Memo

To: Eldon Clary, Chair, Graduate Council
From: Scott Adams
CC: [Click here and type name]
Date: 2/5/2002
Re: Curriculum change request

Type of curriculum change requested:

1. Change in course title:
   a. From EDMD 6333: Instructional Television
   b. To EDMD 6333: Instructional Multimedia

2. Change in course syllabus
   a. See attached current syllabus
   b. See attached proposed syllabus

3. Reason for course change
   a. Attempts to keep the course topic current with technology standards
   b. Closer fit with national standards in instructional technology

Submitted by:

Scott Adams

Approved by:

Department Head:

David Bell
Secondary Education
Curriculum & Instruction
EDMD 6333: Instructional Multimedia

Scott Adams
Crabaugh 123
(501) 968-0203 Office
Http://education.atu.edu/people/sadams/
Scott.adams@mail.atu.edu
Office hours 9:30-11:30 MTWThF, 2-4 M&W

Course description:
EDMD 6333 is a course aimed at developing skills to author instructional hypermedia software. This course will also apply basic principles of instructional design in the production of this software.

Course purpose
EDMD 6333 will provide teachers, instructional designers, and trainers with the knowledge and tools necessary to author and modify an individualized hypermedia program and/or materials.

Prerequisites
Proficiency in the following areas:
- Word processing
- Computer graphics programs
- Basic computer operation
- Basic computer literacy

Course objectives
Upon completion of this course, students will have knowledge of two broad areas:

Knowledge of Hypermedia/Multimedia
- Identify instructional applications of hypermedia and multimedia
  - Evaluate and critique applications of hypermedia authoring tools
  - Define the major components of hypermedia including:
    - Program metaphor
    - User interface
    - Navigation
    - Interactivity
    - Text
    - Graphics
    - Pictures
    - Animations
    - Movies
    - Sound
    - Music
- Describe the key issues in user interface design
  - Selecting
  - Receiving
  - Constructing
- Apply basic principles of instructional design in the production of interactive hypermedia and multimedia programs
Describe authoring software such as:
  - Hyperstudio
  - PowerPoint
  - Director
  - Authorware

Develop multimedia titles that are user friendly and culturally sensitive
Describe copyright issues related to multimedia development and distribution
Identify current applications and future trends for hypermedia applications in education, communications, and training

**Multimedia/Hypermedia authoring**

- Develop effective multimedia prototypes
- Design user-friendly computer interfaces
- Create, test, and revise a hypermedia program
- Author an instructional program using multiple backgrounds, buttons, and fields
- Implement feedback and learner control principles in design
- Create hypertext links between words and objects
- Select, manipulate and appropriately modify graphic images
- Utilize complex graphics such as animation and video
- Add digitized sound and images
- Create effective multimedia desktop presentations

**Grades**

- 100% - 90% = A
- 89% - 80% = B
- 79% - 70% = C
- 69% - 60% = D
- 59% - 0 = F

**Course Requirements**

Evaluation will be based upon:
- Projects (50%)
  - Planning
  - Field-testing
  - Documentation
  - Presentation
- In class (10%)
  - Participation
  - Peer tutoring
  - Quizzes
  - Leadership
- Research paper (20%)
  - Short paper (5-10 pages documenting research for final project)
- Final Exam (20%)

**Text**

Macromedia Authorware 5 Attain Authorized
Orson Kellogg
Macromedia Press ($39.99)
ISBN 0-201-35411-X
EDMD 6333: Instructional Television

Catalog Description
A study of the human, persuasive, and communicative elements of the medium of television; the effective use of television in education and training; and the writing, producing, directing, and editing of one-camera and studio television productions.

Textbook
Camcorder in the classroom: Using the videocamera to enliven curriculum (1998)
- Herrell, Adirenne L.
- Fowler, Joel P.
Merrill
ISBN 0-13-591280-6

Course Objectives
- Students will learn the basic operation of a video camcorder
- Students will create a one camera video production
- Students will learn the basics of nonlinear editing for digital video
- Students will create a digitally edited video production.
- Students will learn scripting and basic support operations necessary for creation of a video production.

Policy on absences, cheating, plagiarism
Cheating, plagiarism or any other form of academic dishonesty will not be tolerated in this course. You are expected to attend all classes. If you are ill, go to the doctor. With acceptable documentation, it is possible to make up work. If you are representing Arkansas Tech University at an event, with documentation, it is possible to make up work in that situation as well.

Evaluation
Video Basics - 100 Points
One camera production - 150 points
Nonlinear editing - 200 points
Video support skills - 50 points
Total = 500 Points

Standard grading scale = 100, 90, 80,...

Schedule
August 23 - Introduction
August 30 - CBT.ATU.EDU - Premiere
September 6 - CBT.ATU.EDU - Premiere
September 13 - Basics
September 20 - Basics
September 27 - One camera shooting
October 4 - One camera shooting
October 11 - ARKSTE state meeting
October 18 - One camera projects
October 25 - Winrock with CLL
November 1 - Nonlinear editing
November 8 - Nonlinear editing
November 15 - Nonlinear editing
November 22 - Thanksgiving holiday
November 29 - Nonlinear editing
December 6 - Projects due
MEMORANDUM

TO: Curriculum Committee and Graduate Council

FROM: Dr. David Underwood
Chair, University Assessment Committee

RE: Requested Addition to Materials Submitted for Course and Program Approval

DATE: March 12, 2002

The University Assessment Committee met on March 1, 2002. The committee recommended, and voted unanimously, to ask for the following additions to the procedures for proposal of a new course and a new program respectively:

“Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.”

“Each new program proposal must include an assessment plan (the first two columns of the Assessment Form being used by the University must be completed), and projected dates for the completion of the other columns. The Assessment Form may be printed, or downloaded in Microsoft Word format, from the Institutional Research and Assessment Web site, http://ir.atu.edu/.”
ACADEMIC PROBATION AND SUSPENSION

A student admitted unconditionally or a student who has been admitted to candidacy will be considered on probation for the following semester if the cumulative grade point average drops below 3.00. If the semester grade point average for the following semester is 3.00 or greater and the cumulative grade point average is 3.00 or greater the student will be removed from probation. If the cumulative grade point average remains below 3.00, the student will be continued on probation. A student on probation having a semester grade point average below 3.00 for the following semester will be subject to suspension from Graduate Studies.

A student who is admitted conditionally or on a non-degree basis will be subject to suspension from Graduate Studies after attempting 12 semester hours with less than a 3.00 grade point average.

A student who has been admitted to candidacy but does not have a 3.00 grade point average at the time of completing the minimum number of hours required by the degree program may submit no more than six additional hours in an attempt to attain a grade point average of 3.00. A maximum of six hours of courses with grades of “C” may be applied to degree requirements. Grades below “C” will not be counted toward meeting degree requirements. A student may not submit more than 6 hours above the total number of hours required for the program to reach the 3.00 grade point average. All graduate courses taken will be considered in the computation of the grade point average.

A student suspended from Graduate Studies may apply for readmission after one year. Reinstatement to the graduate program will not necessarily mean reinstatement to a particular graduate program.
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
Degree Requirements for students pursuing the concentration in Instructional Design and Technology are:

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EDMD 6303 Survey of Instructional Media
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EDMD 6513 Computer-Based Instruction
EDMD 6313 Internet Resources
EDMD 6513 Computer-Assisted Instruction
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EDMD 6313 Instructional Design and Product Development
EDFD 6003 Educational Research
EDFD 6993 Action Research

Electives
  Additional instructional technology electives to meet the 36-hour degree requirement.

Degree Requirements for a general program in Instructional Technology:

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EDFD 6003 Education Research
EDFD 6993 Action Research
EDMD 6313 Instructional Design and Product Development

Electives
  Additional instructional technology electives to meet the 36-hour degree requirement.

Rationale: Students have made it very clear that the degree information is not easy to understand. This format should make it easier to understand.

Delete the 1,2,3,4 explanations on page 44 as they would no longer apply. Prior technology classes become outdated knowledge quickly. Also the statement about having taken computer classes within the past five years is not necessary as they will have computer technology in several of their classes no matter which concentration they follow. Students in the general field of instructional technology may choose to take a library media class as an elective. The statement about practicum not being
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 70, 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.
Proposal for Course Change

To: Graduate Curriculum Committee

From: Computer and Information Science

Date Submitted: March 14, 2002

Request for: Revised graduate course: INFT 6903

Approved by: Department Head
              Graduate Dean

Reviewed by: Registrar
              Vice President

I. Catalog Description: inft6903 Emerging Trends in Information Technology

Study of emerging trends in information technology. Topics will vary from semester to semester and the course may be retaken for credit for a maximum of three times.

II. Course Information:

(A) Rationale for the course: The course will be used to offer special topics courses, and will provide a means for testing courses before introducing them into the curriculum.

(B) Who will take it? This course will be taken by advanced INFT students as well as students from other disciplines, as appropriate.

(C) How does it relate to work being offered by your department? Is there an overlap with other courses in the department? This course will develop topics that were introduced in other courses in the department.

(D) Is this course part of any general plan of development within your department? It will satisfy the elective required for the MS IT degree.

(E) How often will the course be offered? The course will be offered at least one time per year.

(F) How will the course be staffed? The course will be staffed with regular and adjunct graduate faculty.

(G) How will this course affect other department’s students and offerings? With what other departments have you specifically consulted? The course will not conflict with any other departmental offerings. From time to time, students from other disciplines may want to take the course, depending on the current topic.

Effective date: Fall 2002
Memo

To: Eldon Clary, Chair, Graduate Council
From: Scott Adams
CC:
Date: 3/15/2002
Re: Curriculum change requests

Type of curriculum change requested:

1. Misc. Catalog Changes

   A. 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.

   B. 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.

   C: Rationale: This sentence covers the information in a more direct way

2. Misc. Catalog Changes

   A. 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.

   B. Rationale: The state no longer offers the endorsements in the above areas for school library media specialists.
3. Misc. Catalog Changes

A. Changes in listings of degree requirements

Change to the following:

Degree requirements for the library media specialty area are:

Library Media Specialist Requirements
EDMD 5033 Introduction to Instructional Technology
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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

Degree Requirements for students pursuing the concentration in Instructional Design and Technology are:

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EDMD 6133 Production of Instructional Materials
EDMD 6313 Instructional Design and Product Development
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EDFD 6993 Action Research

Electives
Additional instructional technology electives to meet the 36-hour degree requirement.

Degree Requirements for a general program in Instructional Technology:

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EDMD 6303 Survey of Instructional Media
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EDMD 6513 Computer-Based Instruction
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Rationale: Students have made it very clear that the degree information is not easy to understand. This format should make it easier to understand.

4. Misc. Catalog Changes

Delete the 1,2,3,4 explanations on page 44, as they would no longer apply. Prior technology classes become outdated knowledge quickly. Also the statement about having taken computer classes within the past five years is not necessary as they will have computer technology in several of their classes no matter which concentration they follow. Students in the general field of instructional technology may choose to take a library media class as an elective. The state department has voided the statement about practicum not being required. Practicum is now recommended as part of the new Additional Licensure Plan.

5. Misc. catalog changes
   A) Page 74 EDMD 6891-4 should say Instructional Technology Curriculum instead of Educational Leadership Curriculum.
   B) Rationale - Correction of typographical error

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   A) Type of change: Course description change
   B) 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.
   C) 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.

7. Course credit change and change in course description
   A) EDMD 6433 – Practicum in Educational Media
   B) Change to variable credit of up to 6 hours - EDMD 6433-6. Practicum in Educational Media
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   D) Course Description Change:
   E) 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 hi-s. 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.

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A) Change: Delete Heading and move course listings
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Overall summary of rationales: 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 under.

Submitted by:

Scott Adams

Connie Zimmer

Approved by:

Department Head:

Secondary Education

Dean of School

School of Education

Teacher Education Committee

Registrar

Vice President

Academic Affairs
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5. Deleted

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A student admitted unconditionally or a student who has been admitted to candidacy will be considered on probation for the following semester if the cumulative grade point average drops below 3.00. If the semester grade point average for the following semester is 3.00 or greater and the cumulative grade point average is 3.00 or greater the student will be removed from probation. If the cumulative grade point average remains below 3.00, the student will be continued on probation. A student on probation having a semester grade point average below 3.00 for the following semester will be subject to suspension from Graduate Studies.

A student who is admitted conditionally or on a non-degree basis will be subject to suspension from Graduate Studies after attempting 12 semester hours with less than a 3.00 grade point average.

A student who has been admitted to candidacy but does not have a 3.00 grade point average at the time of completing the minimum number of hours required by the degree program may submit no more than six additional hours in an attempt to attain a grade point average of 3.00. A maximum of six hours of courses with grades of “C” may be applied to degree requirements. Grades below “C” will not be counted toward meeting degree requirements. A student may not submit more than 6 hours above the total number of hours required for the program to reach the 3.00 grade point average. All graduate courses taken will be considered in the computation of the grade point average.

A student suspended from Graduate Studies may apply for readmission after one year. Reinstatement to graduate studies will not necessarily mean reinstatement to a particular graduate program.
Memo

To:    Eldon Clary, Chair, Graduate Council
From:  Scott Adams
CC:    
Date:  3/29/2002
Re:    Curriculum change requests

Type of curriculum change requested:

1. Misc. Catalog Changes

   A. 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.

   B. 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.

   C: Rationale: This sentence covers the information in a more direct way

2. Misc. Catalog Changes

   A. 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.

   B. Rationale: The state no longer offers the endorsements in the above areas for school library media specialists.
3. Misc. Catalog Changes

A. Changes in listings of degree requirements

Change to 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 or EDMD 6163 Internet Resources

Degree Requirements for the concentration in Instructional Design and Technology:

EDMD 5033 Introduction to Instructional Technology EDMD 6303 Survey of Instructional Media
EDMD 6113 Microcomputers for Education and Training EDMD 6513 Computer-Based Instruction
EDMD 6313 Internet Resources
EDMD 6513 Computer-Based Instruction
EDMD 6133 Production of Instructional Materials EDMD 6313 Instructional Design and Product Development EDFD 6003 Educational Research
EDFD 6993 Action Research

Electives

Additional instructional technology electives to meet the 36-hour degree requirement.

Degree Requirements for a general program in Instructional Technology:

EDMD 5033 Introduction to Instructional Technology
EDMD 6303 Survey of Instructional Media
EDMD 6053 Computer Literacy
EDMD 6163 Internet Resources
EDMD 6513 Computer-Based Instruction
EDFD 6003 Education Research
EDFD 6993 Action Research
EDMD 6313 Instructional Design and Product Development

Electives
Additional instructional technology electives to meet the 36-hour degree requirement.

Rationale: Students have made it very clear that the degree information is not easy to understand. This format should make it easier to understand.

4. Misc. Catalog Changes

Delete the 1,2,3,4 explanations on page 44, as they would no longer apply. Prior technology classes become outdated knowledge quickly. Also the statement about having taken computer classes within the past five years is not necessary as they will have computer technology in several of their classes no matter which concentration they follow. Students in the general field of instructional technology may choose to take a library media class as an elective. The state department has voided the statement about practicum not being required. Practicum is now recommended as part of the new Additional Licensure Plan.

5. Deleted

6. Misc. Catalog changes
   A) Type of change: Course description change
   B) 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.
   C) 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.

7. Course credit change and change in course description
   A) EDMD 6433 – Practicum in Educational Media
   B) Change to variable credit of up to 6 hours - EDMD 6433-6. Practicum in Educational Media
   C) Rationale: (Necessitated by the 6 hour internship available at the ANO Training Center)
   D) Course Description Change:
   E) 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 hi-s. 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.

8. Misc. Catalog Changes
A) Change: Delete Heading and move course listings
B) Page 70, 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.

Overall summary of rationales: 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 under.
ACADEMIC PROBATION AND SUSPENSION

A student admitted unconditionally or a student who has been admitted to candidacy will be considered on probation for the following semester if the cumulative grade point average drops below 3.00. If the semester grade point average for the following semester is 3.00 or greater and the cumulative grade point average is 3.00 or greater the student will be removed from probation. If the cumulative grade point average remains below 3.00, the student will be continued on probation. A student on probation having a semester grade point average below 3.00 for the following semester will be subject to suspension from Graduate Studies.

A student who is admitted conditionally or on a non-degree basis will be subject to suspension from Graduate Studies after attempting 12 semester hours with less than a 3.00 grade point average.

A student who has been admitted to candidacy but does not have a 3.00 grade point average at the time of completing the minimum number of hours required by the degree program may submits no more than six additional hours in an attempt to attain a grade point average of 3.00. A maximum of six hours of courses with grades of “C” may be applied to degree requirements. Grades below “C” will not be counted toward meeting degree requirements. A student may not submit more than 6 hours above the total number of hours required for the program to reach the 3.00 grade point average. All graduate courses taken will be considered in the computation of the grade point average.

A student suspended from Graduate Studies may apply for readmission after one year. Reinstatement to graduate studies will not necessarily mean reinstatement to a particular graduate program.
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

To: Curriculum Committee or Graduate Council (as appropriate)
From: Initiating Department

Date Submitted: 4/29/02

Request for: Course deletion
(Complete section II)

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 E453-3
Effective Term: Summer, 2002

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

Catalog Title (if different) INDEPENDENT STUDY

Prerequisite Instructor permission:

Co-requisite

Cross-listed with

Does change affect a State Minimum Core course? No

Normal grading Pass/Fail

This course may be repeated for degree credit 2 times for a maximum of 6 hours.

Variable hrs options

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 4/30/02

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)

Pass/Fail? Changes made on screen 1G1 and 1G2
Addition of New Course (CSP 6143-3)
Independent Study in College Student Personnel

I. Catalog description:

Description: Open to graduate students who wish to pursue individual study or investigation of some facet of college student personnel that complements the purpose of the Master of Science in College Student Personnel graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The independent study course is a necessary component to add additional flexibility to the Master of Science in College Student Personnel degree. This course will be taken by students who are pursuing careers in various areas of College Student Personnel work to help them gain insights that may not be available through standard courses.

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 available each semester but students can only take it with the permission of the faculty member.

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 new and the program was intentionally designed to avoid impact on other departments.
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 6123 Effective Term: Fall 2002

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

AISSESSM ENT IE 

EVALUATION IN HIGHER EDUCATION

Catalog Title (if different): Assessment and Evaluation in Higher Education

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 [ ]

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

Faculty Senate: Approved date: [ ] Graduate Council: Approved date: [ ]

Disapproved date: [ ]

Vice President

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 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:

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 6003
Effective Term: Fall 2002
Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.
Special Topics: College Student Personnel Capstone Seminar
Minimum 24 hrs toward program requirements

Catalog Title (if different) None
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 0 hours.
Variable hrs options N/A
Fees attached to class? Amount 25 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

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 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 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 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

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

Complete section below and provide information requested on page 2. Recommended Course ID: (Prefix/number) C5P16073 Effective Term: Fall 2002

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

Course Title: Counseling With College Students

Prerequisite: None

Co-requisite: None

Cross-listed with: None

Does change affect a State Minimum Core course? N/A

Normal grading __________ or Pass/Fail

Enrollment limit: 25

When course may be repeated for degree credit: 0 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 ____________________________ Vice President ____________________________

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

Disapproved date: ____________________________

Graduate Council: 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 6073)
Counseling with College Students

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 ✓ 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) CS P 6081 -3 Effective Term: Fall 2002

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

Catalog Title (if different) PIRAI CITUICLUM II

Prerequisite 18 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 3 times for a maximum of 3 hours.

Flexible hrs options N/A 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): 

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: 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 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)

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 6113 Effective Term: Fall 2002

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

Research Design and Analysis

Catalog Title (if different) None

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): 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

Disapproved date:

Office Use:

Screen 125: Date added Date deleted Date Changed By

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

Pass/Fail? Charges 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 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. 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
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 0133 Effective Term: Fall 2002

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

Justice Leadership in Higher Education

Catalog Title (if different) Ethical Leadership in Higher Education

Prerequisite ☐ None

Co-requisite ☐ None

Cross-listed with ☐ None

Does change affect a State Minimum Core course? ☑ N/A

Normal grading ☑ or Pass/Fail N/A

This course may be repeated for degree credit ☐ N/A times for a maximum of ___ hours.

Fee 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):

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: ____________________________

Office Use:

Screen 125: Date added __________ Date deleted __________ Date Changed __________ By ________

If yes, sent to Student Accounts (date) ____________________________ By ________

Fee? __________ Changes made on screen 1G1 and 1G2

Pass/Fail? __________
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 ✓ Course deletion Course change (Complete section I) (Complete section II) (Complete section III)

Submitted by: ___________________________  ___________________________

Approved by:  ___________________________  Dean of School

SECTION I: Course Addition Complete section below and provide information requested on page 2.

Recommended Course ID: (Prefix/number) CSP lec9le Effective Term: Fall 2002

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

isman thesis in college student personnel

Catalog Title (if different) Thesis in College Student Personnel

Prerequisite 2-3 hr completed toward program requirements

Co-requisite None

Cross-listed with None

Does change affect a State Minimum Core course? N/A

Normal grading V 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

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

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 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 6096
Thesis in College Student Personnel

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 1001-2** Effective Term: **Fall 2002** Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.

CATALOG TITLE: **CSP 1001-2**

Catalog Title (if different)

Prerequisite: **Successful completion of CSP 1001-3**

Co-requisite: **None**

Cross-listed with: **None**

Does change affect a State Minimum Core course? **N/A**

Normal grading: **Yes** or Pass/Fail

This course may be repeated for degree credit **3** times for a maximum of **3** hours.

Variable hrs options: **Yes**

Fees attached to class? Amount: **$25**  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?

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:  Does course have a fee attached?

Catalog Title:  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 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

Complete section below and provide information requested on page 2.
Recommended Course ID: (Prefix/number) CSP 60143 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 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: ___________

Vice President

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 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

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

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<td>LEGAL ISSUES IN COLLEGE STUDENT PERSONNEL</td>
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<td>Changes made on screen 1G1 and 1G2</td>
<td>By</td>
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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 [ ] 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 100 33 Effective Term: Fall 2002

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

TIHEORIRY 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? [ ]

Normal grading [ ] or Pass/Fail [ 

This course may be repeated for degree credit 0 times for a maximum of ______ hours.

Variable hrs options [ ]

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 ____________________________ 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 ______

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

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: ____________________________ Dean of School

SECTION I: Course Addition

Recommended Course ID: (Prefix/number) CSP 1023 Effective Term: Fall 2002

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

INTRODUCTION TO 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 N/A 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):

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 ____________________________ Vice President ____________________________

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

Disapproved date: ____________________________

Vice President ____________________________

Office Use:

Screen 125: Date added _______________ Date deleted _______________ Date Changed _______________ By ____________________________

If yes, sent to Student Accounts (date) _______________ By ____________________________

Fee? _______________ Changes made on screen 1G1 and 1G2

Pass/Fail? ____________________________
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

<table>
<thead>
<tr>
<th>SECTION I: Course Addition</th>
<th>Complete section below and provide information requested on page 2.</th>
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<tbody>
<tr>
<td>Recommended Course ID: (Prefix/number)</td>
<td>CSP 6013</td>
</tr>
<tr>
<td>Effective Term:</td>
<td>Fall 2002</td>
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<tr>
<td>Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcript.</td>
<td>American Higher Education in Transition</td>
</tr>
<tr>
<td>Catalog Title (if different)</td>
<td></td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<tr>
<td>Co-requisite</td>
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<td>Cross-listed with</td>
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<td>Does change affect a State Minimum Core course?</td>
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<tr>
<td>Normal grading</td>
<td>√ or Pass/Fail</td>
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<td>This course may be repeated for degree credit</td>
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<tr>
<td>times for a maximum of</td>
<td>hours.</td>
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<td>Variable hrs options</td>
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<td>Type of fee</td>
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<td>Normal maximum enrollment limit</td>
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<tr>
<td>Last term to be offered:</td>
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<tr>
<td>Does course have a fee attached?</td>
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<th>Complete this section and attach description and rationale for change.</th>
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<tr>
<td>Catalog Title</td>
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<tr>
<td>Registrar</td>
<td>Vice President</td>
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<td>Faculty Senate: Approved date:</td>
<td>Graduate Council: Approved date:</td>
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<td>Disapproved date:</td>
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| 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 | |
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).
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 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.
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

To: Curriculum Committee or Graduate Council (as appropriate)

From: Initiating Department

Date Submitted: 4/29/02

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) ESP 4143-3

Effective Term: Summer 2002

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

INDEPENDENT STUDY

Catalog Title (if different) Independent Study in Graduate Studies

Prerequisite Instructor permission

Co-requisite

Cross-listed with

Does change affect a State Minimum Core course? No

Normal grading Yes or Pass/Fail

This course may be repeated for degree credit 2 times for a maximum of 6 hours.

Variable hrs options

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: ____________

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

Vice President

Faculty Senate: Approved date: ____________

Graduate Council: Approved date: ____________

Disapproved date: ____________

Disapproved date: ____________

Office Use:

Screen 125: Date added ______ Date deleted ______ Date Changed ______

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

Pass/Fail? ______ Changes made on screen 1G1 ______ and 1G2 ______
Proposal for Course Change

To: Curriculum Committee
From: Computer and Information Science
Date Submitted: April 17, 2002
Request for: Modified course: inft6903
Approved by: Department Head
Dean of School
Reviewed by: Registrar
Vice President

I. Catalog Description: inft6903 Emerging Trends
   Study of emerging trends in information technology. Topics will vary from semester to semester and the course may be retaken twice for credit.

II. Course Information

   (A) Rationale for the course: The course will be used to offer special topics courses, and will provide a means for testing courses before introducing them into the curriculum.

   (B) Who will take it? This course will be taken by advanced INFT students as well as students from other disciplines, as appropriate.

   (C) How does it relate to work being offered by your department? Is there an overlap with other courses in the department? This course will develop further topics that were introduced in other courses in the department.

   (D) Is this course part of any general plan of development within your department? It will satisfy the elective required for the MS IT degree.

   (E) How often will the course be offered? The course will be offered at least one time per year.

   (F) How will the course be staffed? The course will be staffed with regular and adjunct graduate faculty.

   (G) How will this course affect other departments' students and offerings? With what other departments have you specifically consulted?
The course will not conflict with any other departmental offerings. From time to time, students from other disciplines may want to take the course, depending on the current topic.
To: Graduate Council
From: Department of Health & Physical Education
Date submitted: August 16, 2000
Request for: Course change______ Course deletion______ Course addition______
Catalog change______ X____
Submitted by: Dr. Annette Holeyfield
Approved by: Department Head: Annette Holeyfield
Dean of School: Anna W. Clark
Reviewed by: Registrar: ______________________________
Vice President: ______________________________

If this is a deletion or other minor change, describe and give rationale.

Description: This proposal is to request an additional footnote in the description of the graduate degree requirements for Secondary Education--Physical Education

Rationale: The proposed additional footnote is being requested to direct the graduate student to the course description section of the catalog for course prerequisite information.

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Addition: Footnote for Degree Requirements^3
^3Prerequisites for individual courses may be found in the course description section of this catalog.

Effective date or term: Fall, 2001.
Secondary Education -- Physical Education

Degree Requirements

Candidates for the Master of Education degree with a specialization in physical education must complete 18 semester hours in physical education and 18 semester hours in education. Each student must complete the 9 semester hours that comprise the core requirements and complete additional physical education electives to meet the 18 semester hour requirement in physical education.

Physical Education Core Requirements

- PE 6013 Principles of Physical Education
- PE 6023 Curriculum Development in Physical Education
- PE 6083 Research Design and Statistics in Physical Education
- PE 6993 Thesis Research

Electives:

Scientific Foundations (area of interest)
- PE 6033 Exercise Physiology
- PE 6053 Biomechanics
- PE 6073 Exercise and Sport Behavior

Developmental Learning (area of interest)
- PE 6043 Psychology of Motor Learning

Wellness Science (area of interest)
- WS 6013 Wellness Concepts and Applications
- WS 6023 Wellness and Fitness Program Management

Professional Education Core Requirements

- EDFD 6003 Educational Research
- EDFD 6313 Principles of Curriculum Development
- EDFD 6203 Supervision of Instruction OR
- EDFD 6503 Classroom and Behavioral Management
- EDFD 6053 The At-Risk Child in the School Environment
- EDFD 6043 Current Issues in Human Learning
- EDFD 6403 Social and Historical Factors in Education
- SEED 6993 Thesis Research

*For thesis option only.

*For thesis option only. If thesis option is selected, EDFD 6043 or 6403 would not be required.
PROPOSAL FOR CATALOG CHANGE

To: Graduate Council

From: Department of Health & Physical Education

Date submitted: August 16, 2000

Request for: Course change______ Course deletion______ Course addition______

Catalog change____X____

Submitted by: Dr. Annette Holeysfield

Approved by: Department Head: Annette Holeysfield

Dean of School: [Signature]

Reviewed by: Registrar: ________________________

Vice President: ________________________

If this is a deletion or other minor change, describe and give rationale.

Description: This proposal is to request an additional footnote in the description of the graduate degree requirements for Secondary Education--Physical Education

Rationale: The proposed additional footnote is being requested to direct the graduate student to the course description section of the catalog for course prerequisite information.

I. Catalog description: (AS IT WILL APPEAR IN THE CATALOG).

Addition: Footnote for Degree Requirements

Prerequisites for individual courses may be found in the course description section of this catalog.

Effective date or term: Fall, 2001.
Secondary Education -- Physical Education

Degree Requirements
Candidates for the Master of Education degree with a specialization in physical education must complete 18 semester hours in physical education and 18 semester hours in education. Each student must complete the 9 semester hours that comprise the core requirements and complete additional physical education electives to meet the 18 semester hour requirement in physical education.

Physical Education Core Requirements
- PE 6013 Principles of Physical Education
- PE 6023 Curriculum Development in Physical Education
- PE 6083 Research Design and Statistics in Physical Education
- PE 6993 Thesis Research¹

Electives:
Scientific Foundations (area of interest)
- PE 6033 Exercise Physiology
- PE 6053 Biomechanics
- PE 6073 Exercise and Sport Behavior

Developmental Learning (area of interest)
- PE 6043 Psychology of Motor Learning

Wellness Science (area of interest)
- WS 6013 Wellness Concepts and Applications
- WS 6023 Wellness and Fitness Program Management

Professional Education Core Requirements
- EDFD 6003 Educational Research
- EDFD 6313 Principles of Curriculum Development
- EDFD 6203 Supervision of Instruction OR
  EDFD 6503 Classroom and Behavioral Management
- EDFD 6053 The At-Risk Child in the School Environment
- EDFD 6043 Current Issues in Human Learning
- EDFD 6403 Social and Historical Factors in Education
- SEED 6993 Thesis Research²

¹For thesis option only.
²For thesis option only. If thesis option is selected, EDFD 6043 or 6403 would not be required.
# Proposal for Course Change

**Arkansas Tech University**

**To:** Graduate Council  
**Date Submitted:** 5 September 2002  
**From:** Department of Social Sciences and Philosophy

**Request for:**  
- Course addition (Complete Section I)  
- Course deletion (Complete Sec. II)  
- Course change (Complete Sec. III)

**Submitted by:** H. Micheal Tarver  
**Approved by:**

- Department Head: [Signature]  
- Dean of School: [Signature]

---

### SECTION I: Course Addition

--- Complete section below and provide information requested at top of page 2 and on page 3.

**Recommended Course ID:**  
**Effective Term:**

**Recommended Short Title:**  
(24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses.

**Catalog Title (if different):**  
**Prerequisite:**  
**Co-requisite:**  
**Cross-listed with:** Hist 4113

Does change affect a State Minimum Core course?  
- Normal grading  
- Pass/Fail

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

**Variable hrs options?**

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

---

### SECTION II: Course Deletion

--- Complete this section and attach rationale for deletion.

**Course ID (Prefix/Number):** HIST 5113  
**Last term to be offered:** FALL 1995  
**Catalog Title:** Racial and Cultural Minorities in American History  
**Fee attached?** NO

---

### 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?**
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Course ID: HIST 5113
Course Title: Racial and Cultural Minorities in American History

SECTION IV: Reviewed/Approvals

[Signature]
Registrar

[Signature]
Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125: Add date Delete date Change date By
Fee? If yes, sent to Student Accounts (date) By

H 5113-2
Rationale For Deletion of HIST 5113

Arkansas Tech University currently has a one-semester general survey of Racial and Cultural Minorities in American History, cross listed as HIST 4113/5113 and POLS 4113. This approach makes the examination of the various minorities quite superficial, as the course covers a fairly wide topic. The creation of three separate courses (HIST 4123/5123, 4133/5133, and 4143/5143) would allow the current course to be divided into African American History, Latinos in the United States, and Native American History. As such, the students would be able to undertake a more in-depth examination of these important groups in American history. This division of the general history of minorities is the standard division used by most universities. The new replacement courses would be listed through the History course offerings only.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 5 September 2002
From: Department of Social Sciences and Philosophy
Request for: Course addition XXXX (Complete Section I)
Course deletion (Complete Sec. II)
Course change (Complete Sec. III)
Submitted by: Micheal Tarver
Approved by: [Signature]
Department Head
[Signature]
Dean of School

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5013
Effective Term: FALL 2003
Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. Amer Military History
Catalog Title (if different): American Military History
Prerequisite: HIST 2013
Co-requisite: None
Cross-listed with: None
Does change affect a State Minimum Core course? No
Normal grading XXX or Pass/Fail
This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No
Fees attached to class? No
Type of fee Normal maximum enrollment limit: 30

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?
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Recommended Course ID:  HIST 5013
Course Title:  American Military History

SECTION IV: Reviewed/Approvals

_________________________________________________________________
 Registrar

_________________________________________________________________
 Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125:  Add date  Delete Date  Change date  By
Fee?  _____  If yes, sent to Student Accounts (date)  By
Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. Catalog description: American Military History. A study of the American military from its colonial origins to the present, including the development of the military establishment and its relationship with American society. May not be taken for credit after completion of HIST 4013 or its equivalent.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The creation of HIST 5013 is needed to expand the History offerings in the Department of Social Sciences and Philosophy at the graduate level. Although the course is being created specifically to assist the students in the Master of Arts Program in History, the course will be available to any graduate student who has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of the graduate-level American Military History will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There will be no overlap with other courses in the department.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. Building upon the academic training of the Department’s faculty – in this case Dr. Georgena Duncan – this course strengthens the Department’s efforts at achieving the goals established by the Master of Arts Program in History Program Objectives – as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? American Military History should be offered every two years.

E. How will the course be staffed? Dr. Georgena Duncan will teach this course when offered.

F. How will this course affect other departments’ students and offerings? American Military History will provide a graduate-level course into which students from other departments can enroll.

G. With what other departments have you specifically consulted? None.
American Military History

General Description

This course is a study of the American military from its colonial origins to the present, including the development of the military establishment and its relationship with American society. This course will require a research component.

Course Objectives

The study of American military history introduces the student to the various wars of the United States, the unique ways in which the United States raises, prepares and controls its military, and the development of American military doctrine.

Course Content

The course will begin with a consideration of military terminology necessary to understanding the conduct of war and battle. The European military developments of modern history and how they were applied in the American colonies will be covered, as well as the period of colonial warfare.

We will cover colonial wars, the Revolutionary War, the War of 1812, the Mexican-American War, the Civil War, various Indian Wars, the Spanish-American War, World War I, World War II and Vietnam. Most emphasis will be given to the Revolution, the Civil War and World War II.

General Bibliography

Coffman, Edward M. The War to End All Wars.
MacDonald, Charles B. The Mighty Endeavor: American Armed Forces in the European Theater in World War II.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council

Date Submitted: 5 September 2002

From: Department of Social Sciences and Philosophy

Request for: Course addition XXXX
(Complete Section I) 
Course deletion (Complete Sec. II)
Course change (Complete Sec. III)

Submitted by: Jeffrey Woods

Approved by: 
Department Head
Dean of School

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5083 Effective Term: FALL 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. Amer Dipl Hist since 1912

Catalog Title (if different): American Diplomatic History, 1912 to the Present
Prerequisite: HIST 2013
Co-requisite: None
Cross-listed with: None HIST 4023
Does change affect a State Minimum Core course? No Normal grading XXX or Pass/Fail 
This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No
Fees attached to class? No Type of fee Normal maximum enrollment limit: 30

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?
Recommended Course ID: HIST 5083
Course Title: American Diplomatic History, 1912 to the Present

SECTION IV: Reviewed/Approvals

[Signature]
Registrar 9-26-87

[Signature]
Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125: Add date Delete Date Change date By
Fee? If yes, sent to Student Accounts (date) By
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Recommended Course ID: HIST 5083
Course Title: American Diplomatic History, 1912 to the Present

Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. Catalog description: American Diplomatic History, 1912 to the Present. This course is a study of America's diplomatic relationships with other nations and peoples from 1912 to the present. Of particular emphasis will be the changes in international affairs brought about by the evolving economic and political conditions. This course follows the United States' from its emergence as a world power through two world wars, a cold war, and a war on terrorism. May not be taken for credit after completion of HIST 4083 or its equivalent.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? Arkansas Tech University currently has a one-semester upper-level general survey of American Diplomatic History (HIST 4093). This approach makes the examination of the topic superficial, as the course covers a fairly broad — yet active — time span. The creation of two separate courses (HIST 4073/5073 and 4083/5083) would allow the current course to be divided into American diplomatic history to 1912 and American diplomatic history since 1912. As such, the students would be able to undertake a more in-depth examination of this important theme in American History. The addition of HIST 5083 (and HIST 5073) will allow the Department of Social Sciences and Philosophy to offer greater depth in its graduate-level history courses. As noted in the catalog description, this course will begin with the United States' emergence as a world power and continue through two world wars, a cold war, and a war on terrorism. No knowledge of America's current place in the world is complete without a thorough understanding of this evolution. American Diplomatic History will be available to any graduate student who either needs an additional history course or has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of the two-semester sequence in American Diplomatic History will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. With the deletion of HIST 4093, there will be no overlap with other courses in the department.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its graduate offerings, in an effort to add greater depth and breadth to its courses. Building upon the academic training of the Department's faculty — in this case Dr. Jeffrey Woods -- this course strengthens the Department's efforts at achieving the goals established by the Master of Arts Program in History Objectives — as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? American Diplomatic History, 1912 to the Present will be offered each Spring semester in the even-numbered years (i.e., SP 2004, SP 2006).

E. How will the course be staffed? Dr. Jeffrey Woods will teach this course when offered.

F. How will this course affect other departments' students and offerings? American Diplomatic History, 1912 to the Present will provide a graduate-level course into which students from other departments can enroll.

G. With what other departments have you specifically consulted? None.
General Course Description

This course is a study of our past and present relations with other nations, with attention to changes brought about in international affairs by the evolving economic and political conditions. This course is concerned with America’s diplomatic relationships with other nations and peoples. It follows the United States’ emergence as a world power through two world wars, a cold war, and a war on terrorism. No knowledge of America’s current place in the world is complete without a thorough understanding of this evolution. This course will require a research component.

Course Objectives

Basic Objectives: Improving basic knowledge is the cornerstone of any history course. Students will be asked to acquire an understanding of fundamental terms, concepts, and issues. They also will be asked to apply critical thinking and analytical skills.

Selected Bibliography

Kolko, The Limits of Power
Mechan, The United States and InterAmerican Security
Newstadt, Alliance Politics
Offner, American Appeasement
Beard, Roosevelt and the Coming of the War
Wilson, American Business and Foreign Policy
Wood, The Making of the Good Neighbor Policy
Dallek, FDR and American Foreign Policy
Jonas, Isolationism in America, 1935-1941
Crabb, American Foreign Policy in the Nuclear Age
Gaddis, The US and the Origins of the Cold War
Gaddis, Russia, the Soviet Union, and the United States
Gaddis, The United States and the End of the Cold War
Gardner, A Covenant with Power
Gelb and Betts, The Irony of Vietnam
Kennan, Realities of American Foreign Policy
Kolko, The Politics of War
Levering, The Kennedy Crises
Lafeber, America in the Cold War
Leffler, A Preponderance of Power
Maddox, The New Left and the Origins of the Cold War
Acheson, Present at the Creation
Aron, Imperial Republic
Ulam, The Rivals
Tillman, The United States in the Middle East
Immerman, The CIA in Guatemala
Jo, US Foreign Policy in Asia
Schulzinger, A Time for War
Vance, Hard Choices
Link, Wilson the Diplomatist
Dulles, Prelude to World Power
Hughes, The Domestic Context of American Foreign Policy
Course Outline

Week 1  Introduction
        Woodrow Wilson and Progressive Internationalism
Week 2  Wilson and Latin America
Week 3  World War I
Week 4  League of Nations
        1920s Foreign Policy
Week 5  Return to Isolationism
        Grudging Belligerent
Week 6  Pearl Harbor
        Atomic Bomb
Week 7  George Kennan and Containment
        China
Week 8  Korea
        New Look
Week 9  CIA and American Foreign Policy
Week 10 Flexible Response
Week 11 Cuba
Week 12 Third World
        Vietnam
Week 13 Detente
        McWorld vs. Jihad
Week 14 Star Wars
        End of the Cold War
Week 15 New Strategies
        September 11
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council

Date Submitted: 5 September 2002

From: Department of Social Sciences and Philosophy

Request for: Course addition XXXX (Complete Section I) Course deletion (Complete Sec. II) Course change (Complete Sec. III)

Submitted by: H. Micheal Tarver

Approved by: [Signature] Department Head [Signature] Dean of School

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5143 Effective Term: FALL 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. Native American History

Catalog Title (if different): HIST 2003 or HIST 2013

Prerequisite: None

Co-requisite: None

Cross-listed with: HIST 4153

Does change affect a State Minimum Core course? No Normal grading XXX or Pass/Fail

This course may be repeated for degree credit 0 times for a maximum of 3 hours.

Variable hrs options? No

Fees attached to class? No Type of fee Normal maximum enrollment limit: 30

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?
Recommended Course ID:  **HIST 5143**  
Course Title:  **Native American History**  

**SECTION IV: Reviewed/Approvals**

[Signature]
9-26-02  
Registrar  

[Signature]  
Vice President  

---  

**Faculty Senate:**  
Approved date:  
Disapproved date:  

**Graduate Council:**  
Approved date:  
Disapproved date:  

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**Office Use:**  
Screen 125:  Add date  Delete Date  Change date  By  
Fee?  If yes, sent to Student Accounts (date)  By  

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5143-2
Recommended Course ID: HIST 5143

Course Title: Native American History

Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. Catalog description: Native American History. A survey of Native American history from the Archaic period to the present. This course will present an interpretation of the historical experience of the diverse nations native to North America utilizing an ethno-historical approach. Some emphasis will be placed on the formation and operation of United States government policy regarding Native Americans in both the 19th and 20th centuries. May not be taken for credit after completion of HIST 4143 or equivalent.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? Arkansas Tech University currently has a one-semester graduate-level general survey of Racial and Cultural Minorities in American History (HIST 5113). This approach makes the examination of the various minorities quite superficial, as the course covers a fairly wide topic. The creation of three separate graduate courses (HIST 5123, 5133, and 5143) would allow the current course to be divided into African American History, Latinos in the United States, and Native American History. As such, the students would be able to undertake a more in-depth examination of these important groups in American history. This division of the general history of minorities is the standard division used by most universities. Native American History would be available to any graduate student who either needs a graduate history course or has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of separate African American, Latino, and Native American history courses would strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department, with the deletion of History 4113/5113 (Racial and Cultural Minorities in American History).

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, and with the addition of Dr. Micheal Tarver, the Department has a historian who can add greater depth and breadth to the department's courses, especially in the areas of Latin American and World History. Dr. Tarver has undertaken graduate work in the area of Native American history, focusing on pre-Columbian Indians, as well as Spanish, French, United States, and Canadian Indian Polices. This course strengthens the Department's efforts at achieving the goals established by the Master of Arts Program in History Program Objectives, as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? Native American History will be offered each Summer in the even-numbered years (i.e., SU 2004, SU 2006).

E. How will the course be staffed? Dr. Micheal Tarver will teach this course when offered.

F. How will this course affect other departments' students and offerings? Native American History will provide a graduate-level course into which students from other departments can enroll. For example, graduate students majoring in Spanish and Spanish Education may find this course beneficial.

G. With what other departments have you specifically consulted? The Department of Foreign Languages and International Studies was informed of these proposed changes.
Native American History

GENERAL DESCRIPTION

This will be a survey course covering the history of Native Americans in the United States. This course will begin by examining the various culture areas and continue its study through the imperial relations by the various European powers through American policy during the reservation era of the post-U.S. Civil War to the modern-day Indian issues. The primary purpose of this course will be to explore our nation's history from a completely different perspective. This course will require a research component.

COURSE OBJECTIVES

1. This course will examine the key historical issues in Native American history from the major Archaic cultures to the present.

2. Through the study of Indian-White relations, this course will provide a deeper and more accurate understanding of our history.

3. This course will help dispel various myths and stereotypes concerning both Indians and whites.

4. This course will provide an understanding of our government's changing relationship to the original inhabitants of the land.

5. This course will provide the student with a greater appreciation of Native American culture and resilience.

6. This course will better prepare the student with additional background necessary for other advanced courses in history and other disciplines.

7. This course will allow the student to develop an appreciation of diverse cultures.

COURSE OUTLINE

Week 1  Indian Origins: Theories and Evidence
         Pre-Contact Tribal and Band Development
         Human Presence & Cultural Foundations in North America
Week 2  Culture Areas: West Coast, Southwest, Northwest, Great Basin
Week 3  Culture Areas: Plateau, Great Plains, Northeast, Southeast
Week 4  Material cultures (art, technology, transportation, shelter, etc.) and Languages
         Religions and World Views
Week 5  Folklore
         Social organizations
Week 6  Spanish and French Contact with Natives in North America
         Variations of Indian Policies: Spanish, French, Russian
Week 7  English Contact with Natives in North America
         The Image of the Native and Its Impact on Policy Development
Week 8  The Struggle of Nations: Europeans and Indians (The Imperial Wars)
         Indians and the American Revolution
         George Washington's Indian Policy
         Foundations of U.S.-Indian Relations
Week 9  Jeffersonian Indian Policy and the Beginning of Removal
        Jacksonian Removal
        Trail of Tears

Week 10  Western Expansion and Indian resistance
        Indians and the U.S. Civil War
        Reconstruction and the "Peace Policy"
        The Battle for the Great Plains
        The Reservation Era

Week 11  Native Responses and Strategies for Evasion
        Military Conquest and Indian Resistance
        Wounded Knee

Week 12  Vanishing Americans" 1900-1930
        John Collier and the Indian New Deal
        Indian Reorganization

Week 13  World War II and the Onset of Termination
        Getting Out of the Indian Business: Termination and Relocation

Week 14  Pan Indian Movements and Tribalism of the 1960s
        Modern Indian Issues
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 5 September 2002
From: Department of Social Sciences and Philosophy
Request for: Course addition XXXX (Complete Section I)
           Course deletion (Complete Sec. II)
           Course change (Complete Sec. III)
Submitted by: H. Micheal Tarver
Approved by: [Signature] Department Head [Signature] Dean of School

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5133 Effective Term: FALL 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. Latinos in the U.S.

Catalog Title (if different): Latinos in the United States
Prerequisite: None
Co-requisite: None
Cross-listed with: HIST 5133
Does change affect a State Minimum Core course? No
Normal grading XXX or Pass/Fail
This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No
Fees attached to class? No Type of fee Normal maximum enrollment limit: 30

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?
Recommended Course ID: **HIST 5133**
Course Title: **Latinos in the United States**

**SECTION IV: Reviewed/Approvals**

\[Signature\] 9-26-02
Registrar

Vice President

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**Faculty Senate:**
Approved date:
Disapproved date:

**Graduate Council:**
Approved date:
Disapproved date:

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**Office Use:**

Screen 125: Add date Delete Date Change date By

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

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5133-2
Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. Catalog description: Latinos in the United States. This course is an analysis of the historical and cultural heritage of Latinos who have lived or are currently living in the United States. This course includes the colonial origins of Latino groups and their general migration patterns to the United States. This course also explores the development of Latino communities as well as the relationship between Latinos and social institutions. May not be taken for credit after completion of HIST 4133 or equivalent.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? Arkansas Tech University currently has a one-semester graduate-level general survey of Racial and Cultural Minorities in American History (HIST 5113). This approach makes the examination of the various minorities quite superficial, as the course covers a fairly wide topic. The creation of three separate graduate courses (HIST 5123, 5133, and 5143) would allow the current course to be divided into African American History, Latinos in the United States, and Native American History. As such, the students would be able to undertake a more in-depth examination of these important groups in American history. This division of the general history of minorities is the standard division used by most universities. Latinos in the United States would be available to any graduate student who either needs a graduate history course or has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of separate African American, Latino, and Native American history courses would strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department, with the deletion of History 4113/5113 (Racial and Cultural Minorities in American History).

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, and with the addition of Dr. Micheal Tarver, the Department has a historian who can add greater depth and breadth to the department's courses, especially in the areas of Latin American and World History. This course strengthens the Department's efforts at achieving the goals established by the Master of Arts Program in History Program Objectives, as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? Latinos in the United States will be offered each Fall semester in the even-numbered years (i.e., FA 2004, FA 2006)

E. How will the course be staffed? Dr. Micheal Tarver will teach this course when offered.

F. How will this course affect other departments' students and offerings? Latinos in the United States will provide a graduate-level course into which students from other departments can enroll. For example, Spanish and Spanish Education majors would find this course beneficial.

G. With what other departments have you specifically consulted? The Department of Foreign Languages and International Studies was informed and consulted of these proposed changes.
Latinos in the United States

COURSE DESCRIPTION: This course is a graduate-level inquiry into the historical and cultural heritage of Latinos who have lived or are currently living in the United States. This course examines the varied histories of Mexican, Puerto Rican, Cuban and other Latin American peoples in the United States, with a special view toward activities along political and cultural lines. Students will develop an understanding of the impact and the roles played by Latino men and women in the formation and development of U.S. society. This course includes the colonial origins of these Latino groups, and their general migration patterns to the United States. This course will also explore the development of Latino communities as well as unique cultural and political problems. This course will require a research component.

COURSE OBJECTIVES: After successfully completing Latinos in the United States, students should: 1. be familiar with the contemporary historical development of Latino movements in the United States; 2. know the historical reasons that motivate Cubans, Puerto Ricans and Mexicans to migrate to the United States; 3. better understand the Latino contribution to this country; and 4. be able to analyze Latino community and social issues.

COURSE OUTLINE

1. Introduction: Hispanics in the United States. What is the meaning of being "Hispanic?"
2. Conceptual Issues
   a. The development of paradigmatic approaches to Latino history
   b. Current debates in Latino history
   c. Problems of Latino history
3. The Roots of Hispanic Homogenization. Historical background.
4. Origins of the "Mexican American generation"
   a. The post-1910 wave of Mexican immigrants
   b. The basis of regional differentiation
   c. Relations with the mother country
   d. Comparative issues: the case of Puerto Ricans
5. The Great Depression and its meanings for Latinos
   a. The making of the Mexican American generation
   b. Mexicanos, Mexican Americans, and the New Deal
   c. Comparative issues: populism & cultural nationalism in Latin America and its implications
6. The Wartime Years
   a. Mexicans, Mexican Americans and the wartime economy
   b. The Home front and Latinos
   c. Ideological and political considerations
7. The Mexican American Generation Era
   a. The struggle for civil rights and American society
   b. Mexican immigration and its implications
   c. Social and cultural questions
   d. Globalism and the United States
   e. Comparative issues: the great post-1940 Puerto Rican migration to the U.S.
   a. Framing the 1960s: domestic and international considerations
   b. Kennedy and civil rights, 1960-1963
   c. The disintegration of the "Mexican American" paradigm for civil rights: Chavez and the farm worker struggle
   d. Comparative issues: Cuba, Cuban migration, and its meanings for Latinos in the U.S.
9. The Chicano Movement
   b. The Unraveling of liberalism and the civil rights movement
   c. The Movimiento
   d. Social and cultural questions
   e. Continuing immigration from Mexico and its meanings
10. Hispanic Ethnicity, the Ethnic Revival and its Critique
11. Hispanics and the Dynamics of Race and Class
12. Language, National Identity, and the Ethnic Label Hispanic
13. Conservative Resurgence and Chicanos/Latinos
   a. The American political economy in the 1980s
   b. The New immigration and Latinos
   c. Class and politics among Latinos
   d. Comparative issues: Central American migration to the U.S.
14. The Future of Chicano/Latino history
   a. Conceptualization and interpretation
   b. Globalization, economic restructuring, and Latinos
   c. Difference and the writing of history
15. Latino Consciousness in Theory and Practice.

GENERAL BIBLIOGRAPHY FOR FURTHER RESEARCH

Annotated Bibliography of Sources on Mexican Immigration. 1987. (Lists the resources used to write the Rand report on Mexican immigration to California. Coverage includes the history of Mexican immigration, effects of immigrants on the public sector, and the social and economic integration of Mexican immigrants and their U.S. born offspring.)


Bibliography of Mexican American History. 1984. (A comprehensive research bibliography of primary and secondary sources pertaining to Mexican American history.)

Chicano Literature: A Reference Guide. 1985. (Offers a comprehensive guide to Chicano writers, periods, and genres. The scope of this book spans from 1521 through 1985. It contains biographical essays of Mexican-American writers (including selected bibliographies), as well as essays on subjects such as "Hispanic-Mexican Literature in the Southwest, 1521-1848, "Chicano Poetry," "Chicano Theatre," and "Chicano Children's Literature".)

Handbook of Hispanic Cultures in the United States: Anthropology. 1993. (Compares the culture of Hispanic groups in the United States—Mexican Americans, Puerto Ricans, Cubans and others from Central and South America as well as the Caribbean. Topics examined include: ethnicity, intergroup relations, language and culture, technology and material culture, family, marriage and kinship, religion and ritual, patterns of health and disease, schooling processes, and political activity and organization.)

Handbook of Hispanic Cultures in the United States: History. 1993. (Examines the historical background of Hispanic cultures in the United States, placing considerable attention on Spanish Culture, both in its European origins and its development in the New World.)

The Hispanic-American Almanac: a Reference Work on Hispanics in the United States. 1993. (This work contains a chronology, biographies, and essays on topics ranging from music, religion, business, theater and family.)

Immigration and Ethnicity: A Guide to Information Sources. 1977. (Older work which cites titles pertaining to Mexican, Cuban, Puerto Rican and other Spanish-speaking immigration to the United States.)

The Latino Encyclopedia. 1996. (This six volume set contains entries on people, organizations, geographic locations, history, entertainment, military activity, religion, family life, court cases, cultural movements, and other facets of life that have unique expression among Latinos.)

Latinos in the United States: A Historical Bibliography. 1986. (This work contains over 1000 citations drawn from America: History and Life between 1973-1985.)

The Mexican American: A Critical Guide to Research Aids. 1980. (This work brings together important bibliographic and research aids related to the study of Mexican Americans, as well as introductory essays on the state of research in the various subject areas.)

The Mexican American: A Selected and Annotated Bibliography. 1971. (Dated, but cites older social science scholarship related to Mexican Americans.)

PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 5 September 2002
From: Department of Social Sciences and Philosophy
Request for: Course addition XXXX (Complete Section I)
Course deletion (Complete Sec. II)
Course change (Complete Sec. III)
Submitted by: H. Micheal Tarver
Approved by: [Signature]

SECTION I: Course Addition — Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5123 Effective Term: FALL 2003
Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. African American History
Catalog Title (if different):
Prerequisite: HIST 2003 or HIST 2013
Co-requisite: None
Cross-listed with: HIST 412-3
Does change affect a State Minimum Core course? No Normal grading XXX or Pass/Fail
This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No
Fees attached to class? No Type of fee Normal maximum enrollment limit: 30

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?
Recommended Course ID:  HIST 5123
Course Title:  African American History

SECTION IV: Reviewed/Approvals

[Signature]  9-26-02
Registrar

Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125:  Add date  Delete Date  Change date  By
Fee?  If yes, sent to Student Accounts (date)  By
Recommended Course ID:  HIST 5123  

Course Title:  African American History

Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. Catalog description:  African American History. This course examines the unique role and contribution of African Americans in the overall development of American history from the colonial era to the present. Topics include African societies; black colonial life; the institution of slavery, and African American responses to slavery; the free black community; African American cultural, political, and economic development; issues of assimilation, separatism, and African American responses to institutional racism; the Civil Rights Movement, and recent developments. May not be taken for credit after completion of HIST 4123 or equivalent.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?  Arkansas Tech University currently has a one-semester graduate-level general survey of Racial and Cultural Minorities in American History (HIST 5113). This approach makes the examination of the various minorities quite superficial, as the course covers a fairly wide topic. The creation of three separate graduate courses (HIST 5123, 5133, and 5143) would allow the current course to be divided into African American History, Latinos in the United States, and Native American History. As such, the students would be able to undertake a more in-depth examination of these important groups in American history. This division of the general history of minorities is the standard division used by most universities. African American History would be available to any graduate student who either needs a graduate history course or has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of separate African American, Latino, and Native American history courses would strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department, with the deletion of History 4113/5113 (Racial and Cultural Minorities in American History)

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department’s efforts at achieving the goals established by the Master of Arts Program in History Program Objectives, as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? African American History will be offered each Spring semester in the odd-numbered years (i.e., SP 2005, SP 2007).

E. How will the course be staffed? Dr. James Moses will teach this course when offered.

F. How will this course affect other departments' students and offerings? African American History will provide a graduate-level course into which students from other departments can enroll.

G. With what other departments have you specifically consulted? None.
African American History

Course Description

This course examines the unique role and contribution of African Americans in the overall development of American history from the colonial era to the present. Topics include African societies; black colonial life; the institution of slavery, and African American responses to slavery; the free black community; African American cultural, political, and economic development; issues of assimilation, separatism, and African American responses to institutional racism; the Civil Rights Movement, and recent developments. This course requires a research component.

Course Rationale and Objectives

This is an advanced survey of African American history from the colonial era to the present. Upon completion of this course, the student will have an advanced understanding of the unique African American contribution to American history, and the issues and controversies surrounding the African American historical experience. The student will have improved critical thinking, writing, and analytical abilities through the study and analysis of important primary and secondary source materials related to the study of African American history.

Selected Bibliography

Higgins, Nathan. *Harlem Renaissance* (1971)
Levine, Lawrence W. *Black Culture and Black Consciousness: Afro-American Folk Thought from Slavery to Freedom* (1977)
Meier, August. *Negro Thought in America, 1880-1915* (1963)
Morgan, Edmund S. *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (1975)
Nieman, Donald G. *Promises to Keep: African-Americans and the Constitutional Order, 1776 to the Present* (1991)

Course Outline

Week One: Introductions to African American History
Week Two: The African Background
Week Three: Slave Trade and the Colonial Experience
Week Four: African Americans and the Revolutionary Period
Week Five: Black Life in the Early Republic
Week Six: Slavery
Week Seven: Slavery, Free Blacks, and Prelude to War
Week Eight: Civil War and Reconstruction
Week Nine: The Successes and Failures of Reconstruction
Week Ten: The Nadir and the Jim Crow South
Week Eleven: Washington, Du Bois, and the Progressive Era
Week Twelve: The 20s: Pan-Africanism, Harlem Renaissance
Week Thirteen: Black Americans in the Depression and New Deal
Week Fourteen: World War II and the Origins of the Modern Civil Rights Movement
Week Fifteen: The Civil Rights Movement
Week Sixteen: The Civil Rights Movement II
Week Seventeen: Recent Themes and Trends
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council

Date Submitted: 5 September 2002

From: Department of Social Sciences and Philosophy

Request for: Course addition (Complete Section I) Course deletion XX (Complete Sec. II) Course change (Comp. ete Sec. III)

Submitted by: H. Micheal Tarver

Approved by: 

Department Head

Dean of School

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: Effective Term:

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses.

Catalog Title (if different) Prerequisite: Co-requisite: Cross-listed with: HIST 413

Does change affect a State Minimum Core course? Normal grading or Pass/Fail

This course may be repeated for degree credit times for a maximum of hours. Variable hrs options?

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

SECTION II: Course Deletion --- Complete this section and attach rationale for deletion.

Course ID (Prefix/Number): HIST 5113 Last term to be offered: FALL 1995

Catalog Title: Racial and Cultural Minorities in American History Fee attached? NO

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?
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Course ID: HIST 5113
Course Title: Racial and Cultural Minorities in American History

SECTION IV: Reviewed/Approvals

[Signature]
Registrar

[Signature]
Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125: Add date Delete date Change date By
Fee? If yes, sent to Student Accounts (date) By
Rationale For Deletion of HIST 5113

Arkansas Tech University currently has a one-semester general survey of Racial and Cultural Minorities in American History, cross listed as HIST 4113/5113 and POLS 4113. This approach makes the examination of the various minorities quite superficial, as the course covers a fairly wide topic. The creation of three separate courses (HIST 4123/5123, 4133/5133, and 4143/5143) would allow the current course to be divided into African American History, Latinos in the United States, and Native American History. As such, the students would be able to undertake a more in-depth examination of these important groups in American history. This division of the general history of minorities is the standard division used by most universities. The new replacement courses would be listed through the History course offerings only.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 5 September 2002
From: Department of Social Sciences and Philosophy

Request for: Course addition XXXX (Complete Section I)
Course deletion (Complete Sec. II)
Course change (Complete Sec. III)

Submitted by: Jeffrey Woods
Approved by: [Signature] Department Head
[Signature] Dean of School

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5073
Effective Term: FALL 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. Amer Dipl Hist to 1912

Catalog Title (if different): American Diplomatic History, 1776-1912
Prerequisite: HIST 2003
Co-requisite: None
Cross-listed with: None

Does change affect a State Minimum Core course? No Normal grading XXX or Pass/Fail
This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No
Fees attached to class? No Type of fee
Normal maximum enrollment limit 30

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?
Recommended Course ID: HIST 5073
Course Title: American Diplomatic History, 1776-1912

SECTION IV: Reviewed/Approvals

[Signature]
Registrar

[Signature]
Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125: Add date Delete Date Change date By
Fee? If yes, sent to Student Accounts (date) By

5073-2
Recommended Course ID: **HIST 5073**  
Course Title: **American Diplomatic History, 1776-1912**

**Addition of New Course**

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. **Catalog description**: *American Diplomatic History, 1776-1912.* This course is a study of America's diplomatic relationships with other nations and peoples from 1776 to 1912. Of particular emphasis will be the changes in international affairs brought about by the evolving economic and political conditions. This course follows the United States' early struggles in diplomacy through its expansion and eventual emergence as a world power. May not be taken for credit after completion of HIST 4073 or its equivalent.

II. **Justification and feasibility of course**:

A. **What is the need for this course? Who will take it?** Arkansas Tech University currently has a one-semester upper-level general survey of American Diplomatic History (HIST 4093). This approach makes the examination of the topic superficial, as the course covers a fairly broad -- yet active -- time span. The creation of two separate courses (HIST 4073/5073 and 4083/5083) would allow the current course to be divided into American diplomatic history to 1912 and American diplomatic history since 1912. As such, the students would be able to undertake a more in-depth examination of this important theme in American History. The addition of HIST 5073 (and HIST 5083) will allow the Department of Social Sciences and Philosophy to offer greater depth in its graduate-level history courses. As noted in the catalog description, this course will examine the United States' early struggles in diplomacy through its expansion and eventual emergence as a world power. No knowledge of America's current place in the world is complete without a thorough understanding of this evolution. American Diplomatic History will be available to any graduate student who either needs an additional history course or has an interest in the topic.

B. **How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?** The creation of the two-semester sequence in American Diplomatic History will strengthen the graduate offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. With the deletion of HIST 4093, there will be no overlap with other courses in the department.

C. **Is this course part of any general plan of development within your department? Explain.** Yes. The Department is attempting to broaden its graduate offerings, in an effort to add greater depth and breadth to its courses. Building upon the academic training of the Department's faculty -- in this case Dr. Jeffrey Woods -- this course strengthens the Department's efforts at achieving the goals established by the Master of Arts Program in History Objectives -- as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. **How often will the course be offered?** *American Diplomatic History, 1776-1912* will be offered each Fall semester in the odd-numbered years (i.e., FA 2003, FA 2005).

E. **How will the course be staffed?** Dr. Jeffrey Woods will teach this course when offered.

F. **How will this course affect other departments' students and offerings?** *American Diplomatic History, 1776-1912* will provide a graduate-level course into which students from other departments can enroll.

G. **With what other departments have you specifically consulted?** None.
General Course Description

This course is a study of our past and present relations with other nations, with attention to changes brought about in international affairs by the evolving economic and political conditions. This is a course concerned with America's diplomatic relationships with other nations and peoples. It follows the United States' early struggles to avoid foreign entanglements through its expansion and eventual emergence as a world power. No knowledge of America's current place in the world is complete without a thorough understanding of this evolution. This course requires a research component.

Course Objectives

Basic Objectives: Improving basic knowledge is the cornerstone of any history course. Students will be asked to acquire an understanding of fundamental terms, concepts, and issues. They also will be asked to apply critical thinking and analytical skills.

Selected Bibliography

Combs, The Jay Treaty
DeConde, Entangling Alliance
Gilbert, The Beginnings of American Foreign Policy
Jones, To the Webster-Ashburton Treaty
Larson, The Puritan Ethic in US Foreign Policy
Owsley, King Cotton Diplomacy
Williams, From Colony to Empire
Williams, The Tragedy of American Diplomacy
Bemis, American Foreign Policy and the Blessings of Liberty
Lens, Forging of American Empire
Merk, Gallatin and the Oregon Problem
Perkins, The Diplomacy of a New Age
Perkins, A History of the Monroe Doctrine
Reeves, American Diplomacy Under Tyler and Polk
Rippy, The Rivalry of the United States and Great Britain in Latin America
Kolko, The Roots of American Foreign Policy
May, American Imperialism
Patterson, American Imperialism and Antiimperialism
Tompkins, Antiimperialism
Pletcher, Awkward Years
Early, Panama and World Affairs
Steel, Pax Americana
Osgood, Ideals and Self Interest
Feis, Europe, The World's Banker
Perloff, Shadows of Power
Iriye, US Policy Toward China
Berman, Under the Big Stick
Adler, Uncertain Giant
Lafeber, The Panama Canal
Lafeber, Inevitable Revolutions
Course Outline

Week 1    Introduction
          Revolution

Week 2    Neutrality
          Adams Foreign Policy

Week 3    Jefferson Foreign Policy
          Louisiana Purchase

Week 4    Economic Coercion
          War of 1812

Week 5    Free Security
          Manifest Destiny

Week 6    Filibuster
          Texas

Week 7    Oregon
          Civil War

Week 8    Anti-Imperialism

Week 9    Hayes to McKinley

Week 10   Anti-imperialism

Week 11   Cuba
          Teddy Roosevelt

Week 12   Big Stick
          Imperialism

Week 13   Open Door
          Dollar Diplomacy

Week 14   Global Power

Week 15   Progressive Internationalism
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council

Date Submitted: 5 September 2002

From: Department of Social Sciences and Philosophy

Request for: Course addition XXXX Course deletion Course change (Complete Section I) (Complete Sec. II) (Complete Sec. III)

Submitted by: Jeffrey Woods

Approved by:

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5083 Effective Term: FALL 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. Amer Dipl Hist since 1912

Catalog Title (if different): American Diplomatic History, 1912 to the Present
Prerequisite: HIST 2013
Co-requisite: None
Cross-listed with: None HIST 4083

Does change affect a State Minimum Core course? No Normal grading XXX 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? No Type of fee Normal maximum enrollment limit: 30

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?
Recommended Course ID:  HIST 5083
Course Title:  American Diplomatic History, 1912 to the Present

SECTION IV: Reviewed/Approvals

[Signature]  9-26-82
Registrar

Vice President

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

Office Use:
Screen 125: Add date Delete Date Change date  By
Fee?  If yes, sent to Student Accounts (date)  By
PROPOSAL FOR COURSE CHANGE  
Arkansas Tech University  

Recommended Course ID: HIST 5083  
Course Title: American Diplomatic History, 1912 to the Present  

Addition of New Course  

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. Catalog description: American Diplomatic History, 1912 to the Present. This course is a study of America’s diplomatic relationships with other nations and peoples from 1912 to the present. Of particular emphasis will be the changes in international affairs brought about by the evolving economic and political conditions. This course follows the United States’ from its emergence as a world power through two world wars, a cold war, and a war on terrorism. May not be taken for credit after completion of HIST 4083 or its equivalent.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? Arkansas Tech University currently has a one-semester upper-level general survey of American Diplomatic History (HIST 4093). This approach makes the examination of the topic superficial, as the course covers a fairly broad – yet active -- time span. The creation of two separate courses (HIST 4073/5073 and 4083/5083) would allow the current course to be divided into American diplomatic history to 1912 and American diplomatic history since 1912. As such, the students would be able to undertake a more in-depth examination of this important theme in American History. The addition of HIST 5083 (and HIST 5073) will allow the Department of Social Sciences and Philosophy to offer greater depth in its graduate-level history courses. As noted in the catalog description, this course will begin with the United States’ emergence as a world power and continue through two world wars, a cold war, and a war on terrorism. No knowledge of America's current place in the world is complete without a thorough understanding of this evolution. American Diplomatic History will be available to any graduate student who either needs an additional history course or has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of the two-semester sequence in American Diplomatic History will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. With the deletion of HIST 4093, there will be no overlap with other courses in the department.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its graduate offerings, in an effort to add greater depth and breadth to its courses. Building upon the academic training of the Department’s faculty -- in this case Dr. Jeffrey Woods -- this course strengthens the Department’s efforts at achieving the goals established by the Master of Arts Program in History Objectives -- as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? American Diplomatic History, 1912 to the Present will be offered each Spring semester in the even-numbered years (i.e., SP 2004, SP 2006).

E. How will the course be staffed? Dr. Jeffrey Woods will teach this course when offered.

F. How will this course affect other departments' students and offerings? American Diplomatic History, 1912 to the Present will provide a graduate-level course into which students from other departments can enroll.

G. With what other departments have you specifically consulted? None.
American Diplomatic History, 1912 to the Present

General Course Description

This course is a study of our past and present relations with other nations, with attention to changes brought about in international affairs by the evolving economic and political conditions. This course is concerned with America's diplomatic relationships with other nations and peoples. It follows the United States' emergence as a world power through two world wars, a cold war, and a war on terrorism. No knowledge of America's current place in the world is complete without a thorough understanding of this evolution. This course will require a research component.

Course Objectives

Basic Objectives: Improving basic knowledge is the cornerstone of any history course. Students will be asked to acquire an understanding of fundamental terms, concepts, and issues. They also will be asked to apply critical thinking and analytical skills.

Selected Bibliography

Kolko, The Limits of Power
Mechan, The United States and InterAmerican Security
Newstäd, Alliance Politics
Offner, American Appeasement
Beard, Roosevelt and the Coming of the War
Wilson, American Business and Foreign Policy
Wood, The Making of the Good Neighbor Policy
Dallek, FDR and American Foreign Policy
Jonas, Isolationism in America, 1935-1941
Crabb, American Foreign Policy in the Nuclear Age
Gaddis, The US and the Origins of the Cold War
Gaddis, Russia, the Soviet Union, and the United States
Gaddis, The United States and the End of the Cold War
Gardner, A Covenant with Power
Gelb and Betts, The Irony of Vietnam
Kennan, Realities of American Foreign Policy
Kolko, The Politics of War
Levering, The Kennedy Crises
Lafeber, America in the Cold War
Leffler, A Preponderance of Power
Maddox, The New Left and the Origins of the Cold War
Acheson, Present at the Creation
Aron, Imperial Republic
Ulam, The Rivals
Tillman, The United States in the Middle East
Immerman, The CIA in Guatemala
Jo, US Foreign Policy in Asia
Schulsinger, A Time for War
Vance, Hard Choices
Link, Wilson the Diplomatist
Dulles, Prelude to World Power
Hughes, The Domestic Context of American Foreign Policy
Course Outline

Week 1  Introduction
        Woodrow Wilson and Progressive Internationalism

Week 2  Wilson and Latin America

Week 3  World War I

Week 4  League of Nations
        1920s Foreign Policy

Week 5  Return to Isolationism
        Grudging Belligerent

Week 6  Pearl Harbor
        Atomic Bomb

Week 7  George Kennan and Containment
        China

Week 8  Korea
        New Look

Week 9  CIA and American Foreign Policy

Week 10 Flexible Response

Week 11 Cuba

Week 12 Third World
        Vietnam

Week 13 Detente
        McWorld vs. Jihad

Week 14 Star Wars
        End of the Cold War

Week 15 New Strategies
        September 11
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 5 September 2002

From: Department of Social Sciences and Philosophy

Request for: Course addition (Complete Section I) Course deletion (Complete Sec. II) Course change XXX (Complete Sec. III)

Submitted by: H. Micheal Tarver
Approved by: 

Department Head
Dean of School

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID:

Effective Term:

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses.

Catalog Title (if different)
Prerequisite:
Co-requisite:
Cross-listed with: HIST 5033
Does change affect a State Minimum Core course? Normal grading or Pass/Fail
This course may be repeated for degree credit times for a maximum of hours.
Variable hrs options?
Fees attached to class? 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): HIST 5033
Catalog Title: The Frontier in American History

Effective Term: FALL 2003
Does course have a fee attached? NO
Course ID: HIST 5033
Course Title: The Frontier in American History

SECTION IV: Reviewed/Approvals

Registrar

Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125: Add date Delete date Change date By
Fee? If yes, sent to Student Accounts (date) By

5033-2
Rationale For Change in HIST 5033


The proposed change in History 4033/5033 is a Course Title Change, designed to better reflect the course content and eliminate the title differences between the undergraduate and graduate versions of the same course. The Catalog descriptions remain the same. This change will not affect the Department's current staffing, budget, or classroom utilization, nor will this change have an effect on any other department.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 5 September 2002
From: Department of Social Sciences and Philosophy
Request for: Course addition XXXX
(Complete Section I)
Course deletion
(Complete Sec. II)
Course change
(Complete Sec. III)
Submitted by: H. Micheal Tarver
Approved by: 

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5143  Effective Term: FALL 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. Native American History

Catalog Title (if different):
Prerequisite: HIST 2003 or HIST 2013
Co-requisite: None
Cross-listed with: 4153
Does change affect a State Minimum Core course? No Normal grading XXX or Pass/Fail
This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No Fees attached to class? No Type of fee Normal maximum enrollment limit: 30

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?
Recommended Course ID:  HIST 5143
Course Title:  Native American History

SECTION IV: Reviewed/Approvals

[Signature]  9-26-02
Registrar

Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125:
Add date  Delete Date
Fee?  If yes, sent to Student Accounts (date)
Recommended Course ID:  **HIST 5143**  

**Course Title: Native American History**

**Addition of New Course**

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

**I. Catalog description:** Native American History. A survey of Native American history from the Archaic period to the present. This course will present an interpretation of the historical experience of the diverse nations native to North America utilizing an ethno-historical approach. Some emphasis will be placed on the formation and operation of United States government policy regarding Native Americans in both the 19th and 20th centuries. May not be taken for credit after completion of HIST 4143 or equivalent.

**II. Justification and feasibility of course:**

A. What is the need for this course? Who will take it? Arkansas Tech University currently has a one-semester graduate-level general survey of Racial and Cultural Minorities in American History (HIST 5113). This approach makes the examination of the various minorities quite superficial, as the course covers a fairly wide topic. The creation of three separate graduate courses (HIST 5123, 5133, and 5143) would allow the current course to be divided into African American History, Latinos in the United States, and Native American History. As such, the students would be able to undertake a more in-depth examination of these important groups in American history. This division of the general history of minorities is the standard division used by most universities. Native American History would be available to any graduate student who either needs a graduate history course or has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of separate African American, Latino, and Native American history courses would strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department, with the deletion of History 4113/5113 (Racial and Cultural Minorities in American History).

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, and with the addition of Dr. Micheal Tarver, the Department has a historian who can add greater depth and breadth to the department's courses, especially in the areas of Latin American and World History. Dr. Tarver has undertaken graduate work in the area of Native American history, focusing on pre-Columbian Indians, as well as Spanish, French, United States, and Canadian Indian Poles. This course strengthens the Department's efforts at achieving the goals established by the Master of Arts Program in History Program Objectives, as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? Native American History will be offered each Summer in the even-numbered years (i.e., SU 2004, SU 2006).

E. How will the course be staffed? Dr. Micheal Tarver will teach this course when offered.

F. How will this course affect other departments' students and offerings? Native American History will provide a graduate-level course into which students from other departments can enroll. For example, graduate student majoring in Spanish and Spanish Education may find this course beneficial.

G. With what other departments have you specifically consulted? The Department of Foreign Languages and International Studies was informed of these proposed changes.
Native American History

GENERAL DESCRIPTION

This will be a survey course covering the history of Native Americans in the United States. This course will begin by examining the various culture areas and continue its study through the imperial relations by the various European powers through American policy during the reservation era of the post-U.S. Civil War to the modern-day Indian issues. The primary purpose of this course will be to explore our nation's history from a completely different perspective. This course will require a research component.

COURSE OBJECTIVES

1. This course will examine the key historical issues in Native American history from the major Archaic cultures to the present.

2. Through the study of Indian-White relations, this course will provide a deeper and more accurate understanding of our history.

3. This course will help dispel various myths and stereotypes concerning both Indians and whites.

4. This course will provide an understanding of our government's changing relationship to the original inhabitants of the land.

5. This course will provide the student with a greater appreciation of Native American culture and resilience.

6. This course will better prepare the student with additional background necessary for other advanced courses in history and other disciplines.

7. This course will allow the student to develop an appreciation of diverse cultures.

COURSE OUTLINE

Week 1  Indian Origins: Theories and Evidence
         Pre-Contact Tribal and Band Development
         Human Presence & Cultural Foundations in North America
Week 2  Culture Areas: West Coast, Southwest, Northwest, Great Basin
Week 3  Culture Areas: Plateau, Great Plains, Northeast, Southeast
Week 4  Material cultures (art, technology, transportation, shelter, etc.) and Languages
         Religions and World Views
Week 5  Folklore
         Social organizations
Week 6  Spanish and French Contact with Natives in North America
         Variations of Indian Policies: Spanish, French, Russian
Week 7  English Contact with Natives in North America
         The Image of the Native and Its Impact on Policy Development
Week 8  The Struggle of Nations: Europeans and Indians (The Imperial Wars)
         Indians and the American Revolution
         George Washington's Indian Policy
         Foundations of U.S.-Indian Relations
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Jeffersonian Indian Policy and the Beginning of Removal</th>
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<tbody>
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<td></td>
<td>Jacksonian Removal</td>
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<td>Trail of Tears</td>
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<td>Week 10</td>
<td>Western Expansion and Indian resistance</td>
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<td>Indians and the U.S. Civil War</td>
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<td>Reconstruction and the &quot;Peace Policy&quot;</td>
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<td>The Battle for the Great Plains</td>
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<td>The Reservation Era</td>
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<td>Week 11</td>
<td>Native Responses and Strategies for Evasion</td>
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<td></td>
<td>Military Conquest and Indian Resistance</td>
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<td>Wounded Knee</td>
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<td>Week 12</td>
<td>Vanishing Americans&quot; 1900-1930</td>
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<td>John Collier and the Indian New Deal</td>
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<td>Indian Reorganization</td>
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<td>Week 13</td>
<td>World War II and the Onset of Termination</td>
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<td>Getting Out of the Indian Business: Termination and Relocation</td>
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<tr>
<td>Week 14</td>
<td>Pan Indian Movements and Tribalism of the 1960s</td>
</tr>
<tr>
<td></td>
<td>Modern Indian Issues</td>
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</tbody>
</table>
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 5 September 2002
From: Department of Social Sciences and Philosophy
Request for: Course addition XXXX
(Complete Section I) Course deletion (Complete Sec. II) Course change (Complete Sec. III)
Submitted by: H. Micheal Tarver
Approved by: Department Head

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5123 Effective Term: FALL 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. African American History

Catalog Title (if different):
Prerequisite: HIST 2003 or HIST 2013
Co-requisite: None
Cross-listed with: History 4123
Does change affect a State Minimum Core course? No Normal grading XXX or Pass/Fail
This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No
Fees attached to class? No Type of fee Normal maximum enrollment limit: 30

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?
Recommended Course ID: HIST 5123
Course Title: African American History

SECTION IV: Reviewed/Approvals

[Signature]
Registrar

[Signature]
Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125: Add date Delete Date Change date By
Fee? If yes, sent to Student Accounts (date)

5123-2
Recommended Course ID:  HIST 5123  

Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. Catalog description: African American History. This course examines the unique role and contribution of African Americans in the overall development of American history from the colonial era to the present. Topics include African societies; black colonial life; the institution of slavery, and African American responses to slavery; the free black community; African American cultural, political, and economic development; issues of assimilation, separatism, and African American responses to institutional racism; the Civil Rights Movement, and recent developments. May not be taken for credit after completion of HIST 4123 or equivalent.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? Arkansas Tech University currently has a one-semester graduate-level general survey of Racial and Cultural Minorities in American History (HIST 5113). This approach makes the examination of the various minorities quite superficial, as the course covers a fairly wide topic. The creation of three separate graduate courses (HIST 5123, 5133, and 5143) would allow the current course to be divided into African American History, Latinos in the United States, and Native American History. As such, the students would be able to undertake a more in-depth examination of these important groups in American history. This division of the general history of minorities is the standard division used by most universities. African American History would be available to any graduate student who either needs a graduate history course or has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of separate African American, Latino, and Native American history courses would strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department, with the deletion of History 4113/5113 (Racial and Cultural Minorities in American History).

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. This course strengthens the Department’s efforts at achieving the goals established by the Master of Arts Program in History Program Objectives, as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? African American History will be offered each Spring semester in the odd-numbered years (i.e., SP 2003, SP 2007).

E. How will the course be staffed? Dr. James Moses will teach this course when offered.

F. How will this course affect other departments’ students and offerings? African American History will provide a graduate-level course into which students from other departments can enroll.

G. With what other departments have you specifically consulted? None.
African American History

Course Description

This course examines the unique role and contribution of African Americans in the overall development of American history from the colonial era to the present. Topics include African societies; black colonial life; the institution of slavery, and African American responses to slavery; the free black community; African American cultural, political, and economic development; issues of assimilation, separatism, and African American responses to institutional racism; the Civil Rights Movement, and recent developments. This course requires a research component.

Course Rationale and Objectives

This is an advanced survey of African American history from the colonial era to the present. Upon completion of this course, the student will have an advanced understanding of the unique African American contribution to American history, and the issues and controversies surrounding the African American historical experience. The student will have improved critical thinking, writing, and analytical abilities through the study and analysis of important primary and secondary source materials related to the study of African American history.

Selected Bibliography

Higgins, Nathan. *Harlem Renaissance* (1971)
Levine, Lawrence W. *Black Culture and Black Consciousness: Afro-American Folk Thought from Slavery to Freedom* (1977)
Meier, August. *Negro Thought in America, 1880-1915* (1963)
Morgan, Edmund S. *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (1975)
Nieman, Donald G. *Promises to Keep: African-Americans and the Constitutional Order, 1776 to the Present* (1991)

Course Outline

Week One: Introductions to African American History
Week Two: The African Background
Week Three: Slave Trade and the Colonial Experience
Week Four: African Americans and the Revolutionary Period
Week Five: Black Life in the Early Republic
Week Six: Slavery
Week Seven: Slavery, Free Blacks, and Prelude to War
Week Eight: Civil War and Reconstruction
Week Nine: The Successes and Failures of Reconstruction
Week Ten: The Nadir and the Jim Crow South
Week Eleven: Washington, Du Bois, and the Progressive Era
Week Twelve: The 20s: Pan-Africanism, Harlem Renaissance
Week Thirteen: Black Americans in the Depression and New Deal
Week Fourteen: World War II and the Origins of the Modern Civil Rights Movement
Week Fifteen: The Civil Rights Movement
Week Sixteen: The Civil Rights Movement II
Week Seventeen: Recent Themes and Trends
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 5 September 2002
From: Department of Social Sciences and Philosophy
Request for: Course addition XXXX
(Complete Section I)
Submitted by: Micheal Tarver
Approved by: 

ATTACHMENT A
Page 1

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5013
Effective Term: FALL 2003
Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. Amer Military History
Catalog Title (if different): American Military History
Prerequisite: HIST 2013
Co-requisite: None
Cross-listed with: None
Does change affect a State Minimum Core course? No
Normal grading XXX or Pass/Fail
This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No
Fees attached to class? No
Type of fee Normal maximum enrollment limit: 30

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?
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Recommended Course ID:  **HIST 5013**
Course Title:  **American Military History**

SECTION IV: Reviewed/Approvals

__________________________________________
Registrar

__________________________________________
Vice President

*Faculty Senate:*
Approved date:  
Disapproved date:  

*Graduate Council:*
Approved date:  
Disapproved date:  

Office Use:
Screen 125:  Add date  Delete Date  Change date  By
Fee?  If yes, sent to Student Accounts (date)  By
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Recommended Course ID: **HIST 5013**
Course Title: **American Military History**

Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. **Catalog description:** American Military History. A study of the American military from its colonial origins to the present, including the development of the military establishment and its relationship with American society. May not be taken for credit after completion of HIST 4013 or its equivalent.

II. **Justification and feasibility of course:**

A. What is the need for this course? Who will take it? The creation of HIST 5013 is needed to expand the History offerings in the Department of Social Sciences and Philosophy at the graduate level. Although the course is being created specifically to assist the students in the Master of Arts Program in History, the course will be available to any graduate student who has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of the graduate-level American Military History will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There will be no overlap with other courses in the department.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its offerings, in an effort to add greater depth and breadth to its courses. Building upon the academic training of the Department’s faculty — in this case Dr. Georgena Duncan — this course strengthens the Department’s efforts at achieving the goals established by the Master of Arts Program in History Program Objectives — as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? American Military History should be offered every two years.

E. How will the course be staffed? Dr. Georgena Duncan will teach this course when offered.

F. How will this course affect other departments’ students and offerings? American Military History will provide a graduate-level course into which students from other departments can enroll.

G. With what other departments have you specifically consulted? None.
American Military History

General Description

This course is a study of the American military from its colonial origins to the present, including the development of the military establishment and its relationship with American society. This course will require a research component.

Course Objectives

The study of American military history introduces the student to the various wars of the United States, the unique ways in which the United States raises, prepares and controls its military, and the development of American military doctrine.

Course Content

The course will begin with a consideration of military terminology necessary to understanding the conduct of war and battle. The European military developments of modern history and how they were applied in the American colonies will be covered, as well as the period of colonial warfare.

We will cover colonial wars, the Revolutionary War, the War of 1812, the Mexican-American War, the Civil War, various Indian Wars, the Spanish-American War, World War I, World War II and Vietnam. Most emphasis will be given to the Revolution, the Civil War and World War II.

General Bibliography

Coffman, Edward M. The War to End All Wars.
MacDonald, Charles B. The Mighty Endeavor: American Armed Forces in the European Theater in World War II.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 5 September 2002
From: Department of Social Sciences and Philosophy
Request for: Course addition XXXX
(Complete Section I)
Submitted by: H. Micheal Tarver
Approved by: [Signature]

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5133
Effective Term: FALL 2003
Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses.
Latinos in the United States
Catalog Title (if different): Latinos in the United States
Prerequisite: None
Co-requisite: None
Cross-listed with: None
Hi 5s: 4133
Does change affect a State Minimum Core course? No
Normal grading XXX or Pass/Fail
This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No
Fees attached to class? No
Type of fee
Normal maximum enrollment limit: 30

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?
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Recommended Course ID: HIST 5133
Course Title: Latinos in the United States

SECTION IV: Reviewed/Approvals

\[\text{Signature} \quad 9-26-02\]
Registrar

\[\text{Signature} \quad \text{Vice President}\]

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125: Add date Delete Date Change date By
Fee? If yes, sent to Student Accounts (date) By
Recommended Course ID:  HIST 5133  

Course Title:  Latinos in the United States

Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. Catalog description:  Latinos in the United States. This course is an analysis of the historical and cultural heritage of Latinos who have lived or are currently living in the United States. This course includes the colonial origins of Latino groups and their general migration patterns to the United States. This course also explores the development of Latino communities as well as the relationship between Latinos and social institutions. May not be taken for credit after completion of HIST 4133 or equivalent.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?  Arkansas Tech University currently has a one-semester graduate-level general survey of Racial and Cultural Minorities in American History (HIST 5113). This approach makes the examination of the various minorities quite superficial, as the course covers a fairly wide topic. The creation of three separate graduate courses (HIST 5123, 5133, and 5143) would allow the current course to be divided into African American History, Latinos in the United States, and Native American History. As such, the students would be able to undertake a more in-depth examination of these important groups in American history. This division of the general history of minorities is the standard division used by most universities. Latinos in the United States would be available to any graduate student who either needs a graduate history course or has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?  The creation of separate African American, Latino, and Native American history courses would strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There would be no overlap with other courses in the department, with the deletion of History 4113/5113 (Racial and Cultural Minorities in American History).

C. Is this course part of any general plan of development within your department? Explain.  Yes. The Department is attempting to broaden its offerings, and with the addition of Dr. Micheal Tarver, the Department has a historian who can add greater depth and breadth to the department’s courses, especially in the areas of Latin American and World History. This course strengthens the Department’s efforts at achieving the goals established by the Master of Arts Program in History Program Objectives, as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered?  Latinos in the United States will be offered each Fall semester in the even-numbered years (i.e., FA 2004, FA 2006)

E. How will the course be staffed?  Dr. Micheal Tarver will teach this course when offered.

F. How will this course affect other departments' students and offerings?  Latinos in the United States will provide a graduate-level course into which students from other departments can enroll. For example, Spanish and Spanish Education majors would find this course beneficial.

G. With what other departments have you specifically consulted?  The Department of Foreign Languages and International Studies was informed and consulted of these proposed changes.
Latinos in the United States

COURSE DESCRIPTION: This course is a graduate-level inquiry into the historical and cultural heritage of Latinos who have lived or are currently living in the United States. This course examines the varied histories of Mexican, Puerto Rican, Cuban and other Latin American peoples in the United States, with a special view toward activities along political and cultural lines. Students will develop an understanding of the impact and the roles played by Latino men and women in the formation and development of U.S. society. This course includes the colonial origins of these Latino groups, and their general migration patterns to the United States. This course will also explore the development of Latino communities as well as unique cultural and political problems. This course will require a research component.

COURSE OBJECTIVES: After successfully completing Latinos in the United States, students should: 1. be familiar with the contemporary historical development of Latino movements in the United States; 2. know the historical reasons that motivate Cubans, Puerto Ricans and Mexicans to migrate to the United States; 3. better understand the Latino contribution to this country; and 4. be able to analyze Latino community and social issues.

COURSE OUTLINE

1. Introduction: Hispanics in the United States. What is the meaning of being "Hispanic?"
2. Conceptual Issues
   a. The development of paradigmatic approaches to Latino history
   b. Current debates in Latino history
   c. Problems of Latino history
3. The Roots of Hispanic Homogenization. Historical background.
4. Origins of the "Mexican American generation"
   a. The post-1910 wave of Mexican immigrants
   b. The basis of regional differentiation
   c. Relations with the mother country
   d. Comparative issues: the case of Puerto Ricans
5. The Great Depression and its meanings for Latinos
   a. The making of the Mexican American generation
   b. Mexicanos, Mexican Americans, and the New Deal
   c. Comparative issues: populism & cultural nationalism in Latin America and its implications
6. The Wartime Years
   a. Mexicans, Mexican Americans and the wartime economy
   b. The Home front and Latinos
   c. Ideological and political considerations
7. The Mexican American Generation Era
   a. The struggle for civil rights and American society
   b. Mexican immigration and its implications
   c. Social and cultural questions
   d. Globalism and the United States
   e. Comparative issues: the great post-1940 Puerto Rican migration to the U.S.
   a. Framing the 1960s: domestic and international considerations
   b. Kenned y and civil rights, 1960-1963
   c. The disintegration of the "Mexican American" paradigm for civil rights: Chavez and the farm worker struggle
   d. Comparative issues: Cuba, Cuban migration, and its meanings for Latinos in the U.S.
9. The Chicano Movement
   b. The Unraveling of liberalism and the civil rights movement
   c. The Movimiento
   d. Social and cultural questions
   e. Continuing immigration from Mexico and its meanings
10. Hispanic Ethnicity, the Ethnic Revival and its Critique
11. Hispanics and the Dynamics of Race and Class
12. Language, National Identity, and the Ethnic Label Hispanic
13. Conservative Resurgence and Chicanos/Latinos
   a. The American political economy in the 1980s
   b. The New immigration and Latinos
   c. Class and politics among Latinos
   d. Comparative issues: Central American migration to the U.S.
14. The Future of Chicano/Latino history
   a. Conceptualization and interpretation
   b. Globalization, economic restructuring, and Latinos
   c. Difference and the writing of history
15. Latino Consciousness in Theory and Practice.

GENERAL BIBLIOGRAPHY FOR FURTHER RESEARCH

Annotated Bibliography of Sources on Mexican Immigration. 1987. (Lists the resources used to write the Rand report on Mexican immigration to California. Coverage includes the history of Mexican immigration, effects of immigrants on the public sector, and the social and economic integration of Mexican immigrants and their U.S. born offspring.)


Bibliography of Mexican American History. 1984. (A comprehensive research bibliography of primary and secondary sources pertaining to Mexican American history.)


Handbook of Hispanic Cultures in the United States: Anthropology. 1993. (Compares the culture of Hispanic groups in the United States--Mexican Americans, Puerto Ricans, Cubans and others from Central and South America as well as the Caribbean. Topics examined include: ethnicity, intergroup relations, language and culture, technology and material culture, family, marriage and kinship, religion and ritual, patterns of health and disease, schooling processes, and political activity and organization.)

Handbook of Hispanic Cultures in the United States: History. 1993. (Examines the historical background of Hispanic cultures in the United States, placing considerable attention on Spanish Culture, both in its European origins and its development in the New World.)

The Hispanic-American Almanac: A Reference Work on Hispanics in the United States. 1993. (This work contains a chronology, biographies, and essays on topics ranging from music, religion, business, theater and family.)

Immigration and Ethnicity: A Guide to Information Sources. 1977. (Older work which cites titles pertaining to Mexican, Cuban, Puerto Rican and other Spanish-speaking immigration to the United States.)

The Latino Encyclopedia. 1996. (This six volume set contains entries on people, organizations, geographic locations, history, entertainment, military activity, religion, family life, court cases, cultural movements, and other facets of life that have unique expression among Latinos.)

Latinos in the United States: A Historical Bibliography. 1986. (This work contains over 1000 citations drawn from America: History and Life between 1973-1985.)

The Mexican American: A Critical Guide to Research Aids. 1980. (This work brings together important bibliographic and research aids related to the study of Mexican Americans, as well as introductory essays on the state of research in the various subject areas.)

The Mexican American: A Selected and Annotated Bibliography. 1971. (Dated, but cites older social science scholarship related to Mexican Americans.)

PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 5 September 2002
From: Department of Social Sciences and Philosophy
Request for: Course addition (Complete Section I) Course deletion (Complete Sec. II) Course change XXX (Complete Sec. III)
Submitted by: H. Micheal Tarver
Approved by: [Signature]

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: Effective Term:

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses.

Catalog Title (if different) Prerequisite:
Co-requisite:
Cross-listed with: Hist 4033
Does change affect a State Minimum Core course? ____ Normal grading or Pass/Fail ____
This course may be repeated for degree credit ___ times for a maximum of ___ hours.
Variable hrs options?
Fees attached to class? 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): HIST 5033 Effective Term: FALL 2003
Catalog Title: The Frontier in American History Does course have a fee attached? NO

5033-1
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Course ID: HIST 5033
Course Title: The Frontier in American History

SECTION IV: Reviewed/Approvals

[Signature] 9-26-02
Registrar

Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125: Add date Delete date Change date By
Fee? If yes, sent to Student Accounts (date) By
Rationale For Change in HIST 5033

The proposed change in History 4033/5033 is a Course Title Change, designed to better reflect the course content and eliminate the title differences between the undergraduate and graduate versions of the same course. The Catalog descriptions remain the same. This change will not affect the Department's current staffing, budget, or classroom utilization, nor will this change have an effect on any other department.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 5 September 2002
From: Department of Social Sciences and Philosophy
Request for: Course addition XXXX (Complete Section I)
Course deletion (Complete Sec. II)
Course change (Complete Sec. III)
Submitted by: Jeffrey Woods
Approved by: [Signature] Department Head
[Signature] Dean of School

SECTION I: Course Addition — Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5073 Effective Term: FALL 2003
Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. Amer Dipl Hist to 1912
Catalog Title (if different): American Diplomatic History, 1776-1912
Prerequisite: HIST 2003
Co-requisite: None
Cross-listed with: None
Does change affect a State Minimum Core course? No
Normal grading XXX or Pass/Fail
This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No
Fees attached to class? No Type of fee Normal maximum enrollment limit: 30

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?
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Recommended Course ID: HIST 5073
Course Title: American Diplomatic History, 1776-1912

SECTION IV: Reviewed/Approvals

[Signature]
Registrar

Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125: Add date Delete Date Change date By
Fee? _____ If yes, sent to Student Accounts (date) By
Recommended Course ID: **HIST 5073**  
Course Title: **American Diplomatic History, 1776-1912**

**Addition of New Course**

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. **Catalog description:** American Diplomatic History, 1776-1912. This course is a study of America’s diplomatic relationships with other nations and peoples from 1776 to 1912. Of particular emphasis will be the changes in international affairs brought about by the evolving economic and political conditions. This course follows the United States’ early struggles in diplomacy through its expansion and eventual emergence as a world power. May not be taken for credit after completion of HIST 4073 or its equivalent.

II. **Justification and feasibility of course:**

A. What is the need for this course? Who will take it? Arkansas Tech University currently has a one-semester upper-level general survey of American Diplomatic History (HIST 4093). This approach makes the examination of the topic superficial, as the course covers a fairly broad – yet active – time span. The creation of two separate courses (HIST 4073/5073 and 4083/5083) would allow the current course to be divided into American diplomatic history to 1912 and American diplomatic history since 1912. As such, the students would be able to undertake a more in-depth examination of this important theme in American History. The addition of HIST 5073 (and HIST 5083) will allow the Department of Social Sciences and Philosophy to offer greater depth in its graduate-level history courses. As noted in the catalog description, this course will examine the United States’ early struggles in diplomacy through its expansion and eventual emergence as a world power. No knowledge of America’s current place in the world is complete without a thorough understanding of this evolution. American Diplomatic History will be available to any graduate student who either needs an additional history course or has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of the two-semester sequence in American Diplomatic History will strengthen the graduate offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. With the deletion of HIST 4093, there will be no overlap with other courses in the department.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its graduate offerings, in an effort to add greater depth and breadth to its courses. Building upon the academic training of the Department’s faculty – in this case Dr. Jeffrey Woods -- this course strengthens the Department’s efforts at achieving the goals established by the Master of Arts Program in History Objectives – as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? American Diplomatic History, 1776-1912 will be offered each Fall semester in the odd-numbered years (i.e., FA 2003, FA 2005).

E. How will the course be staffed? Dr. Jeffrey Woods will teach this course when offered.

F. How will this course affect other departments’ students and offerings? American Diplomatic History, 1776-1912 will provide a graduate-level course into which students from other departments can enroll.

G. With what other departments have you specifically consulted? None.
General Course Description

This course is a study of our past and present relations with other nations, with attention to changes brought about in international affairs by the evolving economic and political conditions. This is a course concerned with America’s diplomatic relationships with other nations and peoples. It follows the United States’ early struggles to avoid foreign entanglements through its expansion and eventual emergence as a world power. No knowledge of America’s current place in the world is complete without a thorough understanding of this evolution. This course requires a research component.

Course Objectives

Basic Objectives: Improving basic knowledge is the cornerstone of any history course. Students will be asked to acquire an understanding of fundamental terms, concepts, and issues. They also will be asked to apply critical thinking and analytical skills.

Selected Bibliography

Combs, *The Jay Treaty*
DeConde, *Entangling Alliance*
Gilbert, *The Beginnings of American Foreign Policy*
Jones, *To the Webster-Ashburton Treaty*
Larson, *The Puritan Ethic in US Foreign Policy*
Owsley, *King Cotton Diplomacy*
Williams, *From Colony to Empire*
Williams, *The Tragedy of American Diplomacy*
Bemis, *American Foreign Policy and the Blessings of Liberty*
Lens, *Forging of American Empire*
Merk, *Gallatin and the Oregon Problem*
Perkins, *The Diplomacy of a New Age*
Perkins, *A History of the Monroe Doctrine*
Reeves, *American Diplomacy Under Tyler and Polk*
Rippy, *The Rivalry of the United States and Great Britain in Latin America*
Kolko, *The Roots of American Foreign Policy*
May, *American Imperialism*
Patterson, *American Imperialism and Antiimperialism*
Tompkins, *Antiimperialism*
Pletcher, *Awkward Years*
Early, *Panama and World Affairs*
Steel, *Pax Americana*
Osgood, *Ideals and Self Interest*
Feis, Europe, *The World's Banker*
Perloff, *Shadows of Power*
Iriye, *US Policy Toward China*
Berman, *Under the Big Stick*
Adler, *Uncertain Giant*
Lafeber, *The Panama Canal*
Lafeber, *Inevitable Revolutions*
**Course Outline**

Week 1  
Introduction  
Revolution

Week 2  
Neutrality  
Adams Foreign Policy

Week 3  
Jefferson Foreign Policy  
Louisiana Purchase

Week 4  
Economic Coercion  
War of 1812

Week 5  
Free Security  
Manifest Destiny

Week 6  
Filibuster  
Texas

Week 7  
Oregon  
Civil War

Week 8  
Anti-Imperialism

Week 9  
Hayes to McKinley

Week 10  
Anti-imperialism

Week 11  
Cuba  
Teddy Roosevelt

Week 12  
Big Stick  
Imperialism

Week 13  
Open Door  
Dollar Diplomacy

Week 14  
Global Power

Week 15  
Progressive Internationalism
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 16 September 2002
From: Department of Social Sciences and Philosophy
Request for: Course addition XXXX (Complete Section I)
Course deletion (Complete Sec. II)
Course change (Complete Sec. III)
Submitted by: Jan Jenkins
Approved by: [Signature]

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5433
Effective Term: FALL 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses.

Catalog Title (if different): Europe in the Nineteenth Century, 1815-1914
Prerequisite: HIST 2013
Co-requisite: None
Cross-listed with: None
Does change affect a State Minimum Core course? No Normal grading XXX or Pass/Fail
This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No
Fees attached to class? No
Type of fee
Normal maximum enrollment limit: 30

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?
Recommended Course ID: HIST 5433
Course Title: Europe in the Nineteenth Century, 1815-1914

SECTION IV: Reviewed/Approvals

____________________________
Registrar

____________________________
Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125: Add date Delete Date Change date By
Fee? _____ If yes, sent to Student Accounts (date) By
Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. Catalog description: Political, economic, and cultural history of Europe with emphasis on imperialism in Africa and Asia; wars of the last century; and causes of World War I. May not be taken for credit after completion of HIST 4433 or its equivalent.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The graduate program in History currently needs additional courses in European history for its majors. The addition of Europe in the Nineteenth Century at the graduate level (the course already exists at the senior-level) will allow an additional graduate course offering with no additional faculty requirements to cover the class. This course will be available to any graduate student who either needs an additional history course or has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The addition of Europe in the Nineteenth Century at the graduate level will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There will be no overlap with other graduate courses in the department.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its graduate offerings, in an effort to add greater depth and breadth to its program. Building upon the academic training of the Department's faculty — in this case Dr. Jan Jenkins — this course strengthens the Department's efforts at achieving the goals established by the Master of Arts Program in History Objectives — as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? Europe in the Nineteenth Century will be offered each Spring semester in the even-numbered years (i.e., SP 2004, SP 2006).

E. How will the course be staffed? Dr. Jan Jenkins will assume primary responsibility for teaching this course when offered.

F. How will this course affect other departments' students and offerings? Europe in the Nineteenth Century will provide a graduate-level course into which students from other departments can enroll.

G. With what other departments have you specifically consulted? None.
Course Description

This course covers the political, social, and intellectual atmosphere from the Congress of Vienna, at which European statesmen attempted to resurrect pre-Napoleonic Europe, to the summer before the outbreak of World War I in 1914. The course content will include coverage of Central and Eastern European nations, as well as Western Europe, thus giving upper-division and graduate students background in those areas often neglected in survey courses. This course requires a research component.

Course Outline

Week 1 - The Congress of Vienna and the Concert of Europe
Week 2 - The Romantic Movement in Art and Literature
Week 3 - The French Revolution of 1830; Britain's Great Reform Bill of 1832
Week 4 - Liberalism and Socialism
Week 5 - The Industrial and Agricultural Revolutions
Week 6 - The Revolutions of 1848
Week 7 - Science and Religion
Week 8 - Science and Religion
Week 9 - European Imperialism in Asia and Africa
Week 10 - Victorian Britain and the British Empire
Week 11 - Nationalism and Independence in Germany and Italy
Week 12 - Bismarck's Germany; The Franco-Prussian War
Week 13 - France and the Third Republic
Week 14 - Italy after Unification
Week 15 - Germany, Austria, and Russia: The Autocracies

Select Course Bibliography

Clarke, John; Ridley, J., Fraser, Antonio, eds. The Houses of Hanover and Saxe-Coburg-Gotha, 2000.
PROPOSAL FOR COURSE CHANGE  
Arkansas Tech University

To: Graduate Council  
Date Submitted: 16 September 2002  
From: Department of Social Sciences and Philosophy  
Request for:  
Course addition XXXX  
(Complete Section I)  
Course deletion  
(Complete Sec. II)  
Course change  
(Complete Sec. III)  
Submitted by: Jan Jenkins  
Approved by: 

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5433  
Effective Term: FALL 2003  

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. 19th Century Europe  

Catalog Title (if different): Europe in the Nineteenth Century, 1815-1914  
Prerequisite: HIST 2013 or equivalent  
Co-requisite: None  
Cross-listed with: None  
Does change affect a State Minimum Core course? No  
Normal grading XXX or Pass/Fail  
This course may be repeated for degree credit 0 times for a maximum of 3 hours.  
Variable hrs options? No  
Fees attached to class? No  
Type of fee Normal maximum enrollment limit: 30

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?
Recommended Course ID: **HIST 5433**  
Course Title: **Europe in the Nineteenth Century, 1815-1914**

**SECTION IV: Reviewed/Approvals**

_________________________________________________________________________  
Registrar

_________________________________________________________________________  
Vice President

**Faculty Senate:**
Approved date:
Disapproved date:

**Graduate Council:**
Approved date:
Disapproved date:

**Office Use:**
Screen 125:
Fee?  
If yes, sent to Student Accounts (date)

Add date  
Delete Date  
Change date  
By

By

Screen 125
Recommended Course ID: **HIST 5433**  
Course Title: **Europe in the Nineteenth Century, 1815-1914**

Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. **Catalog description:** Political, economic, and cultural history of Europe with emphasis on imperialism in Africa and Asia; wars of the last century; and causes of World War I. May not be taken for credit after completion of HIST 4433 or its equivalent.

II. **Justification and feasibility of course:**

A. What is the need for this course? Who will take it? The graduate program in History currently needs additional courses in European history for its majors. The addition of Europe in the Nineteenth Century at the graduate level (the course already exists at the senior-level) will allow an additional graduate course offering with no additional faculty requirements to cover the class. This course will be available to any graduate student who either needs an additional history course or has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The addition of Europe in the Nineteenth Century at the graduate level will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of courses being offered. There will be no overlap with other graduate courses in the department.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its graduate offerings, in an effort to add greater depth and breadth to its program. Building upon the academic training of the Department's faculty – in this case Dr. Jan Jenkins – this course strengthens the Department’s efforts at achieving the goals established by the Master of Arts Program in History Objectives – as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? Europe in the Nineteenth Century will be offered each Spring semester in the even-numbered years (i.e., SP 2004, SP 2006).

E. How will the course be staffed? Dr. Jan Jenkins will assume primary responsibility for teaching this course when offered.

F. How will this course affect other departments' students and offerings? Europe in the Nineteenth Century will provide a graduate-level course into which students from other departments can enroll.

G. With what other departments have you specifically consulted? **None.**
Course Description

This course covers the political, social, and intellectual atmosphere from the Congress of Vienna, at which European statesmen attempted to resurrect pre-Napoleonic Europe, to the summer before the outbreak of World War I in 1914. The course content will include coverage of Central and Eastern European nations, as well as Western Europe, thus giving upper-division and graduate students background in those areas often neglected in survey courses. This course requires a research component.

Course Outline

Week 1 - The Congress of Vienna and the Concert of Europe
Week 2 - The Romantic Movement in Art and Literature
Week 3 - The French Revolution of 1830; Britain’s Great Reform Bill of 1832
Week 4 - Liberalism and Socialism
Week 5 - The Industrial and Agricultural Revolutions
Week 6 - The Revolutions of 1848
Week 7 - Science and Religion
Week 8 - Science and Religion
Week 9 - European Imperialism in Asia and Africa
Week 10 - Victorian Britain and the British Empire
Week 11 - Nationalism and Independence in Germany and Italy
Week 12 - Bismarck’s Germany; The Franco-Prussian War
Week 13 - France and the Third Republic
Week 14 - Italy after Unification
Week 15 - Germany, Austria, and Russia: The Autocracies

Select Course Bibliography

PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council

Date Submitted: 23 September 2002

From: Department of Social Sciences and Philosophy

Request for: Course addition XXXX (Complete Section I) Course deletion (Complete Sec. II) Course change (Complete Sec. III)

Submitted by: Micheal Tarver

Approved by: [Signature]
Department Head

[Signature]
Dean of School

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5513 Effective Term: FALL 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. History of Science

Catalog Title (if different): HIST 1503 and 1513
Prerequisite: None
Co-requisite: None
Cross-listed with: None

Does change affect a State Minimum Core course? No Normal grading XXX or Pass/Fail ___
This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No
Fees attached to class? No 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?
Recommended Course ID: **HIST 5513**  
Course Title: **History of Science**

**SECTION IV: Reviewed/Approvals**

__________________________  
Registrar

__________________________  
Vice President

*Faculty Senate:*  
Approved date:  
Disapproved date:

*Graduate Council:*  
Approved date:  
Disapproved date:

**Office Use:**

Screen 125:  
Add date  
Delete Date  
Change date  
Fee?  
If yes, sent to Student Accounts (date)  
By
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Recommended Course ID: **HIST 5513**  
Course Title: **History of Science**

Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. **Catalog description**: History of Science. A study of the origins, nature, and development of Western science, and its social, economic, and cultural context. May not be taken for credit after completion of HIST 4513 or its equivalent.

II. **Justification and feasibility of course**:

A. What is the need for this course? Who will take it? **The graduate program in History currently needs additional courses for its majors, especially in the non-United States areas. The addition of History of Science at the graduate level will allow an additional graduate course offering. This course will be available to any graduate student who either needs an additional history course or has an interest in the topic.**

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? **The creation of HIST 5513 will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of graduate courses being offered. There will be no overlap with other graduate courses in the department.**

C. Is this course part of any general plan of development within your department? Explain. **Yes. The Department is attempting to broaden its graduate offerings, in an effort to add greater depth and breadth to its program. Building upon the academic training of the Department’s faculty – in this case several faculty members are qualified to teach the course – this course strengthens the Department’s efforts at achieving the goals established by the Master of Arts Program in History Objectives – as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).**

D. How often will the course be offered? History of Science will be offered at least once every two years.

E. How will the course be staffed? **The Department of Social Sciences and Philosophy has a number of faculty members who are qualified to teach this course, thus ensuring its coverage.**

F. How will this course affect other departments' students and offerings? **History of Science will provide a graduate-level course into which students from other departments can enroll.**

G. With what other departments have you specifically consulted? **None.**
Course description

A study of the origins, nature, and development of Western science, and its social, economic, and cultural context. This course will present a detailed examination of the development of scientific knowledge from ancient to modern times. It will examine how our modern scientific world view has been shaped by major periods of scientific development, particularly in the 16th and 17th centuries involving primarily astronomy and physics; and in the 19th and 20th centuries involving geology, biology, and psychology. Attention will be given to the relations between science and culture, religion, technology, and public policy. This course will require a research component.

Course Learning Objectives

To demonstrate a solid academic background in the people and major events in science and technology;
To learn the chronological development of science;
To investigate the development of science as a historical process of change and continuity;
To appreciate science as a social institution and its relationships with other human institutions;
To obtain insights into other moral, religious, and philosophical aspects of science as revealed in its history;
To engage in meaningful discussion of current events, issues, ethical dilemmas and developments in science and technology.

Course Topics

1. Introduction & The Study of the History of Science
2. Foundations of Western Science
3. Technological Foundations of Western Culture
4. The Medieval World
5. The Emergence of the Machine
6. The Renaissance
7. The Scientific Revolution
8. Science and Technology in the 17th Century
9. Science and Public Life
10. The Origins of Industrial Technology
11. The New Sciences of Life
12. The Enlightenment
13. Science, Technology, and Power
14. The Industrial Revolution
15. New Scientific Revolutions
16. Science and the Modern Condition
17. The Atomic Age
18. Big Science
19. The Modern World View

Select Bibliography


Biagioli, Mario. *Galileo, Courtier* (Chicago, 1994).


Lawrence, Christopher and Steven Shapin (eds.), *Science Incarnate* (Chicago, 1998).

PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council
Date Submitted: 23 September 2002
From: Department of Social Sciences and Philosophy

Request for: Course addition XXXX
(Complete Section I)
Course change
(Complete Sec. III)
Course deletion
(Complete Sec. II)

Submitted by: Micheal Tarver
Approved by: [Signature]

SECTION I: Course Addition --- Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: HIST 5513
Effective Term: FALL 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. History of Science

Catalog Title (if different):
Prerequisite: HIST 1503 and 1513
Co-requisite: None
Cross-listed with: None

Does change affect a State Minimum Core course? No
Normal grading XXX or Pass/Fail

This course may be repeated for degree credit 0 times for a maximum of 3 hours.

Variable hrs options? No

Fees attached to class? No
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?
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Recommended Course ID:  HIST 5513
Course Title:  History of Science

SECTION IV: Reviewed/Approvals

________________________________________
Registrar

________________________________________
Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125:  Add date  Delete Date  Change date  By
Fee? _____  If yes, sent to Student Accounts (date)  By

5513-2
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Recommended Course ID: HIST 5513 Course Title: History of Science

Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. Catalog description: History of Science. A study of the origins, nature, and development of Western science, and its social, economic, and cultural context. May not be taken for credit after completion of HIST 4513 or its equivalent.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? The graduate program in History currently needs additional courses for its majors, especially in the non-United States areas. The addition of History of Science at the graduate level will allow an additional graduate course offering. This course will be available to any graduate student who either needs an additional history course or has an interest in the topic.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? The creation of HIST 5513 will strengthen the offerings of the Social Sciences and Philosophy Department by further broadening the variety of graduate courses being offered. There will be no overlap with other graduate courses in the department.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to broaden its graduate offerings, in an effort to add greater depth and breadth to its program. Building upon the academic training of the Department's faculty - in this case several faculty members are qualified to teach the course - this course strengthens the Department's efforts at achieving the goals established by the Master of Arts Program in History Objectives - as detailed in the Department of Social Sciences and Philosophy Graduate Assessment Plan (April 2000).

D. How often will the course be offered? History of Science will be offered at least once every two years.

E. How will the course be staffed? The Department of Social Sciences and Philosophy has a number of faculty members who are qualified to teach this course, thus ensuring its coverage.

F. How will this course affect other departments' students and offerings? History of Science will provide a graduate-level course into which students from other departments can enroll.

G. With what other departments have you specifically consulted? None.
Course description

A study of the origins, nature, and development of Western science, and its social, economic, and cultural context. This course will present a detailed examination of the development of scientific knowledge from ancient to modern times. It will examine how our modern scientific world view has been shaped by major periods of scientific development, particularly in the 16th and 17th centuries involving primarily astronomy and physics; and in the 19th and 20th centuries involving geology, biology, and psychology. Attention will be given to the relations between science and culture, religion, technology, and public policy. This course will require a research component.

Course Learning Objectives

To demonstrate a solid academic background in the people and major events in science and technology;
To learn the chronological development of science;
To investigate the development of science as a historical process of change and continuity;
To appreciate science as a social institution and its relationships with other human institutions;
To obtain insights into other moral, religious, and philosophical aspects of science as revealed in its history;
To engage in meaningful discussion of current events, issues, ethical dilemmas and developments in science and technology.

Course Topics

1. Introduction & The Study of the History of Science
2. Foundations of Western Science
3. Technological Foundations of Western Culture
4. The Medieval World
5. The Emergence of the Machine
6. The Renaissance
7. The Scientific Revolution
8. Science and Technology in the 17th Century
9. Science and Public Life
10. The Origins of Industrial Technology
11. The New Sciences of Life
12. The Enlightenment
13. Science, Technology, and Power
14. The Industrial Revolution
15. New Scientific Revolutions
16. Science and the Modern Condition
17. The Atomic Age
18. Big Science
19. The Modern World View

Select Bibliography

Jacob, Margaret C. Scientific Culture and the Making of the Industrial West (Oxford, 1997).
Crowe, Michael. Theories of the World from Antiquity to the Copernican Revolution (Dover, 1990).
Biagioli, Mario, ed. The Science Studies Reader (Routledge, 1999).
Biagioli, Mario. Galileo, Courtier (Chicago, 1994).
Lawrence, Christopher and Steven Shapin (eds.), Science Incarnate (Chicago, 1998).
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Graduate Council

Date Submitted 9/23/02

Department of Speech, Theatre, and Journalism

Requested for:

☑ Course addition
☐ Course deletion

(Complete Section I)

(Complete Section II)

(Complete Section III)

Submitted by: Kate Brugh

Approved by: _

Department Head

Dean of School

SECTION I: Course Addition
Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: (Prefix/number) TH 5283

Effective Term: all 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses:
CHILDREN'S THEATRE

Catalog Title (if different)

Children's Theatre: Techniques and Practicum

Prerequisite

Co-requisite

Cross-listed with

Does change affect a State Minimum Core course? ☐ Normal grading ☑ Normal grading or Pass/Fail ☑

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

Variable hrs options ☐ Normal maximum enrollment limit ☑
PROPOSAL FOR COURSE CHANGE A1

Course ID (Prefix/Number):
SPH 5283

Last term to be offered: Spring 2002
Does course have a fee attached? No

SECTION III: Course change
Complete this section and attach description and rationale for change.

Course ID (Prefix/Number):

Does course have a fee attached?

Catalog Title
Children's Theatre: Techniques and Practicum
PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Speech, Theatre, and Journalism
Date Submitted: September 23, 2002
Request For: Course Prefix Change
Submitted By: Kate Brugh
Approved By: Department Head: [Signature]
               Dean of School: [Signature]
Reviewed By: Registrar: [Signature]
Vice President: [Signature]

SEP 26 2002

I. Course Description: Prerequisite: Consent of instructor. The philosophy of teaching acting to children, in theory and in practice. The course is designed for theatre majors, teachers, and others interested in child development. The semester equivalent of two hours of class lecture is combined with the semester equivalent of two hours of supervised laboratory experience in a children's theatre setting. May not be taken for credit after completion of TH 4283 or equivalent.

   Number: TH 5283
   Title: Children's Theatre: Techniques and Practicum

   Description: Course was originally scheduled with a SPH prefix to accommodate state requirements for teacher licensure. Those requirements no longer exist, so this change is to place the course in the appropriate prefix for its content.

   Effective Term: Fall 2003

   Justification and feasibility of course:

   A. What is the need for this course? The course will be an elective and provide an additional content area for Theatre Option majors, and an elective for Early Childhood Education majors. Who will take it? The aforementioned majors. It should also be a desirable course for school teachers looking for coursework to augment their skills.

   B. How does it relate to other work being offered in your department? It will be an elective course offered primarily during the summer when anticipated enrollment warrants it.
Is there an overlap with other courses in the department? No.

C. Is this course part of any general plan of development within your department? Yes. It is part of the reorganization and updating of the department's curriculum.

D. How often will the course be offered? It is anticipated that it will be offered every other summer, depending on enrollment.

E. How will the course be staffed? It will be staffed with current faculty.

F. How will this course change affect other departments' students and offerings? This course will have no effect on other departments other than to provide an exposure to children's theatre for those students interested in learning how to conduct the same.

With what other departments have you specifically consulted? None.
Is there an overlap with other courses in the department? No.

C. Is this course part of any general plan of development within your department? Yes. It is part of the reorganization and updating of the department's curriculum.

D. How often will the course be offered? It is anticipated that it will be offered every other summer, depending on enrollment.

E. How will the course be staffed? It will be staffed with current faculty.

F. How will this course change affect other departments' students and offerings? This course will have no effect on other departments other than to provide an exposure to children's theatre for those students interested in learning how to conduct the same.

With what other departments have you specifically consulted? None.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Curriculum Committee

Date Submitted 9/23/02

From: Department of Speech, Theatre, and Journalism

Requested for: Course addition ☑ Course deletion ☑ Course change ☑

(Complete Section I) (Complete Section II) (Complete Section III)

Submitted by: Kate Brugh

Approved by:

SECTION I: Course Addition
Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: (Prefix/number) TH 5283 Effective Term: Fall 20

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses. Children's Theatre: Techniques and Practicum

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 [ ] times for a maximum of [ ] hours.

Variable hrs options [ ] Normal maximum enrollment limit [ ]

Fees attached to class? [ ] If Yes, Amount [ ] Type of fee [ ]

SECTION II: Course Deletion
Complete this section and attach rationale for deletion.
PROPOSAL FOR COURSE CHANGE A1

Course ID (Prefix/Number):
SPH 5283

Last term to be offered: Spring 2006

Does course have a fee attached? [ ] Yes [ ] No

Catalog Title
Children's Theatre: Techniques and Practicum

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? [ ] Yes [ ] No

Catalog Title
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Speech, Theatre, and Journalism

Date Submitted: September 23, 2002

Request For: Course Prefix Change

Submitted By: Kate Brugh

Approved By: Department Head: [Signature]

Dean of School:

Reviewed By: Registrar: Vice President:

I. Course Description: Prerequisite: Consent of instructor. The philosophy of teaching acting to children, in theory and in practice. The course is designed for theatre majors, teachers, and others interested in child development. The semester equivalent of two hours of class lecture is combined with the semester equivalent of two hours of supervised laboratory experience in a children’s theatre setting. May not be taken for credit after completion of TH 4283 or equivalent.

Number: TH 5283

Title: Children’s Theatre: Techniques and Practicum

Description: Course was originally scheduled with a SPH prefix to accommodate state requirements for teacher licensure. Those requirements no longer exist, so this change is to place the course in the appropriate prefix for its content.

Effective Term: Fall 2003

Justification and feasibility of course:

A. What is the need for this course? The course will be an elective and provide an additional content area for Theatre Option majors, and an elective for Early Childhood Education majors. Who will take it? The aforementioned majors. It should also be a desirable course for school teachers looking for coursework to augment their skills.

B. How does it relate to other work being offered in your department? It will be an elective course offered primarily during the summer when anticipated enrollment warrants it.
Is there an overlap with other courses in the department? No.

C. Is this course part of any general plan of development within your department? Yes. It is part of the reorganization and updating of the department's curriculum.

D. How often will the course be offered? It is anticipated that it will be offered every other summer, depending on enrollment.

E. How will the course be staffed? It will be staffed with current faculty.

F. How will this course change affect other departments' students and offerings? This course will have no effect on other departments other than to provide an exposure to children's theatre for those students interested in learning how to conduct the same.

With what other departments have you specifically consulted? None.
PROPOSAL FOR COURSE CHANGE

Arkansas Tech University

To: Graduate Council

Date Submitted 9/23/02

From: Department of Speech, Theatre, and Journalism

Requested for: Course addition ✔ Course deletion ✔ Course change ⊖

(Complete Section I) (Complete Section II) (Complete Section III)

Submitted by: Kate Brugh

Approved by: [Signature]

Department Head

Section I: Course Addition

Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: (Prefix/number) TH5283

Effective Term: at 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses: CHILDREN'S THEATRE

Catalog Title (if different): Children's Theatre: Techniques and Practicum

Prerequisite

Co-requisite

Cross-listed with

Does change affect a State Minimum Core course? NO ✔ Normal grading ✔ or Pass/Fail ⊖

This course may be repeated for degree credit 0 times for a maximum of hours.

Variable hrs options NO ✔ Normal maximum enrollment limit 10
PROPOSAL FOR COURSE CHANGE A1

Course ID (Prefix/Number):
SPH 5283

Last term to be offered: Spring 2006

Does course have a fee attached? [X]

Catalog Title
Children's Theatre: Techniques and Practicum

SECTION III: Course change
Complete this section and attach description and rationale for change.

Course ID (Prefix/Number): SPH 5283

Effective Term: Spring 2006

Does course have a fee attached? [X]
PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Speech, Theatre, and Journalism
Date Submitted: September 23, 2002
Request For: Course Prefix Change
Submitted By: Kate Brugh
Approved By: Department Head: [Signature]
Dean of School:
Reviewed By: Registrar:
Vice President:

I. Course Description: Prerequisite: Consent of instructor. The philosophy of teaching acting to children, in theory and in practice. The course is designed for theatre majors, teachers, and others interested in child development. The semester equivalent of two hours of class lecture is combined with the semester equivalent of two hours of supervised laboratory experience in a children's theatre setting. May not be taken for credit after completion of TH 4283 or equivalent.

Number: TH 5283
Title: Children's Theatre: Techniques and Practicum

Description: Course was originally scheduled with a SPH prefix to accommodate state requirements for teacher licensure. Those requirements no longer exist, so this change is to place the course in the appropriate prefix for its content.

Effective Term: Fall 2003

Justification and feasibility of course:

A. What is the need for this course? The course will be an elective and provide an additional content area for Theatre Option majors, and an elective for Early Childhood Education majors. Who will take it? The aforementioned majors. It should also be a desirable course for school teachers looking for coursework to augment their skills.

B. How does it relate to other work being offered in your department? It will be an elective course offered primarily during the summer when anticipated enrollment warrants it.
Is there an overlap with other courses in the department? No.

C. Is this course part of any general plan of development within your department? Yes. It is part of the reorganization and updating of the department's curriculum.

D. How often will the course be offered? It is anticipated that it will be offered every other summer, depending on enrollment.

E. How will the course be staffed? It will be staffed with current faculty.

F. How will this course change affect other departments' students and offerings? This course will have no effect on other departments other than to provide an exposure to children's theatre for those students interested in learning how to conduct the same.

With what other departments have you specifically consulted? None.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Curriculum Committee

From: Department of Speech, Theatre, and Journalism

Requested for: Course addition ☑ Course deletion ☐ Course change ☑

(Complete Section I)

(Complete Section II)

Submitted by: Kate Brugh
Approved by: Dennis R. Hedrick, Dean of School

SECTION I: Course Addition
Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: (Prefix/number) TH 5283
Effective Term: Fall 2005

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses.

Catalog Title (if different): Children's Theatre: Techniques and Practicum

Prerequisite

Co-requisite

Cross-listed with TH 42-83

Does change affect a State Minimum Core course? ☑ Normal grading ☑ or Pass/Fail ☑

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

Variable hrs options ☑ No ☑ Normal maximum enrollment limit ☑

Fees attached to class? ☑ No ☑ If Yes, Amount ☑ Type of fee ☑

SECTION II: Course Deletion
Complete this section and attach rationale for deletion.
Course ID (Prefix/Number): SPH 5283

Last term to be offered: Spring 2006 Does course have a fee attached? ☑

Catalog Title
Children's Theatre: Techniques and Practicum

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? ☑

Catalog Title

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Speech, Theatre, and Journalism
Date Submitted: September 23, 2002
Request For: Course Prefix Change
Submitted By: Kate Brugh
Approved By: Department Head:
Dean of School:
Reviewed By: Registrar:
Vice President:

SEP 26 2002

I. Course Description: Prerequisite: Consent of instructor. The philosophy of teaching acting to children, in theory and in practice. The course is designed for theatre majors, teachers, and others interested in child development. The semester equivalent of two hours of class lecture is combined with the semester equivalent of two hours of supervised laboratory experience in a children's theatre setting. May not be taken for credit after completion of TH 4283 or equivalent.

Number: TH 5283
Title: Children's Theatre: Techniques and Practicum
Description: Course was originally scheduled with a SPH prefix to accommodate state requirements for teacher licensure. Those requirements no longer exist, so this change is to place the course in the appropriate prefix for its content.

Effective Term: Fall 2003

Justification and feasibility of course:

A. What is the need for this course? The course will be an elective and provide an additional content area for Theatre Option majors, and an elective for Early Childhood Education majors. Who will take it? The aforementioned majors. It should also be a desirable course for school teachers looking for coursework to augment their skills.

B. How does it relate to other work being offered in your department? It will be an elective course offered primarily during the summer when anticipated enrollment warrants it.
Is there an overlap with other courses in the department? No.

C. Is this course part of any general plan of development within your department? Yes. It is part of the reorganization and updating of the department's curriculum.

D. How often will the course be offered? It is anticipated that it will be offered every other summer, depending on enrollment.

E. How will the course be staffed? It will be staffed with current faculty.

F. How will this course change affect other departments' students and offerings? This course will have no effect on other departments other than to provide an exposure to children's theatre for those students interested in learning how to conduct the same.

With what other departments have you specifically consulted? None.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Curriculum Committee

Date Submitted: 26 September 2002

From: Department of Foreign Language and International Studies

Request for: Course addition XXX  Course deletion  Course Change
(Complete Section I)  (Complete Section II)  (Complete Section III)

Submitted by: Dr. Ursula Chandler

Approved by: [signature]

SECTION 1: Course Addition
Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: SPAN 5803  Effective Term: Fall 2003

Recommended Short Title (24 Characters max): Title used in course inventory and reflected on transcripts and in schedule of courses: Latin American Film Theory

Catalog Title (if different)
Prerequisite: SPAN 3123 or equivalent
Co-requisite: None
Cross-listed with: SPAN 4803
Does change affect a State Minimum Core course? NO Normal Grading XXX or Pass/Fail

This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No
Fees attached to class? No  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): SPAN 5803
Catalog Title:

Effective Term:

Does course have a fee attached?
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Recommended Course ID: **SPAN 5803**
Course Title: **Latin American Film Theory**

SECTION IV: Reviewed/Approvals

__________________________________________
Registrar

__________________________________________
Vice President

*Faculty Senate:*  
Approved date:  
Disapproved date:

*Graduate Council:*  
Approved date:  
Disapproved date:

Office Use:

Screen 125: Add date Delete date Change date By

Fee? ___ If yes, send to Student Accounts (date)
Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. **Catalog description**: SPAN 5963 Completion of Spanish-American Civilization and Culture or equivalent. An introduction to Latin American Film Theory and major films. The course traces the development of film and film theories in Latin America from its earliest initiatives in the 1950's in Peru, Venezuela, and Uruguay to the present.

II. **Justification and feasibility of course**:

A. What is the need for this course? Who will take it? Introduction to Latin American Film Theory will be available to graduate students in the MA of Spanish program and to students in the MLA program.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? Introduction to Latin American Film Theory complements the Spanish program by allowing students to further develop their studies through the medium of film. Students will analyze film debates, aesthetics, the complex reality of Latin America, as well as the cultural bond among the many Latin countries. There is no overlap with any other course in the Spanish program or with any other department.

C. Is this course part of any general plan of development within your department? Explain. Yes. The Department is attempting to strengthen the Spanish major by expanding the Spanish curriculum. Currently, students who pursue a Spanish major have only one Spanish course, which is not required for the Spanish major, available as an elective. In creating new course options for the students, the Department is attempting to increase the breath and depth of the Spanish program. The addition of new courses is particularly important for the increasing number of students who, because of advanced placement, need upper level courses.
D. How often will this course be offered? Latin American Film Theory will be offered every year.

E. How will the course be staffed? The Department of Foreign Languages and International Studies has a number of faculty members who are qualified to teach this course, thus ensuring its coverage.

F. How will this course affect other departments' students and offerings? The course will be taught in English or Spanish, dependent on enrollment. Students from other departments may take the class. Spanish majors will be expected to write papers in Spanish, while students from other departments may write papers in English.

G. With what other departments have you specifically consulted? English and Journalism Department.
Introduction to Latin American Film Theory

Catalog Description: Completion of Spanish-American Civilization and Culture or equivalent. An introduction to Latin American Film Theory and major films. The course traces the development of film and film theories in Latin America covering from its earliest initiatives in the 1950’s in Peru, Venezuela, and Uruguay to the present.

Prerequisites: Completion of Spanish-American Civilization and Culture or equivalent. An introduction to Latin American Film Theory and major films. The course traces the development of film and film theories in Latin America covering from its earliest initiatives in the 1950’s in Peru, Venezuela, and Uruguay to the present.

Description Students will examine the first Latin American debates on values and identity brought by film, the influence of Italian neorealism in major filmmakers, the Documentary Film School of Santa Fe in Argentina, the emergence of Cinema Novo in Brazil, the creation of the Film Institute in Havana, Bolivian cinema: Sanjinés, the coin of Third cinema, Chilean cinema (1970’s), Mexican national and commercial cinema, and the 1980’s militant cinema in Nicaragua and El Salvador. In addition, students will map out the role of women and their contributions to cinema. The course will conclude with a brief introduction of global cinema.

A. The Spanish major. There is plenty of material available in the form of books, videos, magazines, and web sites that make this course feasible. The course requires two texts: Born in Blood and Fire: A Concise History of Latin America by John Charles Chasteen, New York: Norton, 2001 and Based on a True Story: Latin American History at the Movies. Latin-American silhouettes by Stevens, Donald, Fithian, ed Wilmington, Del: SR Books, 1997. In addition, there will be a complementary coursepack.

B. Introduction to Latin American Film Theory complements the Spanish program allowing students to further develop their studies through film. Students will analyze film debates, aesthetics, the complex reality of Latin America, as well as the cultural bond among the many Latin countries. There is no overlap with any other course in the Spanish program or with any other department.

C. As a graduate level, this course will be an essential part of the newly developed Master’s in Spanish, which has a Latin American emphasis.

D. The course will be offered once a year.

E. The course will be staffed with a professor (and a graduate student depending on enrollment).
Syllabus

Introduction to Latin American Film Theory

Instructor: Professor Lucía Galleno V.

Office: Dean Hall 116F

Phone: 968-0636

e-mail: lucia.galleno@mail.atu.edu

Course Objectives: The course will provide students with an understanding of Latin American film theories since the 1950's to the global era. The subject matter will range from the work of Martin Chambi, the influences of Italian neorealism in major filmmakers, the Documentary Film School of Santa Fe in Argentina, the emergence of Cinema Novo in Brazil, the creation of the Film Institute in Havana, Bolivian cinema: Sanjinés, the coin of Third cinema, Chilean cinema (1970's), the 1980's militant cinema in Nicaragua and El Salvador, ending with global cinema. Throughout this study, students will map out the role of women in Latin American cinema and their contributions to this art. Screening time outside class hours is required.

Requirements: Graduate students in Spanish will conduct extensive research and write a 20 to 25 page essay. All essays must follow the MLA format and include a minimum of ten references consulted. In addition, all students must provide an annotated bibliography of all work examined.

Required Texts:


3. Coursepack
Tentative plan

Week 1 Introduction of course and presentation of the beginning of Latin American film. Mapping out film in Latin America.

2 Cinema in Cuzco, Peru. Martin Chambi's ethnographic work, earliest film societies, festivals.

3 The influence of Italian neorealism and the Santa Fe School: Birri and the aesthetic of the documentary.

4 Cinema Novo: Nelson Pereira dos Santos, Glauber Rocha, Leon Hirszman, and Carlos Diegues. (If time allows, we will cover Brazil's Marginal Cinema, or Udigrudi, the adventurous underground of the 1960s and 1970s.)

5 The creation of the Film Institute in la Havanna: Julio Espinoza and Gutierrez Alea.

6 The coin of Third cinema: Solana and Gettino.

7 Chilean cinema in the 1970's: popular unity.


9 The 1980's militant cinema in Nicaragua and El Salvador.

10 Cinema of the exile: the case of Solana and Ruiz.

11 Cinema of the exile the case of Juanita and Lupe.

12 Latin American women filmmakers (Pioneers).

13 Latin American women filmmakers (Following generations).

14 Global cinema in Latin America (beginning).

15 Global cinema in Latin America (current)
Tentative list of Films


2. Cinema Novo: Glaube Rocha’s Black God and/or Nelson Pereira dos Santos’s Vidas Secas (Barren Lives, 1963), and/or Anselmo Duarte’s O Pagador de Promessas (The Given Word, 1962).


5. Banana Company and/or El Salvador the Seeds of Liberty and/or Destination Nicaragua; Nicaragua Heirs to the Sandinista Revolution.


7. Nobody’s Woman/Mujer de Nadie, Adela Sequeyro, Mexico 1937, black and white; 80 minutes.

8. On the Other Side of Death/Mas Alla de la Muerte Adela Sequeyro and Ramon Peon, Mexico 1938, black and white; 80 minutes.

9. Streetwalker*/Trotacalles* Matilde Landeta, Mexico 1950, black and white; 90 minutes.

10. Araya Margot Benacerraf, Venezuela 1959, black and white; 90 minutes.


PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Curriculum Committee
Date Submitted: 26 September 2002
From: Department of Foreign Language and International Studies
Request for: Course addition XXX (Complete Section I) Course deletion (Complete Section II) Course Change (Complete Section III)
Submitted by: Dr. Ursula Chandler
Approved by: [Signature]

SECTION 1: Course Addition
Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: SPAN 5803 Effective Term: Fall 2003

Recommended Short Title (24 Characters max): Title used in course inventory and reflected on transcripts and in schedule of courses: Latin American Film Theory

Catalog Title (if different)
Prerequisite: SPAN 3123 or equivalent
Co-requisite: None
Cross-listed with: SPAN 4803
Does change affect a State Minimum Core course? No Normal Grading XXX or Pass/Fail

This course may be repeated for degree credit 0 times for a maximum of 3 hours.
Variable hrs options? No Fees attached to class? No 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): 4803 Effective Term:
Catalog Title: Has not passed curr yet Does course have a fee attached?
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Recommended Course ID: SPAN 5803
Course Title: Latin American Film Theory

SECTION IV: Reviewed/Approvals

__________________________________________
Registrar

__________________________________________
Vice President

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

Office Use:
Screen 125: Add date Delete date Change date By

Fee? ___ If yes, send to Student Accounts (date)
Addition of New Course

Complete section I on cover sheet, fill in the following, and attach a syllabus (syllabus should include course objectives, an outline of the course with sufficient details to illuminate course content, and a bibliography). The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies.

I. **Catalog description:** SPAN 5663 Completion of Spanish-American Civilization and Culture or equivalent. An introduction to Latin American Film Theory and major films. The course traces the development of film and film theories in Latin America from its earliest initiatives in the 1950's in Peru, Venezuela, and Uruguay to the present.

II. **Justification and feasibility of course:**

A. **What is the need for this course? Who will take it?** *Introduction to Latin American Film Theory* will be available to graduate students in the MA of Spanish program and to students in the MLA program.

B. **How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?**
*Introduction to Latin American Film Theory* complements the Spanish program by allowing students to further develop their studies through the medium of film. Students will analyze film debates, aesthetics, the complex reality of Latin America, as well as the cultural bond among the many Latin countries. There is no overlap with any other course in the Spanish program or with any other department.

C. **Is this course part of any general plan of development within your department? Explain.** Yes. The Department is attempting to strengthen the Spanish major by expanding the Spanish curriculum. Currently, students who pursue a Spanish major have only one Spanish course, which is not required for the Spanish major, available as an elective. In creating new course options for the students, the Department is attempting to increase the breath and depth of the Spanish program. The addition of new courses is particularly important for the increasing number of students who, because of advanced placement, need upper level courses.
D. How often will this course be offered? Latin American Film Theory will be offered every year.

E. How will the course be staffed? The Department of Foreign Languages and International Studies has a number of faculty members who are qualified to teach this course, thus ensuring its coverage.

F. How will this course affect other departments’ students and offerings? The course will be taught in English or Spanish, dependent on enrollment. Students from other departments may take the class. Spanish majors will be expected to write papers in Spanish, while students from other departments may write papers in English.

G. With what other departments have you specifically consulted? English and Journalism Department.
Introduction to Latin American Film Theory

Catalog Description: Completion of Spanish-American Civilization and Culture or equivalent. An introduction to Latin American Film Theory and major films. The course traces the development of film and film theories in Latin America covering from its earliest initiatives in the 1950's in Peru, Venezuela, and Uruguay to the present.

Prerequisites: Completion of Spanish-American Civilization and Culture or equivalent. An introduction to Latin American Film Theory and major films. The course traces the development of film and film theories in Latin America covering from its earliest initiatives in the 1950's in Peru, Venezuela, and Uruguay to the present.

Description Students will examine the first Latin American debates on values and identity brought by film, the influence of Italian neorealism in major filmmakers, the Documentary Film School of Santa Fe in Argentina, the emergence of Cinema Novo in Brazil, the creation of the Film Institute in Havana, Bolivian cinema: Sanjinés, the coin of Third cinema, Chilean cinema (1970's), Mexican national and commercial cinema, and the 1960's militant cinema in Nicaragua and El Salvador. In addition, students will map out the role of women and their contributions to cinema. The course will conclude with a brief introduction of global cinema.

A. The Spanish major. There is plenty of material available in the form of books, videos, magazines, and web sites that make this course feasible. The course requires two texts: Born in Blood and Fire: A Concise History of Latin America by John Charles Chasteen, New York: Norton, 2001 and Based on a True Story: Latin American History at the Movies. Latin-American silhouettes by Stevens, Donald, Fithian, ed Wilmington, Del: SR Books, 1997. In addition, there will be a complementary coursepack.

B. Introduction to Latin American Film Theory complements the Spanish program allowing students to further develop their studies through film. Students will analyze film debates, aesthetics, the complex reality of Latin America, as well as the cultural bond among the many Latin countries. There is no overlap with any other course in the Spanish program or with any other department.

C. As a graduate level, this course will be an essential part of the newly developed Master's in Spanish, which has a Latin American emphasis.

D. The course will be offered once a year.

E. The course will be staffed with a professor (and a graduate student depending on enrollment).
Syllabus

Introduction to Latin American Film Theory

Instructor: Professor Lucía Galleno V.

Office: Dean Hall 116F

Phone: 968-0636

e-mail: lucia.galleno@mail.atu.edu

Course Objectives: The course will provide students with an understanding of Latin American film theories since the 1950's to the global era. The subject matter will range from the work of Martin Chambi, the influences of Italian neorealism in major filmmakers, the Documentary Film School of Santa Fe in Argentina, the emergence of Cinema Novo in Brazil, the creation of the Film Institute in Havana, Bolivian cinema: Sanjinés, the coin of Third cinema, Chilean cinema (1970's), the 1980's militant cinema in Nicaragua and El Salvador, ending with global cinema. Throughout this study, students will map out the role of women in Latin American cinema and their contributions to this art. Screening time outside class hours is required.

Requirements: Graduate students in Spanish will conduct extensive research and write a 20 to 25 page essay. All essays must follow the MLA format and include a minimum of ten references consulted. In addition, all students must provide an annotated bibliography of all work examined.

Required Texts:


3. Coursepack
**Tentative plan**

1. Introduction of course and presentation of the beginning of Latin American film. Mapping out film in Latin America.
3. The influence of Italian neorealism and the Santa Fe School: Birri and the aesthetic of the documentary.
4. Cinema Novo: Nelson Pereira dos Santos, Glauber Rocha, Leon Hirszman, and Carlos Diegues. (If time allows, we will cover Brazil's Marginal Cinema, or *Udigrudi*, the adventurous underground of the 1960s and 1970s.)
5. The creation of the Film Institute in La Havanna: Julio Espinoza and Gutierrez Alea.
6. The coin of Third cinema: Solana and Gettino.
11. Cinema of the exile the case of Juanita and Lupe.
12. Latin American women filmmakers (Pioneers).
13. Latin American women filmmakers (Following generations).
15. Global cinema in Latin America (current)
Tentative list of Films


5. *Banana Company* and/or *El Salvador the Seeds of Liberty* and/or *Destination Nicaragua; Nicaragua Heirs to the Sandinista Revolution*.


7. *Nobody's Woman/Mujer de Nadie*, Adela Sequeyro, Mexico 1937, black and white; 80 minutes.

8. *On the Other Side of Death/Mas Alla de la Muerte* Adela Sequeyro and Ramon Peon, Mexico 1938, black and white; 80 minutes.

9. *Streetwalker*/*Trotacalles* Matilde Landeta, Mexico 1950, black and white; 90 minutes.


13. Carmelita Tropicana: *Your Kunst is Your Waffen*. Ela Troyano, United States 1993, color; 30 minutes.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Curriculum Committee
Graduate Council

From: Curriculum & Instruction

Requested for: Course addition
(Complete Section I)

Submitted by: Dr. Gwen Morgan
Approved by: [Signatures]

Date Submitted: 10-1-02

ATTACHMENT A
Page 1

OCT 7 2002

SECTION I: Course Addition
Complete section below and provide information requested at top of page 2 and on page 3.

Recommended Course ID: (Prefix/number) Effective Term:

GTED 6833 Fall, 2003

Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses.

Current Issues/Trends in G/T

Catalog Title (if different) Current Issues and Trends in Gifted Education

Prerequisite Consent of Instructor

Co-requisite None

Cross-listed with N/A

Does change affect a State Minimum Core course YES ♦ Normal grading or Pass/Fail

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

Variable hrs options Normal maximum enrollment limit

Fees attached to class? YES No If Yes, Amount Type of fee

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? YES NO

Catalog Title

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? YES NO

Catalog Title
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Recommended Course ID: (Prefix/number)
Course Title

SECTION IV: Reviewed/Approvals

[Signature]
10-25-02
Registrar

[Signature]
Vice President

Faculty Senate:
Approved date:
Disapproved date:

Graduate Council:
Approved date:
Disapproved date:

Office Use:
Screen 125: Add dateDelete DateChange dateBy

Fee? If yes, sent to Student Accounts (date) By
Addition of New Course

To: Graduate Council
Curriculum Committee

From: Dr. Gwen Morgan
Coordinator for the Master of Science in Education in Gifted Education

Requested for: Course addition/change

Submitted by: Dr. Gwen Morgan

Recommended Course ID: GTED 6833

Effective Term: Fall, 2003

Recommended Short Title: Cur Issues/Trends in G\T

Catalog Title: Current Issues and Trends in Gifted Education

Prerequisite: Consent of instructor.

Co-requisite: None

Cross-listed: Not Applicable

Does change affect a State Minimum Core course: NO

Normal Grading

This course may NOT be repeated for degree credit.

Variable hours option: Not applicable

Normal enrollment limit

Fees attached? NO

Catalog Description:

**GTED 6833 Current Issues and Trends in Gifted Education**
Prerequisite: Consent of instructor. Critically examines timely and controversial issues in the field of education of the gifted to assist educators in developing more defensible programs for gifted/talented children. An outgrowth of such a systematic analysis of the
trends and issues should be a greater understanding of Gifted/Creative Education as it is presently viewed by the scholars and practiced in the field. One should also gain new insights as to the direction in which we are moving as a "discipline" and as a school function.

Justification and feasibility of course:
A. This course has been offered once a year for the last several years under the course number GTED 6881-3 Workshop: Current Issues in Gifted Education. Course evaluations by objectives have been very favorable and the information in this course is viewed by students as valuable to their preparation for licensure and the completion of their degree in gifted education. With the reorganization of the degree program it is now time to establish a permanent course with a meaningful place in the licensure as well as in the professional educational core requirements of the degree program. This course will be taken by students seeking the Master of Science in Education in Gifted Education or those wanting to fulfill licensure requirements for gifted education. The course establishes an understanding of the development of the field of gifted education and provides a foundation for appropriate programming for gifted learners.
B. This course will remain a required course, as it has been under the old workshop number, in the completion of the masters degree and the fulfillment of licensure requirements. There is no overlap with other courses in the department.
C. This course continue to be a part of "Professional Education Core Requirements" and remains a requirement in the completion of the masters degree and the fulfillment of licensure requirements.
D. The course will continue to offered once a year in the fall semester.
E. There will no impact on staffing.
F. This course has no affect on other departments' students and offerings.
   The Crabaugh Communications Center and Graduate Studies have been consulted as this course lends itself very well to future development in an on-line format.
COURSE SYLLABUS
GTED 6833 Current Issues and Trends in Gifted Education

Instructor: Gwen Morgan, Ed. D. 501-968-0684 gwen.morgan@mail.atu.edu

Course Description:
The purpose of this course is to critically examine timely and controversial issues in the field of education of the gifted to assist educators of the gifted in developing more defensible programs for gifted/talented children. An outgrowth of such a systematic analysis of the trends and issues should be a greater understanding of Gifted/Creative Education as it is presently viewed by the scholars and practiced in the field. One should also gain new insights as to the direction in which we are moving as a "discipline" and as a school function.

Prerequisites:
Consent of the instructor.

Rationale:
Programs for the gifted are often under scrutiny by those who have legitimate complaints: administrators who are concerned about the expense of the program, parents whose children were not accepted into the gifted program, teachers who were not chosen to staff the program, teachers who resent the bright children being taken out of their classrooms, and many individuals who simply do not believe we should be establishing special programs for those who already have certain advantages over other children. Much of this discussion results from what James Gallagher calls our "love-hate" relationship with the gifted. A past editor of the Journal for the Education of the Gifted, Kenneth R. Seemly, noted that the word "defensible" implies more than accountability, the term usually employed in educational circles. Defensibility also implies "guarding against attack," and suggests that educators of the gifted attend to the development of programs that are not vulnerable to attack because they have such a solid foundation. Related to all aspects of education of the gifted are issues/trends that must be examined in order to provide that foundation. Issues/trends include, but are not limited to program development, curricula, teaching strategies, the nature of giftedness and talent, staff selection and training, psychological development, counseling approaches, research, affective needs, and various subgroups of gifted/talented children. A defensible program requires a comprehensive understanding of past experience and empirical data, and the raising of unanswered questions and new perspectives. To accomplish this, there must be a forum for the consideration of issues/trends in greater depth. This course will provide such a forum. Students will attempt to identify and analyze issues and trends in the field of gifted/creative education. Students will utilize writings of the scholars in the field and interviews with practitioners to ensure that we are dealing with "live" issues and current trends. Each class period will include time for the formulation of individual and group positions on the trends and issues being analyzed and for the defense of the positions taken.

Objectives:
1. Students will define the concept, trend, and issue.
2. Students will identify and analyze --rethink --issues/trends in gifted/creative education.
3. Students will identify and/or predict issues/trends in gifted/creative education.
4. Students will identify positions taken by individual writers with regard to each issue.
5. Students will state and defend their personal position on each trend and issue identified--challenge the status quo.
6. Students will be challenged to ask new questions.

Course Content:
1. Determination of timely topics in gifted education
2. Identification of the Issues
3. Exploration and Analysis of the Issues
   a. What do the writers say?
   b. Where do the writers stand on the issues?
   c. Is there a pattern?
   a. reflection
   b. debate
   c. resolution
5. Identification of Emerging Trends
6. The Future of Education for the Gifted/Talented
Methods of Instruction:
Methods of instruction include student-conducted seminar, inquiry, brainstorming, student-centered discussion, independent research, use of internet, cooperative learning, problem solving, multiple solution, critical and creative thinking skills, application of generalizations, use of prior knowledge, organizing, knowledge, graphics, development of concept, simulation, role playing, questioning, gathering and interpreting data, spoken language, resolution of conflict, consolidating and extending, futuristic, and self-evaluation.

Course Requirements:
1. (150 pts.) Be diligent and regular in classroom and on-line attendance and participation. The most important learning occurs as the class studies together.
2. (150 pts.) Read and explore as widely as you can. Come to the discussion forum with adequate notes/visual(s) to document the position of the authorship on the topic under investigation. You should provide sufficient information for collaborative thinking. The agenda for the discussion forum is attached to this syllabus and provides greater detail about the facilitation of the forum.
   Example:
   a. Identify yourself and the date
   b. Acknowledge authorship and reference information; identify appropriate bibliography information or create link(s) for classmates; be specific about referencing your comments, i.e. give page numbers, line numbers or quote the author.
   c. Your comments should summarize the author's position and major points supporting that position. Think out loud, explore the possibilities and implications for trends and/or issues.
3. Three (3) product outcomes are expected at the close of the semester.
   a. (100 pts.) Present a summary and analysis of the available literature on gifted/creative education. You should draw from all information you and your classmates found through your environmental scan. You should have explored at least three levels--local, regional, state, national, world--of activity in the field. Possible formats for analysis will be discussed throughout the course.
   b. (50 pts.) Choose one "contemporary" writer (a newcomer to the field) and one "classic" writer (an old-timer in the field who has proven to be a valuable voice in the field) found in your environmental scan. You will want these two authors to speak to several topics determined by this class. Compare/contrast (in writing, using expository theme style) the positions of each of the writers on as many of the topics determined for analysis by the class as you can. Then respond to your findings in terms of issues/trends, e.g. address questions such as: 1) Have these authors helped us to identify and/or resolve issues? 2) Have these authors helped to establish current trends in gifted education? 3) What has been the impact on the field of gifted education? 4) How might these authors have influenced my decision making about my program/classroom practice? Presentation/posting to the class is expected by our last class meeting.
   c. (50 pts.) The culminating activity for each member of the class will be the preparation of an audio or video tape that will allow you to reflect upon all you have read and discussed in this class. You are the keynote speaker at this year's national convention (held by the professional organization of your choice). You will be expected to speak about the state of the art in gifted/creative education. Address where we have been, where we are, and what the future holds. Share what you think the implications are for your audience. For example, you might address the preparation of teachers of the gifted or teachers in general if you have selected the Association of Teacher Educators annual conference. The tape will be due on the last scheduled day of class meetings for the semester.
4. Final Examination (100 pts.): The final exam will be a written essay that will require the determination and application of issues/trends in the field.
   EXAMPLE: You are a member of a consulting team which has been employed by a school district to study the organization of the district and recommend a reorganizational plan. Your specific assignment is to study the existing organization for the delivery of services to gifted/creative children, determine issues needing resolution, and incorporate popular trends into a plan for improved practice. For example, after studying the situation, you might find that services are limited to an unpopular resource pullout; you review the literature for issues and trends; you then make a recommendation as to whether coordinators of the gifted program should be responsible for working to improve resource classroom instruction only or whether coordinators should provide leadership for curriculum development throughout the district. In your presentation to the school district you would consider providing
information answering the following questions:

a. Which writer(s) in the field of gifted/creative education will you make reference to in order to justify the position you have taken? What do the experts say that may be used in defense of your position and recommendation(s)?

b. What will be your recommendation(s)? State your position on the situation.

c. Which writer(s) would oppose your position? What would they say? How will you answer the opposition?

Methods of Evaluation:

Subjective and objective evaluation by the instructor of class participation and discussion, reports, written tests, and projects on the basis of:

a. completeness (scope and quality; review of the literature) and correctness of information

b. organization of thought

c. relevance to basic concepts of gifted education and course content

d. comprehension; reflection of course objectives

e. personal application

Final grades are determined from a cumulative total of points earned.

A = 540-600 pts.
B = 480-539 pts.
C = 420-479 pts.
D = 360-419 pts.
F = < 360 pts.

Bibliography:

Gifted Education books, articles and on-line sources published since 1970 with particular emphasis on current (1998-present) information impacting the field of gifted education as well as general education will be used. The following are particularly recommended:


Supplemental Journals:

Roeper Review
Gifted International
Journal of School Psychology
Teaching Exceptional Children
Educational Leadership
Gifted Child Today
Journal of Creative Behavior
School Psychology Review
Journal of Special Education
Gifted Child Quarterly
Exceptional Children
Psychology in Schools
Special Education Report
I. Explore and analyze. (Where are the writers? What do the writers say? Where do the writers stand on the topic for discussion? Does the writer approach the topic as an issue or a trend?)
   A. Members of the class report select/representative writers' positions citing sources of information used to determine the position taken.
   B. Members of the class report on positions taken by individual writers
   C. Members of the class summarize of positions taken on the issue
      The class reviews the range of positions taken, charts positions, and summarizes the information gained.

II. Formulation and defense of individual and group positions on the topic (What do I/we believe? Where do I/we stand? Why? What are our personal thoughts regarding the issue/trend?)
   A. Members of the class reflect on what has been reported, formulate their positions and the defense they will offer, and apply quality management tools in analysis.
   B. Members of the class declare and defend their positions.
   C. Group discussion; probe classmates remarks; ask classmates to clarify any remarks until you can incorporate this information into your analysis.

III. Members of the class identify emerging issues/trends (What are the implications of the facts found--local, state, nation, world? What seems to be the trend(s) emerging? Is the trend a desirable one? Why? Why not?)

IV. Looking ahead--Check announcements frequently
   A. Bothersome questions
   B. Environmental scan clarified for the coming week
   C. Use of Blackboard generally and discussion forum particularly
   D. Clarification of course assignments and schedule
   E. Other anxiety-producing matters
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

To: Curriculum Committee
Graduate Council
From: Curriculum & Instruction

Requested for: X Course addition
(Complete Section I)

Submitted by: Dr. Gwen Morgan
Approved by: [Signatures]
Department Head

Date Submitted: 11-20-02

GRAD COUNCIL-PASSED

SECTION I: Course Addition
Complete section below and provide information requested at top of page 2 and on page 3.
Recommended Course ID: (Prefix/number) Effective Term:
GTED 6833 Fall, 2003
Recommended Short Title (24 characters max): Title used in course inventory and reflected on transcripts and in schedule of courses.
Current Issues/Trends in G/T
Catalog Title (if different) Current Issues and Trends in Gifted Education
Prerequisite Consent of Instructor
Co-requisite None
Cross-listed with N/A

Does change affect a State Minimum Core course YES NO Normal grading or Pass/Fail
This course may be repeated for degree credit times for a maximum of hours.
Variable hrs options Normal maximum enrollment limit
Fees attached to class? YES NO If Yes, Amount Type of fee

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? YES NO
Catalog Title

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? YES NO
Catalog Title
Recommended Course ID: (Prefix/number)
Course Title

SECTION IV: Reviewed/Approvals

Registrar

Vice President

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

Office Use:
Screen 125: Add date Delete Date Change date  By

Fee? If yes, sent to Student Accounts (date) By
Addition of New Course

To: Graduate Council
    Curriculum Committee

From: Dr. Gwen Morgan
    Coordinator for the Master of Science in Education in Gifted Education

Requested for: Course addition/change

Submitted by: Dr. Gwen Morgan

Recommended Course ID: GTED 6833

Effective Term: Fall, 2003

Recommended Short Title: Cur Issues/Trends in G\T

Catalog Title: Current Issues and Trends in Gifted Education

Prerequisite: Consent of instructor.

Co-requisite: None

Cross-listed: Not Applicable

Does change affect a State Minimum Core course: NO

Normal Grading

This course may NOT be repeated for degree credit.

Variable hours option: Not applicable

Normal enrollment limit

Fees attached? NO

Catalog Description:
**GTED 6833 Current Issues and Trends in Gifted Education**
Prerequisite: Consent of instructor. Critically examines timely and controversial issues in the field of education of the gifted to assist educators in developing more defensible programs for gifted/talented children. An outgrowth of such a systematic analysis of the
trends and issues should be a greater understanding of Gifted/Creative Education as it is presently viewed by the scholars and practiced in the field. One should also gain new insights as to the direction in which we are moving as a "discipline" and as a school function.

Justification and feasibility of course:
A. This course has been offered once a year for the last several years under the course number GTED 6881-3 Workshop: Current Issues in Gifted Education. Course evaluations by objectives have been very favorable and the information in this course is viewed by students as valuable to their preparation for licensure and the completion of their degree in gifted education. With the reorganization of the degree program it is now time to establish a permanent course with a meaningful place in the licensure as well as in the professional educational core requirements of the degree program. This course will be taken by students seeking the Master of Science in Education in Gifted Education or those wanting to fulfill licensure requirements for gifted education. The course establishes an understanding of the development of the field of gifted education and provides a foundation for appropriate programming for gifted learners.
B. This course will remain a required course, as it has been under the old workshop number, in the completion of the masters degree and the fulfillment of licensure requirements. There is no overlap with other courses in the department.
C. This course continue to be a part of "Professional Education Core Requirements" and remains a requirement in the completion of the masters degree and the fulfillment of licensure requirements.
D. The course will continue to offered once a year in the fall semester.
E. There will no impact on staffing.
F. This course has no affect on other departments' students and offerings. The Crabaugh Communications Center and Graduate Studies have been consulted as this course lends itself very well to future development in an on-line format.
COURSE SYLLABUS
GTED 6833 Current Issues and Trends in Gifted Education

Instructor: Gwen Morgan, Ed. D. 501-968-0684 gwen.morgan@mail.latu.edu

Course Description:
The purpose of this course is to critically examine timely and controversial issues in the field of education of the gifted to assist educators of the gifted in developing more defensible programs for gifted/talented children. An outgrowth of such a systematic analysis of the trends and issues should be a greater understanding of Gifted/Creative Education as it is presently viewed by the scholars and practiced in the field. One should also gain new insights as to the direction in which we are moving as a "discipline" and as a school function.

Prerequisites:
Consent of the instructor.

Rationale:
Programs for the gifted are often under scrutiny by those who have legitimate complaints: administrators who are concerned about the expense of the program, parents whose children were not accepted into the gifted program, teachers who were not chosen to staff the program, teachers who resent the bright children being taken out of their classrooms, and many individuals who simply do not believe we should be establishing special programs for those who already have certain advantages over other children. Much of this discussion results from what James Gallagher calls our "love-hate" relationship with the gifted. A past editor of the Journal for the Education of the Gifted, Kenneth R. Seemly, noted that the word "defensible" implies more than accountability, the term usually employed in educational circles. Defensibility also implies "guarding against attack," and suggests that educators of the gifted attend to the development of programs that are not vulnerable to attack because they have such a solid foundation. Related to all aspects of education of the gifted are issues/trends that must be examined in order to provide that foundation. Issues/trends include, but are not limited to program development, curricula, teaching strategies, the nature of giftedness and talent, staff selection and training, psychological development, counseling approaches, research, affective needs, and various subgroups of gifted/talented children. A defensible program requires a comprehensive understanding of past experience and empirical data, and the raising of unanswered questions and new perspectives. To accomplish this, there must be a forum for the consideration of issues/trends in greater depth. This course will provide such a forum. Students will attempt to identify and analyze issues and trends in the field of gifted/creative education. Students will utilize writings of the scholars in the field and interviews with practitioners to ensure that we are dealing with "live" issues and current trends. Each class period will include time for the formulation of individual and group positions on the trends and issues being analyzed and for the defense of the positions taken.

Objectives:
1. Students will define the concept, trend, and issue.
2. Students will identify and analyze --rethink --issues/trends in gifted/creative education.
3. Students will identify and/or predict issues/trends in gifted/creative education.
4. Students will identify positions taken by individual writers with regard to each issue.
5. Students will state and defend their personal position on each trend and issue identified—challenge the status quo.
6. Students will be challenged to ask new questions.

Course Content:
1. Determination of timely topics in gifted education
2. Identification of the Issues
3. Exploration and Analysis of the Issues
   a. What do the writers say?
   b. Where do the writers stand on the issues?
   c. Is there a pattern?
   a. reflection
   b. debate
   c. resolution
5. Identification of Emerging Trends
6. The Future of Education for the Gifted/Talented
**Methods of Instruction:**

Methods of instruction include student-conducted seminar, inquiry, brainstorming, student-centered discussion, independent research, use of internet, cooperative learning, problem solving, multiple solution, critical and creative thinking skills, application of generalizations, use of prior knowledge, organizing, knowledge, graphics, development of concept, simulation, role playing, questioning, gathering and interpreting data, spoken language, resolution of conflict, consolidating and extending, futuristic, and self-evaluation.

**Course Requirements:**

1. (150 pts.) Be diligent and regular in classroom and on-line attendance and participation. The most important learning occurs as the class studies together.

2. (150 pts.) Read and explore as widely as you can. Come to the discussion forum with adequate notes/visual(s) to document the position of the authorship on the topic under investigation. You should provide sufficient information for collaborative thinking. The agenda for the discussion forum is attached to this syllabus and provides greater detail about the facilitation of the forum.

   **Example:**
   
   a. Identify yourself and the date
   
   b. Acknowledge authorship and reference information; identify appropriate bibliography information or create link(s) for classmates; be specific about referencing your comments, i.e. give page numbers, line numbers or quote the author.
   
   c. Your comments should summarize the author’s position and major points supporting that position. Think out loud, explore the possibilities and implications for trends and/or issues.

3. Three (3) product outcomes are expected at the close of the semester.

   a. (100 pts.) Present a summary and analysis of the available literature on gifted/creative education. You should draw from all information you and your classmates found through your environmental scan. You should have explored at least three levels--local, regional, state, national, world--of activity in the field. Possible formats for analysis will be discussed throughout the course.

   b. (50 pts.) Choose one "contemporary" writer (a newcomer to the field) and one "classic" writer (an old-timer in the field who has proven to be a valuable voice in the field) found in your environmental scan. You will want these two authors to speak to several topics determined by this class. Compare/contrast (in writing, using expository theme style) the positions of each of the writers on as many of the topics determined for analysis by the class as you can. Then respond to your findings in terms of issues/trends, e.g. address questions such as: 1) Have these authors helped us to identify and /resolve issues? 2) Have these authors helped to establish current trends in gifted education? 3) What has been the impact on the field of gifted education? 4) How might these authors have influenced my decision making about my program/classroom practice? Presentation/posting to the class is expected by our last class meeting.

   c. (50 pts.) The culminating activity for each member of the class will be the preparation of an audio or video tape that will allow you to reflect upon all you have read and discussed in this class. You are the keynote speaker at this year's national convention (held by the professional organization of your choice). You will be expected to speak about the state of the art in gifted/creative education. Address where we have been, where we are, and what the future holds. Share what you think the implications are for your audience. For example, you might address the preparation of teachers of the gifted or teachers in general if you have selected the Association of Teacher Educators annual conference. The tape will be due on the last scheduled day of class meetings for the semester.

4. **Final Examination (100 pts.):** The final exam will be a written essay that will require the determination and application of issues/trends in the field.

   **EXAMPLE:** You are a member of a consulting team which has been employed by a school district to study the organization of the district and recommend a reorganizational plan. Your specific assignment is to study the existing organization for the delivery of services to gifted/creative children, determine issues needing resolution, and incorporate popular trends into a plan for improved practice. For example, after studying the situation, you might find that services are limited to an unpopular resource pullout; you review the literature for issues and trends; you then make a recommendation as to whether coordinators of the gifted program should be responsible for working to improve resource classroom instruction only or whether coordinators should provide leadership for curriculum development throughout the district. In your presentation to the school district you would consider providing
information answering the following questions:

a. Which writer(s) in the field of gifted/creative education will you make reference to in order to justify the position you have taken? What do the experts say that may be used in defense of your position and recommendation(s)?

b. What will be your recommendation(s)? State your position on the situation.

c. Which writer(s) would oppose your position? What would they say? How will you answer the opposition?

Methods of Evaluation:
Subjective and objective evaluation by the instructor of class participation and discussion, reports, written tests, and projects on the basis of:

a. completeness (scope and quality; review of the literature) and correctness of information
b. organization of thought
c. relevance to basic concepts of gifted education and course content
d. comprehension; reflection of course objectives
e. personal application

Final grades are determined from a cumulative total of points earned.
A = 540-600 pts.
B = 480-539 pts.
C = 420-479 pts.
D = 360-419 pts.
F = < 360 pts.

Bibliography:
Gifted Education books, articles and on-line sources published since 1970 with particular emphasis on current (1998-present) information impacting the field of gifted education as well as general education will be used. The following are particularly recommended:


Supplemental Journals:
Roepher Review
Gifted International
Journal of School Psychology
Teaching Exceptional Children
Educational Leadership
Gifted Child Today
Journal of Creative Behavior
School Psychology Review
Journal of Special Education
Gifted Child Quarterly
Exceptional Children
Psychology in Schools
Special Education Report
GTED 6833
Workshop: Issues and Trends in Gifted Education

DISCUSSION FORUM AGENDA
Bringing Order Out of Chaos

I. Explore and analyze. (Where are the writers? What do the writers say? Where do the writers stand on the topic for discussion? Does the writer approach the topic as an issue or a trend?)
   A. Members of the class report select/representative writers positions citing sources of information used to determine the position taken.
   B. Members of the class report on positions taken by individual writers
   C. Members of the class summarize positions taken on the issue
      The class reviews the range of positions taken, charts positions, and summarizes the information gained.

II. Formulation and defense of individual and group positions on the topic (What do I/we believe? Where do I/we stand? Why? What are our personal thoughts regarding the issue/trend?)
   A. Members of the class reflect on what has been reported, formulate their positions and the defense they will offer, and apply quality management tools in analysis.
   B. Members of the class declare and defend their positions.
   C. Group discussion; probe classmates remarks; ask classmates to clarify any remarks until you can incorporate this information into your analysis.

III. Members of the class identify emerging issues/trends (What are the implications of the facts found--local, state, nation, world? What seems to be the trend(s) emerging? Is the trend a desirable one? Why? Why not?)

IV. Looking ahead--Check announcements frequently
   A. Bothersome questions
   B. Environmental scan clarified for the coming week
   C. Use of Blackboard generally and discussion forum particularly
   D. Clarification of course assignments and schedule
   E. Other anxiety-producing matters
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council
   Curriculum Committee

From: School of Education, Curriculum & Instruction, Gifted Education

Date Submitted: October 1, 2002

Type of Curriculum Change Requested: Miscellaneous changes to catalog descriptions

Submitted by: Dr. Gwen Morgan, Curriculum & Instruction, Gifted Education

Approved by: Department Head [Signature]
   Dean

Reviewed by: Registrar [Signature] 10-24-02
   Vice-President Academic Affairs

The existing catalog descriptions for gifted education are attached. The changes requested to these descriptions are as follows:

GTED 5003: NO CHANGE

ADD:
GTED 6833 Current Issues and Trends in Gifted Education
Prerequisite: Consent of instructor. Critically examines timely and controversial issues in the field of education of the gifted to assist educators in developing more defensible programs for gifted/talented children. An outgrowth of such a systematic analysis of the trends and issues should be a greater understanding of Gifted/Creative Education as it is presently viewed by the scholars and practiced in the field. One should also gain new insights as to the direction in which we are moving as a "discipline" and as a school function.

GTED 6843: DELETE "May not be taken for credit after completion of ELED/SEED 6843."

GTED 6853: DELETE "Prerequisite: ELED 6803, GTED 6833, GTED 6843, or consent of instructor." DELETE "May not be taken for credit after completion of ELED/SEED 6853."
GTED 6863, 6866 Practicum in Gifted Education: CHANGE to read "GTED 6863 Practicum in Gifted Education. CHANGE Prerequisite: DELETE "ELED 6803, GTED 6833, GTED 6843, GTED 6853, or" so that prerequisite reads "Consent of instructor."
DELETE "$25.00 for a six-hour course." DELETE "May not be taken for credit after completion of ELED/SEED 6863-6."

GTED 6873: DELETE "ELED 6803, GTED 6843, GTED 6853, GTED 6893, 6896-6, or" from prerequisite so that the prerequisite reads "Consent of instructor." DELETE "May not be taken for credit after completion of ELED/SEED 6873,"

GTED 6881-3 Workshop: CHANGE Prerequisite to read "Consent of instructor." Replacing the word "Permission" with "Consent."

GTED 6891-3 Independent Study: ADD "Prerequisite: Consent of Instructor."

GTED 6903: DELETE "May not be taken for credit after completion of ELED/SEED 6903."

GTED 6991: ADD "Prerequisite: GTED 6993 Action Research."

GTED 6993-6 Action Research: CHANGE to read "GTED 6993 Action Research." ADD "Prerequisite: EDFD 6003 Educational Research."
GEOG 6003 Political Geography  
Seminar on the influence of geography in world affairs. A survey of how the physical and cultural geographical factors influence contemporary policies and events.

GEOG 6881-3 Workshop  
Prerequisite: Permission of instructor. The workshop will require the equivalency of fifty clock hours of instruction per credit hour.

GEOG 6891-4 Independent Study  
Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Gifted Education

GTED 5003 Understanding the Gifted in Home, School and Community  
Prerequisite: Consent of instructor. A survey in gifted education providing basic knowledge and concepts of interest to parents, prospective teachers and the community at large. May not be taken for credit after completion of GTED 4003.

GTED 6843 Curriculum Development for Instruction of the Gifted/Talented  
Provides a background for the development of curriculum material designed to serve the educational needs of gifted/talented, particularly in regard to critical thinking, problem solving, and creativity. May not be taken for credit after completion of ELED/SEED 6843.

GTED 6881-3 Workshop  
Prerequisite: Permission of instructor. The workshop will require the equivalency of fifty clock hours of instruction per credit hour.

GTED 6881-3 Independent Study  
Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of an action study.

GTED 6893 Guidance and Counseling of the Gifted/Talented  
Defines the distinctive emotional needs of the gifted and presents strategies that counselors, teachers, and parents can use to help the gifted meet those needs at school and at home. May not be taken for credit after completion of ELED/SEED 6903.

GTED 6991 Action Research  
Directed action study of the six-hour action study (GTED 6993-6) has not been completed during the semester(s) of enrollment. The student must register for GTED 6991 during subsequent semesters in which he/she is receiving faculty assistance with the action study and/or using University library facilities.

GTED 6993-6 Action Research  
Directed action study selected by the student in consultation with supervising faculty in the School of Education.

History

HIST 5023 Vietnam War  
A study of the American involvement in Vietnam from 1945 to 1975. Emphasis will rest on the actual period of war in Vietnam. May not be taken for credit after completion of equivalent course under HIST/POLS 4983, 5983, or HIST 4023.

HIST 5033 The American Frontier  
Study of the American frontier as a place, as a process, and as a state of mind influential in shaping institutions and attitudes during the expansion of this nation westward from Atlantic to Pacific. May not be taken for credit after completion of HIST 4033 or equivalent.

HIST 5053 Economic History of the United States  
A study of the major economic forces which have helped influence, and been influenced by, United States history. Particular emphasis will be given to the development of agriculture, business, industry, and labor in their American setting. May not be taken for credit after completion of HIST 4053 or equivalent.

HIST 5113 Racial and Cultural Minorities in American History  
A study of the role of racial and cultural minorities in America and the interrelationship of these minorities with American society from Colonial times to the present, with emphasis on Native Americans, African Americans, and Mexican Americans. May not be taken for credit after completion of HIST 4113 or equivalent.

HIST 5153 History of Arkansas  
A study of the history of the state from Indian times to the present, noting political, social, economic, and cultural trends. May not be taken for credit after completion of HIST 3153 or HIST 4153 or equivalent.

HIST 5203 Women in American Social History  
A treatment of women in Western and American social history in their lifestyles and economic and family roles. May not be taken for credit after completion of HIST 3203 or HIST 4203 or equivalent.

HIST 5443 Europe in the Twentieth Century  
European history from World War I to the present with emphasis on the great wars, depression, revolution, the rise of Fascism, Communism, and economic political nationalism; the League of Nations and the United Nations. May not be taken for credit after completion of HIST 4443 or equivalent.
SCHOOL: School of Education

TYPE OF CURRICULUM CHANGE:
Reorganization of the Master of Science in Education in Gifted Education

DEPARTMENT: Curriculum & Instruction

SUBMITTED BY: Dr. Gwen Morgan, Coordinator for Gifted Education

ORIGINAL: See attached.

REVISION:

Degree Requirements
Candidates for the Master of Science in Education degree in gifted education must complete a 36-semester-hour program consisting of 9 semester hours of gifted education core requirements, 9 semester hours of professional education core requirements that includes 3 hours of action research, 9 semester hours in professional practicum and 9 semester hours in a subject matter area.

Gifted Education Core Requirements (9 hours)
GTED 6843 Curriculum Development for Instruction of Gifted/Talented
GTED 6853 Methods & Materials in Gifted Education
GTED 6903 Guidance & Counseling for Gifted/talented

Professional Education Core Requirements (9 hours)
GTED 6993 Action Research
GTED 6833 Current Issues and Trends in Gifted Education
EDFD 6003 Educational Research

Professional Practicum (9 hours)
GTED 5003 Understanding Gifted in Home, School and Community
GTED 6863 Practicum in Gifted Education
GTED 6873 Developing Creative Talent

Subject Matter Requirements (9 hours)
6 semester hours at the 5000-6000 level to be selected from graduate courses in subject matter areas pertaining to the student's professional development goals.
ATTACHMENT D
(page 2 of 2)

COMMENTS:

The proposed reorganization of the Master of Science in Education in Gifted Education is in response to changes in licensure, demands from the school community for more course offerings of a distance learning nature and the development of technology at Arkansas Tech to support course offerings and instruction. The licensure in gifted education in Arkansas has not changed in competencies needed to teach in gifted programs. Therefore few changes to course offerings in gifted education are necessary. However the licensure now prepares coordinators as well as divides teaching into two levels PK-8 and 7-12. The proposed reorganization provides the opportunity for additional course work beyond the teaching expertise generally accepted in gifted education to fulfill the administrative demands of coordinator and the content demands at the 7-12 level.

There have been many requests in the last year for on-line and distance learning courses as many of the teachers who received their training in the mid 80s are now retiring and replacements are being recruited by schools needing to maintain compliance with the state mandate for gifted programs. The reorganization would allow the development of an on-line/distance learning licensure "package" to accommodate the needs of distant districts that would have in the past required the extreme in commuting. This package would be imbedded in the masters degree and encourage further graduate work at Tech.

Tech is limited in distance learning classrooms available in a given semester, however, Blackboard has been added to support on-line communication with students and there is now support for the development of web courses. The reorganization of core requirements will facilitate course development utilizing these advances in technology.

IMPACT:

The reorganization should have no affect on staffing and budget within or outside department. The only foreseen impact on other programs within and outside department (Edfd 6003 Educational Research, 9 hours selected subject matter) would be an increased enrollment should the addition of distance learning formats help to increase enrollment in the degree program. The development of distance learning formats in the gifted education core requirements would consider space allocations and work with the Crabaugh Communication Center.

EFFECTIVE DATE: Fall, 2003

The proposed reorganization has been developed in coordination with Curriculum & Instruction, Graduate Studies and the Crabaugh Communication Center.
MASTER OF SCIENCE IN EDUCATION
GIFTED EDUCATION

Degree Requirements
Candidates for the Master of Science in Education degree in gifted education must complete a 36-semester-hour degree program consisting of 9-12 semester hours of gifted education core requirements (which must include GTED 6893, 6896-6, Practicum in Gifted Education), 18 semester hours of professional education core requirements, and 6-9 semester hours in subject matter areas.

Gifted Education Core Requirements (9-12 hours)
Selected from graduate courses in gifted education

Professional Education Core Requirements
GTED 6993-6 Action Research
GTED 5003 Understanding the Gifted in Home, School and Community
GTED 6883 Workshop: Current Issues in Gifted Education
EDFD 6003 Educational Research
EDFD 6203 Supervision of Instruction

Subject Matter Requirements
Six to nine semester hours at the 6000 level to be selected from graduate courses in subject matter areas:
- Language Arts/Reading/Literature
- Social Studies
- Natural and Physical Sciences
- Mathematics and Computers
- Fine and Performing Arts
SCHOOL: School of Education

TYPE OF CURRICULUM CHANGE:
Reorganization of the Master of Science in Education in Gifted Education

DEPARTMENT: Curriculum & Instruction

SUBMITTED BY: Dr. Gwen Morgan, Coordinator for Gifted Education

ORIGINAL: See attached.

REVISION: MASTER OF SCIENCE IN EDUCATION
GIFTED EDUCATION

Degree Requirements
Candidates for the Master of Science in Education degree in gifted education must complete a 36-semester-hour program consisting of 9 semester hours of gifted education core requirements, 9 semester hours of professional education core requirements that includes 3 hours of action research, 9 semester hours in professional practicum and 9 semester hours in a subject matter area.

Gifted Education Core Requirements (9 hours)
GTED 6843 Curriculum Development for Instruction of Gifted/Talented
GTED 6853 Methods & Materials in Gifted Education
GTED 6903 Guidance & Counseling for Gifted/talented

Professional Education Core Requirements (9 hours)
GTED 6993 Action Research
GTED 6833 Current Issues and Trends in Gifted Education
EDFD 6003 Educational Research

Professional Practicum (9 hours)
GTED 5003 Understanding Gifted in Home, School and Community
GTED 6863 Practicum in Gifted Education
GTED 6873 Developing Creative Talent

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Selected from graduate courses in gifted education

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EDFD 6003 Educational Research
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Language Arts/Reading/Literature
Social Studies
Natural and Physical Sciences
Mathematics and Computers
Fine and Performing Arts
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council
   Curriculum Committee

From: School of Education, Curriculum & Instruction, Gifted Education

Date Submitted: October 1, 2002

Type of Curriculum Change Requested: Miscellaneous changes to catalog descriptions

Submitted by: Dr. Gwen Morgan, Curriculum & Instruction, Gifted Education

Approved by: Department Head

[Signature]

Dean

Reviewed by: Registrar

[Signature]

[Date]

Vice-President Academic Affairs

The existing catalog descriptions for gifted education are attached. The changes requested to these descriptions are as follows:

GTED 5003: NO CHANGE

ADD:

GTED 6833 Current Issues and Trends in Gifted Education
Prerequisite: Consent of instructor. Critically examines timely and controversial issues in the field of education of the gifted to assist educators in developing more defensible programs for gifted/talented children. An outgrowth of such a systematic analysis of the trends and issues should be a greater understanding of Gifted/Creative Education as it is presently viewed by the scholars and practiced in the field. One should also gain new insights as to the direction in which we are moving as a "discipline" and as a school function.

GTED 6843: DELETE "May not be taken for credit after completion of ELED/SEED 6843."

GTED 6853: DELETE "Prerequisite: ELED 6803, GTED 6833, GTED 6843, or consent of instructor." DELETE " May not be taken for credit after completion of ELED/SEED 6853."
GTED 6863, 6866 Practicum in Gifted Education: CHANGE to read "GTED 6863 Practicum in Gifted Education. CHANGE Prerequisite: DELETE "ELED 6803, GTED 6833, GTED 6843, GTED 6853, or" so that prerequisite reads "Consent of instructor." DELETE "$25.00 for a six-hour course." DELETE "May not be taken for credit after completion of ELED/SEED 6863-6."

GTED 6873: DELETE "ELED 6803, GTED 6843, GTED 6853, GTED 6893, 6896-6, or" from prerequisite so that the prerequisite reads "Consent of instructor." DELETE "May not be taken for credit after completion of ELED/SEED 6873."

GTED 6881-3 Workshop: CHANGE Prerequisite to read "Consent of instructor." Replacing the word "Permission" with "Consent."

GTED 6891-3 Independent Study: ADD "Prerequisite: Consent of Instructor."

GTED 6903: DELETE "May not be taken for credit after completion of ELED/SEED 6903."

GTED 6991: ADD "Prerequisite: GTED 6993 Action Research."

GTED 6993-6 Action Research: CHANGE to read "GTED 6993 Action Research." ADD "Prerequisite: EDFD 6003 Educational Research."
GEOG 6803 Political Geography
Seminar on the influence of geography in world affairs. A survey of how the physical and cultural geographical factors influence contemporary policies and events.

GEOG 6811-3 Workshop
Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

GEOG 6814-1 Independent Study
Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Gifted Education
GTED 6803 Understanding the Gifted in Home, School and Community
Prerequisite: Consent of instructor. A survey in gifted education providing basic knowledge and concepts of interest to parents, prospective teachers, and the community at large. May not be taken for credit after completion of GTED 4003.

GTED 6843 Curriculum Development for Instruction of the Gifted/Talented
Prerequisite: ELED 6803, GTED 6833, GTED 6843, or consent of instructor. Provides a background for the development of curriculum material designed to serve the educational needs of gifted/talented, particularly in regard to critical thinking, problem solving, and creativity. May not be taken for credit after completion of ELED/SEED 6843.

GTED 6853 Methods and Materials in Gifted Education
Prerequisite: ELED 6803, GTED 6833, GTED 6843, or consent of instructor. This course is designed to provide instruction in methods and techniques of appropriate teaching for gifted/talented students. Also included are guidelines for materials selection and curriculum modification. May not be taken for credit after completion of ELED/SEED 6853.

GTED 6863, 6866 Practicum in Gifted Education
Prerequisite: ELED 6803, GTED 6833, GTED 6843, GTED 6853, or consent of instructor. Clinical experiences in teaching the gifted/talented. Designed to assist teachers in providing individualized instruction necessary for developing the potential of the gifted/talented. A $12.50 fee will be assessed to cover the cost of supplies and materials needed for a three-hour course, $25.00 for a six-hour course. May not be taken for credit after completion of ELED/SEED 6863-6.

GTED 6873 Developing Creative Talent
Prerequisite: ELED 6803, GTED 6843, GTED 6853, GTED 6893, 6896-6, or consent of instructor. Includes a review of research on creativity and provides instruction in the use of methods and techniques appropriate for the development of creative talent at elementary and secondary levels. Also included are guidelines for materials selection and curriculum modification. May not be taken for credit after completion of ELED/SEED 6873.

GTED 6891-3 Workshop
Prerequisite: Permission of instructor. The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

GTED 6891-3 Independent Study
Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. The selected topic may not constitute any duplication of study leading to the accomplishment of an action study.

GTED 6903 Guidance and Counseling of the Gifted/Talented
This course describes and demonstrates methods used by guidance counselors, teachers, and parents to help the gifted/talented meet their needs at school and at home.

GTED 6901 Action Research
Directed action study. The six-hour action study (GTED 6903-6) has not been completed during the semester(s) of enrollment, the student must register for GTED 6901 during subsequent semesters in which he/she is receiving faculty assistance with the action study and/or using University library facilities.

GTED 6903-4 Action Research
Direct action study selected by the student in consultation with supervising faculty in the School of Education.

History
HIST 5021 Vietnam War
A study of the American involvement in Vietnam from 1945 to 1975. Emphasis will rest on the actual period of war in Vietnam. May not be taken for credit after completion of equivalent course under HIST/POLS 4983, 5983, or HIST 4023.

HIST 5033 The American Frontier
Study of the American frontier as a process, and as a state of mind influential in shaping institutions and attitudes during the expansion of this nation westward from Atlantic to Pacific. May not be taken for credit after completion of HIST 4033 or equivalent.

HIST 5053 Economic History of the United States
A study of the major economic forces which have helped influence, and been influenced by, United States history. Particular emphasis will be given to the development of agriculture, business, industry, and labor in their American setting. May not be taken for credit after completion of HIST 4053 or equivalent.

HIST 5113 Racial and Cultural Minorities in American History
A study of the role of racial and cultural minorities in America and the interrelationship of these minorities with American society from Colonial times to the present with emphasis on Native Americans, African Americans, and Mexican Americans. May not be taken for credit after completion of HIST 4113 or equivalent.

HIST 5153 History of Arkansas
A study of the history of the state from Indian times to the present, noting political, social, economic, and cultural trends. May not be taken for credit after completion of HIST 3153 or HIST 4153 or equivalent.

HIST 5203 Women in American Social History
A treatment of women in Western and American social history in their lifestyles and economic and family roles. May not be taken for credit after completion of HIST 3203 or HIST 4203 or equivalent.

HIST 5443 Europe in the Twentieth Century
European history from World War I to the present with emphasis on the great wars; depression, revolution, the rise of Fascism, Communism, and economic political nationalism; the League of Nations and the United Nations. May not be taken for credit after completion of HIST 4443 or equivalent.
I. Program or curriculum change as it will appear in the catalog. [Changes other than wording are in bold face type.]

The Master of Arts in History program at Arkansas Tech University is designed to provide advanced historical study for students who plan eventually to pursue the doctoral degree in history as well as those who intend to pursue careers in teaching, law, journalism, business, government, public service, or the private sector. The program offers graduate education directed by faculty members with strong teaching and research backgrounds, each holding advanced degrees from noted universities. While the department has a strong commitment to excellence in teaching, its professors are also active in research and scholarship. The graduate faculty members maintain a supportive academic environment that enables them to interact closely with the graduate students.

Degree Admission

Applicants for admission to the program must complete and submit an application form and must arrange for complete and official transcripts of all undergraduate and graduate course work to be sent directly to the Arkansas Tech University Office of Graduate Studies.

Unconditional Admission

1. Applicants must meet the admission requirements for Graduate Studies.

2. Applicants must have a minimum of 24 semester hours in history at the undergraduate level.

3. Applicants must have an overall undergraduate grade point average of 3.0 on a 4.0 scale.

4. Applicants must have a minimum score of 470 on the GRE Verbal Aptitude test and a minimum score of 3.5 on the Analytical Writing test.

Conditional Admission

Applicants who meet either the grade point average or GRE requirement may be admitted conditionally by the History Graduate Committee to earn a maximum of twelve semester hours. To remove this condition, the student must earn a 3.0 average on the first twelve hours of graduate work attempted at Arkansas Tech University, with no grade lower than a “C”.

Applicants who have satisfactory academic records at unaccredited institutions or who have not completed 24 hours of undergraduate work in history are also eligible for admission under these conditions. In such cases, a student may be required to complete supplemental undergraduate or graduate
hours in addition to the graduate credits required for the degree. The nature of the deficiency requirements will be determined by the History Graduate Committee.

Graduate Advising

The director of the graduate program in history will assign a faculty advisor to each student admitted to the degree program. The faculty advisor will specialize in the general field of the student's interest, and will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Eventually, the student will be encouraged to select an advisor in a specific concentration, who will help the student prepare for the thesis or comprehensive exams. The faculty advisor, the History Graduate Committee, and the Office of Graduate Studies monitor the student's progress as they progress through the program. It remains, however, the student's responsibility to understand and satisfy all degree requirements.

Areas of Concentration

The Master of Arts in History program at Arkansas Tech has been designed to offer concentrations in Modern European History and United States History

Admission to Candidacy

Students who have been granted unconditional admission are eligible for admission to candidacy upon completion of twelve hours with a minimum grade point average of 3.00 and no grade lower than “C”. Students who have been granted conditional admission are eligible for admission to candidacy after the completion of twelve hours with a minimum grade point average of 3.00 and no grade lower than “C”, and the change to unconditional status.

It is the student’s responsibility to complete an “Application for Admission to Candidacy” form and to submit it to the Master of Arts in History Program Director. The form is to be submitted upon completion of twelve hours of graduate work.

Degree Requirements

Option I: Thesis Option

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

1. A minimum of 30 hours of history at the graduate level (5000-6000) with no more than 12 hours of 5000-level courses considered toward the completion of degree.

2. The satisfactory completion of HIST 6003 Historiography and Methods.
3. The satisfactory completion of 12 hours in the primary core field, including 6 hours each in Readings and Seminar courses in the area of concentration.

4. A minimum of 9 hours in the secondary area of concentration.

5. The satisfactory completion of 6 hours of HIST 6993 Master’s Thesis.

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

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

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

8. No more than 6 hours of HIST 6891-4 Independent Study be counted toward the degree;

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

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

Option II: Non-Thesis Option

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

1. A minimum of 30 hours of history at the graduate level (5000-6000) with no more than 12 hours of 5000-level courses considered toward the completion of degree.

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

3. The satisfactory completion of 15 hours in the primary core field, including 6 hours each in Readings and Seminar courses in the area of concentration.

4. A minimum of 12 hours in the secondary area of concentration, including 3 hours each in Readings and Seminar courses in the secondary area of concentration.

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

6. Successful completion of written comprehensive examinations on the completed course work. Comprehensive examinations will be comprised of two written exams in the primary area of concentration and one in the secondary area of concentration. Candidates will receive additional information from the Program Director upon admission to candidacy.
In addition to the above requirements, the Master of Arts in History, Non-Thesis Option requires that:

7. No more than 6 hours of HIST 6891-4 Independent Study be counted toward the degree; and

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

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

Students who are admitted to the Master of Arts program may apply up to six transfer credits toward the satisfaction of degree requirements, subject to the following conditions:

1. The graduate credits must have been earned at a regionally accredited college or university.

2. Only courses with grades of "B" or "A" are eligible for transfer.

3. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the Program Director and the Dean of Graduate Studies.

4. A maximum of six hours from another master's degree may be applied toward the Master of Arts in History degree requirements.

Graduate Credit Taken After Admission to Arkansas Tech University

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must secure in advance of enrollment letters from the Program Director and the Dean of Graduate Studies approving the course for use in the Arkansas Tech University program.