PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee or Graduate Council (as appropriate)
From: Business & Economics, School of Business
Date submitted: Jan. 12, 2007

Request for: Course change ___ Course deletion ___ Course addition ___ X ___
(Excluding course credit hour changes)

Submitted by: Dr. Kim Troboy, Assoc. Prof. of MIS
Approved by: Dr. Kevin Mason, Economics & Business Department Head
             Dr. Tom Tyler, Dean, School of Business
Reviewed by: Registrar
             Vice President:

I. Catalog description:
Prerequisites: Graduate standing in the School of Engineering, COMS 1003 or BUAD 2003 or higher level microcomputer applications course, or instructor approval. May not be taken for credit after MGMT 4203. This course explores the techniques of organizing the main elements of project management: people, cost, schedule, and scope. The course emphasis is aimed toward a practical understanding of Project Management for future business leaders and engineers. Students will learn to utilize information technology that aids in the visualization and documentation of the project planning and management process.

Number: MGMT 5203

Title for Catalog: Project Management

*Title for Course Inventory (24 characters): Proj. Mgmt.

Description:
Project Management is studied from a practical perspective. In this course, students explore techniques of organizing the three main elements of project management: cost, schedule and scope, as well as how to manage the most important aspect of Project Management: people. The course emphasis is aimed toward a practical understanding of Project Management for future business leaders and engineers.

Students will learn to utilize information technology that aids in the visualization and documentation of the project planning and management process. The first two thirds of the course will cover concepts, develop competence in the relevant information technology, and survey the industry best practices, including requirements for certification. This will be accomplished through quizzes, exercises, and research papers. The course will culminate with a month-long, graded, practical exercise with industry where students will be organized into teams or as individual developers and sent to
explore all aspects of a problem, conduct a project initiation workshop, and then present a project management plan to the leadership of that participating industry.

This course will be cross-listed with the undergraduate project management course (MGMT 4203). Graduate students will be subjected to more rigorous grading criteria and be expected to do additional research, make an additional presentation, and take on a more difficult, engineering-oriented term project.

Effective date or term: Spring 2008

Course fees: none

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

Graduate engineers are likely to be involved in the administrative and management aspects of projects, making the knowledge and skills involved in project management critical to advancing their careers. Effective planning and managing are critical to the success of most projects, whether designing and implementing new business processes or products, developing new technology, solving engineering problems, constructing networks, roads, bridges, or buildings. Project management skills are in great demand. Membership in the Project Management Institute has been growing dramatically and there are numerous job listings related to project management.

This course is expected to be part of the core of a graduate program in engineering and will be taken by graduate engineering students.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course will be cross-listed with MGMT 4203 Project Management, a senior-level elective in the School of Business. There is only minor overlap in other courses (for example, MGMT 2013 introduces software used for project planning and management and MGMT 3003 introduces principles of managing people).

This course is will not generally be included in any assessment activities in the School of Business. It may be included in general assessment activities in the School of Engineering.

C. Is this course part of any general plan of development within your department? Explain.

The general development plan in this department includes facilitating cross-disciplinary courses and programs.

D. How often will the course be offered?

Once a year, typically in the spring term.
E. How will the course be staffed?

By current faculty in the School of Business.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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<th>List Department Head/ Program Director Consulted:</th>
<th>Indicate Support for Proposal (yes/no)</th>
<th>Date:</th>
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<tr>
<td>1. Dr. John Krohn, Chair, Mechanical Engineering</td>
<td>Yes</td>
<td>Jan. 11, 2007</td>
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<tr>
<td>2. Dr. Ronald Nelson, Chair, Electrical Engineering</td>
<td>Yes</td>
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<td>3. Dr. John Watson, Dean, School of Systems Science</td>
<td>Yes</td>
<td>Dec. 19, 2007</td>
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If no, please attach explanation from responding Department Head indicating why they do not support the proposal.
Course Description:
Project Management is studied from a practical perspective. In this course, students explore techniques of organizing the three main elements of project management: cost, schedule and scope, as well as how to manage the most important aspect of Project Management: people. The course emphasis is aimed toward a practical understanding of Project Management for future business leaders and engineers.

Students will learn to utilize information technology that aids in the visualization and documentation of the project planning and management process. The first two thirds of the course will cover concepts, develop competence in the relevant information technology, and survey the industry best practices, including requirements for certification. This will be accomplished through quizzes, exercises, and research papers. The course will culminate with a month-long, graded, practical exercise with industry where students will be organized into teams or as individual developers and sent to explore all aspects of a problem, conduct a project initiation workshop, and then present a project management plan to the leadership of that participating industry.

Prerequisites:
Graduate standing in the School of Engineering, COMS 1003 or BUAD 2003 or demonstrated knowledge of standard office suite software packages, MATH 1113 or higher level mathematics course, or instructor approval. May not be taken for credit after MGMT 4203.

Instructor Contact Information:
Name: Dr. Kim Troboy
Phone: 479-968-0630
Office: Corley 224
E-mail Address: LTroboy@atu.edu

Office Hours: TBA

Textbook and Instructional Materials:
Death March: The Complete Software Developers Guide to Surviving Mission Impossible Projects by Edward Yourdon. (seven copies will be on reserve in Pendergraft Library for checkout)

Main Website materials:
http://blackboard.atu.edu
http://highered.mcgraw-hill.com/sites/0072978635/information_center_view0/
http://www.pmi.org/info/default.asp
http://library.atu.edu

Additional supplemental material will be available from the course Web page that can be found under External Links or Course Documents on the class Blackboard site.
Course Purpose and Objectives:
To gain a practical understanding of the importance of Project Management for engineers and future business leaders. We will also explore lessons learned by those who have traveled this path before us, and we will gain a working knowledge of software designed to aid in the visualization of complex projects.

Student Responsibilities:
Assignments and lectures will cover the primary conceptual material. Some of what we cover in lecture is not found in the text. Because of time limitations, not all text material may be covered in class. You will be responsible for all assigned material, whether covered in lecture or not. Any schedule changes or changes in quiz or due dates will be posted to Blackboard. You will be responsible for such announcements regardless of your class attendance.

Commitment of Time and Effort:
According to the Arkansas Tech University catalog, "a student can expect to spend 2-3 hours outside the class (for studying, homework, preparation, etc.) for each hour in the class. This means you will be expected to spend at least 9 hours per week outside of class in preparation.

Grading:
- Class participation (50 points as determined subjectively by instructor)
- Review Quizzes (150 points; 10 points each on fifteen class readings)
- Group class discussion on assigned chapters of Death March (50 points each student)
- Individual project presentation to class (50 points)
- Individual white papers (100 points)
- Client grade for individual project plan (400 points)

Total 800 Points

Grades will be *strictly tabulated based on the point totals below:
*Note: strictly tabulated means 89.4% equals a B.

Grading scale:
A = 100%-90%  800-716 points  Exceptional in every respect.
B = 89%-80%  715-636 points  Strong, insightful performance.
C = 79%-70%  635-556 points  Competent but unremarkable. Meets minimum standards.
D = 69%-60%  555-476 points  Serious problems, poor quality, wrong focus, inappropriate level of effort, unacceptable in a graduate student.

Key rules for this class:
1. If you have a question on content, please ask it! It helps the class better understand the complex topic of Project Management.
2. If you have a question on course requirements, please ask it!
3. If you want to discuss your progress or your grades, do not hesitate to contact the me, either after class or during office hours.
4. Class Attendance: If you must miss a class, let us know as early as possible so necessary adjustments for team work or presentations can be made. If you have more than five (5) unexcused absences you will be dropped from the course with an F (see note below).
5. Be prepared for class! Participate! At minimum, complete the required readings prior to class. If you want that ‘A’ or ‘B’, explore the supplemental materials in External Links and Course Documents on
Blackboard or search the Web. Keep in mind that some key points in the readings may not be covered in class due to time limitations.

6. Projects must be submitted on time in the manner prescribed by the assignment instructions to receive full credit. Do not wait until the last minute because technical problems are not an excuse for failure to submit work on time.

7. Dress and behave appropriately for class. This means business casual dress in regular class meetings and formal business dress for presentations. The following activities are not permitted during class (and will result in a loss of participation or assignment points): use of a cell phone, instant messaging, e-mail, work on assignments unrelated to the current class activities, work for other classes, and Web surfing unrelated to class activities. Drinks, food or tobacco products are not allowed in the Classroom or Labs in accordance with University policy.

8. Apply the principle of Academic Honesty in all activities in this course. Strive for the highest professional and ethical standards. Submit only your own work. Strict adherence to the principles of truth and honesty is expected at ATU.

Special Provisions
Please let me know of any special needs due to an officially diagnosed disability or illness. For more information, see http://latc.atu.edu/

Also contact the Disabilities Coordinator in the
Dr. Carolyn J. Crawford, Director
latc@mail.atu.edu
Bryan Hall, Room 103
Phone: 479.968.0302
Fax: 479.968.0375

COURSE POLICIES

Attendance:
Attendance, promptness, and class participation are required to reinforce good business habits and facilitate learning. An absence will be excused only in rare cases such as an official University-sponsored activity or grave illness and then only if acceptable documentation is provided within one week of the absence. Arriving late or leaving early without an excuse twice is equivalent to one absence. Students with more than five (5) unexcused absences will be dropped from the class with an F.

Students who miss class, arrive late, or leave early are responsible for getting the instructions, assignments, and announcements on their own. Changes to the course schedule will be posted to Blackboard.

Communication:
Email and face-to-face are my preferred methods for communication. We may also use the Discussion Board at Blackboard. Check your email and Blackboard frequently. In email, use a professional communication style (proper grammar and spelling; no text/instant messaging abbreviations; full electronic signature). I generally respond to 98% of my email within 24 hours (even if I only say that I got your message and I’m researching an answer). So, follow up if you don’t hear back from me in that time period.
I may not respond to your email at all if you don’t do the following:

1. Put an abbreviation for the class (PM) and a brief topic in the subject line.

2. Ensure that there is an 'electronic signature' at the bottom of your email message. (This requirement does not refer to a digital signature, which is something else entirely.) An ATU email electronic signature should contain the following information on separate lines:
   - Your first and last name (or substitute preferred name for first name)
   - Your major (or department or school)
   - Arkansas Tech University

   Activate the automatic electronic signature option in your email options so that it will be appended to every email message you send. (Ask if you need to learn how to do this.)

When sending email from work, a professional electronic signature should include business card information (full name, position or title, name of company, and offline contact information, such as mailing address, office phone, and fax number). Offline contact information such as a phone number and mailing address is optional in school or private email.

NOTE: If you use Blackboard's email function, you must add an electronic signature by hand. Do not use Blackboard to send email with attachments (it's not reliable).
For backup purposes, you may send an assignment file to my Digital Drop Box.

Academic Honesty:
Apply the principle of Academic Honesty in all activities in this course. Strive for the highest professional and ethical standards. Submit only your own work.

Strict adherence to the principles of truth and honesty is expected at ATU. According to the ATU faculty handbook, instructors will adjust the grade as appropriate, ranging from a "0" on the test/quiz/assignment to an "F" in the course. In addition, the instructor is required to make a formal report to the Vice-President for Academic Affairs.

Please be advised that members of the marketing and management faculty find academic dishonesty very distasteful and will seek maximum penalties. In addition, we routinely take actions designed to minimize the chance that cheaters will prosper (different versions of exams and quizzes; randomly select and check references in student papers, etc.).

Do not plagiarize, cheat, or get excessive help from someone else in completing your work. Otherwise, you will compromise your own integrity, bypass the learning process, and cheat yourself of the full value of this course. In quizzes or exams, use of software, the Internet, cell phones, PDAs, or calculators during a quiz or exam (unless explicitly indicated otherwise) is not permitted.

If you wish to appeal an academic honesty penalty, you must do so within one week of receiving the grade or score. The student handbook requires you appeal to the professor first. Should you not be satisfied with the outcome of that appeal, you may then appeal to the Head of the Business and Economics Department. Should you not be satisfied with the outcome of that appeal, you may then appeal to the Dean of the School of Business. For further information on the appeals process, refer to the Student Handbook.
The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University community.

The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person without full and clear acknowledgment. It includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

An example of plagiarism is using someone else's words and phrases without placing them in quotation marks and referencing the source. Another example of plagiarism is paraphrasing concepts and facts presented by someone else without indicating the source. (Paraphrased material does not require quotes but does require referencing the source to avoid plagiarism.)

Document everything in all class assignments (PowerPoint slides, proposal memos, paper drafts, etc.). In particular, state the source of all facts, figures, tables, and quotes. Unless you have first-hand experience or knowledge, you should indicate where you found a fact or concept. Upon request, I may require you to submit any sources, videotapes, and demonstration materials you use for an extended examination.

I will be more than happy to help you avoid plagiarism or improve your writing style. Please do not hesitate to ask if you need any assistance in this area. Just try to be reasonable in asking for time in advance of assignment due dates.

**Computing Policies:**
All students are expected to adhere to lab, department, and course policies.

This class will use ATU computing facilities and the Web. Students will have one or more accounts for using the ATU computing resources, Web-based collaborative software, email, and other class activities. Students will use, at minimum, MS Project, MS Word, a presentation package, a web browser, and Blackboard. Depending on the class activities and assignments, students may use a spreadsheet, a database, an html generator, or other software.

It is the student’s responsibility to maintain the security of his or her ATU accounts and passwords. Do not allow anyone else to use these accounts or to learn passwords. Change passwords at least once a month or immediately if there is reason to think anyone else may have acquired your password. Use strong passwords (not easily guessed).

Students may use ATU computer resources only for work directly associated with classes at ATU. Students must follow the computer lab rules and policies and comply with the instructions of Computing Services and lab personnel. Negligence or misuse of these resources may result in a lowered grade in the course, loss of computing privileges, and/or other disciplinary measures. For more on ATU’s computing policies see [http://cservices.atu.edu/policies.htm](http://cservices.atu.edu/policies.htm).

Students may use computing facilities at work with the employer’s explicit permission. Keep in mind that you may not be able to get technical assistance from professors or from lab aides in using hardware or software not available in the computer labs.
It is not the responsibility of the professor to solve software problems for students. Part of the educational process is learning to use software tools and to engage in problem solving. While the professor will provide guidance leading to a solution, it is the student’s responsibility to accomplish the assignments and to solve software problems associated with those assignments. In general, lab aides will only be able to assist in launching software applications, using printers, and replacing defective equipment.

Online assistance is available at http://etech.atu.edu/.

**WARNING: Practice safe computing!**

A **penalty of 10%** may be deducted from your final overall average for the class if transmission of a virus is detected, at my discretion. Make certain that any file sent via e-mail or posted to a class web site does not contain a virus. Anti-virus software is installed on ATU lab computers. This lab software may be used to check specific files and disks. There are also free on-line virus-checking services available.

Apply security updates to your personal desktop operating system software (Windows) and Internet browser regularly. Install personal antivirus software at home or at work and update frequently (at least once a week). Ask if you need help finding and using antivirus software. Personal firewalls are also recommended for always-on, broadband Internet connections from home.

The following are resources for antivirus or firewall software and services.

Ad-Aware and Spybot
http://cservices.atu.edu/downloads.htm

Microsoft

Symantec’s Norton
http://www.symantec.com

McAfee
http://www.mcafee.com

Zonelab ZoneAlert
http://www.zonelabs.com/

Computer Associates eTrust EZ Antivirus/Firewall
http://www1.my-etrust.com

Internet Security Systems Blackice firewall
http://www.digitalriver.com/dr/v2/ec_dynamic.main?SP=1&PN=10&sid=26412
School of Business Objectives:

Teaching Methods: Content will be presented in lecture and class discussions that will rely heavily on PowerPoint presentations, websites, and media. Students will complete case studies and class exercises, find and analyze articles, have regular reading assignments, and conduct a project planning assignment. The emphasis on the course will be applying the concepts learned in the course to real world situations.

Ethics Component: In each main section of the textbook and in various chapters of the book there are special sections which address ethical issues.

Global Content: The class will have lecture content and articles related to the global opportunities presented by project management activities, including issues such as outsourcing and international project teams. There will also be case discussion on international issues.

Political: The influence of the political environment on project management is discussed in the reading assignments and class discussions.

Legal-regulatory: The text contains discussion about specific laws that affect project management responsibilities.

Social: The social environment is discussed in lectures concerning topics of project management behavior.

Environmental: This issue is not explicitly addressed by this topic except in the context of ethical use of resources and waste management.

Technological: The impact of the Internet, software, and related technologies on project management activities are discussed in length in the text, case studies and lecture.

Demographic Diversity: Issues concerning the changing makeup of the society are discussed in the text and in lecture material and related to issues such as managing a diverse project team.

Oral/Written Communications: Students will be required to research current issues in project management and communicate their findings in writing and in an oral presentation to the class. Each student will also make an oral presentation of their project to a client.

Required Computer Applications: The primary class management tool is the web based Blackboard software. Students will be required to use Blackboard for quizzes, communication, as well as research and completing assignments. Students will work extensively with MS Project and become aware of other project management software. Students will use the web for research.

Library Use: All students will be required to use library resources to acquire articles for analysis and conduct research for papers, assignments, and projects.

Critical Thinking: Students will be required to analyze articles and case material in order to present their recommendations and findings. They will also be required to form positions and be able to defend them.

Problem Solving: Class exercises and a term project will present the student with a problem that they can evaluate using the concepts and tools presented in the course material.
Project Management Periodicals

*Project Management Journal* - full text available through the ATU Library in ABI/Inform.
*International Journal of Project Management* - indexed through the ATU Library in ABI/Inform, articles available through interlibrary loan.
*PM Network* - full text available through the ATU Library in ABI/Inform.

Professional Associations

American Society for the Advancement of Project Management
6547 N. Academy Blvd., 404
Colorado Springs, CO 80918
(931) 647-7373
www.asapm.org

Project Management Institute
4 Campus Blvd.
Newtown Square, PA 19073-3299
(610) 356-4600
www.pmi.org

Bibliography


PROPOSAL FOR COURSE CHANGE

TO: Graduate Council

FROM: Department of Foreign Languages and International Studies

DATE: 1. 14. 2007

REQUEST FOR: Course addition

SUBMITTED BY: Dr. Ursula Chandler

APPROVED BY: Dr. Ursula Chandler, Dept. Head

Dr. Georgena Duncan, Dean LFA

REVIEWED BY: Tammy Rhodes, Registrar

Dr. Jack Hamm, Vice President for Academic Affairs

Tabled - till Feb Mtg.
I. Catalog description: **TESL 6063, Instructional Strategies in Content Areas**  
Participants will learn strategies to help English learners acquire the English language and content area objectives specified by the Arkansas core curriculum standards and the English language proficiency standards.

Number: **TESL 6063**

Title for Course Inventory: **Instructional Strategies in Content Areas**

Description:
Prerequisites: TESL 5023, 5703, 5713, 5723. This course is designed for ESL instructors, elementary and secondary content area teachers, curriculum directors and administrators. Participants will learn strategies to help English learners acquire the English language and content area objectives specified by the Arkansas core curriculum standards and the English language proficiency standards. Through modeling, hands-on activities and teaching presentations, participants will understand English learners better and use teaching strategies to better meet their needs. Participants will begin to collaborate with peers and support staff to build a culture of coaching in their classrooms.

Effective date or term: Immediately

II. Justification and feasibility of course:

A. Need for the course:
ESL instructors, elementary and secondary content area teachers, curriculum directors and administrators in public schools with ELL populations will take this course.

B. How does the course relate to other work in the department:
TESL 6063 offers specific instructional strategies for content area teachers, e.g., in math, or the sciences. This course goes beyond the introductory TESL 5703, the Tesol Method's course, and is content specific. There is no overlap with TESL 5703.

C. Plan of development:
The Instructional Strategies course was developed in response to requests by teachers who had gone through the four-course ESL Endorsement training and wanted additional content area specific instruction.

D. How often will the course be offered: As needed.
E. Staffing: Dr. Diana Gonzales-Worthen or Ms. Judy Hobson will teach the course.

F. NA
ESOL Instructional Strategies in the Content Areas
TESL 6063 – 3 credits
Arkansas Tech University
Spring, 2007

Instructor(s):
Diana Gonzales-Worthen, PhD
Judy Hobson, EdS
479-750-8706 (School)
479-871-3186 (Diana’s cell)
479-530-2846 (Judy’s cell)

Course Description
Prerequisites: (TESL 5023, 5703, 5713, 5723) This course is designed for ESL Instructors, elementary and secondary content area teachers, curriculum directors and administrators. Participants will learn strategies to help English Learners acquire the English language and content area objective relevant to the Arkansas core curriculum standards and English Language Proficiency standards. Through modeling, hands-on activities and teaching presentations, participants will understand English Learners better and practice teaching strategies to better meet their needs. Participants will begin to collaborate with peers and support staff to build a culture of coaching in his/her classroom.

Course Objectives
❖ Participants will define the basic research based principles of sheltered or SDAIE (specially Designed Academic Instruction in English) methods and describe their implementation in K-12 classroom contexts.
❖ Participants will present instructional strategies specific to content and language objectives, the Arkansas core curriculum and English Proficiency frameworks.
❖ Participants will identify resources to help improve instruction of ELLs in grade level or content area classrooms.
❖ Participants will maintain a reading and instructional strategies log/journal where they respond to research questions, lab work, and generate concept maps that illustrate their understanding and application of the chapter readings.

Course Rationale
Public schools across the nation face the opportunity and challenge of increased linguistic and cultural diversity among their students. Many of
these students, who are in the process of learning English, are placed in grade level or content area classrooms. Arkansas schools are experiencing this phenomenon later than some other states but the growth in ELLs in our state has been in a short period of time which has not allowed for the colleges and universities to adequately prepare teachers to handle this challenge. Teachers need more than just good teaching strategies if ELLs are to have full access to the total curriculum offered non ELLs.

**Reading and Materials:** (items 1 and 2 will need to be purchased by participant.)

3. Selected articles from other books and research documents. (Will be provided)
4. Journal/notebook for readings, concept maps and study questions.
5. On-line readings (web addresses will be provided.)
6. Current school textbook in your content area.

**Assessment and Grading Procedures (200 pts)**

- Daily attendance, promptness and participation. 20 pts (4 pts each day)
- Participants will develop lesson plans at each session which will focus on the research based principles of sheltered instruction they are learning. 40 pts
- Participants will work with other teachers to observe and be observed for the purpose of coaching each other. 40 pts
- Daily reflections in journal. 20 pts
- The final project will be a complete lesson that incorporates all of the principles of sheltered instruction. This lesson will include at least one lesson being taught and observed by one of the instructors. 80 pts

The final grade will be determined using the following system based on an established rubric:

- 180-200 pts = A
- 160-179 = B
- 140-159 = C
- 120-139= D
Below 120 = F
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council

From: Curriculum and Instruction

Date Submitted: January 24, 2007

Type of Curriculum Change Requested: (miscellaneous change)
The addition of a $50.00 per 3 credit hour charge for students enrolled in the EDMD 6433-6 Practicum in Educational Media to cover the university supervisor’s travel expenses for supervision.

Submitted By: Connie Zimmer, Coordinator of the Master of Education in Instructional Technology

Approved By: Department Head: ________________

Dean of School: ________________

Reviewed By: Registrar: ________________

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.
Students enrolled in the EDMD6433-6 Practicum in Educational Media will pay an additional $50.00 per three credit hour.

II. Course Information

A. Rationale for the requested change.
The university supervisor involved in the practicum has made visits without being reimbursed the past two semesters. Since this course is one of the culminating experiences of the student in the master’s degree program, it is very important in the accreditation of the program through the NCATE process. Practicum was mandated by the State Department of Education for all students seeking school library media specialist licensure several years ago. In two other graduate programs in the School of Education, this charge has already been approved and initiated.

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

1. Curriculum and Instruction Department.
   Staffing will remain the same. The addition of the fee will allow the Curriculum and Instruction Department to have the funds in their budget to re-imburse the faculty supervisor for the travel to supervise practicum students. There will be no difference in space allocation.

2. Outside the department.
There should be no impact outside the department except for tuition calculation and the change being put in the graduate catalog.

C. Effective Fall 2007.

D. I consulted with my department head and Dean of the School of Education as to the procedure that needed to be taken.

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If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.*

*Updated 8/1/04
**Updated 9/1/05
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Request for:  Course addition:  
Course deletion:  
Change course number:  
Change course title:  

Faculty Senate:  Approved date:  
Graduate Council:  Approved date:  Jan 25, 2007  
Disapproved date:  

SECTION I: Course Addition

Course ID: (Prefix/number)  EMHS 6063  

✓ Correct Effective Term  
✓ Correct Course Title  
✓ Correct Course Level,  ✓ Correct Course Career  
✓ Correct hours (CRED MIN)  
✓ Correct Department  
✓ Correct CIP Code  439999  
✓ Correct Approval Date  

✓ NO  YES  Replacing Another Course? (PREV CRS/END DATES) completed?  
(Not necessary if same course number, name change only)  

✓ NO  YES  Cross-listed?  

✓ NO  YES  Co-requisite?  

 ✓ Normal grading?  P/F?  Other?  

This course may be repeated for degree credit  NO  times for a maximum of  hours.  
Fees attached to class?  NO  Amount  Type of fee  

SECTION II: Course Deletion

Course ID (Prefix/Number):  
Correct End date:  
Fee attached?  Course being replaced?  CURR CRS ID completed?  
(Does not apply if title change only)  
checked future terms?  

Screen 125: Add date  2/23/07  Delete Date  
By  

If fee, add to list?  NO  By  
Fee approved by Fac/Senate or Graduate Council. Board of Trustees' approval required before added to rate table.
**PROPOSAL FOR COURSE CHANGE**
Arkansas Tech University

**Request for:**
- **Course addition:** ✓
- **Course deletion:**
- **Change course number:**
- **Change course title:**

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

**Graduate Council:**
- **Approved date:** Jan 25, 2017
- **Disapproved date:**

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**SECTION I: Course Addition**

Course ID: (Prefix/number) **EMHS 6073**

- ✓ Correct Effective Term
- ✓ Correct Course Title
- ✓ Correct Course Level, ✓ Correct Course Career
- ✓ Correct hours (CRED MIN)
- ✓ Correct Department
- ✓ Correct CIP Code 439999
- ✓ Correct Approval Date

NO YES Replacing Another Course? (PREV CRS/END DATES) completed?

(Not necessary if same course number, name change only)

NO YES Cross-listed?

NO YES Co-requisite?

✓ Normal grading? ☐ P/F? ☐ Other?

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

Fees attached to class? ☐ ☐ Amount ☐ ☐ Type of fee ☐

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**SECTION II: Course Deletion**

Course ID (Prefix/Number): ☐ ☐ Correct End date:

Fee attached? ☐ ☐ Course being replaced? ☐ CURR CRS ID completed? ☐ ☐ Checked future terms? ☐

(Does not apply if title change only)

Screen 125: Add date ☐ ☐ Delete Date ☐ ☐ By ☐ ☐

If fee, add to list? ☐ ☐ By ☐ ☐

Fee approved by Fac/Senate or Graduate Council. Board of Trustees’ approval required before added to rate table.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Request for: Course addition: ✓ Course deletion: 

Change course number: 
Change course title: 

Faculty Senate: Approved date: 
Disapproved date: 

Graduate Council: Approved date: Jan 25, 2007 
Disapproved date: 

SECTION I: Course Addition
Course ID: (Prefix/number) EMH5 631/1 631/2

✓ Correct Effective Term
✓ Correct Course Title
✓ Correct Course Level, ✓ Correct Course Career
✓ Correct Hours (CRED MIN)
✓ Correct Department
✓ Correct CIP Code 439999
✓ Correct Approval Date

✓ NO YES Replacing Another Course? (PREV CRS/END DATES) completed? 
(Not necessary if same course number, name change only)

✓ NO YES Cross-listed?
✓ NO YES Co-requisite?

✓ Normal Grading? P/F? Other? 

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

Fees attached to class? No Amount Type of fee 

SECTION II: Course Deletion
Course ID (Prefix/Number): Correct End date: 

Fee attached? Course being replaced? CURR CRS ID completed? Checked future terms? 
(Does not apply if title change only)

Screen 125: Add date 2/23/07 Delete Date 
By 

If fee, add to list? No By 

Fee approved by Fac/Senate or Graduate Council. Board of Trustees' approval required before added to rate table.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Request for: Course addition: ✔ Course deletion: ______
Change course number: ✔ Change course title: ______

Faculty Senate: Approved date: ____________ Graduate Council: Approved date: 1/25/2007
Disapproved date: ____________ Disapproved date: ____________

SECTION I: Course Addition
Course ID: (Prefix/number) CSP 6191-6

✔ Correct Effective Term
✔ Correct Course Title
✔ Correct Course Level, ✔ Correct Course Career
✔ Correct hours (CRED MIN)
✔ Correct Department
✔ Correct CIP Code
✔ Correct Approval Date

6196 replaces 6096

NO ✔ YES Replacing Another Course? (PREV CRS/END DATES) completed? ✔
(Not necessary if same course number, name change only)

✔ NO YES Cross-listed?

✔ NO YES Co-requisite?

✔ Normal grading? P/F? Other? Can use CR or R

This course may be repeated for degree credit No times for a maximum of ______ hours.

Fees attached to class? No Amount ______ Type of fee ______

SECTION II: Course Deletion
Course ID (Prefix/Number): CSP 6096 Correct End date: ✔

Fee attached? No Course being replaced? CURR CRS ID completed? ✔ Checked future terms? ✔
(Does not apply if title change only)

Screen 125: Add date 2/9/07 Delete Date 2/9/07 By ____________________

If fee, add to list? 30% Yes By ____________________
Fee approved by Fac/Senate or Graduate Council. Board of Trustees’ approval required before added to rate table.
PROPOSAL FOR COURSE CHANGE
Arkansas Tech University

Request for: Course addition: ✓ Course deletion: 

Change course number: 
Change course title: 

Faculty Senate: Approved date: 
Disapproved date: 

Graduate Council: Approved date: Feb 21, 2007
Disapproved date: 

SECTION I: Course Addition
Course ID: (Prefix/number) TESL 6063

✓ Correct Effective Term
✓ Correct Course Title
✓ Correct Course Level, ✓ Correct Course Career
✓ Correct hours (CRED MIN)
✓ Correct Department
✓ Correct CIP Code
✓ Correct Approval Date

✓ NO ___ YES Replacing Another Course? (PREV CRS/END DATES) completed? 
(Not necessary if same course number, name change only)

✓ NO ___ YES Cross-listed?
✓ NO ___ YES Co-requisite?
✓ Normal grading? ______ P/F? ______ Other? 

This course may be repeated for degree credit ___ times for a maximum of ______ hours.
Fees attached to class? ___ Amount ______ Type of fee ______

SECTION II: Course Deletion
Course ID (Prefix/Number): 
Correct End date: 

Fee attached? ____ Course being replaced? CURR CRS ID completed? ____ Checked future terms? ____ 
(Does not apply if title change only)

Screen 125: Add date 2/23/07 Delete Date __________ By __________

If fee, add to list? ____ By __________
Fee approved by Fac/Senate or Graduate Council. Board of Trustees’ approval required before added to rate table.
February 27, 2007

Dr. Glenn Sheets  
Dean, College of Education  
Arkansas Tech University  
Crabaugh Hall, Room 204  
Russellville, AR 72801

Dear Dr. Sheets,

As a result of recent teacher preparation program audits and the resultant discovery of inconsistencies in the academic area requirements, the Arkansas Department of Education (ADE) has established the following program requirements. Based on one of the audits, the ADE is hopeful that institutions will be able to offer School Guidance Counseling programs with a preparation credit-hour range of 45 to 51 graduate hours beginning in the Fall semester of 2007. This credit-hour range will become a requirement in the Fall semester of 2008.

This requirement is necessary to ensure that all candidates have opportunity to participate in a program representing equity of preparation. If it would be necessary to do so, please submit a revised degree plan with accompanying syllabi for new, revised and/or additional courses, no later than May 15, 2007, for review, with anticipated implementation in the Fall semester of 2007. If additional time is needed to accomplish these changes, please submit a written request stating the need for a time extension.


Thank you very much.

Regards,

Donna Zornes  
Coordinator  
Office of Teacher Quality

Cc:  Dr. Jack Hamm  
     Dr. Kandas Croom
Arkansas Tech University  
Assessment and Appraisal  
COUN 6012

The Center for Leadership and Learning Mission Statement

The mission of the Center for Leadership and Learning is to prepare, through a performance-based system, school leadership teams, i.e. school administrators, school counselors, and master teachers with the knowledge, skills, and dispositions to work as a school team to develop a school community to ensure all students will be actively engaged in learning.

1. Course Number:  
COUN 6012

2. Course Title:  
Assessment and Appraisal

3. Instructor Information:  
Dr. Kandis Croom  
Office Hours: 3:00-5:00 M, T, W, Th and F, & By Appointment  
Phone: 479-968-0419  
CLL Office: 479-498-6075 FAX: 479-498-6075  
E-mail: kcroom@mail.atu.edu

4. Catalogue Description:  
This course will focus on an in-depth study of norm reference and criterion reference assessments. Group, standardized assessment and individual assessment will be addressed. Student will study assessment techniques, instruments selection, analysis and interpreting assessment data, as well as appropriate ways to report data.

5. Required Texts:  

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

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

8. Justification/Rationale for Course:  
The rationale for this course is to provide future school counselors with knowledge and skills assessment techniques, instruments, and usage. Standardized testing of groups, as well as individual students will be addressed. An understanding of assessment is critical to the school counseling role.
9. Course Objectives:
   Upon completion of this course, the student will have knowledge and understanding of:
   - The meaning/purpose of assessment
   - The importance of assessment analysis and interpretation
   - Assessment is a piece of the puzzle in educating the whole child
   - Identification of strengths and areas for improvement
   - Addressing diversity in assessment and the role the counselor plays

10. Course Content:
    - The definition of assessment
    - Assessment terms and concepts
    - Ethical and legal issues in testing
    - Diversity issues in assessment
    - Assessment construction
    - Assessment selection, scoring and interpreting,
    - Individual Assessment/Behavioral/Psychoeducational assessment
    - Aptitude and achievement
    - Career assessment

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

12. Course Requirements:
    On-Campus Performance (W5)
    Student participation, in-class assessments and an organizing binder of class materials will be required.
    Class Reflections (W2)
    Written reflections will be randomly collected.
    Review of Three Individual Assessment Instruments (W3)
    Each student will research and review three individual assessment instruments using the Buros Mental Measurement Yearbook and site three references on each assessment instrument.
    Artifact (W4)
    Each student will prepare a PowerPoint of a standardized norm reference test and a criterion reference test to discuss the purpose of the assessment, current guidelines, changes and administration.
    Culminating Performance (W5)
    Students will be given a scenario of an assessment breech in code of ethics. Students will need to apply the appropriate ethical and legal guidelines in addressing the case study. A summary of the process to solve the case will be required for evidence of learning.

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

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

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

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

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

Food/Beverage/Cell Phone

No food or beverage is allowed in the classroom at any time. Please turn your cell phone to vibrate and/or silent during the class.
TO: Graduate Council
FROM: Mechanical Engineering Department
Date: August 20, 2007

Request for: Course change____ Course deletion____ Course addition X

The Department of Mechanical Engineering request permission to add the following course to its catalog offerings:

A. MCEG 5413 - Finite Element Analysis

MCEG 4413

A course description and justification for this addition is attached.

Submitted by: Dr. Robert Fithen

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

Reviewed by: Registrar: [Signature]
Vice President for Academic Affairs: [Signature]
I. Catalog Description/Number/Title

A. **MCEG 5413 Finite Element Analysis.** Pre-requisites: ELEG 2103, MCEG (ELEG) 3003, and MCEG 3013. Introduction to approximate methods using finite elements. Development of the finite element method using variational formulations. Applications include machine design, mechanical vibrations, heat transfer, fluid flow and electromagnetics. May not be taken for graduate credit after completion of MCEG 4413.

**Title for Course Inventory:**

MCEG 5413 - Finite Element Analysis

**Effective Date or Term:** Fall 2007 (2007-2008 catalog)

II. Justification and feasibility of the course:

A. **What is the need for this course? Who will take it?**

MCEG 5413 - The finite element approach is a powerful numerical method for solving complex problems. As such, this course makes an excellent choice for engineering graduate students who haven’t taken the course as a senior elective. Students taking the course for graduate credit will be required to complete an additional computational model of a system using the finite elements methods.

B. **How does this course relate to other work being offered by your department? Is there any overlap with other courses in the department?**

MCEG 5413 - Mechanical engineering students are required to take courses in fluid mechanics, heat transfer and machine design. The finite element method can be used to solve complex problems in all of these areas. The department has an corresponding senior level course, MCEG 4413, which is offered approximately every two years.

C. **Is this course part of any general plan of development within your department? Explain.**

The proposed course adds another choice for students enrolled in the department’s graduate program. The creation of this course fits with the departments general philosophy to have graduate complements to most of its senior elective courses.

D. **How often will the course be offered?**
The course will be offered on the same schedule as the complementary course, MCEG 4413. The department plans to offer such elective courses at least once every two years.

E. How will the course be staffed?

Existing department faculty are capable of teaching the proposed course.

F. Other departments specifically consulted.

The proposed course will have no effect on the students or offerings of any other departments, thus, no other departments have been specifically consulted.

Integration with Assessment Plan

The proposed course will integrate into the department’s assessment plan in the same manner as all existing elective courses. Learning objectives will be established and tracked for each course and these will be related to the program’s overall student learning objectives. As an elective, the proposed course will not be the primary avenue of achieving and/or measuring success in meeting any program objectives but will, instead, be used to complement the primary avenues of required courses.
MCEG 5413 Finite Element Analysis

Prerequisite: ELEG 2103, MCEG(ELEG) 3003 and MCEG 3013.
Introduction to approximate methods using finite elements. Development of the finite element method using variational formulations. Applications include machine design, mechanical vibrations, heat transfer, fluid flow and electromagnetics. Lecture three hours.

Textbook:

Coordinator:
Dr. Robert Fitchen

Objectives:
1. Teach students how to develop a finite element formulation for a given partial differential equation.
2. To teach students how to program this formulated equation and obtain a solution.
3. In addition, the students will learn to objectively approach and interpret the results of a finite element simulation.
4. The students will also learn, through both theory and example, the behavior of the finite element method.
5. The students will develop an engineering case to study for his/her final project.
6. The student will use an available finite element package to simulate the case in question.

Topics:
1. Initial, boundary, and eigenvalue problems. Integral relations, functional and variational forms
2. Weak form of boundary value problems. Weighted integral and weak formulations.
   Bending of Timoshenko beams. Fourth order governing equations. Assembly of equations and imposing boundary conditions.
8. Design a case study for presentation to the class involving the use of a three-dimensional finite element code. Each project must be developed in a CAD package and multiple grids developed. These grids must be used to show convergence behavior. Theories involving error analysis will be covered (Chapter 5)

Students taking the course for graduate credit will be required to complete
a computational based modeling project in addition to the standard course requirements.

Evaluation Methods:
1. Homework
2. Exams
3. Projects

Performance Criteria:
Objective 1:
⇒ Students will demonstrate an ability to cast the governing equation in an integral relation (strong form). [1,2]
Objective 2:
⇒ Students will demonstrate an ability to obtain a weak form from any given bilinear strong form. [1,2]
Objective 3:
⇒ Students will demonstrate an understanding of the similarity between a weak form and energy methods. [1,2]
Objective 4:
⇒ Students will demonstrate an ability to solve one-dimensional problems by hand and on computer systems by Rayleigh-Ritz methods. [1,2]
⇒ Students will demonstrate an ability to solve one-dimensional problems by hand and on computer systems by finite element methods. [1,2]
Objective 5:
⇒ Students will demonstrate an ability to solve a variety of beam problems via finite element method. [3]
Objective 6:
⇒ Students will demonstrate an ability to solve a simple heat transfer or electrostatics problem by hand and via computer. [3]
Objective 7:
⇒ Students will demonstrate an ability to assemble a random element grouping into a global matrix. [1,2]
Objective 8:
⇒ Students will demonstrate an ability to use a simple finite element package to solve a converge problem of engineering interest. [3]

Prepared by:
Dr. Robert Filtenbo
June, 2002
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council
From: Department of Emergency Administration and Management
Date Submitted: September 28, 2007
Type of Curriculum Change Requested: This is a program minor modification
Submitted By: Mr. Ed Leachman
Approved By: Department Head: 
Dean of School: 
Reviewed By: Registrar:

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.
This proposal will change the specification (wording description) of the Interdisciplinary Component to:

Interdisciplinary Component (6 hours)
   Elective EMHS or non-EMHS graduate courses tailored to each student’s interests and career objectives.

II. Course Information

A. Rationale for the requested change.
   While there are cases where graduate students’ interests and long term objectives are enhanced through exposure to information available through non-EMHS graduate study, there are instances where those interests are best-served through additional EMHS coursework. This change will provide allow students to tailor their graduate study plan to better meet their interests and career objectives.

B. What impact will the change have on staffing, on other programs, budget, and space allocation? The total number of graduate hours delivered will not change but the allocation across departments may change somewhat.

   1. Within the department requesting the change. There may be a requirement for more course hours to delivered within the department, however this will not increase the number of sections or courses offered and no increase in staffing, budget, or space allocation are expected.

   2. Outside the department. Fewer graduate course hours may be delivered outside the department with no expected significant decrease in staffing, budget, or space allocation.

C. Effective date or term. Spring 2008
D. There is no requirement to coordinate this change with any other
departments or organizations other than the Graduate School.

*Each new program proposal must include an assessment plan using the approved
University Assessment Form.

*Updated 8/1/04
**Updated 9/1/05
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council
From: Department of Emergency Administration and Management
Date Submitted: September 28, 2007
Type of Curriculum Change Requested: This is a program minor modification
Submitted By: Mr. Ed Leachman
Approved By: Department Head: Ed Leachman
Dean of School: Mary Ann Rollman
Reviewed By: Registrar: Sammy Rhoades
Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog. This proposal will change the specification (wording description) of the Interdisciplinary Component to:

**Interdisciplinary Component (6 hours)**  
Elective EMHS or non-EMHS graduate courses tailored to each student's interests and career objectives.

II. Course Information

A. Rationale for the requested change. While there are cases where graduate students' interests and long term objectives are enhanced through exposure to information available through non-EMHS graduate study, there are instances where those interests are best-served through additional EMHS coursework. This change will provide allow students to tailor their graduate study plan to better meet their interests and career objectives.

B. What impact will the change have on staffing, on other programs, budget, and space allocation? The total number of graduate hours delivered will not change but the allocation across departments may change somewhat.

1. Within the department requesting the change. There may be a requirement for more course hours to delivered within the department, however this will not increase the number of sections or courses offered and no increase in staffing, budget, or space allocation are expected.

2. Outside the department. Fewer graduate course hours may be delivered outside the department with no expected significant decrease in staffing, budget, or space allocation.

C. Effective date or term. Spring 2008
D. There is no requirement to coordinate this change with any other departments or organizations other than the Graduate School.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.

*Updated 8/1/04
**Updated 9/1/05
PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Department of Social Sciences and Philosophy
Date submitted: 29 September 2007
Request for: Course deletions
Submitted by: H. Micheal Tarver
Approved by: Department Head: 
Dean of School: 
Reviewed by: Registrar: 
Vice President: 

The following courses should be deleted from the Catalog AND the Course Inventory:

- HIST 5463 – History of Russia
- HIST 5473 – History of England to 1689
- HIST 5473 – History of England since 1689
- HIST 5703 – History of Modern Africa

Rationale: The cross-listed 4000-level course for each of the above classes has been re-numbered to a 3000-level.

List Department Head/ Program Director Consulted: 
(Add to list as needed)

1. Dr. Deborah Wilson

These changes will have no impact on the Department’s assessment activities or plans, and will have no impact on faculty teaching responsibilities.
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council

From: Department of Emergency Administration and Management

Date Submitted: September 28, 2007

Type of Curriculum Change Requested: This is a program minor modification

Submitted By: Mr. Ed Leachman

Approved By: Department Head: Ed Leachman
Dean of School: MaryAnn Colman

Reviewed By: Registrar: Lammyla Reade

Vice-President for Academic Affairs

9/27/2007

I. Program or curriculum change as it will appear in the catalog.
This proposal will change the specification (wording description) of the Interdisciplinary Component to:

Interdisciplinary Component (6 hours)
Elective EMHS or non-EMHS graduate courses tailored to each student’s interests and career objectives.

II. Course Information

A. Rationale for the requested change.
While there are cases where graduate students’ interests and long term objectives are enhanced through exposure to information available through non-EMHS graduate study, there are instances where those interests are best-served through additional EMHS coursework. This change will provide allow students to tailor their graduate study plan to better meet their interests and career objectives.

B. What impact will the change have on staffing, on other programs, budget, and space allocation? The total number of graduate hours delivered will not change but the allocation across departments may change somewhat.

1. Within the department requesting the change. There may be a requirement for more course hours to delivered within the department, however this will not increase the number of sections or courses offered and no increase in staffing, budget, or space allocation are expected.

2. Outside the department. Fewer graduate course hours may be delivered outside the department with no expected significant decrease in staffing, budget, or space allocation.

C. Effective date or term. Spring 2008
D. There is no requirement to coordinate this change with any other departments or organizations other than the Graduate School.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.*

*Updated 8/1/04
**Updated 9/1/05
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee and Graduate Council
From: Department of Social Sciences and Philosophy
Date submitted: 29 September 2007
Request for: Course Creation
Submitted by: H. Micheal Tarver
Approved by: Department Head:
Dean of School: Donegan
Reviewed by: Registrar: Sammyfleisc
Vice President:

I. Catalog description: History of Christianity. A study of Christianity, from its beginnings to the present day, focusing especially on ancient Mediterranean, medieval European, and modern American Christian traditions. Emphasis will be on the interaction between individual beliefs, group identity, and institutional forces, how each have been shaped by broader social, political and cultural contexts, and finally how these interactions have resulted in profound changes for the Christian religion.

Number: HIST 4550/5503
Title for Catalog: History of Christianity

*Title for Course Inventory (24 characters): History of Christianity

Description: A study of Christianity, from its beginnings to the present day, focusing especially on ancient Mediterranean, medieval European, and modern American Christian traditions. Emphasis will be on the interaction between individual beliefs, group identity, and institutional forces, how each have been shaped by broader social, political and cultural contexts, and finally how these interactions have resulted in profound changes for the Christian religion.

Effective date or term: Summer One 2008

*Course fees: NONE

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? This course will serve as a upper-level elective course for students who have an interest in history and religion. This will be a required course for the proposed Minor in Religious Studies. The course can also be used by HIST and HISE majors to meet certain degree requirements. This course is a necessary addition to the catalog for a number of reasons. Christianity is nearly 2000 years old and yet remains highly influential in our contemporary world. Over the centuries, Christian institutions have wielded tremendous resources and Christian convictions have affected billions
of lives while Christianity itself has adapted continuously to shifting political, social and cultural climates. We are convinced an historical survey of Christian traditions, beliefs, and institutions will be a strong addition to the department’s offerings in the social sciences. We are likewise convinced that such a course will be an attractive offering for Tech students. Those interested in the history of a hugely influential social and cultural movement will be drawn to the course, as will many interested in the history of their own religious identity and convictions.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? While certain aspects of the history of Christianity are addressed briefly in several courses already offered by the department, this course will not overlap with other courses in the department. This course will provide greater depth for those students who interests are piqued by discussions of Christianity in the various introductory courses. This proposed course will complement two philosophy courses offered by the department: PHIL 2013 (Religions of the World) and PHIL 3053 (Philosophy of Religion) by providing a detailed historical survey of one major world religion.

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 History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.

D. How often will the course be offered? This course will be offered every two years.

E. How will the course be staffed? The course will be taught by existing departmental faculty, primarily Dr. Peter Dykema and Dr. Alexander Mirkovic as part of their rotation of upper-division courses.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted: (Add to list as needed)

Indicate Support for Proposal (yes/no)

Date:

Assessment Note: While this course does not directly relate to any specific departmental assessment goal, it does provide an additional course through which the department can continue to assess its students, both majors and non-majors. In specific, the course could be used to assess verbal and written communication skills and the ability to analyze, critique, and synthesize primary and secondary sources. The Departmental Assessment Committee will evaluate the course with the instructor to determine how best to incorporate the class into the Department’s efforts at assessment. This course will also help build the Political Science program, as the Department moves toward the eventual creation of a B.S in Political Science.
Graduate Course Description

A study of Christianity, from its beginnings to the present day, focusing especially on ancient Mediterranean, medieval European, and modern American Christian traditions. Emphasis will be on the interaction between individual beliefs, group identity, and institutional forces, how each have been shaped by broader social, political and cultural contexts, and finally how these interactions have resulted in profound changes for the Christian religion. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4503 or equivalent.
**Course Description:** Christianity is nearly 2000 years old and continues to wield influence in our contemporary world. In this course the History of Christianity will be presented and discussed in its sharply differing stages, from the Jesus Movement within Judaism to late twentieth-century religious and cultural life. Such key terms in our current vocabulary as apocalyptic, Roman Catholic, Protestant, and evangelical will be clarified in light of the interaction between institutional church, the beliefs of the people, and the challenges brought by changing cultural, social and political environments throughout Christianity's history.

We will proceed by discussing Christianity as a cultural system as well as a context for the formation of identity, and by addressing the Christian church and churches as social institutions.

A cultural system is a collection of shared values, beliefs and traditions which provide meaning and shape behavior. We will investigate how Christians over the centuries have utilized rituals, ideas, sacred places and objects in order to provide meaning for their lives.

Individuals and groups forge identity in many ways: both in conformity to the dictates of powerful institutions and in explicit rejection of them. For each period and region under investigation, we will pose the questions: What defines a Christian and who determines the defining characteristics? Who are the Christians? Who are not Christians? What are the ramifications for those who were or were not identified as Christians?

Social institutions govern resources and regulate power relationships even as they provide community and define group identity. The Christian Church in the medieval Latin West was clearly such an institution but over the years religious orders, para-church organizations, denominations and every local church have also fit the definition.

A semester-length survey of such a movement, covering 2000 years, can only be accomplished by certain limitations in scope and depth. During the first nine weeks of the course, we will address the chronological development of Mediterranean and Western European Christianity to around 1600: from a Jewish sect to the official religion of imperial Rome to medieval European Christendom splintered decisively in the period of European Re formations. In the final five weeks, we will turn to the cultural system, social institutions and identity issues of Christianity after 1600 in western Europe and the United States. In this section of the course, we will highlight the relationship between Christianity and “modernity.”

**Course Objectives:**
Students will be able to demonstrate their understanding of:
- the modern “quest for the historical Jesus”;
- paradigmatic transformations of Christianity over time;
- key vocabulary in the history of Christianity, for example: apocalyptic, gospel, canon, catholic, orthodox, protestant, evangelical, clergy, laity;
- recent tensions between traditional Christianity and the modern worldview;
- major events, persons, and trends in the history of Christianity.

Students will show their understanding through written examinations, class discussions, and papers based on materials selected by the instructor.

**Required Course Materials:**

Bruce Shelley, *Church History in Plain Language*, 2nd ed. (Nelson, 1995).


Handouts provided by Dr. Dykema

Reserve Materials available at the Pendergraft Library

**Weekly Outline of Lecture Topics**

Week 1: Introduction; Judaism; 2nd Temple Judaism; the Jesus of the Christian Gospels
Week 2: The Jesus Movement w/in Judaism; apocalyptic fervor; ‘Hebrews’ and ‘Hellenists’; Paul, Peter and James; the 1st and 2nd Jewish revolts; XNTY and Judaism part ways

Week 3: Paul and Hellenistic XNTY; growth and spread of XNTY; women in early XNTY; earliest XN communities

Week 4: Christianity and the Roman Empire; persecutions; martyrs; continued growth; Constantine, Imperial and Byzantine XNTY; doctrinal disputes; monasticism

Week 5: XN identity in the early centuries; images of Jesus- “Who do you say I am?”; Augustine

Week 6: Rise and autonomy of papacy in West; age of assimilation; conversion of Germanic tribes; formation of Catholic Christendom; Charlemagne

Week 7: XNTY at 1000 CE; age of reform; the clerical centuries; monastic reform; investiture controversy; Crusades; Lateran IV; alternative models for reform; Franciscans and dissidents

Week 8: Traditional religion and the pursuit of holiness; plague; the popes at Avignon; lay piety and “the sacred in everyday life”; conciliarism

Week 9: Protestant Reformation; Martin Luther; reformation as social movement; Calvinism; Anabaptists; Catholic Reform and Council of Trent

Week 10: European Christianity 1600-1800; religious wars; discipline; witch-hunts; state churches; Jacob Arminius; pietism; John Wesley

Week 11: European Christianity 1800-2000; the challenge/threat of “modernity”; Roman Catholic response to modernity; Vatican I and II

Week 12: Christianity in USA; colonial XNTY

Week 13: Revivalism and immigrants; demography of American XNTY to 1980s; church and state issues: civil religion; North-South split in mid-19th century; abolition; liberals and conservatives

Week 14: Liberals, evangelicals, fundamentalists; pentecostals, holiness and charismatic movements; religion in politics since the 1960s; contemporary XNTY and contemporary culture
Select Bibliography: textbooks, source readers, other possible materials for use


PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee and Graduate Council
From: Department of Social Sciences and Philosophy
Date submitted: 29 September 2007
Request for: Course Creation
Submitted by: H. Micheal Tarver
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: [Signature]

I. Catalog description: *American Legal History*. This course concerns the history and development of law, legal institutions, and legal culture in the United States from its colonial origins to the present day, with emphasis on the interaction of law with the overall development of American society.

Number: HIST 4183/5183
Title for Catalog: American Legal History

*Title for Course Inventory (24 characters): American Legal History

Description: This course is the study and analysis of the development of legal history from the colonial era to the present. Specific issues that will be examined include how law shaped the development of the North American colonies, its influence on colonial society of development, the primacy of law in the founding, the development and influence of law in the early republic, the transition from slavery to freedom; how law participated in creating the modern nation, the ways in which it defined and created citizenship, and how various social movements used the court as part of wider grass root campaigns. The course will treat law as both reflecting and shaping politics, society, the economy, and culture, studying not only case law and the specific facts that gave rise to particular court cases but also as a crucial element in shaping how individuals defined themselves. Readings will include a wide range of secondary scholarship and primary documents, including briefs, trial transcripts, newspaper articles, appellate court decisions, and items from popular culture.

Effective date or term: Summer One 2008

*Course fees: NONE
II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? This course will serve as a upper-level elective course for students who have an interest in American history and the legal profession. The course can also be used by HIST and HISE majors to meet certain degree requirements. This course is a necessary addition to the catalog for a number of reasons. As a university that supports a Pre-Law emphasis for its students, ATU must offer sufficient topical courses to support such an emphasis. A course on the history of American law is a valuable asset to any student planning admission to law school. Additionally, it is an important addition in general for history majors, as the study of the development of law and legal institutions in American history sheds light and creates greater insight into the history of the nation in general, as well as greater insight into how the law impacts our society today. Our students benefit from exposure to different approaches to the study of history, and the study of the development of law offers theories, methodologies, and information other approaches do not.

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 American Legal History will 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. American Legal History acts as a valuable companion to history offerings such as American Economic History, History of Foreign Relations, and American Constitutional Development, topical courses which address the evolution of institutions and significant themes over the life of the nation. Additionally, American Legal History is a relatively common offering at most institutions comparable to Arkansas Tech. Though American Legal History can be seen as a companion to History 4043 American Constitutional Development, this course differs fundamentally in its area of study: whereas Constitutional Development focuses on the origins, evolution, application, and interpretation of the Constitution over American history, law is more than the Supreme Court and Constitutional Law. American Legal History offers analysis and study of every other aspect of law in American history, from the evolution of such critical issues and institutions pivotal to the understanding of the American past as property, commerce and trade, criminal law, the legal profession and the courts, the evolution of procedure, contracts, labor, torts, taxation, crime and punishment, economic regulation, and a host of other topics not addressed in the study of Constitutional development.

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 History and Political Science Program Objectives - as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.

D. How often will the course be offered? This course will be offered every two years.

E. How will the course be staffed? The course will be taught by Dr. James Moses as part of his rotation of upper-division courses. Moses' MA thesis and doctoral dissertation both dealt with American legal history, as have several of his publications.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

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<tr>
<th>List Department Head/ Program Director Consulted:</th>
<th>Indicate Support for Proposal</th>
<th>Date:</th>
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<td>(Add to list as needed)</td>
<td>(yes/no)</td>
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1. NONE
**Assessment Note:** It is a valuable course for assessment purposes as well, since presently there is no course offered that addresses the evolution of law and legal institutions in American history. Such an omission has adverse effects upon standardized testing scores and other measures of proficiency that our history/political science and education majors must demonstrate. The study of legal history, a writing-intensive course of study, is an excellent field for the application of techniques of critical thinking, writing, and analysis. Improvements in these areas, which this course would provide, cannot help but aid ATU in producing higher quality graduates. In specific, the course could be used to assess verbal and written communication skills and the ability to analyze, critique, and synthesize primary and secondary sources. The Departmental Assessment Committee will evaluate the course with the instructor to determine how best to incorporate the class into the Department's efforts at assessment. This course will also help build the Political Science program, as the Department moves toward the eventual creation of a B.S in Political Science.
Graduate Catalog Description

*American Legal History.* This course concerns the history and development of law, legal institutions, and legal culture in the United States from its colonial origins to the present day, with emphasis on the interaction of law with the overall development of American society. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4183 or equivalent.
American Legal History

American Legal History is the study and analysis of the development of legal history from the colonial era to the present. Specific issues that will be examined include how law shaped the development of the North American colonies, its influence on colonial society, the primacy of law in the founding, the development and influence of law in the early republic, the transition from slavery to freedom; how law participated in creating the modern nation, the ways in which it defined and created citizenship, and how various social movements used the court as part of wider grass root campaigns. The course will treat law as both reflecting and shaping politics, society, the economy, and culture, studying not only case law and the specific facts that gave rise to particular court cases but also as a crucial element in shaping how individuals defined themselves. Readings will include a wide range of secondary scholarship and primary documents, including briefs, trial transcripts, newspaper articles, appellate court decisions, and items from popular culture.

Assigned Texts


Selected Bibliography


Lawrence Friedman and Harry Scheiber, eds., *American Law and the Constitutional Order: Historical Perspectives* (1988)


Class Schedule

Week One: Law, Society, and Economy in the Colonial Era to 1760
Week Two: The Revolution in the Law and the Law in the Revolution
Week Three: The Rise of an American Legal System
Week Four: Law and Economy in the Early Republic
Week Five: National Growth: Labor, Property, Contracts, and Torts
Week Six: Race, Class, and Slavery in the 19th Century
Week Seven: Postbellum Criminal and Civil Law
Week Eight: Gender and Domestic Relations in the Late 19th Century
Week Nine: Industrialization and the Emergence of the Regulatory State
Week Ten: The Law in Depression and War
Week Eleven: The Emergence of Civil Liberties and Civil Rights
Week Twelve: Law and the Rise of Federal and Presidential Power
Week Thirteen: Law in Modern Society
PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee and Graduate Council
From: Department of Social Sciences and Philosophy
Date submitted: 29 September 2007
Request for: Course Creation
Submitted by: H. Micheal Tarver
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: [Signature]

I. Catalog description: History of Christianity. A study of Christianity, from its beginnings to the present day, focusing especially on ancient Mediterranean, medieval European, and modern American Christian traditions. Emphasis will be on the interaction between individual beliefs, group identity, and institutional forces, how each have been shaped by broader social, political and cultural contexts, and finally how these interactions have resulted in profound changes for the Christian religion.

Number: HIST 4503/5503
Title for Catalog: History of Christianity
*Title for Course Inventory (24 characters): History of Christianity

Description: A study of Christianity, from its beginnings to the present day, focusing especially on ancient Mediterranean, medieval European, and modern American Christian traditions. Emphasis will be on the interaction between individual beliefs, group identity, and institutional forces, how each have been shaped by broader social, political and cultural contexts, and finally how these interactions have resulted in profound changes for the Christian religion.

Effective date or term: Summer One 2008

*Course fees: NONE

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it? This course will serve as a upper-level elective course for students who have an interest in history and religion. This will be a required course for the proposed Minor in Religious Studies. The course can also be used by HIST and HISE majors to meet certain degree requirements. This course is a necessary addition to the catalog for a number of reasons. Christianity is nearly 2000 years old and yet remains highly influential in our contemporary world. Over the centuries, Christian institutions have wielded tremendous resources and Christian convictions have affected billions
of lives while Christianity itself has adapted continuously to shifting political, social and cultural climates. We are convinced an historical survey of Christian traditions, beliefs, and institutions will be a strong addition to the department’s offerings in the social sciences. We are likewise convinced that such a course will be an attractive offering for Tech students. Those interested in the history of a hugely influential social and cultural movement will be drawn to the course, as will many interested in the history of their own religious identity and convictions.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? While certain aspects of the history of Christianity are addressed briefly in several courses already offered by the department, this course will not overlap with other courses in the department. This course will provide greater depth for those students who interests are piqued by discussions of Christianity in the various introductory courses. This proposed course will complement two philosophy courses offered by the department: PHIL 2013 (Religions of the World) and PHIL 3053 (Philosophy of Religion) by providing a detailed historical survey of one major world religion.

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 History and Political Science Program Objectives – as detailed in the Department of Social Sciences and Philosophy Assessment Plan and the National Council for the Social Studies Matrices.

D. How often will the course be offered? This course will be offered every two years.

E. How will the course be staffed? The course will be taught by existing departmental faculty, primarily Dr. Peter Dykema and Dr. Alexander Mirkovic as part of their rotation of upper-division courses.

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted: 
(Add to list as needed)

Indicate Support for Proposal (yes/no)

Date:

1. NONE

Assessment Note: While this course does not directly relate to any specific departmental assessment goal, it does provide an additional course through which the department can continue to assess its students, both majors and non-majors. In specific, the course could be used to assess verbal and written communication skills and the ability to analyze, critique, and synthesize primary and secondary sources. The Departmental Assessment Committee will evaluate the course with the instructor to determine how best to incorporate the class into the Department’s efforts at assessment. This course will also help build the Political Science program, as the Department moves toward the eventual creation of a B.S in Political Science.
Graduate Course Description

A study of Christianity, from its beginnings to the present day, focusing especially on ancient Mediterranea\nmedieval European, and modern American Christian traditions. Emphasis will be on the interaction between \nindividual beliefs, group identity, and institutional forces, how each have been shaped by broader social, political \nand cultural contexts, and finally how these interactions have resulted in profound changes for the Christian religion. Course requires the production of substantial written work based upon disciplined inquiry and the exploration and analysis of primary and secondary sources. May not be taken for credit after completion of HIST 4503 or equivalent.
HIST 4503: The History of Christianity
Arkansas Tech University

Course Description: Christianity is nearly 2000 years old and continues to wield influence in our contemporary world. In this course the History of Christianity will be presented and discussed in its sharply differing stages, from the Jesus Movement within Judaism to late twentieth-century religious and cultural life. Such key terms in our current vocabulary as apocalyptic, Roman Catholic, Protestant, and evangelical will be clarified in light of the interaction between institutional church, the beliefs of the people, and the challenges brought by changing cultural, social, and political environments throughout Christianity’s history.

We will proceed by discussing Christianity as a cultural system as well as a context for the formation of identity, and by addressing the Christian church and churches as social institutions.

A cultural system is a collection of shared values, beliefs and traditions which provide meaning and shape behavior. We will investigate how Christians over the centuries have utilized rituals, ideas, sacred places and objects in order to provide meaning for their lives.

Individuals and groups forge identity in many ways: both in conformity to the dictates of powerful institutions and in explicit rejection of them. For each period and region under investigation, we will pose the questions: What defines a Christian and who determines the defining characteristics? Who are the Christians? Who are not Christians? What are the ramifications for those who were or were not identified as Christians?

Social institutions govern resources and regulate power relationships even as they provide community and define group identity. The Christian Church in the medieval Latin West was clearly such an institution but over the years religious orders, para-church organizations, denominations and every local church have also fit the definition.

A semester-length survey of such a movement, covering 2000 years, can only be accomplished by certain limitations in scope and depth. During the first nine weeks of the course, we will address the chronological development of Mediterranean and Western European Christianity to around 1600: from a Jewish sect to the official religion of imperial Rome to medieval European Christendom splintered decisively in the period of European Reformations. In the final five weeks, we will turn to the cultural system, social institutions and identity issues of Christianity after 1600 in western Europe and the United States. In this section of the course, we will highlight the relationship between Christianity and “modernity.”

Course Objectives:

Students will be able to demonstrate their understanding of:
- the modern “quest for the historical Jesus”;
- paradigmatic transformations of Christianity over time;
- key vocabulary in the history of Christianity, for example: apocalyptic, gospel, canon, catholic, orthodox, protestant, evangelical, clergy, laity;
- recent tensions between traditional Christianity and the modern worldview;
- major events, persons, and trends in the history of Christianity.

Students will show their understanding through written examinations, class discussions, and papers based on materials selected by the instructor.

Required Course Materials:

Bruce Shelley, Church History in Plain Language, 2nd ed. (Nelson, 1995).

Handouts provided by Dr. Dykema

Reserve Materials available at the Pendergraft Library

Weekly Outline of Lecture Topics

Week 1: Introduction; Judaism; 2nd Temple Judaism; the Jesus of the Christian Gospels
Week 2: The Jesus Movement w/in Judaism; apocalyptic fervor; ‘Hebrews’ and ‘Hellenists’; Paul, Peter and James; the 1st and 2nd Jewish revolts; XNTY and Judaism part ways

Week 3 Paul and Hellenistic XNTY; growth and spread of XNTY; women in early XNTY; earliest XN communities

Week 4 Christianity and the Roman Empire; persecutions; martyrs; continued growth; Constantine, Imperial and Byzantine XNTY; doctrinal disputes; monasticism

Week 5 XN identity in the early centuries; images of Jesus- “Who do you say I am?”; Augustine

Week 6 Rise and autonomy of papacy in West; age of assimilation; conversion of Germanic tribes; formation of Catholic Christendom; Charlemagne

Week 7 XNTY at 1000 CE; age of reform; the clerical centuries; monastic reform; investiture controversy; Crusades; Lateran IV; alternative models for reform; Franciscans and dissidents

Week 8 Traditional religion and the pursuit of holiness; plague; the popes at Avignon; lay piety and “the sacred in everyday life”; conciliarism

Week 9 Protestant Reformation; Martin Luther; reformation as social movement; Calvinism; Anabaptists; Catholic Reform and Council of Trent

Week 10 European Christianity 1600-1800; religious wars; discipline; witch-hunts; state churches; Jacob Arminius; pietism; John Wesley

Week 11 European Christianity 1800-2000; the challenge/threat of “modernity”; Roman Catholic response to modernity; Vatican I and II

Week 12 Christianity in USA; colonial XNTY

Week 13 Revivalism and immigrants; demography of American XNTY to 1980s; church and state issues: civil religion; North-South split in mid-19th century; abolition; liberals and conservatives

Week 14 Liberals, evangelicals, fundamentalists; pentecostals, holiness and charismatic movements; religion in politics since the 1960s; contemporary XNTY and contemporary culture
Select Bibliography: textbooks, source readers, other possible materials for use

Bruce Shelley, Church History in Plain Language, 2nd ed. (Nelson, 1995).
Arkansas Tech University
Ethical and Legal Issues for the School Counselor
COUN 6202

The Center for Leadership and Learning Mission Statement

The mission of the Center for Leadership and Learning is to prepare, through a performance-based system, school leadership teams, i.e. school administrators, school counselors, and master teachers with the knowledge, skills, and dispositions to work as a school team to develop a school community to ensure all students will be actively engaged in learning.

1. Course Number:
   COUN 6202

2. Course Title:
   Ethical and Legal Issues for the School Counselor

3. Instructor Information:
   Dr. Kandis Croom
   Office Hours: 3:00-5:00 M, T, W, Th and F, & By Appointment
   Phone: 479-968-0419
   CLL Office: 479-498-6075 FAX: 479-498-6075
   E-mail: kcroom@mail.atu.edu

4. Catalogue Description:
   This course will prepare school counselors to do their best for all shareholders, while keeping their welfare in mind, by abiding by the Code of Ethics set forth by the American School Counseling Association (ASCA) Ethical Standards, as well as the American Counseling Association (ACA) Ethical Standards. The students will gain a knowledge of and an understanding for Arkansas school law in dealing with legal issues.

5. Required Texts:

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

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

8. Justification/Rationale for Course:
   The rationale for this course is to provide future school counselors with knowledge and skills for ethical behavior and strong decision-making based on ethical standards and legal evidence for the welfare of all shareholders. The students will become active practitioners who effect change and act as advocates for their student-clients, through legal and ethical guidelines.

9. Course Objectives:
   Upon completion of this course, the student will have knowledge and understanding of:
   - Always trying to do their best for any student, parent, teacher, administrator, etc., while keeping the welfare of the person in mind
Knowing the ethical standards of the American School Counselor Association & American Counseling Association
Consulting with other school counselors and administrators when making difficult practice decisions that might be considered ethical in nature or have legal dimensions

10. Course Content:
- Ethical Decision Making and Legal Issues
- Suicide
- At-Risk Behaviors
- Confidentiality and Privileged Information
- Records and Documentation
- FERPA
- Court Appearances
- Sexual Harassment
- Special Education &
- Arkansas School Law

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

12. Course Requirements:
   **On-Campus Performance (W5)**
   Student participation, in-class assessments and an organizing binder of class materials will be required.
   **Class Reflections (W2)**
   Written reflections will be randomly collected.
   **Artifact (W4)**
   Students at the same licensure level will prepare a paper comparing the two case studies applying the Code of Ethics standards of the ASCA and the ACA.
   **Culminating Performance (W5)**
   Students will be given a scenario, an Arkansas court case on a particular at-risk behavior and work in teams to solve the case through understanding and applying the legal and ethical guidelines studied in class. The scenario will be resolved through the lens of the school counselor.

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

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

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

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

   **Food/Beverage/Cell Phone**
No food or beverage is allowed in the classroom at any time. Please turn your cell phone to vibrate and/or silent during the class.
ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Center for Leadership and Learning
Date submitted: 10.01.07

Request for: Course change ______ Course deletion ______ Course addition ___ X ___
(Excluding course credit hour changes)

Submitted by: Dr. Kandis Croom, School Counseling and Leadership Program Coordinator

Approved by: Department Head: Dr. Mary Gunter
Dean of School: Dr. Glenn Sheets

Reviewed by: Registrar: Ms. Tammy Rhodes
Vice President: Dr. Jack Hamm

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

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and 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).

Course Addition:

Add COUN 6202, Ethics and Legal Issues for the School Counselor.

1. Catalog description: This course will prepare school counselors to address the challenge of legal and ethical decisions, while keeping the students’ welfare in mind, by abiding by the Code of Ethics set forth by the American School Counseling Association (ASCA) Ethical Standards, as well as the American Counseling Association (ACA) Ethical Standards. The students will gain knowledge of and an understanding for Arkansas school law in dealing with legal issues.

   Number: COUN 6202

   Title for Catalog: Ethical/Legal Issues for the School Counselor

   *Title for Course Inventory (24 characters): Ethical/Legal Issues

   Description: This course will prepare school counselors to address the challenge of legal and ethical decisions, while keeping the students’ welfare in mind, by abiding by the Code of Ethics set forth by the American School Counseling Association (ASCA) Ethical Standards, as well as the American Counseling Association (ACA) Ethical Standards. The students will gain knowledge of and an understanding for Arkansas school law in dealing with legal issues.
The course fits within the assessment plan for the university. There are educational objectives, standards and student outcomes to be addressed (taught) and measured (assessment) through multiple means. After the course is assessed, the findings will be analyzed and feedback provided for the improvement process.

Effective date or term: Summer I 2008

*Course fees: Graduate Hour fees for a 2 hour course

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The Arkansas Department of Education (ADE) program audit of the School Guidance Counseling programs in the state revealed an inconsistency in requirements. The ADE is requiring all universities that offer School Guidance and Counseling programs to be in a range of 45 to 51 graduate credit hours (see attached letter). All School Counseling and Leadership graduate students will be required to take the course. The Ethical and Legal Issues for School Counselors course is a new/additional two hour course to be in compliance and meet the state requirement of a 45 hour School Guidance and Counseling program.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The Ethical and Legal Issues course is vital to the role of the school counselor and fits within the Center for Leadership and Learning programs of study. There is no overlap with other courses in the department. School law and confidentiality are paramount to the role of the school counselor.

C. Is this course part of any general plan of development within your department? Explain.

Yes, the Ethical and Legal Issues course is part of a sequential program of study for the School Counseling and Leadership M.Ed. program and is required. Each of the four degree programs in the Center for Leadership and Learning are sequentially delivered to a cohort of graduate students for continuity of learning and build upon one another.

D. How often will the course be offered?

The course will be offered once during a School Counseling and Leadership cohort rotation, which is about every twelve to eighteen months. The course is delivered as part of the 45 hour program of study for the M. Ed. School Counseling and Leadership program of study.

E. How will the course be staffed?

The course will be taught by a full-time graduate faculty, or an adjunct professor.
F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

I have worked with the Center for Leadership and Learning, The School of Education, the Registrar, a focus group of state school counseling practitioners, Dr. Eldon Clary and the Arkansas Department of Education

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<th>List Department Head/ Program Director Consulted:</th>
<th>Indicate Support for Proposal (yes/no)</th>
<th>Date:</th>
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<tr>
<td>1. Dr. Glenn Sheets, Dean School of Education</td>
<td>Yes 12</td>
<td>10.01.07</td>
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<tr>
<td>2. Dr. Mary B. Gunter, Department Head</td>
<td>No</td>
<td>10.01.07</td>
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<tr>
<td>3. Dr. Kandis Croom, Program Advisor</td>
<td>Yes</td>
<td>10.01.07</td>
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4. If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: 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.*

*Updated 8/1/04
**Updated 9/1/05
February 27, 2007

Dr. Glenn Sheets  
Dean, College of Education  
Arkansas Tech University  
Crabaugh Hall, Room 204  
Russellville, AR 72801

Dear Dr. Sheets,

As a result of recent teacher preparation program audits and the resultant discovery of inconsistencies in the academic area requirements, the Arkansas Department of Education (ADE) has established the following program requirements. Based on one of the audits, the ADE is hopeful that institutions will be able to offer School Guidance Counseling programs with a preparation credit-hour range of 45 to 51 graduate hours beginning in the Fall semester of 2007. This credit-hour range will become a requirement in the Fall semester of 2008.

This requirement is necessary to ensure that all candidates have opportunity to participate in a program representing equity of preparation. If it would be necessary to do so, please submit a revised degree plan with accompanying syllabi for new, revised and/or additional courses, no later than May 15, 2007, for review, with anticipated implementation in the Fall semester of 2007. If additional time is needed to accomplish these changes, please submit a written request stating the need for a time extension.


Thank you very much.

Regards,

Donna Zornes  
Coordinator  
Office of Teacher Quality

Cc: Dr. Jack Hamm  
Dr. Kandid Croom
The Center for Leadership and Learning Mission Statement

The mission of the Center for Leadership and Learning is to prepare, through a performance-based system, school leadership teams, i.e. school administrators, school counselors, and master teachers with the knowledge, skills, and dispositions to work as a school team to develop a school community to ensure all students will be actively be engaged in learning.

1. Course Number:
   COUN 6202

2. Course Title:
   Ethical and Legal Issues for the School Counselor

3. Instructor Information:
   Dr. Kandis Croom
   Office Hours: 3:00-5:00 M, T, W, Th and F, & By Appointment
   Phone: 479-968-0419
   CLL Office: 479-498-6075 FAX: 479-498-6075
   E-mail: kecroom@mail.atu.edu

4. Catalogue Description:
   This course will prepare school counselors to do their best for all shareholders, while keeping their welfare in mind, by abiding by the Code of Ethics set forth by the American School Counseling Association (ASCA) Ethical Standards, as well as the American Counseling Association (ACA) Ethical Standards. The students will gain a knowledge of and an understanding for Arkansas school law in dealing with legal issues.

5. Required Texts:

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

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

8. Justification/Rationale for Course:
   The rationale for this course is to provide future school counselors with knowledge and skills for ethical behavior and strong decision-making based on ethical standards and legal evidence for the welfare of all shareholders. The students will become active practitioners who effect change and act as advocates for their student-clients, through legal and ethical guidelines.

9. Course Objectives:
   Upon completion of this course, the student will have knowledge and understanding of:
   - Always trying to do their best for any student, parent, teacher, administrator, etc., while keeping the welfare of the person in mind
• Knowing the ethical standards of the American School Counselor Association & American Counseling Association
• Consulting with other school counselors and administrators when making difficult practice decisions that might be considered ethical in nature or have legal dimensions

10. **Course Content:**
- Ethical Decision Making and Legal Issues
- Suicide
- At-Risk Behaviors
- Confidentiality and Privileged Information
- Records and Documentation
- FERPA
- Court Appearances
- Sexual Harassment
- Special Education &
- Arkansas School Law

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

12. **Course Requirements:**
   - **On-Campus Performance (W5)**
     Student participation, in-class assessments and an organizing binder of class materials will be required.
   - **Class Reflections (W2)**
     Written reflections will be randomly collected.
   - **Artifact (W4)**
     Students at the same licensure level will prepare a paper comparing the two case studies applying the Code of Ethics standards of the ASCA and the ACA.
   - **Culminating Performance (W5)**
     Students will be given a scenario, an Arkansas court case on a particular at-risk behavior and work in teams to solve the case through understanding and applying the legal and ethical guidelines studied in class. The scenario will be resolved through the lens of the school counselor.

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

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

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

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

   **Food/Beverage/Cell Phone**
No food or beverage is allowed in the classroom at any time. Please turn your cell phone to vibrate and/or silent during the class.
PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Center for Leadership and Learning
Date submitted: October 1, 2007

Request for: Course change X Course deletion Course addition
(Excluding course credit hour changes)

Submitted by: School Counseling and Leadership Program Coordinator: Dr. Kandis Croom
Approved by: Department Head: Dr. Mary Gunter
Dean of School: Dr. Glenn Sheets

Reviewed by: Registrar: Ms. Tammy Rhodes
Vice President: Dr. Jack Hamm

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

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and 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).

Change requested:

(1) Change the course number for COUN 6254, Assessment and Career/Academic Advising to COUN 6253;
(2) modify the title from Assessment and Career/Academic Advising to Career Development/Academic Advising and
(3) modify the course description from: This course prepares school counselors to facilitate the public school’s role in career development; through awareness to planning, and decision making within the educational context. A focus is placed on student academic development and advising, as well.

I. Catalog description: This course prepares school counselors to facilitate the public school’s role in career development, through awareness to planning, and decision making within the educational context. A focus is placed on student academic development and advising, as well.

Number: COUN 6253 Career Development/Academic Advising

Title for Catalog: Career Develop/Acad Advis

Old Title: ASSESS/CAREER/ACAD ADVIS
New Title: CAREER DEVELOP/ACAD ADVIS

* Career Develop/Acad Advis:
Description: This course prepares school counselors to facilitate the public school’s role in career development, through awareness to planning, and decision making within the educational context. A focus is placed on student academic development and advising, as well.

The course fits within the assessment plan for the university. There are educational objectives, standards and student outcomes to be addressed (taught) and measured (assessment) through multiple means. After the course is assessed, the findings will be analyzed and feedback provided for the improvement process.

Effective date or term: Summer I 2008

*Course fees: Graduate Fees for a 3-hour course

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The Arkansas Department of Education (ADE) program audit of the School Guidance Counseling programs in the state revealed an inconsistency in requirements. The ADE is requiring all universities that offer School Guidance and Counseling programs to be in a range of 45 to 51 graduate credit hours (see attached letter). All School Counseling and Leadership graduate students will be required to take the course. The Assessment and Appraisal course is a two hour new course. One hour was taken from COUN 6254 making it a three hour course COUN 6253 and adding one hour to make Assessment and Appraisal course COUN 6013.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The Career Development/Academic Advising course is vital to the role of the school counselor and fits well within the Center for Leadership and Learning programs of study. There is no overlap with other courses in the department.

C. Is this course part of any general plan of development within your department?

Yes, the Career Development/Academic Advising course is part of a sequential program of study for the School Counseling and Leadership M.Ed. program and is required. Each of the four degree programs in the Center for Leadership and Learning are sequentially delivered for continuity of learning and build upon one another.

D. How often will the course be offered?

The course will be offered once during a School Counseling and Leadership cohort rotation, which is about every twelve to eighteen months. The course is delivered as part of the 45 hour program of study for the M. Ed. School Counseling and Leadership program of study.

E. How will the course be staffed?

The course is usually taught by full-time graduate faculty, or an adjunct professor.
F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

I have worked with the Center for Leadership and Learning, The School of Education and the Arkansas Department of Education.

<table>
<thead>
<tr>
<th>List Department Head/ Program Director Consulted:</th>
<th>Indicate Support for Proposal (yes/no)</th>
<th>Date:</th>
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<tbody>
<tr>
<td>1. Dr. Glenn Sheets, Dean School of Education</td>
<td>Yes</td>
<td>10.01.2.</td>
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<tr>
<td>2. Dr. Mary B. Gunter, Department Head</td>
<td>Yes</td>
<td>10.01.07</td>
</tr>
<tr>
<td>3. Dr. Kandis Croom, Program Advisor</td>
<td>Yes</td>
<td>10.01.07</td>
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<td>4.</td>
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</table>

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: 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.*

*Updated 8/1/04
**Updated 9/1/05
Arkansas Tech University
Career Development/Academic Advising
COUN 6253

The Center for Leadership and Learning Mission Statement

The mission of the Center for Leadership and Learning is to prepare, through a performance-based system, school leadership teams, i.e. school administrators, school counselors, and master teachers with the knowledge, skills, and dispositions to work as a school team to develop a school community to ensure all students will be actively be engaged in learning.

1. Course Number:
   COUN 6253

2. Course Title:
   Career Development/Academic Advising

3. Instructor Information:
   Dr. Kandis Croom
   Office Hours: 3:00-5:00 M, T, W, Th and F, & By Appointment
   Phone: 479-968-0419
   CLL Office: 479-498-6075 FAX: 479-498-6075
   E-mail: keroom@mail.atu.edu

4. Catalogue Description:
   This course prepares school counselors to facilitate the public school’s role in career development, planning, and decision making within the educational context. A focus is placed on student academic development and advising, as well.

5. Required Texts:

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

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

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

9. Course Objectives:
   Upon completion of this course, the student will have knowledge and understanding of:
   • Career theories
   • The language of career development
   • The purpose of career assessment & evaluation
   • The occupational world
   • Internal/external factors that influence careers
   • Computer & cross-cultural issues in career development
10. Course Content:
- Introduction to career information, counseling, and development
- Theories of career choice/development
- Occupational structures
- Computer-assisted career guidance systems
- Career development/Programming
- Career testing & assessment
- Career counseling/job placement

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

12. Course Requirements:
On-Campus Performance (W5)
Student participation, in-class assessments and an organizing binder of class materials will be required.
Class Reflections (W2)
Written reflections will be randomly collected.
Career/Academic Internet Source Book W4)
Each student will research important web-sites for use in the student’s respective school and licensure level and compile the sites into a source book.
Artifact (W4)
Students at the same licensure level will prepare a paper comparing the theories of career development with emphasis on theory implications for school counselors.
Culminating Performance (W5)
Students will be given a scenario for preparation of a career. Students will need to apply the appropriate career theory, utilize the appropriate assessment tool, and create a career plan for a student.

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

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

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

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

Food/Beverage/Cell Phone
No food or beverage is allowed in the classroom at any time. Please turn your cell phone to vibrate and/or silent during the class.
PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Center for Leadership and Learning
Date submitted: October 1, 2007
Request for: Course change _______ Course deletion _______ Course addition _______ X____
(Excluding course credit hour changes)
Submitted by: School Counseling and Leadership Program Coordinator: Dr. Kandis Croom
Approved by: Department Head: Dr. Mary Gunter
Dean of School: Dr. Glenn Sheets
Reviewed by: Registrar: Ms. Tammy Rhodes
Vice President: Dr. Jack Hamm

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

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and 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).

Course addition:

Add COUN 6012, Assessment and Appraisal.

I. Catalog description: This course will focus on an in-depth study of norm reference and criterion reference assessments. Group, standardized assessment and individual assessment will be addressed. Student will study assessment techniques, instruments selection, analysis and interpreting assessment data, as well as appropriate ways to report data.

Number: COUN 6012

Title for Catalog: Assessment and Appraisal

*Title for Course Inventory (24 characters): Assessment and Appraisal

Description: This course will focus on an in-depth study of norm reference and criterion reference assessments. Group, standardized assessment and individual assessment will be addressed. Student will study assessment techniques, instruments selection, analysis and interpreting assessment data, as well as appropriate ways to report data.

The course fits within the assessment plan for the university. There are educational objectives, standards and student outcomes to be addressed (taught) and measured (assessment)
through multiple means. After the course is assessed, the findings will be analyzed and feedback provided for the improvement process.

Effective date or term: Summer I 2008

*Course fees: Graduate Hour fees for a 2-hour course.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The Arkansas Department of Education (ADE) program audit of the School Guidance Counseling programs in the state revealed an inconsistency in requirements. The ADE is requiring all universities that offer School Guidance and Counseling programs to be in a range of 45 to 51 graduate credit hours (see attached letter). All School Counseling and Leadership graduate students will be required to take the course. The Assessment and Appraisal course is a two hour new course. One hour was taken from COUN 6254 making it a three hour course COUN 6253 and adding one hour to make Assessment and Appraisal course COUN 6013.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The Assessment and Appraisal course is vital to the role of the school counselor and fits within the Center for Leadership and Learning programs of study. There is no overlap with other courses in the department. Assessment used to be apart of the Career Development course.

C. Is this course part of any general plan of development within your department? Explain.

Yes, the Assessment Appraisal Advising course is part of a sequential program of study for the School Counseling and Leadership M.Ed. program and is required. Each of the four degree programs in the Center for Leadership and Learning are sequentially delivered to a cohort of graduate students for continuity of learning and build upon one another.

D. How often will the course be offered?

The course will be offered once during a School Counseling and Leadership cohort rotation, which is about every twelve to eighteen months. The course is delivered as part of the 45 hour program of study for the M. Ed. School Counseling and Leadership program of study.

E. How will the course be staffed?

The course is usually taught by a full-time graduate faculty member, or an adjunct professor.
F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

I have worked with the Center for Leadership and Learning, The School of Education, Tammy Rhodes the Registrar, a focus group of area school counseling practitioner, Dr. Eldon Clary and the Arkansas Department of Education

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<td>3. Dr. Kandis Croom, Program Advisor</td>
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<td>10.01.07</td>
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4.

If no, please attach explanation from responding Department Head indicating why they do not support the proposal.

*Note: 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.*

*Updated 8/1/04
**Updated 9/1/05
February 27, 2007

Dr. Glenn Sheets
Dean, College of Education
Arkansas Tech University
Crabaugh Hall, Room 204
Russellville, AR 72801

Dear Dr. Sheets,

As a result of recent teacher preparation program audits and the resultant discovery of inconsistencies in the academic area requirements, the Arkansas Department of Education (ADE) has established the following program requirements. Based on one of the audits, the ADE is hopeful that institutions will be able to offer School Guidance Counseling programs with a preparation credit-hour range of 45 to 51 graduate hours beginning in the Fall semester of 2007. This credit-hour range will become a requirement in the Fall semester of 2008.

This requirement is necessary to ensure that all candidates have opportunity to participate in a program representing equity of preparation. If it would be necessary to do so, please submit a revised degree plan with accompanying syllabi for new, revised and/or additional courses, no later than May 15, 2007, for review, with anticipated implementation in the Fall semester of 2007. If additional time is needed to accomplish these changes, please submit a written request stating the need for a time extension.


Thank you very much.

Regards,

Donna Zornes
Donna Zornes, Coordinator
Office of Teacher Quality

Cc: Dr. Jack Hamm
    Dr. Kandis Croom

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia
Dr. Ben Mays, Clinton • MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer
Arkansas Tech University
Assessment and Appraisal
COUN 6012

The Center for Leadership and Learning Mission Statement

The mission of the Center for Leadership and Learning is to prepare, through a performance-based system, school leadership teams, i.e. school administrators, school counselors, and master teachers with the knowledge, skills, and dispositions to work as a school team to develop a school community to ensure all students will be actively be engaged in learning.

1. Course Number:
   COUN 6012

2. Course Title:
   Assessment and Appraisal

3. Instructor Information:
   Dr. Kandis Croom
   Office Hours: 5:00-5:00 M, T, W, Th and F ,& By Appointment
   Phone: 479-968-0419
   CLL Office: 479-498-6075 FAX: 479-498-6075
   E-mail: kcroom@mailatu.edu

4. Catalogue Description:
   This course will focus on an in-depth study of norm reference and criterion reference assessments. Group, standardized assessment and individual assessment will be addressed. Student will study assessment techniques, instruments selection, analysis and interpreting assessment data, as well as appropriate ways to report data.

5. Required Texts:

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

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

8. Justification/Rationale for Course:
   The rationale for this course is to provide future school counselors with knowledge and skills assessment techniques, instruments, and usage. Standardized testing of groups, as well as individual students will be addressed. An understanding of assessment is critical to the school counseling role.
9. **Course Objectives:**
   Upon completion of this course, the student will have knowledge and understanding of:
   - The meaning/purpose of assessment
   - The importance of assessment analysis and interpretation
   - Assessment is a piece of the puzzle in educating the whole child
   - Identification of strengths and areas for improvement
   - Addressing diversity in assessment and the role the counselor plays

10. **Course Content:**
   - The definition of assessment
   - Assessment terms and concepts
   - Ethical and legal issues in testing
   - Diversity issues in assessment
   - Assessment construction
   - Assessment selection, scoring and interpreting,
   - Individual Assessment/Behavioral/Psychoeducational assessment
   - Aptitude and achievement
   - Career assessment

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

12. **Course Requirements:**
    • **On-Campus Performance (W5)**
      Student participation, in-class assessments and an organizing binder of class materials will be required.
    • **Class Reflections (W2)**
      Written reflections will be randomly collected.
    • **Review of Three Individual Assessment Instruments (W3)**
      Each student will research and review three individual assessment instruments using the Buros Mental Measurement Yearbook and site three references on each assessment instrument.
    • **Artifact (W4)**
      Each student will prepare a PowerPoint of a standardized norm reference test and a criterion reference test to discuss the purpose of the assessment, current guidelines, changes and administration.
    • **Culminating Performance (W5)**
      Students will be given a scenario of an assessment breach in code of ethics. Students will need to apply the appropriate ethical and legal guidelines in addressing the case study. A summary of the process to solve the case will be required for evidence of learning.

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

14. **Policies:**
    • **Attendance**
      Class attendance and participation will factor into the final grade. If a student has to miss a class, the instructor must be notified and arrangements made to make up the material covered from the missed class.
    • **Academic Dishonesty**
      Any student found to have committed academic dishonesty including, but not limited to cheating, plagiarism, or other forms of academic dishonesty will be treated in accordance with the policy of Arkansas Tech University as stated in the graduate student handbook (pp. 9-10).
Incomplete grades

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

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

Food/Beverage/Cell Phone
No food or beverage is allowed in the classroom at any time. Please turn your cell phone to vibrate and/or silent during the class.
Arkansas Tech University
Electrical Engineering Department
Memorandum

TO: Graduate Council
FROM: Electrical Engineering Department
DATE: October 1, 2007

Request for: Course Change _____ Course deletion _____ Course addition ___

The Department of Electrical Engineering request permission to add the following course to its catalog of offerings:

A. ELEG 5313 – Modern Control Systems
   ELEG 4313

A course description and justification for this addition is attached.

Submitted by: Dr. Patricia Buford

Approved by: Department Head: 
Dean of School: 

Reviewed by: Registrar: 
Vice President for Academic Affairs
I. Catalog Description/Number/Title

A. **ELEG 5313 – Modern Controls.** Prerequisite: ELEG 4303. A continuation of ELEG 4303 Control Systems. Topic include: frequency response design, state space analysis, controllability, observability, state space design, robustness and introduction to digital control. May not be taken for graduate credit after completion of ELEG 4313.

**Title for Course Inventory:**

ELEG 5313 – Modern Controls

**Effective Date or Term:** Spring 2008 (2007-2008 Catalog)

II. Justification and feasibility of the course:

A. **What is the need for this course? Who will take it?**

ELEG 5313 – Modern controls a continuation of ELEG 4303 which all engineering majors are required to take. The course introduces powerful tools for analyzing and solving applied differential equations describing systems. It is an ideal course for graduate study since both electrical and mechanical undergraduate students who graduate from ATU may take the course without additional prerequisites.

B. **How does this course relate to other work being offered by your department? Is there any overlap with the other courses in the department?**

ELEG 5313 – Electrical and mechanical students are required to take the first controls course. Control systems, both modern and classical, are equally applicable to all the engineering disciplines and processes.

C. **Is this course part of any general plan of development within your department? Explain.**

The proposed course adds another choice for students enrolled in the Masters of Engineering Program. The creation of this course fits with the department’s general philosophy to have graduate complements to most of its senior electives.

D. **How often will the course be offered?**

The course will be offered on the same schedule as the complementary course ELEG 4313. The department plans to offer such elective courses at least once every two years.
E. How will the course be staffed?

Existing department faculty are capable of teaching the proposed course.

F. Other departments specifically consulted.

The Mechanical Engineering Department was consulted because both electrical and mechanical students with proper prerequisites may take the course.

Integration with Assessment Plan

The proposed course will integrate into the department’s assessment plan in the same manner as all existing elective courses. Learning objectives will be established and traced for each course and these will be related to the program’s overall student learning objectives. As an elective, the proposed course will not be the primary avenue of achieving and/or measuring success in meeting any program objectives but will, instead be used to complement the primary avenues of required courses.
ELEG 5313 – Modern Control Systems

Catalog Data: Prerequisites: ENGR 4303. A continuation of ENGR 4303
Control Systems. Topics include: frequency response design, state
space analysis, controllability, observability, state space design,
robustness, and an introduction to digital control. Lecture 3 hours.

Textbook: Design of Feedback Control Systems; Stefani, Shahian, Savant,
Hostetter; 4th edition, Oxford University Press

References: Modern Control Systems; Dorf & Bishop; 8th edition, Prentice Hall
Basic Controls Systems Engineering; P. H. Lewis, C. Yang, 1st
edition, Prentice Hall
Control Systems Engineering; N. S. Nise; 2nd edition,
Benjamin/Cummings

Coordinator: Dr. Patricia Buford, Assistant Professor, EE

Prerequisites by Topic:
1. Matrix algebra
2. Performance specifications
3. Time response analysis
4. Root locus analysis
5. Frequency response analysis

Course Objectives:
1. To develop a basic understanding of classical design, state
variable analysis and design, advanced topics and digital
control theory \(^1\)
2. To deepen understanding of software as a tool for controls
\([1,3]\)
3. To develop an understanding of various controller design
techniques \([1,2,3,4]\)

Topics:
1. Relation between root locus, time domain, and frequency
domain
2. Compensation using frequency analysis
3. State space representation
4. State transformations and diagonalization
5. Time response from state equations
6. Stability
7. Controllability and observability
8. State space design
9. Robustness
10. Loop transfer recovery
11. Digital Control
12. The use of software as an integral part of Control Systems
analysis

\(^1\) Refers to the number of the educational objective(s) of the program leading to the BSEE degree at Arkansas Tech
University that applies to course objective.

Prepared by: Patricia Buford
Created on 10/1/2007 4:32:00 PM
Page 1 of 2
Laboratory and Computer Projects: Extensive use is made of software in work assignments.

Graduate Credit: Students taking the course for graduate credit will be required to complete a design project in addition to standard course requirements.

Evaluation Methods: A. Quizzes
B. Exams
C. Project report and presentation

Performance Criteria:

Objective 1
1.1 Students will demonstrate an ability to analyze systems and design control systems using root locus, frequency and state space methods. [A,B,C]\(^2\)

Objective 2
2.1 Students will demonstrate ability to compare root locus, time domain and frequency domain control design. [A,B]
2.2 Students will demonstrate the ability to use state space methods to represent systems. [A,B]
2.3 Students will demonstrate an understanding of multivariable systems using state space methods. [A,B]
2.4 Students will demonstrate the ability to design controls systems using state space methods. [A,B,C]
2.5 Students will demonstrate an understanding of optimization-based techniques. [A,B]
2.6 Students will demonstrate an understanding of digital control. [A,B]

Objective 3
3.1 Students will demonstrate the ability to produce state variable analysis using software. [A,B,C]

Objective 4
4.1 Students will be divided into teams to complete an open-ended problem report that includes some elements of design. [C]

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\(^2\) Refers to evaluation method(s) to measure student performance.
ARKANSAS TECH UNIVERSITY
Mechanical Engineering Department
Memorandum

TO: Graduate Council

FROM: Mechanical Engineering Department

Date: October 1, 2007

Request for: Course change____ Course deletion______ Course addition X

The Department of Mechanical Engineering request permission to add the following course to its catalog offerings:

A. MCEG 5463 - Heating, Ventilating, and Air-Conditioning Design

MCEG 4463

A course description and justification for this addition is attached.

Submitted by: Dr. Wayne Helmer

Approved by: Department Head: ____________________________
Dean of School: ____________________________

Reviewed by: Registrar: ____________________________
Vice President for Academic Affairs ____________________________
I. Catalog Description/Number/Title

A. MCEG 5463 Heating, Ventilating, and Air-Conditioning Design. Prerequisites: MCEG 3313. A study of the principles of human thermal comfort including applied psychrometrics and air-conditioning processes. Fundamentals of analysis of heating and cooling loads and design of HVAC systems. May not be taken for graduate credit after completion of MCEG 4463.

Title for Course Inventory:

MCEG 5463 - HVAC Design

Effective Date or Term: Spring 2008 (2007-2008 catalog)

II. Justification and feasibility of the course:

A. What is the need for this course? Who will take it?

MCEG 5463 - HVAC design is a complex field with much job potential at all levels of engineering education. The offering of this course will allow Arkansas Tech to help meet a growing demand for engineers in this area. Students taking the course for graduate credit will be required to complete an additional analysis of life-cycle costs of various energy conservation measures related to HVAC design.

B. How does this course relate to other work being offered by your department? Is there any overlap with other courses in the department?

MCEG 5463 - Mechanical engineering students are required to take courses in fluid mechanics, heat transfer and thermodynamics. HVAC design is a logical extension of these fields. The department has an corresponding senior level course, MCEG 4463, which is offered approximately every two years.

C. Is this course part of any general plan of development within your department? Explain.

The proposed course adds another choice for students enrolled in the department’s graduate program. The creation of this course fits with the departments general philosophy to have graduate complements to most of its senior elective courses.

D. How often will the course be offered?
The course will be offered on the same schedule as the complementary course, MCEG 4463. The department plans to offer such elective courses at least once every two years.

E. How will the course be staffed?

Existing department faculty are capable of teaching the proposed course.

F. Other departments specifically consulted.

The proposed course will have no effect on the students or offerings of any other departments, thus, no other departments have been specifically consulted.

Integration with Assessment Plan

The proposed course will integrate into the department’s assessment plan in the same manner as all existing elective courses. Learning objectives will be established and tracked for each course and these will be related to the program’s overall student learning objectives. As an elective, the proposed course will not be the primary avenue of achieving and/or measuring success in meeting any program objectives but will, instead, be used to complement the primary avenues of required courses.
MCEG 5463 Heating, Ventilating, and Air-Conditioning Design

2007-2008 Catalog Data: Prerequisites: ENGR 3313. A study of the principles of human thermal comfort including applied psychrometrics and air-conditioning processes. Fundamentals of analysis of heating and cooling loads and design of HVAC systems. May not be taken for credit after completion of MCEG 4463. Lecture three hours.


ASHRAE Fundamentals; latest edition, American Society for Heating, Refrigeration and Air-Conditioning Engineers

Coordinator: Dr. Wayne A. Helmer, Prof.

Prerequisites by Topic:
1. Basics of thermodynamics, energy balance
2. Basics of conduction heat transfer
3. Basics of convection heat transfer

Objectives:
1. To teach students to use the psychrometric chart to solve heating and cooling equipment problems. [2]
2. To teach students how to determine the heating load for a simple commercial building. [3]
3. To teach students how to determine the cooling load for a simple commercial building. [3]
4. For students to review a paper in the literature (LLL). [1]
5. To teach students to understand engineering ethics w.r.t ASME code of ethics. [5]

Topics:
1. Introduction and U.S. Energy Consumption
2. Building Envelope Loads
3. Ventilation, Heating Design Conditions
4. Psychrometrics, ASHRAE Comfort Chart
5. Ventilation, HVAC Processes
6. Humidification/Dehumidification
7. Space Heat Load
8. Infiltration
9. CLTD Cooling Load Method
10. Space Cooling Load
11. Annual Energy Consumption Estimation
12. Heating Equipment
13. Cooling Equipment
14. HVAC Systems
15. Energy Efficiency

Laboratory and Computer Students use Heating & Cooling of Buildings software to determine
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council

From: Center for Leadership and Learning

Date Submitted: October 1, 2007

Type of Curriculum Change Requested: Modification program - Master of Education School Counseling and Leadership

Submitted By: School Counseling and Leadership Program Coordinator: Dr. Kandis Croom

Approved By: Department Head: Dr. Mary Gunter

Dean of School: Dr. Glenn Sheets

Reviewed By: Registrar: Ms. Tammy Rhodes

Vice-President for Academic Affairs: Dr. Jack Hamm

I. Program or curriculum change as it will appear in the catalog. (see page 3 of this Attachment)

Modify the Master of Education School Counseling and Leadership as follows:

(a) add COUN 6012 Assessment and Appraisal; ✓
(b) COUN 6207 Ethical and Legal Issues for the School Counselor
(c) change COUN 6254, to COUN 6253.

On page 43 of the Graduate Catalog, modify the paragraph stating, “The program consists of 15 hours of leadership core courses and 27 hours of school counseling specialty courses.” Insert the new paragraph as follows:

1. The minimum of 45 semester hours must be completed; all courses must be at the 6000 level, including the following courses:
The program consists of 17 hours of core courses and 28 hours of school counseling specialty hours.

Level One: 17 hours, Level Two 21 hours, and Level Three 7 hours.

In the section titled Degree Requirements, change the required hours from 42 semester hours to 45 semester hours.

In the section titled Level Two Coursework, change COUN 6254 to 6253, and in Level Two 6202.

In the section titled Level One add COUN 6012
On page 76, add COUN 6012 and 6202 to the course descriptions and change COUN 6254 to 6253.

II. Course Information

A. Rationale for the requested change.

The Arkansas Department of Education (ADE) program audit of the School Guidance Counseling programs in the state revealed an inconsistency in requirements. The ADE is requiring all universities that offer School Guidance and Counseling programs to be in a range of 45 to 51 graduate credit hours (see attached letter). All School Counseling and Leadership graduate students will be required to take the courses as part of the 45 hour M. Ed. in School Counseling and Leadership.

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

1. Within the department requesting the change.
2. Outside the department.

The impact will be minimal. There is only a three hour addition to the entire program of study. In addition to one full-time faculty, an adjunct has been hired in the past to teach school counseling courses. Due to the graduate program being delivered in the weekday evenings or on a Saturday, space allocation will not be a problem.

C. Effective date or term: Summer I 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

I have worked with the Center for Leadership and Learning, The School of Education, the Registrar, a focus group of state school counseling practitioners, Dr. Eldon Clary and the Arkansas Department of Education


<table>
<thead>
<tr>
<th>List Department Head/Program Director Consulted:</th>
<th>Indicate Support for Proposal (yes/no)</th>
<th>Date:</th>
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<tbody>
<tr>
<td>1. Dr. Glenn Sheets, Dean School of Education</td>
<td>Yes</td>
<td>10.01.07</td>
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<tr>
<td>2. Dr. Mary B. Gunter, Department Head</td>
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<td>10.01.07</td>
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<td>3. Dr. Kandis Croom, Program Advisor</td>
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<td>10.01.07</td>
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<tr>
<td>4.</td>
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If no, please attach explanation from responding Department Head indicating why they do not support the proposal.
Note: A syllabus should accompany each course proposal. The syllabus should contain the objectives of the course, a summary of course content, and bibliography of resources.

*Each new program proposal must include an assessment plan using the approved University Assessment Form.

*Updated 8/1/04
**Updated 9/1/05
Outline in specific detail how your proposal will alter the program (include course number and title): The addition of the 3 hours did not really alter the program of study. The third summer term has 7 hours, when usually we had 2 to 4 hours.

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>COUN 6003 School Organization &amp; Leadership</td>
<td>COUN 6011 Instructional Leadership</td>
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<td>COUN 6213 Developmental Counseling</td>
<td>COUN 6224 Counseling Skills Developmental I</td>
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<tr>
<td>COUN 6113 Action Research</td>
<td>COUN 6012 Assessment &amp; Appraisal Add/Change: Adding</td>
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<td></td>
<td>COUN 6012 Assessment &amp; Appraisal</td>
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<th>Summer Semester</th>
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<tr>
<td>COUN 6303 Counseling Skill Development II</td>
<td>COUN 6143 Organizational Change</td>
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<td>COUN 6233 School Counseling Programs</td>
<td>COUN 6263 Teaming/Collaboration and Advocacy</td>
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<td></td>
<td>COUN 6202 Ethical &amp; Legal Issues for the School Counselor</td>
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<td></td>
<td>Add/Change: Add COUN 6202 Ethical &amp; Legal Issues for the School Counselor</td>
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<td></td>
<td>COUN 6243 Moving to Fall</td>
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<th>Spring Semester</th>
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<tbody>
<tr>
<td>COUN 6243 Group Counseling</td>
<td>COUN 6133 Principles of Curriculum</td>
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<tr>
<td>COUN 6302 School Counseling Internship</td>
<td>COUN 6302 School Counseling Internship</td>
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<td>COUN 6243 Add to Fall</td>
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<td>COUN 6133 Principles of Curriculum to Spring</td>
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<table>
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<th>Summer Semester</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 6253 Career Development/Academic Advising</td>
<td>GRADUATION</td>
</tr>
<tr>
<td>COUN 6152 Professional Portfolio</td>
<td>Portfolio Review</td>
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<tr>
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<td>Total Hours: 0</td>
</tr>
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</table>

**Total Number of Hours 45**

M. Ed. School Counseling & Leadership Program
ARKANSAS TECH UNIVERSITY
Mechanical Engineering Department
Memorandum

TO: Graduate Council
FROM: Mechanical Engineering Department
Date: October 1, 2007

Request for: Course change ______ Course deletion ______ Course addition X

The Department of Mechanical Engineering request permission to add the following course to its catalog offerings:

A. MCEG 5463 - Heating, Ventilating, and Air-Conditioning Design

MCEG 4463

A course description and justification for this addition is attached.

Submitted by: Dr. Wayne Helmer

Approved by: 
Department Head: 
Dean of School: 

Reviewed by: Registrar: 
Vice President for Academic Affairs
I. Catalog Description/Number/Title


Title for Course Inventory:

MCEG 5463 - HVAC Design

Effective Date or Term: Spring 2008 (2007-2008 catalog)

II. Justification and feasibility of the course:

A. What is the need for this course? Who will take it?

MCEG 5463 - HVAC design is a complex field with much job potential at all levels of engineering education. The offering of this course will allow Arkansas Tech to help meet a growing demand for engineers in this area. Students taking the course for graduate credit will be required to complete an additional analysis of life-cycle costs of various energy conservation measures related to HVAC design.

B. How does this course relate to other work being offered by your department? Is there any overlap with other courses in the department?

MCEG 5463 - Mechanical engineering students are required to take courses in fluid mechanics, heat transfer and thermodynamics. HVAC design is a logical extension of these fields. The department has an corresponding senior level course, MCEG 4463, which is offered approximately every two years.

C. Is this course part of any general plan of development within your department? Explain.

The proposed course adds another choice for students enrolled in the department’s graduate program. The creation of this course fits with the departments general philosophy to have graduate complements to most of its senior elective courses.

D. How often will the course be offered?
The course will be offered on the same schedule as the complementary course, MCEG 4463. The department plans to offer such elective courses at least once every two years.

E. **How will the course be staffed?**

Existing department faculty are capable of teaching the proposed course.

F. **Other departments specifically consulted.**

The proposed course will have no effect on the students or offerings of any other departments, thus, no other departments have been specifically consulted.

**Integration with Assessment Plan**

The proposed course will integrate into the department’s assessment plan in the same manner as all existing elective courses. Learning objectives will be established and tracked for each course and these will be related to the program’s overall student learning objectives. As an elective, the proposed course will not be the primary avenue of achieving and/or measuring success in meeting any program objectives but will, instead, be used to complement the primary avenues of required courses.
MCEG 5463 Heating, Ventilating, and Air-Conditioning Design

2007-2008 Catalog Data: Prerequisites: ENGR 3313. A study of the principles of human thermal comfort including applied psychrometrics and air-conditioning processes. Fundamentals of analysis of heating and cooling loads and design of HVAC systems. May not be taken for credit after completion of MCEG 4463. Lecture three hours.


ASHRAE Fundamentals; latest edition, American Society for Heating, Refrigeration and Air-Conditioning Engineers

Coordinator: Dr. Wayne A. Helmer, Prof.

Prerequisites by Topic:
1. Basics of thermodynamics, energy balance
2. Basics of conduction heat transfer
3. Basics of convection heat transfer

Objectives:
1. To teach students to use the psychrometric chart to solve heating and cooling equipment problems. [2]
2. To teach students how to determine the heating load for a simple commercial building. [3]
3. To teach students how to determine the cooling load for a simple commercial building. [3]
4. For students to review a paper in the literature (LLL). [1]
5. To teach students to understand engineering ethics w.r.t. ASME code of ethics. [5]

Topics:
1. Introduction and U.S. Energy Consumption
2. Building Envelope Loads
3. Ventilation, Heating Design Conditions
4. Psychrometrics, ASHRAE Comfort Chart
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6. Humidification/Dehumidification
7. Space Heat Load
8. Infiltration
9. CLTD Cooling Load Method
10. Space Cooling Load
11. Annual Energy Consumption Estimation
12. Heating Equipment
13. Cooling Equipment
14. HVAC Systems
15. Energy Efficiency

Laboratory and Computer: Students use Heating & Cooling of Buildings software to determine
Projects: effects of various building and weather parameters on cooling and heating loads. Students experimentally analyze the performance of a vapor compression refrigeration system.

Evaluation Methods:
A. Homework
B. Exams
C. Project

Graduate Credit: Students completing this course for graduate credit will be required to complete a project which includes the life-cycle cost analysis of five energy conservation measures.

Performance Criteria:
Objective 1:
Students will demonstrate an understanding of the psychrometric chart in solving heating & cooling equipment problems. [A,B,C]

Objective 2:
Students will demonstrate that they can determine the heating load for a simple commercial building. [B,C]

Objective 3:
Students will demonstrate that they can determine the cooling load for a simple commercial building. [B,C]

Objective 4:
Students will adequately review a paper in the literature (LLL) [A]

Objective 5: Students will understand engineering ethics w.r.t ASME code of ethics. [A]

Prepared by: Wayne A. Helmer, Prof.
September, 2007
ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Biological Sciences
Date submitted: October 8, 2007
Request for: Course addition
Submitted by: Dr. Elisabeth Brennan, Assistant Professor of Wildlife Science
Approved by: Department Head: [Signature]
Dean of School
Reviewed by: Registrar:
Vice President:

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

Number: FW 4054/5054

Title for Catalog: Waterfowl Ecology and Management

*Title for Course Inventory (30 characters): Waterfowl Ecology & Management

Description: Ecology and management of North American waterfowl and their habitats. Laboratory exercises will focus on identification, life histories, sex and age determination, and abundance survey methods. Lectures and discussions will cover behavioral ecology, reproductive ecology, winter ecology, harvest management, and habitat management and conservation. Lecture three hours, laboratory two hours. Lecture two hours, laboratory four hours.

Prerequisites: BIOL/FW 3114 (Ecology)

Effective date or term: As soon as possible.

*Course fees: $10.00 laboratory fee.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

This course was piloted as Advanced Topics in Fisheries and Wildlife (FW 4884/5884) during the spring semester 2007. We suggest that this course become a permanent 4-credit offering (FW 4054/5054) within the Fisheries and Wildlife
students. One of the primary purposes of this class is to increase course options for students pursuing a Master’s degree in the F&W program. Also, during program assessment and particularly the exit exam, many undergraduates have suggested the program would benefit from increasing the diversity of course offerings. Waterfowl are of major ecological and economic importance in Arkansas; however, currently there are no classes offered at universities within Arkansas that specialize in waterfowl ecology. This class will help address this deficiency and educate future resource managers and wildlife biologists on waterfowl ecology. Moreover, the class fulfills one of the certification requirements required for certification as a professional wildlife biologist (as administered by The Wildlife Society).

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The proposed course will build off of general concepts and ideas presented in Principles of Ecology (BIOL/FW 3114) and Wildlife Management (FW 4003) but will involve a more in-depth and specialized application of these ideas, particularly as they relate to waterfowl. The proposed course will not overlap with other classes offered by the department.

C. Is this course part of any general plan of development within your department? Explain.

Fisheries and Wildlife Program faculty recognized the need to offer additional graduate-level courses for M.S students since that program was approved in 2000. This course should help satisfy this need. Because of this need, the faculty specifically recruited a faculty member with an area of expertise that complimented those of existing faculty members. The proposed course offering fits directly into the developmental plan of the F&W program by increasing course offerings for F&W majors while providing an opportunity for specialized instruction in waterfowl ecology.

D. How often will the course be offered?

This course will be taught each spring semester.

E. How will the course be staffed?

A faculty member (e.g., Dr. Brennan) from the Fish and Wildlife program will teach this course.

F. How will this course change affect other departments’ students and offerings? With what other departments have you specifically consulted?

This new course is not expected to have any impacts on other departments; however, it was considered to be particularly useful for students in the Fisheries and Wildlife Science Program.
III. Integration with Program Assessment

Faculty members in the F&W Program annually assess student learning by administering an exit exam (Major Field Tests, Educational Testing Service). In addition, the F&W faculty administers a comprehensive final exam to all graduating seniors as a part of program assessment. To integrate the proposed course into assessment procedures, new questions pertaining to waterfowl ecology and management will be developed and included in the comprehensive final exam. This class also requires student presentations, which F&W faculty will be invited to attend as part of overall measurement of proficiency identified in the assessment plan.

List Department Head/Program Director Consulted: Dr. Joe Stoeckel, Director Fishes and Wildlife Science Program

Indicate Support for Proposal: (yes/no)

Date: 08/07
Waterfowl Ecology and Management (FW 4054/5054)

Instructor: Dr. Lisa Brennan (356-2018) cbrennan@atu.edu

Course Description: Ecology and management of North American waterfowl and their habitats. Laboratory exercises will focus on identification, life histories, sexing and aging techniques, and survey methods. Lectures and discussions will cover behavioral ecology, reproductive ecology, winter ecology, harvest management, and habitat management and conservation. Lecture 3 hours, Laboratory 2 hours.


Course Justification: This course is designed as an upper-level elective for Fisheries and Wildlife Majors. Pre-requisites include successful completion of BIOL/FW 3114 (Ecology).

Bibliography:


Course Objectives: Upon successful completion of this course, students will be able to:

1) Understand the basic principles of waterfowl ecology, management, and conservation

2) Identify most species of North American waterfowl by sight, sound or wing.

3) Incorporate broader ecological principles into the management and conservation of waterfowl

4) Understand how management techniques can be used to enhance wetlands to meet the behavioral and physiological of waterfowl throughout their annual cycle
Assessment Methods: Grades will be computed based on approximately 575 points from three lecture exams (including the final exam), two lab exams, homework/computer assignments, and a student presentation and discussions in lab. Grades will be determined as a straight percentage; i.e. 90-100 A, 80-90 B, 70-80 C, 60-70 D, <60 F.

<table>
<thead>
<tr>
<th>Exam I</th>
<th>100 points</th>
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<tr>
<td>Exam II</td>
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<tr>
<td>Final Exam</td>
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<tr>
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<td>Lab Exam II</td>
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<tr>
<td>Homework</td>
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<td>Participation</td>
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<td>Presentations</td>
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<td><strong>Total</strong></td>
<td><strong>575 points</strong></td>
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Student presentations: You will each be responsible for giving a 15 minute presentation on an in-depth topic of waterfowl ecology. You should clear the topic with me. You will choose a scientific paper on your topic for the class to read and after your presentation, lead a 10 minute class discussion on the paper and topic. Grades will be assessed based on your professional performance in the presentation/discussion and by the evaluation of your class members (as well as myself).

Example Lecture Schedule:

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<th>Day</th>
<th>Topic</th>
<th>Chapter Reading</th>
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<tbody>
<tr>
<td>January</td>
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<td>Phylogeny and Classification</td>
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<td>22</td>
<td>Survey of Anseriformes</td>
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<td>26</td>
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<td></td>
<td>29</td>
<td>Biogeography and distribution</td>
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<td>February</td>
<td>2</td>
<td>Mating systems</td>
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<td>Pairing and courtship</td>
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<td>9</td>
<td>Spacing patterns</td>
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<td>Reproductive ecology</td>
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<td>Brood care</td>
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<td>Brood parasitism</td>
<td>Handout</td>
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<td>Waterfowl diseases and parasites</td>
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<td>The Mississippi Alluvial Valley</td>
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<td>May</td>
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<td>Current Issues in Waterfowl Management</td>
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Example: Lab Schedule

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<td></td>
<td>25</td>
<td>Swans, Whistling ducks, Geese</td>
</tr>
<tr>
<td>February</td>
<td>1</td>
<td>Field trip</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Field trip</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Anatini, Aythini</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Oxyurini, Mergini</td>
</tr>
<tr>
<td>March</td>
<td>1</td>
<td><strong>FIRST LAB EXAM</strong></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Methods lab: trapping, marking &amp; measuring</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td><em>No class – Wildlife Conclave</em></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Wing I.D.</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td><em>No class – Spring Break</em></td>
</tr>
<tr>
<td>April</td>
<td>5</td>
<td>Wing I.D.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td><strong>SECOND LAB EXAM</strong></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Student Discussions</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Student Discussions</td>
</tr>
<tr>
<td>May</td>
<td>3</td>
<td>Computer Lab</td>
</tr>
</tbody>
</table>

*(Presentation topic due)*
ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Biological Sciences
Date submitted: October 8, 2007
Request for: Course addition
Submitted by: Dr. Elisabeth Brennan, Assistant Professor of Wildlife Science
Approved by: Department Head: [Signature]
Dean of School:
Reviewed by: Registrar:
Vice President:

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

Number: FW 4103/5103

Title for Catalog: Human Dimensions of Fisheries and Wildlife Management

*Title for Course Inventory (30 characters): Human Dimensions of F&W

Description: Exploration of the complex interactions of social, political, institutional, economic and ecological processes that contribute to natural resource use and management. The primary focus is on interactions and conflict resolution among various stakeholders, resource management agencies, and wildlife and fisheries resources. Topics covered include public attitudes and expectations; agency structure and policy; values of fishes, wildlife; and public relations. Lecture three hours.

Prerequisites: BIOL/FW 3114 (Ecology)

Effective date or term: As soon as possible.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

This course is being piloted as Advanced Topics in Fisheries and Wildlife (FW 4883/5883) during the fall semester 2007. We suggest that this course become a permanent 3-credit offering (FW 4103/5103) within the Fisheries and Wildlife Science (F&W) Program. It is designed for upper-level undergraduate and graduate students. One of the primary purposes of this class is to increase course options for
students pursuing a Master's degree in the F&W program. Also, during program assessment and particularly the exit exam, many undergraduates have suggested the program would benefit from increasing the diversity of course offerings. The class fulfills one of the certification requirements required for certification as a professional fisheries scientist or wildlife biologist (as administered by American Fisheries Society or The Wildlife Society).

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The proposed course will not overlap with other classes offered by the department. FW 3053 (Fisheries and Wildlife Administration) fulfills one human dimension certification requirement and this class will fulfill the other human dimension class required for graduation and professional certification.

C. Is this course part of any general plan of development within your department? Explain.

Fisheries and Wildlife Program faculty members recognized the need to offer additional graduate-level courses for M.S students. This course helps fulfill that need. The proposed course offering fits directly into the developmental plan of the F&W program by increasing course offerings for F&W majors while providing an opportunity for specialized instruction in human dimensions. Moreover, the class fulfills one of the certification requirements required for certification as either a professional wildlife biologist (as administered by The Wildlife Society) of professional fisheries scientist (American Fisheries Society).

D. How often will the course be offered?

This course will be taught alternating fall semester.

E. How will the course be staffed?

A faculty member (e.g., Dr. Brennan) from the Fish and Wildlife program will teach this course.

F. How will this course change affect other departments' students and offerings? With what other departments have you specifically consulted?

This new course is not expected to have any impacts on other departments; however, it was considered to be particularly useful for students in the Fisheries and Wildlife Science Program.

III. Integration with Program Assessment

Faculty members in the F&W Program annually assess student learning by administering an exit exam (Major Field Tests, Educational Testing Service). In addition, the F&W faculty administers a comprehensive final exam to all graduating seniors as a part of program
assessment. To integrate the proposed course into assessment procedures, new questions pertaining to human dimensions of fisheries and wildlife will be developed and included in the comprehensive exam. This class also requires student presentations, which F&W faculty will be invited to attend as part of overall measurement of proficiency identified in the assessment plan.

List Department Head/Program Director Consulted:
(Add to list as needed)

1. Dr. Joe Stoeckel, Director
Fisheries and Wildlife Science Program

Indicate Support for Proposal (yes/no)

Date: 10/08/07
Human Dimension of Fisheries and Wildlife Management
(FW 4103/5103)

Instructor: Dr. Lisa Brennan (356-2018) ebrennan@atu.edu

Course Description: Exploration of the complex interactions of social, political, institutional, economic and ecological processes that contribute to natural resource use and management. Class will focus on interactions among various stakeholders, resource management agencies, and wildlife and fisheries resources. Covers topics such as public attitudes and expectations; agency structure, administration, and policy; tangible and intangible values of fishes, wildlife, and their habitats; public relations; the philosophy and ethics of resource use and management; and approaches to resolutions of conflicts arising from natural resource use and management practices.


Course Justification: This course is designed as an upper-level elective for Fisheries and Wildlife Majors. Pre-requisites include successful completion of BIOL/FW 3114 (Ecology).

Bibliography:


Course Objectives: Upon successful completion of this course, students will develop:

1) knowledge of the history and current status of the human dimensions aspect in fisheries and wildlife;

2) understanding of important human dimensions applications, needs and case studies in fisheries and wildlife;

3) ability to find, interpret, critically evaluate and successfully apply human dimensions research to fisheries and wildlife management needs;
4) competency in designing and implementing strategies for collecting human dimensions data for use in fisheries and wildlife management; and

5) skills and knowledge related to major human dimensions specialties including recreational choice and behaviors; beliefs, attitudes and risk behavior; application of marketing strategies to management; principles of institutional design and administration; trends and processes in policy making; and issue management and conflict resolution.

Assessment Methods: Grades will be computed based on approximately 500 (600 for grad students) points distributed among the following assignments:

<table>
<thead>
<tr>
<th></th>
<th>Possible Points</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (x 5)</td>
<td>100 Undergrads</td>
<td>100 Grad students</td>
</tr>
<tr>
<td>Participation</td>
<td>150</td>
<td>To be announced</td>
</tr>
<tr>
<td>Public Meeting Essays (x 2)</td>
<td>50</td>
<td>ALL DAY, EVERY DAY</td>
</tr>
<tr>
<td>Response Letters (x 2)</td>
<td>50</td>
<td>To be announced</td>
</tr>
<tr>
<td>Survey Presentation</td>
<td>100 Undergrads</td>
<td>October 2, November 1</td>
</tr>
<tr>
<td>Discussion (grad students only)</td>
<td>100</td>
<td>November 29, December 4</td>
</tr>
<tr>
<td>Final Project</td>
<td>50 Undergrads</td>
<td>November 20, 22</td>
</tr>
</tbody>
</table>

Survey presentations: Working in assigned groups, you will design a survey to gauge public opinion on a fisheries or wildlife issue of your choice. Once I approve the survey questionnaire, your group will administer the survey to 2 groups; biology/fisheries/wildlife majors and all other students. Your group should clear the topic with me at least one month before the presentation is due. You will give a 20 minute presentation on your topic, the results of your survey, and what actions you would recommend. Grades will be assessed based on your professional performance in the presentation/discussion and by the evaluation of your class members (as well as myself). The Final Project will be an 8 page written report discussing your survey and results.
## Sample Lecture Schedule:

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>23</td>
<td>Introduction</td>
<td>Riley et al. 2002</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Evolution of Human Dimensions</td>
<td>Jacobson and McDuff 1998</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Social Science Theory</td>
<td>Decker et al. pp. 9-56</td>
</tr>
<tr>
<td>September</td>
<td>4</td>
<td>Economic Value of Fisheries/Wildlife</td>
<td>Steinhoff et al. 1987</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Changing Value of FW</td>
<td>Kellert 1978; Manfredo et al. 2003</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Process of FW Management</td>
<td>Stout et al. 1996</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Working with Stakeholders</td>
<td>Chase et al. 2004</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Citizen Participation</td>
<td>Decker et al. pp. 133-167</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Effective Communication</td>
<td>Decker et al. pp. 171-190</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Effective Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Researching Human Dimensions</td>
<td>Decker et al. pp. 355-374</td>
</tr>
<tr>
<td>October</td>
<td>2</td>
<td>Methods of Inquiry</td>
<td>Decker et al. pp. 375-400</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Management in Urban Environments</td>
<td>Conover 1997</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Management in the Burbs’</td>
<td>Loker et al. 1999</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Management in Rural Areas</td>
<td>Conover 1998</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Working with Private Landowners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Managing for Fish</td>
<td>Ditton 1996</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Managing for Hunting Access</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Hunter Participation</td>
<td>Decker et al. 289-302; Enck et al. 1993</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Subsistence Use</td>
<td>Decker et al. pp. 328-347</td>
</tr>
<tr>
<td>November</td>
<td>1</td>
<td>Species Restoration and Reintroduction</td>
<td>Williams at al. 2002; Enck and Brown 2002</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Endangered Species</td>
<td>Kellert 1985; Phillips et al. 1998</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Invasive Species</td>
<td>McNeely 2001</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Predator Management</td>
<td>Messmer et al. 1999; Ash and Adams 2003</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Animal Damage</td>
<td>Reiter et al. 1999</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Student Discussion</td>
<td>To be assigned</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Student Discussion</td>
<td>To be assigned</td>
</tr>
<tr>
<td>24</td>
<td></td>
<td><strong>No class – Thanksgiving Break</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>“Managing” Human Users</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Survey Presentations</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>4</td>
<td>Survey Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Future of Human Dimensions</td>
<td>Manfredo et al. 1998; Conover and Conover 2001</td>
</tr>
</tbody>
</table>
ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee
From: Department of Biological Sciences

Date submitted: October 8, 2007
Request for: Course addition

Submitted by: Dr. Elisabeth Brennan, Assistant Professor of Wildlife Science
Approved by: Department Head: [Signature]
Dean of School

Reviewed by: Registrar:
Vice President:

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

   Number: FW 4064/5064

   Title for Catalog: Wetland Ecology and Management

   *Title for Course Inventory (30 characters): Wetland Ecology & Management

   Description: An in-depth coverage of wetlands including occurrence, morphology, hydrology, soils, ecology, and regulation. The types of wetlands and their functions will be discussed, as will local, state and federal regulations pertaining to their use, management and protection. Laboratory will focus on identification of common wetland vegetation, delineation of wetland boundaries, as well as field techniques and management activities commonly used in Arkansas wetlands. Lecture three hours, laboratory two hours.

   Prerequisites: BIOL/FW 3114 (Ecology)

   Effective date or term: As soon as possible.

   *Course fees: $10.00 laboratory

II. Justification and feasibility of course:
A. What is the need for this course? Who will take it?

This course was piloted as Advanced Topics in Biology (FW 4884/5884) during the fall semester 2006. We suggest that this course become a permanent 4-credit offering (FW 4064/5064) within the Fisheries and Wildlife Science (F&W) Program. It is designed for upper-level undergraduate and graduate students. One of the primary purposes of this class is to increase additional course options for students pursuing a Master's degree in the F&W program. Also, during program assessment and particularly the exit exam, many undergraduates have suggested the program would benefit from increasing the diversity of course offerings. Wetlands are some of the most important ecosystems on earth, providing critical habitat for a large number of organisms, hydrological stabilization, and retention and transformation of nutrients and pollutants. This class will provide in-depth education on and prepare students in the F&W Program for careers that incorporate wetland ecology and management.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The proposed course will build off of general concepts and ideas presented in Principles of Ecology (FW 3114) but will involve a more in-depth and specialized application of those ideas, particularly as they relate to wetlands. The proposed course will not overlap with other classes offered by the department.

C. Is this course part of any general plan of development within your department? Explain.

Fisheries and Wildlife Program faculty members recognized the need to offer additional graduate-level courses for M.S students. This course helps fulfill that need. Because of this need, the faculty specifically recruited a faculty member with an area of expertise that complimented those of existing faculty members. The proposed course offering fits directly into the developmental plan of the F&W program by increasing course offerings for F&W majors while providing an opportunity for specialized instruction in wetland ecology.

D. How often will the course be offered?

This course will be taught each fall semester.

E. How will the course be staffed?

A faculty member (e.g., Dr. Brennan) from the Fish and Wildlife program will teach this course.

F. How will this course change affect other departments' students and offerings? With what other departments have you specifically consulted?

This new course is not expected to have any impacts on other departments; however, it was considered to be particularly useful for students in the Fisheries and Wildlife Science Program. It may also provide a valuable elective for students in an environmental option as well as RP (Recreation & Park Administration) majors.
III. Integration with Program Assessment

Faculty members in the F&W Program annually assess student learning by administering an exit exam (Major Field Tests, Educational Testing Service). In addition, the F&W faculty administers a comprehensive final exam to all graduating seniors as a part of program assessment. To integrate the proposed course into assessment procedures, new questions pertaining to wetland ecology and management will be developed and included in the comprehensive final exam. This class also requires student presentations, which F&W faculty will be invited to attend as part of overall measurement of proficiency identified in the assessment plan.

List Department Head/Program Director Consulted: 
(Add to list as needed)

Indicate Support for Proposal (yes/no)

Date:

1. Dr. Joe Stoecckel, Director Fisheries and Wildlife Science Program

10/8/07
Wetland Ecology and Management (FW 4064/5064)

Instructor: Dr. Lisa Brennan (356-2018) ebrennan@atu.edu

Course Description: An introduction to all aspects of wetlands including occurrence, morphology, hydrology, soils, ecology, and regulation. The types of wetlands and their functions will be discussed, as will local, state and federal regulations pertaining to their use, management and protection. Lecture instruction will cover ecological processes and characteristics of wetlands such as primary productivity, hydrology, decomposition and nutrient dynamics, in addition to historical human influence on wetlands and current efforts to create and restore wetlands. Laboratory will focus on identification of common wetland vegetation, delineation of wetland boundaries, as well as field techniques and management activities commonly used in Arkansas wetlands. Lecture 3 hours, Laboratory 2 hours.


Laboratory Text: Handouts

Course Justification: This course is designed as an upper-level elective for Fisheries and Wildlife Majors. Pre-requisites include successful completion of BIOL/FW 3114 (Ecology) and CHEM 1114 (Survey of Chemistry).

Bibliography:


Course Objectives: Upon successful completion of this course, students will develop:

1. understanding of wetland communities, processes, and functions, and their application toward conservation and management of wetlands and wetland dependent organisms

2. ability to define, describe, and identify the physical, chemical, and biological characteristics of wetlands and how to measure these characteristics

3. knowledge of the variation in different wetland types throughout the US and the world (palustrine, riverine, mangrove, estuary, prairie potholes, salt water marsh, etc.);
4. capability in identifying common wetland plants, soils, and hydrologic indicators in the field, as well as wetland delineation

5. proficiency in recognizing and classifying local wetland ecosystems using U. S. Army Corps of Engineers (USACE) and U.S. Fish and Wildlife (USFWS) guidelines

6. a basic understanding of State & Federal Laws regulating and protecting wetlands.

**Assessment Methods:** Grades will be computed based on three lecture exams (including the final exam), a wetland plant collection, complete a wetland delineation report following USACE guidelines, and a written and oral final report on a specific wetland. Graduate students will prepare and deliver a 20 minute presentation on a wetland topic of your choice.

**Assignment:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of final grade (Undergrads</th>
<th>Grad students</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wetland Classification Exam</td>
<td>10</td>
<td>10</td>
<td>September 17</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td>15</td>
<td>October 15</td>
</tr>
<tr>
<td>Wetland delineation report</td>
<td>10</td>
<td>10</td>
<td>October 29</td>
</tr>
<tr>
<td>Plant collection</td>
<td>20</td>
<td>15</td>
<td>November 19</td>
</tr>
<tr>
<td>Lecture (grad students only)</td>
<td>25</td>
<td>15</td>
<td>November 26</td>
</tr>
<tr>
<td>Class Project</td>
<td>25</td>
<td>15</td>
<td>November 29</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td>20</td>
<td>To be announced</td>
</tr>
</tbody>
</table>
Example Lecture Schedule:

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>24</td>
<td>Wetland Values</td>
<td>Chapter 16 (571-591)</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>What is a wetland?</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Wetland classification</td>
<td>Cowardin et al. 1979</td>
</tr>
<tr>
<td>September</td>
<td>3</td>
<td>No class (Labor Day)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Wetland classification</td>
<td>Chapter 21 (737-734)</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>HGM classification</td>
<td>Smith et al. 1995 (1-35)</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Wetland Classification Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Plants – distribution &amp; adaptations</td>
<td>Chapter 7 (205-224);</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Production/decomposition</td>
<td>Webster and Benfield 1986</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Wetland hydrology</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>October</td>
<td>1</td>
<td>Wetland hydrology</td>
<td>Chapter 5</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>No class (SWS Meeting)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Hydric soils/Biogeochemistry</td>
<td>Chapter 6 (165-187)</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Nutrient cycling</td>
<td>Chapter 6 (187-203)</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Mid-term Exam</td>
<td></td>
</tr>
</tbody>
</table>
|           | 19  | Wetland loss/threats/impacts  | Dahl 1990
Hedler and Kercher 2004
Haukos and Smith 2003
Fredrickson and Heitmeyer 1988
Helmers 1992 (1-26)
Smock 1999 (137-165)
Hoover and Kilgore 1998 (237-260)
Strader and Stinson 2005; Gray et al. 1999
Fredrickson and Batema 1992 (Chapters 1,2,5,6 & 8)
Chipps et al. 2006
Chapter 19 (653-668)
23 | No class (Thanksgiving) |
|           | 26  | Student Presentations         |                        |
|           | 30  | Managing Private Wetlands     |                        |
| December  | 3   | Arkansas wetlands             | Hefner at al. 1994     |
University of Washington's response to the Bologna Process
Susan Feinberg
Part 1 of a series
January 2006

The Bologna Process, reforms aimed at streamlining and harmonizing education across Europe, have triggered a national debate about U.S. admissions policies for international applicants with three-year undergraduate degrees. While many U.S. graduate schools are increasingly more open to accepting these applicants, policies and practices for evaluating European credentials vary widely.

University of Washington's Graduate School received twenty transcripts from Bologna-era students this year. The university is formulating an approach for evaluating these international students. They currently use a petition approach. For example, a graduate administrator who wants to admit a European three-year degreeholder writes a note to Suzanne Ortega, vice provost and dean of the Graduate School, and specifies the reasons why the student is an extraordinary candidate for admission. Ortega approves or rejects the request.

"We'll use this approach until we've done a better job of sorting through all of the underlying principles and decision roles we'll use for three-year degrees," says Ortega. One such issue involves significant differences among the higher education systems of the 45 countries signed on to the Bologna Process. Creating a single policy for all Bologna applicants is a challenge.

There is also the question of whether to create separate admission standards for international vs. domestic students with three-year baccalaureate degrees. "If we aren't prepared to admit domestic students with three-year degrees, what would be the basis for using different rules in regard to international students?" asks Ortega.

An ongoing debate in Washington and around the country is about the importance of liberal arts as a foundation for graduate study. European academic institutions awarding three-year degrees often take a narrower approach to the liberal arts, and students specialize earlier. What preparation is really needed to succeed at the graduate level?

Ortega predicts that within 18 months, UW will articulate the rules and principles governing admission of European applicants with three-year degrees.

Susan Feinberg is a freelance writer specializing in higher education. Contact her at
sffein@aol.com

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1/29/2008
PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Curriculum and Instruction
Date submitted: October 15, 2007

Request for: Course change _____ x _____ Course deletion _____ x _____
(Excluding course credit hour changes)

Submitted by: Connie Zinner

Approved by: Department Head: David Bell
Dean of School: Glenn Shidlar 10-18-07

Reviewed by: Registrar: Tommy White
Vice President:

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

If this is an addition of a new course, fill in the following and attach a syllabus. (Syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: A course for the prospective school library media specialist focusing on the instructional role of the school library media specialist. Students will develop curriculum based upon the national and state standards for library media specialists.

Number: LBMD 6033

Title for Catalog: The Instructional Role of the Library Media Specialist

*Title for Course Inventory (24 characters): The Instructional Role of the Library Media Specialist

Description: Course participants will explore national and state library media standards and develop curriculum based upon state and national standards for school library media specialists.

Effective date or term: Summer II 2008

*Course fees:

II. Justification and feasibility of course:
A. What is the need for this course? Who will take it?

The state of Arkansas is developing and will have in place by 2008, state instructional standards for school library media specialists. These frameworks and the new national standards for school library media specialists reflect the need for school library media specialists to be more involved in the instructional process of the schools. The prospective students will be those enrolled in the school library media specialist track of the Instructional Technology masters.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

There is no overlap. This has been a neglected area in the library media curriculum and there is a definite need. The Curriculum and Instructional Design classes are more general. This class will be specifically for the library media specialists.

C. Is this course part of any general plan of development within your department? Yes Explain. We plan a more sequential order that classes are to be taken.

D. How often will the course be offered? At least once a year, possibly two.

E. How will the course be staffed? With current staff

F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

List Department Head/Program Director Consulted: (Add to list as needed)

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<tr>
<th>Department Head/ Program Director Consulted</th>
<th>Indicate Support for Proposal (yes/no)</th>
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<tbody>
<tr>
<td>1. David Bell</td>
<td>yes</td>
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If no, please attach explanation from responding Department Head indicating why they do not support the proposal.
*Note: 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.

The assessments in the course will be directly related to our conceptual framework and the unit assessment plan. As part of the NCATE accreditation process for the unit, a Specialty Program Area folio will be submitted to the American Association of School Librarians for their approval process. All assessments will feed into that process as well as our own institutional plan. The Praxis II: Library Media Specialty Area examination that is required of all the library media graduates has a recognizable section on the instructional role of the library media specialist.

*Updated 8/1/04
**Updated 9/1/05

The graduate programs in the School of Education
COURSE DOCUMENT

LBMD 6033: The Instructional Role of the School Library Media Specialist

Catalog Description:

A course for the prospective school library media specialist focusing on the instructional role of the school library media specialist. Students will develop curriculum based upon the national and state standards for library media specialists.

Statement of Prerequisite:

None

Goals:

Students will be prepared to be a leader in their school’s instructional program through collaborative planning with teachers and the integration of library media frameworks in the curriculum.

Required text:


Bibliography:


Rationale:

The main focus of this course will be the teaching role of the school library media specialist. With the unveiling of the first ever Arkansas Library Media Frameworks in late 2007, the instructional role will receive more importance than in the past.

Objectives:
Upon completion of LBMD 6033, the students should be able to:

Articulate the responsibilities of the media specialist's instructional consultant role to show how collaborative planning between the teacher and media specialist takes place.
State some learning characteristics about students for each grade from Kindergarten to Grade 12.

Plan (scope and sequence) a library media curriculum for K-4, 5-8, or 9-12 that reflects the information problem-solving process and uses discovery and inquiry learning.

Plan ways to integrate library media skills instruction into subject learning using a collaborative approach.

Demonstrate appropriate evaluation and assessment techniques for school library media services and instructional activities.

Design a reading encouragement program for K-4, 5-8, or 9-12 students.

Generate staff development activity plans for classroom teachers and aides.

**General Education Objectives:** N/A

**Assessment:**

- Class participation: 10%
- Readings and Website Explorations: 25%
- Teacher Interviews: 20%
- Collaborative Unit with classroom teacher: 25%
- Reading appreciation program: 10%
- Teacher Workshop: 10%

**Course Content:**

- Definitions of terminology in the field
- Brief historical overview of the libraries
- Current trends in libraries
- The management of instructional programs
- Presentation skills for library media specialists
- Learning theories as applied to library media programs
- Researching diverse groups of users
- Instructional Design techniques
- Methods of delivering library media education
- Library Media education and electronic technology
- Evaluation of library media education

**Standards**

- International School Library Media Standards
- Information Power, 1988
- Information Power II, 1998
- 21st Century Skills
- National Learning Standards, 2007
Arkansas Library Media Frameworks, 2007
Arkansas Curriculum Frameworks

Local District Curriculum/Pacing Guides.
Collaboration Tools
Collaborative Units
Standards for Accreditation, Arkansas
Lesson Plan Online Tools
PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Department of Social Sciences and Philosophy
Date submitted: 23 October 2007
Request for: Course changes
Submitted by: H. Micheal Tarver
Approved by: Department Head: 
Dean of School: 
Reviewed by: Registrar: 
Vice President: 

The following revised course titles should be adopted (course descriptions are remaining the same):

- HIST 6013 Research Seminar in United States History
- HIST 6333 Research Seminar in Arkansas History
- HIST 6413 Research Seminar in Modern European History
- HIST 6533 Research Seminar in World History

Rationale: The revised course titles (i.e., the addition of the word “research”) will be more reflective of the nature of the graduate seminars.
PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Department of Social Sciences and Philosophy
Date submitted: 23 October 2007
Request for: Course changes
Submitted by: H. Micheal Tarver
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: _______________________________

The following revised course titles should be adopted (course descriptions are remaining the same):

HIST 6013 Research Seminar in United States History
HIST 6333 Research Seminar in Arkansas History
HIST 6413 Research Seminar in Modern European History
HIST 6533 Research Seminar in World History

Rationale: The revised course titles (i.e., the addition of the word "research") will be more reflective of the nature of the graduate seminars.
CURRICULUM CHANGE PROPOSAL

To: Graduate Council

From: Department of Physical Sciences

Date Submitted: 2007 October 29

Type of Curriculum Change Requested: Course Additions

Submitted By: Jeff Robertson

Approved By: Department Head: Jeff Robertson

Dean of School: Richard Condon

Reviewed By: Registrar: Tammy Rhodes

Vice-President for Academic Affairs: Jack Hamm

I. Program change as it will appear in the catalog.
CHEM 6881-3: Workshop, The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

GEOL 6881-4: Workshop, The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

PHYS 6881-4: Workshop, The workshop will require the equivalency of fifteen clock hours of instruction per credit hour.

II. Information
 These course listings are identical to the course in the catalog PHSC 6881-3: Workshop.

A. Rationale for the requested change.
These course definitions are designed for bookkeeping purposes and to tailor a workshop targeting specific science areas. This will be more attractive to science teachers seeking graduate hours for promotion and pay raise opportunities because the prefix is more targeted than a generic Physical Science prefix (e.g. PHSC).

B. Impact?
These are courses offered as needed, usually in summer based on faculty availability and/or grants in the Department or School as well as affiliations with the Math-Science Institute. There are no extra resources required, nor will their offering cause any drain on resources within or out of the department.

C. We desire this change to become effective immediately upon approval.
PROPOSAL FOR COURSE CHANGE

To: Graduate Council

From: Center for Leadership and Learning

Date submitted: October 1, 2007

Request for: Course change ___________ Course deletion ___________ Course addition ____ X ____

(Excluding course credit hour changes)

Submitted by: School Counseling and Leadership Program Coordinator: Dr. Kandis Croom

Approved by: Department Head: Dr. Mary Gunter
Dean of School: Dr. Glenn Sheets

Reviewed by: Registrar: Ms. Tammy Rhodes
Vice President: Dr. Jack Hamm

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

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and 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).

Course addition:

Add COUN 6012, Assessment and Appraisal.

1. Catalog description: This course will focus on an in-depth study of norm reference and criterion reference assessments. Group, standardized assessment and individual assessment will be addressed. Student will study assessment techniques, instruments selection, analysis and interpreting assessment data, as well as appropriate ways to report data.

   Number: COUN 6012

   Title for Catalog: Assessment and Appraisal

   *Title for Course Inventory (24 characters): Assessment and Appraisal

   Description: This course will focus on an in-depth study of norm reference and criterion reference assessments. Group, standardized assessment and individual assessment will be addressed. Student will study assessment techniques, instruments selection, analysis and interpreting assessment data, as well as appropriate ways to report data.

   The course fits within the assessment plan for the university. There are educational objectives, standards and student outcomes to be addressed (taught) and measured (assessment)
through multiple means. After the course is assessed, the findings will be analyzed and feedback provided for the improvement process.

Effective date or term: Summer I 2008

*Course fees: Graduate Hour fees for a 2-hour course.

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The Arkansas Department of Education (ADE) program audit of the School Guidance Counseling programs in the state revealed an inconsistency in requirements. The ADE is requiring all universities that offer School Guidance and Counseling programs to be in a range of 45 to 51 graduate credit hours (see attached letter). All School Counseling and Leadership graduate students will be required to take the course. The Assessment and Appraisal course is a two hour new course. One hour was taken from COUN 6254 making it a three hour course COUN 6253 and adding one hour to make Assessment and Appraisal course COUN 6013.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

The Assessment and Appraisal course is vital to the role of the school counselor and fits within the Center for Leadership and Learning programs of study. There is no overlap with other courses in the department. Assessment used to be apart of the Career Development course.

C. Is this course part of any general plan of development within your department? Explain.

Yes, the Assessment Appraisal Advising course is part of a sequential program of study for the School Counseling and Leadership M.Ed. program and is required. Each of the four degree programs in the Center for Leadership and Learning are sequentially delivered to a cohort of graduate students for continuity of learning and build upon one another.

D. How often will the course be offered?

The course will be offered once during a School Counseling and Leadership cohort rotation, which is about every twelve to eighteen months. The course is delivered as part of the 45 hour program of study for the M. Ed. School Counseling and Leadership program of study.

E. How will the course be staffed?

The course is usually taught by a full-time graduate faculty member, or an adjunct professor.
F. When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

I have worked with the Center for Leadership and Learning, The School of Education, Tammy Rhodes the Registrar, a focus group of area school counseling practitioner, Dr. Eldon Clary and the Arkansas Department of Education

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<tr>
<td>1. Dr. Glenn Sheets, Dean School of Education</td>
<td>Yes[✓]</td>
<td>10.01.07</td>
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<tr>
<td>2. Dr. Mary B. Gunter, Department Head</td>
<td>Yes[✓]</td>
<td>10.01.07</td>
</tr>
<tr>
<td>3. Dr. Kandis Croom, Program Advisor</td>
<td>Yes[✓]</td>
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*Updated 8/1/04
**Updated 9/1/05
CURRICULUM CHANGE PROPOSAL

To: Graduate Council

From: Department of Physical Sciences

Date Submitted: 2007 October 29

Type of Curriculum Change Requested: Course Additions

Submitted By: Jeff Robertson

Approved By: Department Head: Jeff Robertson

Dean of School: Richard Colton

Reviewed By: Registrar: Tammy Rhodes

Vice-President for Academic Affairs: Jack Hamm

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