

Graduate Council Email Meetings
Summer 2011

May email meeting **all APPROVED**

Education-Gifted, Talented and Creative

Remove three elective from program of study

ELSE 5703 course description update

ELSE 6833 changing prerequisites

Replace elective hours with ELSE 5813

Eliminate teaching experience

Update Purpose of Degree

ELSE 5713 delete prerequisites

ELSE 5723 course description update

ELSE 5733 course description update

ELSE 6033 course description update

ELSE 6433 course description update

ELSE 6843 course description update

ELSE 5813 Current Issues in Gifted Education

ELAD 7493 course description update

June email meeting **all APPROVED**

Eliminate residence course requirement for masters and specialist

PT 8573 Special Topics in Physical Therapy

PT 8373 course deletion

BIO 6143 Into to Biotechnology

BIO 6141 course deletion

July email meeting **all APPROVED**

Remove course prerequisites for persons admitted to the Social Work Program

RDNG 7451-6 Thesis

Replace ELAD 7051-3 from EdS Educational Leadership with ELAD 7473

Physical Therapy Department

PT 7534 Clinical Procedures

PT 5000 and 6000 course deletions

PT 7524 course deletion

PT 8172 course deletion

PT 8341 course deletion

PT 7113 course description update

PT 7141 course description update

PT 7213 course description update

PT 7343 course description update

PT 7444 course description update

PT 8143 course description update

PT 8255 course description update

PT 8571 course description update

Code #

Bulletin Change Transmittal Form**X Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu**Bulletin Change**

Please attach a copy of all catalogue pages requiring editorial changes.

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)Dr. Julie Lamb Milligan; Arkansas State University, PO Box 1450, State University, AR 72467; jlamb@astate.edu; 870-972-3062**2. Proposed Change**

Remove three elective hours from the program of study or MSE in Special Education - GTC

3. Effective Date

Spring 2012

4. Justification

Students will be required to take ELSE 5813 Current Issues in Gifted Education instead of an elective.

page 127-128**MASTER OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN SPECIAL EDUCATION—GIFTED, TALENTED, and CREATIVE****Purpose of the Degree**

The purpose of the Master of Science in Education degree with a major in Special Education—Gifted, Talented, and Creative (GTC) is to offer educators a planned program of study at the graduate level which is based on recommendations of professional organizations and accrediting associations such as the Council for Exceptional Children (CEC) and NCATE.

Admission Requirements

Students seeking admission into the Master of Science in Education degree program in Special Education—Gifted, Talented, and Creative must meet the admission requirements of the Graduate School and the specific program requirements.

In addition to Graduate School criteria, academic proficiency must be established through satisfaction in either of the following admissions selection criteria:

Revised 9/25/2008

Unconditional Admission

3.0 GPA in undergraduate work.

Two years of teaching experience.

Hold a current teaching license.

Have a written commitment from a practicing GTC educator who will function as your mentor during the program.

Conditional Admission

2.75 GPA in undergraduate work or 3.0 in last 60 hours.

Two years of teaching experience.

Hold a current teaching license.

Have a written commitment from a practicing GTC educator who will function as your mentor during the program.

PROGRAM OF STUDY

Course Requirements

Undergraduate Core Courses Required:

ELFN 6763, Philosophies of Education, OR PSY 6513, Advanced Educational Psychology

ELFN 6773, Introduction to Statistics and Research

GT Core Courses Required:

ELSE 5703, Identification, Nature and Needs of the Gifted, Talented, and Creative

ELSE 5713, Educational Procedures for the Gifted, Talented, and Creative

ELSE 5723, Assessment for Programming in the Classroom

ELSE 6033, Affective Programming in the Classroom

ELSE 6433, Creativity

ELSE 6833, Practicum for Gifted, Talented, and Creative

ELSE 6843, Advanced Practicum for Gifted, Talented, and Creative

~~Electives 3 hours~~

Minimum Hours: 30

Code #

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Vice Chancellor for Academic Affairs

Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)Julie Lamb Milligan, Arkansas State University, PO Box 1450, State University, AR 72467; jlamb@astate.edu, 972-3062**2. Proposed Change**

The course description for ELSE 5703 Identification, Nature, and Needs of the Gifted, Talented & Creative needs to be updated.

3. Effective Date

Summer 2011

4. Justification

The changes in the course description are needed to reflect the merger of standards between professional organizations (i.e., NAGC-National Association for Gifted Children and CEC-Council for Exceptional Children).

PAGE 136**ELSE 5703 Identification, Nature, and Needs of the Gifted, Talented, and Creative**

A comprehensive study of ~~methods for identifying gifted and talented students~~ gifted, talented and creative learners ~~includes including~~ characteristics, ~~and~~ identification procedures, appropriate educational services, and social needs of this population in a variety of educational settings.

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College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
2. Julie Lamb Milligan, Arkansas State University, PO Box 1450, State University, AR 72467; jlamb@astate.edu; 972-3062
3. Proposed Change Remove the prerequisite requirements of ELSE 5703 and ELSE 5713 from ELSE 6833 Practicum for Gifted, Talented, Creative Change the permission requirements for ELSE 6833
4. Effective Date Summer 2011
5. Justification The program no longer requires these two courses as prerequisites. Instead, this capstone experience automatically occurs as the last course in the program. Enrollment requires permission from the program director instead of professor.

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ELSE 6833 Practicum for Gifted, Talented, Creative Learning experiences are provided which incorporate skills in classroom organization, management, planning, and teaching in a field setting for gifted, talented, creative. ~~Prerequisites: ELSE 5703 and ELSE 5713 and permission of professor~~ Permission required by program director.

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Vice Chancellor for Academic Affairs

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1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)**Julie Lamb Milligan, Arkansas State University, PO Box 1450, State University, AR 72467; jlamb@astate.edu, 972-3062****2. Proposed Change****(a) Replace three elective hours for the MSE Special Education - Gifted, Talented, and Creative with ELSE 5813 Current Issues in Gifted Education****(b) Correct a mistake in the program of study for the MSE Special Education - Gifted, Talented, and Creative ("undergraduate" should be "graduate")****3. Effective Date****Summer 2011****4. Justification****(a) By replacing the elective course with ELSE 5813, teacher candidates will have additional theory and practice in the field of gifted education. For Program of Study and MSE candidates seeking licensure, this will provide additional preparation with the Praxis II in Gifted and Talented.****(b) The term "Undergraduate" was an error.****MASTER OF SCIENCE IN EDUCATION DEGREE WITH A
MAJOR IN SPECIAL EDUCATION—
GIFTED, TALENTED, and CREATIVE****Purpose of the Degree**

The purpose of the Master of Science in Education degree with a major in Special Education—Gifted, Talented, and Creative (GTC) is to offer educators a planned program of study at the graduate level which is based on recommendations of professional organizations and accrediting associations such as the Council for Exceptional Children (CEC) and NCATE.

Admission Requirements

Students seeking admission into the Master of Science in Education degree program in Special Education—Gifted, Talented, and Creative must meet the admission requirements of the Graduate School and the specific program requirements.

In addition to Graduate School criteria, academic proficiency must be established through satisfaction in either of the following admissions selection criteria:

Unconditional Admission

3.0 GPA in undergraduate work.

Two years of teaching experience.

Hold a current teaching license.

Have a written commitment from a practicing GTC educator who will function as your mentor during the program.

Conditional Admission

2.75 GPA in undergraduate work or 3.0 in last 60 hours.

Two years of teaching experience.

Hold a current teaching license.

Have a written commitment from a practicing GTC educator who will function as your mentor during the program.

PROGRAM OF STUDY

Course Requirements

Undergraduate Graduate Core Courses Required:
ELFN 6763, Philosophies of Education, OR

Page 128

PSY 6513, Advanced Educational Psychology

ELFN 6773, Introduction to Statistics and Research

GT Core Courses Required:

ELSE 5703, Identification, Nature and Needs of the Gifted, Talented, and Creative

ELSE 5713, Educational Procedures for the Gifted, Talented, and Creative

ELSE 5723, Assessment for Programming in the Classroom

ELSE 5813 Current Issues in Gifted Education

ELSE 6033, Affective Programming in the Classroom

ELSE 6433, Creativity

ELSE 6833, Practicum for Gifted, Talented, and Creative

ELSE 6843, Advanced Practicum for Gifted, Talented, and Creative

~~Electives 3 hours~~

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Vice Chancellor for Academic Affairs

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1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)**2.**
Julie Lamb Milligan, Arkansas State University, PO Box 1450, State University, AR 72467; jlamb@astate.edu, 972-3062**3. Proposed Change**

Eliminate the two year teaching experience as an admission requirement for MSE Special Education – Gifted, Talented, and Creative program candidates.

4. Effective Date

Summer 2011

5. Justification

Because Arkansas is in need of educators with the Gifted Education endorsement, waivers for the admission requirement of two years of teaching experience are being granted to teacher candidates on a regular basis. To align this practice with what is stated in the Bulletin, we would like to remove it from the Bulletin. Further, this change will make admission requirements consistent among all Special Education programs.

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Admission Requirements

Students seeking admission into the Master of Science in Education degree program in Special Education—Gifted, Talented, and Creative must meet the admission requirements of the Graduate School and the specific program requirements. In addition to Graduate School criteria, academic proficiency must be established through satisfaction in either of the following admissions selection criteria:

Unconditional Admission

3.0 GPA in undergraduate work.

~~Two years of teaching experience.~~

Hold a current teaching license.

Have a written commitment from a practicing GTC educator who will function as your mentor during the program.

Revised 9/25/2008

Conditional Admission

2.75 GPA in undergraduate work or 3.0 in last 60 hours.

~~Two years of teaching experience.~~

Hold a current teaching license.

Have a written commitment from a practicing GTC educator who will function as your mentor during the program.

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Vice Chancellor for Academic Affairs

Date

1. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)2. Julie Lamb Milligan, Arkansas State University, PO Box 1450, State University, AR 72467; jlamb@astate.edu, 972-30623. **Proposed Change**

To update and clarify the purpose of the MSE Special Education – Gifted, Talented, and Creative

4. **Effective Date**

Summer 2011

5. **Justification**

(a) Since a merger occurred between two professional organizations responsible for program standards related to SPA reports and program review, “National Association for Gifted Children (NAGC)” needs to be added to the purpose of the degree.

(b) Changes made in the wording of the purpose for the program clarify the purpose of the degree

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MASTER OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN SPECIAL EDUCATION—GIFTED, TALENTED, and CREATIVE**Purpose of the Degree**

The purpose of the Master of Science in Education degree with a major in Special Education -Gifted, Talented, and Creative (GTC) - is to offer educators a planned **performance-based** program of study **at the graduate-level** related to the education of gifted, talented, and creative students which is based on recommendations of professional organizations and accrediting associations such as the **National Association for Gifted Children (NAGC)**, Council for Exceptional Children (CEC) and NCATE.

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Undergraduate Curriculum Council Chair_____
Date_____
College Dean_____
Date_____
Graduate Curriculum Committee Chair_____
Date_____
Vice Chancellor for Academic Affairs_____
Date**1. Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)Julie Lamb Milligan, Arkansas State University, PO Box 1450, State University, AR 72467; jlamb@astate.edu, 972-3062**2. Proposed Change**

The prerequisite requirements for ELSE 5713 Educational Procedures and Materials for Gifted, Talented and Creative need to be deleted.

3. Effective Date

Summer 2011

4. Justification

No prerequisite is required for this class. The change has been made so students can enroll in the course at any time during the program.

PAGE 136**ELSE 5713 Educational Procedures and Materials for the Gifted, Talented, and Creative** Focus is on current theory and practice in planning educational programs forgifted, talented, and creative students. ~~Prerequisite: ELSE 5703 or permission of professor~~

Code #

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Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

1. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
Julie Lamb Milligan, Arkansas State University, PO Box 1450, State University, AR 72467; jlamb@astate.edu, 972-3062

2. **Proposed Change**
The course description of ELSE 5723 Assessment of Gifted, Talented, and Creative (GTC) needs to be updated.

3. **Effective Date**
Summer 2011

4. **Justification**
The changes in the course description are needed to reflect merger of standards between professional organizations (i.e., NAGC-National Association for Gifted Children and CEC-Council for Exceptional Children).

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ELSE 5723 Assessment for Programming for Gifted, Talented, and Creative ~~Instruments will be reviewed for the purpose of preliminary screening and identification and to provide differentiated programming for the gifted, talented, and creative.~~

Review and administration of assessment instruments for the purpose of preliminary screening, identification, and differentiating programming for the gifted, talented, and creative

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Undergraduate Curriculum Council Chair_____
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College Dean_____
Date_____
Graduate Curriculum Committee Chair_____
Date_____
Vice Chancellor for Academic Affairs_____
Date

- | |
|---|
| 1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
Julie Lamb Milligan, Arkansas State University, PO Box 1450, State University, AR 72467; jlamb@astate.edu; 972-3062 |
| 2. Proposed Change
The course description for ELSE 5733 Gifted Children in the Regular Classroom needs to be updated. |
| 3. Effective Date
Summer 2011 |
| 4. Justification
The course description needs to be revised in order to align with new standards. |

PAGE 136

ELSE 5733 Gifted Children in the Regular Classroom A study of ~~gifted children~~ **effective strategies used by** regular classroom teachers **to serve** ~~to facilitate the education of~~ **learning needs of gifted.** ~~as they strive to assist in the identification of gifted children~~ **and to further enhance the education of the gifted while in the regular classroom** Specific ~~areas of topics related to~~ **pertaining to including** characteristics, identification, and differentiated instruction.

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Undergraduate Curriculum Council Chair_____
Date_____
College Dean_____
Date_____
Graduate Curriculum Committee Chair_____
Date_____
Vice Chancellor for Academic Affairs_____
Date**1. Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)**Julie Lamb Milligan, Arkansas State University, PO Box 1450, State University, AR 72467; jlamb@astate.edu; 972-3062****2. Proposed Change****The course description for ELSE 6033 Affective Programming in the Classroom needs to be updated.****3. Effective Date****Summer 2011****4. Justification****The last update to the Bulletin was in 1999. These changes are needed in order to reflect the merger of standards between professional organizations (i.e., NAGC-National Association for Gifted Children and CEC-Council for Exceptional Children).****PAGE 137**

ELSE 6033 Affective Programming in the Classroom An in-depth study in of the affective needs social and emotional needs of children who have diverse learning needs. ~~Emphasis is placed on responding to affective needs of students and developing social skills in students~~

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College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Julie Lamb Milligan, Arkansas State University, PO Box 1450, State University, AR 72467; jlamb@astate.edu; 972-3062
2. Proposed Change The course description for ELSE 6433 Creativity needs to be clarified and updated.
3. Effective Date Summer 2011
4. Justification The last update to the Bulletin was in 1999. These changes are needed to reflect merger of standards between professional organizations (i.e., NAGC-National Association for Gifted Children and CEC-Council for Exceptional Children).

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ELSE 6433 Creativity ~~The purpose of this course is to explore~~ An in-depth examination of creativity as a meaningful curriculum effort for the education of creative students. Emphasis is on the theoretical aspects of creative process, ~~and productive thought~~ creative product, and ~~on the~~ practical application of theory to foster creativity in the classroom.

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1.	Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Julie Lamb Milligan, Arkansas State University, PO Box 1450, State University, AR 72467; jlamb@astate.edu , 972-3062
2.	Proposed Change New wording for the course description for ELSE 6843 Advanced Practicum
3.	Effective Date Summer 2011
4.	Justification Changes in the course description are needed to reflect merger of standards between professional organizations (i.e., NAGC-National Association for Gifted Children and CEC-Council for Exceptional Children).

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ELSE 6843 Advanced Practicum for Gifted, Talented, Creative

~~Innovative teaching and research efforts are demonstrated Opportunities are sought which address individual needs and abilities for students as well as young scholars attending Prerequisites: ELSE 6063 and permission of professor, and Praxis II~~

A focus on innovative teaching, research, program evaluation, and collaboration with stakeholders to meet the needs of gifted, talented, and creative students Permission of program director required

New/Special Course Proposal-Bulletin Change Transmittal Form

X Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

X New Course or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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Graduate Curriculum Committee Chair

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Vice Chancellor for Academic Affairs

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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

ELSE 5813

2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Current Issues in Gifted Education

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

1. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or less) as it should appear in the bulletin.

An examination of research and theory related to giftedness, and analysis of data-driven decision-making for effective classroom practice for gifted students

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

No prerequisites are required.

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

N/A

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Julie Lamb Milligan; Arkansas State University; PO Box 1450 State University, AR 72467; jlamb@astate.edu; 972-3062

11. Proposed Starting Term/Year

Summer 2012

12. Is this course in support of a new program? If yes, what program?

No

13. Does this course replace a course being deleted? Yes.

b. If yes, what course? An elective in the MSE Special Education – Gifted, Talented, and Creative

c. Has this course number been used in the past? No

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

1. The teacher candidate will develop an understanding of historical and current perspectives of gifted education including local, state, and federal guidelines (NAGC/CEC 1K1, 1K2, 1K3, 1K4; 2K1, 2K2; 3K1).
2. The teacher candidate will demonstrate the ability to identify theories of intelligence and a variety of characteristics based on academics, creativity, leadership, and visual/performing arts including diverse populations. (1K2; 2K1, 2K2; 3K1).
3. Based upon readings from professional literature, the teacher candidate will demonstrate the ability to analyze program options relative to students' learning needs, guidance, acceleration, and stakeholder involvement including diverse populations. (3K2; 4K1, 4K2; 5K2; 7K1, 7K2, 7K3; 10K1).
4. The teacher candidate will demonstrate the ability to identify methods for identification and services in sub-populations based on evidence from current professional literature. (1K5; 1K6, 1K7; 2K2; 3K1, 3K2, 3K3, 3K4; 5K2; 8K1; 8K2)
5. The teacher candidate will demonstrate the ability to identify methods appropriate to teach the gifted and talented based upon current research (7K2; 7K3; 8K1).

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The mission statement of the College of Education and Dept. of Educational Leadership, Curriculum, and Special Education have some common elements – to provide quality programs that are student-centered, celebrate diversity, promote innovation, and encourage professional reflection toward personal and professional growth. Current Issues in Gifted Education incorporates each of these elements. Some examples are:

- Teacher candidates will explore, study and research professional literature related to issues of intelligence, best practice, and affective issues pertaining to advanced learners.
- Teacher candidates will make choices about research and how data-driven evidence impacts program design for the gifted.
- Readings and research will focus on sub-populations and non-biased assessment procedures.
- Teachers will analyze what constitutes best practice based on site visits and interviews with professionals and specialists of gifted education.

Further, the mission of the program for Gifted, Talented and Creative education is to provide learning experiences such that candidates will develop their expertise regarding the exceptional learning needs of the gifted in grades K - 12. The program encompasses teacher training, research, and service in the areas of identifying giftedness, models for serving the needs of the gifted learner, social and emotional needs of the gifted, and creativity.

In this course, three of the four components (i.e., identification, models to serve learning needs of the gifted, and social and emotional needs) mentioned in the mission statement are addressed.

C. Student population served.

Program of Study or MSE Special Education - Gifted, Talented, and Creative Candidates

D. Rationale for the level of the course (lower, upper, or graduate).

The class is part of a graduate-level program.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Course Outline	
Module 1 (Weeks 1 & 2)	Theories of Intelligence: (e.g., Terman, Gardner, Sternberg, Renzulli) (Influence on Identification Procedures; Impact on Curriculum for Advanced Learners; Impact on Diverse Populations)
Module 2 (Weeks 3 & 4)	Current Trends & Policies Impact on Gifted Education: Sputnik, School Reform, No Child Left Behind, STEM
Module 3 (Weeks 5 & 6)	Defining Gifted: Nature Vs. Nurture
Module 4 (Weeks 7 & 8)	Assessing & Identifying Giftedness: Focusing on the Underrepresented
Module 5 (Weeks 9 & 10)	Issues Related to Differentiation [Grading; Compacting Curriculum, Classroom Management; Student Involvement; Diversity; Twice Exceptional]
Module 6 (Weeks 11 & 12)	Current Issues Related to Subpopulations [Identifying and Serving Students from Low SES, Including and Involving Minority Students, Gifted Students in Rural Settings]
Module 7 (Weeks 13 & 14)	Pulling it all Together: The Future Lives of Gifted Children

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

PROJECT A: Students will write a professional paper to address historical theories of intelligence compared to more recent notions, by experts in the field of gifted education, regarding intelligence. Teacher candidates will consider the work of Alfred Binet, Lewis Terman, and Leta Stetter Holingworth, from a historical perspective. More recent theories as proposed by Howard Gardner, J. P. Guilford, Joseph Renzulli or Robert Sternberg will also be explored. The review will include each theorist's impact on assessment, identification, and curriculum for advanced learners. (NAGC/CEC Standards 1K1; 1K2; 1K3; 1K4; 1K5; 1K6; 1K7; 2K1; 2K2; 3K1; 4K2) 100 POINTS

PROJECT B: Field-based Activity

Students will visit a local or nearby school to collect data on current practices related to gifted, talented and creative students. This may be accomplished through a conversation with the administrator of the gifted education program, classroom observations, and/or communication with any variety of stakeholders.

A report of findings will be developed in terms of:

1. The definition of giftedness used by the school district to guide assessment and identification of children with advanced learning ability, exceptional creativity, and/or exceptional talents.
2. Identification procedures: description of the referral or nomination process, assessment measures used, efforts to represent sub-populations in identification, and placement decisions.

3. Program options per grade level K-12

4. Program evaluation procedures

These findings will be written in a narrative form according to the items listed above. The narrative will include a summary/conclusion section wherein the teacher candidate will assess the school district's policies and practices compared to those described in professional literature.

[NAGC/CEC Standards: 1K3, 1K4, 1K6, 1K7; 2K1, 2K2, 2K3; 3K1, 3K2; 4K2; 7K1, 7K2, 7K3; 8K1, 8K2; 10K1]

(The narrative will be submitted as a double-spaced paper and will follow the guidelines of the rubric.)
100 POINTS

PROJECT C: Advisory Council – Preparing schools to utilize best practice. This is a simulation.

Performance Based Simulation: Students will participate in an activity which will be written as a report of recommendations to an administrator of a gifted education program. The program candidate will assume the position of chair for a local school district's TAG (Talented & Gifted) Program Advisory Council Committee. A Report of Recommendations will include a description for:

1. Identification Procedures Best Practice: what research says about multi-criterion identification procedures, non-biased measures, and exceptional potential with subpopulations. (2 to 3 paragraphs)
2. Curriculum Models: Parallel Curriculum Model, Renzulli's Enrichment Triad
3. Model, George Betts Autonomous Learner Model (brief description in 1 paragraph per model)
4. Program Options: Whole Class Enrichment, Direct Services, Advanced Placement, and Acceleration (brief description in one paragraph per option)
5. Affective Programming & Preparation of GTC Students for Careers
NAGC/CEC Teacher Knowledge & Skills Standards for Gifted & Talented Education; (4K2; 5K2; 7K1; 7K2; 7K3; 8K1; 8K2) 80 POINTS

Interactions and Assignments

- a. All students will do the assigned readings, engage in the discussions and submit assignments in a timely manner.
- b. All students will engage in the discussions by addressing the questions/issues in the discussion forum and responding to classmates' ideas. Seven topics for discussion, debate, or conversation will be posted. Each discussion forum is 10 pts.=total 70 pts.

18. Special features: None

19. Required reading

Textbook Required: Davis, G. A., Rimm, S. B., & Siegle, D. (2011). *Education of the gifted and talented: Sixth edition*. Pearson Education, Inc., Upper Saddle River: NJ.

Supplemental Required Readings:

Abraham, W. (1976). The early years: Prologue to tomorrow *Exceptional Children*, 42, 330-335.

Baldwin, A. Y. (2004). Introduction to culturally diverse and underserved populations of gifted students. In A. Y. Baldwin & S. M. Reis (Eds.), *Culturally diverse and underserved populations of gifted students* (pp. xxiii-xxxi). Thousand Oaks, CA: Corwin Press. 29-36.

Brett, J. T. (2006, July) A summary of STEM legislation, *New England Journal of Higher Education*. Retrieved from <http://findarticles.com>

Ford D. Y., & Trotman, M. F. (2001). Teachers of gifted students: Suggested multicultural characteristics and competencies. *Roeper Review*, 23, 235-239.

Gallagher, J. J. (1991). Educational reform, values, and gifted students. *Gifted Child Quarterly*, 35, 12-19.

Gagne', F. (2003). Transforming gifts into talents: The DMGT as a developmental theory. In N. Colangelo & G. Davis (Eds.), *Handbook of gifted education* (3rd ed.; pp.60-74). Boston: Allyn & Bacon.

Gardner, H. (1997). Six after thoughts: Comments on "varieties of intellectual talents." *Journal of Creative Behavior*, 31, 120-124.

Gentry, M., Peters, S. J., & Mann, R. L. (2007). Differences between general and talented students' perceptions of their career and technical education experiences compared to their traditional high school experiences, *Journal of Advanced Academics*, 18, 372-401.

Gottfredson, L. S. (2002). A where and why g matters: Not a mystery. *Human Performance* 15(1/2), 25-46.

Guilford, J. P. (1979). Some incubated thoughts on incubation. *Journal of Creative Behavior*, 13, 1-8.

Hollingworth, L. S. (1936). The development of personality in highly intelligent children. *National Elementary Principal*, 15, 272-281.

- Lohman, D. F. (2005, Winter). Review of the Naglieri and Ford (2003). Does the Naglieri Nonverbal Ability Test identify equal proportions of high-scoring white, black and Hispanic students? *Gifted Children Quarterly*, 49, 19-28.
- Loveless, T. (2008). An analysis of NAEP data. In Thomas B. Fordham Institute, High achieving students in the era of NCLB (13-40), Washington, DC: Author.
- Naglieri, J. A., & Ford, D. Y (2005, Winter) Increasing minority children's participation in gifted classes using the NNAT: A response to Lohman. *Gifted Child Quarterly*, 49,
- Renzulli, J. S., & Reis, S. (1994). Research related to the Schoolwide Enrichment Triad Model. *Gifted Child Quarterly*, 38, 7-20.
- Renzulli, J. S., & Reis, S. (2003). The school-wide enrichment model: Developing creative and productive giftedness. In N. Colangelo & G.A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 184-203). Boston: Allyn & Bacon.
- Rimm, S. B., Gilman, B., & Silverman, L. (2008). Non-traditional testing. In J. VanTassel-Baska (Ed.), *Critical issues in equity and excellence in gifted education series: Alternative assessments with gifted and talented students* (pp. 175-202). Waco, TX: Prufrock Press.
- Southern, W. T., & Spicker, H. H. (1989). The rural gifted on line: Bulletin boards and electronic curriculum. *Roeper Review*, 11, 199-202.
- Sternberg, R. J. (2007). Cultural dimensions of giftedness and talent. *Roeper Review*, 29, 160-165.
- Tannenbaum, A. J. (2003). Nature and nurture of giftedness. In N. Colangelo & G. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 45-59). Boston: Allyn & Bacon.
- Terman, L. M. (1954). The discovery and encouragement of exceptional talent. *American Psychologist*, 9, 221-230.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
No additional staff is required.

21. What is the primary goal of this course?

- A. *Current Issues in Gifted Education* presents an overview of events, philosophies, and theories related to giftedness as an evolution from historical to current trends in gifted education.
- B. Course Objectives:
1. To explore theories of intelligence compared to theories of talent development
 2. To develop an understanding of giftedness from various theorists' perspectives (e.g. Terman, Guilford, Gardner, Renzulli)
 3. To consider best practice for gifted children based on research from the last decade
 4. To examine a variety of differentiated strategies related to enrichment models, creative and critical thinking, independent study, and acceleration.
 5. To explore current trends related to issues of diversity and giftedness

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Graduate students taking this course will be able to analyze theories related to historical views of intelligence compared to more current and broadened definitions of giftedness.

Learning Activity: Lecture & readings from professional literature

Assessment Tool: A professional paper will be written to address historical theories of intelligence compared to more recent notions, by experts in the field of gifted education, regarding intelligence. Teacher candidates will consider the work of Alfred Binet, Lewis Terman, and Leta Stetter Holingworth, from a historical perspective. More recent theories as proposed by Howard Gardner, J. P. Guilford, Joseph Renzulli or Robert Sternberg will also be explored. The review will include each theorist's impact on assessment, identification, and curriculum for advanced learners.

Primary Goal Outcome #2: Graduate students will be able to use research related to current issues and decide which may be applied to "best practice" for their school population based on factors related to demographics, cultural characteristics, and available resources.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?) Lecture, readings from professional literature, site visits, interviews with an administrator of gifted education.

Assessment Tool:

Students will visit a local or nearby school to collect data on current practices related to gifted, talented and creative students. This may be accomplished through a conversation with the administrator of the gifted education program, classroom observations, and/or communication with any variety of stakeholders. A report of findings will be developed in terms of:

1. The definition of giftedness used by the school district to guide assessment and identification of children with advanced learning ability, exceptional creativity, and/or exceptional talents.
2. Identification procedures: description of the referral or nomination process, assessment measures used, efforts to represent sub-populations in identification, and placement decisions.
3. Program options per grade level K-12
4. Program evaluation procedures

These findings will be written in a narrative form according to the items listed above. The narrative will include a summary/conclusion section wherein the teacher candidate will assess the school district's policies and practices compared to those described in professional literature.

page 127-128

MASTER OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN SPECIAL EDUCATION—GIFTED, TALENTED, and CREATIVE

Purpose of the Degree

The purpose of the Master of Science in Education degree with a major in Special Education—Gifted, Talented, and Creative (GTC) is to offer educators a planned program of study at the graduate level which is based on recommendations of professional organizations and accrediting associations such as the Council for Exceptional Children (CEC) and NCATE.

Admission Requirements

Students seeking admission into the Master of Science in Education degree program in Special Education—Gifted, Talented, and Creative must meet the admission requirements of the Graduate School and the specific program requirements.

In addition to Graduate School criteria, academic proficiency must be established through satisfaction in either of the following admissions selection criteria:

Unconditional Admission

3.0 GPA in undergraduate work.

Two years of teaching experience.

Hold a current teaching license.

Have a written commitment from a practicing GTC educator who will function as your mentor during the program.

Conditional Admission

2.75 GPA in undergraduate work or 3.0 in last 60 hours.

Two years of teaching experience.

Hold a current teaching license.

Have a written commitment from a practicing GTC educator who will function as your mentor during the program.

PROGRAM OF STUDY

Course Requirements

Undergraduate Core Courses Required:

ELFN 6763, Philosophies of Education, OR PSY 6513, Advanced Educational Psychology

ELFN 6773, Introduction to Statistics and Research

GT Core Courses Required:

ELSE 5703, Identification, Nature and Needs of the Gifted, Talented, and Creative

ELSE 5813 Current Issues in Gifted Education

ELSE 5723, Assessment for Programming in the Classroom

ELSE 6033, Affective Programming in the Classroom

ELSE 6433, Creativity

ELSE 6833, Practicum for Gifted, Talented, and Creative

ELSE 6843, Advanced Practicum for Gifted, Talented, and Creative

Electives 3 hours

Minimum Hours: 30

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ELSE 5713 Educational Procedures and Materials for the Gifted, Talented, and

Creative Focus is on current theory and practice in planning educational programs for gifted, talented, and creative students. Prerequisite: ELSE 5703 or permission of professor

ELSE 5813 Current Issues in Gifted Education

An examination of research and theory related to giftedness, and analysis of data-driven decision-making for effective classroom practice for gifted students

ELSE 5723 Assessment for Programming for Gifted, Talented, and Creativity Instruments

Code #

Program and/or Course Deletion Proposal-Bulletin Change Transmittal Form

X Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

Program and/or Course Deletion

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Program and/or Course Title, Prefix and Number The three hours of electives for the MSE Special Education – Gifted, Talented, and Creative (GTC) have been deleted.
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Julie Lamb Milligan; Arkansas State University; PO Box 1450, State University, AR 72467; jlamb@astate.edu ; 870-972-3062
3. Last semester student can graduate with this degree and/or last semester course will be offered Spring 2012
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? Instead of students enrolled in the program of study or MSE in Special Education - GTC taking three elective hours, they will enroll in ELSE 5714 Current Issues in Gifted Education.
5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects. This change does not affect other departments.
6. (For courses only) Will another course be substituted? If yes, what course? Yes. ELSE 5714 Current Issues in Gifted Education

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

MASTER OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN SPECIAL EDUCATION—GIFTED, TALENTED, and CREATIVE

Purpose of the Degree

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Admission Requirements

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In addition to Graduate School criteria, academic proficiency must be established through satisfaction in either of the following admissions selection criteria:

Unconditional Admission

3.0 GPA in undergraduate work.

Two years of teaching experience.

Hold a current teaching license.

Have a written commitment from a practicing GTC educator who will function as your mentor during the program.

Conditional Admission

2.75 GPA in undergraduate work or 3.0 in last 60 hours.

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PROGRAM OF STUDY

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ELSE 6843, Advanced Practicum for Gifted, Talented, and Creative

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Code #

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Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Program and/or Course Title, Prefix and Number The three hours of electives for the MSE Special Education – Gifted, Talented, and Creative (GTC) have been deleted.
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Julie Lamb Milligan; Arkansas State University; PO Box 1450, State University, AR 72467; jlamb@astate.edu ; 870-972-3062
3. Last semester student can graduate with this degree and/or last semester course will be offered Spring 2012
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? Instead of students enrolled in the program of study or MSE in Special Education - GTC taking three elective hours, they will enroll in ELSE 5714 Current Issues in Gifted Education.
5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects. This change does not affect other departments.
6. (For courses only) Will another course be substituted? If yes, what course? Yes. ELSE 5714 Current Issues in Gifted Education

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

MASTER OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN SPECIAL EDUCATION—GIFTED, TALENTED, and CREATIVE

Purpose of the Degree

The purpose of the Master of Science in Education degree with a major in Special Education—Gifted, Talented, and Creative (GTC) is to offer educators a planned program of study at the graduate level which is based on recommendations of professional organizations and accrediting associations such as the Council for Exceptional Children (CEC) and NCATE.

Admission Requirements

Students seeking admission into the Master of Science in Education degree program in Special Education—Gifted, Talented, and Creative must meet the admission requirements of the Graduate School and the specific program requirements.

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3.0 GPA in undergraduate work.

Two years of teaching experience.

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2.75 GPA in undergraduate work or 3.0 in last 60 hours.

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PROGRAM OF STUDY

Course Requirements

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ELFN 6773, Introduction to Statistics and Research

GT Core Courses Required:

ELSE 5703, Identification, Nature and Needs of the Gifted, Talented, and Creative

ELSE 5713, Educational Procedures for the Gifted, Talented, and Creative

ELSE 5723, Assessment for Programming in the Classroom

ELSE 6033, Affective Programming in the Classroom

ELSE 6433, Creativity

ELSE 6833, Practicum for Gifted, Talented, and Creative

ELSE 6843, Advanced Practicum for Gifted, Talented, and Creative

Electives 3 hours

Minimum Hours: 30

Code #

Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

Bulletin Change

Please attach a copy of all catalogue pages requiring editorial changes.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Andrew Sustich, Graduate School, sustich@astate.edu , 3029
2. Proposed Change Eliminate residence course requirement for master's and specialist degrees.
3. Effective Date Immediate
4. Justification The requirement for 18 hours of resident credit from ASU is an antiquated relic from when non-resident courses were only available via mail correspondence. ASU already offers fully on-line masters degrees in two colleges (Education and Business) and fully non-resident (online plus on-site clinical practice) masters degrees in Nursing and Health Professions. Additionally, many other programs offer a selection of online courses that allow students to satisfy degree requirements without reaching the 18 hour threshold. This requirement is no longer required.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Page 26, General residence requirement for master's and specialist degrees.

RESIDENCE REQUIREMENT

~~Candidates for Master's and Specialist degrees are required to complete a minimum of 30 semester hours of graduate work. Candidates must complete a minimum of 18 semester hours of resident credit from Arkansas State University—Jonesboro. Twelve semester hours may be earned in approved non-resident classes offered by Arkansas State University. A maximum of nine semester hours of graduate credit may be transferred from other approved institutions. Candidates for the Specialist in Education degree with a major in Psychology and Counseling must meet a residence requirement by completing a minimum of six semester hours in one academic semester (Fall or Spring only).~~

Page 95, Residence requirement for S.C.C.T.

Residence Requirement

~~Candidates for the Specialist degree are required to complete a minimum of 30 semester hours of graduate work. Candidates must complete a minimum of 18 semester hours of resident credit from Arkansas State University—Jonesboro. Twelve semester hours may be earned in approved non-resident classes offered by Arkansas State University. A maximum of nine semester hours of graduate credit may be transferred from other approved institutions.~~

Page 96, Residence requirement for Ed.S. Educational Leadership

Residence Requirement

~~Candidates for the Specialist degree are required to complete a minimum of 30 semester hours of graduate work. Candidates must complete a minimum of 18 semester hours of resident credit from Arkansas State University. Twelve semester hours may be earned in approved non-resident classes offered by Arkansas State University. A maximum of nine semester hours of graduate credit may be transferred from other approved institutions.~~

Page 99, Residence requirement for Ed.S. Psychology and Counseling

Residence Requirement

~~Master-level entry: Candidates for the Specialist degree who already hold a graduate degree in a related field **must complete a minimum of 18 semester hours of resident credit from Arkansas State University—Jonesboro.** Twelve semester hours may be earned in approved non-resident classes offered by Arkansas State University. A maximum of nine semester hours of graduate credit may be transferred from other approved institutions.~~
~~Bachelor-level entry: Candidates for the Specialist degree who hold at least a baccalaureate degree from an accredited institution, but do not hold a graduate degree in a related field, **must complete a minimum of 45 hours of resident credit from Arkansas State University—Jonesboro.** Twelve semester hours may be earned in approved non-resident classes offered by Arkansas State University. A maximum of nine semester hours of graduate credit may be transferred from other approved institutions.~~
~~All candidates for the Specialist in Education degree with a major in Psychology and Counseling must meet a residency requirement by completing a minimum of six semester hours in one academic semester (Fall or Spring only).~~

New/Special Course Proposal-Bulletin Change Transmittal Form

☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☐ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) PT 8573
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Special Topics in Physical Therapy
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Special topics
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Credit/Standard letter
1. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. This course provides the opportunity for students to gain knowledge and skills in advanced and specialty areas of physical therapy practice.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Restricted to Doctor of Physical Therapy majors.
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Patricia M. King, PT, PhD Department of Physical Therapy Arkansas State University pking@astate.edu ; 870-972-2330
11. Proposed Starting Term/Year Fall

12. Is this course in support of a new program? If yes, what program?

Yes, transitional Doctor of Physical Therapy program; also required in Doctor of Physical Therapy program

13. Does this course replace a course being deleted? Yes

b. If yes, what course? PT 8373 Complementary and Alternative Medicine

c. Has this course number been used in the past? No

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No**15. Justification should include:**A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**

The course will be offered in the final year of the three year DPT program and prior to the final clinical internship at which point students have completed the majority of their training and are preparing for the final clinical training. The goal is to expose them to advanced and specialty knowledge and skills in a classroom environment to prepare them for learning opportunities they will experience in the final clinical as well as post-graduation.

B. **How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.** The course as submitted provides DPT and tDPT students exposure to advanced or specialty information; the course it replaces had the same intention but as written limited the topics that could be presented; this new course proposal expands the opportunity to provide a variety of new and emerging topics to students

C. **Student population served.** Students enrolled in the Doctor of Physical Therapy and transitional Doctor of Physical Therapy programs.

D. **Rationale for the level of the course (lower, upper, or graduate).** This is a required course in both the Doctor of Physical Therapy and transitional Doctor of Physical Therapy programs.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

See sample syllabus for sample topics, Generic Abilities expectations, and sample assessment tool in #23 of this form.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Several sections will be offered to allow students choice in topics

19. Required reading

Guide to Physical Therapist Practice, 2nd Edition, 2004. American Physical Therapy Association, Alexandria, VA; additional reading will vary by topic

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Course will be taught by Department of Physical therapy faculty; neither additional faculty nor supplies are required.

21. What is the primary goal of this course?

To provide students opportunity to gain advanced knowledge and skills in advanced and specialty areas of physical therapy; separate sections will allow students options of topics to pursue.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

- 1) Apply principles from advanced practice areas of physical therapy to examination, intervention and other aspects of physical therapy management and treatment planning in analysis of selected cases and other types of clinical examples
- 2) Demonstrate safe, effective and appropriate levels of psychomotor skill in selected advanced examination and intervention procedures
- 3) Discuss indications for utilization of advanced techniques and/or referral to advanced practitioners in the topic area

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Lecture and laboratory instruction and practice in advanced clinical skills in specialty or focused area of physical therapy practice; instructor led case examples and case analysis

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Clinical application project: Students will complete a clinical decision analysis project, utilizing decision tree or other approved method to analyze a clinical case requiring advanced clinical knowledge and/or skills; clinical cases are selected by and/or approved by instructor. (100 points)

(Repeat if needed for additional outcomes 2 and 3.)

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Copied from Page 210 of Graduate Bulletin 2010-2011:

PT 8263 Clinical Education IV The fourth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8272 Professional Issues II Exploration of the roles of physical therapist in clinical practice and ethical and legal dilemmas faced by physical therapists; design of a professional development plan.

PT 8341 Seminar in Instruction and Consultation The second of two courses addressing the role of the therapist as educator. Emphasis on student facilitated instruction using a variety of pedagogical approaches, active learning strategies, instructional technologies, and assessment.

PT 8352 Health and Wellness The first component of this course addresses cardiopulmonary rehabilitation of individuals with cardiopulmonary system dysfunction, and health and wellness issues relevant to Physical Therapy. The second component of this course is focused on health and wellness of the elderly.

~~**PT 8373 PT 8373 Complementary and Alternative Medicine** An overview of complementary and alternative medicine with emphasis on current research information pertaining to safety and effectiveness of representative therapies and the application of research evidence in the context of physical therapy practice.~~

~~**PT 8473 Cultural Competence in the Delivery of Health Care** Self-assessment of awareness, knowledge, sensitivity and acceptance of the importance of cultural issues in a culturally diverse health care environment; definition/components of culture, cultural values, cultural competence, health/healing, trans-cultural communication, fostering cultural competence in other health care workers.~~

PT 8571 Research IV The fourth of four mentored research courses culminating in a project suitable for presentation or publication, with the fourth course focusing on the development and defense of the final research project and its submission for publication or presentation.

PT 8585 Clinical Education V The fifth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8653 Neuromuscular II Examination, assessment and treatment planning for pediatric population with a broad spectrum of neurological conditions, including cerebral palsy, genetic disorder, etc. Prerequisite: PT 8143 Neuromuscular I.

PT 8674 Musculoskeletal III The terminal course in Musculoskeletal sequence. Intended to offer the student an opportunity to engage in an intensive and comprehensive immersion into the management of the patient with musculoskeletal II dysfunction leading to effective clinical practice. Prerequisites: PT 8254 Musculoskeletal II.

PT 8685 Clinical Education VI The sixth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8773 Neuromuscular IV Evaluation, assessment, and treatment planning for individuals with brain injury due to cerebrovascular accident, traumatic brain injury, tumor or infection; management of patients with Parkinson's disease, Huntington's disease and complex neuromuscular problems. Prerequisite: PT 8753 Neuromuscular III.

Department of Physical Therapy
Arkansas State University
PT 8573 Special Topics

Syllabus

Course Instructor(s): Patricia M. King, PT, PhD, OCS, MTC; Penny Head, PT, MS, ATC, SPTS, CCS; Myra Meekins, PT, DPT, OCS, FAAOMPT; Roy Aldridge, PT, EdD; Susan Motts, PT, PhD; Shawn Drake, PT, PhD

Credit Hours: (3) **Contact Hours:** 45

Class Meets: TBA

Course Description: This course provides the opportunity for students to gain knowledge and skills in advanced and specialty areas of physical therapy practice.

Required Texts: *Guide to Physical Therapist Practice* 2nd edition. APTA, Alexandria, Virginia.

Others TBA by topic area

Sample Section Topics:

- 1) Hippotherapy
- 2) Autism and/or other Special Topics in Pediatric Physical Therapy
- 3) Women's Health Physical Therapy
- 4) Wellness and Health Promotion
- 5) Complex Regional Pain Syndrome & Chronic Pain Management
- 6) Ergonomics, Environmental Barriers, Industrial Consulting and ADA
- 7) Sports Physical Therapy
- 8) Muscle Impairment Syndromes
- 9) Wound Care Management
- 10) Physical Therapy in Oncology
- 11) Orthopaedic Manual Physical Therapy

Course Objectives: At the completion of the course students will be able to:

- 1) Apply principles from advanced practice areas of physical therapy to examination, intervention and other aspects of physical therapy management and treatment planning in analysis of selected cases and other types of clinical examples
- 2) Demonstrate safe, effective and appropriate levels of psychomotor skill in selected advanced examination and intervention procedures
- 3) Discuss indications for utilization of advanced techniques and/or referral to advanced practitioners in the topic area

Evaluative Methods:

Written exams, practical skills exams, course projects, journal and class participation, case analysis, case presentations

PT Specific Generic Abilities

The PT Specific Generic Abilities are an essential component of physical therapist professional behavior. The process of becoming an effective physical therapist involves attaining competency in cognitive knowledge, psychomotor skills and professional behavior. Each aspect of this triad is equally important for the student to develop as s/he progresses through the Physical Therapy program. The ten physical therapy-specific generic abilities define the professional behavior expected in this course and related interactions. To facilitate development of competency in the ten generic abilities, the instructor will provide, when necessary, opportunities to practice, and provide formal and informal feedback to the student throughout the semester. The student will be Responsible for ongoing self-assessment and for seeking feedback from faculty and fellow students.

Program and/or Course Deletion Proposal-Bulletin Change Transmittal Form

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Program and/or Course Deletion

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Program and/or Course Title, Prefix and Number PT 8373 Complementary and Alternative Medicine
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Patricia King, Arkansas State University, Department of Physical Therapy, PO Box 910, State University, AR 72467 pking@astate.edu 870-972-2330
3. Last semester student can graduate with this degree and/or last semester course will be offered Course was to be offered for the first time Fall 2011 as an elective.
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? Created as an elective course for students enrolled in the Doctor of Physical Therapy (DPT) program. Deletion will not affect the DPT students, as the content originally proposed for this course is covered in required courses in the curriculum.
5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects. Will not affect this department, nor others.
6. (For courses only) Will another course be substituted? If yes, what course? No

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PT 8473 Cultural Competence in the Delivery of Health Care Self- assessment of awareness, knowledge, sensitivity and acceptance of the importance of cultural issues in a culturally diverse health care environment; definition/components of culture, cultural values, cultural competence, health/healing, transcultural communication, fostering cultural competence in other health care workers.

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New/Special Course Proposal-Bulletin Change Transmittal Form

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x New Course or Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1.	Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) BIO 6143
2.	Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Introduction to Biotechnology & Research Design; Intro to Biotech & Res Design
3.	Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. This course will be lecture only course.
4.	What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? standard letter
5.	Is this course dual listed (undergraduate/graduate)? No
6.	Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7.	Brief course description (40 words or less) as it should appear in the bulletin. Study of molecular biological techniques and experimental designs through oral and written review of scientific literature. Career preparation by construction of curriculum vitae and work portfolios.
8.	Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). a. Are there any prerequisites? Students must be graduate students in a biological field of science. b. Why? A graduate student in a biological field of science will have completed biology and chemistry undergraduate courses that are the building blocks of understanding molecular biological experiments.
9.	Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Fall
10.	Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Rebecca D. Parr, Arkansas State University in Jonesboro, Dept. of Biological Sciences, P.O. Box 599 State University, AR 72467, rparr@astate.edu , 870-972-3253
11.	Proposed Starting Term/Year Fall 2011
12.	Is this course in support of a new program? If yes, what program? Yes, the Master of Science in Biotechnology Program
13.	Does this course replace a course being deleted? Yes

b. **If yes, what course?** Introduction to Biotechnology, BIO 6141

c. **Has this course number been used in the past?** No

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No

15. Justification should include:

- A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).** The goals of this course are to introduce the students to molecular biology techniques, develop their skills in assessing a research design, and prepare them for molecular biology job applications. The Master of Science in Biotechnology graduate students need to develop their analytical biotechnology analysis skills. Not only do they need to learn the mechanisms of how different molecular techniques work, but how they are applied to real world biological problems. This course will engage the students to assess the use of molecular biological techniques and will enhance their communication skills by participating in oral and written reviews of biological research papers. To further develop their writing skills and prepare them for job applications, the students will prepare a curriculum vitae and work portfolio.
- B. **How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.** In accordance to the mission statement of the Department of Biological Sciences for academic and research excellence, this course will teach the graduate students to develop both oral and written skills using biotechnology.
- C. **Student population served.** Master of Science in Biotechnology and all other biological sciences graduate students
- D. **Rationale for the level of the course (lower, upper, or graduate).** Being a required graduate course for the Master of Science in Biotechnology Program, it is appropriate to be listed as 6000-level course.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Subject outline per week:

1. Recombinant DNA technology & genomics
2. Recombinant DNA technology & genomics
3. Proteins as products
4. Proteins as products
5. Microbial biotechnology
6. Microbial biotechnology
7. Plant biotechnology
8. Animal biotechnology
9. Forensic analysis
10. Bioremediation
11. Medical biotechnology
12. Medical biotechnology
13. CV preparation
14. Portfolio preparation

An introduction to the applications, industries and tools of biotechnology, will be taught by addressing the subjects listed above. The class will be taught in 1hour 15 minute sessions twice a week. An introduction to the scientific literature will familiarize the class with the subject matter and general questions addressed in the papers. To effectively communicate their findings both oral and written using biological terminology, two students will lead the discussion about the papers and everyone is expected to participate. The students will be required to write a brief report on the papers and suggest other techniques that could/ or have been used to complement this study with references. To enhance the writing skills of the students, the last two study sections of this course will focus on CV and portfolio preparations.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) Scientific research papers, power point presentations, lectures on writing CV and portfolio. Students must submit a completed CV and an outline of a portfolio at the end of the course. These will be weighted as a test grade.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

19. Required reading Recent scientific articles to be assigned by the course coordinator.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) None

21. What is the primary goal of this course? The primary goal of this course is to introduce the students to the fundamental biological principles of molecular biology techniques and teach them how to skillfully design and communicate their research projects.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|--|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and |

wellness

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Outcome #1: The students will be able to read, comprehend and assess current scientific literature.

Learning activity #1: The students will read the scientific papers and review the questions, material & methods, results and discussions.

Assessment Tool #1: Instructor observations and grading of team laboratory reports and presentations using a rubric

Outcome #2: The students will be able to communicate both verbal and written critiques on current scientific literature.

Learning activity #2: The students will present the papers and review the questions, material & methods, results and discussions. In groups of two, the students will give an oral presentation and lead the discussion of the molecular techniques and results outlined in the paper.

Assessment Tool #2: Instructor observations and grading of team laboratory reports and presentations using a rubric

Outcome #3: The students will produce a professional curriculum vitae and work portfolio to present at job interviews.

Learning activity #3: The course instructor will lecture and give examples of CV and portfolios.

Assessment Tool #3: Instructor will grade the CV & portfolio with a rubric.

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Courses required of all candidates

Emphasis in Biotechnology Track

BIO 6003, BIO 6033, ~~BIO 6141~~, ~~BIO 6143~~, BIO 6144, BIO 6154, BIO 5133, BIO 5131, CHEM 5243, CHEM 5241, in addition to a tool course, 3-4 hours, as approved by graduate committee. Electives in Biology or an approved related area as needed to complete 36 hours.

Minimum hours required for this program: 36

~~**BIO 6141 Introduction to Biotechnology.**—An introduction to the applications, industries and tools of biotechnology, including medicine, pharmaceuticals, industry and agriculture.~~

BIO 6143 Introduction to Biotechnology and Research Design. An introduction to the applications, industries and tools of biotechnology by reviewing the scientific literature using both oral and written communication. To enhance writing skills and prepare the biotechnology students for job applications, the last two study sections of this course will focus on CV and portfolio preparations.

Program and/or Course Deletion Proposal-Bulletin Change Transmittal Form

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College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Program and/or Course Title, Prefix and Number Master of Science in Biotechnology/ Introduction to Biotechnology, BIO 6141
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Rebecca D. Parr, Arkansas State University in Jonesboro, Dept. of Biological Sciences, P.O. Box 599 State University, AR 72467, rparr@astate.edu , 870-972-3253
3. Last semester student can graduate with this degree and/or last semester course will be offered Last semester the course will be offered: Fall 2010
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? This course was initially created for the Master of Science in Biotechnology students. The deletion of this course will not affect these students since the information originally taught in this course is covered in detail in the Genetic Engineering BIO 6103.
5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects. Deleting this course and allowing it to be replaced by a more intensive course that will enhance and complement the graduate courses taught in the department's graduate programs. No, this will not affect other departments.
6. (For courses only) Will another course be substituted? If yes, what course? Yes, this course will be replaced by a 3 credit hour course, Introduction to Biotechnology and Research Design (BIO 6143), that will be a more interactive learning experience for the students. The students will be introduced to biotechnology by going through peer reviewed papers and learning how different molecular biological techniques are used to address specific scientific questions. In the process of reviewing these papers, the students will work on their writing skills. To complement these learning objectives, the students will be taught how to write a curriculum vitae and how to compose a portfolio of their work to present to prospective employers when they apply for molecular biological jobs. The skills acquired in this course will help the students be more competitive in the molecular biology job market.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

Emphasis in Biotechnology Track

BIO 6003, BIO 6033, **BIO 6141**, **BIO 6143**, BIO 6144, BIO 6154, BIO 5133, BIO 5131, CHEM 5243, CHEM 5241, in addition to a tool course, 3-4 hours, as approved by graduate committee. Electives in Biology or an approved related area as needed to complete 36 hours.

Minimum hours required for this program: 36

BIO 6141 Introduction to Biotechnology. ~~An introduction to the applications, industries and tools of biotechnology, including medicine, pharmaceuticals, industry and agriculture.~~

BIO 6143 Introduction to Biotechnology and Research Design. This course will elucidate molecular biological techniques and experimental designs used in biotechnology by oral and written reviews of scientific literature. Writing skills will be further developed by completing a curriculum vitae and work portfolio to present to prospective employers

Code #

Bulletin Change Transmittal Form

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Bulletin Change

Please attach a copy of all catalogue pages requiring editorial changes.

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)Richard K. Freer, ASU Social Work Department, rkfreer@astate.edu 972-3357**2. Proposed Change**

Remove course prerequisites for persons admitted to the Social Work Program.

3. Effective Date

August 2012

4. Justification

Simplify registration for courses once a person has been admitted to the Social Work Program.

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Social Work

SW 5003 Human Behavior and the Social Environment I This course provides the student with a broad understanding of how individuals develop from birth to older age from psychological, psychiatric, Sociological, Social psychological, and human diversity perspectives. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5023 Foundations of Practice I This course will introduce the student to social work practice with individuals. Social, psychological, economic, and biological stressors are considered as they impact on the individual. The development approaches are the major orientations presented, augmented by various intervention modalities. Prerequisite: This course is restricted to Graduate Social Work Students. **SW 5043 Foundations of Practice II** Focus of this course is on the theory and practice of social group work in clinical settings. Consideration is given to such issues as group dynamics, leadership, composition, direct and indirect intervention, the use of group activities under various conditions and different settings. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5053 Social Welfare Policy/Services The purpose of this course is to establish the subject area of social welfare policy as a central concern of social work. The goals of the course are to help students identify socio-cultural and economic bases of social welfare in America. Prerequisite: This course is restricted to Graduate Social Work Students. **SW 5063 Social Justice and Diversity** This course focuses on issues of diversity, oppression and social justice. It is designed to prepare social work students to be knowledgeable of people's biases. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5113 Graduate Intro to Social Work This is a graduate level introductory course for students who have baccalaureate degrees in fields other than social work. This course will provide students with an opportunity to explore the social work profession.

SW 5223 Rural Social Work This course is designed to explore the unique aspects of social work practice in rural areas using an ecosystems perspective. The roles and functions of social workers will be addressed as well as the ethical dilemmas frequently encountered in rural practice. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5233 International Social Work The course examines the effects of globalization on human needs. Special attention is given to linkages between human rights, social justice, and social work. The course explores specific problems such as HIV, street children and domestic violence in developing countries as well as strengths and resiliency demonstrated by these countries. Prerequisite: This course is restricted to Graduate Social Work Students. **SW 5273 Practicum in Addiction Studies** The first practicum experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students will receive onsite supervision from clinical supervisors with special training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment.

P 211

SW 5293 Practicum in Addiction Studies II The second practicum experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have responsibility for clients within an approved agency. Further the student will demonstrate proficiency in outcome measurement and goal attainment. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment, SW 5273 Practicum in Addiction Studies I

p. 212

SW 5323 Substance Abuse and Dependence Interventions The course is designed to assist students to deepen and extend their assessment and intervention skills in Substance Abuse and Dependence Interventions.

SW 5333 Human Behavior and the Social Environment II This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, and communities impact individual develop from birth to older age from psychological, psychiatric,

sociological, Social psychological and human diversity perspectives. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5802 Part-Time Foundation I This part-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5803 Full-Time Foundation Field I This first full-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5812 Part-Time Foundation Field II This second part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5813 Full-Time Foundation Field II This second full-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5822 Part-Time Foundation Field III This third part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6003 Psychosocial Pathology for Social Work Practice This course provides students with knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is on the interaction between physiological, development, emotional, biological, and social aspects of adult and child psychopathology. Prerequisite: This course is restricted to Graduate Social Work Students and students completing the Graduate Addictions Certificate.

SW 6013 Social Work Ethics This course will review the ethical dimensions of the mission of the profession of social work. The purpose of this course is to enable students to become sensitive and responsive to ethical issues and dilemmas at all levels of social work practice. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6023 Social Work Evaluation & Research This course focuses on the development of knowledge and skills necessary to evaluate rural-based clinical practice with individuals, families, and small groups. Prerequisite: This course is restricted to Graduate Social Work Students.??

SW 6033 Clinical Practice with Individuals This course is designed to assist students in development of their clinical assessment and intervention skills with individuals. The course presents the theoretical basis of individual focused models of assessment and intervention in rural-based clinical social work practice. Prerequisite: This course is restricted to Graduate Social Work Students.

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SW 6043 Clinical Practice with Families This course is designed to assist students to deepen and extend their assessment and intervention skills in rural-based clinical practice with families. The course presents the theoretical basis of family focused models of assessment and intervention. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6053 Clinical Practicum with Groups This course focuses on the theory and practice of rural-based clinical social work practice with groups. Students will master an understanding of group work theories, interventions and techniques applied to persons with a range of issues. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6063 Social Work Policy Analysis This graduate course builds on SW 5053 (Social Welfare Policy and Services I) and/or SW 4303 (Social Welfare Policy) and focuses on the use of various conceptual frameworks in studying and analyzing current social policy issues. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6323 Clinical interventions with Substance Abuse & Dependence This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances. This course is restricted to graduate students who have completed SW 5323

SW 6343 Clinical Intervention with Children This course is designed to provide advanced clinical practice, knowledge, and skills for intervention with children and youth primarily in the context of the rural environment. The special needs and vulnerabilities of high-risk children and youth are also addressed. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6803 Full-Time Advanced Field I This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6813 Full-Time Advanced Field II This second full-time advanced field placement focuses on the development of rural-based clinical knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop clinical practice skills. . Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6821 Part-Time Advanced Field I This first part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6822 Part-Time Advanced Field II This second part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6831 Part-Time Advanced Field III This third part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6832 Part-Time Advanced Field IV This fourth part-time advanced field placement focuses on the development of rural-based clinical knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

PT 8753 Neuromuscular III Examination, assessment, and treatment planning for individuals with neuromuscular conditions involving the spinal cord (traumatic and nontraumatic) and vestibular system. Prerequisites: PT 8143 Neuromuscular I, PT 7314 Physiology, PT 7224 Neuroscience.

PT 8872 Clinical Decision Making Models for clinical reasoning and decision making; factors influencing clinical decisions; management of complex patient problems.

SOCIAL WORK

SW 5003 Human Behavior and the Social Environment I This course provides the student with a broad understanding of how individuals develop from birth to older age from psychological, psychiatric, Sociological, Social psychological, and human diversity perspectives. Prerequisite: ~~course is SW 5323.~~ This course is restricted to Graduate Social Work majors Students.

SW 5023 Foundations of Practice I This course will introduce the student to social work practice with individuals. Social, psychological, economic, and biological stressors are considered as they impact on the individual. The development approaches are the major orientations presented, augmented by various intervention modalities. Prerequisite: This course is restricted to Graduate Social Work Students ~~students in the MSW program.~~

SW 5043 Foundations of Practice II Focus of this course is on the theory and practice of social group work in clinical settings. Consideration is given to such issues as group dynamics, leadership, composition, direct and indirect intervention, the use of group activities under various conditions and different settings. Prerequisite SW 5023 and Graduate Social Work Student Prerequisite: This course is restricted to Graduate Social Work Students

SW 5053 Social Welfare Policy/Services The purpose of this course is to establish the subject area of social welfare policy as a central concern of social work. The goals of the course are to help students identify socio-cultural and economic bases of social welfare in America. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5063 Social Justice and Diversity This course focuses on issues of diversity, oppression and social justice. It is designed to prepare social work students to be knowledgeable of people's biases. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5113 Graduate Intro to Social Work This is a graduate level introductory course for students who have baccalaureate degrees in fields other than social work. This course will provide students with an opportunity to explore the social work profession. Prerequisite: Graduate students only.

SW 5223 Rural Social Work This course is designed to explore the unique aspects of social work practice in rural areas using an ecosystems perspective. The roles and functions of social workers will be addressed as well as the ethical dilemmas frequently encountered in rural practice. Prerequisite: This course is restricted to Graduate Social Work Students

SW International Social Work The course examines the effects of globalization on human needs. Special attention is given to linkages between human rights, social justice, and social work. The course explores specific problems such as HIV, street children and domestic violence in developing countries as well as strengths and resiliency demonstrated by these countries. Prerequisite: This course is restricted to Graduate Social Work student.

SW 5273 Practicum in Addiction Studies The first practicum experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students will receive onsite supervision from clinical supervisors with special training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment.

SW 5293 Practicum in Addiction Studies II The second practicum experience of 242

180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have responsibility for clients within an approved agency. Further the student will demonstrate proficiency in outcome measurement and goal attainment. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment, SW 5273 Practicum in Addiction Studies I

SW 5323 Substance Abuse and Dependence Interventions The course is designed to assist students to deepen and extend their assessment and intervention skills in Substance Abuse and Dependence Interventions. This course is restricted to graduate Students.

SW 5333 Human Behavior and the Social Environment II This course examines

individual growth from a macro perspective. Examined is how families, groups, organizations, and communities impact individual development from birth to older age from psychological, psychiatric, sociological, Social psychological and human diversity perspectives. ~~Prerequisite: is SW-5303.~~ This course is restricted to Graduate Social Work majors Students.

SW 5802 Part-Time Foundation I This part-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5803 Full-Time Foundation Field I This first full-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5812 Part-Time Foundation Field II This second part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5813 Full-Time Foundation Field II This second full-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5822 Part-Time Foundation Field III This third part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6003 Psychosocial Pathology for Social Work Practice This course provides students with knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is on the interaction between physiological, development, emotional, biological, and social aspects of adult and child psychopathology. ~~Prerequisite is SW-5303 and SW-5333.~~ This course is restricted to graduate social work majors Prerequisite: This course is restricted to Graduate Social Work Students and students completing the Graduate Addictions Studies Certificate.

SW 6013 Social Work Ethics This course will review the ethical dimensions of the mission of the profession of social work. The purpose of this course is to enable students to become sensitive and responsive to ethical issues and dilemmas at all levels of social work practice. ~~Prerequisite: Graduate Student~~ Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6023 Social Work Evaluation & Research This course focuses on the development of knowledge and skills necessary to evaluate rural-based clinical practice with individuals, families, and small groups. ~~Prerequisite: Graduate Student~~ Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6033 Clinical Practice with Individuals This course is designed to assist students in development of their clinical assessment and intervention skills with individuals. The course presents the theoretical basis of individual focused models of assessment and ~~243~~ intervention in rural-based clinical social work practice. Prerequisite: Graduate Social Work students who have completed SW 6003

SW 6043 Clinical Practice with Families This course is designed to assist students to deepen and extend their assessment and intervention skills in rural-based clinical practice with families. The course presents the theoretical basis of family focused models of assessment and intervention. ~~Prerequisite: Graduate Social Work students who have completed SW-6003.~~ Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6053 Clinical Practicum with Groups This course focuses on the theory and practice of rural-based clinical social work practice with groups. Students will master an understanding of group work theories, interventions and techniques applied to persons with a range of issues. ~~Prerequisite: Graduate Social Work students who have completed SW-6003~~
Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6063 Social Work Policy Analysis This graduate course builds on SW 5053 (Social Welfare Policy and Services I) and/or SW 4303 (Social Welfare Policy) and focuses on the use of various conceptual frameworks in studying and analyzing current social policy issues. ~~Prerequisite: Graduate Social Work Student~~ Prerequisite: This course is restricted to Graduate Social Work Students.

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SW 6343 Clinical Intervention with Children This course is designed to provide advanced clinical practice, knowledge, and skills for intervention with children and youth primarily in the context of the rural environment. The special needs and vulnerabilities of high-risk children and youth are also addressed. ~~Prerequisite: Graduate Social Work Student~~ Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6803 Full-Time Advanced Field I This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop clinical practice skills. ~~Prerequisite: Graduate Social Work Student~~ Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6813 Full-Time Advanced Field II This second full-time advanced field placement focuses on the development of rural-based clinical knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop clinical practice skills. ~~Prerequisite: Graduate Social Work Student~~ Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6821 Part-Time Advanced Field I This first part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. ~~Prerequisite: Graduate Social Work Student~~ Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6822 Part-Time Advanced Field II This second part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. ~~Prerequisite: Graduate Social Work Student~~ Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6831 Part-Time Advanced Field III This third part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: Graduate Social Work Student

SW 6832 Part-Time Advanced Field IV This fourth part-time advanced field placement focuses on the development of rural-based clinical knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. ~~Prerequisite: Graduate Social Work Student~~ Prerequisite: This course is restricted to Graduate Social Work Students.

New/Special Course Proposal-Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ **New Course** or ☐ **Special Course** (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) RDNG 7451-6
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Thesis
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Student Research
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter Grade
5. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. None
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). RDNG 7451-6 Thesis is specific as the capstone for the Specialist in Education Reading (Ed.S. Reading) Program and enrollment is restricted to those students.
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Dianne Lawler, Arkansas State University, Department of Teacher Education PO Box 2350, State University, AR 72467 dlawler@astate.edu , 870-972-3059
11. Proposed Starting Term/Year Fall 2011

12. Is this course in support of a new program? If yes, what program?

Yes, Reading Specialist in Education

13. Does this course replace a course being deleted? NO

b. If yes, what course?

c. Has this course number been used in the past? no

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

NO

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

This course is the capstone of the Reading Specialist in Education. Students will synthesize their own research hypothesis based upon program coursework, collect and analyze data, and write a thesis.

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Department of Teacher Education includes, "and apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society."

This course is aligned with this mission by preparing Reading Specialist in Education candidates to conduct research in their area of expertise.

C. Student population served.

Candidates of the Reading Specialist in Education program

D. Rationale for the level of the course (lower, upper, or graduate).

The thesis is designed as the capstone experience for Reading Specialist in Education candidates..

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

The research agenda for each student will be individualized under the supervision of the Thesis Chair.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Proposal and completed Thesis

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Required reading

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th ed.)* Washington, DC: American Psychology Association.

McMillan, J.H., & Schumacher, S. (2010). *Research in education: Evidence-based Inquiry (7th ed.)*. Upper Saddle River, NJ: Pearson Education.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No.

21. What is the primary goal of this course?

To provide documentation of the candidate's ability to synthesize existing literature in the field of literacy/reading, develop a research question and implement a research project to answer that question, analyze the results of the study and synthesize the results with the existing literature.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

☐ **Communicating effectively**

☐ **Thinking Critically**

☐ **Using mathematics**

☐ **Using Technology**

☐ **Understanding global issues**

☐ **Understanding interdependence**

☐ **Developing a life-long appreciation of the arts and humanities**

☐ **Developing a strong foundation in the social sciences**

☐ **Using science to accomplish common goals**

☐ **Providing foundations necessary to achieve health and wellness**

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Specialists in Education – Reading candidates will be able to design, conduct, implement and evaluate literacy-related research.

Learning Activity for Goal Outcome #1: (For example, what instructional processes do you plan to use to help students reach this outcome?) Students will prewrite, draft, revise and edit at least two writing pieces, participating in various constructions of communities of writers using multiple writing methods.

Learning Activity: Literature review, development of research question, development and implementation of research study, data analysis, development of conclusions and implications of findings, with regard to the field of literacy/reading.

Assessment Tool: Finalized thesis that meets Department and Graduate School requirements and expectations.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

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RDNG 6563 Principles of Literacy Cognition An examination of current research on literacy cognition, reading disorders, and research - based methodologies for reading instruction, with implications for instruction.

RDNG 6801-3 Independent Study

RDNG 7273 Multicultural Influences in Reading and Literature

Survey of contemporary literary theory and criticism including an examination of the role of multiple perspectives and diverse voices in literature as a transformative agent in schools and society. Restricted to graduate students in education programs or permission of the instructor.

RDNG 7283 Writing Pedagogy: Advanced Processes of Writing

An examination of varied perspectives of the processes of writing, with a focus on recursive practices in authentic, academic, and personal settings; reflection on personal and academic writing practices and research of writing pedagogy facilitating the study of effective application. Restricted to Ed.S.-Reading candidates or other graduate students with permission of the instructor.

RDNG 7393 Literacy Leaders as Community Advocates

Examination of the role of literacy leaders within the school, community, and family context with a focus on literacy advocacy project development, implementation, and evaluation. Restricted to MSE-Reading or Ed.S.-Reading candidates or approval of the instructor.

RDNG 7451-6 Thesis

RDNG 7473 Theories of Language Acquisition

Overview of theoretical and practical orientations regarding language acquisition with a focus on English Language Learners including an examination of language acquisition models and their application in schools and classrooms. Limited to MSE-Reading or Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory or Practice in Teaching Reading (or equivalent).

RDNG 7543 New Literacies

An overview of theoretical and pedagogical frameworks of the New Literacies with an emphasis on the intersection of student lives, culture, and technology. Restricted to Ed.S.-Reading candidates or graduate students with permission of the instructor. Prerequisite: RDNG 6313 Theory or Practice in Teaching Reading (or equivalent).

RDNG 7613 Survey of Quantitative and Qualitative Literacy Research

An overview of research design, framework, and methodological approaches that spans qualitative and quantitative paradigms, including a mixed methods approach, within the context of literacy. Restricted to Ed.S. candidates or graduate students with permission of the instructor; Prerequisite: ELFN 6773, Statistics and Research (or equivalent).

RDNG 7643 Social Foundations of Literacy

An overview of the social foundations of literacy within the context of sociocultural and sociopolitical theory. Limited to MSE-Reading or Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory or Practice in Teaching Reading (or equivalent).

RDNG 7653 Advanced Studies in Reading in Comprehension

An in-depth examination of the dimensions of understanding in literacy learning, the complexities of comprehension strategy instruction as they pertain to the learning of essential concepts, and how they impact literacy learning environments and professional development for teachers. Restricted to Ed.S.-Reading candidates or other graduate students with permission of the instructor.

New/Special Course Proposal-Bulletin Change Transmittal Form

☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ **New Course** or ☐ **Special Course** (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) PT 7534
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Clinical Procedures: Introductory Tests, Measures and Interventions
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture (web enhanced) and lab
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Credit/Standard letter
1. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. Tests and measures of range of motion, muscle performance, posture, gait & balance are introduced. The clinical intervention procedure introduced is therapeutic exercise covering basic principles and techniques of flexibility exercises; strength and power exercises; and aerobic exercises.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Restricted to Doctor of Physical Therapy majors.
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Fall
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Shawn Drake, PT, PhD Department of Physical Therapy Arkansas State University sdrake@astate.edu; 870-972-3591

11. Proposed Starting Term/Year
Fall 2011

12. Is this course in support of a new program? If yes, what program?

Yes, transitional Doctor of Physical Therapy program; also required in Doctor of Physical Therapy program

13. Does this course replace a course being deleted? Yes, in part

b. If yes, what course? PT 7524

c. Has this course number been used in the past? No

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No

15. Justification should include:

A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).** This new course includes clinical skills and procedures instruction previously covered in PT 7512, PT 7214, and PT 7524 into one introductory skills and procedures class. PT 7524 is being deleted, course description changes to PT 7512 were approved May 2011; course description changes to PT 7214 are submitted along with this proposal. The changes are based on faculty review of the DPT curriculum and student feedback.

B. **How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.** Content is required material based on physical therapy accreditation and practice standards. Material is not new to the DPT program.

C. **Student population served.** Students enrolled in the Doctor of Physical Therapy program

D. **Rationale for the level of the course (lower, upper, or graduate).** This is a required course in the Doctor of Physical Therapy program.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

See sample syllabus for course requirements.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

19. Required reading

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Course will be taught by Department of Physical therapy faculty; neither additional faculty nor supplies are required.

21. What is the primary goal of this course?

To provide students instruction in fundamental clinical skills and procedures taught in the first semester of the professional program in a single course focused on hands on clinical skills.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

1) **Primary Goal Outcome #1:** students will be able to a) competently perform selected physical therapy tests and measures

at an introductory level and b) utilize data generated from tests measures to develop a plan of care based on therapeutic exercise interventions

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Lecture and laboratory instruction and practice in fundamental tests, measures and clinical intervention procedure including periodic skills checks.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Clinical application project: Students will a) evaluate posture, range of motion, strength and flexibility on a classmate and b) utilizing the data from the evaluation develop a physical therapy plan of care for the classmate based on therapeutic exercise clinical intervention procedures covered in class and c) instruct and supervise the classmate in the selected therapeutic exercise interventions.

(Repeat if needed for additional outcomes 2 and 3.)

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Copied from Page 208-209 of Graduate Bulletin 2010-2011:

of the research landscape, identification of a research topic, and review of related literature.

PT 7141 Research II The second of four mentored research courses culminating in a project suitable for presentation or publication, with the second course focusing on the development and defense of the research proposal and its approval by the ASU Institutional Review Board.

PT 7214 Movement Science Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for physical therapy. Principles of muscle force testing and goniometry.. Corequisite: PT 7112 Gross Anatomy.

PT 7224 Neuroscience Analysis of the structure and function of the human nervous system for physical therapy majors. Prerequisite: Successful completion of PT 5102 Gross Anatomy.

PT 7243 Integumentary Pathologies, impairments, functional limitations, and disabilities of individuals with integumentary system dysfunction; review of relevant anatomy, physiology and pathophysiology of the integumentary system; physical therapy management of individuals with compromised integumentary system.

PT 7252 Psychosocial Issues in Physical Therapy Physical therapists' role is management of psychosocial issues affecting patient care including loss and grieving, self concept, socio-cultural considerations, stress and coping, motivational issues and terminal illness.

PT 7314 Physiology Provides learners with and integrated knowledge and application of physiological principles related to the provision of patient care in physical therapy. Topics investigated include the physiology and normal responses of the musculoskeletal, neurological, renal, and cardiopulmonary systems.

PT 7323 Imaging and Pharmacology An overview of radiologic image and pharmacology in physical therapy practice, with the radiology portion covering the indications, uses, limitations and advantages of imaging techniques, and the pharmacology portion covering the pharmacokinetics and pharmacodynamics of various pharmacologic interventions.

PT 7343 Administration I The first of two courses addressing principles of health

administration, which emphasis on the US healthcare system; legal and ethical issues; business basics, human resource management; service marketing; health care economics; and outcomes, accreditation, risk management, and consultative services.

PT 7413 Pathophysiology and Differential Diagnosis This course examines the influence of disease on different body systems. Content examines the effects of pathological and age-related changes on health and human movement. The course includes differential diagnosis and basic pharmacological principles for a variety of pathologies.

PT 7443 Cardiopulmonary Addresses the physical therapy management cardiopulmonary dysfunction, with emphasis on pathologies, impairments, functional limitations, and disabilities associated with the dysfunctions, and the development of a systematic approach to examination, evaluation, diagnosis, prognosis, and intervention. Prerequisites; PT 7314, and PT 7413

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7512 Professional Issues I Introduction to the Guide to Physical Therapist practice, professional association, professional behaviors, leadership, regulation of the profession.

~~**PT 7524 Therapeutic Exercise and Patient Handling** This course applies~~
~~209~~

~~principles from anatomy, physiology, and biomechanics to clinical procedures of massage, manual therapy, therapeutic exercise and basic patient care skills. In addition documentation for physical therapist is covered.~~

PT 7534 Clinical Procedures: Introductory Tests, Measures and Interventions Tests and measures of range of motion, muscle performance, posture, gait & balance are introduced. The clinical intervention procedure introduced is therapeutic exercise covering basic principles and techniques of flexibility exercises; strength and power exercises; and aerobic exercises.

PT 7612 Methods of Instruction and Consultation The first of two courses addressing the role of the therapist as educator, with emphasis on principles and methods of effective instruction, feedback, and consultation along with the various forms of educational and instructional technologies to present information.

PT 7624 Electrotherapy and Physical Agents Introduction to the theory and applications of thermal modalities and electrotherapy to human tissue. Indications, contraindications, and precautions for thermal modalities, and electrotherapy are covered. Clinical decision making and appropriate applications of the modalities are emphasized.

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7833 Clinical Education II The second of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8143 Neuromuscular I Theoretical foundations of neuromuscular rehabilitation including normal and abnormal movement, neuroplasticity, limbic functions; principles of differential diagnosis, psychosocial aspects of neuromuscular disorders; medical and nonmedical interventions including basic pharmacology. Prerequisites: PT 7224 and PT 7314.

PT 8151 Research III Third mentored research course culmination in a project suitable for presentation or publication, focusing on implementation of the research project and gathering of pertinent data as outlined in the research proposal. Prerequisite: PT 7141 Research II.

PT 8163 Clinical Education III The third of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8172 Administration II The second administrative course addressing principles of health administration. Emphasis on nuances in patient care, federal reimbursement, and clinical administration across the US healthcare system including acute, skilled nursing, home health, outpatient, and hospice care. Prerequisite: PT 7343 Administration I.

PT 8181 Independent Study and Cumulating Experience This is an independent

study that is designed to meet the individual needs of the student. The course work is designed on an individual basis.

PT 8244 Musculoskeletal I Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 7624

PT 8254 Musculoskeletal II Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 8244 Musculoskeletal

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
DEPARTMENT OF PHYSICAL THERAPY**

COURSE NUMBER / TITLE: PT 7534 Clinical Procedures: Introductory Tests, Measures, Interventions
COURSE CREDIT HOURS: 4 Graduate Credit Hours
CLOCK HOURS: 6 contact hours: (30 lecture hours/ 60 lab hours)
DAYS/TIME: MW 11 AM- 12 PM and 1-3 PM

INSTRUCTOR: Shawn Drake, PT, PhD
Office: Smith 113
Phone: 870-972-2667
E-mail: sdrake@astate.edu
Office Hours: TBA

COURSE DESCRIPTION: Tests and measures of range of motion, muscle performance, posture, gait & balance are introduced. The clinical intervention procedure introduced is therapeutic exercise covering basic principles and techniques of flexibility exercises; strength and power exercises; and aerobic exercises.

COURSE PREREQUISITES: Admission into the DPT Program.

TEACHING METHODS AND LEARNING EXPERIENCES:

- Group discussion
- Online learning modules
- Laboratory

COURSE OBJECTIVES:

Cognitive

1. Determine a safe, effective and patient/client-centered physical therapy plan of care for a simulated patient case utilizing therapeutic exercise and functional training (CC- 5.35, 5.39a, 5.30b)
2. Determine patient/client goals and outcomes and specify expected length of time to achieve the goals and outcomes (CC-5.35)
3. Describe proper posture/spinal alignment (CC-5.30q)
4. Identify landmarks for examination of range of motion (CC-5.30s)
5. Identify muscles that are tested based on manual muscle testing (CC-5.30m)
6. Discuss proper grading criteria during reflex testing (CC-5.30t)

Psychomotor

1. Demonstrate safe and proper utilization of exercise including knowledge of indications, contraindications, and precautions for each of exercise types (CC-5.39a)
2. Demonstrate proper posture examination with patient/client (CC-5.30q)
3. Demonstrate examination of joint range of motion, including muscle length, of joints within the body (CC-5.30s)
4. Demonstrate proper reflex examination techniques for patient/client (CC-5.30t)
5. Demonstrate proper manual muscle testing to determine muscle strength within the body (CC-5.30m)

Affective

1. Attend to all learning experiences with due diligence and respect. (Receiving)
2. Challenge new ideas, concepts, and models in the context of current theory and practice. (Responding)
3. Prioritize time effectively to meet with individuals in their class and complete group activities. (Organization)
4. Demonstrate professional behavior in all interactions with students and other consumers of physical therapy services (CC-5.11)
5. Participate in self-assessment activities to improve effectiveness of care (CC-5.12)
6. Participate in peer assessment activities with group (CC-5.13)

CONTENT OUTLINE

COURSE SCHEDULE:

Week	Content Outline	Assignment
1-2	Introduction to therapeutic exercise, measurement of ROM, measurement of MMT	Chapter 1 & 2- Kisner & Colby Chapter 1 & 2- Reese & Bandy Chapter 1- Reese
3-5	Upper extremity- ROM, MMT, Ther-x	Chapter 2- Reese Chapter 3-7: Reese & Bandy Chapter 17-19: Kisner & Colby
6-8	Lower extremity- ROM, MMT, Ther-X	Chapter 4- Reese Chapter 11-16: Reese & Bandy Chapter 20-22: Kisner & Colby
9-11	Head, Neck, Spine- ROM, MMT, Ther-x	Chapter 3- Reese Chapter 8-10: Reese & Bandy Chapter 14-16: Kisner & Colby
12	Functional Muscle Testing	Chapter 5- Reese
13	Postural analysis / reflex testing	Handouts
14-15	Applied exercise science	Chapter 7-9: Kisner & Colby
16	Final Exams	

METHODS OF STUDENT EVALUATION / GRADING:

COURSE REQUIREMENTS

1. Pre-reading of text chapters is expected for each class session. Students are responsible for the material in the texts. Class time will be laboratory intensive and focused on introduction of skills.
2. Practice of skills during open lab times is required. In order to gain proficiency in skills, consistent practice outside of regular class meetings is necessary. Open lab time is scheduled in the afternoons for this purpose.

GRADING:

Exams:	35%
Skill check offs / Practical:	20%
Patient Problems:	20%
Course Assignments	20%
Peer and Self Reflection Activities	5%

Evaluative Criteria:

The grade for the course will be computed by dividing the total points accumulated by the total points possible for the course.

- A = 90% and above
- B = 80% - 89.99%
- C = 70% - 79.99%
- F = below 69.99%

REQUIRED TEXTS / READINGS:

1. Kisner C and Colby LA. *Therapeutic Exercise Foundations and Techniques*. 4th Ed. Philadelphia, PA: FA Davis; 2002. **ISBN** 0-8036-0969-8
2. Reese N and Bandy WD. *Joint Range of Motion and Muscle Length Testing*. 2nd Ed. St. Louis, MO: Saunders; 2010. **ISBN** 978-1-4160-5884-7
3. Reese. *Muscle and Sensory Testing*. 2nd Ed. St. Louis, MO: Elsevier-Saunders. 2005. **ISBN** 0-7216-0337-8
4. Materials provided by instructor.
5. Online Blackboard content.

ADDITIONAL RESOURCES:

H1N1 Policy: Students with severe respiratory or flu-like illness will be denied admittance to class or clinic until 24 hours after fever has subsided. Students with forced or voluntary absences related to severe respiratory or flu-like illness will be given

an opportunity to make-up their assignments and class content without penalty. It is the responsibility of the student to notify the instructor/clinical coordinator, in advance, when absent due to H1N1. Faculty members are under no obligation to excuse absences related to concerns of acquiring H1N1 by coming to class. Pregnant students in clinical areas where direct contact with patients positive for H1N1 is likely should work with their instructor to prevent exposure to H1N1. All students should utilize the following precautions to prevent H1N1 exposure: 1) Frequent handwashing --consider carrying a bottle of alcohol cleanser with you at all times; 2) Cough etiquette; 3) Place used tissues immediately in the waste basket followed by washing your hands; 4) Use approved disinfectants on shared surfaces --such as doorknobs, desk tops, etc. and, 5) Stay home if you have severe respiratory or flu-like illness. Students who are concerned they may have H1N1 should notify student health.

Students should plan for the possibility of absences and assure they have access to the Internet and Blackboard. Regardless of a student's H1N1 status, students must complete the requirements of the course to receive a passing grade.

PT Specific Generic Abilities

The PT Specific Generic Abilities have been adopted by the Arkansas State University Department of Physical Therapy faculty as an essential component of the program and are considered necessary for successful fulfillment of the requirements of the program. The process of becoming an effective physical therapist and/or physical therapist assistant involves attaining competency in cognitive knowledge, psychomotor skills and professional behavior. Each aspect of this triad is equally important for the student to develop as s/he progresses through professional physical therapy education. The ten physical therapy-specific generic abilities define the professional behavior expected of Arkansas State University Physical Therapy graduates. Appropriate levels of behavior are expected in all courses and required for successful completion of each component of the curriculum. To facilitate development of competency in the ten generic abilities, the instructors will provide, when necessary, opportunities to practice, and provide formal and informal feedback to the student throughout the semester. The student will be responsible for ongoing self-assessment and for seeking feedback from faculty and fellow students as well as for responding to faculty recommendations for remedial action related to the PT specific generic abilities in any given course.

NOTICE: This course syllabus represents the general plan for the course. Changes to the schedule and course requirements may be necessary to achieve the course objectives.

Program and/or Course Deletion Proposal-Bulletin Change Transmittal Form

☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

Program and/or Course Deletion

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Program and/or Course Title, Prefix and Number

PT 5001-3 Independent Study in Physical Therapy Guided investigation of a physical therapy topic selected in consultation with a member of the Physical Therapy faculty. May be repeated for different topics for a total of 6 semester credits. Prerequisites: Admission to the Graduate Program in Physical Therapy, approval of student's adviser and the Graduate Program in Physical Therapy faculty.

PT 5102 Gross Anatomy Study of the structure and function of the human limbs; introduction to embryology and histology; regional description with emphasis on the muscular, skeletal, nervous, and vascular systems of the limbs. For Physical Therapy majors only. Prerequisites: Admission to Graduate Program of Physical Therapy.

PT 5112 Movement Science Analysis of the anatomical and biomechanical aspects of normal and abnormal human motion, including posture and gait and the implications of their relevance to physical therapy. Principles of muscle force testing and goniometry are resented. Prerequisite: Admission to the Graduate Program in Physical Therapy. Corequisite: PT 5102.

PT 5122 Neuroscience An analysis of the structure and function of the human nervous system. For Physical Therapy majors only. This course will meet twice a week for two hours each. Prerequisites: PT 5102 and PT 5112.

PT 5132 Human Physiology Provides learners with an integrated knowledge and application of physiological principles related to the provision of patient care in physical therapy. Topics investigated include the physiology of the musculoskeletal, neurological, renal, cardiopulmonary, and endocrine systems. Topics will include the normal functional responses of these systems and responses to physical therapy treatments. Prerequisite: PT 5102 and PT 5112.

PT 6101 Musculoskeletal I This course is delivered in a seminar and laboratory format. It includes the study of structural and functional changes associated with conditions and diseases of the musculoskeletal system. The course addresses the common medical interventions for these conditions and diseases, including the basic pharmacological interventions. The course also explores the psycho-social issues surrounding disability and related loss with regard to musculoskeletal conditions. Prerequisite: PT 5102 and PT 5112.

PT 6111 Neuromuscular I This course is intended to form a sound foundation for

all of the neuromuscular courses in following semesters. A study of structural and functional changes, including clinical manifestations, caused by disease processes in central nervous system, peripheral diagnosis, medical and non-medical interventions including basic pharmacology are introduced. This course discusses the psycho-social aspects of neuromuscular disorders. Prerequisites: PT 5102 and PT 5112.

PT 6121 Integumentary I This class provides an investigation into the risk factors, pathophysiology, and pharmaceutical considerations associated with integumentary diseases and conditions in humans. Prerequisite: Admission to the PT Professional program.

PT 6132 Cardiopulmonary I This class provides an investigation into the risk factors, pathophysiology and pharmaceutical considerations associated with cardiovascular disease in humans. Prerequisite: PT 5132.

PT 6141 Research I This course is designed to be a mentor-protégé experience. The course represents the initial semester of this process. The student will be given an opportunity to become involved in research under the direction of a faculty member. Three semesters will follow in a similar format. At the completion of these courses the student will have produced (alone or in conjunction with the mentor) a product of scholarly quality, suitable for presentation and/or publication. Prerequisite: Admission to the Graduate Physical Therapy Program.

PT 6202 Musculoskeletal II This laboratory experience offers the student the opportunity to begin the acquisition of skills and knowledge basic to the management of patients with musculoskeletal disorders. Topics covered include examination principles and techniques, development of movement dysfunction diagnosis, common interventions such as therapeutic exercise, physical agents, manual therapy, and documentation. Prerequisite: PT 6101.

PT 6212 Neuromuscular II Students will have opportunity to focus on evaluation, assessment, and treatment planning for pediatric population with neuromuscular illness. A broad spectrum of neurological conditions, including cerebral palsy, spina bifi da, etc will be the focus of the course. Prerequisite: PT 6111.

PT 6222 Integumentary II This class provides an investigation into the evaluation, treatment, and rehabilitation considerations associated with integumentary diseases and conditions in humans. Prerequisite: PT 6121.

PT 6241 Research II This course is designed to be a mentor-protégé experience. The course represents the second semester of this process. The student will proceed to conduct research under the direction of a faculty member. This research will be based on the previous semester's work that culminated in a comprehensive literature review. Two semesters will follow in a similar format. At the completion of these courses the student will have produced (alone or in conjunction with the mentor) a product of scholarly quality, suitable for presentation and/or publication. Prerequisite: PT 6141.

PT 6252 Administration I Provides learners with an integrated knowledge and application of managerial principles related to the health service administration. Topics investigated include personnel management, budgeting, marketing, policy and procedures, organizational planning and development, consulting, and employee benefits. Prerequisite: Admission to the physical therapy program.

PT 6362 Clinical Education I Five weeks of full-time affiliation at an assigned facility working with patients under the supervision of an on-site physical therapist. Students integrate the knowledge of basic sciences and interventions to practice problem-solving techniques in the clinical setting. Prerequisites: PT 6202, PT 6222, PT 6252, PT 6241, and PT 6212.

PT 6372 Clinical Education III Five weeks of full-time affiliation at an assigned facility working with assigned patients under the supervision of an on-site physical therapist. Students integrate the knowledge of basic sciences and interventions to practice problemsolving techniques in the clinical setting. Prerequisites: PT 6362

PT 6403 Musculoskeletal III The management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, intervention, education, prevention, ergonomics, pain management, and conditioning. Emphasis is on the clinical decision making in all aspects of patient therapist interactions.. Prerequisite: PT6202

PT 6413 Neuromuscular III Students will have opportunity to focus on evaluation, assessment, and treatment planning for adult and elderly populations with neuromuscular illness. A broad spectrum of neurological conditions, including traumatic and degenerative spinal cord injuries, etc will be the focus of the course. Prerequisite: PT 6111.

PT 6441 Research III This course is designed to be a mentor-protégé experience. The course represents the third semester of this process. The student will proceed to conduct research under the direction of a faculty member. This research will be based on the previous

semester's work that culminated in the implementation of a data collection methodology. One additional semester will follow in a similar format. At the completion of these courses the student will have produced (alone or in conjunction with the mentor) a product of scholarly quality, suitable for presentation and/or publication. Prerequisite: PT 6241.

PT 6451 Administration II Provides learner with advanced problem solving skills and special situational managerial problems. Topics addressed include company downsizing, 207

allocation of limited financial resources, dating in the workplace, performance evaluations and raises, outcomes assessment, managed care and sexual harassment. Prerequisite: PT 6252.

PT 6503 Musculoskeletal IV The management of musculoskeletal cases of the spine and TMJ incorporating anatomy, biomechanics, pathology, clinical diagnosis, intervention, education prevention, ergonomics, pain management, and conditioning. Emphasis will be on clinical decision making in all aspects of patient therapist interactions. . Prerequisite: PT 6202

PT 6513 Neuromuscular IV Students will have opportunity to focus on evaluation, assessment, and treatment planning for adult and elderly populations with neuromuscular illness. A broad spectrum of neurological conditions, including traumatic head injuries and degenerative conditions such as Parkinsonism, etc will be the focus of the course. Prerequisite: PT 6413.

PT 6532 Cardiopulmonary II This class provides an investigation into the evaluation, treatment and rehabilitation considerations associated with cardiovascular disease in humans. Prerequisite: PT 6132.

PT 6541 Research IV This course is designed to be a mentor-protégé experience. The course represents the fourth semester of this process. The student will complete research under the direction of a faculty member. This research will be based on the previous semester's work that has culminated in the implementation of a data collection methodology, the collection of data, and the analysis of the data collected. At the completion of these courses the student will have produced (alone or in conjunction with the mentor) a product of scholarly quality, suitable for presentation and/or publication. Prerequisite: PT 6441.

PT 6601 Musculoskeletal V This course is a laboratory clinical simulation course designed to assist students in the integration of all content and skills included in all Musculoskeletal courses of the ASU Graduate PT Curriculum. Students are provided and/or develop musculoskeletal cases that are diagnosed, managed, and defended in a laboratory setting. This course prepares the student, with regard to musculoskeletal issues, for the final semester of clinical rotation. Prerequisite: PT 6503.

PT 6611 Neuromuscular V This course is the last in a series of courses dealing with neuromuscular conditions. Students will have opportunity to focus on evaluation, assessment, and treatment planning for pediatric, adult and elderly populations with neuromuscular illness. The areas discussed in this course will demand a higher order of knowledge and skills acquired during the previous neuromuscular courses. Prerequisite: PT 6513.

PT 6602 Clinical Education III Five weeks of full-time affiliation at an assigned facility working with assigned patients under the supervision of an on-site physical therapist. Students integrate the knowledge of basic sciences and interventions to practice problem solving techniques in the clinical setting. Prerequisites: PT 6503, PT 6513, PT 6541, and PT 6532.

PT 6763 Clinical Education IV Eight weeks of full-time affiliation at an assigned facility working with assigned patient under the supervision of an onsite physical therapist. Students integrate the knowledge of basic sciences and interventions to practice problemsolving techniques in the clinical setting. Prerequisite: PT 6601 and PT 6611.

PT 6773 Clinical Education V Eight weeks of full-time affiliation at an assigned facility working with assigned patients under the supervision of an on-site physical therapist. Students integrate the knowledge of basic sciences and interventions to practice problem solving techniques in the clinical setting. Prerequisite: PT 6763.

2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Shawn Drake, PT, PhD
Department of Physical Therapy
Arkansas State University
sdrake@astate.edu; 870-972-3591

3. Last semester student can graduate with this degree and/or last semester course will be offered
Fall 2010

4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? These courses were part of the Masters of Physical Therapy Program. All students have matriculated through the Masters of Physical Therapy Program and these courses are no longer needed in the bulletin.

5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.

This change will not affect the departmental courses. These courses were necessary for the Masters of Physical Therapy degree which is no longer offered at the university. The doctorate courses now replace the master level courses. This change does not affect other academic departments.

6. (For courses only) Will another course be substituted? If yes, what course?

No

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
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Taken from Graduate Bulletin Pages 205-207

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Emphasis is on the clinical decision making in all aspects of patient therapist interactions.

Prerequisite: PT6202

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allocation of limited financial resources, dating in the workplace, performance evaluations and raises, outcomes assessment, managed care and sexual harassment. Prerequisite: PT 6252.

PT 6503 Musculoskeletal IV The management of musculoskeletal cases of the spine and TMJ incorporating anatomy, biomechanics, pathology, clinical diagnosis, intervention, education prevention, ergonomics, pain management, and conditioning. Emphasis will be on clinical decision making in all aspects of patient therapist interactions. . Prerequisite: PT 6202

PT 6513 Neuromuscular IV Students will have opportunity to focus on evaluation, assessment, and treatment planning for adult and elderly populations with neuromuscular illness. A broad spectrum of neurological conditions, including traumatic head injuries and degenerative conditions such as Parkinsonism, etc will be the focus of the course. Prerequisite: PT 6413.

PT 6532 Cardiopulmonary II This class provides an investigation into the evaluation, treatment and rehabilitation considerations associated with cardiovascular disease in humans. Prerequisite: PT 6132.

PT 6541 Research IV This course is designed to be a mentor-protégé experience. The course represents the fourth semester of this process. The student will complete research under the direction of a faculty member. This research will be based on the previous semester's work that has culminated in the implementation of a data collection methodology, the collection of data, and the analysis of the data collected. At the completion of these courses the student will have produced (alone or in conjunction with the mentor) a product of scholarly quality, suitable for presentation and/or publication. Prerequisite: PT 6441.

PT 6601 Musculoskeletal V This course is a laboratory clinical simulation course designed to assist students in the integration of all content and skills included in all Musculoskeletal courses of the ASU Graduate PT Curriculum. Students are provided and/or develop musculoskeletal cases that are diagnosed, managed, and defended in a laboratory setting. This course prepares the student, with regard to musculoskeletal issues, for the final semester of clinical rotation. Prerequisite: PT 6503.

PT 6611 Neuromuscular V This course is the last in a series of courses dealing with neuromuscular conditions. Students will have opportunity to focus on evaluation, assessment, and treatment planning for pediatric, adult and elderly populations with neuromuscular illness. The areas discussed in this course will demand a higher order of knowledge and skills acquired during the previous neuromuscular courses. Prerequisite: PT 6513.

PT 6602 Clinical Education III Five weeks of full-time affiliation at an assigned facility working with assigned patients under the supervision of an on-site physical therapist. Students integrate the knowledge of basic sciences and interventions to practice problem solving techniques in the clinical setting. Prerequisites: PT 6503, PT 6513, PT 6541, and PT 6532.

~~**PT 6763 Clinical Education IV** Eight weeks of full-time affiliation at an assigned facility working with assigned patient under the supervision of an onsite physical therapist. Students integrate the knowledge of basic sciences and interventions to practice problemsolving techniques in the clinical setting. Prerequisite: PT 6601 and PT 6611.~~

~~**PT 6773 Clinical Education V** Eight weeks of full-time affiliation at an assigned facility working with assigned patients under the supervision of an on-site physical therapist. Students integrate the knowledge of basic sciences and interventions to practice problem solving techniques in the clinical setting. Prerequisite: PT 6763.~~

Program and/or Course Deletion Proposal-Bulletin Change Transmittal Form

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Program and/or Course Deletion

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Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Program and/or Course Title, Prefix and Number PT 7524 Therapeutic Exercise and Patient Handling This course applies principles from anatomy, physiology, and biomechanics to clinical procedures of massage, manual therapy, therapeutic exercise and basic patient care skills. In addition documentation for physical therapist is covered.
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Shawn Drake, PT, PhD Arkansas State University Department of Physical Therapy PO Box 910 State University, AR 72467 sdrake@astate.edu 870-972-3591
3. Last semester student can graduate with this degree and/or last semester course will be offered Fall 2010
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? Course was created as a required course in the DPT curriculum. Course material is being moved to other courses in the DPT curriculum (PT 7512, PT8245, PT 8254, PT8143, PT 8674)
5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects. This change does not affect other academic departments. PT department materials that include curricular information will be modified to reflect the changes and forwarded to students, Grad School, Registrar, Admissions and Financial Aid as appropriate.
6. (For courses only) Will another course be substituted? If yes, what course? Yes, PT 7534 will be substituted for a component of the material taught in PT; additional components of the current course will be covered in other DPT courses as outlined in #4 above.

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DOCTOR OF PHYSICAL THERAPY

Policies specific to the D.P.T. may be found in the College of Nursing and Health Professions section. Academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7112 Gross Anatomy Study of the structure and function of the human limbs, spine, head and neck; regional description with emphasis on the muscular, skeletal, nervous, and vascular systems of the limbs and spine. Corequisite PT 7214 Movement Science.

PT 7123 Research I The first of four mentored research courses culminating in a project suitable for presentation or publication, with the first course focusing on surveillance of the research landscape, identification of a research topic, and review of related literature.

PT 7141 Research II The second of four mentored research courses culminating in a project suitable for presentation or publication, with the second course focusing on the development and defense of the research proposal and its approval by the ASU Institutional Review Board.

PT 7214 Movement Science Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for physical therapy. Principles of muscle force testing and goniometry. Corequisite: PT 7112 Gross Anatomy.

PT 7224 Neuroscience Analysis of the structure and function of the human nervous system for physical therapy majors. Prerequisite: Successful completion of PT 5102 Gross Anatomy.

PT 7243 Integumentary Pathologies, impairments, functional limitations, and disabilities of individuals with integumentary system dysfunction; review of relevant anatomy, physiology and pathophysiology of the integumentary system; physical therapy management of individuals with compromised integumentary system.

PT 7252 Psychosocial Issues in Physical Therapy Physical therapists' role in management of psychosocial issues affecting patient care including loss and grieving, self concept, socio-cultural considerations, stress and coping, motivational issues and terminal illness.

PT 7314 Physiology Provides learners with and integrated knowledge and application of physiological principles related to the provision of patient care in physical therapy. Topics investigated include the physiology and normal responses of the musculoskeletal, neurological, renal, and cardiopulmonary systems.

PT 7323 Imaging and Pharmacology An overview of radiologic image and pharmacology in physical therapy practice, with the radiology portion covering the indications, uses, limitations and advantages of imaging techniques, and the pharmacology portion covering the pharmacokinetics and pharmacodynamics of various pharmacologic interventions.

PT 7343 Administration I The first of two courses addressing principles of health administration, which emphasis on the US healthcare system; legal and ethical issues; business basics, human resource management; service marketing; health care economics; and outcomes, accreditation, risk management, and consultative services.

PT 7413 Pathophysiology and Differential Diagnosis This course examines the influence of disease on different body systems. Content examines the effects of pathological and age-related changes on health and human movement. The course includes differential diagnosis and basic pharmacological principles for a variety of pathologies.

PT 7443 Cardiopulmonary Addresses the physical therapy management cardiopulmonary dysfunction, with emphasis on pathologies, impairments, functional limitations, and disabilities associated with the dysfunctions, and the development of a systematic approach to examination, evaluation, diagnosis, prognosis, and intervention. Prerequisites; PT 7314, and PT 7413

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7512 Professional Issues I: Introduction to DPT Practice Introduction to the *Guide to Physical Therapist Practice*, professional association, professional behaviors, leadership, and regulation of the profession. Students are introduced to the various aspects of physical therapist practice including components of the physical therapist examination process with emphasis on acquiring skill in history, interviewing, systems review and clinical documentation; fundamental skills in patient handling and physical examination are also introduced.

~~**PT 7524 Therapeutic Exercise and Patient Handling** This course applies principles from anatomy, physiology, and biomechanics to clinical procedures of massage, manual therapy, therapeutic exercise and basic patient care skills. In addition documentation for physical therapist is covered.~~

PT 7612 Methods of Instruction and Consultation This course addresses the role of the physical therapist as educator, with emphasis on principles and methods of effective instruction, feedback, and consultation along with the various forms of educational and instructional technologies.

PT 7624 Electrotherapy and Physical Agents Introduction to the theory and applications of thermal modalities and electrotherapy to human tissue. Indications, contraindications, and precautions for thermal modalities, and electrotherapy are covered. Clinical decision making and appropriate applications of the modalities are emphasized.

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7833 Clinical Education II The second of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8143 Neuromuscular I Theoretical foundations of neuromuscular rehabilitation including normal and abnormal movement, neuroplasticity, limbic functions; principles of differential diagnosis, psychosocial aspects of neuromuscular disorders; medical and nonmedical interventions including basic pharmacology. Prerequisites: PT 7224 and PT 7314.

PT 8151 Research III Third mentored research course culmination in a project suitable for presentation or publication, focusing on implementation of the research project and gathering of pertinent data as outlined in the research proposal. Prerequisite: PT 7141 Research II.

PT 8163 Clinical Education III The third of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8172 Administration II The second administrative course addressing principles of health administration. Emphasis on nuances in patient care, federal reimbursement, and clinical administration across the US healthcare system including acute, skilled nursing, home health, outpatient, and hospice care. Prerequisite: PT 7343 Administration I.

PT 8181 Independent Study and Cumulating Experience This is an independent study that is designed to meet the individual needs of the student. The course work is designed on an individual basis.

PT 8244 Musculoskeletal I Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 7624

PT 8254 Musculoskeletal II Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 8244 Musculoskeletal I.

PT 8263 Clinical Education IV The fourth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8272 Professional Issues II Exploration of the roles of physical therapist in clinical practice and ethical and legal dilemmas faced by physical therapists; design of a professional development plan.

PT 8341 Seminar in Exercise Instruction and Consultation This course addresses the role of the physical therapist as educator with emphasis on exercise prescription, exercise instruction and student facilitated instruction and assessment

PT 8352 Health and Wellness The first component of this course addresses cardiopulmonary rehabilitation of individuals with cardiopulmonary system dysfunction, and health and wellness issues relevant to Physical Therapy. The second component of this course is focused on health and wellness of the elderly.

PT 8373 Special Topics in Physical Therapy This course is a required elective in the Doctor of Physical Therapy (DPT) program that provides the opportunity for students to gain advanced skills in focused practice areas with emphasis on areas associated with specialty certification in physical therapy by the American Board of Physical Therapy Specialties.

PT 8473 Cultural Competence in the Delivery of Health Care Self-assessment of awareness, knowledge, sensitivity and acceptance of the importance of cultural issues in a culturally diverse health care environment; definition/components of culture, cultural values, cultural competence, health/healing, trans-cultural communication, fostering cultural competence in other health care workers.

PT 8571 Research IV The fourth of four mentored research courses culminating in a project suitable for presentation or publication, with the fourth course focusing on the development and defense of the final research project and its submission for publication or presentation.

PT 8585 Clinical Education V The fifth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8653 Neuromuscular II Examination, assessment and treatment planning for pediatric population with a broad spectrum of neurological conditions, including cerebral palsy, genetic disorder, etc. Prerequisite: PT 8143 Neuromuscular I.

PT 8674 Musculoskeletal III The terminal course in Musculoskeletal sequence. Intended to offer the student an opportunity to engage in an intensive and comprehensive immersion into the management of the patient with musculoskeletal II dysfunction leading to effective clinical practice. Prerequisites: PT 8254 Musculoskeletal II.

PT 8685 Clinical Education VI The sixth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8773 Neuromuscular IV Evaluation, assessment, and treatment planning for individuals with brain injury due to cerebrovascular accident, traumatic brain injury, tumor or infection; management of patients with Parkinson's disease, Huntington's disease and complex neuromuscular problems. Prerequisite; PT 8753 Neuromuscular III.

PT 8753 Neuromuscular III Examination, assessment, and treatment planning for individuals with neuromuscular conditions involving the spinal cord (traumatic and non-traumatic) and vestibular system. Prerequisites: PT 8143 Neuromuscular I, PT 7314 Physiology, PT 7224 Neuroscience.

PT 8872 Clinical Decision Making Models for clinical reasoning and decision making; factors influencing clinical decisions; management of complex patient problems.

Program and/or Course Deletion Proposal-Bulletin Change Transmittal Form

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Program and/or Course Deletion

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Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Program and/or Course Title, Prefix and Number PT 8172 Administration II The second administrative course addressing principles of health administration. Emphasis on nuances in patient care, federal reimbursement, and clinical administration across the US healthcare system including acute, skilled nursing, home health, outpatient, and hospice care. Prerequisite: PT 7343 Administration I.
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Shawn Drake, PT, PhD Department of Physical Therapy Arkansas State University sdrake@astate.edu; 870-972-3591
3. Last semester student can graduate with this degree and/or last semester course will be offered Fall 2011
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? Course was created as a required course in the DPT curriculum. Course material is adequately covered in PT 7343.
5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects. This change does not affect other academic departments. PT department materials that include curricular information will be modified to reflect the changes and forwarded to students, Grad School, Registrar, Admissions and Financial Aid as appropriate.
6. (For courses only) Will another course be substituted? If yes, what course? No

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principles from anatomy, physiology, and biomechanics to clinical procedures of massage, manual therapy, therapeutic exercise and basic patient care skills. In addition documentation for physical therapist is covered.

PT 7612 Methods of Instruction and Consultation The first of two courses addressing the role of the therapist as educator, with emphasis on principles and methods of effective instruction, feedback, and consultation along with the various forms of educational and instructional technologies to present information.

PT 7624 Electrotherapy and Physical Agents Introduction to the theory and applications of thermal modalities and electrotherapy to human tissue. Indications, contraindications, and precautions for thermal modalities, and electrotherapy are covered. Clinical decision making and appropriate applications of the modalities are emphasized.

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

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PT 8143 Neuromuscular I Theoretical foundations of neuromuscular rehabilitation including normal and abnormal movement, neuroplasticity, limbic functions; principles of differential diagnosis, psychosocial aspects of neuromuscular disorders; medical and nonmedical interventions including basic pharmacology. Prerequisites: PT 7224 and PT 7314.

PT 8151 Research III Third mentored research course culmination in a project suitable for presentation or publication, focusing on implementation of the research project and gathering of pertinent data as outlined in the research proposal. Prerequisite: PT 7141 Research II.

PT 8163 Clinical Education III The third of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

~~**PT 8172 Administration II** The second administrative course addressing principles of health administration. Emphasis on nuances in patient care, federal reimbursement, and clinical administration across the US healthcare system including acute, skilled nursing, home health, outpatient, and hospice care. Prerequisite: PT 7343 Administration I.~~

PT 8181 Independent Study and Cumulating Experience This is an independent study that is designed to meet the individual needs of the student. The course work is designed on an individual basis.

PT 8244 Musculoskeletal I Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 7624

PT 8254 Musculoskeletal II Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 8244 Musculoskeletal I.

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College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Program and/or Course Title, Prefix and Number PT 8341 Seminar in Exercise Instruction and Consultation This course addresses the role of the physical therapist as educator with emphasis on exercise prescription, exercise instruction and student facilitated instruction and assessment.
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Shawn Drake, PT, PhD Department of Physical Therapy Arkansas State University sdrake@astate.edu; 870-972-3591
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DOCTOR OF PHYSICAL THERAPY

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PT 7112 Gross Anatomy Study of the structure and function of the human limbs, spine, head and neck; regional description with emphasis on the muscular, skeletal, nervous, and vascular systems of the limbs and spine. Corequisite PT 7214 Movement Science.

PT 7123 Research I The first of four mentored research courses culminating in a project suitable for presentation or publication, with the first course focusing on surveillance of the research landscape, identification of a research topic, and review of related literature.

PT 7141 Research II The second of four mentored research courses culminating in a project suitable for presentation or publication, with the second course focusing on the development and defense of the research proposal and its approval by the ASU Institutional Review Board.

PT 7214 Movement Science Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for physical therapy. Principles of muscle force testing and goniometry. Corequisite: PT 7112 Gross Anatomy.

PT 7224 Neuroscience Analysis of the structure and function of the human nervous system for physical therapy majors. Prerequisite: Successful completion of PT 5102 Gross Anatomy.

PT 7243 Integumentary Pathologies, impairments, functional limitations, and disabilities of individuals with integumentary system dysfunction; review of relevant anatomy, physiology and pathophysiology of the integumentary system; physical therapy management of individuals with compromised integumentary system.

PT 7252 Psychosocial Issues in Physical Therapy Physical therapists' role in management of psychosocial issues affecting patient care including loss and grieving, self concept, socio-cultural considerations, stress and coping, motivational issues and terminal illness.

PT 7314 Physiology Provides learners with and integrated knowledge and application of physiological principles related to the provision of patient care in physical therapy. Topics investigated include the physiology and normal responses of the musculoskeletal, neurological, renal, and cardiopulmonary systems.

PT 7323 Imaging and Pharmacology An overview of radiologic image and pharmacology in physical therapy practice, with the radiology portion covering the indications, uses, limitations and advantages of imaging techniques, and the pharmacology portion covering the pharmacokinetics and pharmacodynamics of various pharmacologic interventions.

PT 7343 Administration I The first of two courses addressing principles of health administration, which emphasis on the US healthcare system; legal and ethical issues; business basics, human resource management; service marketing; health care economics; and outcomes, accreditation, risk management, and consultative services.

PT 7413 Pathophysiology and Differential Diagnosis This course examines the influence of disease on different body systems. Content examines the effects of pathological and age-related changes on health and human movement. The course includes differential diagnosis and basic pharmacological principles for a variety of pathologies.

PT 7443 Cardiopulmonary Addresses the physical therapy management cardiopulmonary dysfunction, with emphasis on pathologies, impairments, functional limitations, and disabilities associated with the dysfunctions, and the development of a systematic approach to examination, evaluation, diagnosis, prognosis, and intervention. Prerequisites; PT 7314, and PT 7413

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

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PT 8143 Neuromuscular I Theoretical foundations of neuromuscular rehabilitation including normal and abnormal movement, neuroplasticity, limbic functions; principles of differential diagnosis, psychosocial aspects of neuromuscular disorders; medical and nonmedical interventions including basic pharmacology. Prerequisites: PT 7224 and PT 7314.

PT 8151 Research III Third mentored research course culmination in a project suitable for presentation or publication, focusing on implementation of the research project and gathering of pertinent data as outlined in the research proposal. Prerequisite: PT 7141 Research II.

PT 8163 Clinical Education III The third of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8172 Administration II The second administrative course addressing principles of health administration. Emphasis on nuances in patient care, federal reimbursement, and clinical administration across the US healthcare system including acute, skilled nursing, home health, outpatient, and hospice care. Prerequisite: PT 7343 Administration I.

PT 8181 Independent Study and Cumulating Experience This is an independent study that is designed to meet the individual needs of the student. The course work is designed on an individual basis.

PT 8244 Musculoskeletal I Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 7624

PT 8254 Musculoskeletal II Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 8244 Musculoskeletal I.

PT 8263 Clinical Education IV The fourth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8272 Professional Issues II Exploration of the roles of physical therapist in clinical practice and ethical and legal dilemmas faced by physical therapists; design of a professional development plan.

~~**PT 8341 Seminar in Exercise Instruction and Consultation** This course addresses the role of the physical therapist as educator with emphasis on exercise prescription, exercise instruction and student facilitated instruction and assessment~~

PT 8352 Health and Wellness The first component of this course addresses cardiopulmonary rehabilitation of individuals with cardiopulmonary system dysfunction, and health and wellness issues relevant to Physical Therapy. The second component of this course is focused on health and wellness of the elderly.

PT 8373 Special Topics in Physical Therapy This course is a required elective in the Doctor of Physical Therapy (DPT) program that provides the opportunity for students to gain advanced skills in focused practice areas with emphasis on areas associated with specialty certification in physical therapy by the American Board of Physical Therapy Specialties.

PT 8473 Cultural Competence in the Delivery of Health Care Self-assessment of awareness, knowledge, sensitivity and acceptance of the importance of cultural issues in a culturally diverse health care environment; definition/components of culture, cultural values, cultural competence, health/healing, trans-cultural communication, fostering cultural competence in other health care workers.

PT 8571 Research IV The fourth of four mentored research courses culminating in a project suitable for presentation or publication, with the fourth course focusing on the development and defense of the final research project and its submission for publication or presentation.

PT 8585 Clinical Education V The fifth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8653 Neuromuscular II Examination, assessment and treatment planning for pediatric population with a broad spectrum of neurological conditions, including cerebral palsy, genetic disorder, etc. Prerequisite: PT 8143 Neuromuscular I.

PT 8674 Musculoskeletal III The terminal course in Musculoskeletal sequence. Intended to offer the student an opportunity to engage in an intensive and comprehensive immersion into the management of the patient with musculoskeletal II dysfunction leading to effective clinical practice. Prerequisites: PT 8254 Musculoskeletal II.

PT 8685 Clinical Education VI The sixth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8773 Neuromuscular IV Evaluation, assessment, and treatment planning for individuals with brain injury due to cerebrovascular accident, traumatic brain injury, tumor or infection; management of patients with Parkinson's disease, Huntington's disease and complex neuromuscular problems. Prerequisite; PT 8753 Neuromuscular III.

PT 8753 Neuromuscular III Examination, assessment, and treatment planning for individuals with neuromuscular conditions involving the spinal cord (traumatic and non-traumatic) and vestibular system. Prerequisites: PT 8143 Neuromuscular I, PT 7314 Physiology, PT 7224 Neuroscience.

PT 8872 Clinical Decision Making Models for clinical reasoning and decision making; factors influencing clinical decisions; management of complex patient problems.

Code #

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College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Shawn Drake, Arkansas State University, Department of Physical Therapy, PO Box 910, State University, AR 72467
sdrake@astate.edu 870-972-3591

2. Proposed Change

PT 7113 Gross Anatomy Study of the structure and function of the human limbs, spine, head and neck; regional description with emphasis on the muscular, skeletal, nervous, and vascular systems of the limbs and spine. Corequisite PT 7214

3. Effective Date

Fall 2011

4. Justification

An additional credit hour is being added to this course to reflect the amount of laboratory and lecture instruction required to adequately cover the content.

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allocation of limited financial resources, dating in the workplace, performance evaluations and raises, outcomes assessment, managed care and sexual harassment. Prerequisite: PT 6252.

PT 6503 Musculoskeletal IV The management of musculoskeletal cases of the spine and TMJ incorporating anatomy, biomechanics, pathology, clinical diagnosis, intervention, education prevention, ergonomics, pain management, and conditioning. Emphasis will be on clinical decision making in all aspects of patient therapist interactions. . Prerequisite: PT 6202

PT 6513 Neuromuscular IV Students will have opportunity to focus on evaluation, assessment, and treatment planning for adult and elderly populations with neuromuscular illness. A broad spectrum of neurological conditions, including traumatic head injuries and degenerative conditions such as Parkinsonism, etc will be the focus of the course. Prerequisite: PT 6413.

PT 6532 Cardiopulmonary II This class provides an investigation into the evaluation, treatment and rehabilitation considerations associated with cardiovascular disease in humans. Prerequisite: PT 6132.

PT 6541 Research IV This course is designed to be a mentor-protégé experience.

The course represents the fourth semester of this process. The student will complete research under the direction of a faculty member. This research will be based on the previous semester's work that has culminated in the implementation of a data collection methodology, the collection of data, and the analysis of the data collected. At the completion of these courses the student will have produced (alone or in conjunction with the mentor) a product of scholarly quality, suitable for presentation and/or publication. Prerequisite: PT 6441.

PT 6601 Musculoskeletal V This course is a laboratory clinical simulation course designed to assist students in the integration of all content and skills included in all Musculoskeletal courses of the ASU Graduate PT Curriculum. Students are provided and/or develop musculoskeletal cases that are diagnosed, managed, and defended in a laboratory setting. This course prepares the student, with regard to musculoskeletal issues, for the final semester of clinical rotation. Prerequisite: PT 6503.

PT 6611 Neuromuscular V This course is the last in a series of courses dealing with neuromuscular conditions. Students will have opportunity to focus on evaluation, assessment, and treatment planning for pediatric, adult and elderly populations with neuromuscular illness. The areas discussed in this course will demand a higher order of knowledge and skills acquired during the previous neuromuscular courses. Prerequisite: PT 6513.

PT 6602 Clinical Education III Five weeks of full-time affiliation at an assigned facility working with assigned patients under the supervision of an on-site physical therapist. Students integrate the knowledge of basic sciences and interventions to practice problem solving techniques in the clinical setting. Prerequisites: PT 6503, PT 6513, PT 6541, and PT 6532.

PT 6763 Clinical Education IV Eight weeks of full-time affiliation at an assigned facility working with assigned patient under the supervision of an onsite physical therapist. Students integrate the knowledge of basic sciences and interventions to practice problemsolving techniques in the clinical setting. Prerequisite: PT 6601 and PT 6611.

PT 6773 Clinical Education V Eight weeks of full-time affiliation at an assigned facility working with assigned patients under the supervision of an on-site physical therapist. Students integrate the knowledge of basic sciences and interventions to practice problem solving techniques in the clinical setting. Prerequisite: PT 6763.

PT 7112 7113 Gross Anatomy Study of the structure and function of the human limbs, spine, head and neck; regional description with emphasis on the muscular, skeletal, nervous, and vascular systems of the limbs and spine. Corequisite PT 7214 ~~Movement Science.~~

PT 7123 Research I The first of four mentored research courses culminating in a project suitable for presentation or publication, with the first course focusing on surveillance

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Shawn Drake, Arkansas State University, Department of Physical Therapy, PO Box 910, State University, AR 72467
sdrake@astate.edu 870-972-3591

2. Proposed Change

PT 7141 Research I The first of three mentored research courses designed to culminate in a project suitable for presentation or publication. Students will work with an assigned faculty advisor and develop projects related to the faculty advisor's area of knowledge and interest. Prerequisite: PT 7123.

3. Effective Date

Fall 2011

4. Justification

This will be the first mentored course, instead of the second in research in the research pillar. This is based on faculty input that many students need to have PT 7123, Research and Introduction to Evidence Based Practice as a foundation before entering into a mentor-protégé research course.

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of the research landscape, identification of a research topic, and review of related literature.

PT 7141 Research II ~~The second of four mentored research courses culminating in a project suitable for presentation or publication, with the second course focusing on the development and defense of the research proposal and its approval by the ASU Institutional Review Board.~~ The first of three mentored research courses designed to culminate in a project suitable for presentation or publication. Students will work with an assigned faculty advisor and develop projects related to the faculty advisor's area of knowledge and interest.
Prerequisite: PT 7123.

PT 7214 Movement Science Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for physical therapy. Principles of muscle force testing and goniometry.. Corequisite: PT 7112 Gross Anatomy.

PT 7224 Neuroscience Analysis of the structure and function of the human nervous system for physical therapy majors. Prerequisite: Successful completion of PT 5102 Gross Anatomy.

PT 7243 Integumentary Pathologies, impairments, functional limitations, and disabilities of individuals with integumentary system dysfunction; review of relevant anatomy, physiology and pathophysiology of the integumentary system; physical therapy management of individuals with compromised integumentary system.

PT 7252 Psychosocial Issues in Physical Therapy Physical therapists' role is management of psychosocial issues affecting patient care including loss and grieving, self concept, socio-cultural considerations, stress and coping, motivational issues and terminal illness.

PT 7314 Physiology Provides learners with and integrated knowledge and application of physiological principles related to the provision of patient care in physical therapy. Topics investigated include the physiology and normal responses of the musculoskeletal, neurological, renal, and cardiopulmonary systems.

PT 7323 Imaging and Pharmacology An overview of radiologic image and pharmacology in physical therapy practice, with the radiology portion covering the indications, uses, limitations and advantages of imaging techniques, and the pharmacology portion covering the pharmacokinetics and pharmacodynamics of various pharmacologic interventions.

PT 7343 Administration I The first of two courses addressing principles of health administration, which emphasis on the US healthcare system; legal and ethical issues; business basics, human resource management; service marketing; health care economics; and outcomes, accreditation, risk management, and consultative services.

PT 7413 Pathophysiology and Differential Diagnosis This course examines the influence of disease on different body systems. Content examines the effects of pathological and age-related changes on health and human movement. The course includes differential diagnosis and basic pharmacological principles for a variety of pathologies.

PT 7443 Cardiopulmonary Addresses the physical therapy management cardiopulmonary dysfunction, with emphasis on pathologies, impairments, functional limitations, and disabilities associated with the dysfunctions, and the development of a systematic approach to examination, evaluation, diagnosis, prognosis, and intervention. Prerequisites; PT 7314, and PT 7413

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7512 Professional Issues I Introduction to the Guide to Physical Therapist practice, professional association, professional behaviors, leadership, regulation of the profession.

PT 7524 Therapeutic Exercise and Patient Handling This course applies
209
principles

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sdrake@astate.edu 870-972-3591

2. Proposed Change

PT 7213 Movement Science Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for physical therapy. Corequisite: PT 7112

3. Effective Date

Fall 2011

4. Justification

The course has been reduced in credit hours from 4 to 3 to reflect the reduction in content. This course includes the same content covered with the exception of instruction in manual muscle testing and goniometry which will be covered in PT 7534 Clinical Procedures: Introductory Tests, Measures, and Interventions.

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of the research landscape, identification of a research topic, and review of related literature.

PT 7141 Research II The second of four mentored research courses culminating in a project suitable for presentation or publication, with the second course focusing on the development and defense of the research proposal and its approval by the ASU Institutional Review Board.

PT ~~7214~~ 7213 Movement Science Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for physical therapy. ~~Principles of muscle force testing and goniometry.~~ Corequisite: PT 7112 Gross Anatomy.

PT 7224 Neuroscience Analysis of the structure and function of the human nervous system for physical therapy majors. Prerequisite: Successful completion of PT 5102 Gross Anatomy.

PT 7243 Integumentary Pathologies, impairments, functional limitations, and disabilities of individuals with integumentary system dysfunction; review of relevant anatomy, physiology and pathophysiology of the integumentary system; physical therapy management of individuals with compromised integumentary system.

PT 7252 Psychosocial Issues in Physical Therapy Physical therapists' role is management of psychosocial issues affecting patient care including loss and grieving, self concept, socio-cultural considerations, stress and coping, motivational issues and terminal illness.

PT 7314 Physiology Provides learners with and integrated knowledge and application of physiological principles related to the provision of patient care in physical therapy. Topics investigated include the physiology and normal responses of the musculoskeletal, neurological, renal, and cardiopulmonary systems.

PT 7323 Imaging and Pharmacology An overview of radiologic imaging and pharmacology in physical therapy practice, with the radiology portion covering the indications, uses, limitations and advantages of imaging techniques, and the pharmacology portion covering the pharmacokinetics and pharmacodynamics of various pharmacologic interventions.

PT 7343 Administration I The first of two courses addressing principles of health administration, which emphasis on the US healthcare system; legal and ethical issues; business basics, human resource management; service marketing; health care economics; and outcomes, accreditation, risk management, and consultative services.

PT 7413 Pathophysiology and Differential Diagnosis This course examines the influence of disease on different body systems. Content examines the effects of pathological and age-related changes on health and human movement. The course includes differential diagnosis and basic pharmacological principles for a variety of pathologies.

PT 7443 Cardiopulmonary Addresses the physical therapy management cardiopulmonary dysfunction, with emphasis on pathologies, impairments, functional limitations, and disabilities associated with the dysfunctions, and the development of a systematic approach to examination, evaluation, diagnosis, prognosis, and intervention. Prerequisites; PT 7314, and PT 7413

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7512 Professional Issues I Introduction to the Guide to Physical Therapist practice, professional association, professional behaviors, leadership, regulation of the profession.

PT 7524 Therapeutic Exercise and Patient Handling This course applies

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sdrake@astate.edu 870-972-3591

2. Proposed Change

PT 7343 Administration This course addresses principles of health care administration, with an emphasis on the US healthcare system including acute, skilled nursing, home health, outpatient, and hospice care; legal and ethical issues, business basics, risk management and accreditation.

3. Effective Date

Fall 2011

4. Justification

The second course in the series originally planned for the DPT curriculum is being deleted as one course is adequate to cover the material planned for both courses. The new course description removes reference to the second course and combines information from both course descriptions. The title is change to eliminate the "I" since there is no longer a second course in the series.

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of the research landscape, identification of a research topic, and review of related literature.

PT 7141 Research II The second of four mentored research courses culminating in a project suitable for presentation or publication, with the second course focusing on the development and defense of the research proposal and its approval by the ASU Institutional Review Board.

PT 7214 Movement Science Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for physical therapy. Principles of muscle force testing and goniometry.. Corequisite: PT 7112 Gross Anatomy.

PT 7224 Neuroscience Analysis of the structure and function of the human nervous system for physical therapy majors. Prerequisite: Successful completion of PT 5102 Gross Anatomy.

PT 7243 Integumentary Pathologies, impairments, functional limitations, and disabilities of individuals with integumentary system dysfunction; review of relevant anatomy, physiology and pathophysiology of the integumentary system; physical therapy management of individuals with compromised integumentary system.

PT 7252 Psychosocial Issues in Physical Therapy Physical therapists' role is management of psychosocial issues affecting patient care including loss and grieving, self concept, socio-cultural considerations, stress and coping, motivational issues and terminal illness.

PT 7314 Physiology Provides learners with and integrated knowledge and application of physiological principles related to the provision of patient care in physical therapy. Topics investigated include the physiology and normal responses of the musculoskeletal, neurological, renal, and cardiopulmonary systems.

PT 7323 Imaging and Pharmacology An overview of radiologic image and pharmacology in physical therapy practice, with the radiology portion covering the indications, uses, limitations and advantages of imaging techniques, and the pharmacology portion covering the pharmacokinetics and pharmacodynamics of various pharmacologic interventions.

PT 7343 Administration ~~The first of two courses addressing principles of health administration, which emphasis on the US healthcare system; legal and ethical issues; business basics, human resource management; service marketing; health care economics; and outcomes, accreditation, risk management, and consultative services.~~ This course addresses principles of health care administration, with an emphasis on the US healthcare system including acute, skilled nursing, home health, outpatient, and hospice care; legal and ethical issues, business basics, risk management and accreditation.

PT 7413 Pathophysiology and Differential Diagnosis This course examines the influence of disease on different body systems. Content examines the effects of pathological and age-related changes on health and human movement. The course includes differential diagnosis and basic pharmacological principles for a variety of pathologies.

PT 7443 Cardiopulmonary Addresses the physical therapy management cardiopulmonary dysfunction, with emphasis on pathologies, impairments, functional limitations, and disabilities associated with the dysfunctions, and the development of a systematic approach to examination, evaluation, diagnosis, prognosis, and intervention. Prerequisites; PT 7314, and PT 7413

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7512 Professional Issues I Introduction to the Guide to Physical Therapist practice, professional association, professional behaviors, leadership, regulation of the profession.

PT 7524 Therapeutic Exercise and Patient Handling This course applies

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sdrake@astate.edu 870-972-3591

2. Proposed Change

PT 7444 Cardiopulmonary Addresses the physical therapy management cardiopulmonary dysfunction, with emphasis on pathologies, impairments, functional limitations, and disabilities associated with the dysfunctions, and the development of a systematic approach to examination, evaluation, diagnosis, prognosis, and intervention.

3. Effective Date

Fall 2011

4. Justification

An additional credit hour is being added to this course to reflect the inclusion of laboratory instruction hours covering cardiopulmonary exercise (the additional content was previously covered in PT 8341; PT 8341 is being deleted).

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DOCTOR OF PHYSICAL THERAPY

Policies specific to the D.P.T. may be found in the College of Nursing and Health Professions section. Academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7112 Gross Anatomy Study of the structure and function of the human limbs, spine, head and neck; regional description with emphasis on the muscular, skeletal, nervous, and vascular systems of the limbs and spine. Corequisite PT 7214 Movement Science.

PT 7123 Research I The first of four mentored research courses culminating in a project suitable for presentation or publication, with the first course focusing on surveillance of the research landscape, identification of a research topic, and review of related literature.

PT 7141 Research II The second of four mentored research courses culminating in a project suitable for presentation or publication, with the second course focusing on the development and defense of the research proposal and its approval by the ASU Institutional Review Board.

PT 7214 Movement Science Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for physical therapy. Principles of muscle force testing and goniometry. Corequisite: PT 7112 Gross Anatomy.

PT 7224 Neuroscience Analysis of the structure and function of the human nervous system for physical therapy majors. Prerequisite: Successful completion of PT 5102 Gross Anatomy.

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PT 7252 Psychosocial Issues in Physical Therapy Physical therapists' role in management of psychosocial issues affecting patient care including loss and grieving, self concept, socio-cultural considerations, stress and coping, motivational issues and terminal illness.

PT 7314 Physiology Provides learners with and integrated knowledge and application of physiological principles related to the provision of patient care in physical therapy. Topics investigated include the physiology and normal responses of the musculoskeletal, neurological, renal, and cardiopulmonary systems.

PT 7323 Imaging and Pharmacology An overview of radiologic image and pharmacology in physical therapy practice, with the radiology portion covering the indications, uses, limitations and advantages of imaging techniques, and the pharmacology portion covering the pharmacokinetics and pharmacodynamics of various pharmacologic interventions.

PT 7343 Administration I The first of two courses addressing principles of health administration, which emphasis on the US healthcare system; legal and ethical issues; business basics, human resource management; service marketing; health care economics; and outcomes, accreditation, risk management, and consultative services.

PT 7413 Pathophysiology and Differential Diagnosis This course examines the influence of disease on different body systems. Content examines the effects of pathological and age-related changes on health and human movement. The course includes differential diagnosis and basic pharmacological principles for a variety of pathologies.

PT 7443/7444 Cardiopulmonary Addresses the physical therapy management cardiopulmonary dysfunction, with emphasis on pathologies, impairments, functional limitations, and disabilities associated with the dysfunctions, and the development of a systematic approach to examination, evaluation, diagnosis, prognosis, and intervention. Prerequisites; PT 7314, and PT 7413.

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7512 Professional Issues I: Introduction to DPT Practice Introduction to the *Guide to Physical Therapist Practice*, professional association, professional behaviors, leadership, and regulation of the profession. Students are introduced to the various aspects of physical therapist practice including components of the physical therapist examination process with emphasis on acquiring skill in history, interviewing, systems review and clinical documentation; fundamental skills in patient handling and physical examination are also introduced.

PT 7524 Therapeutic Exercise and Patient Handling This course applies principles from anatomy, physiology, and biomechanics to clinical procedures of massage, manual therapy, therapeutic exercise and basic patient care skills. In addition documentation for physical therapist is covered.

PT 7612 Methods of Instruction and Consultation This course addresses the role of the physical therapist as educator, with emphasis on principles and methods of effective instruction, feedback, and consultation along with the various forms of educational and instructional technologies.

PT 7624 Electrotherapy and Physical Agents Introduction to the theory and applications of thermal modalities and electrotherapy to human tissue. Indications, contraindications, and precautions for thermal modalities, and electrotherapy are covered. Clinical decision making and appropriate applications of the modalities are emphasized.

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7833 Clinical Education II The second of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8143 Neuromuscular I Theoretical foundations of neuromuscular rehabilitation including normal and abnormal movement, neuroplasticity, limbic functions; principles of differential diagnosis, psychosocial aspects of neuromuscular disorders; medical and nonmedical interventions including basic pharmacology. Prerequisites: PT 7224 and PT 7314.

PT 8151 Research III Third mentored research course culmination in a project suitable for presentation or publication, focusing on implementation of the research project and gathering of pertinent data as outlined in the research proposal. Prerequisite: PT 7141 Research II.

PT 8163 Clinical Education III The third of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8172 Administration II The second administrative course addressing principles of health administration. Emphasis on nuances in patient care, federal reimbursement, and clinical administration across the US healthcare system including acute, skilled nursing, home health, outpatient, and hospice care. Prerequisite: PT 7343 Administration I.

PT 8181 Independent Study and Cumulating Experience This is an independent study that is designed to meet the individual needs of the student. The course work is designed on an individual basis.

PT 8244 Musculoskeletal I Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 7624

PT 8254 Musculoskeletal II Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 8244 Musculoskeletal I.

PT 8263 Clinical Education IV The fourth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8272 Professional Issues II Exploration of the roles of physical therapist in clinical practice and ethical and legal dilemmas faced by physical therapists; design of a professional development plan.

PT 8341 Seminar in Exercise Instruction and Consultation This course addresses the role of the physical therapist as educator with emphasis on exercise prescription, exercise instruction and student facilitated instruction and assessment

PT 8352 Health and Wellness The first component of this course addresses cardiopulmonary rehabilitation of individuals with cardiopulmonary system dysfunction, and health and wellness issues relevant to Physical Therapy. The second component of this course is focused on health and wellness of the elderly.

PT 8373 Special Topics in Physical Therapy This course is a required elective in the Doctor of Physical Therapy (DPT) program that provides the opportunity for students to gain advanced skills in focused practice areas with emphasis on areas associated with specialty certification in physical therapy by the American Board of Physical Therapy Specialties.

PT 8473 Cultural Competence in the Delivery of Health Care Self-assessment of awareness, knowledge, sensitivity and acceptance of the importance of cultural issues in a culturally diverse health care environment; definition/components of culture, cultural values, cultural competence, health/healing, trans-cultural communication, fostering cultural competence in other health care workers.

PT 8571 Research IV The fourth of four mentored research courses culminating in a project suitable for presentation or publication, with the fourth course focusing on the development and defense of the final research project and its submission for publication or presentation.

PT 8585 Clinical Education V The fifth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8653 Neuromuscular II Examination, assessment and treatment planning for pediatric population with a broad spectrum of neurological conditions, including cerebral palsy, genetic disorder, etc. Prerequisite: PT 8143 Neuromuscular I.

PT 8674 Musculoskeletal III The terminal course in Musculoskeletal sequence. Intended to offer the student an opportunity to engage in an intensive and comprehensive immersion into the management of the patient with musculoskeletal II dysfunction leading to effective clinical practice. Prerequisites: PT 8254 Musculoskeletal II.

PT 8685 Clinical Education VI The sixth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8773 Neuromuscular IV Evaluation, assessment, and treatment planning for individuals with brain injury due to cerebrovascular accident, traumatic brain injury, tumor or infection; management of patients with Parkinson's disease, Huntington's disease and complex neuromuscular problems. Prerequisite: PT 8753 Neuromuscular III.

Revised 9/10/09

PT 8753 Neuromuscular III Examination, assessment, and treatment planning for individuals with neuromuscular conditions involving the spinal cord (traumatic and non-traumatic) and vestibular system. Prerequisites: PT 8143 Neuromuscular I, PT 7314 Physiology, PT 7224 Neuroscience.

PT 8872 Clinical Decision Making Models for clinical reasoning and decision making; factors influencing clinical decisions; management of complex patient problems.

Code #

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College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Shawn Drake, Arkansas State University, Department of Physical Therapy, PO Box 910, State University, AR 72467
sdrake@astate.edu 870-972-3591

2. Proposed Change

PT 8143 Neuromuscular I Theoretical foundations of neuromuscular rehabilitation including normal and abnormal movement, neuroplasticity, motor control, and motor learning. Basic treatment principles are introduced.

3. Effective Date

Fall 2011

4. Justification

The course description was revised to remove reference to content covered in other courses (pharmacology and psychosocial) and to more concisely describe the purpose of this course in the DPT curriculum.

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Copied from Page 211 of Graduate Bulletin 2010-2011:

principles from anatomy, physiology, and biomechanics to clinical procedures of massage, manual therapy, therapeutic exercise and basic patient care skills. In addition documentation for physical therapist is covered.

PT 7612 Methods of Instruction and Consultation The first of two courses addressing the role of the therapist as educator, with emphasis on principles and methods of effective instruction, feedback, and consultation along with the various forms of educational and instructional technologies to present information.

PT 7624 Electrotherapy and Physical Agents Introduction to the theory and applications of thermal modalities and electrotherapy to human tissue. Indications, contraindications, and precautions for thermal modalities, and electrotherapy are covered. Clinical decision making and appropriate applications of the modalities are emphasized.

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7833 Clinical Education II The second of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8143 Neuromuscular I Theoretical foundations of neuromuscular rehabilitation including normal and abnormal movement, neuroplasticity, **motor control, and motor learning.** Basic treatment principles are introduced. ~~limbic functions; principles of differential diagnosis, psychosocial aspects of neuromuscular disorders; medical and nonmedical interventions including basic pharmacology.~~ Prerequisites: ~~PT 7224 and PT 7314~~

PT 8151 Research III Third mentored research course culmination in a project suitable for presentation or publication, focusing on implementation of the research project and gathering of pertinent data as outlined in the research proposal. Prerequisite: PT 7141 Research II.

PT 8163 Clinical Education III The third of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8172 Administration II The second administrative course addressing principles of health administration. Emphasis on nuances in patient care, federal reimbursement, and clinical administration across the US healthcare system including acute, skilled nursing, home health, outpatient, and hospice care. Prerequisite: PT 7343 Administration I.

PT 8181 Independent Study and Cumulating Experience This is an independent study that is designed to meet the individual needs of the student. The course work is designed on an individual basis.

PT 8244 Musculoskeletal I Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 7624

PT 8254 Musculoskeletal II Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 8244 Musculoskeletal I.

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Shawn Drake, Arkansas State University, Department of Physical Therapy, PO Box 910, State University, AR 72467
sdrake@astate.edu 870-972-3591

2. Proposed Change

PT 8255 Musculoskeletal II Management of musculoskeletal cases of the spine and TMJ incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 8245

3. Effective Date

Fall 2011

4. Justification

The current description in the Graduate Bulletin is the same as the course description for Musculoskeletal I. The course description needs to be changed to reflect the spine and TMJ emphasis of this course. An additional credit hour is being added based on faculty review and student feedback on the curriculum in order to allow adequate time for instruction.

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Copied from Page 209 of Graduate Bulletin 2010-2011:

principles from anatomy, physiology, and biomechanics to clinical procedures of massage, manual therapy, therapeutic exercise and basic patient care skills. In addition documentation for physical therapist is covered.

PT 7612 Methods of Instruction and Consultation The first of two courses addressing the role of the therapist as educator, with emphasis on principles and methods of effective instruction, feedback, and consultation along with the various forms of educational and instructional technologies to present information.

PT 7624 Electrotherapy and Physical Agents Introduction to the theory and applications of thermal modalities and electrotherapy to human tissue. Indications, contraindications, and precautions for thermal modalities, and electrotherapy are covered. Clinical decision making and appropriate applications of the modalities are emphasized.

PT 7733 Clinical Education I The first of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 7833 Clinical Education II The second of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8143 Neuromuscular I Theoretical foundations of neuromuscular rehabilitation including normal and abnormal movement, neuroplasticity, limbic functions; principles of differential diagnosis, psychosocial aspects of neuromuscular disorders; medical and nonmedical interventions including basic pharmacology. Prerequisites: PT 7224 and PT 7314.

PT 8151 Research III Third mentored research course culmination in a project suitable for presentation or publication, focusing on implementation of the research project and gathering of pertinent data as outlined in the research proposal. Prerequisite: PT 7141 Research II.

PT 8163 Clinical Education III The third of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8172 Administration II The second administrative course addressing principles of health administration. Emphasis on nuances in patient care, federal reimbursement, and clinical administration across the US healthcare system including acute, skilled nursing, home health, outpatient, and hospice care. Prerequisite: PT 7343 Administration I.

PT 8181 Independent Study and Cumulating Experience This is an independent study that is designed to meet the individual needs of the student. The course work is designed on an individual basis.

PT 82445 Musculoskeletal I Management of musculoskeletal cases of the upper and lower extremities incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 7624

PT 82548255 Musculoskeletal II Management of musculoskeletal cases of the ~~upper and lower extremities~~ spine and TMJ incorporating anatomy, biomechanics, pathology, clinical diagnosis, and intervention. Emphasis is on clinical decision making in all patient-therapist interaction. Education, prevention, ergonomics, pain management, and conditioning also covered. Prerequisite: PT 82448245 Musculoskeletal I.

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1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Shawn Drake, Arkansas State University, Department of Physical Therapy, PO Box 910, State University, AR 72467
sdrake@astate.edu 870-972-3591

2. Proposed Change

PT 8571 Research III The final research course designed to culminate in a project suitable for presentation or publication. Prerequisite: PT 8151

3. Effective Date

Fall 2011

4. Justification

This will be the third and final mentored course in the research the research pillar. This is based on faculty input that many students need to have PT 7123, Research and Introduction to Evidence Based Practice, as a foundation before entering into a mentor-protégé research course, PT 7141.

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PT 8263 Clinical Education IV The fourth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8272 Professional Issues II Exploration of the roles of physical therapist in clinical practice and ethical and legal dilemmas faced by physical therapists; design of a professional development plan.

PT 8341 Seminar in Instruction and Consultation The second of two courses addressing the role of the therapist as educator. Emphasis on student facilitated instruction using a variety of pedagogical approaches, active learning strategies, instructional technologies, and assessment

PT 8352 Health and Wellness The first component of this course addresses cardiopulmonary rehabilitation of individuals with cardiopulmonary system dysfunction, and health and wellness issues relevant to Physical Therapy. The second component of this course is focused on health and wellness of the elderly.

PT 8373 Complementary and Alternative Medicine An overview of complementary and alternative medicine with emphasis on current research information pertaining to the safety and effectiveness of representative therapies and the application of research evidence in the context of physical therapy practice.

PT 8473 Cultural Competence in the Delivery of Health Care Self-assessment of awareness, knowledge, sensitivity and acceptance of the importance of cultural issues in a culturally diverse health care environment; definition/components of culture, cultural values, cultural competence, health/healing, transcultural communication, fostering cultural competence in other health care workers.

PT 8571 Research IV III ~~The fourth of four mentored research courses culminating in a project suitable for presentation or publication, with the fourth course focusing on the development and defense of the final research project and its submission for publication or presentation.~~ The final research course designed to culminate in a project suitable for presentation or publication. Prerequisite: PT 8151

PT 8585 Clinical Education V The fifth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8653 Neuromuscular II Examination, assessment and treatment planning for pediatric population with a broad spectrum of neurological conditions, including cerebral palsy, genetic disorder, etc. Prerequisite: PT 8143 Neuromuscular I.

PT 8674 Musculoskeletal III The terminal course in Musculoskeletal sequence. Intended to offer the student an opportunity to engage in an intensive and comprehensive immersion into the management of the patient with musculoskeletal II dysfunction leading to effective clinical practice. Prerequisites: PT 8254 Musculoskeletal II.

PT 8685 Clinical Education VI The sixth of six supervised clinical education courses spanning 5 weeks, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses.

PT 8773 Neuromuscular IV Evaluation, assessment, and treatment planning for individuals with brain injury due to cerebrovascular accident, traumatic brain injury, tumor or infection; management of patients with Parkinson's disease, Huntington's disease and complex neuromuscular problems. Prerequisite: PT 8753 Neuromuscular III.

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Date

1. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
Dr. Jackie McBride Arkansas State University; Department of Educational Leadership, Curriculum, and Special Education, PO Box 1450, State University, AR 72467; jmcbride@astate.edu; 870-972-3062

2. **Proposed Change**
Update Bulletin description of ELAD 7493 Supervised Internship

3. **Effective Date**
Summer 2011

4. **Justification**
Enhanced description of the goals and purpose of the course. Better alignment with the description of the master's level supervised internship courses.

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Page 132

ELAD 7493 Supervised Internship ~~Supervised participation in an approved administrative and supervisory setting.~~ **A supervised clinical experience in a school district with emphasis on authentic problems and activities that require students to demonstrate leadership, skills, and practices integral to the performance of the school district administrator.**
Prerequisite: **Completion of all required program coursework and/or** permission of department chair; ~~must be arranged one semester in advance of registration.~~