

Graduate Council Minutes

November 17, 2011 @ 2:30 pm

Present: Dr. Sustich, Schmidt, Humphrey, Traylor, Owen, Miao, Zeng, Hall (Christenberry),  
Cliff, Risch, and Ms. Welch, Finch, McCann and Mr. Henry

1. New Course

BIO 5683 Biological Data Analyses **APPROVED**

2. Bulletin Changes

C&I for Licensure Tracks **APPROVED**

EdS Educational Leadership for Licensure Tracks **APPROVED**

MSE Physical Education changes **APPROVED**

MBA prerequisite deletions **APPROVED**

MEM deletions/additions **APPROVED**

PT 7733 Clinical Education I changes **APPROVED**

PT 8163 Clinical Education III changes **APPROVED**

PR 8263 Clinical Education IV changes **APPROVED**

Code #

### 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](mailto: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.	<b>Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> BIO 5683
2.	<b>Course Title</b> – 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). Biological Data Analyses
3.	<b>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.</b> Lecture and Lab
4.	<b>What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> Standard letters
5.	<b>Is this course dual listed (undergraduate/graduate)?</b> No
6.	<b>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.)</b> No
7.	<b>Brief course description (40 words or less) as it should appear in the bulletin.</b> Use of statistical tests and models (regression, ANOVA, generalized linear models, and mixed-effect models, PCA) to analyze ecological/biological data, applications using the R statistical program.
8.	<b>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).</b>  a. Are there any prerequisites? Applied Statistics I or equivalent b. Why? Because basic statistics will be reviewed but only for a few weeks.
9.	<b>Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.</b> Every Spring.
10.	<b>Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number) Virginie Rolland, Department of Biological Sciences, LSE 314, <a href="mailto:vrolland@astate.edu">vrolland@astate.edu</a> , 972-3194
11.	<b>Proposed Starting Term/Year</b> Spring 2012
12.	<b>Is this course in support of a new program? If yes, what program?</b> No.

- Deleted: .
- Deleted: A
- Deleted: a free

Revised 2/24/11

<p>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.</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>								
<p>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.</p>								
<p>15. Justification should include:</p> <p>A. <b>Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</b> This course should give students in biology a better understanding of statistics through the use of ecological/biological examples. Students will be using program R for exercises. R, a free version of S-Plus, is a high-level language and an environment for data analysis. It is increasingly used and cited in the literature. Because it is free, students will be able to download it on their personal computers without a license. At the end of the course, students will have the tools to analyze a variety of data or to look for other tools not seen during the class, and they should indirectly acquire some basic knowledge of programming as well.</p> <p>B. <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.</b> By combining biology with statistics, this course fits with the emphasis put on interdisciplinary instruction in the department. Students will have concrete tools to conduct good quality research in biology, wildlife, or ecology studies.</p> <p>C. <b>Student population served.</b> This course will serve as an elective for Biology graduate students. <a href="#">This course will NOT count toward the M.S degree in Statistics nor toward the PhD Minor in Statistics.</a></p> <p>D. <b>Rationale for the level of the course (lower, upper, or graduate).</b> This course will be offered as a graduate level course. It will start with an introduction to the program R and a review of the basics in statistics, which are essential for the understanding of further tests and models. Data manipulation, analysis, and interpretation – appropriate for a graduate level class – will foster critical thinking.</p>								
<p>16. <b>Outline</b> (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.) <b>Unit I: Introduction and Review</b> Week 1: Introduction to R Week 2: Descriptive Statistics and Probability Distributions Week 3: Hypothesis testing and Classical tests <b>Unit II: Linear models</b> Week 4: Regression and 1-way ANOVA Week 5: Multiple regression, Multiple testing, and Model inference and selection Week 6: 2-way ANOVA and ANCOVA Week 7: <i>Mid-term exam</i> <b>Unit III: Generalized linear models</b> Week 8: Introduction Week 9: Poisson regression (count data) Week 10: <i>Spring break</i> Week 11: Logistic regression (binary and proportion data) <b>Unit IV: More complex models</b> Week 12: Mixed effect models (repeated measures) I Week 13: Mixed effect models II <b>Unit V: Miscellaneous</b> Week 14: Principal Component Analysis Week 15: Additional questions Week 16: <i>Finals</i></p>								
<p>17. <b>Course requirements</b> (e.g. research papers, projects, interviews, tests, etc.) There will be quizzes (one per unit), homework assignments, a mid-term exam, and a final test. Students will also be asked to conduct a project in pairs on a given dataset.</p>								
<p>18. <b>Special features</b> (e.g. labs, exhibits, site visitations, etc.) None.</p>								
<p>19. <b>Required reading</b> This course would require students to read "The R Book (Crawley 2007)" to have a reference for both statistical tests (from basics to complex models) and R language. The course will also be supplemented with current literature.</p>								
<p>20. <b>Department staffing and classroom/lab resources</b> (Will this require additional faculty, supplies, etc.?) Because this course includes computer exercises, a computer lab will be needed. No additional faculty will be required to teach this course.</p>								
<p>21. <b>What is the primary goal of this course?</b> To learn how to analyze ecological/biological data using an increasingly used free software.</p>								
<p>22. If this proposal is for a general education course, please check the primary goal this course addresses:</p> <table><tr><td><input type="checkbox"/> Communicating effectively</td><td><input type="checkbox"/> Thinking Critically</td></tr><tr><td><input type="checkbox"/> Using mathematics</td><td><input type="checkbox"/> Using Technology</td></tr><tr><td><input type="checkbox"/> Understanding global issues</td><td><input type="checkbox"/> Understanding interdependence</td></tr><tr><td><input type="checkbox"/> Developing a life-long appreciation of the arts and humanities</td><td><input type="checkbox"/> Developing a strong foundation in the social sciences</td></tr></table>	<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
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<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences							

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<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 <u>up to three outcomes</u> that you expect of students after completion of this course. For example, what will students who meet this goal <u>know</u> or <u>be able to do</u> as a result of this course? The successful students in the course "Biological Data Analysis" will: 1. Demonstrate competency manipulating and graphically exploring biological data 2. Apply appropriate statistical models to demographic and ecological questions 3. Analyze data from an independent research project	

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.

*This proposal would affect p236 of the most current electronic version of the bulletin.*

**BIO 5123 Cell Signaling** This course will provide an understanding of key concepts about cellular signaling mechanisms, and major signaling pathways identified to date about the methods used to study these pathways. Three hours per week during spring semester. Prerequisite: Cell biology course(s) or permission of the instructor.

**BIO 5143 Pharmacology** The study of drugs and their mechanisms of action at the system, cellular, and molecular levels. Prerequisites: BIO 2223 OR BIO 3233, BIOL 4104, and CHEM 4243.

**BIO 5353 Field Techniques for Marine Mammals** Field experience in describing and analyzing marine behavior of dolphins and other marine mammals. Prerequisite: Permission of instructor.

**BIO 5601 Laboratory for Limnology** Two hours per week. To be taken concurrently with BIO 5603. (Course fee, \$20)

**BIO 5603 Limnology** Physicochemical conditions of fresh water, and their effects on aquatic life; plankton analysis and bottom fauna studies. Lecture three hours per week. Prerequisites: BIO 1301 , 1303; CHEM 1023, CHEM 1021.

**BIO 5023 History of Biological Ideas** This course analyzes the history of biological ideas such as evolution, heredity, spontaneous generation, and molecular biology, aimed at a better understanding not only of historical background of current research but also on how science proceeds. Prerequisites will be at least two of the following courses: BIO 3023, BIO 3013, BIO 3033, or permission of the instructor.

**BIO 5441-3 Special Topics in the Biological Sciences** Topical or technique driven seminar relating to the biological sciences that will lead to the training of students in a body of work, such as newly developed research technique/approach. Number of credit hours will vary. Prerequisites: consent of the instructor.

**BIO 5683 Biological Data Analysis** Use of statistical tests and models (regression, ANOVA, generalized linear models, and mixed-effect models, PCA) to analyze ecological/biological data. Applications using a free statistical program. Pre-requisites: Applied Statistics I or equivalent.

**BIO 6001 Biological Seminar** Required of all graduate students.

**BIO 6003 Scientific Methods and Research Design** A focus on the understanding and development of the scientific method as it pertains to research. Required of the graduate life sciences major, including students studying within the Biology, Botany, Wildlife Management and Zoology emphasis.

**BIO 6033 Biosafety and Ethics in Research** Biosafety in the workplace, including chemical and radiation safety. Examination of moral and ethical issues in the laboratory and in research, including the concepts of transgenics, intellectual property and writing in research.

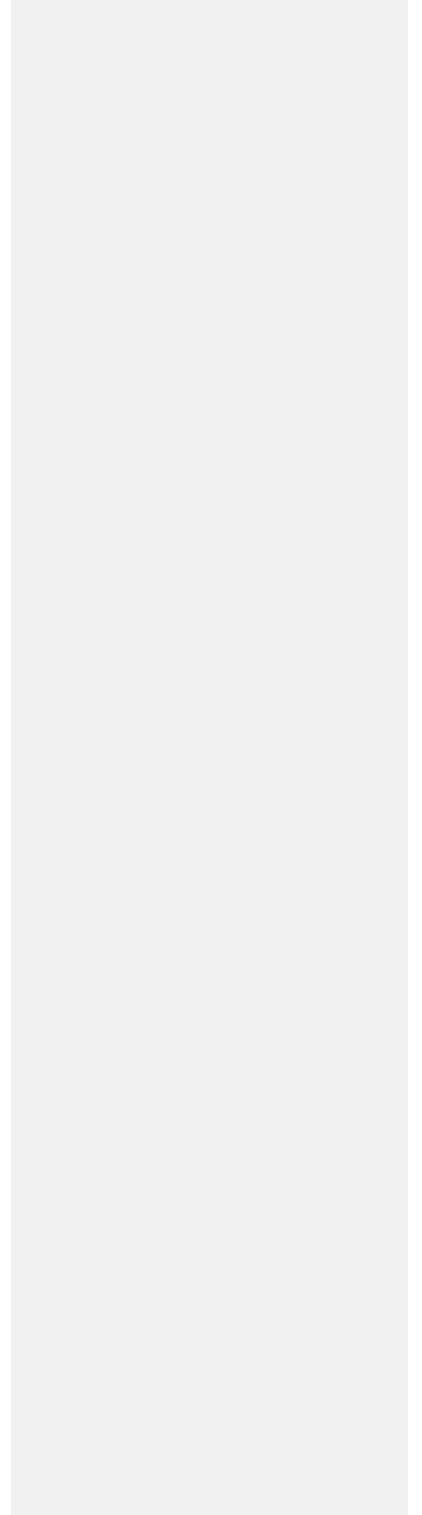
**BIO 6103 Genetic Engineering** An introduction to genetic engineering through an overview of the types of experiments that recombinant DNA makes possible, and an explanation of the information that such experiments have revealed. Lecture three hours per week.

**BIO 6113 Advanced Cell Biology** Study of recent advances in cell biology through critical analysis of current literature. Focusing on eukaryotic cell structure and function, topics may include, but not be restricted to, cellular structures and organelles; cell cycling; signal transduction; gene regulation; and intracellular trafficking Prerequisites: A course in cell biology or permission of the professor

**BIO 6013 Evolutionary Biology** A summary of current theories concerned with evolution of biological organisms. An elective course particularly directed to the needs of biological science majors including students of Biology, Botany, Zoology, and Wildlife Management. (Fall of even years)

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**BIO 6123 Specialized Biochemistry** An advanced study of biochemical pathways leading to specialized biologically active metabolites. Emphasis will be on specialized



Code #

**Bulletin Change Transmittal Form**

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto: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)

Mitch Holifield, Arkansas State University, P.O. Box 2781, State University, AR 72467, [hfield@astate.edu](mailto:hfield@astate.edu) 870-972-3062

**2. Proposed Change**

- Add the following courses to the MSE in Curriculum and Instruction: ELAD 6033 Administration and Supervision of Special Education and ELAD 6423 Special Education Law, ELCI 5313 Coaching Assessment of Student Learning, and ELCI 5403 Facilitating Instruction through Collaborative Partnerships with Adult Learners
- Delete the internship language.
- Delete ELAD 6103 and ELCI 6063 as prerequisite courses.

**3. Effective Date**

**January 2012**

**4. Justification**

- The state of Arkansas designates the license for special education director as a Curriculum Program Administrator; therefore, the MSE in C&I should have a special education director track. In addition, Arkansas has added the Instructor Facilitator Endorsement (IFE); ASU was authorized in spring 2011 to deliver this 15 hour program (9 hours of existing courses and 6 hours of new course work). The state wants universities that offer this program to embed it in an MSE in Curriculum and Instruction; therefore, the IFE track is being added.
- Due to changes in the internship, especially the embedding of internship/field activities in courses, it is no longer necessary to eliminate summer offerings of the internship.
- ELAD 6103 and ELCI 6063 were eliminated as prerequisites in 2010; this was authorized through the governance process.

**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:**

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

## MASTER OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN CURRICULUM AND INSTRUCTION

### Purpose Of The Degree

The M.S.E. in Curriculum and Instruction is designed to prepare directors of Special Education, Gifted, Talented, and Creative, and Curriculum and Instructional Facilitators.

### Admission Requirements

Students seeking admission into the Master of Science in Education degree program in Curriculum and Instruction must meet the admission requirements of the Graduate School and the specific program requirements.

- Unconditional Admission Status:
- Hold a valid teaching license.
- Achieved a minimum cumulative undergraduate grade point average of 3.00 (on a 4.00 scale).
- Have two years of teaching experience.
- Have a written commitment from a practicing program director who is in your area of licensure and who will function as your mentor during the program.

- Conditional Admission Status:

Students who do not meet the requirements for unconditional admission may be granted conditional admission as follows:

- Hold a valid teaching license.
- Achieved a minimum cumulative undergraduate grade point average of 2.75 (on a 4.00 scale) or a 3.00 GPA on the last 60 hours. Any courses attempted, including any repeated courses, are considered in computing the GPA.
- Have two years of teaching experience.
- Have a written commitment from a practicing program director who is in your area of licensure and who will function as your mentor during the program.

Coursework must be taken at through either ASU-Jonesboro or at an ASU degree center. Students who fail to remove conditional status upon completing 12 semester hours of graduate work in the program will be dropped from the degree program.

### Course Requirements

#### Foundation Courses

ELFN 6773 Introduction to Statistics and Research

ELFN 6763 Philosophies of Education

~~(These two foundation courses should be taken early in the program.)~~

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#### Introductory/Prerequisite Course

#### Core Courses

ELAD 6103 Ethical Leadership

#### Core Courses

ELAD 6073 School Law

ELAD 6003 School and Community Relations

ELCI 6533 Theories of Instruction

ELCI 6083 Supervision and Evaluation of Teaching

ELCI 6063 Curriculum Management

Courses for Curriculum Director **or Gifted, Talented, and Creative Director Track**

(Complete each of the following. ~~ELCI 6063 is a prerequisite for each.~~)

ELCI 6323 Elementary School Curriculum

ELCI 6423 Middle School Curriculum

ELCI 6523 Secondary School Curriculum

#### Courses for Special Education Director Track

(Complete the following two courses as well as one of the three courses listed under Curriculum Director.)

ELAD 6033 Administration and Supervision of Special Education

ELAD 6423 Special Education Law

## Courses for Instructional Facilitator Track

(Complete the following two courses as well as one of the three courses listed under Curriculum Director.)

**ELCI 5313 Coaching Assessment of Student Learning**

**ELCI 5403 Facilitating Instruction through Collaborative Partnerships with Adult Learners**

Internship

**ELCI 6493 Supervised Internship**

~~The internship must be taken last in the fall or spring term; internships are not available in the summer. The internship may be taken concurrently with another course; however, it is recommended that the internship be taken by itself if at all possible.~~

**Total Hours: 36**



## LETTER OF NOTIFICATION – 3

### NEW OPTION, CONCENTRATION, EMPHASIS

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request: Arkansas State University
2. Contact person/title: Dr. Mitch Holifield  
Chair, Department of Educational Leadership, Curriculum, and Special Education
3. Phone number/e-mail address: P.O. Box 2781, State University, AR 72467  
[hfield@astate.edu](mailto:hfield@astate.edu)
4. Proposed effective date: January 4, 2012
5. Title of degree program: MSE in Curriculum and Instruction
6. CIP Code: 13.0301
7. Degree Code: 5663
8. Proposed option/concentration/emphasis name:

There are three emphasis areas that would become options in the MSE in Curriculum and Instruction Curriculum Director Track; Director of Special Education Track; and Director of Gifted, Talented, and Creative Track.

9. Reason for proposed action:

Arkansas licensure in the three emphasis areas noted in number 8 above requires that the candidate have a master's degree. ASU wishes to embed these licensure programs in the MSE in Curriculum and Instruction to allow those students who want one or more of these Arkansas licenses to complete the licensure program and obtain a master's degree.

10. New option/concentration/emphasis objective:

To allow candidates to use the MSE in Curriculum and Instruction to seek licensure as a curriculum director; director of special education; and director of gifted, talented, and creative.

11. Provide the following:
  - a. Curriculum outline - List of required courses

*No new courses were created to accommodate the new tracks. The courses that constitute the new tracks in the MSE in Curriculum and Instruction are italicized.*

#### **Curriculum Director Track**

ELFN 6773 Introduction to Statistics and Research  
ELFN 6763 Philosophies of Education  
ELAD 6103 Ethical Leadership  
ELAD 6003 School and Community Relations  
ELAD 6073 School Law

ELCI 6533 Theories of Instruction  
ELCI 6063 Curriculum Management  
ELCI 6083 Supervision and Evaluation of Teaching  
*ELCI 6323 Elementary Curriculum*  
*ELCI 6423 Middle School Curriculum*  
*ELCI 6523 Secondary School Curriculum*  
ELCI 6493 Curriculum Internship

**Total Required Hours: 36**

**Director of Special Education Track**

ELFN 6773 Introduction to Statistics and Research  
ELFN 6763 Philosophies of Education  
ELAD 6103 Ethical Leadership  
ELAD 6003 School and Community Relations  
ELCI 6533 Theories of Instruction  
ELCI 6063 Curriculum Management  
ELCI 6083 Supervision and Evaluation of Teaching  
*ELAD 6423 Special Education Law*  
*ELAD 6033 Administration and Supervision of Special Education*

*(Two of the following three courses)*

*ELCI 6323 Elementary Curriculum*  
*ELCI 6423 Middle School Curriculum*  
*ELCI 6523 Secondary School Curriculum*

ELCI 6493 Curriculum Internship

**Total Required Hours: 36**

**Director of Gifted, Talented, and Creative Track**

ELFN 6773 Introduction to Statistics and Research  
ELFN 6763 Philosophies of Education  
ELAD 6103 Ethical Leadership  
ELAD 6003 School and Community Relations  
ELAD 6073 School Law  
ELCI 6533 Theories of Instruction  
ELCI 6063 Curriculum Management  
ELCI 6083 Supervision and Evaluation of Teaching  
*ELCI 6323 Elementary Curriculum*  
*ELCI 6423 Middle School Curriculum*  
*ELCI 6523 Secondary School Curriculum*  
ELCI 6493 Curriculum Internship

**Total Required Hours: 36**

b. New course descriptions

(No new courses have been created to add the proposed tracks.)

c. Program goals and objectives

The purpose of these emphasis areas is to prepare candidates for Arkansas license in curriculum director; director of special education; and director of gifted, talented, and creative.

d. Expected student learning outcomes

The learning outcomes are the leadership standards required by the Educational Leadership Consortium Council (ELCC) that have been adopted by the state of Arkansas.

12. Will the new option be offered via distance delivery? Yes

13. Mode of delivery to be used: Online

14. Explain in detail the distance delivery procedures to be used:

To enhance the delivery of online courses, ASU has contracted with Academic Partnerships in Dallas, TX. Their learning management system, along at times with the Interactive Teaching and Technology Center at ASU, assists faculty in providing students a very clear picture of what is expected during a course and how they are performing in the course to date; thereby, supporting their need for meaningful feedback and optimal learning. Furthermore, the learning management system provides faculty a comprehensive, timely, and detailed analysis of how students are doing (both individually and as a group) throughout the duration of the course. It is these data that enable faculty to utilize strategically and intentionally student-to-student, student-to-course, and student-to-teacher interactions purposefully and with meaningful results.

The Academic Partnerships' platform provides faculty members a variety of methods to deliver course content and provide interaction opportunities via high production values:

- Audio and video lectures filled with informative explanations and rich, illustrative details,
- Video productions created by faculty and Academic Partnerships' technicians in which practicing educators are utilized to provide information and/or model the behaviors or performances expected of the students,
- Discussion boards, classroom connections, and content forums in which students and professors dialogue about essential content questions and/or scenario-based problems and case studies, for example,
- Asynchronous or synchronous interactions,
- Announcements

Of course, students and faculty can communicate through phone, fax, email, texting, twitter, blogs, and any other mechanisms beyond the Academic Partnerships' platform that faculty deem appropriate. For example, some faculty members wish to conduct SKYPE sessions with students.

All these interaction and communication methods assist in providing feedback regarding assignments. Students can submit assignment artifacts—including video and audio clips, photographs, and external web links—on line. ASU-J faculty members have developed explicit rubrics for projects, essays, or other open-ended performance-based application activities. These are posted in the Academic Partnership platform to provide focus for students completing assignments and for faculty and coaches providing feedback. These rubrics establish performance expectations and guide students in the successful completion of activities. In addition, an auto-grade feature, including short-answer responses, provides students immediate or delayed feedback including answer explanations. The grade-book feature also provides an automatic item analysis of progress monitoring quizzes, multiple-choice tests. All

these monitoring strategies enable faculty members to quickly and effectively make appropriate adjustments in instruction and to address any areas in need of special attention.

Deserving special note is the admission requirement that a professional such as another teacher or school administrator must agree in writing to mentor the student as he/she progresses through the program. This mentor provides support and assists the student in gaining access to information and other professionals and appropriate stakeholders as the student completes field-based, performance-based activities. This mentor, in some cases, verifies assignment completion and provides feedback to the student.

Another important strategy for interaction is the employment of a cohort structure. Each section of a course is capped at 25 students and functions as a cohort. This structure facilitates the establishment of a learning community that is a haven for collaboration, reflection, encouragement, collegiality, and support. Students interact via the discussion board but through other means noted the third paragraph above. Students also report that this strategy is important to their networking and professional socialization

15. Is the degree approved for distance delivery? Yes

16. List courses in option/concentration/emphasis. Include course descriptions for new courses.

See number 11 above.

17. Specify the amount of the additional costs required, the source of funds, and how funds will be used.

The tracks being added to the MSE in Curriculum and Instruction are actually programs of study that have been offered for numerous years. Therefore, no additional faculty or other resources will be required.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer

Date:

Code #

**Bulletin Change Transmittal Form**

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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)

**Dr. Mitch Holifield, Arkansas State University, P.O. Box 2781, State University, AR 72467** [hfield@astate.edu](mailto:hfield@astate.edu) 870-972-3062

**2. Proposed Change**

**Add the following licensure tracks to the Ed.S. in Educational Leadership: Principalship, Curriculum Director, Special education Director, Director of Gifted, Talented, and Creative.**

**3. Effective Date**

**Spring 2012**

**4. Justification**

**Many students seeking licensure in the tracks designated in number 2 above already have a master's degree in an area other than educational leadership or curriculum and instruction. They then must take a program of study to obtain an administrator's license. However, many of these candidates wish to seek a specialist degree and the hours constituting a program of study will not count toward the Ed.S. Currently the only licensure track in the specialist is for the district level. By adding the other tracks, candidates can receive a license and obtain another degree.**

**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.

Current page 96 below. Strike red and add text in blue after.

## **SPECIALIST IN EDUCATION DEGREE WITH A MAJOR IN EDUCATIONAL LEADERSHIP**

### **Purpose of the Degree**

The Specialist in Education degree (Ed.S.) with a major in Educational Leadership offers educators a program designed to improve their general educational and specific professional competencies as leaders in the public school systems **within one of the following areas**. The Specialist Degree program is designed to provide study beyond the Master's degree and is based on recommendations from professional organizations and accrediting associations. Candidates complete performance-based activities in P-12 school sites and related settings.

### **Superintendency Track**

#### **Admission Requirements**

To be considered for the Specialist Degree-Superintendency track, each candidate must have, in addition to the admission requirements of the Graduate School, the following:

1. At least a 3.25 GPA in a master's degree from an accredited institution and program.
2. Three years of experience as a certified teacher in an educational institution.
3. A current **state-issued** teaching license.
4. A written commitment from a practicing central office administrator who will serve as a mentor during this program.

#### **~~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.~~

#### **Program Of Study**

ELAD 7013 School Personnel Administration  
ELAD 7023 School Business Management  
ELAD 7033 Contemporary Issues  
ELAD 7043 Management of Operational Systems for Learning  
ELAD 7073 Schooling in a Pluralistic Society  
ELAD 7103 School District Administration  
ELCI 7523 Curriculum Theory and Practice  
ELFN 7583 Evaluation of Educational Programs and System  
ELAD 7473 Field Study  
ELAD 7493 Supervised Internship  
(The internship must be completed during the semester in which a candidate completes the degree.)

**Total Required Hours: 30**

#### **Assessment**

Each candidate is required to compile a portfolio while completing the degree. This portfolio constitutes the exit assessment. All candidates for the Ed.S. degree in Educational Leadership seeking district administrator licensure must have a standard building-level administrator license or a standard program administrator and must pass the appropriate examination (s) required by the state (s) in which licensure is sought. A copy of the scores should be sent to Arkansas State University.

### **Principalship Track**

#### **Admission Requirements**

To be considered for the Specialist Degree-Principalship Track, each candidate must have, in addition to the admission requirements of the Graduate School, the following:

1. At least a 3.25 GPA in a master's degree from an accredited institution and program.
2. Two years of experience as a certified teacher in an educational institution.
3. A current state-issued teaching license.
4. A written commitment from a practicing building-level administrator who will serve as a mentor during this program.

### **Program of Study**

ELAD 7033 Contemporary Issues  
ELAD 7073 Schooling in a Pluralistic Society  
ELCI 7523 Curriculum Theory and Practice  
ELFN 7583 Evaluation of Educational Programs and System  
ELAD 6103 Ethical Leadership  
ELAD 6073 School Law  
ELAD 6003 School and Community Relations  
ELCI 6063 Curriculum Management  
ELCI 6083 Supervision and Evaluation of Teaching  
ELAD 6593 Supervised Internship  
(The internship must be completed during the semester in which a candidate completes the degree.)

**Total Required Hours: 30**

### **Assessment**

Each candidate is required to compile a portfolio while completing the degree. This portfolio constitutes the exit assessment. To obtain a building-level administrator's license, the candidate must pass the appropriate examination(s) required by the state(s) in which licensure is sought. A copy of the scores on the state mandated test(s) should be sent to Arkansas State University.

### **Curriculum Director Track**

#### **Admission Requirements**

To be considered for the Specialist Degree-Curriculum Director Track, each candidate must have, in addition to the admission requirements of the Graduate School, the following:

1. At least a 3.25 GPA in a master's degree from an accredited institution and program.
2. Two years of experience as a certified teacher in an educational institution.
3. A current state-issued teaching license.
4. A written commitment from a practicing building-level administrator who will serve as a mentor during this program.

### **Program of Study**

ELAD 7033 Contemporary Issues  
ELAD 7073 Schooling in a Pluralistic Society  
ELCI 7523 Curriculum Theory and Practice  
ELFN 7583 Evaluation of Educational Programs and System  
ELAD 6103 Ethical Leadership  
ELAD 6003 School and Community Relations  
ELCI 6063 Curriculum Management  
ELCI 6083 Supervision and Evaluation of Teaching  
ELCI 6323 Elementary Curriculum  
ELCI 6423 Middle School Curriculum  
ELCI 6523 Secondary School Curriculum  
ELCI 6493 Curriculum Internship  
(The internship must be completed during the semester in which a candidate completes the degree.)

**Total Required Hours: 36**

### **Assessment**

Each candidate is required to compile a portfolio while completing the degree. This portfolio constitutes the exit assessment. To obtain a curriculum director's license, the candidate must pass the appropriate examination(s) required by the state(s) in which licensure is sought. A copy of the scores on the state mandated test(s) should be sent to Arkansas State University.

### **Director of Special Education Director Track**

#### **Admission Requirements**

To be considered for the Specialist Degree-Director of Special Education Track, each candidate must have, in addition to the admission requirements of the Graduate School, the following:

1. At least a 3.25 GPA in a master's degree from an accredited institution and program.

2. Two years of experience as a special education teacher in an educational institution.
3. A current state-issued special educator's teaching license.
4. A written commitment from a practicing special education director or central office administrator who will serve as a mentor during this program.

### **Program of Study**

ELAD 7033 Contemporary Issues  
ELAD 7073 Schooling in a Pluralistic Society  
ELCI 7523 Curriculum Theory and Practice  
ELFN 7583 Evaluation of Educational Programs and System  
ELAD 6103 Ethical Leadership  
ELAD 6423 Special Education Law  
ELAD 6033 Administration and Supervision of Special Education  
ELAD 6003 School and Community Relations  
ELCI 6083 Supervision and Evaluation of Teaching  
ELCI 6493 Curriculum Internship

(The internship must be completed during the semester in which a candidate completes the degree.)

**Total Required Hours: 30**

### **Assessment**

Each candidate is required to compile a portfolio while completing the degree. This portfolio constitutes the exit assessment. To obtain a curriculum director's license, the candidate must pass the appropriate examination(s) required by the state(s) in which licensure is sought. A copy of the scores on the state mandated test(s) should be sent to Arkansas State University.

## **Director of Gifted, Talented, and Creative Director Track**

### **Admission Requirements**

To be considered for the Specialist Degree-Director of Gifted, Talented, and Creative Track, each candidate must have, in addition to the admission requirements of the Graduate School, the following:

1. At least a 3.25 GPA in a master's degree from an accredited institution and program.
2. Two years of experience as a certified teacher of gifted, talented, and creative (GTC) in an educational institution.
3. A current state-issued(GTC) teaching license.
4. A written commitment from a GTC director or district level administrator who will serve as a mentor during this program.

### **Program of Study**

ELAD 7033 Contemporary Issues  
ELAD 7073 Schooling in a Pluralistic Society  
ELCI 7523 Curriculum Theory and Practice  
ELFN 7583 Evaluation of Educational Programs and System  
ELAD 6103 Ethical Leadership  
ELAD 6073 School Law  
ELAD 6003 School and Community Relations  
ELCI 6063 Curriculum Management  
ELCI 6083 Supervision and Evaluation of Teaching  
ELCI 6493 Curriculum Internship

(The internship must be completed during the semester in which a candidate completes the degree.)

**Total Required Hours: 30**

### **Assessment**

Each candidate is required to compile a portfolio while completing the degree. This portfolio constitutes the exit assessment. To obtain a license as a director of gifted, talented, and creative programs, the candidate must pass the appropriate examination(s) required by the state(s) in which licensure is sought. A copy of the scores on the state mandated test(s) should be sent to Arkansas State University.



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**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto: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)  
**Tom Adams, Graduate Coordinator HPESS, Arkansas State University, P.O. Box 240, State University Arkansas, Email: [tadams@astate.edu](mailto:tadams@astate.edu), Phone: 870-972-3066**

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**2. Proposed Change**

The revisions shown below incorporate and illustrate proposed changes to the MSE in Physical Education:

1. For the MSE degree in Physical Education we are proposing a change in both the thesis and non-thesis options the total degree hour requirement from 30 hours to 33 hours.
2. For the MSE Degree in Physical Education we are proposing the requirement of three existing courses. These are: ELAD 6103, Ethical Leadership, ESPE 6113, Sport Law, and ESPE 6133, Sport Finance and Budgeting. For the Master of Science Degree in Physical Education: non-thesis tract option, all three courses will be required. For the Master of Science Degree in Physical Education: thesis tract option, one of the three must be taken on a student elective basis. The changes below reflect the inclusion of these proposed changes into the thesis and non-thesis degree tract options. For the non-thesis degree tract option the proposed change will eliminate the existing 6 hour restricted ESPE elective requirement. For the thesis degree tract option, the proposed change will add three hours to the current curriculum requirement. Both degrees will have a total degree requirement of 33 hours and will be consistent with all programs in the Department.

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**2. Effective Date**

**Spring 2012**

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**4. Justification**

- a. The proposed change in MSE degree in Physical Education thesis and non-thesis tract options from 30 hours to 33 hours is to bring consistency in the number of required hours for all Departmental degree tracts. In addition, this change helps the Department to be more consistent with other programs in the university structure relative to the 6 credit hours earned for a completed thesis.
- b. The proposed changes relative to the requirement, in some manner, of ELAD 6103, Ethical Leadership, ESPE 6113, Sport Law, and ESPE 6133, Sport Finance and Budgeting, in both the thesis and non-thesis degree tract options for the MSE Degree in Physical Education is based on an identified need. These three courses were specifically added to immediately address this need. The Department is finding many, if not most of our MSE graduates, are gaining, in addition to, or in place of their teaching responsibilities, school job responsibilities associated with School Athletics. These responsibilities include, but are not limited to the roles, of Coaches and School Athletic Directors. These courses were selected to better prepare these teacher educators for these types of job assignments. In part, we modeled the specific course selection on state law requirements following the guidelines for a coaching endorsement.

**Pages 124 and 125** (Note the changes below reflect changes that were approved in spring 2011 and do not show in the current bulletin. We are attempting to modify the recently approved changes. I have left highlighted in yellow the spring 2011 changes to the existing bulletin. The pages identified reflect location in the bulletin.)

**Approved Bulletin Changes:**

**PROGRAMS OF STUDY**

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I. Thesis Option

A. Professional Education for Secondary Teaching (6 hours)

1. ELFN 6763, Philosophies of Education **or** PSY 6513, Advanced Educational Psychology (3 hours)
2. ELFN 6763, Philosophies of Education or PSY 6513, Advanced Educational Psychology (whichever was not taken to earn the three hours under number 1) **or** one of the ELCI course offerings listed below:

ELCI 5523, Middle School Curriculum  
ELCI 6023, Educational Media  
ELCI 6523, Secondary School Curriculum  
ELCI 6553, Supervision of Instruction  
ELCI 6573, Educational Measurement

B. Physical Education Program Requirements (18 hours)

ESPE 6623, Measurement and Statistics  
ESPE 6633, Curriculum Construction in Physical Education  
ESPE 6673, Research Design  
ESPE 6683, Biomechanical Analysis of Sport Skills  
ESPE 6693, Motor Learning **or** ESPE 6663, Advanced Strength Training and Conditioning  
**ESPE 6643, Current Readings**

C. ESPE 6786, Thesis (6 hours)

**Minimum hours required for this program of study: 30**

II. Non-Thesis Option

A. Professional Education for Secondary Teaching (6 hours)

1. ELFN 6763, Philosophies of Education **or** PSY 6513, Advanced Educational Psychology (3 hours)

2. ELFN 6763, Philosophies of Education or PSY 6513, Advanced Educational Psychology (whichever was not taken to earn the three hours under number 1) **or** one of the ELCI course offerings listed below:

ELCI 5523, Middle School Curriculum  
ELCI 6023, Educational Media  
ELCI 6523, Secondary School Curriculum  
ELCI 6553, Supervision of Instruction  
ELCI 6573, Educational Measurement

B. Physical Education Program Requirements (18 hours)

ESPE 6623, Measurement and Statistics  
ESPE 6633, Curriculum Construction in Physical Education  
ESPE 6673, Research Design  
ESPE 6683, Biomechanical Analysis of Sport Skills  
ESPE 6693, Motor Learning **or** ESPE 6663, Advanced Strength Training and Conditioning  
**ESPE 6643, Current Readings**

C. Restricted ESPE Electives (6 Hours)

**Minimum hours required for this program of study: 30**

Pages 124-125 - Replace with: (The proposed changes are reflected in green. I left the spring 2011 changes in yellow.) The next Bulletin should look exactly like what is printed below. The pages identified should be used for bulletin location.

## PROGRAMS OF STUDY

### III. Thesis Option

#### A. Professional Education for Secondary Teaching (6 hours)

1. ELFN 6763, Philosophies of Education **or** PSY 6513, Advanced Educational Psychology (3 hours)
2. ELFN 6763, Philosophies of Education **or** PSY 6513, Advanced Educational Psychology (whichever was not taken to earn the three hours under number 1) **or** one of the ELCI course offerings listed below:

ELCI 5523, Middle School Curriculum  
ELCI 6023, Educational Media  
ELCI 6523, Secondary School Curriculum  
ELCI 6553, Supervision of Instruction  
ELCI 6573, Educational Measurement

#### B. Physical Education Program Requirements (21 hours)

ESPE 6623, Measurement and Statistics  
ESPE 6633, Curriculum Construction in Physical Education  
ESPE 6673, Research Design  
ESPE 6683, Biomechanical Analysis of Sport Skills  
ESPE 6693, Motor Learning **or** ESPE 6663, Advanced Strength Training and Conditioning  
ESPE 6643, Current Readings  
ELAD 6103, Ethical Leadership **or** ESPE 6113, Sport Law **or** ESPE 6133, Sport Finance  
ELAD 6103, Ethical Leadership

#### C. ESPE 6786, Thesis (6 hours)

**Minimum hours required for this program of study: 33**

### IV. Non-Thesis Option

#### A. Professional Education for Secondary Teaching (9 hours)

1. ELFN 6763, Philosophies of Education **or** PSY 6513, Advanced Educational Psychology (3 hours)

2. ELFN 6763, Philosophies of Education or PSY 6513, Advanced Educational Psychology (whichever was not taken to earn the three hours under number 1) or one of the ELCI course offerings listed below:

ELCI 5523, Middle School Curriculum  
ELCI 6023, Educational Media  
ELCI 6523, Secondary School Curriculum  
ELCI 6553, Supervision of Instruction  
ELCI 6573, Educational Measurement

### 3. ELAD 6103, Ethical Leadership

#### B. Physical Education Program Requirements (24 hours)

ESPE 6623, Measurement and Statistics  
ESPE 6633, Curriculum Construction in Physical Education  
ESPE 6673, Research Design  
ESPE 6683, Biomechanical Analysis of Sport Skills  
ESPE 6693, Motor Learning or ESPE 6663, Advanced Strength Training and Conditioning  
ESPE 6643, Current Readings  
ESPE 6113, Sport Law  
ESPE 6133, Sport Finance and Budgeting

**Minimum hours required for this program of study: 33**

## 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](mailto: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**

MBA 504V – Survey of Management  
MBA 505V – Survey of Information Systems  
MBA 506V – Survey of Marketing  
MIS 6433 – Software Design

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

Dr. Russell Jones, ASU, College of Business, [rjones@astate.edu](mailto:rjones@astate.edu), 972-3988

**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?

MBA courses were created as fast track prerequisite courses for non-business students interested in the MBA program. Those prerequisites having been removed, these courses are no longer needed by COB students. The MIS course being deleted was from an old program that was deleted years ago and was not removed from the catalog.

**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.**

The removal of the MBA courses affects the College of Engineering in the MEM program. Dr. Rick Clift has been contacted and is making the necessary adjustments to his core requirements to replace the 5000-level courses from the COB with the appropriate 6000-level courses from Business. No negative impact will be experienced from students within the College of Engineering.

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

No

**On page 80 of the current bulletin, delete the following:**

~~**MBA 504V Survey of Management** Concepts of Management for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.~~

~~**MBA 505V Survey of Information Systems** Concepts of Management Information Systems for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.~~

~~**MBA 506V Survey of Marketing** Concepts of Marketing for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.~~

**On page 82 of the current bulletin, delete the following:**

~~**MIS 6433 Software Design** Software design strategies and methodologies. Covers topics such as structured design, coding methodology, software testing, program maintenance and modification, software documentation, and system implementation considerations.~~

**Bulletin Change Transmittal Form**

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**Bulletin Change**

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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

<p><b>1. Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number)                  Dr. Rick Clift, MEM Program Director, ASU College of Engineering                  P. O. Box 1740, State University, AR 72467  <a href="mailto:rclift@astate.edu">rclift@astate.edu</a>, 870-972-2088</p>
<p><b>2. Proposed Change</b>                  Delete 3 MBA survey courses and add MKTG 6223 to the core course requirements for the Master of Engineering Management                  Delete EGRM 6053 and EGRM 6063 from Electives Option 2 for the Master of Engineering Management</p>
<p><b>3. Effective Date</b>                  Spring 2012</p>
<p><b>4. Justification</b>                  As of spring 2012, the MBA program will no longer offer MBA 504V, MBA 505V, and MBA 506V which have been core courses for the MEM degree. Also, MBA 500V, Survey of Accounting, will be only offered as a 3 credit hour course. Thus, to give MEM students the needed background, MKTG 6223 will be added to the core requirements.                   EGRM 6053 and EGRM 6063 were originally proposed as electives. However, course proposals have not been developed and these courses are not listed in the Graduate Bulletin.</p>

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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.



**Courses required of all candidates**

The number of semester credit hours for the master's degree is 30. Students are required to complete 9 core courses (24 semester credit hours) and two elective courses (6 semester credit hours).

Deleted: 8

Core Courses - 24 hrs required

- EGRM 6003 Engineering Statistics
- EGRM 6013 Quality Control and Improvement
- EGRM 6023 Engineering Management I
- EGRM 6033 Engineering Management II
- EGRM 6043 Operations Research
- MBA 500V Survey of Accounting
- MBA 501V Survey of Finance

Deleted: MBA 504V Survey of Management

Deleted: MBA 505V Survey of Information Systems

MBA 507V Survey of Law

Deleted: MBA 506V Survey of Marketing

MKTG 6223 Strategic Marketing

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Electives - 6 hrs required

Option 1 – Those pursuing Professional Engineering Licensing in states that require coursework beyond the BS degree in engineering

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One CE/EE/ENGR/ME 5000 co-listed, engineering course

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Plus one EGRM course from Option 2

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Option 2 – Those not pursuing Professional Engineering Licensing

Deleted: EGRM 6053 Human Relations and Communications

EGRM 6073 Special Problems in Engineering Management

Deleted: EGRM 6063 Engineering Law and Regulations

ECON 6353 Environmental Economics

MGMT 6413 Seminar in Organizational Behavior and Leadership

MIS 6413 Management Information Systems

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- Graduate Council - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

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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](mailto:sdrake@astate.edu) 870-972-3591

**2. Proposed Change**  
**PT 7733 Clinical Education I** One of a series of supervised clinical education courses, 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.

**3. Effective Date**  
Summer 2012

**4. Justification**  
The change removes reference to the number of courses in the clinical education series and the number of weeks of the experience; the number of courses does not have educational significance and is being changed with modification to other courses in the series. Removing the reference to the number of weeks provides flexibility in planning the experiences.

**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.**

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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

and application of physiological principles related to the provision of patient care in physical therapy. Topics include musculoskeletal, neurological, renal, and cardiopulmonary systems at rest and with acute/chronic exercise.

**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** 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 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 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 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. Restricted to Doctor of Physical Therapy majors.

**PT 7612 Methods of Instruction and Consultation** This course addresses 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.

**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 One of a series of supervised clinical education courses, which provides students an opportunity to integrate academic coursework into clinical practice in inter-professional and non-traditional settings. Prerequisite: PT 7733

**PT 7832 Clinical Education II** One of a series of 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.

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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](mailto:sdrake@astate.edu) 870-972-3591

**2. Proposed Change**  
**PT 8163 Clinical Education III** One of a series of supervised clinical education courses, 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. Prerequisite: PT 7832

**3. Effective Date**  
 Summer 2012

**4. Justification**  
 The change removes reference to the number of courses in the clinical education series and the number of weeks of the experience; the number of courses does not have educational significance and is being changed with modification to other courses in the series. Removing the reference to the number of weeks provides flexibility in planning the experiences.

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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Basic treatment principles are introduced.

**PT 8151 Research II** The second of three mentored research courses designed to culminate in a project suitable for presentation or publication. Students will continue developing projects related to the faculty advisor's area of knowledge and interest. Prerequisite: PT 7141.

**PT 8163 Clinical Education III** ~~The third of six~~ One of a series of 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. Prerequisite: PT 7832

**PT 818V Independent Study and Culminating 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 8245 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 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.

**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 8352 Health and Wellness** This course covers wellness, fitness, prevention and health promotion from an interdisciplinary perspective. Students will be introduced to concepts of wellness that include physical, social, environmental, emotional, intellectual and spiritual components.

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

**PT 8573 Special Topics in Physical Therapy** This course provides the opportunity for students to gain knowledge and skills in advanced and specialty areas of physical therapy practice. Restricted to Doctor of Physical Therapy majors.

**PT 8585 Clinical Education V** One of a series of supervised clinical education courses, 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. Prerequisite: PT 8263

**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

Code #

**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](mailto: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)

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

**2. Proposed Change**

**PT 8263 Clinical Education IV** One of a series of supervised clinical education courses, 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. Prerequisite: PT 8163

**3. Effective Date**

Summer 2012

**4. Justification**

The change removes reference to the number of courses in the clinical education series and the number of weeks of the experience; the number of courses does not have educational significance and is being changed with modification to other courses in the series. Removing the reference to the number of weeks provides flexibility in planning the experiences.

**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.**

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4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
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7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Basic treatment principles are introduced.

**PT 8151 Research II** The second of three mentored research courses designed to culminate in a project suitable for presentation or publication. Students will continue developing projects related to the faculty advisor's area of knowledge and interest. Prerequisite: PT 7141.

**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 818V Independent Study and Culminating 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 8245 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 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.

**PT 8263 Clinical Education IV** ~~The fourth of six~~ **One of a series of** 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. **Prerequisite: PT 8163**

**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 8352 Health and Wellness** This course covers wellness, ~~fi-tness~~ **fitness**, prevention and health promotion from an interdisciplinary perspective. Students will be introduced to concepts of wellness that include physical, social, environmental, emotional, intellectual and spiritual components.

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

**PT 8573 Special Topics in Physical Therapy** This course provides the opportunity for students to gain knowledge and skills in advanced and specialty areas of physical therapy practice. Restricted to Doctor of Physical Therapy majors.

**PT 8585 Clinical Education V** One of a series of supervised clinical education courses, 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. Prerequisite: PT 8263

**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 emersion into the management of the patient with musculoskeletal II dysfunction leading to