Arkansas students.

7. Curriculum Outline

The College Student Personnel program requires the completion of a minimum of 36 hours, including 6 hours of practicum experience. Student development theory and higher education administration are important components of the program. Students are required to complete at least three hours of research work and either a thesis or additional coursework in lieu of the thesis. All students in the additional coursework option will be required to pass a comprehensive written examination after 30 hours of coursework but prior to receiving the degree. Students pursuing the thesis option will be required to participate in an oral defense of the thesis.

The following is a list of the required courses that make up the academic core, electives and culminating experiences that must be completed by students in order to earn the master's degree in College Student Personnel.
Core Courses:

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CSP 6013</td>
<td>American Higher Education in Transition</td>
<td>3</td>
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<tr>
<td>CSP 6023</td>
<td>Introduction to College Student Personnel Work</td>
<td>3</td>
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<tr>
<td>CSP 6033</td>
<td>Theory and Practice in College Student Personnel</td>
<td>3</td>
</tr>
<tr>
<td>CSP 6043</td>
<td>The American College Student</td>
<td>3</td>
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<tr>
<td>CSP 6053</td>
<td>Legal Issues for Professionals in College Student Personnel</td>
<td>3</td>
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<tr>
<td>CSP 6063</td>
<td>Special Topics: College Student Personnel Capstone Seminar</td>
<td>3</td>
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<tr>
<td>CSP 6073</td>
<td>Counseling with College Students</td>
<td>3</td>
</tr>
<tr>
<td>CSP 6113</td>
<td>Research Design and Analysis</td>
<td>3</td>
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Practicum and Thesis Courses: (Practicum courses are variable credit from 1 to 3 hours. However, a minimum of 3 hours in Practicum I and 3 hours in Practicum II must be completed)

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<thead>
<tr>
<th>Course Number</th>
<th>Practicum I</th>
<th>Practicum II</th>
<th>Thesis</th>
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<tbody>
<tr>
<td>CSP 6081-3</td>
<td>3</td>
<td>3</td>
<td>6</td>
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<tr>
<td>CSP 6091-3</td>
<td>3</td>
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<tr>
<td>CSP 6096</td>
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Additional Courses for non-thesis option:

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CSP 6123</td>
<td>Assessment and Evaluation in Higher Education</td>
<td>3</td>
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<tr>
<td>CSP 6133</td>
<td>Ethical Leadership in Higher Education</td>
<td>3</td>
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Admissions Requirements:

To be admitted to the Master of Science in College Student Personnel an individual must be a college graduate with a minimum of a baccalaureate degree from a regionally accredited institution of higher education. Additionally the applicant must have previous experience in some area of student leadership or student services (Examples of acceptable previous experiences could include, but are not limited to; having been a member of student government as an undergraduate, having been a resident assistant in a residence hall, having been a student worker in a university office which provided contact with college students, having experience as a residence hall director, etc.), submit transcripts of prior college level work, and submit three letters of reference from faculty or staff at an educational institution who can attest to the candidates ability to work with students. Candidates will also be required to submit recent (within the past 5 years), acceptable scores (to be determined by the faculty) on the Graduate Record Exam and to submit an essay that elucidates the requisite previous experiences and the applicant’s commitment to student personnel as a career path. The review of the essay will include a focus on both content and the applicant’s ability to write clearly and concisely. The combinations of materials submitted for admission must convince the admissions committee that the individual has the personal qualities consistent with those required for effective practice in student personnel work and the
academic ability needed to complete graduate work successfully. The standardized examination scores, grade point average for previous college level work, and previous academic success reflect the minimum criteria for consideration of an applicant. Because a variety of factors are considered in the admissions process, simply meeting the minimum criteria does not guarantee acceptance.

8. Faculty

No new full-time faculty will be required for the College Student Personnel program. Since the program is practitioner oriented, the faculty to be used will be current student service professionals acting in an adjunct capacity. These professionals have the requisite terminal degree plus experience in the application of College Student Personnel services to assure a rigorous and challenging educational experience. One half-time faculty member will be required to administer the program and advise students.

Faculty List and Degrees:

Gary Biller, Ph.D., University of Kansas
David Underwood, Ph.D., Indiana University
Susan Underwood, Ph.D., New Mexico State University
Eldon Clary, Jr., Ed.D., University of North Texas

9. Description of Resources

The Ross Pendergraft Library and Technology Center houses more than 1,050,000 items for use. Included in this number are: 140,000 volumes, 800,000 microforms; 80,000 government documents; 40,000 ANO/NRC materials; and 1,240 periodical subscriptions. Among these holdings are extensive backfiles of journals and newspapers. Photocopying and microform reader-printers are available using the Vend-a-card system. The library is a member of AMIGOS/OCLC, a regional broker of international bibliographic data and information services. Librarian-mediated online searches are provided through OCLC’s FirstSearch, the Internet, and DIALOG. Over eighty electronic databases covering most subjects are accessible from the library and over the Internet and through the Tech homepage at http://library.atu.edu. Seven professional librarians, six paraprofessional staff, and a number of part-time employees provide assistance in the retrieval and use of materials. Materials not available in the Library may be requested through our interlibrary loan system, normally at no charge. The Library is the publisher of the retrospective Arkansas Gazette Index.

Pendergraft Library is open 89.5 hours per week during fall and spring semesters. The state-of-the-art facility includes: two open computer labs, two instructional computer labs, one special purpose lab, two distance learning classrooms, a large conference room, five breakout/meeting rooms, twelve group study rooms, satellite downlink, cable TV connections, 109 publicly accessible computers, 58 lab computers, and about 400 data drops for laptop computers.

Much of the reference materials required for the Master of Science in College Student Personnel degree are already available though the library support for the
programs within the School of Education and the School of Liberal and Fine Arts (which includes the areas of behavioral sciences). The new program can use much of the same literature that supports those programs in education and the behavioral sciences because the primary difference is a shift in emphasis. The estimated cost for the addition of books specific to higher education administration and college student personnel is $1000.

10. Program Costs

There will be no new administrative costs.

There will be no new full-time faculty costs although one half-time faculty position will be needed to provide consistent student advising and program administration.

New library resources will cost approximately $1,000 for books.

There will be no new or renovated facilities cost as existing classrooms will be used.

There will be no new instructional equipment costs since classrooms are already provided with overhead projectors or necessary projection equipment.

There will be no distance delivery costs.

The only additional costs may be in the area of duplicating class materials. Those costs are estimated at $300 per semester.

11. Sources of Funding

Reallocation. The general academic budget will provide the necessary funding. It is assumed that enrollment in the program will generate enough new money through tuition and fees to pay for faculty involvement.

12. Organizational Chart Reflecting New Program
13. Specialized Requirements

There is no current intention to seek accreditation for this program.

There are no special requirements for licensure or certification for student entry to the field.

14. Board of Trustee Approval

15. Similar Programs in Arkansas and in Adjoining States

There are currently three related programs within Arkansas. The University of Arkansas at Fayetteville offers a masters degree (M.Ed.) in a Higher Education Leadership program; the University of Arkansas at Little Rock offers a doctorate (Ed.D) in Higher Education; and Arkansas State University offers the Master of Science degree with a major in college student personnel services. Since one of these programs is at the doctoral level and the other two are master's level, duplication of courses should not be an issue. Additionally, these institutions historically attract students from different geographic locations than Arkansas Tech University.

16. Desegregation

Arkansas Tech University actively seeks minority students and faculty for all its programs and will aggressively recruit with diversity as a focus. Although minority groups are typically under-represented in advanced degree programs, a Master of Science in College Student Personnel program may be particularly attractive to minority students due to the nature of the area of study and the opportunity to help other students to have a successful and rewarding college experience.

The total undergraduate population during the fall semester of 2001 was 5576. The number of non-white students was 433 of which 227 were African American. This represents 7.8% and 4.1% respectively of the student body. Additionally, Arkansas Tech University enrolled 171 international students accounting for an additional 3.1% of the enrolled student body.