PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Foreign Languages and International Studies
Date submitted: 23 January 2008
Request for: Course Modifications
Submitted by: H. Michele Tarver
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar:
Vice President:

I. The following revised course titles and descriptions should be placed in the Graduate Catalog:

SPAN 5283 Seminar in Spanish. Selected topics on language, literature, or culture in the Americas and Spain. Course may be repeated if content differs. [change in description only]

SPAN 5803 Film Theory. An introduction to Spanish-language film theory and major films, from the development of film and film theories to the present. [change in content to include all Spanish-language films]

SPAN 6013 Advanced Composition. Analysis of different prose styles and practice in writing fluent Spanish compositions. Course emphasizes formal levels of written communication on both literary and non-literary topics. [change to also include non-literary works]

SPAN 6033 Seminar in Spanish-American Literature. An examination of major writers of contemporary Spanish-American literature. The course will examine each work within its structure. Particular attention will be paid to social, intellectual, and existential aspects. Course may be repeated if content differs. [change in description only]

SPAN 6043 Seminar in Colonial Spanish-American Literature. An examination of major writers of colonial Spanish-American literature. The course will examine each work within its structure. Particular attention will be paid to social, intellectual, and existential aspects. Course may be repeated if content differs. [change to expand content beyond just 16th Century]

SPAN 6063 Spanish-American Literature and Culture. A study of Spanish-American literature, emphasizing works that give representative expression to the thought and cultural patterns of their times. [change to expand content beyond just 20th Century]

SPAN 6073 Seminar in Short Story. An analysis of Spanish-language short stories, with particular attention given to distinguished literary figures. Works will be studied in depth and examined from different critical and theoretical perspectives. Course may be repeated if content differs. [change in content to include all Spanish-language short stories]
SPAN 6083 Seminar in Poetry. An analysis of Spanish-language poetry, with particular attention given to distinguished poets. Works will be studied in depth and examined from different critical and theoretical perspectives. Course may be repeated if content differs. [change in content to include all Spanish-language poetry]

SPAN 6093 Seminar in Novel. An analysis of Spanish-language novels, with particular attention given to distinguished writers. Works will be studied in depth and examined from different critical and theoretical perspectives. Course may be repeated if content differs. [change in content to include all Spanish-language novels]
PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Foreign Languages and International Studies
Date submitted: 23 January 2008
Request for: Course Modifications
Submitted by: H. Micheal Tarver
Approved by: Department Head: [Signature]
Dean of School: [Signature]
Reviewed by: Registrar: [Signature]
Vice President: [Signature]

I. The following course should be re-numbered (no change in description or content):

SPAN 6016 \( \rightarrow \) change to SPAN 6993 Thesis Research

II. The following course titles should be changed (no change in description or content):

SPAN 6881-6 Foreign Language Workshop \( \rightarrow \) change to Workshop
SPAN 6891-4 Foreign Language Independent Study \( \rightarrow \) change to Independent Study

III. The following course should be deleted from the Catalog:

SPAN 6801 Cultural Immersion and Research
SPAN 6053 Spanish-American Modernism, 1880-1920
PROPOSAL FOR COURSE CHANGE

To: Graduate Council
From: Foreign Languages and International Studies
Date submitted: 23 January 2008
Request for: Course Additions
Submitted by: H. Micheal Tarver
Approved by: Department Head: [Signature]
Dean of School
Reviewed by: Registrar:
Vice President:

Ia. Catalog description: Spanish Literature. A survey of the literature of Spain with readings from representative works.

Number: SPAN 5213 (This is a cross-list for SPAN 4213, currently in the Undergraduate Catalog)

Title for Catalog: Spanish Literature

Title for Course Inventory: Spanish Literature

Description: This graduate-level course is designed to be a graduate cross-listing of SPAN 4213, Spanish Literature. The course explores the literature of Spain with selected readings that represent the literary works of the nation.

Effective term: Summer One 2008

Course fees: None


Number: SPAN 5223 (This is a cross-list for SPAN 4223, currently in the Undergraduate Catalog)

Title for Catalog: Spanish-American Literature

Title for Course Inventory: Spanish-American Literature

Description: This graduate-level course is designed to be a graduate cross-listing of SPAN 4223, Spanish-American Literature. The course explores Spanish-American literature with selected readings that represent the literary works of the region.

Effective term: Summer One 2008

Course fees: None
Ic. Catalog description: Seminar in Spanish Literature. An examination of major writers in Spanish literature. The course will examine each work within its structure. Particular attention will be paid to social, intellectual, and existential aspects. Course may be repeated if content differs.

Number: SPAN 6133

Title for Catalog: Seminar in Spanish Literature

Title for Course Inventory: Sem Spanish Literature:

Description: Seminar in Spanish Literature will be a seminar-style course that examines major writers in Spanish literature. The course will examine each work within its structure. Particular attention will be paid to social, intellectual, and existential aspects. Course may be repeated if content differs.

Effective term: Summer One 2008

Course fees: None

Id. Catalog description: Spanish Literature and Culture. A study of Peninsular literature, emphasizing works that give representative expression to the thought and cultural patterns of their times.

Number: SPAN 6163

Title for Catalog: Spanish Literature and Culture

Title for Course Inventory: Spanish Lit and Culture

Description: Spanish Literature and Culture examines Peninsular literature, emphasizing works that give representative expression to the thought and cultural patterns of their times.

Effective term: Summer One 2008

Course fees: None

Ie. Catalog description: Advanced Spanish Grammar. This course is designed to provide more advanced grammatical and syntactical features, increased ability with idiomatic expressions, and vocabulary enlargement.

Number: SPAN 6403

Title for Catalog: Advanced Spanish Grammar

Title for Course Inventory: Advanced Spanish Grammar

Description: Advanced Spanish Grammar is designed to provide more advanced grammatical and syntactical features, increased ability with idiomatic expressions, and vocabulary enlargement.

Effective term: Summer One 2008

Course fees: None
II. Justification and feasibility of courses:

What is the need for these courses? Who will take them? The proposed seven new courses are part of the re-designed Master of Arts program in Spanish that places greater emphasis on the non-literature aspects of Spanish, as well as broadening the program to include Peninsular Spanish topics. Although these courses are primarily being created for students in the Spanish program, any graduate student with the required language abilities may take the classes.

How does it relate to other work being offered by your department? Is there an overlap with other courses in the department? These courses do not overlap with any other graduate-level courses within the Department. Collectively, these courses are part of a re-designed M.A. program that places greater emphasis on the non-literature aspects of Spanish.
Are these courses part of any general plan of development within your department? Yes. Collectively, these courses are part of a re-designed M.A. program that places greater emphasis on the non-literature aspects of Spanish, as well as broadening the program to include Peninsular Spanish topics.

How often will these courses be offered? These courses will be part of the two-year rotation cycle for the graduate courses.

How will the courses be staffed? The courses will be taught by the existing Spanish graduate faculty, along with the new Department Head.

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.) Because of the nature of the courses, no other departments have been consulted in this matter.

ASSESSMENT ALIGNMENT: The proposed classes fit into the revised program assessment plan, which is a re-design from the previous plan that focused on literature. Dr. Tarver and Dr. Carey Roberts, Chair of the University Assessment Committee, are currently working with the Spanish faculty to further develop the new Assessment Plan for the Master of Arts Degree in Spanish that incorporates the new director of the graduate program. The proposed courses will relate directly to the new assessment goals of the program.

Proposed New Program Objectives:

The student who graduates with a Master of Arts degree in Spanish should be prepared for a career in education, an occupation in the private sector, or further study in graduate school. Each graduate of the Spanish M.A. program at Arkansas Tech University should be able to accomplish the following:

Demonstrate ability to conduct original research.
  * Successful completion of the thesis and oral defense or
  * Student portfolio of assignments from SPAN 6003, SPAN 6063, and SPAN 6163

Demonstrate competence in oral and written Spanish. [90% of students should score at level of Pass or above on a Superior—Good—Pass—Fail scale]
  * Successful completion of oral competency examination (embedded into SPAN 6403)
  * Successful completion of written competency examination (embedded into SPAN 6403)

Demonstrate ability to read, analyze, and interpret works of literature and culture.
  * Successful completion of SPAN 6023, SPAN 6063, and SPAN 6163 [determined through course content only, no behavior grades (i.e., attendance) used in determination of successful completion]
  * Student portfolio of assignments from SPAN 6023, SPAN 6063, and SPAN 6163

Demonstrate a solid foundation in Peninsular and Spanish-American literature. [90% of students should score at level of Pass or above on a Superior—Good—Pass—Fail scale]
  * Successful completion of M.A. thesis and oral defense or
  * Successful completion of the Comprehensive Examination
Proposed Syllabus — History of the Spanish Language

Course Description: This course is an examination of different aspects involved in the development of the Spanish language. Topics to be considered may include, among others, the evolution of different linguistic systems of Spanish and the socio-cultural factors and context that influenced its development. The course will entail analysis of texts that reflect changes in language usage and attitudes toward language.

Course Goals:
1. To gain general knowledge of the subject matter;
2. To gain specific knowledge of the history of the Spanish language in order to demonstrate an understanding of major trends, and influential figures in the subject;
3. To further develop analytical skills;
4. To gain an understanding of the historical progress of the Spanish language;

Course Outline:
I. Introduction
II. Language Change
III. The Genealogy of Spanish
IV. The Latin Language
V. Early Romance
VI. Al-Andalus
VII. Early Literature in Castilian
VIII. The Castilian Norm
IX. Prose Documents in Castilian from the Fifteenth Century
X. The Golden Age: Linguistic Self-Awareness
XI. The Golden Age
XII. The Enlightenment
XIII. Modern Peninsular Spanish
XIV. Latin America
XV. U.S. Spanish
XVI. Judeo-Spanish
XVII. Caló
XVIII. The African Connection
XIX. Creoles and Contact Vernaculars

Course Bibliography:
Wright, R. Latin and the Romance Languages in the Early Middle Ages. Pennsylvanica State Univ. 1996.
SPANISH LITERATURE AND CULTURE

INSTRUCTOR: Dr. Dana Derrick Ward
OFFICE: 116G Dean
TELEPHONE: 968-0485
EMAIL: dward@atu.edu
WEBPAGE: www.cswnet.om/~ddward/webpage

COURSE DESCRIPTION:
Spanish Literature and Culture. A study of peninsular literature, emphasizing works that give representative expression to the thought and cultural patterns of their times. In addition to studying literary periods, works, and their historic background, we will examine legends, philosophy, festivals, music, and art to enhance the understanding of the literary works.

TEXTS:

COURSE OBJECTIVES:
This course will cover masterpieces of Spanish literature in relation to the history, politics, and culture of the various periods. The student will learn to analyze literature from its historic and cultural perspectives and to appreciate the contribution of the authors representing distinct literary movements. Students will be expected to discuss the material in the target language and to present two written and two oral reports during the semester in addition to being prepared for quizzes and exams.

EVALUATION:
The final grade is determined according to the following scale:

Homework, oral reports and analyses, quizzes, participation and attendance 25%

Midterm exam and final exam 75%

COURSE CONTENT:

I. De la Edad Media al Renacimiento
   El Cantar de Mío Cid
   Auto de los Reyes Magos
   Don Juan Manuel
   Jorge Manrique
   Romances
   Fernando de Rojas

II. Del Renacimiento a la Ilustración
   Garcilaso de la Vega
   La Vida de Lazarillo de Tormes y de sus Fortunas y Adversidades
   Fray Luis de León
   Santa Teresa de Jesús
   San Juan de la Cruz
   Miguel de Cervantes Saavedra
   Félix Lope de Vega y Carpio
Pedro Calderón de la Barca
Luis de Góngora y Argote
Francisco de Quevedo y Villegas

III. De la Ilustración a la Generación del 98
José de Espronceda
Mariano José de Larra
Gustavo Adolfo Bécquer
Rosalía de Castro
Fernán Caballero
Pedro Antonio de Alarcón
Benito Pérez Galdós
Leopoldo Alas (Clarín)
Emilia Pardo Bazán

IV. De la Generación del 98 a la Guerra Civil
Antonio Machado
Pío Baroja
Juan Ramón Jiménez
Ramón María del Valle-Inclán
Miguel de Unamuno
Federico García Lorca

V. De la Guerra Civil a la muerte de Franco
Luis Cernuda
Camilo José Cela
Dámaso Alonso
Ana María Matute
Alfonso Sastre

VI. De la muerte de Franco al presente
Miguel Delibes
Ramón Sender
Manuel Rivas

BIBLIOGRAFÍA

Advanced Spanish Grammar

INSTRUCTOR: Dr. Nelson R. Ramírez
OFFICE: Dean Hall 116F
TELEPHONE: 968-0636
EMAIL: nramirez@atu.edu

Catalog description: Advanced Spanish Grammar. This course is designed to provide more advanced grammatical and syntactical features, increased ability with idiomatic expressions, and vocabulary enlargement. Number: SPAN 6403

Required Texts:

Supplementary Text:

Description:
This Advanced Spanish Grammar offers a linguistic perspective and it is designed specifically for advanced Spanish students that require a higher knowledge of Spanish grammar. The course will present advanced concepts in historical linguistics, such as the development of the language, as well as a study of pivotal grammars that have informed contemporary grammatical theory and practice. The course will also have a comparative linguistic component that contrasts Peninsular and Spanish-American language usage.

Course Objectives
Upon successful completion of the course, the student will have the knowledge and practice to perform activities in the following five areas:

a. Demonstrate that there is a “normative” Spanish, but that it is not fixed in a particular time or region, rather that it undergoes constant change, and responds to global interaction.

b. Demonstrate the capacity to express oneself at an academic level in written and spoken Spanish discourse.

c. Identify dialectical and socio-linguistic variants.

d. Demonstrate cultural understanding by examining the syntactic and grammatical attitudes and forms from the varying Hispanic communities, and respect and celebrate their linguistic and cultural diversity.

e. Demonstrate knowledge of historical linguistics: development of the language from Latin to Spanish, and other lexicon that have influenced Spanish throughout the ages.
Course Content

WEEK I
Introducción al curso. Presentación de los textos.
Gramática española: Análisis y práctica (GE): I. El lenguaje humano y la gramática: 1, 2.

WEEK II
GE: I. El lenguaje humano y la gramática: 3, 4.
Nebrija, Gramática de la lengua castellana

WEEK III
GE: II. La oración. 1, 2, 3, 4, 5.
Nebrija, Gramática de la lengua castellana

WEEK IV
GE: III. El verbo y los significados de las formas verbales. 1, 2, 3, 4.
Nebrija, Gramática de la lengua castellana

WEEK V
GE: III. El verbo y los significados de las formas verbales. 5, 6, 7, 8.
Nebrija, Gramática de la lengua castellana

WEEK VI
GE: IV. El sustantivo y sus modificadores. 1, 2, 3, 4.
Nebrija, Gramática de la lengua castellana

WEEK VII
Primer ensayo
MSG: 34. Asking and giving personal information. 35. Identifying people, places and things. 36. Describing.
GE: IV. El sustantivo y sus modificadores. 5, 6, 7.
Bello, Andrés. Gramática de la lengua castellana destinada al uso de los americanos

WEEK VIII
GE: V. Los pronombres personales. 1, 2.
Bello, Andrés. Gramática de la lengua castellana destinada al uso de los americanos

WEEK IX
MSG: 43. Expressing cause, effect and purpose. 44. Expressing knowledge. 45. Remembering and forgetting. 46. Expressing obligation and duty. 47. Expressing needs. 48. Expressing possibility and probability.
Bello, Andrés. Gramática de la lengua castellana destinada al uso de los americanos

WEEK X
54. Seeking and giving permission.
GE: VI. Otros temas. 2. Otros temas. 3.
Bello, Andrés. Gramática de la lengua castellana destinada al uso de los americanos

WEEK XI
Receso de primavera

WEEK XII
Segundo ensayo
MSG: 55. Asking and giving opinions. 56. Expressing agreement, disagreement and indifference.
57. Expressing desires and preferences.
GE: VI. Otros temas. 4.
Bello, Andrés. Gramática de la lengua castellana destinada al uso de los americanos

WEEK XIII
GE: VI. Otros temas. 5.
Presentaciones orales

WEEK XIV
64. Apologizing and expressing forgiveness. 65. Expressing fear or worry. 66. Expressing gratitude.
Cuervo, Rufino José. Diccionario de construcción y regimen de la lengua castellana

WEEK XV
MSG: 70. Making an offer or invitation and accepting or declining. 71. Talking about the present.
72. Talking about the future. 73. Talking about the past.
Cuervo, Rufino José. Diccionario de construcción y regimen de la lengua castellana

WEEK XVI
Cuervo, Rufino José. Diccionario de construcción y regimen de la lengua castellana
"Notas a la gramática castellana de don Andrés Bello", Rufino José Cuervo
Conclusiones
Bibliography


http://www.orbilat.com/Languages/Spanish/Grammar/Spanish-Pronouns.html
http://amnesia.eljuego.free.fr/Fichas_gramatica/FG_pronombres_interrogativos.htm
http://www.rae.es/
http://www.cervantesvirtual.com/
http://www.drae.org/
http://elboomeran.com/
http://puenteaereo1.blogspot.com/
Proposed Syllabus -- Teaching College Spanish

DESCRIPTION

This course will provide an introduction to both theory and practice in second language teaching methodology, with an overview of communicative language instruction in Spanish. This course will be conducted as a seminar with the instructor and students sharing the leadership role. It is therefore important that each person accept the responsibility for being prepared and for participating. The course objectives will be met through meetings in which students discuss, collaborate on, present, and evaluate student products. All projects, presentations, and assignments are designed to be directly applicable to and usable in the classroom and to improve their Spanish Language instruction.

Students are required to observe and evaluate at least two classes, and to video tape and analyze their own teaching. They are also expected to develop a series of materials/activities for using in Spanish language courses. Students are strongly encouraged to share these activities with their classmates so that each student will leave the class with a large set of activities they can use in their future classes. Several quizzes and other written work will be assigned. One written exam will be given and a final paper will be due at the end of the semester. Some quizzes and other written work will also be assigned during the semester. Students will have to do two presentations and organize a PORTFOLIO to be submitted every four weeks during the semester. As part of a Spanish community service activity, students will be asked to teach off campus or act as interpreters and translators during the semester. Time and places will be discussed in class.

OBJECTIVES

1. To expand our knowledge of the Spanish language teaching/learning process as we currently understand it.
2. To learn about, critique, and practice effective techniques for teaching and evaluating Spanish language students at all levels.
3. To provide guidelines for materials development and learning activities based on the principles of communicative language teaching.
4. To examine and discuss the theoretical issues of current pedagogical practice.
5. To provide practice in materials development and evaluation of Spanish teaching and testing materials.


COURSE BIBLIOGRAPHY:


COURSE PROGRAM

Week 1
Introduction to the course
Understanding the Role of Contextualized Input, Output, and Interaction in Language Learning
Week 2
From Atlas and Audiolingualism to Acquisition
Contextualizing Language Instruction to Address Goals of the Standards for Foreign Language Learning

Week 3
Working with Input
Teaching a Language: Principles and Priorities in Methodology

Week 4
Communicating in the Classroom
Definitions of Communicative Competence

Week 5
Building Toward a Proficiency Goal

Week 6
Suggestions for Using Information-Exchange Tasks for Oral Testing
Using an Interactive Approach to Develop Interpretive Communication

Week 7
Issues in Learning and Teaching Grammar

Week 8
Using a Story-Based Approach to Teach Grammar

Week 9
Processing Instruction and Structured Input

Week 10
Output: A Focus on Form in Language Production

Week 11
Suggestions for Testing Grammar

Week 12
Listening Comprehension

Week 13
Comprehending Written Language
Week 14
Addressing Diverse Needs of Learners in the Language Classroom

Week 15
Writing and Composing in a Second Language (Textbook)

Week 16
Final Considerations
Seminar in Spanish Literature

INSTRUCTOR: Dr. Cecilia Ryan
OFFICE: 116D Dean
TELEPHONE: 968-0639
EMAIL: cryan@atu.edu

CATALOG DESCRIPTION: Seminar in Spanish Literature. An examination of major writers in Spanish literature. The course will examine each work within its structure. Particular attention will be paid to social, intellectual, and existential aspects. Course may be repeated if content differs. Number: SPAN 6133

INSTRUCTIONAL RESOURCES:

JUSTIFICATION AND RATIONALE: The purpose of this course is to deepen the student’s understanding of some of the primary representative works of Spain and refine the student’s critical reading techniques, and oral and written abilities.

COURSE OBJECTIVES: The course will present an in depth view of Spanish Golden-Age fiction, specifically that of Cervantes (*Don Quijote*, the *Novelas Ejemplares*), *Amadis de Gaula* and *Lazarillo de Tormes*. The course will serve three primary functions: to permit the student a closer look at works that have informed Spanish and Spanish-American narrative for several centuries, and how to read these works the body of critical evolution that the works have generated, such as within the historical Spanish critical evolution. Secondly, the course will examine the works utilizing various critical theory modalities. Lastly, the student will continue to develop vocabulary useful in discussing critical theory and acquire the necessary tools for critically evaluating a work within its cultural milieu, in addition developing ideas in writing as well.

Course Content:

I. Introduction to the course, and to some of the novelistic traditions that inform these works; a look at contextualized Spanish culture of the *Siglo de Oro*

II. Humanism; Spanish Renaissance and the Baroque

III. Climate of critique in the Renaissance
   1. The critique of *Romance* as a social institution
   2. The critique of *Romance* as an aesthetic phenomenon
   3. The synthesis of *Romance* and classical ethic

IV. *Amadis de Gaula*
   1. Narrative voice
   2. Neoaristotelian literary theory

V. *Amadis de Gaula*
   1. *Romance*—genre considerations
   2. Hero narrations
VI. *Amadís de Gaula*
   1. The nature of narrative
   2. Courtly love
   3. Point of view; *histor* (inquirer/observer)

VII. *Lazarillo de Tormes*
   1. common motifs in the Picaresque novel
   2. “desengaño” theme
   3. open narrative

VIII. *Don Quijote*
   1. The modern novel
   2. Arms vs. Letters
   3. Baroque esthetic in the *Quijote*

IX. *Don Quijote*
   1. implied author
   2. defense of Women’s rights

X. *Don Quijote*
   1. The interclased novel—*part 1*
   2. Neoaristotelianism
   3. levels of existence in the *Quijote*

XI. *Don Quijote*
   1. Literary criticism in the *Quijote*

XII. *Don Quijote*
   1. Literary theorizing in the *Quijote*

XIII. *Don Quijote*
   1. Perspectivism
   2. Pastoral novel

XIV. Novelas Ejemplares
   1. *La gitanilla*—social criticism
   2. The interclased novel

XV. *Rinconete and Cortadillo*
   1. Poverty in Golden Age literature
   2. Picaresque tradition

**Minimal Bibliography**

**Primary Sources:**

**Secondary Sources:**


FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council

From: Foreign Languages and International Studies

Date Submitted: 23 January 2008

Type of Curriculum Change Requested: Program Modification

Submitted By: H. Micheal Tarver

Approved By: Department Head: [Signature]

Dean of School: [Signature]

Reviewed By: Registrar:

Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the Graduate Catalog.

SEE PAGES 2-4

II. Program Information

A. Rationale for the requested changes. The proposed changes have been designed with several crucial factors having an influence. First, the proposal expands the graduate program in Spanish to include Spanish (Iberian) topics. The current program limits students to Spanish-American topics. Second, the proposal allows graduate students to take 5000-level Spanish classes and apply those classes towards the degree. The current program limits students to 6000-level courses. Third, the proposal expands the emphasis of the degree beyond the limited scope of Latin American literature. The proposed program will allow students to take courses in Spanish grammar, composition, literary theory, literature, and culture. As such, the revised program will better prepare its graduates with a well-rounded program in Spanish.

B. What impact will the proposed changes have on staffing, on other programs, budget, and space allocation? The proposed changes should have no impact on other programs and space allocation. There will be some impact on staffing while the Department expands its graduate-level offerings each semester at the same time it searches for adjuncts to teach the beginning-level Spanish courses. In the long run, this change should be negligible. Because the intent of the proposed changes is to increase the enrollment of the graduate program, efforts will need to be made to ensure that a student can complete the program within two years. As such, Spanish faculty may teach overloads until enrollment figures necessitate the hiring of additional faculty. This is a reality of the program being offered with a limited number of Spanish-language faculty. Additional funds have been requested for adjunct expenses.

C. Effective Term: Summer One 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.)

Not Applicable
MASTER OF ARTS
SPANISH

The Master of Arts degree in Spanish is designed to provide students with advanced studies in Spanish language, literature, and culture.

Unconditional Admission
Students are eligible to apply for unconditional admission to the Master of Arts degree program in Spanish if they meet the following requirements:
1. Applicants must meet the admission requirements for Graduate School.
2. Applicants must have completed a minimum of 36 hours in Spanish at the undergraduate level.
3. Applicants must be proficient in Spanish, as evidenced by a program entrance exam.
4. Applicants must have a 3.00 grade point average on a 4.00 scale in Spanish.

Conditional Admission
Applicants who fail to meet all of the departmental requirements may be accepted conditionally provided the deficiencies are completed prior to the completion of twelve semester hours of graduate work.
Applicants who fail to meet the grade point requirement specified for unconditional admission may be admitted conditionally to enroll for a maximum of twelve semester hours. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve semester hours a cumulative grade point average of 3.00 or better is achieved.

Academic Advisors
The director of the program will assign a faculty advisor to each student admitted to the degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Subsequently, the academic advisor, the Department Graduate Committee, and the Graduate School monitor the student's progress as they progress through the program. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

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

Degree Requirements

Option I: Thesis Option

The student seeking the Master of Arts degree in Spanish under the Thesis Option must complete the following:
1. A minimum of 30 hours in Spanish at the graduate level (5000-6000) with no more than 6 hours of 5000-level courses considered toward the completion of the degree.

2. The satisfactory completion of the following 18 hours:
   - SPAN 6003 Introduction to the M.A. in Spanish
   - SPAN 6023 Literary Theory
   - SPAN 6063 Spanish American Literature and Culture
   - SPAN 6163 Spanish Literature and Culture
   - SPAN 6403 Advanced Spanish Grammar
   - SPAN 6503 History of the Spanish Language

3. The satisfactory completion of the following 12 hours:
   - 6000-level SPAN seminar on Spanish topic
   - 6000-level SPAN seminar on Spanish-American topic
   - SPAN 6993 Thesis
   - SPAN 6993 Thesis

4. Grades in all graduate courses must be “B” or better to be counted toward the Spanish degree.

5. The satisfactory completion of a thesis. or comprehensive exams.

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

Option II: Non-Thesis Option

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

1. A minimum of 30 hours in Spanish at the graduate level (5000-6000) with no more than 9 hours of 5000-level courses considered toward the completion of the degree.

2. The satisfactory completion of the following 18 hours:
   - SPAN 6003 Introduction to the M.A. in Spanish
   - SPAN 6023 Literary Theory
   - SPAN 6063 Spanish American Literature and Culture
   - SPAN 6163 Spanish Literature and Culture
   - SPAN 6403 Advanced Spanish Grammar
   - SPAN 6503 History of the Spanish Language

3. The satisfactory completion of the following 12 hours:
   - 6000-level SPAN seminar on Spanish topic
   - 6000-level SPAN seminar on Spanish-American topic
   - SPAN Elective (5000-6000 level)
   - SPAN Elective (5000-6000 level)

4. Grades in all graduate courses must be “B” or better to be counted toward the Spanish degree.

5. The satisfactory completion of a comprehensive exam.

6. The completion of all degree requirements within six years of admission to the degree program.
Special Conditions of Graduate Credit

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

Graduate Credit Taken After Admission to Arkansas Tech University
If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must, in advance of enrollment, obtain written approval from the program director and the Dean of Graduate School.
Program Objectives:

The student who graduates with a Master of Arts degree in Spanish should be prepared for a career in education, an occupation in the private sector, or further study in graduate school. Each graduate of the Spanish M.A. program at Arkansas Tech University should be able to accomplish the following:

- Demonstrate ability to conduct original research.
- Demonstrate competence in oral and written Spanish. [90% of students should score at level of Pass or above on a Superior—Good—Pass—Fail scale]
- Demonstrate ability to read, analyze, and interpret works of literature and culture.
- Demonstrate a solid foundation in Peninsular and Spanish-American literature. [90% of students should score at level of Pass or above on a Superior—Good—Pass—Fail scale]
CURRICULUM CHANGE PROPOSAL

To: Graduate Council

From: Computer and Information Science

Date Submitted: February 8, 2008

Type of Curriculum Change Requested:

Change to admission requirements and clearing of conditional admission requirements.

Submitted By: Dr. Larry J. Morell

Approved By: Department Head: [Signature]

Dean of School:

Reviewed By: Registrar:

Vice-President for Academic Affairs

1. Program or curriculum change as it will appear in the catalog.
   To replace admission requirement 3 and 4 in the present catalog:

3. Applicants must have completed one math course beyond college algebra with a minimum grade of 'B'.
4. Applicants for the CBIT program must have completed a one semester of computer programming course comparable to COMS 2104 with a minimum grade of “B”.
   Applicants for the IT program must have completed two semesters of computer programming courses comparable to COMS 2104 and COMS 2203 with a minimum grade of “B” in each.

To replace the paragraph following requirement 5:

Applicants who fail to satisfy the grade point requirement for unconditional admission or who do not satisfy requirements 2-4 above may be admitted conditionally by the MSIT Graduate Committee to earn a maximum of twelve (12) hours of graduate credit. Conditional admission may require taking one or more undergraduate and/or graduate courses to remove those conditions. Any such courses must be completed with a grade of “B” or better. In addition, if the student was admitted conditionally due to grade point average, the student must earn a 3.0 or better cumulative grade point average in all graduate courses taken for the program by the end of the semester in which the 12 graduate hour is completed.
II. Course Information

A. Rationale for the requested change.
The current description in the catalog allows for a student to be admitted unconditionally who only earning a “C” in essential undergraduate material. A student who cannot complete required undergraduate material and earn a “B” in each of the courses is too weak to complete many of our graduate courses that require this background. A student who is admitted conditionally with a low GPA but who demonstrates the ability to earn a 3.0 in after completing 12 or more hours has demonstrated the ability to perform work acceptable at a graduate level.

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

1. Within the department requesting the change. None.

2. Outside the department. None.

C. Effective date or term. Fall 2008.

D. **When applicable, state with which departments you have specifically coordinated this change? N/A.

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

*Updated 6/1/04
**Updated 5/1/05
PROFESORA: doctora Dana Derrick Ward

OFICINA: 116G Dean

HORAS DE OFICINA: lunes, miércoles, viernes 3:00-4:00

TELEFONO: 968-0485

CORREO ELECTRONICO: dana.ward@atu.edu

PAGINA-WEB: www.cswnet.com/~ddward/webpage

DESCRIPCION DEL CURSO: Un panorama de la literatura de España con lecturas de las obras sobresalientes. Repasamos los períodos del Renacimiento y del Barroco, el Siglo de Oro, el siglo XVIII, el sigloXIX--el Romanticismo, el Realismo, el Naturalismo y la Generación de '98 hasta el siglo XX incluyendo poesía, ensayos, drama, cuentos y segmentos de novelas.

EL TEXTO: Panoramas literarios España por Beverly Mayne Kienzle y Teresa Méndez-Faith.

TEXTOS SUPLEMENTARIOS: Del Río Antología de la Literatura Española, los tomos I y II, por Ángel del Río y Amelia A. de del Río; New York: Holt, Rinehart and Winston.


JUSTIFICACION DEL CURSO: Con este estudio de la literatura, podemos mejorar nuestra capacidad de hablar, leer, entender y escribir en español y a la vez apreciar la cultura y lenguaje de la literatura y de la civilización española.

METAS DEL CURSO: Tenemos los objetivos de leer, entender, y analizar la literatura con mucho cuidado. Vamos a comentar sobre el tema, lenguaje, estilo, metáforas, símbolos, conflictos, protagonistas, ironía y moralejas. También queremos entender la influencia histórica de la época y del autor en cada obra literaria.

EL CONTENIDO DEL CURSO:
I. De la Edad Media al Renacimiento

El Cantar de Mío Cid
Auto de los Reyes Magos
Don Juan Manuel
Jorge Manrique
Romances
Fernando de Rojas

II. Del Renacimiento a la Ilustración

Garcilaso de la Vega
La Vida de Lazarillo de Tormes y de sus Fortunas y Adversidades
Fray Luis de León
Santa Teresa de Jesús
San Juan de la Cruz
Miguel de Cervantes Saavedra
Félix Lope de Vega y Carpio
Luis de Góngora y Argote
Francisco de Quevedo y Villegas

III. De la Ilustración a la Generación del 98

José de Espronceda
Mariano José de Larra
Gustavo Adolfo Béquer
Rosalía de Castro
Fernán Caballero
Pedro Antonio de Alarcón
Benito Pérez Galdós
Leopoldo Alas (Clarín)  
Emilia Pardo Bazán

IV. De la generación del 98 a la Guerra Civil  
Antonio Machado  
Pío Baroja  
Juan Ramón Jiménez  
Ramón María del Valle-Inclán  
Miguel de Unamuno  
Federico García Lorca

V. De la Guerra Civil a la muerte de Franco  
Luis Cernuda  
Camilo José Cela  
Dámaso Alonso  
Ana María Matute

VI. De la muerte de Franco al presente  
Miguel Delibes  
Ramón Sender
Arkansas Tech University

Spanish-American Literature

INSTRUCTOR: Dr. Cecilia Ryan
OFFICE: 116D Dean
TELEPHONE: 968-0639
EMAIL: cryan@atu.edu

CATALOGUE DESCRIPTION: Spanish-American Literature Prerequisite: SPAN 3223 or permission of instructor. A survey of Spanish-American literature with readings from representative works.

INSTRUCTIONAL RESOURCES:
Required texts (2):

SUPPLEMENTARY MATERIALS:
New World Spanish-English and English-Spanish dictionary is optional for the course, but highly recommended, and is available in the bookstore.

JUSTIFICATION AND RATIONALE: The purpose of this course on Spanish-American Literature is to improve the college student’s reading, communication and critical thinking skills in Spanish, and understanding of cultural differences. This course is part of the program required for Spanish majors or students completing certification to teach the language.

COURSE OBJECTIVES: The aim of this course is to introduce students to the critical study of Spanish-American literature, and to familiarize the student with major Latin American literary movements and representative genres, works and authors. The student will also continue to study different literary devices. The readings will range from the pre-Columbian period to the present.

TEAM-BASED LEARNING: In this class, most of the learning will take place in teams, using a strategy called “team-based learning”. This strategy has the following advantages in comparison with lecturing and less-structured discussion groups. With team-based learning students will:
• participate more in the learning process, and learning will be more interesting
• better learn the course material
• better develop the ability to think critically about the material
• learn to work productively in teams, taking advantage of the group’s diversity

If you wish to learn more about “Team-Based Learning” and see how it works, consult:
http://www.ou.edu/idp/teamlearning/

OJO: Al final del semestre, la nota que gane el equipo será dividida entre los miembros del equipo en base a las evaluaciones confidenciales que cada miembro del equipo le hará a sus compañeros.
PLAGIARISM (PLAGIO): Plagiarizing is a serious offense which may result in the student being expelled from the university. To plagiarize, according to the Merriam-Webster Online Dictionary, is to “to steal and pass off (the ideas or words of another) as one’s own; (to) use (another’s production) without crediting the source; to commit literary theft; present as new and original an idea or product derived from an existing source.”

Plagiarism can be also understood as
- turning in work you have purchased or downloaded from the internet as your own,
- including ideas of others in your work without giving due credit,
- turning in work with your name on it that is not exclusively your own,
- turning in work you completed for another class, or
- using an internet translator or a friend to translate your reading assignments or written work.

**Plagiarism will result in a grade of F on the paper.**

Additionally, since one of the aims of this course is to assist the student in learning to write better, an “editor” (tutor, friend or family member) may not rewrite sentences or parts of sentences for you. He or she may make suggestions as to what you should change, but must not correct your work.

Course Content: RATs will cover material listed below in bold.

Unit 1: La colonia, la independencia: Crónica, Narrativa. RAT Jan. 22
Voces de Hispanoamérica: 1-12, 28-36, 37-46; 61-69; 75-80
Guía: 1-12; 61-64; 72-74.

Unit 2: La emancipación cultural: Narrativa. RAT Feb. 19.
Voces de Hispanoamérica: 101-110; 120-136; 137-153; 191-196; 197-206

Unit 3: La renovación literaria, continuidad y ruptura: Narrativa corta y novela. RAT Mar. 3.
García Márquez: El coronel no tiene quién le escriba.

Unit 4: La colonia, la independencia, la emancipación cultural: Poesía. RAT Apr. 3
Voces de Hispanoamérica: 80-85; 93-97; 154-159; 175-187.
Guía: 64-70

Unit 5: La renovación literaria, continuidad y ruptura: Poesía. RAT Apr. 17
Course Content:
Dates are approximate.

<table>
<thead>
<tr>
<th>Semana</th>
<th>Fecha</th>
<th>Martes</th>
<th>Jueves</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>15/1</td>
<td>Introduction to course. Orientation to Team-Based Learning. Immediate feedback testing system and practice test.</td>
<td>Introduction to narrative, genre, literary terms, Renaissance/Baroque.</td>
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<tr>
<td>2</td>
<td>22/1</td>
<td>RAT covering * Voces de Hispanoamérica:* 1-12, (La colonia, la independencia: Crónica, Narrativa)</td>
<td>Bartolomé de las Casas (p. 28-36): <em>Historia de Indias.</em> Early renaissance prose, Generic considerations (“History as literature”); Thematic development, Characterization (Indian/Spaniard)</td>
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<td>3</td>
<td>29/1</td>
<td>DUE: SEMANTIC MAP. Continued: Bartolomé de las Casas (p. 28-36): <em>Historia de Indias.</em> Early renaissance prose, genre considerations (“History as literature”); thematic development and author’s purpose; characterization (Indian/Spaniard); type of narrator.</td>
<td>DUE: TOPIC FOR ANALYTICAL PAPER. Bernal Díaz del Castillo (p. 37-47): <em>Historia verdadera de la conquista de la Nueva España.</em> Genre considerations (“History as literature”); thematic development and author’s purpose; type of narrator; characterization.</td>
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<td>5</td>
<td>12/2</td>
<td>El Inca Garcilaso de la Vega (p. 61-69): <em>Comentarios reales.</em> Genre considerations (“History as literature”); thematic development and author’s purpose; type of narrator; characterization; role of memory in <em>Comentarios reales.</em></td>
<td>DUE: OUTLINE FOR ANALYTICAL PAPER. Continued: El Inca Garcilaso de la Vega (p. 61-69): <em>Comentarios reales.</em> Genre considerations (“History as literature”); thematic development and author’s purpose; type of narrator; characterization; role of memory in <em>Comentarios reales.</em></td>
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<td>6</td>
<td>19/2</td>
<td>RAT 2: La emancipación cultural: Narrativa, covering * Voces de Hispanoamérica:* 101-110.</td>
<td>Esteban Echeverría. * El matadero.* (p. 120-136) Romanticism in Latin America: Tendencies, periods, comparison with European models. What’s “romantic” in Echeverría; symbolism, how is “America” represented in the work; thematic development, tone, use of irony and satire, characterization techniques; narrative structure (plot development); social criticism in Echeverría.</td>
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<td>7</td>
<td>26/2</td>
<td>Continued: Esteban Echeverría. * El matadero.* (p. 120-136) Romanticism in Latin America: Tendencies, periods,</td>
<td>DUE: ROUGH DRAFT 1ST SECTION OF PAPER. Continued: Domingo Faustino Sarmiento. <em>Facundo.</em> (p. 137-</td>
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<td>11/3</td>
<td>RAT 3: <em>La renovación literaria, continuidad y ruptura: Narrativa corta y novela</em>, covering <em>Voces de Hispanoamérica: 197-206; 279-292</em> DUE: ROUGH DRAFT 2(^{nd}) SECTION OF PAPER. Rubén Darío <em>El velo de la reina Mab</em> (p. 254-256) Gabriel García Márquez (p. 7-24): <em>El coronel no tiene quién le escriba</em>. Thematic development (what is the main theme, what are the supporting themes), how are they developed; Characterization and absence of character names.</td>
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<td>10</td>
<td>18/3</td>
<td>Gabriel García Márquez (p. 25-51): <em>El coronel no tiene quién le escriba</em>. Thematic development (what is the main theme, what are the supporting themes), how are they developed; Characterization and absence of character names. Gabriel García Márquez (p. 53-73) <em>El coronel no tiene quién le escriba</em>. Thematic development (what is the main theme, what are the supporting themes), how are they developed; Characterization and absence of character names; narrative structure (<em>exposición, desarrollo, climax, desenlace</em>).</td>
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<td>DESCANSO DE PRIMAVERA DESCANSO DE PRIMAVERA</td>
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<td>12</td>
<td>1/4</td>
<td>Narrative Application Exam RAT 4: colonia, la independencia, la emancipación cultural: Poesía, covering <em>Guía: 64-70.</em></td>
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<td>13</td>
<td>8/4</td>
<td>DUE: ROUGH DRAFT 3(^{rd}) Andrés Bello (p. 93-97). Neoclassic</td>
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<td>16</td>
<td>29/4</td>
<td>Poetry Application Exam</td>
<td></td>
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</tbody>
</table>

**Bibliography**

**Primary Sources**


Díaz del Castillo, Bernal. *Historia verdadera de la conquista de la Nueva España*.


**Secondary Sources**


SPANISH LITERATURE AND CULTURE

INSTRUCTOR: Dr. Dana Derrick Ward
OFFICE: 116G Dean
TELEPHONE: 968-0485
EMAIL: dward@atu.edu
WEBPAGE: www.cswnet.om/~ddward/webpage

COURSE DESCRIPTION:
Spanish Literature and Culture. A study of peninsular literature, emphasizing works that give representative expression to the thought and cultural patterns of their times. In addition to studying literary periods, works, and their historic background, we will examine legends, philosophy, festivals, music, and art to enhance the understanding of the literary works.

TEXTS:

COURSE OBJECTIVES:
This course will cover masterpieces of Spanish literature in relation to the history, politics, and culture of the various periods. The student will learn to analyze literature from its historic and cultural perspectives and to appreciate the contribution of the authors representing distinct literary movements. Students will be expected to discuss the material in the target language and to present two written and two oral reports during the semester in addition to being prepared for quizzes and exams.

EVALUATION:
The final grade is determined according to the following scale:

Homework, oral reports and analyses, quizzes, participation and attendance 25%

Midterm exam and final exam 75%

COURSE CONTENT:

I. De la Edad Media al Renacimiento
   El Cantar de Mío Cid
   Auto de los Reyes Magos
   Don Juan Manuel
   Jorge Manrique
   Romances
   Fernando de Rojas

II. Del Renacimiento a la Ilustración
    Garcilaso de la Vega
    La Vida de Lazarillo de Tormes y de sus Fortunas y Adversidades
    Fray Luis de León
    Santa Teresa de Jesús
    San Juan de la Cruz
    Miguel de Cervantes Saavedra
    Félix Lope de Vega y Carpio
Pedro Calderón de la Barca
Luis de Góngora y Argote
Francisco de Quevedo y Villegas

III. De la Ilustración a la Generación del 98
José de Espronceda
Mariano José de Larra
Gustavo Adolfo Bécquer
Rosalía de Castro
Fernán Caballero
Pedro Antonio de Alarcón
Benito Pérez Galdós
Leopoldo Alas (Clarín)
Emilia Pardo Bazán

IV. De la Generación del 98 a la Guerra Civil
Antonio Machado
Pío Baroja
Juan Ramón Jiménez
Ramón María del Valle-Inclán
Miguel de Unamuno
Federico García Lorca

V. De la Guerra Civil a la muerte de Franco
Luis Cernuda
Camilo José Cela
Dámaso Alonso
Ana María Matute
Alfonso Sastre

VI. De la muerte de Franco al presente
Miguel Delibes
Ramón Sender
Manuel Rivas

BIBLIOGRAFÍA

Advanced Spanish Grammar

INSTRUCTOR: Dr. Nelson R. Ramírez
OFFICE: Dean Hall 116F
TELEPHONE: 968-0636
EMAIL: nramirez@atu.edu

Catalog description: Advanced Spanish Grammar. This course is designed to provide more advanced grammatical and syntactical features, increased ability with idiomatic expressions, and vocabulary enlargement. Number: SPAN 6403

Required Texts:

Supplementary Text:

Description:
This Advanced Spanish Grammar offers a linguistic perspective and it is designed specifically for advanced Spanish students that require a higher knowledge of Spanish grammar. The course will present advanced concepts in historical linguistics, such as the development of the language, as well as a study of pivotal grammars that have informed contemporary grammatical theory and practice. The course will also have a comparative linguistic component that contrasts Peninsular and Spanish-American language usage.

Course Objectives
Upon successful completion of the course, the student will have the knowledge and practice to perform activities in the following five areas:

a. Demonstrate that there is a “normative” Spanish, but that it is not fixed in a particular time or region, rather that it undergoes constant change, and responds to global interaction.

b. Demonstrate the capacity to express oneself at an academic level in written and spoken Spanish discourse.

c. Identify dialectical and socio-linguistic variants.

d. Demonstrate cultural understanding by examining the syntactic and grammatical attitudes and forms from the varying Hispanic communities, and respect and celebrate their linguistic and cultural diversity.

e. Demonstrate knowledge of historical linguistics: development of the language from Latin to Spanish, and other lexicon that have influenced Spanish throughout the ages.
Course Content

WEEK I
Introducción al curso. Presentación de los textos.

WEEK II
MSG: 4. The articles. 5. Adjectives. 6. Comparative forms of adjectives and adverbs.
GE: I. El lenguaje humano y la gramática: 3, 4.
Nebrija, Gramática de la lengua castellana

WEEK III
GE: II. La oración. 1, 2, 3, 4, 5.
Nebrija, Gramática de la lengua castellana

WEEK IV
GE: III. El verbo y los significados de las formas verbales. 1, 2, 3, 4.
Nebrija, Gramática de la lengua castellana

WEEK V
GE: III. El verbo y los significados de las formas verbales. 5, 6, 7, 8.
Nebrija, Gramática de la lengua castellana

WEEK VI
GE: IV. El sustantivo y sus modificadores. 1, 2, 3, 4.
Nebrija, Gramática de la lengua castellana

WEEK VII
Primer ensayo
MSG: 34. Asking and giving personal information. 35. Identifying people, places and things. 36. Describing.
GE: IV. El sustantivo y sus modificadores. 5, 6, 7.
Bello, Andrés. Gramática de la lengua castellana destinada al uso de los americanos

WEEK VIII
GE: V. Los pronombres personales. 1, 2.
Bello, Andrés. Gramática de la lengua castellana destinada al uso de los americanos

WEEK IX
MSG: 43. Expressing cause, effect and purpose. 44. Expressing knowledge. 45. Remembering and forgetting. 46. Expressing obligation and duty. 47. Expressing needs. 48. Expressing possibility and probability.
GE: VI. Otros temas. 1.
Bello, Andrés. Gramática de la lengua castellana destinada al uso de los americanos

WEEK X
GE: VI. Otros temas. 2. Otros temas. 3.
Bello, Andrés. Gramática de la lengua castellana destinada al uso de los americanos

WEEK XI
Receso de primavera

WEEK XII
Segundo ensayo
MSG: 55. Asking and giving opinions. 56. Expressing agreement, disagreement and indifference. 57. Expressing desires and preferences.
GE: VI. Otros temas. 4.
Bello, Andrés. Gramática de la lengua castellana destinada al uso de los americanos

WEEK XIII
GE: VI. Otros temas. 5.
Presentaciones orales

WEEK XIV
Cuervo, Rufino José. Diccionario de construcción y regimen de la lengua castellana

WEEK XV
MSG: 70. Making an offer or invitation and accepting or declining. 71. Talking about the present. 72. Talking about the future. 73. Talking about the past.
Cuervo, Rufino José. Diccionario de construcción y regimen de la lengua castellana

WEEK XVI
Cuervo, Rufino José. Diccionario de construcción y regimen de la lengua castellana
“Notas a la gramática castellana de don Andrés Bello”, Rufino José Cuervo
Conclusiones
Bibliography


http://www.orbilat.com/Languages/Spanish/Grammar/Spanish-Pronouns.html
http://amnesia.eljuego.free.fr/Fichas_gramatica/FG_pronombres_interrogativos.htm
http://www.rae.es/
http://www.cervantesvirtual.com/
http://www.drae.org/
http://elboomeran.com/
http://puenteaero1.blogspot.com/
Proposed Syllabus – Teaching College Spanish

DESCRIPTION

This course will provide an introduction to both theory and practice in second language teaching methodology, with an overview of communicative language instruction in Spanish. This course will be conducted as a seminar with the instructor and students sharing the leadership role. It is therefore important that each person accept the responsibility for being prepared and for participating. The course objectives will be met through meetings in which students discuss, collaborate on, present, and evaluate student products. All projects, presentations, and assignments are designed to be directly applicable to and usable in the classroom and to improve their Spanish Language instruction.

Students are required to observe and evaluate at least two classes, and to video tape and analyze their own teaching. They are also expected to develop a series of materials/activities for using in Spanish language courses. Students are strongly encouraged to share these activities with their classmates so that each student will leave the class with a large set of activities they can use in their future classes. Several quizzes and other written work will be assigned. One written exam will be given and a final paper will be due at the end of the semester. Some quizzes and other written work will also be assigned during the semester. Students will have to do two presentations and organize a PORTFOLIO to be submitted every four weeks during the semester. As part of a Spanish community service activity, students will be asked to teach off campus or act as interpreters and translators during the semester. Time and places will be discussed in class.

OBJECTIVES

1. To expand our knowledge of the Spanish language teaching/learning process as we currently understand it.
2. To learn about, critique, and practice effective techniques for teaching and evaluating Spanish language students at all levels.
3. To provide guidelines for materials development and learning activities based on the principles of communicative language teaching.
4. To examine and discuss the theoretical issues of current pedagogical practice.
5. To provide practice in materials development and evaluation of Spanish teaching and testing materials.


COURSE BIBLIOGRAPHY:

COURSE PROGRAM

Week 1
Introduction to the course
Understanding the Role of Contextualized Input, Output, and Interaction in Language Learning
Week 2
From Atlas and Audiolingualism to Acquisition
Contextualizing Language Instruction to Address Goals of the Standards for Foreign Language Learning

Week 3
Working with Input
Teaching a Language: Principles and Priorities in Methodology

Week 4
Communicating in the Classroom
Definitions of Communicative Competence

Week 5
Building Toward a Proficiency Goal

Week 6
Suggestions for Using Information-Exchange Tasks for Oral Testing
Using an Interactive Approach to Develop Interpretive Communication

Week 7
Issues in Learning and Teaching Grammar

Week 8
Using a Story-Based Approach to Teach Grammar

Week 9
Processing Instruction and Structured Input

Week 10
Output: A Focus on Form in Language Production

Week 11
Suggestions for Testing Grammar

Week 12
Listening Comprehension

Week 13
Comprehending Written Language

Week 14
Addressing Diverse Needs of Learners in the Language Classroom

Week 15
Writing and Composing in a Second Language (Textbook)

Week 16
Final Considerations
Seminar in Spanish Literature

INSTRUCTOR: Dr. Cecilia Ryan
OFFICE: 116D Dean
TELEPHONE: 968-0639
EMAIL: cryan@atu.edu

CATALOG DESCRIPTION: Seminar in Spanish Literature. An examination of major writers in Spanish literature. The course will examine each work within its structure. Particular attention will be paid to social, intellectual, and existential aspects. Course may be repeated if content differs. Number: SPAN 6133

INSTRUCTIONAL RESOURCES:

JUSTIFICATION AND RATIONALE: The purpose of this course is to deepen the student’s understanding of some of the primary representative works of Spain and refine the student’s critical reading techniques, and oral and written abilities.

COURSE OBJECTIVES: The course will present an in depth view of Spanish Golden-Age fiction, specifically that of Cervantes (*Don Quijote*, the *Novelas Ejemplares*), *Amadis de Gaula* and *Lazarillo de Tormes*. The course will serve three primary functions: to permit the student a closer look at works that have informed Spanish and Spanish-American narrative for several centuries, and how to read these works the body of critical evolution that the works have generated, such as within the historical Spanish critical evolution. Secondly, the course will examine the works utilizing various critical theory modalities. Lastly, the student will continue to develop vocabulary useful in discussing critical theory and acquire the necessary tools for critically evaluating a work within its cultural milieu, in addition developing ideas in writing as well.

Course Content:

I. Introduction to the course, and to some of the novelistic traditions that inform these works; a look at contextualized Spanish culture of the Siglo de Oro

II. Humanism; Spanish Renaissance and the Baroque

III. Climate of critique in the Renaissance

   1. The critique of *Romance* as a social institution
   2. The critique of *Romance* as an aesthetic phenomenon
   3. The synthesis of *Romance* and classical ethic

IV. *Amadis de Gaula*

   1. Narrative voice
   2. Neoaristotelian literary theory

V. *Amadis de Gaula*

   1. *Romance*—genre considerations
   2. Hero narrations
VI. *Amadís de Gaula*
1. The nature of narrative
2. Courtly love
3. Point of view; *histor* (inquierer/observer)

VII. *Lazarillo de Tormes*
1. common motifs in the Picaresque novel
2. "desengaño" theme
3. open narrative

VIII. *Don Quijote*
1. The modern novel
2. Arms vs. Letters
3. Baroque esthetic in the *Quijote*

IX. *Don Quijote*
1. implied author
2. defense of Women's rights

X. *Don Quijote*
1. The interclaced novel—*part I*
2. Neoaristotelianism
3. levels of existence in the *Quijote*

XI. *Don Quijote*
1. Literary criticism in the *Quijote*

XII. *Don Quijote*
1. Literary theorizing in the *Quijote*

XIII. *Don Quijote*
1. Perspectivism
2. Pastoral novel

XIV. *Novelas Ejemplares*
1. *La gitanilla*—social criticism
2. The interclaced novel

XV. *Rinconete and Cortadillo*
1. Poverty in Golden Age literature
2. Picaresque tradition

Minimal Bibliography

**Primary Sources:**

**Secondary Sources:**


PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Mechanical Engineering Department

Date submitted: May 22, 2008

Request for: Course change ___ Course deletion ___ Course addition ___

Submitted by: ____________________________ Dr. Wayne Helmer

Approved by: Department Head: ____________________________ Dr. John Krohn

Dean of School: ____________________________ Dr. William Hoefler

Reviewed by: Registrar: _______________________

Vice President: ____________________________ Dr. John Watson

I. Catalog Description: Energy management in commercial building and industrial plants. Utility rate structures. Sources of primary energy. Energy conversion devices. Prime movers of energy. Heat. Electricity. Lighting. HVAC Equipment. Building envelope. Electric motors. Estimating energy savings. Economic justification. Energy auditing. Prerequisites: MCEG 3313. Graduate credit will be given to those students that also complete a project and report where the life-cycle cost analyses of three energy conservation measures are evaluated. This will not be a team project.

Number: MCEG 5453

Title: ENERGY MANAGEMENT

Description:

Effective Term: Fall 2008 will be the first time it will be offered as a graduate course. It is anticipated that it will be alternately with MCEG 4463 HVAC.

II. Justification and feasibility of the course:
A. What is the need for this course? Who will take it?
Energy consumption and energy conservation continues to be a high priority topic in our country. Engineers are needed that are about to provide the technical expertise to clients in the energy management field.

Graduates of the engineering departments at TECH take positions in various industries in the state of Arkansas. One such industry is the energy management field. Students would need to attend U of A at Fayetteville to take a similar course (MEEG 4453 Industrial Waste & Energy Management). UALR has a similar course (UALF: MET 3305. Industrial Energy Utilization) but it is an engineering technology course and it is only focused on the industrial sector. This TECH course will satisfy a need for such technical expertise in the mid-Arkansas regional area, serving such cities as Little Rock, Russellville, Conway, etc.

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

Mechanical engineering students now are required to take courses in Fluid Mechanics, Heat Transfer and Thermodynamics. An energy management course is an engineering course that would unify all of these concepts and be a complement to the HVAC elective (MCEG 4463). This Energy Management course would be a design elective for mechanical engineering students. This course would not overlap any other course in the department but would rather complement what is currently being taught.

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

This course is consistent with the research activities of the Arkansas TECH Energy Center. This course will also complement the energy focus in the mechanical engineering department. MCEG 4463 HVAC deals with designing heating and cooling systems for buildings. The energy management course will examine energy conservation in not only commercial buildings but industrial plants as well.

Engineering students are expected to perform design projects in their upper level engineering courses. This energy audit performed in the Energy Management course is another opportunity for students to perform such a engineering design project. The Energy Management course is consistent with the overall departmental plan to provide design experiences for our students and make them more capable of obtaining engineering positions in industries that serve the mid-Arkansas region. This is consistent with the Masters of Engineering program objectives at Arkansas Tech University.

D. How often will the course be offered?
This course will be offered once every other year. It is anticipated that it will be alternately offered with MCEG 4463 - HVAC.

E. How will the course be staffed?

Dr. Wayne Helmer will teach this course. He has taught a similar course at Southern Illinois Carbondale for a number of years. He is a consultant to an energy management firm in Little Rock.

F. How will this course affect other departments’ students and offerings?

This course will not affect any other departments’ students or offering since it is such a specialized course in engineering.

G. With what other departments have you specifically consulted?

The Electrical Engineering department has been contacted and it has approved this course.
MCEG 5453  ENERGY MANAGEMENT


Version 2.0.  Download from:

OIPEA publications. Rutgers University.
3. A Self-Assessment Workbook. For Small Manufacturers
OIPEA publications. Rutgers University.
4. Keys to Energy Management. Association of energy Engineers
6. ASHRAE Fundamentals. ASHRAE. Atlanta, GA.
7. Heating, Ventilating and Air Conditioning. F. C. McQuistion


Instructor: Wayne Helmer, Professor, CES-123, 968-0667,
whelmer@atu.edu

Goals: To teach the student how to analyze a commercial building or industrial plant for energy conservation measures (ECM) to save energy and/or costs. Each student will work with a team of other students to perform a utility billing analysis and an energy audit. Each graduate student must do a Life Cycle Cost (LCC) analysis on three ECMS for the building that is being considered. A separate report must be submitted on this LCC.

Instructional Objectives:

1. For students to be able to perform an adequate utility billing analysis
2. For students to be able to perform an adequate energy audit report.
3. For students to be able to perform economic justification on three of these ECMs.
Grading: Exam 1 12 points
Exam 2 12 points
Final 12 points
Homework 12 points
Energy Audit 52 points
total 100 points

Late projects will have 15% taken off for every part of each day that the projects are late.

Grading Scale:
A = 90 - 100,  B = 80 - 89,  C = 70 - 79,  D = 60 - 69,  F = 0 - 59

TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>TEXT CHAP.</th>
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<tbody>
<tr>
<td>1.</td>
<td>Introduction. Energy resources. Utility rate structures. Energy conversion devices</td>
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<tr>
<td>2.</td>
<td>Energy and waste assessment. Energy and waste costs.</td>
<td>2, 3</td>
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<td>3.</td>
<td>Electricity consuming devices. Lighting. Exam 1</td>
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<td>4.</td>
<td>Heaters, boilers and furnaces</td>
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<td>5.</td>
<td>Steam distribution systems</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>Prime moves of energy: motors, compressors, etc.</td>
<td>6</td>
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<tr>
<td>7.</td>
<td>Thermal applications</td>
<td>7</td>
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<tr>
<td>8.</td>
<td>HVAC equipment and distribution systems</td>
<td>8</td>
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<td>9.</td>
<td>HVAC energy prediction models</td>
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<tr>
<td>10.</td>
<td>Perform energy audit</td>
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<td>12.</td>
<td>Economic analyses</td>
<td>Exam 2</td>
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<td>13.</td>
<td>Cogeneration</td>
<td>Handouts</td>
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<td>14.</td>
<td>Special topics</td>
<td>Handouts</td>
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<tr>
<td>15.</td>
<td>Presentations.</td>
<td>Final Exam</td>
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Memo

To: DIANA EVANS
From: DR. ELDON CLARY, JR.
CC: 
Date: June 10, 2008
Rec: MASTER OF SCIENCE IN NURSING

The Master of Science in Nursing was approved by the Graduate Council in a special meeting on May 10, 2007. The minutes were approved in a special telephone survey.

Enclosed is a copy of the approved proposal with courses and syllabi.

Per Dr. Palmer, please remove Exp 8000 and insert Exp 8008. Course subject to NUR 405H.
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</table>

A-Active, D-Discontinued, I-Inactive, P-PhaseOut

Tuesday, July 08, 2008
1. What is the typical course sequence for a part-time and a full-time student? (Please provide a semester-by-semester course sequence.)
2. How will the courses be offered? (online, distance education, or in the classroom)

In response to our student and alumni surveys, we plan a combination of online and in classroom instruction.

3. Please provide the course descriptions for NURS 6403 and NURS 6513. NURS 6403 was a typographical error. The course number should be NURS 6993 and the course description is: “Directed research study of a topic selected by the student, incorporating literature review of current research findings and a written project proposal. This course is designed to provide an opportunity for the student to identify a topic of interest and propose a strategy for implementation of a new program or system change.” Course description for NURS 6513 is “Financial management and systems development in a changing health care environment are the focus of this course. This course begins with a basic review of accounting systems in health care facilities. Key concepts such as cost behavior and analysis, budgeting and internal controls are all explored. Strategic planning and implementation will also be examined.

4. What electives are available for students who choose the non-thesis project?

Students may take any graduate level non required EMHS course, or approved graduate level education or psychology course as an elective. Other electives will be developed to meet needs of students/employers. Other electives may be approved to meet the educational goals of the students. Independent study may be approved to meet the educational goals of the students.

5. Please clarify the course number/# of course hours for NURS 6523 Nursing Administration Practicum.

NURS 6523 should be NURS 6526 as it is a 6 credit hour course.

6. Please clarify the number of hours for the nursing administration track.

Thirty-nine credit hours are required for the degree.

7. Please provide employer need/demand survey and responses for the proposed program.

8. Please provide names/types of organizations/businesses surveyed.

9. Please provide the number of current/anticipated job vacancies and whether the degree is desired or required for advancement.

10. Please provide a detailed budget for this program (expenses and funding).

11. NAEM is “framed ...around the directives of the Department of Homeland Security” (p. 3), what directives does this refer to?

This degree is framed around the directives of the Department of Homeland Security only in the fact that the ATU’s Department of Emergency Administration and Homeland Security used these directives in framing their courses/curriculum and we are borrowing from those courses/curriculum for this interdisciplinary degree.

12. Do you expect to add any journals to the ATU library with the addition of this degree?
At this time, we plan to add only the “American Journal of Disaster Medicine.” The OVID Collection and CINNAHL are deemed sufficient to meet the needs of the program at this time.

13. Please clarify what it means on page 19 “...allowing RN to BSN students to apply up to 10 hours of graduate nursing hours towards the BSN at ATU.” Does this mean that students in the new MSN program will be granted 10 graduate hrs. if they were in the RN to BSN track beforehand? Which classes will these students be exempt from taking?

14. How many students do you expect to have in the first three years? We expect to enroll 5 students the first year and an additional 5-10 students during each of years 2 and 3 for a total of 15-25 students total during the first 3 years.

15. Please provide the curriculum vita for faculty teaching in the program and expected credentials for new faculty and expected hire date. (The proposal indicates on page 15 that “as enrollment grows an additional full-time faculty member will be needed” -- what number of students will indicate a need for additional faculty?)

Curriculum vitae for faculty teaching in the program are attached. We currently have 2 additional faculty in doctoral studies. One of these is in a nursing administration track. We hope to hire an additional full time doctorally prepared faculty member during year 3. We are seeking an individual with at least 10 years of nursing experience, with at least 3 years in nursing administration. We do not expect to find faculty with disaster nursing experience as this is a VERY new field for nursing. Anticipated hire date will be August 2009.

16. Is a particular cut score needed on the GRE or MAT for admission to the graduate school?
No; scores must be on record in the Graduate School office.
1. What is the typical course sequence for a part-time and a full-time student? (Please provide a semester-by-semester course sequence.)

2. How will the courses be offered? (online, distance education, or in the classroom)

In response to our student and alumni surveys, we plan a combination of online and in classroom instruction.

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15. Please provide the curriculum vita for faculty teaching in the program and expected credentials for new faculty and expected hire date. (The proposal indicates on page 15 that "as enrollment grows an additional full-time faculty member will be needed" -- what number of students will indicate a need for additional faculty?)

Curriculum vitae for faculty teaching in the program are attached. We currently have 2 additional faculty in doctoral studies. One of these is in a nursing administration track. We hope to hire an additional full time doctorally prepared faculty member during year 3. We are seeking an individual with at least 10 years of nursing experience, with at least 3 years in nursing administration. We do not expect to find faculty with disaster nursing experience as this is a VERY new field for nursing.

Anticipated hire date will be August 2009.

16. Is a particular cut score needed on the GRE or MAT for admission to the graduate school?

No; scores must be on record in the Graduate School office.
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council

From: Department of Social Sciences and Philosophy

Date Submitted: [Blank]

Type of Curriculum Change Requested: [Blank]

Submitted By: Micheal Tarver

Approved By: Department Head: [Signature]

Dean of School: [Signature]

Reviewed By: Registrar:

Vice-President for Academic Affairs

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

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

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

Net Effect: [Blank]
Proposal to Amend Sections of Faculty Handbook, Graduate Addendum

See Faculty Handbook, pp. 100 - 105 (in the most recent versions we received this fall) for comparison.

Two basic problems we are seeking to address:

- Handbook uses “full,” “associate,” and “temporary” graduate faculty; terminology which neither the Graduate Council nor the Dean use in any other context. We need new terms.

- The Dean desires for the Graduate Council to review the graduate faculty status of each faculty member. We set this review to occur at 6 year intervals. We attempted to place the review mechanism within the context of “professional development.” See what you think.

V. The Graduate Council

C. Membership Qualifications

[Amend first sentence to read:] “Faculty membership on the Graduate Council shall be limited to regular graduate faculty.”

[Rationale: Faculty Handbook uses “regular” faculty and “non-regular” faculty as the most basic distinction between full-time faculty and part-time, temporary, or adjunct faculty; see page 39. We propose that the same distinction be used in the Graduate Addendum. This will also require a minor change on p. 64 of the Handbook.]

E. Elections:

Faculty: [Amend to read:] “Only regular graduate faculty are eligible to vote in elections for the Graduate Council.”

[This change is not necessary but is an improvement.]
Recommendation by the appropriate Department Head to the Graduate Council via the Dean of the appropriate School and the Dean of Graduate School. The appointment process is an opportunity for Department Heads and Program Directors to identify faculty members that may have weak credentials and encourage them to participate in professional development activities that will strengthen their applications.

2. Responsibilities
   a. Teach graduate level courses
   b. Serve on graduate student examination, thesis, or portfolio committees
   c. Serve as chair of graduate student examination, thesis, or portfolio committees [with approval of graduate program director?]
   d. Advise graduate students
   e. Direct graduate student research
   f. Serve on standing and special committees of the Graduate Council

3. Review and Renewal
   Regular Graduate Faculty members must apply for renewal of regular status every six years following their initial appointment. The Graduate Council will review the renewal applications and will either renew or rescind regular graduate faculty status. The review will be based upon
   a. Continued evidence of productive scholarship and/or relevant and recognized professional activities as normally defined within the discipline concerned
b. Continued regular involvement in the graduate program to which the faculty member is assigned (i.e. teaching classes, serving on committees)

c. Recommendation by the appropriate Department Head to the Graduate Council via the Dean of the appropriate School and the Dean of Graduate School

The review process is also an opportunity to encourage professional development. Deans, Department Heads, and Program Directors are expected to identify faculty members, who may face difficulties in the renewal process, and encourage them to participate in any professional development activities that will strengthen their renewal applications.

B. Non-Regular Graduate Faculty

1. Membership Requirements
   a. The doctorate or other terminal or advanced degree in the appropriate field or discipline or having a reputation for expertise in the field sufficient to stand in lieu of the degree
   b. Recommendation by the appropriate Department Head to the Graduate Council via the Dean of the appropriate School and the Dean of Graduate School

2. Responsibilities
   a. Teach assigned course(s)
   b. Serve on specific examination, thesis, or portfolio committees

3. Terms of Appointment

   Non-regular graduate faculty are to be temporary faculty members assigned to teach specific courses or serve on specific committees over the course of a specific time period. The initial appointment will not exceed two years. The Graduate Council may renew the appointment
for another two years.

C. Procedures for Nomination to the Graduate Faculty

Nominations are received by the Dean of the Graduate School, presented to the Graduate Council for a decision, and kept on file. The Dean of Graduate School makes periodic reporting to the Graduate Council of current membership in each category. In cases when expediency is required, the Dean of Graduate School may make an immediate appointment to the Non-Regular Graduate Faculty and present the matter to the Graduate Council at a later date, either for ratification or for promotion of the faculty member to Regular Graduate Faculty status.

E. Appeals  [no changes]

THAT'S ALL FOR NOW. The next step will be to rewrite the nomination form with these guidelines in mind!!
New law aims to validate online learning

Mon, Sep 15, 2008
New law aims to validate online learning
Some experts call legislation aimed at online cheating 'redundant,' 'insulting'
By Dennis Carter, Assistant Editor, eSchool News

The higher-education law signed by President Bush last month (See "Congress: Schools must clamp down on file sharing") demands that colleges authenticate test takers in online courses through the use of sophisticated identification technology or with exam proctors. While some high-ed officials believe the law will help lend greater credibility to online learning, others say the new mandate is largely unnecessary.

The legislation promotes use of the latest monitoring methods, such as web cameras and keystroke recording, to ensure that test takers are, indeed, the students enrolled in an online course. Some campus officials and experts in online learning say distance educators have always taken precautions during exams, and they say the law questions the validity of distance learning itself—implying that online students cheat, while failing to impose strict anti-cheating policies on students in a traditional classroom.

"Having this law imposed on the online school to me is redundant and insulting," said Michael Lambert, executive director of the Distance Education and Training Council (DETC), a Washington, D.C.-based nonprofit organization that promotes standards for schools that offer online courses. "There are [lawmakers] who do not believe that you can really learn in [online classes]. ... The law presumes people cheat and that people aren't honest. It's always been a question raised by people who do not understand how we teach."

Officials interviewed by eSchool News expect the federal Education Department to release guidelines for implementing the new law later this year, and they expect it will take effect in the next school year.

Accredited distance-education programs have always carefully monitored students' test taking, mostly using proctors who watch students take exams and confirm their honesty with the college.

Lambert said the DETC, in its 400-page book of standards, outlines specific procedures for how proctors can ensure academic honesty. Students should recommend potential proctors—they cannot be family members, and DETC suggests librarians and local community leaders—and provide their contact information. DETC or university officials confirm the proctor and mail the person an exam and directions on how to administer the test. Then, the student takes the exam at a specified location.

In recent years, some online learning programs have adopted technological alternatives to proctors, allowing students to take exams from their own computer.

This fall, Alabama's Troy University is watching about 500 online graduate students with small web cameras, or "remote proctors." The university first piloted the devices last year (see "Web cameras eye online test takers"


The technology also requires students to submit to a fingerprint scan, and it locks down a student's computer and disables internet and database searches. The camera is pointed into a small, reflective ball, so a professor can have a 360-degree view of the test taker's surroundings, making sure he or she isn't taking a peak into a notebook or textbook.

The remote proctors cost $150, and Troy officials said students can sell them to their peers once they no longer need the device. Officials said the university might help facilitate sell-backs in the coming years.

Troy University, along with other schools that specialize in online degree programs, has been in talks with remote proctor vendors for several years, well before the College Opportunity and Affordability Act was passed this summer, said Deb Gearhart, Troy's eCampus director.

"Distance education has always had to jump to higher standards than they do in the regular classroom," Gearhart said.

Ronnie Creel, Troy's eCampus director of educational technology, said the web cameras have proven overwhelmingly popular with students. In a survey conducted this year, 88 percent of respondents said they preferred the remote proctor over a human proctor, Creel said.

"It gives them the ability to have proctors and do all of their work from home," he said.

The camera used at Troy, made by Massachusetts-based Software Secure, eventually could monitor all of Troy University's distance learners, campus officials said. And while some might see this kind of test monitoring as intrusive, the new higher-ed law could make such devices commonplace in online learning programs nationwide.

John F. Ebersole, president of Excelsior College in Albany, N.Y., a school that specializes in online classes, said legislation requiring greater accountability for distance-education programs has been in lawmakers' sights for several years. College officials, he said, shouldn't have been surprised when the legislation was unveiled.

"No one should be unduly alarmed about this requirement," said Ebersole, who has been near the forefront of internet-based classes since the 1980s. He added that while online programs should solidify their test-verification policies, cutting-edge technology could face fierce opposition among students and university faculty.

"There are a lot of concerns that come along with [monitoring technology]," he said. "People feel like these systems are rather intrusive, and they raise questions of privacy. ... But different institutions are going to have different ways of dealing with this."

Gearhart said such concerns are unfounded, at least in Troy's experience. "We have not had one issue with anybody concerned about privacy," she said.

Lambert said officials at DETC—which is affiliated with 110 colleges nationwide—were confident the organization already was meeting the new law's requirements.

"Everybody looked around and said, 'We're already doing this,'" he said. "Our students pay their own tuition to go to school. Since you're paying your own money to get this training, it would be somewhat ludicrous for someone to cheat for you. It's counterproductive to why you're enrolling."

Officials at Western Governors University (WGU), an online university based in Salt Lake City, Utah, also said their current proctoring and monitoring policies satisfy those outlined in the law. Diane Johnson, performance evaluation manager at the university—which has 11,000 students, all taking online classes—said strict monitoring of exams was the only way students could prove their college education was equivalent to their on-campus peers.
"We were already there," Johnson said. "We have quite a bit in place to protect integrity, because for us, it's critical. We have to be sure the individual who is taking the test is who they say they are. ... And our university is under incredible scrutiny anyway."

Johnson said WGU has 220 evaluators charged with detecting plagiarism or other forms of cheating. One evaluator, known as the "cheater chaser," was trained on how to find students who have violated school policies—such as buying an essay or term paper from unscrupulous web sites.

WGU officials, Johnson said, are considering purchasing keystroke technology and web cameras that will allow students to take exams from home. But currently, the university has more than 3,000 proctor sites nationwide, usually within 30 miles of a student's house, she said.

More stringent validation requirements laid out in the new federal legislation could make online degrees more valuable in the workforce, officials from several universities said. If employers know that the government is enforcing stricter measures that prevent cheating among distance learners, they might begin to view online degrees as equivalent to traditional degrees, said Gearhart, Troy University's eCampus director.

"I think it'll help make the degrees more acceptable," she said.

Michael A. Jortberg, an executive for Acxiom, an information management company based in Arkansas, said requiring students to have web cameras with them when they do their online coursework introduces a burden that undermines the attraction of distance education for adults who do their work when they find time in a busy daily schedule.

"We believe equipment introduces extra costs, processes, and administration, which curbs distance learning's flexibility," Jortberg wrote in an e-mail message to eSchool News. "This seems counter to the beauty of online flexibility."

Asked if test proctors were as reliable as expensive monitoring equipment that could raise the cost of education, Jortberg said college officials and technology vendors would watch closely as schools adjusted to new requirements.

"Only time will tell," he said.

Links:

Excelsior College

DETC

Western Governors University

Troy University
Graduate Enrollments Are Up, but Uneven

Total graduate enrollments in the United States are up 3 percent, according to a study being released today by the Council of Graduate Schools.

The 3 percent increase is a fairly steady figure; it is the average annual increase over the last 10 years, although if past economic downturns are any indication, enrollments may grow more over the next year, with new college graduates facing tighter job markets. But even as total graduate enrollments are going up around the expected rate, the increases vary by demographic group and field of study.

Health sciences and engineering enrollments saw the largest increases (9 percent and 5 percent, respectively), while humanities enrollments were flat and business and education enrollments were each down by 1 percent. Enrollments of non-U.S. citizens or permanent residents outpaced U.S. enrollments (up 7 percent vs. up 3 percent).

Enrollments of men grew at slightly higher rates than those for women (4 percent vs. 3 percent), but women continue to dominate graduate enrollments, making up 59 percent of all graduate students and 66 percent at master’s level institutions.

Among U.S. citizens, gains were larger for non-white students than for white students, continuing a diversification of graduate enrollments that has been going on for some time. Gains were the largest for black and Native American students — and some of those gains were in fields in which enrollment for those groups has historically been low. At the same time, the percentage increases are applied to an overall graduate student body that remains largely white.

Increases in Graduate Enrollments by Race and Ethnicity, U.S. Citizens and Permanent Residents

<table>
<thead>
<tr>
<th>Group</th>
<th>% of All Graduate Enrollments, Fall 2007</th>
<th>% Change, 2006-7</th>
<th>Average Annual % Change, 2002-7</th>
<th>Average Annual % Change, 1997-2007</th>
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</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1%</td>
<td>9%</td>
<td>7%</td>
<td>6%</td>
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<tr>
<td>African American</td>
<td>13%</td>
<td>8%</td>
<td>9%</td>
<td>8%</td>
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<tr>
<td>Asian American</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
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<tr>
<td>Latino</td>
<td>8%</td>
<td>3%</td>
<td>5%</td>
<td>7%</td>
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<tr>
<td>White</td>
<td>72%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
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The gains for black students were even larger on a percentage basis in some fields: 19 percent in the health sciences, 11 percent in public administration. While the gains in engineering (6 percent) and biological sciences (7 percent) were smaller than others for the year, they were significantly larger than average annual gains for black students in the last 10 years.

In terms of disciplines and citizenship status, health sciences are the only field where enrollments of U.S. citizens are outpacing those of foreign students.

**Trends in Graduate Enrollments by Discipline and Citizenship Status**

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<tbody>
<tr>
<td>Biological sciences</td>
<td>+1%</td>
<td>+2%</td>
<td>+1%</td>
<td>+3%</td>
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<tr>
<td>Business</td>
<td>-2%</td>
<td>+3%</td>
<td>+0%</td>
<td>+2%</td>
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<tr>
<td>Education</td>
<td>-1%</td>
<td>+4%</td>
<td>+1%</td>
<td>+6%</td>
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<tr>
<td>Engineering</td>
<td>+2%</td>
<td>+7%</td>
<td>+1%</td>
<td>+5%</td>
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<tr>
<td>Health sciences</td>
<td>+9%</td>
<td>+4%</td>
<td>+4%</td>
<td>+6%</td>
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<tr>
<td>Humanities and arts</td>
<td>+0%</td>
<td>+2%</td>
<td>+0%</td>
<td>+2%</td>
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<tr>
<td>Physical sciences</td>
<td>+0%</td>
<td>+6%</td>
<td>+1%</td>
<td>+4%</td>
</tr>
<tr>
<td>Public administration and services</td>
<td>+4%</td>
<td>+8%</td>
<td>+1%</td>
<td>+7%</td>
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<tr>
<td>Social sciences</td>
<td>+1%</td>
<td>+2%</td>
<td>+1%</td>
<td>+3%</td>
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</table>

Beyond enrollments, a key indicator for graduate education is the application total. Overall, last year saw an 8 percent increase in applications, significantly above the average gain for recent years (1 percent). As with other data, the increases aren’t universal and vary by discipline.

**Trends in Graduate Applications by Discipline**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>% Change 2006-7</th>
<th>Average Annual % Change, 2002-7</th>
<th>Average Annual % Change, 1997-2007</th>
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</thead>
<tbody>
<tr>
<td>Biological sciences</td>
<td>+13%</td>
<td>+1%</td>
<td>+2%</td>
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<tr>
<td>Business</td>
<td>+9%</td>
<td>-3%</td>
<td>+0%</td>
</tr>
<tr>
<td>Education</td>
<td>+1%</td>
<td>+2%</td>
<td>+2%</td>
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<tr>
<td>Engineering</td>
<td>+10%</td>
<td>-4%</td>
<td>+4%</td>
</tr>
<tr>
<td>Health sciences</td>
<td>+9%</td>
<td>+5%</td>
<td>+3%</td>
</tr>
<tr>
<td>Humanities and arts</td>
<td>+7%</td>
<td>+5%</td>
<td>+3%</td>
</tr>
<tr>
<td>Physical sciences</td>
<td>+9%</td>
<td>+0%</td>
<td>+4%</td>
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<tr>
<td>Public administration and services</td>
<td>+1%</td>
<td>+2%</td>
<td>+0%</td>
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<tr>
<td>Social sciences</td>
<td>+1%</td>
<td>+3%</td>
<td>+2%</td>
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<tr>
<td>Total</td>
<td>+8%</td>
<td>+1%</td>
<td>+3%</td>
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</tbody>
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Scott Jaschik

*The original story and user comments can be viewed online at [http://insidehighered.com/news/2008/08/14/grad](http://insidehighered.com/news/2008/08/14/grad).*
FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Graduate Council
From: Department of Social Sciences and Philosophy
Date Submitted: 3 September 2008
Type of Curriculum Change Requested: Miscellaneous Change
Submitted By: Micheal Tarver
Approved By: Department Head:
Dean of School:
Reviewed By: Registrar:
Vice-President for Academic Affairs

Graduate Catalog Changes be made as follows:

Unconditional Admission: Students are eligible to apply for unconditional admission to the Master of Arts degree program in History if they meet the following requirements:
1. Applicants must meet the admission requirements for Graduate School.
2. Applicants must have a minimum of 24 semester hours in history at the undergraduate level.
3. Applicants must have an overall undergraduate grade point average of 3.00 on a 4.00 scale.

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

Net Effect: The GRE/MAT requirement has been eliminated.
PROPOSAL FOR COURSE CHANGE

TO: Graduate Council
FROM: Department of Foreign Languages and International Studies
DATE: 9. 6. 2008
REQUEST FOR: Course addition

SUBMITTED BY: Dr. Ursula Chandler
APPROVED BY: Dr. Ramón Magrans, Dept. Head
Dr. Georgena Duncan, Dean, LFA

REVIEWED BY: Tammy Rhodes, Registrar

Dr. John Watson, Vice President for Academic Affairs
I. Catalog description: **TESL 6143 Reading for English Language Learners**
Prerequisites: TESL 5023, TESL 5703, TESL 5713, and TESL 5723.
Examination of major differences between first and second language learners who are developing reading skills and appropriate and effective activities to promote reading skills and vocabulary development for English learners at all levels and for all ages.

Number: **TESL 6143**

Title for Course Inventory: **Reading for English Language Learners**

Description: 
Prerequisites: TESL 5023, TESL 5703, TESL 5713, and TESL 5723. This course is designed for ESL instructors, elementary and secondary content area teachers, ESL curriculum specialists and Reading specialists, to prepare them to understand the differences between first and second language learners who are developing reading skills. This course is designed to prepare public school teachers, who generally have no training whatsoever in teaching reading and reading specialists, whose training is in teaching native English speakers to read, methodology and strategies to teach reading to English language learners. Teachers will understand the critical role that oral/aural language development plays in reading and vocabulary development; develop activities to promote listening and speaking skills for second language learners; demonstrate an understanding of the interplay of first language and second language development; demonstrate an understanding of the development of pre-reading skills in English reading instruction; identify appropriate and effective activities to promote reading skills and vocabulary development for ELLs; develop activities to promote reading skills and vocabulary development for ELLs appropriate to their language development needs; and, demonstrate an understanding of the 3 basic principles that enhance English language learning.

Effective date or term: **Summer I, 2009.**

II. Justification and feasibility of course:

A. Need for the course:
Reading is the basis for success in academic progress. Yet, most of our public school teachers have never received training in reading. For the few who have, their training would have been in reading instruction for native English speakers. While most public schools have access to reading specialists, their training and background do not equip them to provide appropriate reading instruction to ELL students either. Therefore, this course, Reading for English Language Learners, addresses a crucial need of teachers who work with ELL students and is essential to the professional training of ESL teachers.
B. How does the course relate to other work in the department:
This course, Reading for English Language Learners, is an important addition to the MA in TESOL and will be a required course for the degree. It is a natural sequence to TESL 6033 Oral and Written Communication, but it is also a stand-alone course. Since ELL students’ academic success or failure depends on their abilities to read and comprehend academic texts in English, teachers who hold advanced degrees in TESOL must be trained to teach reading to their students.

C. Plan of development:
This course has been planned for over a year, with input from participants and instructors in the MA in TESOL program.

D. How often will this course be offered: Once a year.

E. Staffing: Lynda Franco will teach this course. She is a nationally recognized expert in teaching reading to ELL students.

F. NA
Overarching Course Objective: Students will identify major differences between first and second language learners who are developing reading skills.

Course Objectives:

Students will:

- demonstrate an understanding of the critical role that oral/aural language development plays in reading development and vocabulary development
- develop activities to promote listening and speaking skills for second language learners appropriate to their language development needs
- demonstrate an understanding of important similarities and differences of first and second language development from birth to age 5; and age 5 to adulthood
- demonstrate an understanding of simultaneous bilingualism, additive bilingualism
- demonstrate an understanding of strategies to promote additive bilingualism
- demonstrate an understanding of the interplay of first language development and second language development
- demonstrate an understanding of the stages of language development for second language learners
- identify and demonstrate an understanding of the development of pre-reading skills in English reading instruction for ages of students
- identify appropriate and effective activities to promote reading skills and vocabulary development for English language learners at all levels and for all ages of students
- develop activities to promote reading skills and vocabulary development for English language learners appropriate to their language development needs
- demonstrate an understanding of the 3 basic principles that enhance English language learning
Course Activities:

Day 1

➤ Natural order of language acquisition: Listening, Speaking, Reading, Writing
  o Language acquisition: first language vs. second
    ▪ birth to age 5, major milestones
      • simultaneous bilingualism
    ▪ phonemic awareness
      • what is it?
      • first and second language similarities and differences
    ▪ vocabulary development: the vocabulary challenge for ELLs
    ▪ beyond age 5 to adulthood
      • additive bilingualism
      • the interplay of the first and second language
  o ELL Language Development Chart

Day 2

➤ Pre-Reading Skills: What are they?
  o Phonemic Awareness: more about it
    ▪ What’s different about phonemic awareness for ELLs compared to
      native speakers?
  o Phonics
    ▪ What’s so special about phonics?
    ▪ Why should we teach phonics?
    ▪ When is it appropriate to teach phonics to ELLs? When is it
      inappropriate to teach phonics to ELLs?
➤ What’s the difference between Phonics and Phonemic Awareness?

➤ Create appropriate Phonemic Awareness and Phonics activities for ELLs.

Day 3

➤ The Other Pre-Reading Skills – What are appropriate adaptations and activities for
  ELLs?
  o Concepts of Print
  o Letter name identification – sound/symbol match

➤ Three Basic Principles that Enhance English Language Learning

Day 4

➤ Adaptations to Traditional Reading Strategies: The need for comprehensible input
  o Reading to children becomes TPRS
  o Teach the Text Backwards
  o Grouping strategies
Day 5

- Teaching reading to the older, literate student
  - Facilitating the transfer of literacy skills
    - Reading pedagogy of English vs. other languages
    - Deep orthography vs. shallow orthography
  - Continuing to advance the skills of the emerging reader and beyond
    - Sentences, essays, and beyond.

Course Materials:

- Teacher-made handouts
- Farrell, Thomas S.C. *Teaching Reading to English Language Learners A Reflective Guide*; Corwin Press, 2008
  ISBN # 978-1412957359
  ISBN # 1-932748-47-4
  ISBN # 1-887744-37-1
  ISBN # 9781932748420

Course Assessment:

3 Projects @ 10% of grade each (begun in class to be completed out of class)
1 final class rubric (attached) @ 70% of grade

Final Scoring Rubric

<table>
<thead>
<tr>
<th>Final Scoring Rubric</th>
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<th>Total Points</th>
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<td>ATU Summer</td>
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<tr>
<td>TESL</td>
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<td>NAME</td>
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**Point values**

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<th>10</th>
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<tr>
<td>Student identifies major differences between</td>
<td></td>
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<td>8</td>
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<tr>
<td>First and second language learners who are developing reading skills.</td>
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<tr>
<td>Student demonstrates an understanding of the 3 basic principles that enhance language learning (1. increase comprehensibility 2. increase interaction 3. increase use of higher order thinking skills and/or study skills)</td>
<td>8</td>
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<tr>
<td>Student demonstrates an understanding of important similarities and differences of first and second language development from birth to age five.</td>
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<tr>
<td>Student demonstrates an understanding of the critical role that the development of oral/aural language plays in developing reading skills.</td>
<td>6</td>
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<tr>
<td>Student demonstrates an understanding of simultaneous bilingualism.</td>
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<tr>
<td>Student demonstrates an understanding of additive bilingualism.</td>
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<tr>
<td>Student demonstrates an understanding of strategies to promote additive bilingualism.</td>
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</tr>
<tr>
<td>Student demonstrates an understanding of the interplay of first language development and second language development.</td>
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<td></td>
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<tr>
<td>Student demonstrates an understanding of the stages of language development for second language learners.</td>
<td>6</td>
<td></td>
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<tr>
<td>Student demonstrates an understanding of the relationship between BICS vs. CALP in education.</td>
<td>4</td>
<td></td>
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<tr>
<td>Student demonstrates an understanding of phonemic awareness skills development for ELLs.</td>
<td>6</td>
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<tr>
<td>Student demonstrates an understanding of phonics skills development for ELLs.</td>
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<tr>
<td>Student demonstrates and understanding of the relationship between phonemic awareness and phonics skills development.</td>
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<tr>
<td>Student demonstrates the ability to create pre-reading skills activities appropriate for ELLs.</td>
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<tr>
<td>Student demonstrates the ability to adapt traditional reading strategies appropriately for ELL learners at a variety of language learning levels.</td>
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<tr>
<td>Student demonstrates a clear knowledge of a variety of oral vocabulary development activities to support ELL thinking prior to initiating reading activities.</td>
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<tr>
<td>Student demonstrates and understanding of strategies to support the transfer of ELL's first language into English.</td>
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<tr>
<td>Student demonstrates and understanding of strategies to build emerging English readers' skills.</td>
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PROPOSAL FOR COURSE CHANGE

TO: Graduate Council
FROM: Department of Foreign Languages and International Studies
DATE: 9. 6. 2008
REQUEST FOR: Program Requirement Changes - master of Arts Teaching English to Speakers of other languages
SUBMITTED BY: Dr. Ursula Chandler
APPROVED BY: Dr. Ramón Migrans, Dept. Head
Dr. Georgena Duncan, Dean, LFA
REVIEWED BY: Tammy Rhodes, Registrar

Dr. John Watson, Vice President for Academic Affairs
I. The requested program requirement changes affect only the 6 hours of Methodology. Currently, the MA in TESOL requires 6 hours of Methodology, consisting of:
TESL 6033 Oral Communication
TESL 6043 Written Communication (See p. 79, Graduate Catalog)

II. The proposed changes in the program requirement are:
6 hours of Methodology from the following courses:
TESL 6033 Oral and Written Communication or
TESL 6063 Instructional Strategies in Content Areas and
TESL 6143 Reading for English Language Learners

The proposed changes will not affect the total number of 36 hours required for the MA in TESOL degree.
PROPOSAL FOR COURSE CHANGE

TO: Graduate Council
FROM: Department of Foreign Languages and International Studies
DATE: 9. 6. 2008
REQUEST FOR: Course change
SUBMITTED BY: Dr. Ursula Chandler
APPROVED BY: Dr. Ramon Magrans, Dept. Head
              Dr. Georgena Duncan, Dean, LFA
REVIEWED BY: Tammy Rhodes, Registrar

Dr. John Watson, Vice President for Academic Affairs
Catalog description: **TESL 6033 Oral and Written Communication.**
Prerequisites: TESL 5023, TESL 5703, TESL 5713, and TESL 5723.
Examination of content and methodology in teaching listening, speaking, reading, writing, and grammar to diverse groups of English language learners.

Number: **TESL 6033**

Title for Course Inventory: **Oral and Written Communication**

Description:
Prerequisites: TESL 5023, TESL 5703, TESL 5713, and TESL 5723.
This course is designed for ESL instructors, elementary and secondary content area teachers, and ESL curriculum specialists. Participants will learn similarities and differences between first and second language acquisition, and understand the stages of second language learning. Participants will understand the development of listening and speaking skills and the development of reading and writing skills of English language learners (ELLs). Participants will be able to design instruction appropriate to specific language development needs of their ELL students.

Effective date or term: Summer I, 2009.

II. Justification and feasibility of course:

A. Need for the course:
This course is the combination of two previously offered courses, TESL 6033 Oral Communication and TESL 6043 Written Communication. After several offerings of the two courses, the participants and the instructors felt that there was sufficient overlap between the two courses that they should be combined into one course.

B. How does the course relate to other work in the department:
**TESL 6033 Oral and Written Communication** provides instructors of ELL students with the foundation for second language instruction, the stages of second language acquisition, the natural order of language acquisition, and provides participants with the tools for teaching listening, speaking, reading, and writing with methods appropriate to the language development needs of their ELL students.

C. Plan of development:
This course is the combination of two previously offered courses, TESL 6033 Oral Communication and TESL 6043 Written Communication. Students and instructors of these courses noted that there was duplication in the courses and therefore the two courses were combined into one course, TESL 6033 Oral and Written Communication.
D. How often will this course be offered: As needed.

E. Staffing: Lynda Franco will teach this course. Her credentials are on file with the Graduate Council.

F. NA
Course Objectives:

Students will:

- demonstrate an understanding of important similarities and differences of first and second language development from birth to age 5; and age five to adulthood
- demonstrate an understanding of the 3 basic principles that enhance English language learning
- demonstrate an understanding of simultaneous bilingualism, additive bilingualism
- demonstrate an understanding of strategies to promote additive bilingualism
- demonstrate an understanding of the interplay of first language development and second language development
- demonstrate an understanding of the stages of language development for second language learners
- develop activities to promote listening and speaking skills for second language learners appropriate to their language development needs
- identify and demonstrate an understanding of pre-reading and pre-writing skills in English reading instruction
- develop activities to promote reading and writing skills for English language learners appropriate to their language development needs

Course Activities:

Day 1

➢ Natural order of language acquisition: Listening, Speaking, Reading, Writing
  o Language acquisition: first language vs. second
    ▪ birth to age 5, major milestones
      • simultaneous bilingualism
    ▪ phonemic awareness
      • what is it?
      • first and second language similarities and differences
    ▪ vocabulary development
    ▪ beyond age 5 to adulthood
Day 2

- Listening skills
  - 3 basic principles of ELL instruction
  - TPR
  - TPRS
  - Vocabulary development
    - Develop appropriate activities for all levels focusing on specific
      listening skills and utilizing specific techniques

Day 3

- Promoting speaking
  - Timeline of speaking emergence
  - Vocabulary development; techniques
    - Develop speaking activities

- Pre-Reading Skills
  - More about phonemic awareness and phonics
    - English development compared to second language

Day 4

- How to develop phonemic awareness and phonics instruction at all ages for all
  learners
  - Integrate phonemic awareness into instruction
    - Develop phonemic awareness activities for all learners

- Pre-Writing and Writing Skills
  - Appropriate timeline of writing development

Day 5

- More about writing development
  - Activities and techniques to develop ELL writing skills
    - From sentences to essays
    - Developing rubrics

- Multi-skill lessons

Course Materials:

- Teacher-made handouts
Delta Phonics Teachers Guide Orange Level (Double Letter Consonants) ISBN 9781932748505
Delta Phonics Readers Guide Orange Level (Double Letter Consonants) ISBN 978193274851

**Suggested Resource:**


**Course Assessment:**

3 Projects @ 10% of grade each (begun in class to be completed out of class)
1 final class rubric (attached) @ 70% of grade

### Final Scoring Rubric

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<th>Minimal Knowledge Demonstrated</th>
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<td>Students will demonstrate an understanding of the 3 basic principles that enhance language learning (1. increase comprehensibility 2. increase interaction 3. increase use of higher order thinking skills and/or study skills)</td>
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<td>Students will demonstrate an understanding of important similarities and differences of first and second language development from birth to age 5.</td>
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simultaneous bilingualism.

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<th>Students will demonstrate an understanding of additive bilingualism.</th>
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<td>Students will demonstrate an understanding of strategies to promote additive bilingualism.</td>
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<td>Students will demonstrate an understanding of the interplay of first language development and second language development.</td>
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<td>Students will demonstrate an understanding of the stages of language development for second language learners.</td>
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<td>Students will demonstrate an understanding the relationship between BICS vs. CALP and restrictive vs. formal language.</td>
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<td>Students will demonstrate a clear understanding of how pre-reading skills (oral language development, phonological awareness, including phonemic awareness, concepts of print, letter name/sound correspondence) play a vital role in reading and writing development.</td>
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<td>Students will demonstrate a clear knowledge of a variety of oral vocabulary development activities to support ELL thinking prior to writing activities.</td>
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<td>Students will be able to develop a personal process of analyzing student writing with individual students as a means to direct those students in making progress over time in their writing.</td>
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<td>Students will be able to develop a personal process to assist others teachers in analyzing student writing in positive ways which will lead to directing students in making progress over time in their writing.</td>
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<td>Students will demonstrate knowledge of appropriate instructional strategies for various</td>
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<td>Students will demonstrate appropriate use of resources to effectively teach ELL lessons.</td>
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<td>Students will become aware of how evaluation rubrics are developed to rate ELL students in classes where only ELLs are present and in classes where ELLs are with native English speakers.</td>
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<td>Students will demonstrate knowledge of ways to use instructional activities as alternative assessments.</td>
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FORMAT FOR CURRICULUM CHANGE

To: Graduate Council

From: [Redacted]

Date Submitted: [Redacted]

Type of Curriculum Change Requested: [Redacted]

Submitted By: Dr. Hanna E. Norton, Associate Professor of Journalism

Approved By: Dr. Donna Vocate, Department Head - Speech, Theatre & Journalism

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

Dr. John Watson, Vice-President for Academic Affairs

I. Program or curriculum change as it will appear in the catalog.

Degree Requirements
1. The completion of a minimum of 30 semester hours of graduate work including:
   74 Arkansas Tech University
   SPH 5003 Human Communication Theory
   SPH 5153 Persuasive Theory & Audience Analysis
   JOUR 5163 Advanced Photography and Video
   JOUR 5193 Communication Research Methods
   JOUR 6053 Media and Society
   JOUR 6133 Multi-Media Publishing
   JOUR 6193 Journalistic Writing for Multi-Media
   JOUR 6996 Professional Project
   Electives 3 Hours*
*Electives may be chosen from the following Journalism courses.
   JOUR 5083 New Communication Technology
   JOUR 5123 Laws of Communication
   JOUR 5243 Journalism Writing Seminar
2. A cumulative grade point average of 3.00 on all graduate work with no grade
   lower than a "C".
3. Satisfactory completion of the professional project.
4. Completion of all degree requirements within six years of admission to the
   degree program.

II. Course Information

A. By requiring JOUR 5193, graduate students will be better prepared for
   their professional project, which includes an academic paper of original
   research along with a multimedia component associated with their research
   topic.
B. What impact will the change have on staffing, on other programs, budget, and space allocation?

1. Within the department requesting the change.
   None

2. Outside the department.
   None

C. Effective date or term.
   Fall 2009

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.)
   None

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

1.
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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):

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ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Graduate Council

From: Music Department

Date submitted: September 24

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

Submitted by: Lowell Lybarger/Andy Anders

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

Reviewed by: Registrar: [Signature]

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 Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

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

A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Open to students in all majors. Listening emphasized.

Number: MUS 5853

***Title for Catalog: Music of the World's Peoples

*Title for Course Inventory (30 characters): Music of the World's Peoples

***Description:
The objective of this course is to introduce students to the music of other cultures and to help them recognize, understand, and appreciate the diversity of musical creation found in different parts of the world. Following a general introduction, the course will survey the music of the following geographic areas: China, Korea, Japan, India, Pakistan, Afghanistan, the Middle East & North Africa, Indonesia, Sub-Saharan Africa, Native North America, Latin America, and Europe. For each geographic area there will be discussion of the musicians, musical instruments, and social and cultural contexts of music making. No previous musical experience is required; however, listening to music is integral to the course.

Effective date or term: Spring semester 2008

Course fees: none

II. Justification and feasibility of course:

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

The course will be open to Master of Liberal Arts students. A concurrent course at the undergraduate level will also be offered. It will be open to all majors.

B. How does it relate to other work being offered by your department?

Is there an overlap with other courses in the department?

At the graduate level, there is no overlap with other music courses.

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

Explain.

The course was originally proposed for undergraduate level to serve undergraduate current and potential needs. The undergraduate purpose for the addition is to provide additional upper-level electives for Bachelor of Arts music majors (a recommendation of NASM). It is thought the course may be structured in such a manner as to allow upper-level elective for non-music majors as well, thereby furthering the department’s goal of providing music offerings for the general student body. Ultimately, having additional upper-level courses offered will take the department one step closer toward the goal of offering the Bachelor of Music in performance degree.

Offering the graduate option is an attempt to provide more options for the MLA program while generating more sustainable enrollment.

D. How often will the course be offered?

The course will initially be offered once each year.
E. How will the course be staffed?

Subject to State Department of Education approval, the instructor will be Dr. Lowell Lybarger, the new music librarian. Dr. Lybarger holds a PhD. in musicology. This proposal was designed around his availability and expertise.

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.)

Dr. Wilson, of the Master of Liberal Arts program, was contacted regarding the concurrent graduate level course and had an enthusiastic response.

List Department Head/ Indicate Support Date:
Program Director Consulted: for Proposal
(Add to list as needed) (yes/no)

1.

2.

3.

4.

5.

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

The proposed course addresses two areas of undergraduate assessment. At the graduate level, it addresses reported need for fine arts options in the MLA degree.
SAMPLE SYLLABUS

**Graduate Section**

Music of the World's Peoples

Spring Semester 2008

Instructor: Dr. Lowell H. Lybarger
Contact: 964-0584 (office)
Email: llybarger@atu.edu

Course Website: TBA

Course Description:

The objective of this course is to introduce students to the music of other cultures and to help them recognize, understand, and appreciate the diversity of musical creation found in different parts of the world. Following a general introduction, the course will survey the music of the following geographic areas: China, Korea, Japan, India, the Middle East & North Africa, Indonesia, Africa, Native North America, Latin America, and Europe. For each geographic area we will discuss the musicians, musical instruments, and social and cultural contexts of music making. No previous musical experience is required: however, listening to music is integral to the course.

The graduate students of this class will be required to complete two assignments in addition to the quizzes, mid-term, and final exam:

*Book review*: a concise review of a lengthy article or monograph focusing on ethnomusicological theory, to be copied and distributed to other graduate student members.

*Music culture area report*: a short summary of one geographic music culture.

Class Schedule:

- **Week 1**: Introduction (Bohlman; Titon, chapter 1; Website Articles)
- **Week 2**: China (Website Articles)
- **Week 3**: Korea (Website Articles)
- **Week 4**: Japan (Titon, chapter 5)
- **Week 5**: India - North (Website Articles)
- **Week 6**: Pakistan & Afghanistan (Website Articles)
- **Week 7**: India - South (Titon, chapter 6)
- **Week 8**: Middle East & North Africa (Titon, chapter 4)
- **Week 9**: Middle East & North Africa (Website Articles)
Week 10: Indonesia (Titon, chapter 7)
Week 11: Africa - Sub-Saharan (Titon, chapter 3, Website Articles)
Week 12: Native North America (Titon, chapter 2)
Week 13: Latin America (Titon, chapter 8)
Week 14: Europe (Website Articles)

Note: Ensure that you check the course Website frequently to stay informed of class assignments, assigned readings, announcements, and useful links.
Required Texts:

The textbooks required for the course are as follows:


Note: Some readings will be accessed through the course Website, including additional information and Website links for each lecture.

Reference Sources:

The following reference sources, which will be indispensable in your research and exam preparation for this course, are on reserve at Ross Pendergraft Library:


Optional Reading:


ATTACHMENT A

PROPOSAL FOR COURSE CHANGE

To: Graduate Council

From: Music Department

Date submitted: September 24

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

Submitted by: Lowell Lybarger/Andy Anders

Approved by: Department Head: Andy Anders
Dean of School: Duncan

Reviewed by: Registrar:
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 Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).***

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

A survey of predominantly non-Western world music cultures with attention to sonic structures, musicians, musical instruments, and socio-cultural contexts of music making. Open to students in all majors. Listening emphasized.

Number: MUS 5853 /4853

***Title for Catalog: Music of the World's Peoples

*Title for Course Inventory (30 characters): Music of the World's Peoples

***Description:
The objective of this course is to introduce students to the music of other cultures and to help them recognize, understand, and appreciate the diversity of musical creation found in different parts of the world. Following a general introduction, the course will survey the music of the following geographic areas: China, Korea, Japan, India, Pakistan, Afghanistan, the Middle East & North Africa, Indonesia, Sub-Saharan Africa, Native North America, Latin America, and Europe. For each geographic area there will be discussion of the musicians, musical instruments, and social and cultural contexts of music making. No previous musical experience is required; however, listening to music is integral to the course.

Effective date or term: Spring semester 2008

Course fees: none

II. Justification and feasibility of course:

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

The course will be open to Master of Liberal Arts students. A concurrent course at the undergraduate level will also be offered. It will be open to all majors.

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

At the graduate level, there is no overlap with other music courses.

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

Explain.

The course was originally proposed for undergraduate level to serve undergraduate current and potential needs. The undergraduate purpose for the addition is to provide additional upper-level electives for Bachelor of Arts music majors (a recommendation of NASM). It is thought the course may be structured in such a manner as to allow upper-level elective for non-music majors as well, thus furthering the department’s goal of providing music offerings for the general student body. Ultimately, having additional upper-level courses offered will take the department one step closer toward the goal of offering the Bachelor of Music in performance degree.

Offering the graduate option is an attempt to provide more options for the MLA program while generating more sustainable enrollment

D. How often will the course be offered?

The course will initially be offered once each year.
E. How will the course be staffed?

Subject to State Department of Education approval, the instructor will be Dr. Lowell Lybarger, the new music librarian. Dr. Lybarger holds a PhD. in musicology. This proposal was designed around his availability and expertise.

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.)

Dr. Wilson, of the Master of Liberal Arts program, was contacted regarding the concurrent graduate level course and had an enthusiastic response.

List Department Head/ Indicate Support Date:
Program Director Consulted: for Proposal
(Add to list as needed) (yes/no)

1. 
2. 
3. 
4. 
5. 

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

The proposed course addresses two areas of undergraduate assessment. At the graduate level, it addresses reported need for fine arts options in the MLA degree.
SAMPLE SYLLABUS

**Graduate Section**

Music of the World’s Peoples

Spring Semester 2008

Instructor: Dr. Lowell H. Lybarger
Contact: 964-0584 (office)
Email: llybarger@atu.edu

Course Website: TBA

Course Description:

The objective of this course is to introduce students to the music of other cultures and to help them recognize, understand, and appreciate the diversity of musical creation found in different parts of the world. Following a general introduction, the course will survey the music of the following geographic areas: China, Korea, Japan, India, the Middle East & North Africa, Indonesia, Africa, Native North America, Latin America, and Europe. For each geographic area we will discuss the musicians, musical instruments, and social and cultural contexts of music making. No previous musical experience is required; however, listening to music is integral to the course.

The graduate students of this class will be required to complete two assignments in addition to the quizzes, mid-term, and final exam:

*Book review:* a concise review of a lengthy article or monograph focusing on ethnomusicological theory, to be copied and distributed to other graduate student members.

*Music culture area report:* a short summary of one geographic music culture.

Class Schedule:

Week 1: Introduction (Bohlman; Titon, chapter 1; Website Articles)
Week 2: China (Website Articles)
Week 3: Korea (Website Articles)
Week 4: Japan (Titon, chapter 5)
Week 5: India - North (Website Articles)
Week 6: Pakistan & Afghanistan (Website Articles)
Week 7: India - South (Titon, chapter 6)
Week 8: Middle East & North Africa (Titon, chapter 4)
Week 9: Middle East & North Africa (Website Articles)
Week 10: Indonesia (Titon, chapter 7)
Week 11: Africa - Sub-Saharan (Titon, chapter 3, Website Articles)
Week 12: Native North America (Titon, chapter 2)
Week 13: Latin America (Titon, chapter 8)
Week 14: Europe (Website Articles)

Note: Ensure that you check the course Website frequently to stay informed of class assignments, assigned readings, announcements, and useful links.
Required Texts:

The textbooks required for the course are as follows:


Note: Some readings will be accessed through the course Website, including additional information and Website links for each lecture.

Reference Sources:

The following reference sources, which will be indispensable in your research and exam preparation for this course, are on reserve at Ross Pendergraft Library:


Optional Reading:


PROPOSAL FOR COURSE CHANGE

To: Graduate Council

From: Computer and Information Science

Date submitted: September 29, 2008

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

Submitted by: Ron Robison

Approved by: Department Head: Ron Robison
Dean of School: Dr. Willy Hoefer

Reviewed by: Registrar: Sammy Arias
Vice President: [Signature]

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

We are proposing the addition of an additional zero-credit lab (INFT 5700) for networking course INFT 5703. Now, we only have one network lab course (COMS 4700) which is shared among multiple courses. Each semester, students and advisors are confused regarding which 4700 lab section is reserved for a given network course.

I. □/√ INFT 5700 Computer Networks Lab

   Proposed Catalog Description: Co-requisite: INFT 5703. Students will complete network lab exercises in support of INFT 5703.

   Effective date or term: Spring 2009

   *Course fees:

II. Justification and feasibility of course:

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

      Students need hands-on experience with networking. Students co-enrolled in INFT 5703 will take the course.

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

Department of Computer and Information Science

Spring 2009

COURSE: INFT 5703
Computer Networks


INSTRUCTOR: Ron Robison
Corley 263
rrobison@atu.edu

OFFICE HOURS: The following hours indicate when I plan to be available to students. Other times are available by appointment.

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JUSTIFICATION FOR THE COURSE: Networking and communications technology is one of the key focus areas in organizations that employ our graduates. It is important that they have an opportunity to understand the key concepts that relate to this field.

GENERAL EDUCATION: Every Tech graduate is expected to be able to "demonstrate a basic competency in the accessing, processing, and presenting of information through computer technologies." This course will allow the student to develop in all three areas by studying the fundamental principles of network design, structure, and function.

COURSE OBJECTIVES: Upon the successful completion of this course, the student should be able to:

1) Read, understand, and use information about local and wide-area networks that is expressed using fundamental networking concepts and terminology.
2) Describe alternative topologies, protocols, and equipment associated with different network designs.
3) Identify and install the appropriate hardware and software necessary to construct a functional server-based LAN.
4) Describe and discuss typical networking problems involving performance, security, and administration.

COURSE CONTENT: Course topics include, but are not limited to, the following:

- Networking standards and the OSI model
- Transmission basics and networking media
- Network protocols
- Topologies and access methods
- WANs and remote technology
- Network security
- Network design and management

ASSESSMENT METHODS: Students should PLAN for three examinations, including a comprehensive final exam.

The instructor does NOT guarantee any make-up exams. Should it be necessary to miss an exam due to an emergency or illness, every effort should be made to notify the instructor BEFORE the examination.
Students are responsible for all assigned material covered in the text, lecture, and labs unless otherwise indicated by the instructor.

Students are expected to complete all assignments on time. The instructor does NOT guarantee make-up assignments or credit for work that is turned in late.

The following table is based on total percentage points accumulated, and will be used to assign final course grades:

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<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
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<tr>
<td>80% - 89%</td>
<td>B</td>
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<td>70% - 79%</td>
<td>C</td>
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<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Points earned on examinations will contribute 70% of the total percentage points used to compute final course grades from the above table. The remaining 30% of total percentage points available will come from projects and/or lab assignments and/or quizzes and/or homework and/or class participation and/or instructor evaluation at the discretion of the instructor.

**BIBLIOGRAPHY:** Supplemental reading will be assigned during the semester, as required.

**POLICIES and CONDUCT:** Students are expected to adhere to all University policies and regulations as set forth in the ATU Catalog and Student Handbook.

*Students are expected to do their own work and to respect the rights of others.* It should be obvious that, as a future graduate, employee, and member of society, each student must learn to be responsible for their own behavior and accomplishments. Once a person has lost credibility, and the respect of others, it is often very difficult to get them back. Because questions might arise with regard to certain situations and types of assignments, the student should not hesitate to clarify their position with the instructor.

*The instructor reserves the right to modify the content of this syllabus as deemed appropriate and necessary during the course of the semester.*
PROPOSAL FOR COURSE CHANGE

To: Graduate Council

From: Computer and Information Science

Date submitted: October 1, 2008

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

Submitted by: Ron Robison

Approved by: Department Head: Ron Robison
Dean of School: Dr. Willy Hoefer

Reviewed by: Registrar: 
Vice President: 

We are proposing the addition of two additional zero-credit labs (INFT 5700 and INFT 6700) for networking courses INFT 5703 and INFT 6703. Right now, we only have one network lab course (COMS 4700) which is shared among multiple courses. Each semester, students and advisors are confused regarding which 4700 lab section is reserved for a given network course.

a. INFT 5703 Computer Networks

Proposed Change: Add co-requisite zero-credit lab – INFT 5700
Rewrite course description to improve readability

Old Catalog Description: Prerequisite: INFT 5403 and INFT 5413. Study of the concepts involved in interconnecting computers. Introduction to network topologies, routing, protocols, and security. Survey of network operating systems.

Proposed Catalog Description: Prerequisites: INFT 5403 and INFT 5413. Co-requisite: INFT 5700. A study of the concepts involved in establishing communication between computer systems. Topics include network topologies, protocols, routing, security, and administration.

b. INFT 6703 Heterogeneous Networks

Proposed Change: Add co-requisite zero-credit lab – INFT 6700;
Rewrite course description to provide more detail.
Old Catalog Description: Prerequisite: INFT 5503 and INFT 5703. Networking in a heterogeneous environment.

Proposed Catalog Description: Prerequisites: INFT 5503 and INFT 5703. Co-requisite: INFT 6700. This course prepares the student to analyze, evaluate, and implement networks in a heterogeneous environment. Both intranetworking and internetworking concepts are studied, built, and tested. The successful completion of lab exercises is required for course credit.

Effective date or term: Spring 2009

*Course fees:

II. Justification and feasibility of course:

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

Provide experience with networking. Students majoring in the MSIT program will take these courses.

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

Supports networking objectives

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

Yes. Stronger mix of theory and practice

C. How often will the course be offered?

As needed.

D. How will the course be staffed?

Current faculty

E. 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.)

N/A

*Updated 8/1/04
**Updated 9/1/05
See above. No.

C. Is this course part of any general plan of development within your department? Explain.
   Yes. Stronger mix of theory and practice.

D. How often will the course be offered?
   Each semester.

E. How will the course be staffed?
   Current faculty.

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.)
   N/A

*Updated 8/1/04
**Updated 9/1/05
C. Is this course part of any general plan of development within your department? Explain.

Yes. Stronger mix of theory and practice.

D. How often will the course be offered?

Spring semester.

E. How will the course be staffed?

Current faculty.

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.)

N/A

*Updated 9/1/05
PROPOSAL FOR ADDITION

To: Graduate Council
From: Computer and Information Science
Date submitted: [Redacted]
Request for: Course change [Redacted] Course deletion [Redacted] (Excluding course credit hour changes)

Submitted by: Ron Robison
Approved by: Department Head: Ron Robison
Dean of School: Dr. Willy Hoefer
Registrar: [Signature]
Vice President: [Signature]

We are proposing the addition of an additional zero-credit lab (INFT 6700) for networking course INFT 6703. Now, we only have one network lab course (COMS 4700) which is shared among multiple courses. Each semester, students and advisors are confused regarding which 4700 lab section is reserved for a given network course.

I. [Redacted] Non-credit Networks Lab

Description: Co-requisite: INFT 6703. Students will complete network lab exercises in support of INFT 6703.

Effective date or term: Spring 2009

*Course fees:

II. Justification and feasibility of course:

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

Students need hands-on experience with networking. Students co-enrolled in INFT 6703 will take the course.

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

See above. No.
C. Is this course part of any general plan of development within your department? Explain.

Yes. Stronger mix of theory and practice.

D. How often will the course be offered?

Spring semester.

E. How will the course be staffed?

Current faculty.

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.)

N/A

*Updated 9/1/05
PROPOSAL FOR COURSE ADDITION

To: Curriculum Committee and Graduate Council
From: Department of Mathematics
Date submitted:
Request for: Course Creation
Submitted by: Vrege Amirkhanian, Ph.D.; Marcel B Finan, Ph.D.
Approved by: Department Head: Tom Limperis
Dean of School: Willy Neifler
Reviewed by: Registrar: Tommy Luiz
Vice President: 

I. Catalog description: *Introduction to Partial Differential Equations.* This course is an introduction to partial differential equations with emphasis on applications to physical science and engineering. Analysis covers the equations of heat, wave, diffusion, Laplace, Dirichlet and Neumann equations. Course is suitable for senior level or first year graduate students in Mathematics, Physics, and Engineering.

Number: MATH 4343/5343
Course Prerequisite: MATH2934/MATH3243
Title for Catalog: Introduction to Partial Differential Equations

*Title for Course Inventory: Introduction to PDE

Description: This course is an introductory course for partial differential equations. Topics that will be covered include: First order partial differential equations, the method of characteristics. Classification of second order PDE's: parabolic, elliptic, and hyperbolic. The canonical form. Boundary value problems with applications to physical sciences and engineering. Analysis of the wave, heat, and Laplace equations. Application of Fourier Series.
II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?
This course will serve as an upper-level elective course for students who have an interest in the theory of partial differential equations and its applications. The course is also used by graduate engineering majors to meet certain degree requirements. The addition of this course to the catalog is necessary for many reasons: A course in PDE is important for math majors who want to either pursue a profession in industry or pursue a graduate study in applied mathematics. Additionally, engineering students will be exposed to various equations in the field such as the equations of heat, wave, Lapalce's and Dirichlet equations.

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 a course in partial differential equations serves both students in mathematics and engineering. This course further broadens the variety of courses offered by the mathematics department. There would be no overlap with other courses offered by the department. Partial differential equations acts as a valuable companion to ordinary differential equations in the sense that both serve as valuable topics for applications in the physical sciences and engineering.

C. Is this course part of any general plan of development within your department?
Without doubt, this course adds greater depth and breadth to the courses already offered by the department.

D. How often will the course be offered?
This course will be offered every spring semester.

E. How will the course be staffed?
The course will be taught by current faculty. No additional resources are required.

F. When applicable, state with which department you have specifically coordinated this change?
Department of Electrical Engineering  Dept Head: Dr. Ronald Nelson
Department of Mechanical Engineering  Dept Head: Dr. John Krohn
Graduate Course Description

MATH 5343 Introduction to Partial Differential Equations. This is an introduction to partial differential equations. Topics include: First order partial differential equations, the method of characteristics. Classification of second order PDE's: parabolic, elliptic, and hyperbolic. The canonical form. Boundary value problems with applications to physical sciences and engineering. Analysis of the wave, heat, diffusion, Laplace, Dirichlet and Neumann equations. Application of Fourier theory. Course is suitable for senior level or first year graduate students in mathematics, physics and engineering.
Course Assessment

This course is mainly a required course for the Master's program offered by the Engineering departments at Arkansas Tech University. As a result, course assessment can be conducted by the departments at their own discretion. The department of Mathematics will count it as an elective course for students majoring in mathematics. Without doubt, this course will add strength and diversity to our program in the area of applied mathematics.
Course Description: This course is an introduction to partial differential equations (PDEs) with a special focus on the significance of characteristics, solutions by Fourier series, integrals and transforms, properties and physical interpretations of solutions, and a transition to the modern function space approach to PDEs. The course begins with first-order linear and quasi-linear PDEs and the role of characteristics in the existence and uniqueness of solutions. Canonical forms are discussed for the linear second-order equation, along with the Cauchy problem, existence and uniqueness of solutions, and characteristics as carriers of discontinuities in solutions. Fourier series, integrals, and transforms are followed by their rigorous application to wave and diffusion equations as well as to Dirichlet and Neumann problems. In addition, solutions are viewed through physical interpretations of PDEs.

Prerequisites: MATH 2934 and MATH 3243


Bibliography

Course Objective
In the end of the course, a student:
- Can classify the partial differential equations and define the solution methods;
- Can define the canonical forms of partial differential equations;
- Can investigate the continuous dependence to the initial values of the Cauchy Problem for the wave equation by D'Alambert Formula;
- Can explain how the solution of the wave equation be affected from the alterations done inside or outside the domain by determining it at a point;
- Can expand a function to the Fourier Series and investigate its convergence;

Course Content
- General solution of the first order linear partial differential equations with
two variable and Cauchy Problem for this equations;
- General solution of the first order quasi-linear partial differential equations with two variable and Cauchy Problem for this equations;
- Reduction of the second order linear partial differential equations with two variable to the canonical form and classification of them;
- Wave, heat, and Laplace's equations;
- Cauchy Problem for wave equation and dAlambert formula;
- Fourier Series and the criterions for the convergence of this series;
- Solution of the initial and boundary value problems with Fourier Series;