

Graduate Council Agenda
Friday, October 24, 2014 at 1:00 pm
Library 6th Floor Conference Room 603

Present: Steve Bounds, Deborah Chapel Traylor, Ed Owen, Bill Roe (proxy for Russ Jones), Tanja McKay, Al Ontko, Steve Guffey (proxy for Shawn Drake), Darlene Baker (proxy for Angie Schmidt), Ashraf Elsayed (proxy for Brandon Kemp), Steve Green, Will McLean, Sandra Combs (proxy for Gil Fowler). Andy Sustich and Tracy Finch, Ex Officio. Erik Gilbert, guest and scribe.

Call to order by Will McLean at 1:00

1. Minutes from Sept 26 meeting
Motion to approve Bounds, Second Traylor, **passed unanimously.**

2. Requests for Bulletin Changes

Bounds moved to consider all Bulletin changes as a group. Roe second.

Bounds withdrew his original motion and offered a modified motion that would table MCOM SCOM Thesis/Project because Sustich says that if passed this would set a precedent of non-commitment to thesis if it were possible for a student to convert an unsuccessful thesis into a project that earns 3 credits. It was tabled with the recommendation that it be resubmitted as project only rather than mixed thesis and project.

All other Bulletin Changes approved with minor edits (noted below) for some. Guffey second. **Passed unanimously.**

Bulletin Change Transmittal Form

Editorial Change (AGRI 5773 & PSSC 6543)
Editorial Change (JOUR 5053 & JOUR 5083)
Editorial Change (JOUR 5113)
Editorial Change (MCOM 5023)
Editorial Change (MCOM SCOM Thesis/Project) **tabled**
Editorial Change (RTV 5333)
Editorial Change (SCCT References in Bulletin)
Editorial Change (VOED 5513)
Graduate Student Load Change (Half Time Status for Online Students)

Bulletin Change Transmittal Form - Course Deletion Proposal

Course Deletion JOUR 5473
Course Deletion RTV 5473

Bulletin Change Transmittal Form – New/Special Course Proposal

Proposed Course: AST 5003

Proposed Course: AST 6013 Green says this to be 5013

Proposed Course: JOUR 6253 box 20 needs change

Proposed Course: MCOM 6303 (asked to edit the passage that limits enrollment to students in MCOM grad program because intention was to include Heritage Studies students.)

Proposed Course: POSC 5323 (needs changes to assessment and terminology)

3. Requests for Temporary Graduate Faculty

Bounds moved to accept all. Owen second. **Passed unanimously**

Education & Behavioral Science

Nichole Covey

Nursing and Health Professions

Mohammad Akhter (tabled for Nursing in September GC meeting)

Christie Black (tabled in September GC meeting)

Lashond Hill (tabled in September GC meeting)

Karen Olson (tabled in September GC meeting)

Lisa Schafer (tabled in September GC meeting)

Tara Waggoner

Kathleen Wren (tabled in September GC meeting)

4. Graduate Faculty Qualification Standards/Guidelines

Motion to approve Ontko. Second Bounds

Passed unanimously

Education and Behavioral Science

Psychology

5. Discussion Topics

Letter of Notification – E MSE Reading

Letter of Notification – E EdS Reading

Regular Graduate Faculty Review List

The two Letters of Notification were presented to keep the Graduate Council informed, but no vote was taken. Both reflect changes required by ADE and ADHE new licensure rules.

Also presented was a list of the regular graduate faculty who need to have their status reviewed and renewed. The committee wishes to make this process as simple as possible and asked Gilbert to prepare a draft form for departments and programs to use in this process.

**Graduate Council Minutes
Friday, September 26, 2014 at 1:00 pm
Library 6th Floor Conference Room 603**

Present:

All Andrew Sustich, Angela Schmidt, Byron Keys, Dalia Tejada Shawn Drake, Erik Gilbert, Gil Fowler, Janelle Collins (proxy for Debbie Chapel Traylor), Josie Welsh, Malathi Srivatsan, Brandon Kemp , William McLean Russ Jones, Steve Green, Tanja McKay, Tracy Finch

Absent – no proxy

Ed Owen

Call to Order Andrew Sustich 1:05

Will McClean approved unanimously as chair

- 1. Minutes from May 12 Graduate Council meeting – approved unanimously**
- 2. Requests for Bulletin Changes**

Bulletin Change Transmittal Form

MA Communication Studies

(Change grade system for SCOM 660V from letter grade to “Pass/Fail”) **approved unanimously**

MAcc (Addition of Grade Requirement in any prerequisite courses not taken as part of undergraduate coursework.) move to approve with revision, Jones, second Green, **approved unanimously**

Bulletin Change Transmittal Form - Course Deletion Proposal

Request to delete HP5133 Performance Enhancement Metabolism for Sport and Exercise motion to approve, Jones; second, Smith, **approved unanimously**

Bulletin Change Transmittal Form - New Program Proposal

MS Psychological Science (New Program) – move to approve Jones; second, Fowler, **approved unanimously**

Includes:

PSY 5303 Research Methodology
PSY 5313 Applied Analysis of Psychological Research I
PSY 5623 Program Development, Implementation, and Analysis
PSY 5633 Foundations of Organizational Psychology
PSY 5643 Foundations of Cognitive Psychology
PSY 5653 Foundations of Social Psychology
PSY 6313 Applied Analysis of Psychological Research II
PSY 6333 Advance Psychological Seminar

3. **Motion to table any requests for temporary graduate faculty** that do not list the title of the course being taught: **approved unanimously**

4. **Requests for Temporary Graduate Faculty**

Business – first, Fowler; Second Green

Walter Henley – **approved unanimously**
Marko Korkeakoski – **approved unanimously**
Tyler Zeigler – **approved unanimously**

Education & Behavioral Science first, Fowler; second, Jones

Kami Barkley - **tabled**
Ashley Buchman – **approved unanimously**
Karen Curtner – **approved unanimously**
Craig Johnson – **approved unanimously**
Jonnie Kirkland – **approved unanimously**
Jennifer Malugen – **approved unanimously**
Daniel O’Meara (Dissertation Committee Advisor) – **ineligible per faculty handbook**
Daniel O’Meara (Instructor) – **Jones first, Green second to approve the first three courses – approved unanimously**
Carrie Skipper – **tabled**
Kima Stewart – **approved unanimously**
Lonnie Williams – **approved unanimously**

Humanities & Social Sciences

Brady Banta – **Jones move sever and approve courses from dissertation and vote on courses; second Drake – approved unanimously**
Barbara Combs - **tabled**
Leslie McCallister – **approved unanimously**

Nursing & Health Professions

Mohammad Akhter – **tabled for nursing; approved unanimously for PT**
Christie Black - **tabled**
Shanon Brantley – **approved unanimously**
Casey Charlebois Bush – **approved unanimously**
Cindy Dollins-Rhoades – **approved unanimously**
Staffan Elgelid – **approved unanimously**
Lashond Hill - **tabled**
Karen Olson - **tabled**
Lisa Schafer - **tabled**
Andy Shatley – **approved unanimously**
David Smith – **approved unanimously**
William Mark Smith - **approved unanimously**
Evelyn Taylor – **approved unanimously**
Kristie Vinson – **approved unanimously**
Kathleen Wren - **tabled**

5. Graduate Faculty Qualification Standards/Guidelines – Schmidt motion Jones second
Humanities & Social Sciences

English Department – approved unanimously

Nursing & Health Professions

Communication Disorders Department – table for clarification of which degrees are included – approved unanimously

Social Work - tabled asking for change - approved unanimously

6. Discussion Topics

Discussion of SCCT Degree listed under the College of Media and Communication Bulletin Information

Timing of Graduate Assistantship Offers to Incoming Students: CGS Resolution

Respectfully Submitted,
Josie Welsh
October 16, 2014

Code #

Bulletin Change Transmittal Form

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

Bulletin Change

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Undergraduate Curriculum Council Chair

 10/13/14
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College Dean

 29 Oct 2014
ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

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

D. Keith Morris, kmorris@astate.edu, 870-972 3468

2. Proposed Change

Change Prefix

3. Effective Date

Spring 2015

4. Justification

Created new emphasis area in Agricultural Systems Technology and the change in prefix for the existing courses better reflects the emphasis area.

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COLLEGE OF AGRICULTURE GRADUATE COURSE DESCRIPTIONS

Agriculture

AGRI 5233 Experimental Agricultural Statistics Fundamental concepts of experimental and statistical methods as applied to agricultural research.

AGRI 5523 Applied Modern Biotechnology An introduction to the principles and the applications of modern Biotechnology with emphasis on the applications of recombinant DNA technology to solve environmental and human health problems. The review of major biotechnology companies and bio-products is also included.

AGRI 5433 Organic Agriculture Production Principles and practices of organic production in plant and animal systems including: certification requirements, soil fertility, crop rotation, variety and breed selection, health management strategies, optimizing yield and quality, nutrition and feeding, ethical issues, processing, storage and marketing.

~~**AGRI 5773 Remote Sensing** The course will cover the image acquisition and image processing methods using ERDAS Imagine software as the analytical assessment package.~~

AGRI 619V Thesis

AGRI 6203 Intermediary Metabolism Integration of biochemistry and physiology with nutrition of livestock and agronomic plants.

AGRI 6213 Experimental Designs A course that teaches the basic principles of statistics to be able to design experiments properly and to draw valid conclusions from the results. Includes material on the most common experimental designs in use, correlation, regression, and mean separation. Prerequisite: AGRI 4233.

AGRI 6243 Environmental Sustainability Study of environmental impacts of socio-economic development. Examines complex interactions between development and environment and discusses integrative systems approach for achieving sustainability in all human development activities. Agriculture, energy, air, development, cultural, economic and political issues related to sustainable natural resources addressed.

AGRI 6303 Global Water Issues Overview of current and historical water quality and quantity issues shaping human civilization. Emphasizes water issues facing regions of dense population and intensive agriculture. Importance of ground and surface water, ecosystem, sustainability, economic and policy issue of water are investigated.

AGRI 6351 Graduate Seminar, Research Orientation Provide pedagogy related to assembling graduate committee, developing and submitting degree plans, developing thesis or non-thesis research proposal and formally present the degree plan, literature background and plan of thesis or non-thesis research project to the faculty and other students.

AGRI 6361 Graduate Seminar, Grant Proposals Provide pedagogy related to developing research grant proposals using a federal funding agency format and guidelines and

AGEC 6023 Advanced International Agribusiness and Food Marketing Principles, barriers, policies, strategies, and decisions involved in

international marketing of agricultural commodities and food products. Combines agribusiness marketing concepts with strategic international marketing, export documentation, market analysis and applications. Include development and presentation of an international agribusiness marketing plan.

AGEC 6033 Strategic Agribusiness and Food Management Practical application of operational and strategic decision-making tools to agribusiness; emphasis on problem recognition and economic analysis to production, marketing, and financial decisions facing agribusiness and food marketing firms. It includes applied strategic concepts, analysis, and problem solving skills to manage agribusiness and food marketing firms.

AGEC 619V (1-6 hours) Thesis

AGEC 6253 Econometrics Application of regression analysis on time-series and cross-sectional data to empirically verify economic theory. Various estimation techniques including regression and simultaneous equation models, serial correlation, heteroskedasticity, panel data and instrumental estimation methods are discussed.

Agricultural Education

AGED 4473 / 5473 International Agri. Study Tour This course is intended to help students develop awareness and perspective of international agricultural enterprises and educational programs, and how world agricultural systems relate to and impact the U.S. agricultural system. Includes a focus on environmental issues related to food and fiber production.

AGED 6393 Non-Thesis Research Experience Supervised research project, submitted to and approved in advance by the student's graduate advisory committee, resulting in a project report presented and defended to the student's advisory committee. A member of the committee must agree to serve as supervisor.

AGED 6591-6 Thesis

Agricultural Systems Technology

AST 5773 Remote Sensing The course will cover the image acquisition and image processing methods using ERDAS Imagine software as the analytical assessment package.

AST 6543 Advanced Geographic Information Systems Advanced GIS using Arc GIS software as the analytical assessment package. Prerequisites: AST 3543 Fundamental of GIS and GPS or instructor's consent.

Animal Science

ANSC 5633 Diseases of Farm Animals The prevention, treatment, and control of common diseases, including problems of hygiene and sanitation. Prerequisite: ANSC 3633.

ANSC 5663 Principles of Breeding The basic principles underlying reproduction and the application of genetic principles to the improvement of farm animals with emphasis on selection, crossbreeding, linebreeding, and inbreeding.

ANSC 5673 Digestive Physiology and Nutrition of Domestic Animals A discussion of the role of nutrients and physiological and metabolic mechanisms involved in nutrient utilization by domestic animals. Emphasis will be placed on food-producing animals, horses, dogs, cats, and catfish. Prerequisite: ANSC 1613

ANSC 5683 Theriogenology A course that teaches the anatomy, physiology, endocrinology, and biochemistry of reproduction in farm animals. This course also introduces students to methods of manipulating reproduction within livestock systems. Management topics include artificial insemination, estrus synchronization, induction of parturition, embryo transfer and reproductive disease prevention.

ANSC 5691 Laboratory for Advanced Animal Nutrition This laboratory is designed

HORT 6253 Plant Nutrition A study of nutrient elements within the plant; mechanism involved in nutrient absorption, transport and utilization.

HORT 6263 Current Topics in Horticulture Emphasis will be placed on such subjects as plant propagation, greenhouse construction and management.

Plant and Soil Science

PSSC 5313 Plant Growth and Development Auxins, gibberellins, and various other regulators of plant growth; also phenomena such as flowering and dormancy.

PSSC 5342 Seed Analysis and Processing Techniques and principles of seed analysis and grading; methods of producing and processing quality seeds and seed stocks.

PSSC 5713 Soil Quality Assessment and Interpretation A study of the indicators of soil quality, documentation and measurement of soil quality, interpretations of soil quality, impacts and effects of management on soil quality, and the role of conservation planning in improving soil quality.

PSSC 5813 Soil Fertility A study of the principles involved in maintaining and increasing fertility of the soil. Lecture two hours, laboratory two hours per week.

PSSC 5853 Soil and Water Study of soil and water management practices and strategies as it relates to agriculture, urban planning, and natural resources. Sustainability of the soil resource will be the main focus of this course.

PSSC 5863 Soil Chemistry Chemical properties and constituents of soils, determination of several important elements, application to soil fertility.

PSSC 5873 Soil Physics Soil physical properties and measurements, with emphasis on the relation to plant growth. Lecture two hours, laboratory two hours per week.

PSSC 5883 Soil Microbiology Soil organic matter in relation to soil organisms. Lecture two hours, laboratory two hours per week.

PSSC 639V (1-6 hours) Thesis

~~**PSSC 6543 Advanced Geographic Information Systems** Advanced GIS using Arc GIS software as the analytical assessment package. Prerequisites: AGRI 3543 Fundamental of GIS and GPS or instructors consent.~~

PSSC 6803 Soil and Crop Production Soil classes as affecting crop production; fertility, drainage, texture, structure, organic matter.

PSSC 6813 Investigative Procedures in Agricultural Research Analytic laboratory procedures required for agricultural research. Lecture one hour, laboratory four hours per week.

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ENTER DATE...

Undergraduate Curriculum Council Chair

20/10/14

College Dean

10/9/14
ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

Gil Fowler gflower@astate.edu; 870.972.2078

2. Proposed Change

Editorial change.

3. Effective Date

Fall 2015

4. Justification

Now corresponds with new undergraduate course prefix.

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PAGE 213

designed to acquaint students with major approaches to qualitative inquiry in the field of communication. Students will gain experience in collecting, analyzing, and interpreting qualitative data as well as writing qualitative research reports.

MCOM 670V (1-6 hours) Thesis

MCOM 680V (1-3 hours) Independent Study

Journalism

JOUR 5043 Studies in Newspaper Management Study of business and editorial management of the print media, including newspaper organization, publishing policies and economics, print media technology, circulation and promotion problems.

JOUR 5053 Public Affairs Reporting Instruction and practice in gathering material and writing stories on public affairs; emphasis on courts and government. Requires two hours of laboratory work per week.

Prerequisite: ~~JOUR 2013~~. **MMJ 2013**

JOUR 5083 Sports, Business and Opinion Writing Techniques of news-writing and information gathering in business and sports reporting. Techniques of opinion writing. Prerequisite: C or better in ~~JOUR 2013~~ **MMJ 2013** or permission of professor or chair.

JOUR 5113 Integrated Communications Strategies Focuses on the strategic integration of various channels and methods of communication for the purpose of delivering key messages to diverse target audiences in order to elicit responses, create a dialogue and engender relationship-building. Prerequisites: JOUR 3023; PR 3003; or MKTG 3013.

JOUR 5213 Social Media in Strategic Communication This course examines concepts and applications of social media within mass communications, news, advertising, and public relations industries. We will explore and apply social media tools, integrating them into an organization's overall communication strategy. media elements, platforms, and production. Emphasis is placed on delivery of content across media platforms for diverse audiences.

RTV 5373 Internet Communications Provides students with a thorough understanding and practice in the use of the Information Superhighway. Students will develop skills and strategies to access and create news, advertising, and public relations messages in this new electronic medium for mass communications. The course will also look at new opportunities for communications professionals, examine critical social, political, and economic issues for the medium, and prepare for future technological advances. Prerequisite: basic computer competency.

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 29 Oct 2014
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Vice Chancellor for Academic Affairs

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Gil Fowler gfwler@astate.edu; 870.972.2078

2. Proposed Change

Editorial change.

3. Effective Date

Fall 2015

4. Justification

Now corresponds with undergraduate course title & removes complication of undergraduate requisites.

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Vice Chancellor for Academic Affairs

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

Gil Fowler gflower@astate.edu; 870.972.2078

2.Proposed Change

Editorial change.

3.Effective Date

Fall 2015

4.Justification

Catalogue errors.

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COLLEGE OF COMMUNICATIONS GRADUATE COURSE DESCRIPTIONS

Mass Communications

~~**MCOM 5023 Public Opinion** Propaganda and the Mass Media Survey of public opinion formation and change, with special attention to the role of the mass media in the creation and use of public opinion and propaganda. (Also listed as PR 4023.)~~

MCOM 5023 Public Opinion Propaganda and the Mass Media Survey of public opinion formation and change, with special attention to the role of the mass media in the creation and use of public opinion and propaganda. ~~(Also listed as PR 4023.)~~

MCOM 5603 Crisis Communication An investigation of communications during crises, focusing on public relations, advertising and other persuasive efforts by institutions, corporations, movement leaders, and citizens to describe, persuade and shape human interactions with their environment during a crisis.

MCOM 6023 Advanced Studies in Communications Law An advanced study of communications law problems, issues, and responsibilities. Selected publications in the field will be examined. Individual projects concerning legal problems in freedom and responsibilities of the mass media.

MCOM 6043 Theory of Mass Communications Study of mass communications models, theory development, mass communications theories and theory relationships to research in mass communications.

MCOM 6053 Quantitative Research

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Gil Fowler gflower@astate.edu; 870.972.2078

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Editorial change.

3.Effective Date

Fall 2015

4.Justification

More appealing title.

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PAGE 215

Radio-Television

RTV 5053 Public Affairs Reporting for Electronic Journalism Coverage of municipal and county government agencies, public school boards, community planning and development agencies, and special events within the local community for the electronic media.

RTV 5303 Multimedia Reporting Apply the basics of traditional journalism skills in the digital media practice and develop the abilities of integrating audio, photographs, graphics and video as multimedia storytelling tools to enrich online news coverage. Prerequisite: Basic computer competency.

RTV 5323 News Production and Performance Experience in producing news programs. Students exercise judgment and make editorial decisions about news content and program continuity. Experience in verbal and non-verbal communication relative to on camera delivery.

RTV 5333 Trending Topics ~~Special Topics~~ A seminar that addresses current topics in the area of communication.

RTV 5363 Multimedia Storytelling Introductory course in multimedia concepts, media elements, platforms, and production. Emphasis is placed on delivery of content across media platforms for diverse audiences.

RTV 5373 Internet Communications Provides students with a thorough understanding and practice in the use of the Information Superhighway. Students will develop skills and strategies to access and create news, advertising, and public relations messages in this new electronic medium for mass communications. The course will also look at new opportunities for communications professionals, examine critical social, political, and economic issues for the medium, and prepare for future technological advances. Prerequisite: basic computer competency.

Code #

Bulletin Change Transmittal Form

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 11-3-14
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 29 Oct 2014
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

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

Andrew Sustich, sustich@astate.edu, x2694

2. Proposed Change

Remove all references to the Specialist in Community College Teaching from the bulletin except for in the College of Education and Behavioral Science section. A list of possible areas of specialization will be added to the remaining listing.

3. Effective Date

2015-6 Bulletin

4. Justification

Students pursuing the SCCT take only 9 hours in their areas of topical emphasis, so this is primarily a program offered by the College of Education and Behavioral Science. Currently the only way to determine what the areas of specialization are is to

look at the degree list in the front of the Bulletin, so adding the list the main entry on the SCCT will make it easier for applicants to determine potential areas of emphasis.

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

COLLEGE OF BUSINESS

Degrees Offered

The College of Business offers work leading to the Master of Business Administration degree, the Master of Accountancy degree, and the Specialist in Community College Teaching degree in the fields of Business Administration. ~~The S.C.C.T. are designed to prepare students for careers in teaching and are jointly administered by the College of Education.~~

All general Graduate School requirements listed elsewhere in the bulletin are applicable to these degree programs in addition to the specific program requirements.

Admission Requirements

In addition, students will complete the following 9 hours of finance courses:

FIN 6053, Financial Statement Analysis

FIN 6733, International Financial Markets

FIN 6743, Seminar in Finance

Total Program Coursework: 36 hours

~~THE SPECIALIST IN COMMUNITY COLLEGE TEACHING~~

~~The 60 graduate hours, including the Master's degree, which are required for the Specialist~~

~~in Community College Teaching degree include the following:~~

~~Teaching Fields 39 Semester Hours~~

~~Community College Core 12 Semester Hours~~

~~Teaching Core 9 Semester Hours~~

~~A detailed description of this program, along with specific requirements, is presented in the~~

~~Specialists in Education Degree program under the College of Education.~~

~~Minimum hours required for this program: 30 plus a master's degree~~

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COLLEGE OF BUSINESS GRADUATE COURSE DESCRIPTIONS

Accounting

ACCT 5013 Tax Accounting I This course examines the laws, rules, and procedures of Federal Income Taxes for individuals. In addition, the business events and transactions

COLLEGE OF EDUCATION & BEHAVIORAL SCIENCE

SPECIALIST IN COMMUNITY COLLEGE TEACHING

Purpose Of The Degree

The Specialist in Community College Teaching Program provides a sixth-year intermediate degree to prepare teachers and administrators for the Community College. Because the enrollee in a community college tends to be somewhat different from typical college, university, or trade school students, specialized personnel are needed to ensure that the investments made by students and institutions are maximally and mutually beneficial.

The teaching emphasis program of study will focus mainly upon the major field of specialization with adequate opportunities for breadth of preparation in the specialty area and cognate areas, and a background in research methods. Major fields of specialization are presented under degrees offered in the General Information section of the Bulletin. The administration-emphasis program of study will focus on a combination of generic higher education administration courses and specialized community college courses.

Admission Requirements

Admission requirements for the Specialist in Community College Teaching are those required by the Graduate School. Admission to the Specialist level will require admission to the Graduate School, a master's degree from an accredited institution, and a satisfactory score on the GRE or MAT.

Programs Of Study

The 60 graduate hours, including the Master's degree, which are required for the Specialist in Community College Teaching degree include the following:

Teaching Fields 39 Semester Hours

Community College Core 12 Semester Hours

Teaching Core 9 Semester Hours

Minimum hours required for this program: 30 plus a master's degree

Emphasis Areas in:

Agricultural Education

Biology

Business Administration
Chemistry
English
History
Music Education
Physical Education
Political Science
Reading
Sociology
Communication Studies and Theatre
Vocational-Technical Administration
Community College Administration

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NORMAL STEPS TO BE FOLLOWED IN COMPLETING THE SPECIALIST IN COMMUNITY COLLEGE TEACHING DEGREE

1. File an application for admission and official transcripts from all colleges and universities attended.
2. Obtain an official statement of admission to graduate study.
3. Familiarize yourself with the Graduate Bulletin, its general requirements, and the specific regulations pertaining to your particular program.
4. Complete CCED 7003, The Community College, and CCED 7013, Learner-Centered Education during the first 48 hours of graduate work leading to the program. NOTE: During these courses the student will have initial contact with the community college coordinator. The courses will enable students to grasp the philosophy of the community college, and through the processes of counseling and primary experiences, make a decision concerning continuance in the program.
5. Proceed with coursework at any registration period.
6. Complete the required standardized examinations during your first enrollment period.
7. Apply for Admission to Candidacy for the degree when you have satisfied any provisions attached to your admission and have completed 42 hours of graduate work with a 3.00 grade point average. The application for admission to candidacy must be filed no later than the completion of 48 semester hours of graduate credit. Failure to gain admission to candidacy at the time that no more than 48 hours have been accumulated may result in additional enrollment and will cause a delay in your graduation. Students accumulating 48 hours of graduate credit with less than a 3.00 grade point average will be dropped from the Graduate School.
8. Complete the coursework required for the degree, including 39 semester hours in the teaching fields.
9. File an Intent to Graduate Form at the registration period when you enroll for your last graduate coursework except that a student who expects to complete the requirements for the degree during the second summer term must make application for the degree not later than the registration date for the first summer term.
10. Successfully complete the comprehensive examination at the scheduled time during your last enrollment period.
11. Complete all requirements for the degree within six years exclusive of any time spent in the armed forces of the United States.

COLLEGE OF FINE ARTS

The College of Fine Arts offers work leading to the Master of Music Education degree, ~~and the Master of Music degree, and the Specialist in Community College Teaching degree in the teaching field of Music Education.~~ The Fine Arts graduate curriculum is designed to elevate the student's standards of performance and scholarship.

The Department of Music requires auditions and examinations prior to or soon after the first registration for graduate study. These examinations may be used as placement and/or entrance criteria. Final project requirements for the Master of Music Education degree include passing written and/or aural comprehensive examinations in music history, theory and music education; for the Master of Music degree written and/or aural comprehensive examinations in music theory and music history must be passed. Master of Music candidates in voice must present or achieve proficiency in two foreign languages and keyboard candidates in one.

~~The Specialist in Community College Teaching is a 60-semester hour, intermediate graduate degree designed to prepare teachers for the community college.~~ All general requirements of the Graduate School apply to these degree programs and the student should refer to these requirements listed elsewhere in this bulletin and the specific program requirements

Three Hours Advised Ensembles and Electives

Minimum hours required for these programs: 30

*All students pursuing the Master of Music in Performance Degree are required to submit a scholarly document to accompany the Graduate Recital. Specifications regarding this document may be obtained from the Graduate Program Supervisor in the Music Department.

~~SPECIALIST IN COMMUNITY COLLEGE TEACHING~~

~~The 60 graduate hours, including the Master's degree, which are required for the Specialist in Community College Teaching degree include the following:~~

~~Teaching Field 39 Semester Hours~~

~~Community College Core 12 Semester Hours~~

~~Teaching Core 9 Semester Hours~~

~~A detailed description of this program, along with specific requirements, is presented in the Specialists in Education Degree program under the College of Education.~~

~~Minimum hours required for this program: 30 plus a master's degree~~

COLLEGE OF FINE ARTS GRADUATE COURSE DESCRIPTIONS

DEPARTMENT OF MUSIC

Basic Music

MUS 5223 Graduate Piano Literature Prerequisite: Master's level piano major, or non-major with the completion of the Piano Proficiency exam. Offered as needed. This would

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Programs of Study

The College of Humanities and Social Sciences offers work leading to the Master of Arts degree with majors in English, history, political science, and sociology; to the Master of Public Administration degree; **and** to the Master of Science in Education degree with majors in English and social science; ~~and to the Specialist in Community College Teaching degree in the teaching fields of English, history, political science, and sociology.~~

The College of Humanities and Social Sciences coordinates programs of research and study leading to the Doctor of Philosophy in Heritage Studies. Designed for those interested in public sector work in museums, archives, folk arts centers, historical societies and similar agencies, the Heritage Studies program is interdisciplinary. It involves faculty from several departments and colleges at Arkansas State University.

The Master of Arts programs have been planned for flexibility and offer courses of general cultural and educational value. They are designed not only to provide knowledge in special fields but also to enhance professional qualifications for careers in teaching, law, writing, and governmental service; to provide a humanistic foundation for most other careers; and to prepare students for more advanced work at other institutions of higher learning.

The Master of Public Administration degree program provides a course of study for students who wish to serve in various levels of local, state, and national government and in international public management.

The graduate programs leading to the Master of Science in Education degree are designed for graduates who plan careers in secondary school teaching. Twenty-one hours of major field courses and nine hours of professional education courses are required.

~~The Specialist in Community College Teaching is a 60-semester hour, intermediate graduate degree designed to prepare teachers for the community college.~~

All general requirements of the Graduate School are applicable to these degree programs. The student should refer to the requirements which are listed elsewhere in this bulletin.

Six hours of history electives

HIST 6213, The Practice of History (Only required for candidates who have not previously taken an equivalent course. Not counted toward 30 hours required for a degree.)

Six hours in United States History

Three hours in World History

Six hours of electives in Social Science (Political Science, Geography, Sociology, Economics)

Minimum hours required for this program: 30

~~SPECIALIST IN COMMUNITY COLLEGE TEACHING~~

~~The 60 graduate hours, including the Master's degree, which are required for the Specialist in Community College Teaching degree include the following:~~

~~Teaching Field 39 Semester Hours~~

~~Community College Core 12 Semester Hours~~

~~Teaching Core 9 Semester Hours~~

~~A detailed description of this program, along with specific requirements, is presented in the Specialists in Education Degree program under the College of Education.~~

~~Minimum hours required for this program: 30 plus a master's degree~~

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE COURSE DESCRIPTIONS

DEPARTMENT OF CRIMINOLOGY, SOCIOLOGY, AND GEOGRAPHY

Geography

GEOG 5113 Water Resource Planning A study of the basic concepts of hydrology and the major issues associated with water resources planning and management.

COLLEGE OF MEDIA AND COMMUNICATION

The College of Communications offers work leading to a Master of Science in Mass Communications and a Master of Arts in Communication Studies ~~and a Specialist in Community~~

~~College Teaching in the fields of Communication Studies.~~

Students must have a 3.00 GPA in all graduate coursework taken in the College of Communications and must be admitted to candidacy 1) to qualify to take the Comprehensive Examination and 2) to meet graduation requirements.

All general Graduate School requirements listed elsewhere in the bulletin are applicable to this degree program and the specific program requirements must be met.

MASTER OF ARTS DEGREE WITH A MAJOR IN COMMUNICATION STUDIES

HP 6113, US Health Care OR NURS 6833, American Health Care System

NURS 6303, Health Care Issues and Policy

MCOM 5603, Crisis Communication OR SCOM 5263 Organizational Communication

MGMT 6003, Organizational Behavior in Health Care Organizations

MGMT 6013, Human Resource Management for Health Care Organizations

Minimum hours required for this program: 18

~~SPECIALIST IN COMMUNITY COLLEGE TEACHING~~

~~The 60 graduate hours, including the Master's degree, which are required for the Specialist in Community College Teaching degree include the following:~~

~~Teaching Fields 39 Semester Hours~~

~~Community College Core 12 Semester Hours~~

~~Teaching Core 9 Semester Hours~~

~~A detailed description of this program, along with specific requirements, is presented in the Specialists in Education Degree program under the College of Education.~~

~~Minimum hours required for this program: 30 plus a master's degree~~

COLLEGE OF MEDIA AND COMMUNICATIONS GRADUATE COURSE DESCRIPTIONS

Mass Communications

MCOM 5023 Public Opinion Propaganda and

COLLEGE OF SCIENCES AND MATHEMATICS

Programs of Study

The College of Sciences and Mathematics offers work leading to the Master of Arts degree in biology; to the Master of Science degree with majors in biology, chemistry, computer science, environmental sciences, and mathematics; **and** to the Master of Science in Education degree with majors in biology, chemistry, and mathematics; ~~and to the Specialist in Community College Teaching degree in the teaching fields of biology and chemistry.~~

The College of Sciences and Mathematics coordinates a program of research and study leading to the Doctor of Philosophy in Environmental Sciences. The Graduate Program (PhD and MS) in Environmental Sciences is multidisciplinary, designed for specific career objectives with course offerings across several departments and colleges at Arkansas State University. Each candidate for the degree of Master of Arts with a major in Biology must complete a major and minor scholarly project as approved by the student's thesis committee. The graduate programs leading to the Master of Science in Education degree are designed for graduates who plan careers in secondary school teaching. Twenty-one hours of major field courses and nine hours of professional education courses are required.

The graduate program leading to the Master of Science in Environmental Science includes a thesis track as well as a practicum track. The Practicum track is specifically designed for graduates who plan careers in industry, consulting, and government agencies.

~~The Specialist in Community College Teaching is a 60-semester hour, intermediate graduate degree designed to prepare teachers for the community college.~~ All general requirements

of the Graduate School are applicable to these degree programs.

The student should refer to the requirements which are listed elsewhere in this bulletin.

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DOCTOR OF PHILOSOPHY DEGREE IN ENVIRONMENTAL SCIENCES

The mission of the program is to produce scientists with the knowledge needed to support the assessment, maintenance and recovery of environmental resources. This includes

OR ELCI 5523, Middle School Curriculum,

OR ELCI 6523, Secondary School Curriculum,

OR ELCI 6063, Curriculum Management

Courses in the Major Field

Twenty-one (21) hours of graduate level MATH or STAT courses, approved by the Department of Mathematics and Statistics.

Minimum hours required for this program: 30

~~SPECIALIST IN COMMUNITY COLLEGE TEACHING~~

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~~Community College Core 12 Semester Hours~~

~~Teaching Core 9 Semester Hours~~

~~A detailed description of this program, along with specific requirements, is presented in the Specialists in Education Degree program under the College of Education.~~

~~Minimum hours required for this program: 30 plus a master's degree~~

Revised 1/17/13

COLLEGE OF SCIENCES AND MATHEMATICS
GRADUATE COURSE DESCRIPTIONS
DEPARTMENT OF BIOLOGICAL SCIENCES

For each laboratory course taken, both the lecture and laboratory

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

Bulletin Change

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

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

 10/9/14
ENTER DATE...

College Curriculum Committee Chair

 11-3-14
ENTER DATE...

Undergraduate Curriculum Council Chair

 10/13/14
ENTER DATE...

College Dean

 29 Oct 2014
ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

David Agnew dagnew@astate.edu 2453

2. Proposed Change

Change wording of the course title and description for the course: VOED 5513 Hands-On Activities and Observation Experiences for Career Orientation

Current wording of title -- VOED 5513 Hands-On Activities and Observation Experiences for Career Orientation

Change title to -- VOED 5513 Activities for Teaching Career and College Readiness

Current course description: The course will provide opportunity to study, develop and demonstrate the essential facets of Hands-On Activities according to the instructional material in career orientation. The course will provide opportunity to study, develop and demonstrate the essential facets of Hands-On Activities according to the instructional material in career orientation.

Change description to: Course provides opportunity for current or future teachers to study and demonstrate the essential knowledge and skills appropriate in the career development and college readiness courses. This will incorporate activity based learning using appropriate technologies.

3. Effective Date

Summer 2015

4. Justification

There is a need to emphasize the expansion of the technologies relative to teaching career education at all levels and to replace the older term of “hands-on” with “activity based” and to emphasize that activities can and should include technology as it is relative to all careers. Also, the Arkansas Career Education Department has dropped usage of the term Career Orientation.

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Page 65 of the 2013-14 catalog

.....

Vocational Education

VOED 5443 Advanced Methods of Teaching in Career and Technical Education The philosophy and objectives of teaching Career and Technical Education, including appropriate instructional principles and theories, instructional models, learning styles and learner centered methods and techniques at both the secondary and post-secondary levels for career and technical education.

VOED 5503 Foundations of Adult Education in Vocational Education Historical and philosophical development; comparison of vocational and non-vocational adult education; development and evaluation, teaching methods, and issues and trends in adult vocational education programming.

VOED 5513 Hands-On Activities and Observation Experiences for Career Orientation The course will provide opportunity to study, develop and demonstrate the essential facets of Hands-On Activities according to the instructional material in career orientation.

Activities for Teaching Career and College Readiness Course provides opportunity for current or future teachers to study and demonstrate the essential knowledge and skills appropriate in the career development and college readiness courses. This will incorporate activity based learning using appropriate technologies.

VOED 5533 Methods of Organizing and Teaching Career Orientation A study of curricula, methods and techniques involved in teaching career orientation as related to the 15 occupational clusters in the world of work.

VOED 5553 Educators In Industry A course devoted to career awareness in relation to the modern workplace. The course is conducted in cooperation with local businesses and industries. Research, on-site instruction, and work experiences are involved.

VOED 5573 Problems in Teaching Cooperative Education Teaching cooperative education in all vocational services of program areas, history, purposes, administration, methods, organization and conduct of the programs.

VOED 5583 Methods and Materials for Teaching the Adult Emphasis on the methodologies, techniques and materials applicable to the adult learner based upon personal needs

Code #

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Bulletin Change

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N/A ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

N/A ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

N/A ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

 10/9/14 ENTER DATE...

College Dean

 29 Oct 2014 ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

Andrew Sustich, Graduate School
sustich@astate.edu
972-3029

2. Proposed Change

Adjust half-time enrollment status for on-line accelerated programs to include a student enrolled in one course.

3. Effective Date

1/1/2014

4. Justification

Students enrolled in 3 hours in a seven week accelerated course are taking a course load equivalent to at least half-time status.

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P. 34 – Add text in red below.

GRADUATE STUDENT LOAD

The load of full-time graduate students may not exceed 15 semester hours, including any undergraduate courses, per regular semester or the full summer term (which includes May and August interim) without special overload permission. The total academic load resulting from concurrent enrollments at Arkansas State University and other institutions shall not exceed the maximum loads stated above. Nine graduate hours or more for Fall and Spring terms are considered full-time; six hours or more cumulative over all summer terms are considered full-time. **Graduate students enrolled in an accelerated on-line degree program are considered half-time when enrolled in at least three graduate hours.**

Bulletin Change Transmittal Form

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

Bulletin Change

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Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:


General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair



College Dean



Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

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

Gil Fowler gflower@astate.edu; 870.972.2078

2. Proposed Change

Course should be removed from directory.

3. Effective Date

Fall 2015

4. Justification

Courses are no longer necessary due to changes in technology and student preparation.

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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PAGE 214-215 -- ITEM IS SPLIT BETWEEN PAGES

JOUR 5323 Race, Gender and Media Survey of the interface between Americans and the mass media in the United States.

JOUR 5373 Internet Communications Provides students with a thorough understanding and practice in the use of the Information Superhighway. Students will develop skills and strategies to access and create news, advertising, and public relations messages in this new electronic medium for mass communications. The course will also look at new opportunities for communications professionals, examine critical social, political, and economic issues for the medium, and prepare for future technological advances. Prerequisite: basic computer competency.

~~**JOUR 5473 Advanced Internet Communications** Advanced Internet Communication provides students with a thorough understanding and practice in interactive and online~~

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~~scontent production and/or delivery. The course also explores other new media opportunities available to communication professionals. Special Course Fees Apply.~~

JOUR 5913 Media Advisers Seminar To provide an overview of the issues and practices of scholastic journalism, and to enable secondary school journalism advisers to acquire and refine skills in writing, reporting, and design.

JOUR 6023 Journalism Seminar Study of the press as an institution; its problems, role, content, effects, and responsibilities as a cultural force in society.

Code #

Bulletin Change Transmittal Form

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

Bulletin Change

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ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

 ENTER DATE... 4/2/14

College Dean

 ENTER DATE... 4/2/14

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

Gil Fowler gflower@astate.edu; 870.972.2078

2.Proposed Change

Course should be removed from directory.

3.Effective Date

Fall 2015

4.Justification

Courses are no longer necessary due to changes in technology and student preparation.

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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PAGE 215

-content production and/or delivery. The course also explores other new media opportunities available to communication professionals. Special Course Fees Apply.

JOUR 5913 Media Advisers Seminar To provide an overview of the issues and practices of scholastic journalism, and to enable secondary school journalism advisers to acquire and refine skills in writing, reporting, and design.

JOUR 6023 Journalism Seminar Study of the press as an institution; its problems, role, content, effects, and responsibilities as a cultural force in society.

JOUR 6243 Media Account Management Advanced study of the principles and practice of media account management. Includes an in-depth analysis of advantages and disadvantages of multiple media platforms in communicating messages to diverse target audiences and a discussion of effective and ethical client relationships.

Radio-Television

RTV 5053 Public Affairs Reporting for Electronic Journalism Coverage of municipal and county government agencies, public school boards, community planning and development agencies, and special events within the local community for the electronic media.

RTV 5303 Multimedia Reporting Apply the basics of traditional journalism skills in the digital media practice and develop the abilities of integrating audio, photographs, graphics and video as multimedia storytelling tools to enrich online news coverage. Prerequisite: Basic computer competency.

RTV 5323 News Production and Performance Experience in producing news programs. Students exercise judgment and make editorial decisions about news content and program continuity. Experience in verbal and non-verbal communication relative to on camera delivery.

RTV 5333 Special Topics A seminar that addresses current topics in the area of communication.

RTV 5363 Multimedia Storytelling Introductory course in multimedia concepts,

media elements, platforms, and production. Emphasis is placed on delivery of content across media platforms for diverse audiences.

RTV 5373 Internet Communications Provides students with a thorough understanding and practice in the use of the Information Superhighway. Students will develop skills and strategies to access and create news, advertising, and public relations messages in this new electronic medium for mass communications. The course will also look at new opportunities for communications professionals, examine critical social, political, and economic issues for the medium, and prepare for future technological advances. Prerequisite: basic computer competency.

~~**RTV 5473 Advanced Internet Communications** Advanced Internet Communication provides students with a thorough understanding and practice in interactive and online content production and/or delivery. The course also explores other new media opportunities available to communication professionals. Special Course Fees Apply.~~

RTV 5573 Sportscasting Theory and practical application of sportscasting for radio

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 pheath@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.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

 10/9/14
ENTER DATE...


College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

 10/13/14
ENTER DATE...

College Dean

 11-3-14
ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

AST 5003

2. Course Title - if title is more than 30 characters (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).

Modern Irrigation Systems

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 and lab

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)?

Yes

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 fewer) as it should appear in the bulletin.

The course will cover methods, equipment, current issues and future directions of irrigation, irrigation design and scheduling, drainage systems, irrigation measurements, performance evaluation, and impact on productive and sustainable agriculture.

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, the student will not be allowed to register).

a. Are there any prerequisites?

NO

b. Why?

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

Spring

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

Peter Ako Larbi, plarbi@astate.edu, 870-972-2263

11. Proposed Starting Term/Year

Spring 2015

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

Water is one of the most vital resources for sustainable agricultural production both in crop and animal production. Irrigated agriculture continues to play a significant role in food production, and irrigation practice and technology have improved greatly in recent times. This course will expose students to the underlying principles of irrigation and new developments in irrigation practice. Students will be able to select the appropriate technologies for different agricultural applications, design and evaluate irrigation systems, and perform a variety of related calculations.

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.

One of the college's mission is "to prepare young men and women for entry and career advancement in the food, fiber and natural resources industry, which involves production (farming), agribusiness and value-added processing, public service and rural leadership". In line with this mission, the course will equip students with the requisite skills in irrigation practice and technology and will enrich their preparation and competitive advantage for entry and career advancement.

c. Student population served.

Graduate students in the College of Agriculture and Technology, particularly agricultural systems technology students, and Environmental Science graduate students.

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

The course contains advanced level materials which require application of knowledge acquired in undergraduate courses.

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

1. Development, challenges and future directions of irrigated agriculture
2. Productivity and sustainability related to irrigation
3. Irrigation system planning and selection with environmental considerations
4. Efficiency and uniformity in irrigation applications
5. Soil water relationships
6. Crop and soil water requirements
7. Irrigation water delivery; Mid-semester exams
8. Pumping systems
9. Surface irrigation system hydraulics
10. Design of surface irrigation systems
11. Sprinkler and micro irrigation system hydraulics
12. Sprinkler system design and operation
13. Performance evaluation of irrigation systems
14. Final Exams

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

Quizzes, take-home assignments, Mid Semester exam, and final exam

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

Labs

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

No additional resources required

20. What is the primary intended learning goal for students enrolled in this course?

To understand the principles of irrigation and be able to apply the knowledge to real life problems in agriculture

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

"Design and Operation of Farm Irrigation Systems", by G.J. Hoffman, R.G. Evans, M.E. Jensen, D.L. Martin & R.L. Elliott. American Society of Agricultural and Biological Engineers, 2007.

b. Number of pages of reading required per week: 30

c. Number of pages of writing required over the course of the semester: 8-12

22. High-Impact Activities (Check all that apply)

☒ Collaborative assignments

- ☐ Research with a faculty member
- ☐ Diversity/Global learning experience
- ☐ Service learning or community learning
- ☐ Study abroad
- ☐ Internship
- ☐ Capstone or senior culminating experience
- ☐ Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will be able to explain fundamental principles of irrigation and apply their knowledge in selecting and designing appropriate irrigation system for a given problem.

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

Students will participate in lectures to acquire the basic knowledge and engage in lab activities involving design calculations, installation, and measurements such as pressure and flow rate using modern instruments.

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

Students will demonstrate mastery of the knowledge through 3-5 quizzes and about 3-5 take-home assignments, prove their ability to follow steps in design and measurements through lab reports.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Students will be able to evaluate the performance of irrigation systems and recommend improvements

Learning Activity:

Students will learn how to analyze irrigation problems in agriculture, perform appropriate calculations, evaluate economic and environmental impacts, and practice these during in-class tutorials and take-home assignments.

Assessment Tool:

AST 4003: During mid-semester and final exams, students will prove their overall knowledge/skill acquisition by analyzing basic to intermediate irrigation problems in agriculture and performing appropriate calculations.

AST 5003: During mid-semester and final exams, students will prove their overall knowledge/skill acquisition by analyzing intermediate to advanced irrigation problems in agriculture, performing appropriate calculations, and discussing sustainable solutions.

Outcome #3:

Learning Activity:

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

b. Thinking Critically

- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology

- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

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

Agricultural Education

AGED 4473 / 5473 International Agri. Study Tour This course is intended to help students develop awareness and perspective of international agricultural enterprises and educational programs, and how world agricultural systems relate to and impact the U.S. agricultural system. Includes a focus on environmental issues related to food and fiber production.

AGED 6393 Non-Thesis Research Experience Supervised research project, submitted to and approved in advance by the student's graduate advisory committee, resulting in a project report presented and defended to the student's advisory committee. A member of the committee must agree to serve as supervisor.

AGED 6591-6 Thesis

Agricultural Systems Technology (AST)

AST 5003 Modern Irrigation Systems The course will cover methods, equipment, current issues and future directions of irrigation, irrigation design and scheduling, drainage systems, irrigation measurements, performance evaluation, and impact on productive and sustainable agriculture. Prerequisite, MATH 1033 and PSSC 2813. Spring.

AST 6013 Precision Application Technology Techniques in soil and crop homogeneity detection and variable-rate precision application of crop inputs to increase productivity and enhance environmental sustainability. Spring.

Animal Science

ANSC 5633 Diseases of Farm Animals The prevention, treatment, and control of common diseases, including problems of hygiene and sanitation. Prerequisite: ANSC 3633.

ANSC 5663 Principles of Breeding The basic principles underlying reproduction and the application of genetic principles to the improvement of farm animals with emphasis on selection, crossbreeding, linebreeding, and inbreeding.

Code # [Enter text...]

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 pheath@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.

[ENTER DATE...]

Department Curriculum Committee Chair

[ENTER DATE...]

COPE Chair (if applicable)

[ENTER DATE...]

Department Chair:

[ENTER DATE...]

General Education Committee Chair (If applicable)

Breen 10/9/14 [ENTER DATE...]

College Curriculum Committee Chair

[ENTER DATE...]

Undergraduate Curriculum Council Chair

[Signature] 10/13/14 [ENTER DATE...]

College Dean

[Signature] 11-3-14 [ENTER DATE...]

Graduate Curriculum Committee Chair

[ENTER DATE...]

Vice Chancellor for Academic Affairs

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

AST 6013

2. Course Title - if title is more than 30 characters (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).

Precision Application Technology

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 and lab

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)?

Yes

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 fewer) as it should appear in the bulletin.

Techniques in soil and crop homogeneity detection and variable-rate precision application of crop inputs to increase productivity and enhance environmental sustainability.

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, the student will not be allowed to register).

a. Are there any prerequisites? NO

b. Why?

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

Spring

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

Peter Ako Larbi, plarbi@astate.edu, 870-972-2263

11. Proposed Starting Term/Year

Spring 2015

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

Crop production inputs help ensure high yield but blanket application rates are not environmentally sustainable. Modern practice combines knowledge about soil and crop conditions to deliver precise site-specific variable-rate application rates. This course will expose students to the concepts, methods, and equipment employed in achieving precision application of fertilizers and pesticides.

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.

One of the college's mission is "to prepare young men and women for entry and career advancement in the food, fiber and natural resources industry, which involves production (farming), agribusiness and value-added processing, public service and rural leadership... within environmentally sound and sustainable systems". In line with this mission, the course will equip students with the requisite skills in precision fertilizer and pesticide application in field crops and fruit trees.

c. Student population served.

Graduate students in the College of Agriculture and Technology, particularly agricultural systems technology students;
Graduate students in Environmental Sciences

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

The course contains advanced level materials which require application of knowledge acquired in lower level courses.

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

1. Spatial heterogeneity of soil, crop, weeds, and pests and their implications
2. Sensing soil and crop properties using spectroscopy and optical remote sensing
3. Remote sensing for weed detection, identification, and precision crop protection;
4. Digital thermography for crop disease control
5. Introduction to decision support systems and spatial data handling and management
6. Modeling plant diseases for decision making in crop protection
7. Mid-semester exam; Decision rules applied to site-specific weed management
8. Model-based decision making in crop protection
9. Application technologies for site-specific crop protection; Mechanical weed control
10. Direct injection sprayer and delivery optimization
11. Autonomous systems for crop protection
12. Variable rate technology for herbicide and fungicide application
13. Precision disease control in bed-grown crops; Economic evaluation of precision crop protection measures
14. Final exam

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

Quizzes, take-home assignments, Mid Semester exam, and research paper

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

Labs

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

No additional resources required

20. What is the primary intended learning goal for students enrolled in this course?

To understand the principles of variable rate application and be able to apply the knowledge to real life problems in agriculture

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

"Precision Crop Protection - the Challenge and Use of Heterogeneity", by E. Oerke, R. Gerhards, G. Menz, R.A. Sikora. Springer 2010.

b. Number of pages of reading required per week: 30

c. Number of pages of writing required over the course of the semester: 20 – 30 per team

22. High-Impact Activities (Check all that apply)

- ☒ Collaborative assignments
- ☐ Research with a faculty member
- ☐ Diversity/Global learning experience

- ☐ Service learning or community learning
- ☐ Study abroad
- ☐ Internship
- ☐ Capstone or senior culminating experience
- ☐ Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will understand variable rate application concepts.

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

Students will participate in lectures to acquire the basic knowledge and engage in lab activities involving spray calculations, computer programming and measurements of pressure, flow rate, droplet size, and weather parameters.

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

Students will demonstrate mastery of their knowledge through 3-5 quizzes and about 3-5 take-home assignments, prove their ability to follow steps in design and measurements through lab reports.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Students will be able to apply their knowledge in selecting and designing an appropriate variable-rate application system for a given problem.

Learning Activity:

Students will form teams of 2-5 members to define a problem and develop a decision support computer program that will accept map-based or real-time field conditions as input and prescribe variable application rates as output.

Assessment Tool:

Student teams will submit a research paper and give an oral presentation on their results to the class.

Outcome #3:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

- a. Global Awareness

- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

b. Thinking Critically

- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology

- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

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Agricultural Education

AGED 4473 / 5473 International Agri. Study Tour This course is intended to help students develop awareness and perspective of international agricultural enterprises and educational programs, and how world agricultural systems relate to and impact the U.S. agricultural system. Includes a focus on environmental issues related to food and fiber production.

AGED 6393 Non-Thesis Research Experience Supervised research project, submitted to and approved in advance by the student's graduate advisory committee, resulting in a project report presented and defended to the student's advisory committee. A member of the committee must agree to serve as supervisor.

AGED 6591-6 Thesis

Agricultural Systems Technology (AST)

AST 5003. Modern Irrigation Systems The course will cover methods, equipment, current issues and future directions of irrigation, irrigation design and scheduling, drainage systems, irrigation measurements, performance evaluation, and impact on productive and sustainable agriculture. Prerequisite, MATH 1033 and PSSC 2813. Spring.

AST 6013. Precision Application Technology Techniques in soil and crop homogeneity detection and variable-rate precision application of crop inputs to increase productivity and enhance environmental sustainability. Spring.

Animal Science

ANSC 5633 Diseases of Farm Animals The prevention, treatment, and control of common diseases, including problems of hygiene and sanitation. Prerequisite: ANSC 3633.

ANSC 5663 Principles of Breeding The basic principles underlying reproduction and the application of genetic principles to the improvement of farm animals with emphasis on selection, crossbreeding, linebreeding, and inbreeding.

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to pheath@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.


ENTER DATE...
Department Curriculum Committee Chair

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
Department Chair:

ENTER DATE...
General Education Committee Chair (If applicable)

ENTER DATE...
College Curriculum Committee Chair

 11-3-14
ENTER DATE...
Undergraduate Curriculum Council Chair

 10/14/2014
College Dean

 10/14/2014
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
JOUR 6253

2. Course Title - if title is more than 30 characters (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).
Audience Market Analysis

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

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 fewer) as it should appear in the bulletin.

Using social scientific research methods for audience/consumer analysis, this course provides a survey of applications of research in media industries. Pragmatic task activities will be conducted via Nielsen, Arbitron, SRDS, and related data sources to find audience market insights.

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, the student will not be allowed to register).

a. Are there any prerequisites?

None

b. Why?

Enter text...

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

NA to grad courses

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

Dr. Po-Lin Pan, ppan@astate.edu, 870-972-2695

11. Proposed Starting Term/Year

Spring 2014-15

12. Is this course in support of a new program? no

If yes, what program?

Enter text...

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

If yes, what course?

Enter text...

Has this course number been used in the past? no

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? no

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

*** Be familiar with the role of account management in media business models – including the traditional role of advertising as well as emerging revenue sources.**

- * **Acquire a working knowledge of media account management techniques;**
- * **Acquire a working knowledge of the relationship between agencies, clients, station reps, and network/stations;**
- * **Be familiar with advantages and disadvantages of various media.**
- * **Be familiar with the issues surrounding in communicating with target audiences in a racially, ethnically and culturally diverse environment;**
- * **Understand legal and ethical issues affecting media account management across media platforms.**

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 College of Media and Communication has the mission of educating students to the broad reasoning ability and specialized skills expected by the communications outlets where most will seek employment. The curricula offered by the departments specifically:

1. Provide students with skills and knowledge required for beginning competency and continued achievement in mass communication;
2. Provide students with a basic understanding and knowledge in areas of mass communications, including social and legal rights and responsibilities of mass media;
3. Provide students with a basic understanding and knowledge of the processes, effects, and uses of mass communications.

This course fulfills a central aspect of the department's mission by providing students with the ability and skills to audience analysis by using social scientific research methodologies. The ability to write a central requirement for possessing the skills and knowledge associated with practitioners of mass communication.

c. Student population served.

ASU Graduate Students

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

The course is designed to introduce fundamental techniques for audience and consumer insights and prepare you in a professional career as an audience and consumer analyst in media industries. In-class assignments, homework and class projects will be employed to foster your proficiency in these skills. You are expected to specialize in one type of research approach to audience and consumer insights and are able to complete a research project at the end of the semester. The course would cover the major research methods used for audience and consumer analysis and provides a survey of applications of research methods in media industries. The course would emphasize focus group, in-depth interview, ethnography, survey and sampling practices, data analysis and interpretation of results. Pragmatic task activities would also be conducted via Nielsen, Arbitron, SRDS, and related data sources.

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

Week	Lecture Topic or Activity
1	Introduction and Overview of Audience Market Analysis
2	Finding Audience and Consumer Insights in Media industries
3	Focus Groups
4	In-depth Interviews
5	Surveys and Sampling
6	Ethnographies

7	Exam One
8	Audience and Consumer Analysis for Advertising
9	Audience and Consumer Analysis for Programming
10	Audience and Consumer Analysis for Media Finance
11	Audience and Consumer Analysis for Social Policy
12	Audience Ratings: Gross Measures & Cumulative Measures
13	Audience and Consumer Data Analysis
14	Exam Two
15	Project Presentation

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Exams and Research Reports

18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
no

20. What is the primary intended learning goal for students enrolled in this course?
Students will specialize in one type of audience research method and is able to complete a research project at the end of the semester. The course would cover the major research methods used for audience analysis in communication industries and provides a survey of applications of research in media industries. The course would emphasize focus group, content analysis, sampling practices, data analysis and interpretation of results. Pragmatic task activities would also be conducted via Nielsen, Arbitron, SRDS, and related data sources

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
Morrison, M., Haley, E., Sheehan, K. (2011). *Using qualitative research in advertising: Strategies, techniques, and applications* (2nd ed.). CA, Thousand Oaks: Sage.

Webster, J. G., Patricia P., & Lawrence W. L. (2014). *Ratings analysis: Audience measurement and analytics* (4nd ed.). New York: Routledge

b. Number of pages of reading required per week: 50
c. Number of pages of writing required over the course of the semester: 40

22. High-Impact Activities (Check all that apply)

- ☒ Collaborative assignments
- ☒ Research with a faculty member
- ☐ Diversity/Global learning experience
- ☐ Service learning or community learning
- ☐ Study abroad
- ☐ Internship
- ☐ Capstone or senior culminating experience
- ☐ Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will acquire a working knowledge of audience analysis techniques and research methods so as to demonstrate ability to assist a client in making smart/justifiable advertising decisions.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Readings and discussions with applications in specific media markets

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

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- ☐ Minimally
☐ Indirectly
☒ Directly

b. Thinking Critically

- ☐ Minimally
☐ Indirectly
☒ Directly

c. Using Technology

- ☐ Minimally
☐ Indirectly
☒ Directly

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Paste bulletin pages here...

PAGE 215

JOUR 6023 Journalism Seminar Study of the press as an institution; its problems, role, content, effects, and responsibilities as a cultural force in society.

JOUR 6243 Media Account Management Advanced study of the principles and practice of media account management. Includes an in-depth analysis of advantages and disadvantages of multiple media platforms in communicating messages to diverse target audiences and a discussion of effective and ethical client relationships.

JOUR 6543 Audience Market Analysis Using social scientific research methods for audience/consumer analysis, this course provides a survey of applications of research in media industries. Pragmatic task activities will be conducted via Nielsen, Arbitron, SRDS, and related data sources to find audience market insights.

Radio-Television

Revised 3/08/13

RTV 5053 Public Affairs Reporting for Electronic Journalism Coverage of municipal and county government agencies, public school boards, community planning and development agencies, and special events within the local community for the electronic media.

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 pheath@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.

10/9/2014

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

10/9/2014

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

10/9/2014

College Curriculum Committee Chair

11-3-14
ENTER DATE...

Undergraduate Curriculum Council Chair

10/9/2014

College Dean

10/9/2014

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

MCOM6303

2. Course Title – if title is more than 30 characters (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).

Media, Heritage, and Cultural Identity

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 only

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)?

Graduate

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 fewer) as it should appear in the bulletin.

Media, Heritage, and Cultural Identity analyses various forms of media to better understand how media contributes to cultural identity and heritage.

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, the student will not be allowed to register).

a. Are there any prerequisites?

Enrollment in the Mass Communication program

b. Why?

This course is an elective in the Mass Communication Graduate program

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

NA

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

Dr. Michael Bowman

mbowman@astate.edu

972-3429

11. Proposed Starting Term/Year

Spring 2015

12. Is this course in support of a new program? **No**

If yes, what program?

NA

13. Does this course replace a course being deleted? **No**

If yes, what course?

NA

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

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? **NO**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Yes/No

15. Justification should include:

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

Enter text...

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.

Students enrolled in Mass Communication courses learn to gather, organize, synthesize and communicate information professionally in a democratic, multi-cultural society. Studies learn to think critically about the impact media has on the construction of cultural identity and heritage in a democratic, multi-cultural society. This course is not mandated by accrediting or certifying agency.

c. Student population served.

Graduate students in the College of Media and Communication

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

Enter text...

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

Week One: Introduction to course and discussion of terms

Week Two: Media Studies and Media Theory

Week Three: Media Organizations

Week Four: The Production of Mediated Reality

Week Five: Paper Proposal Presentations

Week Six: Media Narrative Analysis

Week Seven: The Interpretation of Meaning in the Media

Week Eight: The Production of Identity in the Media

Week Nine: Media Consumption in Society

Week Ten: Media Ideology

Week Eleven: Media Globalization

Week Twelve: Media and Politics

Week Thirteen: Project presentations

Final Exam

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

Major project : Paper (minimum length 15 pages) analyzing a contemporary example of media as it relates to cultural and heritage identification. This paper must include a theoretical approach relating to media, culture, and heritage. Student must meet with instructor at least twice throughout the semester concerning this project — first, to clear the topic/gain approval and discuss approaches and sources, and second, to report on progress to date. Counts for 30% of grade for course

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

NA

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

NA

20. What is the primary intended learning goal for students enrolled in this course?

This course will explore how media is instrumental in transmitting heritage and cultural identity to individuals, groups, and nations.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

**Media Making: Mass Media in Popular Culture, 2nd Edition, Sage Publications, 2006
Lawrence Grossberg, Ellen Wartella, D. Charles Whitney, J. Macgregor Wise
Mass Communication Journal articles - TBA**

b. Number of pages of reading required per week: **25-50 pages per week**

c. Number of pages of writing required over the course of the semester: **50-75 pages per week**

22. High-Impact Activities (Check all that apply)

- ☐ Collaborative assignments
- ☐ Research with a faculty member
- ☐ Diversity/Global learning experience
- ☐ Service learning or community learning
- ☐ Study abroad
- ☐ Internship
- ☐ Capstone or senior culminating experience
- ☐ Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Identify how media representations contribute to identity formation (personal, group, national, global, etc.) and heritage transmission.

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

Media Deconstruction Assignments – Students will select examples of media and identify and analyze elements (words, video, editing, photographs, etc.) that contribute to identity formation and heritage transmission.

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

Students will provide a written summary accompanied by a class discussion of the media deconstruction assignment

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Use cultural studies principles, textual analysis and other theoretical approaches to examine the relationship between media representations and the formation of cultural identity and heritage transmission.

Learning Activity:

A major writing project integrating media or cultural studies theory to analyze how media contributes to the formation of cultural identity and heritage transmission.

Assessment Tool:

In addition to grading the major writing project, the student must present his/her research to the class.

Outcome #3:

Articulate critical arguments, through written assignments and oral presentations, the role media plays in the formation of cultural identity and heritage transmission.

Learning Activity:

Written summaries and classroom discussions of media deconstruction, a major writing assignment critically analyzing media's role in formation of cultural identity and heritage transmission, and classroom presentations of written major project and media deconstruction assignments.

Assessment Tool:

A final essay exam will be used to measure the student's critical thinking skills regarding the formation of cultural identity and heritage transmission.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- ☐ Minimally
☐ Indirectly
☒ Directly

b. Thinking Critically

- ☐ Minimally
☐ Indirectly
☒ Directly

c. Using Technology

- ☐ Minimally
☒ Indirectly
☐ Directly

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.

Paste bulletin pages here...

MCOM 6163 Applied Research in Mass Communications Guided research dealing with practical problems in mass communications. A primary outcome of the course will be a formal research paper acceptable for publication. Prerequisite: MCOM 6053.

MCOM 6203 Introduction to Graduate Study Survey of research methods; evaluation of selected studies; preparation of thesis.

MCOM 6253 Qualitative Research Methods in Communication This course is designed to acquaint students with major approaches to qualitative inquiry in the field of communication. Students will gain experience in collecting, analyzing, and interpreting qualitative data as well as writing qualitative research reports.

MCOM 6303 Media, Heritage, and Cultural Identity Course analyses various forms of media to better understand how media contributes to cultural identity and heritage.

MCOM 670V (1-6 hours) Thesis

MCOM 680V (1-3 hours) Independent Study

Journalism

JOUR 5043 Studies in Newspaper Management Study of business and editorial management of the print media, including newspaper organization, publishing policies and economics, print media technology, circulation and promotion problems.

JOUR 5053 Public Affairs Reporting Instruction and practice in gathering material and writing stories on public affairs; emphasis on courts and government. Requires two hours of laboratory work per week. Prerequisite: JOUR 2013.

JOUR 5083 Sports, Business and Opinion Writing Techniques of news-writing and information gathering in business and sports reporting. Techniques of opinion writing. Prerequisite: C or better in JOUR 2013 or permission of professor or chair.

JOUR 5113 Integrated Communications Strategies Focuses on the strategic integration of various channels and methods of communication for the purpose of delivering key messages to diverse target audiences in order to elicit responses, create a dialogue and engender relationship-building. Prerequisites: JOUR 3023; PR 3003; or MKTG 3013.

JOUR 5213 Social Media in Strategic Communication This course examines concepts and applications of social media within mass communications, news, advertising, and public relations industries. We will explore and apply social media tools, integrating them into an organization's overall communication strategy.

JOUR 5323 Race, Gender and Media Survey of the interface between Americans and the mass media in the United States.

Code # Enter text...

Lecture only

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)?

Yes

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 fewer) as it should appear in the bulletin.

Theory, practice, and analysis of foreign policy, with a focus on the United States and an emphasis on contemporary issues and basic ideas governing American foreign policy.

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, the student will not be allowed to register).

a. Are there any prerequisites?

no

b. Why?

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

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

Dr. Jacob Ausderan, jausderan@astate.edu, 870-972-2188

11. Proposed Starting Term/Year

Spring 2015

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

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

If yes, what course?

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? no

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

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 will examine the history of American foreign policy, the primary foreign policy-making institutions and bureaucracies in the United States, public opinion on foreign policy topics, influences on public opinion, and some of the more important debates in contemporary foreign policy.

The goals for this course include increasing students' knowledge of the institutions and bureaucracies that make and influence U.S. foreign policy; increasing students' knowledge and understanding of societal influences – e.g. public opinion, political parties, the economy, and the media – on American foreign policy; promoting students' knowledge and understanding of various contemporary issues beyond everyday knowledge; the development of students' ability to analyze the strategic aims and implications of foreign policy actions (not just by the U.S., but by the other major powers as well); and the continued development of students' writing and public speaking skills.

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.

This course will address several of the goals in the department's mission, including the expansion of students' understanding of government and cultures, the ability to build theory and apply it to problem solving, and the instilling of a desire for lifelong learning and citizen engagement.

c. Student population served.
graduate students

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

Students will be completing additional assignments compared to undergraduates that will help them fulfill the graduate program's vision, including the development of their analytical skills and the deepening of their substantive knowledge of political science in preparation for further study or employment.

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

Week 1	American Foreign Policy from the Revolution through WW2
Week 2	The Cold War and Beyond
Week 3	Competing Approaches to Analyzing Foreign Policy
Week 4	Globalization and Foreign Policy
Week 5	Legislative vs. Executive Branches
Week 6	Foreign Policy Bureaucracy
Week 7	Public Opinion and Interest Groups
Week 8	American Relations with Europe During and After the Cold War
Week 9	The U.S. and Africa
Week 10	Inter-American Relations
Week 11	The U.S. and China (and East Asia at-large)
Week 12	The U.S. and Israel
Week 13	Grand Strategies for Terrorism, the Middle East, and Beyond
Week 14	Graduate Student Presentations

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

Two exams, two short writing assignments, and a policy analysis project including a research paper and in-class presentation.

[FYI: Undergraduate requirements are two exams, three short writing assignments, and participation during graduate student presentations.]

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

None

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

No additional staffing or resources required

20. What is the primary intended learning goal for students enrolled in this course?

Students will be able to analyze foreign policy actions of the United States and other countries, keeping in mind historical, structural, and political considerations.

21. Reading and writing requirements:

a. Ray, James Lee. *American Foreign Policy and Political Ambition*. 2nd Edition. CQ Press.

Houghton, David Patrick. *The Decision Point: Six Cases in U.S. Foreign Policy Decision-Making*. 1st Edition. Oxford University Press.

b. Number of pages of reading required per week: Approximately 60 pages

c. Number of pages of writing required over the course of the semester: approximately 30 pages.

22. High-Impact Activities (Check all that apply)

☐ Collaborative assignments

☐ Research with a faculty member

☒ Diversity/Global learning experience

☐ Service learning or community learning

☐ Study abroad

☐ Internship

☐ Capstone or senior culminating experience

☐ Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will be able, given a specific foreign policy problem, to apply findings from strategic theory to elaborate policy options given institutional constraints.

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

Lectures and readings

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

Writing assignment

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Students will be able to perform research explaining a specific foreign policy decision, including a thorough analysis of the strategic aims and implications of those decisions.

Learning Activity:

Lectures, readings, preparation of research, and a Q&A session after an in-class presentation of their research

Assessment Tool:

Research paper and in-class presentation with defense

Outcome #3:

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

☐ Minimally

☐ Indirectly

☒ Directly

b. Thinking Critically

☐ Minimally

☐ Indirectly

☒ Directly

c. Using Technology

☒ Minimally

☐ Indirectly

☐ Directly

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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5. Right-click on the highlighted area.
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P. 206, 2013-2014 Graduate

International Relations

POSC 5313 International Organization Development, structure, and politics of international organizations such as the United Nations.

POSC 5323. Foreign Policy Analysis. INTERNATIONAL POLITICS. Theory, practice, and analysis of foreign policy, with a focus on the United States and an emphasis on contemporary issues and basic ideas governing American foreign policy.

POSC 6313 Contemporary International Relations A study of contemporary international problems and issues as they are related to the foreign policies of major powers.

POSC 6333 International Relations Theory An in-depth examination of theories of international relations, such as realism, balance-of-power, pluralism, and globalism.

POSC 6343 The Environment and World Politics A study of the politics of the global environment, including disputes between industrialized countries and the Third World over population policies, deforestation, global warming, and use of the oceans.

Letter of Notification - E
Revision of Existing Education Programs
for New State Licensure Requirements
(LON and ADE Program Proposal submitted to ADHE)

Note: This LON is for existing programs only. For new programs, submit a Letter of Intent and ADE Program Proposal for New Licensure Programs.

1. Institution submitting request: Arkansas State University
2. Contact person/title: Dr. Gina S. Hogue
3. Phone number/e-mail address: (870) 972-2030; ghogue@astate.edu
4. Proposed effective date: Fall 2015
5. Current program title: Reading P-8 & 7-12
6. CIP Code: 13.1315
7. Degree Code: 6910 (MSE Reading)
8. New program title (if applicable): Reading K-12
9. Provide applicable information required in the ADE Program Proposal Section A and/or Section C:
http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Template_for_Program_Proposals_010314.pdf

Indicate new Arkansas licensure area for revised program

This Letter of Notification applies to the current licensure changes impacting Reading licensure in the State of Arkansas (e.g. prior "Reading P-8 & 7-12" becoming "Reading K-12"). This licensure change impacts Arkansas State University's Master of Science in Education in Reading, and Specialist in Education in Reading degree programs, both of which serve the same licensure process.

The MSE in Reading is changing from licensure levels of P-8 & 7-12 to the new licensure level of K-12 with no curriculum changes being necessary.

10. Indicate if courses/program of study are approved for distance delivery by ADE.
11. Provide additional program information if requested by ADE/ADHE staff.

Chief Academic Officer: Dr. Lynita M. Cooksey

Date: 10-15-2014

By March 1, 2014, submit LON-E and ADE Program Proposal to Cynthia Moten (Cynthia.Moten@adhe.edu) for program revisions effective in Fall 2014; and no later than March 1, 2015, for program revisions effective in Fall 2015.



Professional Education Program Proposal

COVER SHEET

Institution: Arkansas State University **Date Submitted:** 10-15-2014

Program Contact Person: Dr. Gina S. Hogue **Position/Title:** Assoc. Vice-Chanc., Acad. Serv.

Phone: (870) 972-2030 **Email:** ghogue@astate.edu

Name of program: Reading P-8 & 7-12 **CIP Code** 13.1315

Degree or award level (B.S., M.A.T., post-baccalaureate, etc.): MSE

Is this program intended to prepare candidates for educator licensure? ☒ **Yes** ☐ **No**

If yes, indicate the title and grade range of the license for which candidates will be prepared:

Title: Reading **Grade Range:** K-12

Proposal is for:

☐ **New Educator Licensure Program** (Traditional)
(Complete Section A)

☒ **Revision(s) to an Approved Licensure Program**
(Complete Section C)

The MSE in Reading is changing from licensure levels of P-8 & 7-12 to the new licensure level of K-12 with no curriculum changes being necessary.

Proposed starting date for the program: Fall 2015

Will this program be offered at more than one site? ☒ **Yes** ☐ **No**

Note: Prior approval by AHECB is required to offer programs at off-campus sites for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301.

If yes, list the sites where the program will be offered. Arkansas State University Beebee

Arkansas State University Mt. Home

Mid South Community College

A. New Program for Licensure

Proposals for new programs should be prepared as Microsoft Word documents with each section clearly identified, appropriately labeled and paginated. Arkansas public universities and institutions certified under Arkansas Code Ann. §6-61-301 shall submit proposals to the ADHE via e-mail as attachments. Independent institutions shall submit proposals to the ADE via e-mail as attachments. Proposals shall include the following components:

1. Cover sheet (Use front page from this template; contains basic information about the proposed program)
2. Table of Contents
3. Needs summary
 - a. Provide a brief statement of the program's purpose.
 - b. Explain the need for the program with supporting data (e.g., data from supply and demand studies, institutional surveys, requests from individuals, etc.).
 - c. Provide estimates of the number of candidates expected to enter and complete the proposed program each year for a five-year period.
 - d. List other Arkansas institutions offering a similar program.
4. Institutional approval Supporting documentation for the program shall include:
 - a. A letter from the chief academic officer acknowledging that the program has been approved by the institution's appropriate authorizing entity;
 - b. Board of Trustees approval date (required for public institutions only)
5. Program description
 - a. Provide a general description of the program (2-3 paragraphs).
 - b. Provide a copy of the degree plan and/or plan of study for the program.
 - c. Provide a curriculum matrix that shows alignment of the program's prescribed courses and experiences with the corresponding state [standards/competencies](#) for the content area or category of licensure.
 - d. Provide a curriculum matrix that shows alignment of the program's prescribed professional education courses and experiences with the appropriate state standards for [teachers](#), [administrators](#) or other education professionals.
 - e. Provide descriptions and syllabi for all courses prescribed in the proposed program.
 - i. Courses must conform to ADHE criteria for the number of contact hours, lab hours, practicum hours or clinical experience hours required for academic credit.
 - A formal lecture course with extensive assigned reading or other out-of-class preparation is awarded one semester credit for a minimum of 750 minutes or 12.5 hours of classroom instruction;
 - A laboratory class with moderate out-of-class preparation is awarded one semester credit for a minimum of 1500 minutes or 25 hours of laboratory instruction; and
 - Clinical, practicum, internship, shop instruction or other self-paced learning activities involving work-related experience with little or no out-of-class preparation is awarded one semester credit for a minimum of 2250 minutes or 37.5 hours of work-related instruction.
 - ii. Syllabi for content courses should contain learning objectives linked to state [standards/competencies](#) for licensure.
 - iii. Syllabi for professional education courses in **teacher preparation** programs should correlate learning objectives with the [Arkansas Teaching Standards](#) and the Teacher Excellence Support System (TESS).
 - iv. Syllabi for professional education courses in **administrator preparation** programs should correlate learning objectives with [Standards for School Administrators in Arkansas](#) and the Leaders Excellence and Development System (LEADS).
 - f. Describe competencies expected of program candidates regarding their knowledge and use of educational technology. (Competencies should reflect National Educational Technology Standards for [Teachers](#) (NETS-T) OR [Administrators](#) (NETS-A) published by the International Society for Technology in Education (ISTE).

- g. Describe the assessments required in the program. (Six to eight assessments are required.)
 - i. Provide samples of the assessments and their scoring rubrics.
 - ii. Indicate the relative places within the program where the assessments occur.
 - iii. Explain how data from the assessments will be collected and used for program improvement.
 - h. Describe the field experiences (observations, practicums, student teaching, internships) required for candidates in the program including:
 - i. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences (A minimum of 12 weeks or 420 clock hours is required for student teaching; 6 months or approximately 216 clock hours for an administrator internship.); and
 - ii. The settings in which the experiences will be accomplished (Candidates must have opportunities to interact with diverse student populations.)
6. Admission requirements
- a. Indicate requirements for admitting students into the program.
 - i. Minimum 2.5 GPA on a 4.0 scale (state requirement)
 - ii. Passing scores on Praxis Core or other state-approved assessments (state requirement)
 - iii. Institutional criteria (e.g., letters of recommendation, demonstration of English proficiency, prerequisite coursework, etc.)
 - b. Provide a summary of the admission procedures (e.g., submit application; submit curriculum plan; interview with teacher education committee, etc.)
7. Retention procedures
- a. Describe any mid-program benchmarks or transition points for evaluating candidates in the program. (At least one mid-program benchmark is required.)
 - b. Describe any intervention strategies (e.g., advising, mentoring, tutoring, etc.) to be employed to assist candidates who struggle to succeed in the program. (The program is expected to have more than one strategy for assisting candidates.)
8. Exit requirements
- List program exit requirements. (e.g., final assessments, research papers, performances, interviews, etc.)
9. Candidate Follow-up Procedures
- Describe the program's plan for obtaining and reporting data from program graduates if different from other programs in the professional education unit.
10. Faculty
- Provide a roster of all professional education faculty who teach or supervise candidates in the program, including adjunct faculty. The roster should indicate their academic preparation (highest degrees), professional experience, course assignment(s), and verification of TESS training (if applicable). Do not include general studies or content faculty.
- Note:** IHE candidate supervision faculty and P-12 cooperating teachers in **teacher** preparation programs must be trained in the domains, components and elements of ADE's Teacher Excellence Support System (TESS).
11. Institutional resources dedicated to program support
- a. Describe the available resources (human, fiscal, physical) to support the program, including any specific or special needs that are essential to the program (e.g., laboratory; special equipment or technology; etc.).
 - b. If any courses or academic support services will be provided by other institutions or organizations, include a copy of a signed *Memorandum of Understanding* (MOU) that outlines the responsibilities of each party and indicates the effective dates.

12. Implementation plan

- a. Describe how the program will be implemented.
- b. If a current program is being phased out and replaced with the proposed new program, indicate how students in the current program will be accommodated.

C. **Revisions to an Existing Program**

Proposals for revising existing programs should be prepared as Microsoft Word documents with each section clearly identified, appropriately labeled and paginated. Arkansas public universities and institutions certified under Arkansas Code Ann. §6-61-301 shall submit proposals to the ADHE via e-mail as attachments. Independent institutions shall submit proposals to the ADE via e-mail as attachments. Proposals shall include the following components:

1. Cover sheet (Use front page of this template)
2. Rationale for the revision(s)
3. Institutional approval for the revision documented by a letter or memo from the chief academic officer acknowledging that the proposed revision has been approved by the institution's appropriate authorizing entity;
4. Program documentation
 - a. Provide a new plan of study for the program indicating the proposed revisions.
 - b. Provide a new curriculum matrix that shows alignment of the program's prescribed courses and experiences with the corresponding state [standards/competencies](#) for the content area and/or category of licensure.
 - c. Provide descriptions and syllabi for all courses prescribed for the revised program of study.
 - i. Syllabi for content courses should contain learning objectives linked to state [standards/competencies](#) for licensure.
 - ii. Syllabi for professional education courses in **teacher preparation** programs should correlate learning objectives with the [Arkansas Teaching Standards](#) and the Teacher Excellence Support System (TESS).
 - iii. Syllabi for professional education courses in **administrator preparation** programs should correlate learning objectives with the [Standards for School Administrators in Arkansas](#) and the Leaders Excellence and Development System (LEADS).
 - d. Provide samples and scoring rubrics for any new or revised assessments that will be implemented for candidates in the program.
5. Transition plan

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.

Letter of Notification - E
Revision of Existing Education Programs
for New State Licensure Requirements
(LON and ADE Program Proposal submitted to ADHE)

Note: This LON is for existing programs only. For new programs, submit a Letter of Intent and ADE Program Proposal for New Licensure Programs.

1. Institution submitting request: Arkansas State University
2. Contact person/title: Dr. Gina S. Hogue
3. Phone number/e-mail address: (870) 972-2030; ghogue@astate.edu
4. Proposed effective date: Fall 2015
5. Current program title: Reading P-8 & 7-12
6. CIP Code: 13.1315
7. Degree Code: 6915 (Ed.S. Reading)
8. New program title (if applicable): Reading K-12
9. Provide applicable information required in the ADE Program Proposal Section A and/or Section C:
http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Template_for_Program_Proposals_010314.pdf

Indicate new Arkansas licensure area for revised program

This Letter of Notification applies to the current licensure changes impacting Reading licensure in the State of Arkansas (e.g. prior "Reading P-8 & 7-12" becoming "Reading K-12"). This licensure change impacts Arkansas State University's Master of Science in Education in Reading, and Specialist in Education in Reading degree programs, both of which serve the same licensure process.

The Ed.S. in Reading is changing from licensure levels of P-8 & 7-12 to the new licensure level of K-12 with no curriculum changes being necessary.

10. Indicate if courses/program of study are approved for distance delivery by ADE.
11. Provide additional program information if requested by ADE/ADHE staff.

Chief Academic Officer: Dr. Lynita M. Cooksey

Date: 10-15-2014

By March 1, 2014, submit LON-E and ADE Program Proposal to Cynthia Moten (Cynthia.Moten@adhe.edu) for program revisions effective in Fall 2014; and no later than March 1, 2015, for program revisions effective in Fall 2015.



Professional Education Program Proposal

COVER SHEET

Institution: Arkansas State University **Date Submitted:** 10-15-2014

Program Contact Person: Dr. Gina S. Hogue **Position/Title:** Assoc. Vice-Chanc., Acad. Serv.

Phone: (870) 972-2030 **Email:** ghogue@astate.edu

Name of program: Reading P-8 & 7-12 **CIP Code** 13.1315

Degree or award level (B.S., M.A.T., post-baccalaureate, etc.): Ed.S.

Is this program intended to prepare candidates for educator licensure? ☒ **Yes** ☐ **No**

If yes, indicate the title and grade range of the license for which candidates will be prepared:

Title: Reading **Grade Range:** K-12

Proposal is for:

☐ **New Educator Licensure Program** (Traditional)
(Complete Section A)

☒ **Revision(s) to an Approved Licensure Program**
(Complete Section C)

The Ed.S. in Reading is changing from licensure levels of P-8 & 7-12 to the new licensure level of K-12 with no curriculum changes being necessary.

Proposed starting date for the program: Fall 2015

Will this program be offered at more than one site? ☒ **Yes** ☐ **No**

Note: Prior approval by AHECB is required to offer programs at off-campus sites for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301.

If yes, list the sites where the program will be offered. Arkansas State University Beebee

Arkansas State University Mt. Home

Mid South Community College

A. New Program for Licensure

Proposals for new programs should be prepared as Microsoft Word documents with each section clearly identified, appropriately labeled and paginated. Arkansas public universities and institutions certified under Arkansas Code Ann. §6-61-301 shall submit proposals to the ADHE via e-mail as attachments. Independent institutions shall submit proposals to the ADE via e-mail as attachments. Proposals shall include the following components:

1. Cover sheet (Use front page from this template; contains basic information about the proposed program)
2. Table of Contents
3. Needs summary
 - a. Provide a brief statement of the program's purpose.
 - b. Explain the need for the program with supporting data (e.g., data from supply and demand studies, institutional surveys, requests from individuals, etc.).
 - c. Provide estimates of the number of candidates expected to enter and complete the proposed program each year for a five-year period.
 - d. List other Arkansas institutions offering a similar program.
4. Institutional approval Supporting documentation for the program shall include:
 - a. A letter from the chief academic officer acknowledging that the program has been approved by the institution's appropriate authorizing entity;
 - b. Board of Trustees approval date (required for public institutions only)
5. Program description
 - a. Provide a general description of the program (2-3 paragraphs).
 - b. Provide a copy of the degree plan and/or plan of study for the program.
 - c. Provide a curriculum matrix that shows alignment of the program's prescribed courses and experiences with the corresponding state [standards/competencies](#) for the content area or category of licensure.
 - d. Provide a curriculum matrix that shows alignment of the program's prescribed professional education courses and experiences with the appropriate state standards for [teachers](#), [administrators](#) or other education professionals.
 - e. Provide descriptions and syllabi for all courses prescribed in the proposed program.
 - i. Courses must conform to ADHE criteria for the number of contact hours, lab hours, practicum hours or clinical experience hours required for academic credit.
 - A formal lecture course with extensive assigned reading or other out-of-class preparation is awarded one semester credit for a minimum of 750 minutes or 12.5 hours of classroom instruction;
 - A laboratory class with moderate out-of-class preparation is awarded one semester credit for a minimum of 1500 minutes or 25 hours of laboratory instruction; and
 - Clinical, practicum, internship, shop instruction or other self-paced learning activities involving work-related experience with little or no out-of-class preparation is awarded one semester credit for a minimum of 2250 minutes or 37.5 hours of work-related instruction.
 - ii. Syllabi for content courses should contain learning objectives linked to state [standards/competencies](#) for licensure.
 - iii. Syllabi for professional education courses in **teacher preparation** programs should correlate learning objectives with the [Arkansas Teaching Standards](#) and the Teacher Excellence Support System (TESS).
 - iv. Syllabi for professional education courses in **administrator preparation** programs should correlate learning objectives with [Standards for School Administrators in Arkansas](#) and the Leaders Excellence and Development System (LEADS).
 - f. Describe competencies expected of program candidates regarding their knowledge and use of educational technology. (Competencies should reflect National Educational Technology Standards for [Teachers](#) (NETS-T) OR [Administrators](#) (NETS-A) published by the International Society for Technology in Education (ISTE).

- g. Describe the assessments required in the program. (Six to eight assessments are required.)
 - i. Provide samples of the assessments and their scoring rubrics.
 - ii. Indicate the relative places within the program where the assessments occur.
 - iii. Explain how data from the assessments will be collected and used for program improvement.
 - h. Describe the field experiences (observations, practicums, student teaching, internships) required for candidates in the program including:
 - i. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences (A minimum of 12 weeks or 420 clock hours is required for student teaching; 6 months or approximately 216 clock hours for an administrator internship.); and
 - ii. The settings in which the experiences will be accomplished (Candidates must have opportunities to interact with diverse student populations.)
6. Admission requirements
- a. Indicate requirements for admitting students into the program.
 - i. Minimum 2.5 GPA on a 4.0 scale (state requirement)
 - ii. Passing scores on Praxis Core or other state-approved assessments (state requirement)
 - iii. Institutional criteria (e.g., letters of recommendation, demonstration of English proficiency, prerequisite coursework, etc.)
 - b. Provide a summary of the admission procedures (e.g., submit application; submit curriculum plan; interview with teacher education committee, etc.)
7. Retention procedures
- a. Describe any mid-program benchmarks or transition points for evaluating candidates in the program. (At least one mid-program benchmark is required.)
 - b. Describe any intervention strategies (e.g., advising, mentoring, tutoring, etc.) to be employed to assist candidates who struggle to succeed in the program. (The program is expected to have more than one strategy for assisting candidates.)
8. Exit requirements
- List program exit requirements. (e.g., final assessments, research papers, performances, interviews, etc.)
9. Candidate Follow-up Procedures
- Describe the program's plan for obtaining and reporting data from program graduates if different from other programs in the professional education unit.
10. Faculty
- Provide a roster of all professional education faculty who teach or supervise candidates in the program, including adjunct faculty. The roster should indicate their academic preparation (highest degrees), professional experience, course assignment(s), and verification of TESS training (if applicable). Do not include general studies or content faculty.
- Note:** IHE candidate supervision faculty and P-12 cooperating teachers in **teacher** preparation programs must be trained in the domains, components and elements of ADE's Teacher Excellence Support System (TESS).
11. Institutional resources dedicated to program support
- a. Describe the available resources (human, fiscal, physical) to support the program, including any specific or special needs that are essential to the program (e.g., laboratory; special equipment or technology; etc.).
 - b. If any courses or academic support services will be provided by other institutions or organizations, include a copy of a signed *Memorandum of Understanding* (MOU) that outlines the responsibilities of each party and indicates the effective dates.

12. Implementation plan

- a. Describe how the program will be implemented.
- b. If a current program is being phased out and replaced with the proposed new program, indicate how students in the current program will be accommodated.

C. **Revisions to an Existing Program**

Proposals for revising existing programs should be prepared as Microsoft Word documents with each section clearly identified, appropriately labeled and paginated. Arkansas public universities and institutions certified under Arkansas Code Ann. §6-61-301 shall submit proposals to the ADHE via e-mail as attachments. Independent institutions shall submit proposals to the ADE via e-mail as attachments. Proposals shall include the following components:

1. Cover sheet (Use front page of this template)
2. Rationale for the revision(s)
3. Institutional approval for the revision documented by a letter or memo from the chief academic officer acknowledging that the proposed revision has been approved by the institution's appropriate authorizing entity;
4. Program documentation
 - a. Provide a new plan of study for the program indicating the proposed revisions.
 - b. Provide a new curriculum matrix that shows alignment of the program's prescribed courses and experiences with the corresponding state [standards/competencies](#) for the content area and/or category of licensure.
 - c. Provide descriptions and syllabi for all courses prescribed for the revised program of study.
 - i. Syllabi for content courses should contain learning objectives linked to state [standards/competencies](#) for licensure.
 - ii. Syllabi for professional education courses in **teacher preparation** programs should correlate learning objectives with the [Arkansas Teaching Standards](#) and the Teacher Excellence Support System (TESS).
 - iii. Syllabi for professional education courses in **administrator preparation** programs should correlate learning objectives with the [Standards for School Administrators in Arkansas](#) and the Leaders Excellence and Development System (LEADS).
 - d. Provide samples and scoring rubrics for any new or revised assessments that will be implemented for candidates in the program.
5. Transition plan

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.