Graduate Council Minutes
April 12, 2011

Present: Drs. Sustich, Schmidt, Humphrey, Traylor, Owen, Miao, Zeng, Christenberry, Clifft, Marsico (McKay), Risch, McLean, Ms. Welch and Finch. Visiting: Drs. Lawler, Owens, Towery and Kelly from Teacher Education

1. New Program
   - Specialist in Education (Ed.S.) with a major in Reading TABLED

2. New Courses
   - ARTH 5803 Art Theory and Criticism-Tabled last meeting APPROVED
   - HIST 6553 Black Death in Global Perspective APPROVED
   - RDNG 7273 Multicultural Influences in Reading and Literature APPROVED
   - RDNG 7283 Writing Pedagogy: Advanced Processes of Writing APPROVED
   - RDNG 7393 Literacy Leaders as Community Advocates APPROVED
   - RDNG 7473 Theories of Language Acquisition APPROVED
   - RDNG 7543 New Literacies APPROVED
   - RDNG 7613 Survey of Quantitative and Qualitative Literacy Research APPROVED
   - RDNG 7643 Social Foundations of Literacy APPROVED
   - RDNG 7653 Advanced Studies in Reading Comprehension APPROVED

3. Course Deletion
   - HIST 5153 Rise of Modern Japan APPROVED
   - HIST 5253 Rise of Modern Germany APPROVED
   - HIST 6173 Studies in Twentieth Century European History APPROVED
   - HIST 6423 American Political and Economic History APPROVED
   - HIST 6643 Latin American History APPROVED
   - HIST 6663 History of Africa and the Middle East APPROVED
   - HIST 6833 American Health Care System: Historical Perspectives APPROVED

4. Bulletin Changes
   - AGRI 6393 grade change APPROVED
   - Ag Ed curriculum correction APPROVED
   - Bulletin Change ELAD 7493 APPROVED
   - 5-6 add-on to grad bulletin 2011 APPROVED
   - MSN GPA change APPROVED
   - MSN correction under Admissions APPROVED
   - FNP wording corrections APPROVED
   - PreCo requisites for NURS courses APPROVED
   - HP 6323 wording change APPROVED
   - MSHSBullChange APPROVED
   - Rewording on NURS courses APPROVED
   - Rewording on NURScourses APPROVED
   - More rewording on NURS courses APPROVED
   - Rewording on more NURS courses APPROVED

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

☒ **New Course or ☐ Special Course (Check one box)**
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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

1.	**Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**
	ARTH 5803
2.	**Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).**
	Art Theory and Criticism
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.**
	Seminar, Studio
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 less) as it should appear in the bulletin. 30 words**
	This course develops a link between art criticism and studio practice, relating contemporary art production and critical theory. Includes written reports and oral presentations concerning methodology and results of research.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).
a. Are there any prerequisites? No
b. Why?

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

9. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
Curtis Steele, Art Department Chair, ASU-J, PO Box 1920, State University, AR 72467, csteele@astate.edu, 870.972.3050

10. **Proposed Starting Term/Year**
Spring 2012

11. **Is this course in support of a new program? If yes, what program?**
NO

13. **Does this course replace a course being deleted? NO**
b. **If yes, what course?**
c. **Has this course number been used in the past? NO**
Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

15. Justification should include:
A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).** This course contributes to strengthening the current visual arts curriculum by immersing studio art students in a wide reaching engagement with contemporary art relating to critical theory and criticism. The course forces students to consider a broad global perspective that includes the diverse range of issues (class, race, gender, sexual politics, authorship, and globalization) that face the visual artist today. Students are asked to consider the topics of multiculturalism and postmodernism in their own studio production through extensive written and oral presentations and defended artist statements. In the Twentieth and Twenty-First Century, history, concepts, and language have become increasingly central to the creation, display and reception of art. It has become imperative for young artists to address these issues in order to be relevant in the field. Students will be introduced to the cultural theory, criticism and rhetoric that has become commonplace in the Twenty-First Century art world and begin to place themselves intellectually in the grand scheme of art history and current art production.
B. **How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.** The mission of the Department of Art is to create an education environment that fosters the creation and understanding of art. Art Theory and Criticism fosters a new, deeper understanding of art, specifically contemporary art, and how the student artist fits into the world of art. Students are asked to consider the topics of multiculturalism and postmodernism in their own studio production through extensive written and oral presentations and defended artist statements. In the Twentieth and Twenty-First Century, history, concepts, and language have become increasingly central to the creation, display and reception of art. It has become imperative for young artists to address these issues in order to be relevant in the field.
C. **Student population served.** The intended student populations served are Graduate MA – Art Students.
D. **Rationale for the level of the course (lower, upper, or graduate).** The course stands at the upper and graduate level. Upper level and graduate MA students have had the contextual art history and studio requirements needed to comprehend the criticism and philosophy covered. The course requires students to make a connection with their current studio practice to the readings, therefore students need to have had successfully completed foundations and moved successfully into their discipline to do this.

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

Week 1 Reading, Paper and Discussion (Arnheim, Benjamin)
Week 2 Reading, Paper and Discussion (Berger, Elkins)
Week 3 Reading. Paper and Discussion (Debord, Perkiins-Gilman)
Week 4 Reading, Paper and Discussion(Foucault,)
Week 5 Reading, Paper and Discussion (Pollock,Greenberg, Nochlin)
Week 6 Reading, Paper and Discussion (Kaprow, Lewitt, Bourgeois)
Week 7 Reading, Paper and Discussion (Sontag, Piper)
Week 8 Reading, Paper and Discussion (Baudrillard)
Week 9 Reading, Paper and Discussion (McLuhan)
Week 10 Reading, Paper and Discussion (Foster)
Week 11 Reading, Artist Statement Reviews and Critiques (Best)
Week 12 Reading, Artist Statement Reviews and Critiques (Jameson)
Week 13 Reading, Artist Statement Reviews and Critiques (Hall)
Week 14 Student Topical Presentations/ Discussion,Readings (West) – Part I of Final
Week 15 Student Topical Presentations/ Discussion, Readings (Gaiger) – Part II of Final

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

research papers (+1 specific to their thesis artwork), presentation (+1 specific to their thesis artwork), discussion (+40% more expectation), critique (+40% more expectation in artwork and oral discussion of their own and others artwork)

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

19. Required reading

 Arnheim, Rudolf Art and Visual Perception

Baudrillard, Jean Simulacra and Simulation

Benjamin, Walter The Work of Art in the Age of Mechanical Reproduction

Best, Kellner Postmodern Theory

Berger, John Ways of Seeing

Bourgeois, Louise "Artist Statement"

De Bord, Guy Society of the Spectacle

Elkins, James Pictures of the Body, Why Art Cannot Be Taught

Foster, Hal The Anti-aesthetic

Foucault, Michel Discipline and Punish

Gaiger, Wood Art of the Twentieth Century: A Reader

Charlotte Perkins Gilman The Yellow Wallpaper

Greenberg, Clement "Towards a Newer Laocoon" "Modern Painting"

Hall, Stuart "When was the Postcolonial?"

Jameson, Fredrick "Postmodernism and Consumer Culture"

Kaprow, Alen "Manifesto 1966"

Lewitt, Sol "Sentences on Conceptual Art" Six Years: The Dematerialization of the Art Object.

Marshal McLuhan The Medium is the Message

Linda Nochlin "Why Have There Been No Great Women Artists?"

Piper, Adrian "My Calling Cards"

Pollock, Jackson "Artist Statement"

Sontag, Susan "Notes on Camp"

Cornell West "Black Postmodernist Practices"

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

21. What is the primary goal of this course?

Students synthesize and evaluate major concepts and theories, and current issues through an exploration of art theory and criticism specific to discourse of the Twenty-First Century.

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

☐ **Communicating effectively**   ☐ **Thinking Critically**

☐ **Using mathematics**   ☐ **Using Technology**

☐ **Understanding global issues**   ☐ **Understanding interdependence**

☐ **Developing a life-long appreciation of the arts and humanities**   ☐ **Developing a strong foundation in the social sciences**

☐ **Using science to accomplish common goals**   ☐ **Providing foundations necessary to achieve health and wellness**

23. Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?

Primary Goal Outcome #1: -Synthesize major conceptual and theoretical foundations of art, and current issues
Learning Activity: Reading Assignments, weekly written summaries, Research paper(s) exploring art theory and criticism specific to discourse of the Twenty-First Century**.**
Assessment Tool: Critical Discussion/Oral Presentation and Instructor Grade (Point System)

Primary Goal Outcome #2: - understanding of the importance of critical thinking, developments and current debates
Learning Activity: Reading, Writing, Discussion, Research
Assessment Tool: Critical Discussion/Oral Presentation and Instructor Grade (Point System)

Primary Goal Outcome #3: -evaluate artwork at the advanced level, including cognitive, intellectual and communication proficiency, oral skills, and the ability to work independently within the studio
Learning Activity: Critique of Studio Artwork
Assessment Tool: Critical Discussion/Oral Presentation and Instructor Grade (Point System)

from the early Classical through Hellenistic periods.

ARTH 5603 Art of the 20th and 21st Centuries This Course examines major artists and works of art in western culture from the beginning of the twentieth century to the present day.

ARTH 5613 American Art History This survey of American Art from colonial times to the present examines major artistic and cultural developments in the United States, within the context of American history, and against the backdrop of European activity.

ARTH 5623 Roman Art and Architecture This course examines monuments and art styles in the city of Rome and the Roman provinces from the Republic to the Imperial period, with the reign of Constantine the Great.

ARTH 5693 Contemporary Art: 1970 - Present This course examines major artists and works of art in Western culture from 1970 to the present day.

ARTH 5803. Theory and Criticism This course develops a link between art criticism and studio practice, relating contemporary art production and critical theory. Includes written reports and oral presentations concerning methodology and results of research. Spring.

ARTH 653V Studies in Art History and Theory Individual directed study and investigation of pertinent areas in art theory and the history of art.

ARTH 655V Problems in Art History Individuals directed study and investigation of pertinent areas in the history of art.

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 Profi ciency exam. Offered as needed. This would be the graduate section of the current undergraduate course, MUS 3533.

MUS 5412 Form and Analysis Analysis of basic and larger forms of music. Additional requirements will consist of analysis of scores appropriate to the major performance area.

MUS 6212 Introduction to Research, Writing, and Bibliography in Music An introduction to bibliography of music resources and its application in research and writing.

MUS 6413 Graduate Theory I Styles of the Medieval, Renaissance, and Baroque periods examined through parametric analysis.

MUS 6423 Graduate Theory II Styles, forms, and compositional techniques of the Classic, Romantic, and Twentieth Century periods examined through parametric analysis.

MUS 6433 Advanced Conducting An advanced study of conducting techniques combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.

MUS 6513 Symphonic and Chamber Literature A study of the development in style, form, structure, and instrumental techniques in symphonic and chamber music extending from its beginnings to the twentieth century.

MUS 6523 Choral and Opera Literature A study of the development in style, form, structures, and techniques in choral music from the medieval period to the present and in opera music from the sixteenth through the twentieth centuries.

MUS 6662 Music Education Research Project This course is a culmination of the MME body of work for students not choosing the Thesis option. In consultation with music faculty advisors, a research topic is chosen that is meaningful to the music education profession. This capstone project should be of the highest professional quality, demonstrate breadth of competence and the growth achieved through MME degree coursework, and meet the rigorous scholarship demands of academia. Prerequisite: All MME coursework and any remediation(s)

New/Special Course Proposal-Bulletin Change Transmittal Form

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

☒ **New Course or ☐ Special Course (Check one box)**
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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

1.	**Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)**
	HIST 6553
2.	**Course Title –**
	Black Death in Global Perspective
3.	**Will this course be lecture only, lab only, ... seminar,....? Please choose one.**
	Seminar
4.	**What is the grade type?**
	Standard letter
5.	**Is this course dual listed (undergraduate/graduate)?**
	No
6.	**Is this course cross listed?**
	No
7.	**Brief course description (40 words or less) as it should appear in the bulletin.**
	Research seminar on the history and historiography of the great 14th-century pandemic, seen from a global perspective.
8.	**Indicate all prerequisites and if this course is restricted to a specific major, which major.**
	No prerequisites or restrictions
9.	**Course frequency (e.g. Fall, Spring, Summer, or Demand).** *Not applicable to Graduate courses.*
	Not applicable.

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

Phyllis Pobst, History Department, Wilson 109, ppobst@astate.edu, 972-3046

11. **Proposed Starting Term/Year**

Spring 2012

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

No

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

No

   c. **Has this course number been used in the past?**

No

14. **Does this course affect another program?**

No

15. **Justification should include:**

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

The study of the Black Death from a global (rather than a Euro-centric) perspective provides students the opportunity to examine a huge body of primary sources, and a conflicting, controversial body of secondary sources from the 14th century. Students will master the broad outline of the narrative of the pandemic, and its relationship to economic and political forces across Eurasia, the Middle East and North Africa; they will analyze the primary sources, and evaluate the secondary sources which provide a "history of the history" of these events, creating their own scholarly assessment of what this material tells us, and what it does not. In the process they will develop more advanced research and analytical 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.**

The abilities to do research from primary sources, to analyze them accurately, and to assess the secondary sources (historiography), are fundamental goals of the history graduate program.

   C. **Student population served.**

Graduate students in history and social studies.

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

The course will require advanced skills in research and analysis, appropriate to graduate students.

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

Week 1: Introduction to the course, discussion of the three research projects (see attached syllabus)
Week 2: Group discussion of Parts 1-2 of Abu-Lughod, chs. 1-3 of McNeill (see box 19)
Week 3: Individual meetings with the professor to discuss research & outlines for Paper 1
Week 3: Bibliographies due and discussed in class
Week 4: Paper 1 due; begin work on Paper 2
Week 5: Group discussion of historical problems associated with Paper 1; papers returned
Week 6: Independent research on Paper 2
Week 7: Individual meetings to discuss research & outlines for Paper 2
Week 8: Bibliographies for Paper 2 due and discussed in class
Week 9: Paper 2 due; begin research for Paper 3
Week 10: Group discussion of the central historiographical problem of Paper 2; papers returned
Week 11: Independent research on Paper 3

Week 12: Individual meetings to discuss research & outlines for Paper 3
Week 13: Bibliographies for Paper 3 due and discussed in class
Week 14: Paper 3 due & major historical problems discussed in class; papers returned

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

Three research papers, 12-15 pages long, and full participation in the group discussions and individual meetings with the professor.

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

None

19. Required reading

Abu-Lughod, Janet L. *Before European Hegemony.* Oxford University Press, 1991 or later.
The Black Death. Edited and translated by Rosemary Horrox. Manchester University Press 1994, or later.
Cohn, Samuel K., Jr. *The Black Death Transformed: Disease and Culture in Early Renaissance Europe.* Oxford University Press, 2003.
McNeill, William H. *Plagues and Peoples.* Doubleday (Anchor), 1977 or later.

Each research paper requires an extensive bibliography which will be developed by the students individually.

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

No additional staffing or resources will be needed.

21. What is the primary goal of this course?

For students to acquire a good grasp of what the 14th-century primary sources reveal about the Black Death.

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

23. Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?

Primary Goal Outcome #1: Students will acquire a clear understanding of what the 14th-century primary sources reveal about the spread of the Black Death.
Learning Activity: Research in the 14th-century primary sources available in English translation.
Assessment Tool: Production of a 12-15 page research paper which uses the primary sources extensively and analyzes their content appropriately, to report on the spread of the Black Death.

Primary Goal Outcome #2: Students will analyze and assess the secondary literature on the biology of the Black Death in relation to the 14th-century primary sources.
Learning Activity: Research in the 20th- and 21st-century secondary literature in English or English translation.
Assessment Tool: Production of a 12-15 page research paper on the major historiographical problem: identifying what disease the Black Death might have been.

Graduate Bulletin page 175:

Global History

HIST 5613 Seminar in Global History: (subtitle varies) Intensive research seminar
examining major questions in global history. May be repeated for credit with different subtitle.
HIST 6513 Theory and Practice of Global History Theoretical and practical issues
facing teachers and practitioners of global history.
HIST 6523 Africa, Slavery, and World History Africa's role in larger global historical
processes as a result of the slave trade.
HIST 6533 Indian Ocean World Since 1100 The Indian Ocean as a coherent unit
of historical study, the sources and extent of this unity, and several explanations for its decline.
HIST 6543 History of the Crusades The medieval Crusades as multi-national
military efforts, inter-cultural transactions and inter-religious confl icts, with emphasis on global
consequences.

HIST 6553 Black Death in Global Perspective   Research seminar on the history and historiography of the great 14th-century pandemic, seen from a global perspective.

United States History

HIST 5413 Colonial North America Colonial development from Jamestown through
the American Revolution.
HIST 5423 Foundations of the American Republic, 1783-1850 A study of the
major political and social developments between the Revolution and the Civil War.
HIST 5453 United States Civil War and Reconstruction An intensive study of the
Civil War period and the resulting problems of Reconstruction.
HIST 5463 U.S. Gilded Age/Progressive Era Explores the dramatic economic,
social, and political upheavals of 1880-1917.
HIST 5473 U.S. Southern Women's History Examines the history and changing
status of women in the U.S. South from the 1400s to the present.
HIST 5483 History of Sexuality in America Forces which have shaped American
beliefs and practices concerning sexuality, and the roles played by gender, race and class.
HIST 6283 Special Topics in American History: (subtitle varies) (May be repeated for
credit with different subtitle).
HIST 6333 Seminar in Arkansas Studies Intensive research seminar covering
various aspects of Arkansas history.

Wilson 217-C, Konold Room
Mondays at 5:30 p.m.

Dr Phyllis E. Pobst
Wilson 105
Phone 870-972-3046
ppobst@astate.edu

Required books:

Abu-Lughod, Janet L. *Before European Hegemony.* Oxford University Press, 1991 or later.
The Black Death. Edited and translated by Rosemary Horrox. Manchester University Press 1994,
         or later.
Cohn, Samuel K., Jr. *The Black Death Transformed: Disease and Culture in Early Renaissance Europe.*
         Oxford University Press, 2003.
McNeill, William H. *Plagues and Peoples.* Doubleday (Anchor), 1977 or later.

The students will be responsible for reading these works, *and extending the research* to the reserve shelf
& stacks of Ellis Library, the internet, and unto the ends of the earth.

Office hours:

11:00 – 11:50 a.m. Monday, Weds. & Friday, or by appointment at other times

Grading:
            3 research papers…………………………..75%
            Participation……………………………..25%

The course is about the global context and impact of the Black Death, a pandemic which affected
Eurasia and Africa in the 14th-17th centuries. Like most graduate courses, this is essentially a reading
course. Since learning is a social experience, though, members of the seminar must be fully involved in
discussions and other class activities.

The semester is organized in three units. For each unit you will write a research paper, 12-15 pages
long, presented in Turabian's format, using the assigned readings and extensive further research. Each
paper will be due as shown in the schedule, followed by a meeting of the class for informed discussion
of the topic. Papers submitted in hard copy or as e-mail attachments have the same deadline.

Members of the seminar have the option of re-writing the first paper (once) in order to earn a higher
grade, if that paper was delivered on time. First papers which are not completed on time will be
accepted, but may not be rewritten. The second and third papers will be graded only once.

Attendance is crucial. The class will meet in full session some weeks, while in other weeks the
students will meet individually with the professor. Both kinds of meetings will be graded for
participation.

DATE	MEETING
24 Aug	Introduction
31 Aug	Group: discussion of parts I-II of Abu-Lughod, chs. 1-3 of McNeill
7 Sep	No group meeting. Appointments for individual meetings: <u>outlines</u>
14 Sep	Group: <u>bibliographies</u> in class
21 Sep	No meeting. Turn in first <u>paper </u>by Wednesday, 23 September, at 4:00
28 Sep	Group: discuss paper
5 Oct	No group meeting. Individual research
12 Oct	Individual meetings to discuss <u>outlines</u>
19 Oct	Group: <u>bibliographies </u> due in class
26 Oct	No meeting. Turn in 2nd <u>paper</u> by Wednesday, 28 October, at 4:00
2 Nov	Group: discuss paper
9 Nov	No group meeting. Individual research
16 Nov	Individual meetings to discuss <u>outlines</u>
23 Nov	Thanksgiving vacation, no meeting.
30 Nov	Group: <u>bibliographies</u> due in class
7 Dec	No meeting. Turn in 3rd paper by Wednesday, 9 December, at 4:00
14 Dec	Group: discuss paper

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

☒ **New Course or ☐ Special Course (Check one box)**
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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

1.   Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) RDNG 7273
2.   Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Multicultural Influences in Reading and Literature Mulitcult Inf in Rdg & Lit
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 Performance
4.   What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
5.   Is this course dual listed (undergraduate/graduate)? no
6.   Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) no
7.   Brief course description (40 words or less) as it should appear in the bulletin. Survey of contemporary literary theory and criticism including an examination of the role of multiple perspectives and diverse voices in literature as a transformative agent in schools and society.
8.   Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Restricted to graduate students in education programs or permission of instructor.
9.   Course frequency (e.g. Fall, Spring, Summer, or Demand).   Not applicable to Graduate courses.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
Dr. Dianne Lawler, Arkansas State University, Department of Teacher Education, dlawler@astate.edu , 870-972-3059

11. Proposed Starting Term/Year
   Fall 2011

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

Yes, Specialist Degree in Education (Ed.S.) with an emphasis in Reading.

13. Does this course replace a course being deleted?
no
   b. If yes, what course?

   c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

15. Justification should include:
   A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**
      This course is aligned with current International Reading Association and NCATE-approved national literacy organization position statements and policies regarding cultural issues in reading and literature. Upon successful completion of this course, graduate students will be capable of supporting classroom and school-wide literacy programs while meeting the needs of the students.

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

      The mission of the Department of Teacher Education includes, "and apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society." This course assists reading teachers in improving the literacy skills with regard to teaching reading using literature in a diverse society.

   The Ed.S.-Reading program is aligned with Arkansas State University's College of Education Advanced Programs Frameworks, *Strengthening and Enriching Learning*:

   Element 1: Professional Identity – Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.
   Element 2: Diversity – Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.
   Element 3: Advanced Knowledge and Skills – Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.
   Element 4: Ecological Dimensions – Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.
   Element 5: Evidenced-Based Practices – Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

The International Reading Association standards met by this course are:

Standard 1: Foundational Knowledge
      Element 1.1 – Understands major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.
Standard 4: Diversity
      Element 4.1 – Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
      Element 4.2 – Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
      Element 4.3 – Develop and implement strategies to advocate for equity.
Standard 5: Literate Environment
      Element 5.1 – Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
      Element 5.2 – Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
      Element 5.3 – Use routines to support reading and writing instruction.
      Element 5.4 – Use a variety of classroom configurations.

   C. **Student population served.**

This course is designed for Ed.S. degree Reading candidates; however, it may be taken by candidates in other graduate programs within the College of Education.

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

This course is designed for Ed.S. degree Reading Candidates.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
Week 1: Course Introduction
Week 2: Cultural Criticism: Past and Present
Week 3: Negotiating the Meaning of Difference: Talking Back to Multicultural Literature
Week 4: Re-Visioning Reading and Teaching Literature Through the Lens of Narrative Theory
Week 5: Students' Resistance to Engagement with Multicultural Literature
Week 6: No Imagined Peaceful Place: A Story of Community, Texts, and Cultural Conversations in One Urban High School English Classroom
Week 7: Multiplicity and Difference in Literary Inquiry: Toward a Conceptual Framework for Reader-Centered Cultural Criticism
Week 8 :Exploring Multicultural Literature as Cultural Production
Week 9: Reflections on Cultural Diversity in Literature and the Classroom
Week 10: Images of Gays and Lesbians and other Diverse Characters in Young Adult Literature
Week 11: Reader-Response Theory and Politics of Multicultural Literature
Week 12: Reading Literature of Other Cultures: Some Issues in Critical Interpretation
Week 13: Multicultural Teaching: It's an Inside Job
Week 14: Transformative Literature: A Teaching/Learning Model for Using Global Literature to Positively Influence Our World

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Students will 1) develop in-class presentations of Classroom Instructional Plan showing relationship between reading, multicultural literature, and its effect on students; 2) develop school-wide Cultural Program (surveys, needs assessments, ongoing assessment plans, writing process instructional plans) which integrate multicultural literature and subject matter using multi-modal literacies; 3) analyze and prepare ten 1-page papers regarding current topic of discussion; 4) lead one group discussion on weekly topic.

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

 None

19. Required reading
 Rogers, T., & Soter, A. O. (1997). *Reading across cultures: Teaching literature in a diverse society.* New York, NY: Teachers College Press

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
   The Department of Teacher Education's library budget will be used to acquire additional library holdings to supplement this course if needed.

21. What is the primary goal of this course?

To develop multiple perspectives from diverse voices to lead to a better understanding of the role of literature helping to transform schools and society.

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

☐	**Communicating effectively**	☐	**Thinking Critically**
☐	**Using mathematics**	☐	**Using Technology**
☐	**Understanding global issues**	☐	**Understanding interdependence**
☐	**Developing a life-long appreciation of the arts and humanities**	☐	**Developing a strong foundation in the social sciences**
☐	**Using science to accomplish common goals**	☐	**Providing foundations necessary to achieve health and wellness**

23. Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?
The students will

Primary Goal Outcome #1: develop critical understanding of the developmental theories and learning theories related to multicultural literature and its impact on learners and as an agent for transformation.
Primary Goal Outcome #2: support classroom teachers with regards to using and teaching multicultural issues in a diverse society.
Primary Goal Outcome #3: support a school with regards to using and teaching multicultural issues using global literature.

Learning Activity for Goal Outcome #1: Students will analyze weekly topics of discussion and write a one-page paper on this analysis. Students will demonstrate, practice and examine research-based and developmentally appropriate literacy strategies.
Learning Activity for Goal Outcome #2: Students will develop in-class presentations of classroom instructional plan. (How would they support a classroom teacher with their endeavors to use multicultural literature in their classroom instruction?)
Learning Activity for Goal Outcome #3: Students will develop a school-wide cultural program with regards to using and teaching multicultural issues using global literature.

Assessment Tool for Goal Outcome #1: Subjective grading based upon completion of assignments, class participation, well-written, reflective graduate level work, and research.
Assessment Tool for Goal Outcome #2: Academic presentation to peers. Check sheet will be used to assess presentation.
Assessment Tool for Goal Outcome #3: Rubric will be used to assess school-wide cultural program.

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.

P140

RDNG 6003 Literature and Book Selection Approaches in building an effective
literature program in educational settings.
RDNG 6013 Theories, Issues, and Methods of Reading Synthesis of theories
and models of reading, past and current reading issues, examination of current research that
discusses instruction of reading areas, spelling and writing; overview of reading and instruction
for diverse and struggling learners. Prerequisite: Enrollment in the Graduate Program
within the College of Education.
RDNG 6243 Reading in the Digital Age A focus on infusing reading components
with carious forms of information and communication technologies directed towards improving
K-12 student's reading skills, motivation to read, and use of technology. Prerequisite: Admission
to MSE Reading program or instructor permission.

RDNG 7273 Multicultural Influences in Reading and Literature Survey of contemporary literary theory and criticism including an examination of the role of multiple perspectives and diverse voices in literature as a transformative agent in schools and society. Restricted to graduate students in education programs or permission of instructor.

RDNG 6313 Theory and Practice in Teaching Reading A study of reading and
the reading process The symbolic nature of reading is emphasized Comparisons are made
with the traditional presentations of reading and implications for instructional decision-making
are suggested.
RDNG 6333 Reading Practicum I—Diagnosis and Intervention Clinical experiences
in assessment and intervention in reading, and related areas. Prerequisite: RDNG
6313, and permission of professor.
RDNG 6353 Reading Practicum II—Leadership in Literacy Clinical experiences
in the correction of reading difficulties with emphasis on utilizing assessment data for
professional development as a reading specialist in organizing and supervising school wide
reading reform. Prerequisite: RDNG 6333, or permission of professor.
RDNG 6373 Qualitative Methods in Reading Research A research course
about qualitative research methods and practices, in which students explore the methods,
techniques and reasons for conducting research to support best practices.
RDNG 6383 Reading Issues within a Multicultural and Pluralistic Society A
comprehensive survey of multicultural and pluralistic societal issues and their impact on
reading as well as on school, teachers, and instructional groupings
RDNG 6451-6 Thesis

RDNG 6493 Advanced Reading Methods and Intervention Examines latest
trends in research based reading instructional methodology and development, implementation,
and monitoring of intervention for struggling readers. Prerequisite: RDNG 6313 theory and
Practice in Teaching Reading (or equivalent); and enrollment in a Graduate Program within
the College of Education.

RDNG 6513 Emergent Literacy Birth - Primary Grades Focuses on the development
of literacy skills, birth through primary grades, including the process of exposure
to words, print, and the opportunity to write as a part of the literacy process. This course
maintains alignment with state and national standards.

RDNG 6533 Literacy for Diverse Learners Examines literacy issues in the context
of multicultural education and culturally responsive pedagogy with a focus on the differentiation
of literacy needs among various student cultures and special needs students. Presentation
and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE
Reading major or permission of instructor.

RDNG 6553 Adolescent Literacy Analyzes current federal initiatives and reform
policies related to adolescent literacy. Examines the social and cognitive processes related
to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in all
curricular areas. Restricted to MSE Reading major or permission of instructor.

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

| ☒ **New Course or ☐ Special Course (Check one box)** |
| Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary. |

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

1.   Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
RDNG 7283
2.   Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
Writing Pedagogy: Advanced Processes of Writing
Writing Pedagogy Adv Proc Writ
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 less) as it should appear in the bulletin.
An examination of varied perspectives of the processes of writing, with a focus on recursive practices in authentic, academic, and personal settings; reflection on personal and academic writing practices and research of writing pedagogy facilitating the study of effective application.
8.   Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).
This course is restricted to Ed.S. degree Reading candidates or other graduate students with permission of the instructor.
9.   Course frequency (e.g. Fall, Spring, Summer, or Demand).   Not applicable to Graduate courses.

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

Dr. Dianne Lawler, Arkansas State University, Department of Teacher Education PO Box 2350, State University, AR 72467 dlawler@astate.edu ,
870-972-3059

11. Proposed Starting Term/Year

Fall 2011

12. Is this course in support of a new program? If yes, what program?
Yes, Specialist Degree in Education (Ed.S.) with an emphasis in Reading.

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

　　b.　**If yes, what course?**

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

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

15. Justification should include:
　A.　**Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**
　　This course is aligned with current initiatives and positions from International Reading Association Graduate Program standards, The National Commission on Writing in America's Schools and College, and the Alliance for Excellent Education's report to the Carnegie Corporation "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools." Upon successful completion of this course, graduate students

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

　　The mission of the Department of Teacher Education includes, "and apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society." This course assists reading teachers and curriculum leaders in improving the approach to and quality of school and district writing programs.

　The Ed.S.-Reading program is aligned with Arkansas State University's College of Education Advanced Programs Frameworks, *Strengthening and Enriching Learning*:

　Element 1: Professional Identity – Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.
　Element 2: Diversity – Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.
　Element 3: Advanced Knowledge and Skills – Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.
　Element 4: Ecological Dimensions – Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.
　Element 5: Evidenced-Based Practices – Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

　The International Reading Association standards met by this course are:
Element 1.1
Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.
Element 1.2
Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
Element 2.1
Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
Element 2.2
Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
Element 3.1
Candidates understand types of assessments and their purposes, strengths, and limitations.
Element 3.2
Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
Element 3.3
Candidates use assessment information to plan and evaluate instruction.
Element 3.4
Candidates communicate assessment results and implications to a variety of audiences.

Element 4.1
Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
Element 4.2
Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
Element 4.3
Candidates develop and implement strategies to advocate for equity.
Element 5.1
Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
Element 5.2
Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
Element 5.3
Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
Element 5.4
Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
Element 6.2
Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
Element 6.3
Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
Element 6.4
Candidates understand and influence local, state, or national policy decisions.

C. **Student population served.**
This course is designed for MSE Reading or Ed.S.-Reading candidates; however, it may be taken by candidates in other education graduate programs or with approval of the course instructor.

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

This course is designed for MSE Reading or Ed.S.-Reading Candidates.

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16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
Week 1: Current national organization position statements and reform policies related to writing, with a focus on the National Writing Project history and philosophy. Scrutinize product-based writing models and embrace teaching writers rather than teaching writing.
Week 2: Writing Wall of artifacts from personal writing experiences; pre-writing strategy rehearsal; small group sharing practices; Recursivity in authentic writing practices
Week 3: Writing in a multicultural classroom; Development of personal narrative draft; Response techniques to drafting in writing groups
Week 4: Demonstration of narrative writing practices based in participant professional development; Theory applied to practice
Week 5: Guided response and revision techniques for varied grade levels and varied groupings
Week 6: Cognitive power of writing to learn across disciplines; Content area writing practices: Theory applied to practice
Week 7: Methods of social networking with technology—another way for writers; Demonstration of media literacies based in student cultures and interests
Week 8: Writing Workshop Experiences: records of processes of writing—self organization; using the block schedule for conferencing, reading and writing time; rationale in regard to differentiated instruction; individualized, process-based experiences
Week 9: Action research to enhance practice; Re-organizing a writing classroom; Refining writing programs; Teacher learning communities
Week 10: Development of expository piece; From reflexive to extensive writing
Week 11: Response and revision techniques for expository writing
Week 12: Demonstration of expository writing practices based in participant professional development; Theory applied to practice
Week 13: Rethinking assessment of writing; Portfolio development and student-centered anthologies of writing
Week 14: Planning professional development and valuing teachers' voices and experiences

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17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Students will: 1) develop both narrative and expository writing pieces using various prewriting, revision, feedback and editing techniques; 2) compile a reflective portfolio that accumulates the stages of recursive writing processes; 3) develop an evidence-based learning environment for student writers and share the evidence-base which supports it ; 4) develop an annotated bibliography of relevant resources central to instructional interests and curricular leadership responsibilities; 5) analyze existing writing programs or approaches to writing in their home schools and/or districts and develop a working plan for refinement of professional development in writing.

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

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19. Required reading
National Writing Project & Nagin, C. (2003). *Because writing matters.* Jossey-Bass.
Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.
Graham S. & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools. *Alliance for Excellent Education.*
Graves, R.L. (1999). *Writing, teaching, learning*. Portsmouth, NH: Boynton
Schneider, P. (2003). *Writing alone and with others*. Oxford University Press.
Zinsser, W. (2006). *On writing well: An informed guide to writing non-fiction*. New York: Harper and Row.

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

No

21. What is the primary goal of this course?

To experience, analyze and enact evidence-based, theory-driven writing pedagogy and plan for future leadership in the development of writing programs.

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

☐ **Communicating effectively**   ☐ **Thinking Critically**

☐ **Using mathematics**   ☐ **Using Technology**

☐ **Understanding global issues**   ☐ **Understanding interdependence**

☐ **Developing a life-long appreciation of the arts and humanities**   ☐ **Developing a strong foundation in the social sciences**

☐ **Using science to accomplish common goals**   ☐ **Providing foundations necessary to achieve health and wellness**

23. Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?

Primary Goal Outcome #1: To experience and analyze evidence-based, theory-driven writing pedagogy.

Primary Goal Outcome #2: To enact evidence-based, theory-driven writing pedagogy.

Primary Goal Outcome #3: To plan for future leadership in the development of writing programs.

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

Learning Activity for Goal Outcome #2: Students will demonstrate effective writing practices and learning environments and explain the evidence base and theories which support them.

Learning Activity for Goal Outcome #3: Students will collect resources, read national and state policy and respond to policy makers, reflect on current practice, and plan for future development of writing programs in their home schools and/or districts.

Assessment Tool for Goal Outcome #1: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Reflective portfolio of writing process pieces

Assessment Tool for Goal Outcome #2: Peer and instructor review of learning environments and writing practices.
Assessment Tool for Goal Outcome #3: Annotated bibliography, professional development plan and evaluation, and communication with policy makers.

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.

P140

RDNG 6003 Literature and Book Selection Approaches in building an effective literature program in educational settings.

RDNG 6013 Theories, Issues, and Methods of Reading Synthesis of theories
and models of reading, past and current reading issues, examination of current research that
discusses instruction of reading areas, spelling and writing; overview of reading and instruction
for diverse and struggling learners. Prerequisite: Enrollment in the Graduate Program
within the College of Education.

RDNG 6243 Reading in the Digital Age A focus on infusing reading components
with carious forms of information and communication technologies directed towards improving
K-12 student's reading skills, motivation to read, and use of technology. Prerequisite: Admission
to MSE Reading program or instructor permission.

RDNG 7283 Writing Pedagogy: Advanced Processes of Writing   Examines varied perspectives of the processes of writing, with a focus on recursive practices in authentic, academic, and personal settings; reflection on personal and academic writing practices and research of writing pedagogy facilitates the study of effective application. This course is restricted to Ed.S. degree Reading candidates or other graduate students with permission of the instructor.

RDNG 6313 Theory and Practice in Teaching Reading A study of reading and
the reading process The symbolic nature of reading is emphasized Comparisons are made
with the traditional presentations of reading and implications for instructional decision-making
are suggested.

RDNG 6333 Reading Practicum I—Diagnosis and Intervention Clinical experiences
in assessment and intervention in reading, and related areas. Prerequisite: RDNG
6313, and permission of professor.

RDNG 6353 Reading Practicum II—Leadership in Literacy Clinical experiences
in the correction of reading difficulties with emphasis on utilizing assessment data for
professional development as a reading specialist in organizing and supervising school wide
reading reform. Prerequisite: RDNG 6333, or permission of professor.

RDNG 6373 Qualitative Methods in Reading Research A research course
about qualitative research methods and practices, in which students explore the methods,
techniques and reasons for conducting research to support best practices.

RDNG 6383 Reading Issues within a Multicultural and Pluralistic Society A
comprehensive survey of multicultural and pluralistic societal issues and their impact on
reading as well as on school, teachers, and instructional groupings

RDNG 6451-6 Thesis

RDNG 6493 Advanced Reading Methods and Intervention Examines latest
trends in research based reading instructional methodology and development, implementation,
and monitoring of intervention for struggling readers. Prerequisite: RDNG 6313 theory and
Practice in Teaching Reading (or equivalent); and enrollment in a Graduate Program within
the College of Education.

RDNG 6513 Emergent Literacy Birth - Primary Grades Focuses on the development
of literacy skills, birth through primary grades, including the process of exposure
to words, print, and the opportunity to write as a part of the literacy process. This course
maintains alignment with state and national standards.

RDNG 6533 Literacy for Diverse Learners Examines literacy issues in the context
of multicultural education and culturally responsive pedagogy with a focus on the differentiation
of literacy needs among various student cultures and special needs students. Presentation
and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE
Reading major or permission of instructor.

RDNG 6553 Adolescent Literacy Analyzes current federal initiatives and reform
policies related to adolescent literacy. Examines the social and cognitive processes related
to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in all

curricular areas. Restricted to MSE Reading major or permission of instructor.

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

☒ **New Course or** ☐ **Special Course (Check one box)**
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) RDNG 7393
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Literacy Leaders as Community Advocates Lit Leaders as Comm Advocates
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 & Practicum**
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
5. Is this course dual listed (undergraduate/graduate)? no
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) no
7. Brief course description (40 words or less) as it should appear in the bulletin. Examination of the role of literacy leaders within the school, community, and family context with a focus on literacy advocacy project development, implementation, and evaluation.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Restricted to MSE-Reading or Ed.S.-Reading candidates or approval of the instructor
9. Course frequency (e.g. Fall, Spring, Summer, or Demand).   Not applicable to Graduate courses.

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

Dr. Dianne Lawler, Arkansas State University, Department of Teacher Education PO Box 2350, State University, AR 72467 dlawler@astate.edu ,
870-972-3059

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11. Proposed Starting Term/Year

Fall 2011

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12. Is this course in support of a new program? If yes, what program?
   Yes, Specialist Degree in Education (Ed.S.) with an emphasis in Reading.

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

   b.   If yes, what course?

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

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

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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 supports the Ed.S. Reading Specialist program in developing literacy leaders within the school, community, and family context.

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

       The mission of the Department of Teacher Education is to generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. We accomplish this within student-centered, intellectually challenging environments with faculty and staff dedicated to excellence.

       This course supports the mission of the Department of Teacher Education by expanding the role of teacher practitioners and literacy leadership beyond the school context and improving the education and quality of life for all individuals in a pluralistic and democratic society.

       The Ed.S.-Reading program is aligned with Arkansas State University's College of Education Advanced Programs Frameworks, *Strengthening and Enriching Learning*:

       Element 1: Professional Identity – Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.
       Element 2: Diversity – Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.
       Element 3: Advanced Knowledge and Skills – Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.
       Element 4: Ecological Dimensions – Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.
       Element 5: Evidenced-Based Practices – Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

The Ed.S.-Reading degree is aligned with International Reading Association standards:

   Element 1.1: Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.
   Element 1.2: Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
   Element 1.3: Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
   Element 2.1: Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
   Element 2.2: Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
   Element 2.3: Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
    Element 4.1: Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
   Element 4.2: Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
   Element 4.3: Candidates develop and implement strategies to advocate for equity.
   Element 5.2: Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
   Element 6.4: Candidates understand and influence local, state, or national policy decisions.

   C.   **Student population served.**
This course is designed for Ed.S.-Reading candidates or graduate students with consent of the instructor

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

This course is designed to further the knowledge and skills of individuals earning or having already earned an MSE degree.

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16. **Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
Week 1: Introduction: The role of literacy leaders as school, community, family advocates
Week 2: Theories and research – literacy leadership
Week 3: Federal, state, and local resources for literacy leaders
Week 4: Collaboration with school, community, family stakeholders
Week 5: Program development, part I – understanding social, linguistic, cultural contexts
Week 6: Program development, part 2 – matching materials and strategies with contexts
Week 9: Communicating with stakeholders
Week 10: Transformation through reflection and learning
Week 11: Maintaining literacy advocacy projects
Week 12: Evaluation of literacy advocacy projects
Week 13: Practice to Policy
Week 14: Publication of literacy advocacy projects

17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.)
Students will:

Research and create a report of federal, state, and local resources for literacy leaders
Develop and implement a project in collaboration with school, community, or family stakeholders
Evaluate and report the effectiveness of a collaborative literacy project

18. **Special features** (e.g. labs, exhibits, site visitations, etc.)
This course is designed to develop literacy leaders within the school, community, and family context by exploring literacy advocacy project development, implementation, and evaluation. Advocacy projects will be implemented in a variety of settings under the supervision of the instructor.

19. **Required reading**
McAndrew, D. A. (2005). Literacy leadership: Six strategies for peoplework. Barksdale, Delaware: International Reading Association.
Bean, R. M. (2003). The reading specialist: Leadership for the classroom, school, and community. New York: The Guildford Press.

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

No

21. **What is the primary goal of this course?**
Students will understand the role of literacy leaders as advocates within the school, community, and family context; explore literacy resources available at the federal, state, and local level; and develop, implement, and evaluate a literacy advocacy project.

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

☐ **Communicating effectively**   ☐ **Thinking Critically**

☐ **Using mathematics**   ☐ **Using Technology**

☐ **Understanding global issues**   ☐ **Understanding interdependence**

☐ **Developing a life-long appreciation of the arts and humanities**   ☐ **Developing a strong foundation in the social sciences**

☐ **Using science to accomplish common goals**   ☐ **Providing foundations necessary to achieve health and wellness**

23. **Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?**

Primary Goal Outcome #1: Know what federal, state, and local resources are available for literacy leaders.
Primary Goal Outcome #2: Develop and implement a project in collaboration with school, community, or family stakeholders.
Primary Goal Outcome #3: Evaluate and report the effectiveness of a collaborative literacy project.

Learning Activity for Goal #1: Students will research and create a report of federal, state, and local resources for literacy leaders.
Learning Activity for Goal #2: Students will work collaboratively with school, community, and/or family stakeholders to develop and implement a literacy project designed to promote literacy.
Learning Activity for Goal #3: Students will create an evaluation summary to report the effectiveness of a collaborative literacy project.

Assessment Tool for Goal #1: A scoring rubric for the report of federal, state, and local resources for literacy leaders.

Assessment Tool for Goal #2: Students will maintain a portfolio documenting their efforts in development and implementation of a literacy project.
Assessment Tool for Goal #2: Students will participate in a peer review of their evaluation summary reports using a scoring rubric.

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.

P140

RDNG 6003 Literature and Book Selection Approaches in building an effective literature program in educational settings.

RDNG 6013 Theories, Issues, and Methods of Reading Synthesis of theories and models of reading, past and current reading issues, examination of current research that discusses instruction of reading areas, spelling and writing; overview of reading and instruction for diverse and struggling learners. Prerequisite: Enrollment in the Graduate Program within the College of Education.

RDNG 6243 Reading in the Digital Age A focus on infusing reading components with carious forms of information and communication technologies directed towards improving K-12 student's reading skills, motivation to read, and use of technology. Prerequisite: Admission to MSE Reading program or instructor permission.

RDNG 6313 Theory and Practice in Teaching Reading A study of reading and the reading process The symbolic nature of reading is emphasized Comparisons are made with the traditional presentations of reading and implications for instructional decision-making are suggested.

RDNG 6333 Reading Practicum I—Diagnosis and Intervention Clinical experiences in assessment and intervention in reading, and related areas. Prerequisite: RDNG 6313, and permission of professor.

RDNG 6353 Reading Practicum II—Leadership in Literacy Clinical experiences in the correction of reading difficulties with emphasis on utilizing assessment data for professional development as a reading specialist in organizing and supervising school wide reading reform. Prerequisite: RDNG 6333, or permission of professor.

RDNG 6373 Qualitative Methods in Reading Research A research course about qualitative research methods and practices, in which students explore the methods, techniques and reasons for conducting research to support best practices.

RDNG 6383 Reading Issues within a Multicultural and Pluralistic Society A comprehensive survey of multicultural and pluralistic societal issues and their impact on reading as well as on school, teachers, and instructional groupings

RDNG 7393 Literacy Leaders as Community Advocates Examination of the role of literacy leaders within the school, community, and family context with a focus on literacy advocacy project development, implementation, and evaluation. Restricted to MSE-Reading or Ed.S.-Reading candidates or approval of the instructor.

RDNG 6451-6 Thesis

RDNG 6493 Advanced Reading Methods and Intervention Examines latest
trends in research based reading instructional methodology and development, implementation,
and monitoring of intervention for struggling readers. Prerequisite: RDNG 6313 theory and
Practice in Teaching Reading (or equivalent); and enrollment in a Graduate Program within
the College of Education.

RDNG 6513 Emergent Literacy Birth - Primary Grades Focuses on the development
of literacy skills, birth through primary grades, including the process of exposure
to words, print, and the opportunity to write as a part of the literacy process. This course
maintains alignment with state and national standards.

RDNG 6533 Literacy for Diverse Learners Examines literacy issues in the context
of multicultural education and culturally responsive pedagogy with a focus on the differentiation
of literacy needs among various student cultures and special needs students. Presentation
and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE
Reading major or permission of instructor.

RDNG 6553 Adolescent Literacy Analyzes current federal initiatives and reform
policies related to adolescent literacy. Examines the social and cognitive processes related
to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in all
curricular areas. Restricted to MSE Reading major or permission of instructor.

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

☒ **New Course or ☐ Special Course (Check one box)**
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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

1.   Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) RDNG 7473
2.   Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Theories of Language Acquisition Theories Language Acquisition
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 less) as it should appear in the bulletin. Overview of theoretical and practical orientations regarding language acquisition with a focus on English Language Learners including an examination of language acquisition models and their application in schools and classrooms.
8.   Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Limited to MSE-Reading and Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent)
9.   Course frequency (e.g. Fall, Spring, Summer, or Demand).   Not applicable to Graduate courses.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Dianne Lawler, Arkansas State University, Department of Teacher Education PO Box 2350, State University, AR 72467 dlawler@astate.edu , 870-972-3059	

11. Proposed Starting Term/Year

Fall 2011

12. Is this course in support of a new program? If yes, what program?
Yes, Specialist Degree in Education (Ed.S.) with an emphasis in Reading.

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

    b. If yes, what course?

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

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

15. Justification should include:
    A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**
      This course provides expert knowledge in the area of general language acquisition and second language acquisition. Students who take this class will have theoretical and practical knowledge to develop and administer language development and second language acquisition programs in school districts.

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

      The mission of the Department of Teacher Education states, in part, "to generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society." This course is aligned with this mission by preparing graduate candidates to improve education and quality of life for students served in multicultural settings within schools and classrooms.

      The Ed.S.-Reading program is aligned with Arkansas State University's College of Education Advanced Programs Frameworks, *Strengthening and Enriching Learning*:

      Element 1: Professional Identity – Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.
      Element 2: Diversity – Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.
      Element 3: Advanced Knowledge and Skills – Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.
      Element 4: Ecological Dimensions – Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.
      Element 5: Evidenced-Based Practices – Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

      The MSE- Reading and the Ed.S.-Reading degree is aligned with the following International Reading Association standards:

      Element 1.1: Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

      Element 1.2: Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

      Element 1.3: Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

      Element 2.1: Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

      Element 2.2: Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

      Element 2.3: Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

C. **Student population served.**

Candidates in MSE-Reading or Ed.S.-Reading program or other graduate education programs.

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

This course is designed for students either completing the MSE Reading degree or having already completed an MSE degree.

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16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
1. Basics of behaviorism – Watson, Skinner, Bernstein (linguistics)
2. Basics of behaviorism – Watson, Skinner, Bernstein (linguistics)
3. Cognitive Revolution – Beginnings - History
4. Cognitive Revolution – Beginnings – Structuralists
5. Cognitive Revolution – Chomsky's syntactical structures
6. Cognitive Linguistics – Chomsky's syntactical structures
7. Cognitive Linguistics – Krashen and the input hypothesis
8. Cognitive Linguistics – Krashen and input hypothesis
9. Cognitive Linguistics – More Theories of second language acquistion
10. Second language acquisition – Cognitive academic language development//Jim Cummins
11. Second language acquisition – Cognitive academic language development//Jim Cummins
12. Second language program design – Principles of and program design for "Sheltered English"
13. Second language program design – Principles of and program design for "Sheltered English"
14. Classroom collaborations – Practicing Principles of "Sheltered English"//Freeman & Freeman

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17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Course requirement will be covered in two reflective papers and on-going reading assignments. The students will examine modern cognitive theories regarding language and second language acquisition. The overall direction of the class will move from theory, to program design, to classroom practice.

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

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19. Required reading
Chomsky, N. (1957). Syntactical structures. New York: Mouton
Krashen, S. (1975). The natural approach. New York: McMillian
Cummins, J. (2000). An introductory reader to the writings of Jim Cummins. New York: McMillian.

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

This course will not require additional faculty.

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21. What is the primary goal of this course?
This course will provide a rigorous understanding and application of language and second language acquisition as it relates to classroom practice.

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

☐	**Communicating effectively**	☐	**Thinking Critically**
☐	**Using mathematics**	☐	**Using Technology**
☐	**Understanding global issues**	☐	**Understanding interdependence**
☐	**Developing a life-long appreciation of the arts and humanities**	☐	**Developing a strong foundation in the social sciences**
☐	**Using science to accomplish common goals**	☐	**Providing foundations necessary to achieve health and wellness**

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23. Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?

Primary Goal Outcome #1: Understand language and second language acquisition as it relates to practice in teaching English Language Learners.
Primary Goal Outcome #2: Evaluate programs serving English Language Learners in public schools.

Learning Activity for Goal #1: Broad reading assignments and discussions.
Learning Activity for Goal #2: Investigation of an existing program for English Language Learners and evaluation of its alignment with language acquisition theories and models.

Assessment Tool for Outcome #1: Reading guides will be assessed for accuracy.
Assessment Tool for Outcome #2: Written report, scored with a rubric.

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

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

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

P140

RDNG 6003 Literature and Book Selection Approaches in building an effective literature program in educational settings.
RDNG 6013 Theories, Issues, and Methods of Reading Synthesis of theories and models of reading, past and current reading issues, examination of current research that discusses instruction of reading areas, spelling and writing; overview of reading and instruction for diverse and struggling learners. Prerequisite: Enrollment in the Graduate Program within the College of Education.
RDNG 6243 Reading in the Digital Age A focus on infusing reading components with carious forms of information and communication technologies directed towards improving K-12 student's reading skills, motivation to read, and use of technology. Prerequisite: Admission to MSE Reading program or instructor permission.
RDNG 6313 Theory and Practice in Teaching Reading A study of reading and the reading process The symbolic nature of reading is emphasized Comparisons are made with the traditional presentations of reading and implications for instructional decision-making are suggested.
RDNG 6333 Reading Practicum I—Diagnosis and Intervention Clinical experiences in assessment and intervention in reading, and related areas. Prerequisite: RDNG 6313, and permission of professor.
RDNG 6353 Reading Practicum II—Leadership in Literacy Clinical experiences in the correction of reading difficulties with emphasis on utilizing assessment data for professional development as a reading specialist in organizing and supervising school wide reading reform. Prerequisite: RDNG 6333, or permission of professor.
RDNG 6373 Qualitative Methods in Reading Research A research course about qualitative research methods and practices, in which students explore the methods, techniques and reasons for conducting research to support best practices.
RDNG 6383 Reading Issues within a Multicultural and Pluralistic Society A comprehensive survey of multicultural and pluralistic societal issues and their impact on reading as well as on school, teachers, and instructional groupings
RDNG 6451-6 Thesis

RDNG 7473 Theories of Language Acquisition Overview of theoretical and practical orientations regarding language acquisition with a focus on English Language Learners including an examination of language acquisition models and their application in schools and classrooms. Limited to MSE-Reading and Ed.S.-Reading students or approval of the

instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).

RDNG 6493 Advanced Reading Methods and Intervention Examines latest trends in research based reading instructional methodology and development, implementation, and monitoring of intervention for struggling readers. Prerequisite: RDNG 6313 theory and Practice in Teaching Reading (or equivalent); and enrollment in a Graduate Program within the College of Education.

RDNG 6513 Emergent Literacy Birth - Primary Grades Focuses on the development of literacy skills, birth through primary grades, including the process of exposure to words, print, and the opportunity to write as a part of the literacy process. This course maintains alignment with state and national standards.

RDNG 6533 Literacy for Diverse Learners Examines literacy issues in the context of multicultural education and culturally responsive pedagogy with a focus on the differentiation of literacy needs among various student cultures and special needs students. Presentation and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE Reading major or permission of instructor.

RDNG 6553 Adolescent Literacy Analyzes current federal initiatives and reform policies related to adolescent literacy. Examines the social and cognitive processes related to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in all curricular areas. Restricted to MSE Reading major or permission of instructor.

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

☒ **New Course or ☐ Special Course (Check one box)**
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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

1.   Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)   RDNG 7543
2.   Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).   New Literacies
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 less) as it should appear in the bulletin.   An overview of theoretical and pedagogical frameworks of the New Literacies with an emphasis on the intersection of student lives, culture, and technology.
8.   Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).   Restricted to Ed.S.-Reading Candidates or graduate students with permission of the instructor.   Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent)
9.   Course frequency (e.g. Fall, Spring, Summer, or Demand).   Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)   Dr. Dianne Lawler, Arkansas State University, Department of Teacher Education PO Box 2350, State University, AR 72467 dlawler@astate.edu ,   870-972-3059

11. Proposed Starting Term/Year

Fall 2011

12. Is this course in support of a new program? If yes, what program?
Yes, Specialist Degree in Education (Ed.S.) with an emphasis in Reading.

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

    b. If yes, what course?

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

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

15. Justification should include:
  A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**
    Students in an advanced degree program in education (especially in reading) require exposure to current theoretical frameworks, especially those at the forefront of the academic field, and those of current emphasis by accrediting bodies. Students in a course such as this will build knowledge in an area of literacy that is currently at the forefront of the field.

  B. **How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.**
    The mission statement of the Department of Teacher Education states, in part, "Our mission is to generate and disseminate knowledge through teaching, research, and service." This course enables candidates to pursue and engage with a current area of literacy that has a critical impact on student lives, construction of knowledge, and the ways that their lives and literate practices intersect the classroom. Furthermore, this course will prepare students to integrate the New Literacies theoretical framework into their instructional practice. Appropriately, this course will be organized into three "blocks" which each offer theoretical exposure to various aspects of New Literacies theory and opportunities to incorporate such theory into professional practice.

    The Ed.S.-Reading program is aligned with Arkansas State University's College of Education Advanced Programs Frameworks, *Strengthening and Enriching Learning*:

    Element 1: Professional Identity – Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.
    Element 2: Diversity – Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.
    Element 3: Advanced Knowledge and Skills – Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.
    Element 4: Ecological Dimensions – Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.
    Element 5: Evidenced-Based Practices – Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

    The Ed.S. Reading Program is aligned with International Reading Association 2010 Standards for the Reading Specialist/Literacy Coach. As a result of this course, Ed.S. Reading Candidates will be able to:

    Element 1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.
    Element 2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
    Element 2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
    Element 2.3 Use a wide range of texts.
    Element 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
    Element 4.3 Develop and implement strategies to advocate for equity.
    Element 5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
    Element 5.4 Use a variety of classroom configurations.

  C. **Student population served.**
    This course is designed for Ed.S. Reading candidates. However, it may be taken by candidates in other education graduate programs with approval by the instructor.

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

This course is designed for Ed.S. Reading Candidates.

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

1. Week 1 – Introduction to New Literacies

(First "Block": Weeks 2-5)

2. Week 2 – New Literacies Discourse and Methodology, Part 1
(Gaming Modes of Thinking, Narrative Storylines)

3. Week 3 – New Literacies Discourse and Methodology, Part 2
(Transfer of Gaming Modes of Thought, Conflicting Culture in Gaming)

4. Week 4 – New Literacies Discourse and Methodology, Part 3
(Questioning Gaming's Value, Teenage Gaming Identity)

5. Week 5 – New Literacies Discourse and Methodology, Part 4
(Boundaries Between Text and Self, Participation in Cultural Trends, Hypermedia)

(Second "Block": Weeks 6-9)

6. Week 6 – New Literacies Learning and Media Knowledge Structures, Part 1
(Literacy Leadership from Traditional to New Literacies Reading Instruction, Media Literacy)

7. Week 7 – New Literacies Learning and Media Knowledge Structures, Part 2
(New Literacies Research, Digital Learning Epistemology Hybridization of Knowledge)

8. Week 8 – New Literacies Learning and Media Knowledge Structures, Part 3
(Wikis, Classroom Impact of Media Literacy)

9. Week 9 – New Literacies Learning and Media Knowledge Structures, Part 4
(Debating the Media's Presence in Learning, Use of and Presence of Video)

(Third "Block": Weeks 10-13)

10. Week 10 – New Literacies Multi/Popular Culture and Commercialization, Part 1
(Critical Media Literacy, Role of Popular Culture)

11. Week 11 – New Literacies Multi/Popular Culture and Commercialization, Part 2
(Construction of Identity among Popular Culture, Translating Popular Culture to the Classroom)

12. Week 12 – New Literacies Multi/Popular Culture and Commercialization, Part 3
(Impact of Media and Online Literacy on Research, Fandom and Media Driven Identity)

13. Week 13 – New Literacies Multi/Popular Culture and Commercialization, Part 4
(Corporate Impact on Education and Literacy, Information Access and Opportunity)

14. Week 14 – Symposium Presentation of enhanced Theoretical Exploration/Practitioner Project for chosen New Literacies "block"

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
1) The student will write a theoretical research paper on the New Literacies theory for each of the three "blocks."
2) The student will create a practitioner project applying New Literacies theory to classroom instruction for each of the three "blocks."
3) The student will revise and fully integrate the theoretical research paper and the practitioner project from one of the three "blocks" for class presentation at the final Symposium.

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

19. Required reading
Gee, J.P. (2007). *What video games have to teach us about learning and literacy* (2nd ed.). New York: Palgrave Macmillian.
Hagood, M., ed (2009). *New literacies practices: Designing literacy learning*. New York: Peter Lang.
Lankshear, C. & Knobel, M. (2006). *New literacies: Everyday practices and classroom learning*. Philadelphia: Open University Press.

Various assigned articles representing current New Literacies theory and approaches to practice from authors of Required/Optional Readings; e.g.:

Beach, R. (1995). Cultural models through response to literature. *The English Journal*, *84*(6), 87-94.
Fabos, B. (2000). Zapme! zaps you. *Journal of Adolescent & Adult Literacy*, *43*(8), 720-725.
Gee, J. P. (2001). Reading as situated language: A sociocognitive perspective. *Journal of Adolescent & Adult Literacy*, *44*(8), 714-725.
Hagood, M. C. (2003). Media and online literacies: No age left behind. *Reading Research Quarterly*, *38*(3), 387-391.
Hobbs, R. (1998). The seven great debates in the media literacy movement. *Journal of Communication*, *48*(1), 16-32.
Knobel, M., & Lankshear, C. (2008). Remix: The art and craft of endless hybridization. *Journal of Adolescent & Adult Literacy*, *52*(1), 22-33.

Optional Text (for New Literacies Discourse and Methodology "Block"):
Beach, R. (2006). *Teachingmedialiteracy.com: A web-linked guide to resources and activities*. New York: Teachers College Press.

Optional Text (for New Literacies Learning and Media Knowledge Structures "Block"):
Hobbs, R. (2007). *Reading the media in high school: Media literacy in high school english.* New York: Teachers College Press.

Optional Text (for New Literacies Multi/Popular Culture and Commercialization "Block"):
Fabos, B. (2004). *Wrong turn on the information superhighway: Education and the commercialization of the internet.* New York: Teachers College Press.

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

This course will not require additional faculty.

21. What is the primary goal of this course?
This course will provide a rigorous theoretical background on New Literacies content with the opportunity to further synthesize thinking around this theory and also apply it to current classroom practice.

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

☐ **Communicating effectively**   ☐ **Thinking Critically**

☐ **Using mathematics**   ☐ **Using Technology**

☐ **Understanding global issues**   ☐ **Understanding interdependence**

☐ **Developing a life-long appreciation of the arts and humanities**   ☐ **Developing a strong foundation in the social sciences**

☐ **Using science to accomplish common goals**   ☐ **Providing foundations necessary to achieve health and wellness**

23. Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?

Primary Goal Outcome #1: The student will have a detailed understanding of each "block" of New Literacies theory.
Primary Goal Outcome #2: The student will apply New Literacies Theory in each "block" to relevant classroom practice.
Primary Goal Outcome #3: The student will synthesize a revised and more unified intersection of New Literacies theory and practice, based upon content from one of the three "blocks."

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

Learning Activity #1: The student will write a theoretical research paper on New Literacies theory for each "block."
Learning Activity #2: The student will develop a practitioner project based upon New Literacies theory for each "block."
Learning Activity #3: The student prepare a short symposium presentation demonstrating integration of New Literacies theory and practice, based upon content from one of the three "blocks."

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

Assessment Tool #1: Use of a holistic rubric evaluating successful research on New Literacies theory in each "block."
Assessment Tool #2: Use of a holistic rubric evaluating successful development of a New Literacies practitioner project in each "block."
Assessment Tool #3: Presentation of integrated New Literacies theory and practice at course final Symposium.

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.

P140

RDNG 6003 Literature and Book Selection Approaches in building an effective literature program in educational settings.

RDNG 6013 Theories, Issues, and Methods of Reading Synthesis of theories
and models of reading, past and current reading issues, examination of current research that
discusses instruction of reading areas, spelling and writing; overview of reading and instruction
for diverse and struggling learners. Prerequisite: Enrollment in the Graduate Program
within the College of Education.

RDNG 6243 Reading in the Digital Age A focus on infusing reading components
with carious forms of information and communication technologies directed towards improving
K-12 student's reading skills, motivation to read, and use of technology. Prerequisite: Admission
to MSE Reading program or instructor permission.

RDNG 6313 Theory and Practice in Teaching Reading A study of reading and
the reading process The symbolic nature of reading is emphasized Comparisons are made
with the traditional presentations of reading and implications for instructional decision-making
are suggested.

RDNG 6333 Reading Practicum I—Diagnosis and Intervention Clinical experiences
in assessment and intervention in reading, and related areas. Prerequisite: RDNG
6313, and permission of professor.

RDNG 6353 Reading Practicum II—Leadership in Literacy Clinical experiences
in the correction of reading difficulties with emphasis on utilizing assessment data for
professional development as a reading specialist in organizing and supervising school wide
reading reform. Prerequisite: RDNG 6333, or permission of professor.

RDNG 6373 Qualitative Methods in Reading Research A research course
about qualitative research methods and practices, in which students explore the methods,
techniques and reasons for conducting research to support best practices.

RDNG 6383 Reading Issues within a Multicultural and Pluralistic Society A
comprehensive survey of multicultural and pluralistic societal issues and their impact on
reading as well as on school, teachers, and instructional groupings

RDNG 6451-6 Thesis

RDNG 6493 Advanced Reading Methods and Intervention Examines latest
trends in research based reading instructional methodology and development, implementation,
and monitoring of intervention for struggling readers. Prerequisite: RDNG 6313 theory and
Practice in Teaching Reading (or equivalent); and enrollment in a Graduate Program within
the College of Education.

RDNG 6513 Emergent Literacy Birth - Primary Grades Focuses on the development
of literacy skills, birth through primary grades, including the process of exposure
to words, print, and the opportunity to write as a part of the literacy process. This course
maintains alignment with state and national standards.

RDNG 6533 Literacy for Diverse Learners Examines literacy issues in the context
of multicultural education and culturally responsive pedagogy with a focus on the differentiation
of literacy needs among various student cultures and special needs students. Presentation
and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE
Reading major or permission of instructor.

RDNG 7543 New Literacies An overview of theoretical and pedagogical frameworks of the New Literacies with an emphasis on the intersection of student lives, culture, and technology. Restricted to Ed.S.-Reading Candidates or graduate students with permission of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent)

RDNG 6553 Adolescent Literacy Analyzes current federal initiatives and reform
policies related to adolescent literacy. Examines the social and cognitive processes related
to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in all
curricular areas. Restricted to MSE Reading major or permission of instructor.

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

☒ **New Course or** ☐ **Special Course (Check one box)**
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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

1.   Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) **RDNG 7613**
2.   Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). **Survey of Quantitative and Qualitative Literacy Research** **Survey of Quan & Qual Lit Res**
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 less) as it should appear in the bulletin. An overview of research design, framework, and methodological approaches that spans qualitative and quantitative paradigms, including a mixed methods approach, within the context of literacy.
8.   Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). **Restricted to Ed.S Candidates or graduate students with permission of the instructor** **Prerequisite: ELFN 6773, Statistics and Research (or equivalent)**
9.   Course frequency (e.g. Fall, Spring, Summer, or Demand).   Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Dianne Lawler, Arkansas State University, Department of Teacher Education PO Box 2350, State University, AR 72467 dlawler@astate.edu ,

870-972-3059

11. Proposed Starting Term/Year

Fall 2011

12. Is this course in support of a new program? If yes, what program?
Yes, Specialist Degree in Education (Ed.S.) with an emphasis in Reading.

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

    b. If yes, what course?

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

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

15. Justification should include:
    A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**
        Students in an advanced degree program require a background in research study design and methodology as it impacts their specific content area and beyond.
    B. **How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.**
        The mission statement of the Department of Teacher Education states, in part, "Our mission is to generate and disseminate knowledge through teaching, research, and service." This course enables candidates to pursue educational research projects that will strengthen their own practices as educational professionals as well as deepen their understanding about the teaching professional in general through the dissemination of research findings.

        The Ed.S.-Reading program is aligned with Arkansas State University's College of Education Advanced Programs Frameworks, *Strengthening and Enriching Learning*:

        Element 1: Professional Identity – Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.
        Element 2: Diversity – Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.
        Element 3: Advanced Knowledge and Skills – Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.
        Element 4: Ecological Dimensions – Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.
        Element 5: Evidenced-Based Practices – Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

        The Ed.S. Reading Program is aligned with the following International Reading Association Standards:

        Element 1.1: *Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.*

        Element 1.2: *Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*

        Element 1.3: *Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.*

        Element 3.1: *Candidates understand types of assessments and their purposes, strengths, and limitations.*

        Element 3.2: *Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.*

        Element 3.3: *Candidates use assessment information to plan and evaluate instruction.*

        Element 3.4: *Candidates communicate assessment results and implications to a variety of audiences.*
        plan and evaluate instruction.

    C. **Student population served.**

This course is designed for Ed.S. Reading candidates. However, it may be taken by candidates in other education graduate programs with approval by the instructor.

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

This course is designed for Ed.S. Reading Candidates

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

1. Week 1 – Introduction to Evidence-Based Inquiry and Research Designs
2. Week 2 – Designing Quantitative and Qualitative Research
3. Week 3 – Participants, Subjects, and Sampling for Quantitative Research
4. Week 4 – Descriptive Statistics
5. Week 5 – Quantitative Data Collection
6. Week 6 – Non-Experimental Research Designs and Surveys
7. Week 7 – Experimental, Quasi-Experimental, Single-Subject Designs, and Inferential Data Analysis
8. Week 8 – Collecting Qualitative Data
9. Week 9 - Collecting Qualitative Data
10. Week 10 – Qualitative Data Analysis and Narrative Structure
11. Week 11 – Mixed Methods Design
12. Week 12 – Concept Analysis and Historical Research
13. Week 13 – Action Research
14. Week 14 – Presentation of Mini-Proposals

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17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Within the context of literacy and reading, the student will 1) Employ a quantitative methodology to collect statistical data to be analyzed in class. 2) Employ a qualitative methodology to collect data to be analyzed in class. 3) Design a mini-proposal of a qualitative or quantitative study, including a 5-page literature review, to be presented at the end of the course.

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

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19. Required reading
McMillian, J.H., & Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry* (7th ed.). Upper Saddle River, NJ: Pearson.

Assigned articles representing different research paradigms

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

This course will not require additional faculty.

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21. What is the primary goal of this course?
This course will provide a rigorous introduction to research design, framework, and methodological approaches that spans qualitative and quantitative paradigms, including a mixed methods approach

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

☐ **Communicating effectively**   ☐ **Thinking Critically**

☐ **Using mathematics**   ☐ **Using Technology**

☐ **Understanding global issues**   ☐ **Understanding interdependence**

☐ **Developing a life-long appreciation of the arts and humanities**   ☐ **Developing a strong foundation in the social sciences**

☐ **Using science to accomplish common goals**   ☐ **Providing foundations necessary to achieve health and wellness**

---

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

Primary Goal Outcome #1: The student will have a basic understanding of research framework and design.
Primary Goal Outcome #2: The student will have a detailed understanding of qualitative epistemology and methodology.
Primary Goal Outcome #3: The student will have a detailed understanding of quantitative epistemology and methodology.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Learning Activity #1: The student will develop a mini-proposal of a qualitative or quantitative study.
Learning Activity #2: The student will collect qualitative data for analysis.
Learning Activity #3: The student will collect quantitative date for analysis.

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

Assessment Tool #1: A presentation of the mini-proposal of a qualitative or quantitative study which demonstrates understanding of the research paradigm.

Assessment Tool #2: Use of a holistic rubric which evaluates successful analysis of a qualitative data collection.
Assessment Tool #3: Use of a holistic rubric which evaluates successful analysis of a quantitative data collection.

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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1. Minimize this form.
2. Go to http://registrar.astate.edu/bulletin.htm and choose either undergraduate or graduate.
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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.

P 142

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

RDNG 7613 Survey of Quantitative and Qualitative Literacy Research An overview of research design, framework, and methodological approaches that spans qualitative and quantitative paradigms, including a mixed methods approach, within the context of literacy. Restricted to Ed.S Candidates or graduate students with permission of the instructor; Prerequisite: ELFN 6773, Statistics and Research (or equivalent)

RDNG 6801-3 Independent Study

Teacher Education

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 mmcginnis@astate.edu

☒ **New Course or ☐ Special Course (Check one box)**
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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

1.   Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) RDNG 7643
2.   Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Social Foundations of Literacy
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 less) as it should appear in the bulletin. An overview of the social foundations of literacy within the context of sociocultural and sociopolitical theory.
8.   Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Limited to MSE-Reading and Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent)
9.   Course frequency (e.g. Fall, Spring, Summer, or Demand).   Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Dianne Lawler, Arkansas State University, Department of Teacher Education PO Box 2350, State University, AR 72467 dlawler@astate.edu , 870-972-3059
11. Proposed Starting Term/Year Fall 2011
12. Is this course in support of a new program? If yes, what program? Yes, Specialist Degree in Education (Ed.S.) with an emphasis in Reading.
13. Does this course replace a course being deleted? no   **b.   If yes, what course?**

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

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

15. Justification should include:
A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**
   This course provides an in-depth understanding of the social, cultural, and political contexts of literacy research and literacy learning
B. **How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.**
   The mission of the Department of Teacher Education states, in part, "to generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society." This course is aligned with this mission by preparing graduate candidates to improve education and quality of life for students served in multicultural settings within schools and classrooms.

   The Ed.S.-Reading program is aligned with Arkansas State University's College of Education Advanced Programs Frameworks, *Strengthening and Enriching Learning*:

   Element 1: Professional Identity – Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.
   Element 2: Diversity – Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.
   Element 3: Advanced Knowledge and Skills – Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.
   Element 4: Ecological Dimensions – Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.
   Element 5: Evidenced-Based Practices – Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

   The MSE- Reading and the Ed.S.-Reading degree is aligned with International Reading Association standards. As a result of this course, students will be able to:

   Element 1.1: Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

   Element 1.2: Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

   Element 1.3: Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

   Element 2.1: Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

   Element 2.2: Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

   Element 2.3: Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

   Element 4.1: Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

   Element 4.2: Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

   Element 4.3: Candidates develop and implement strategies to advocate for equity.

   Element 6.4: Candidates understand and influence local, state, or national policy decisions.

C. **Student population served.**
Candidates in MSE-Reading or Ed.S.-Reading program or other graduate education programs.

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

   This course is designed for students either working toward an MSE in Reading or having already completed an MSE degree..

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

Week 1: Course Introduction
Week 2: The Economy of Literacy
Week 3: Social Justice and Literacy
Week 4: Sociocultural Research and Literacy
Week 5: Conceptual Frameworks of Literacy – Activity, History, Community
Week 6: "Ways with Words" – ethnographic research and literacy
Week 7: Knowledge and Representation of Literacy Research and Practice
Week 8: Sociopolitical Landscape of Literacy
Week 9: Analysis of Current Literacy Policies
Week 10: Critical Literacy
Week 11: Freirian Pedagogy and Literacy, part I
Week 12: Freirian Pedagogy and Literacy, part II
Week 13: Connecting Theory to Practice
Week 14: Synthesis of Sociocultural and Sociopolitical Influences on Literacy

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Students will:
 1) Critically read, analyze, and discuss theoretical texts, research studies, and policy reports;
 2) Write a research paper demonstrating an understanding of the sociocultural and/or sociopolitical context of literacy;
 3) Work professionally and collaboratively with a group of graduate students to prepare a presentation demonstrating the connection between sociocultural/sociopolitical context and education practice and the role of literacy leaders in promoting culturally relevant reading instruction.

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

19. Required reading

Lewis, C.; Enciso, P. E.; Moje, E. B. (2007). Reframing sociocultural research on literacy: Identity, agency, and power. Routledge Press.

Schaafsma, D. (1993). Eating on the street: Teaching literacy in a multicultural society. University of Pittsburgh Press. Pittsburgh, PA.

Heath, S. B. (1983). Ways with words: Language, life, and work in communities. Cambridge University Press

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

This course will not require additional faculty.

21. What is the primary goal of this course?
This course will provide an in-depth understanding of the social, cultural, and political contexts of literacy research and literacy learning.

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

☐	**Communicating effectively**	☐	**Thinking Critically**
☐	**Using mathematics**	☐	**Using Technology**
☐	**Understanding global issues**	☐	**Understanding interdependence**
☐	**Developing a life-long appreciation of the arts and humanities**	☐	**Developing a strong foundation in the social sciences**
☐	**Using science to accomplish common goals**	☐	**Providing foundations necessary to achieve health and wellness**

23. Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?

Primary Goal Outcome #1: Students will demonstrate an understanding of the sociocultural and sociopolitical context of literacy research, policy, and practice.
Primary Goal Outcome #2: Students will demonstrate an understanding of the connection between sociocultural/sociopolitical theories and the role of literacy leaders in promoting culturally relevant reading instruction.

Learning Activity for Goal #1: Readings, analysis, and discussion of course materials focusing on current theories, research studies and policy reports relating to the socio-cultural and socio-political contexts of reading.
Learning Activity for Goal #2: Group presentation of applied theory within an instructional context.

Assessment Tool for Outcome #1: Students will write a research paper, scored with a rubric pertaining to the student understanding, analysis, research and writing skills.

Assessment Tool for Outcome #2: Scoring rubric for presentation including these components: depth/accuracy of content, professional interpretation and analysis, presentation style, and writing skills.

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

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

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

P 142

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

RDNG 7643 Social Foundations of Literacy An overview of the social foundations of literacy within the context of sociocultural and sociopolitical theory.   Limited to MSE-Reading and Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).

RDNG 6801-3 Independent Study
Teacher Education

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

☒ **New Course or ☐ Special Course (Check one box)**
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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

1.   Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)   RDNG 7653
2.   Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).   Advanced Studies in Reading Comprehension   Adv Stud in Rdg Comprehension
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 less) as it should appear in the bulletin.   An in-depth examination of the dimensions of understanding in literacy learning, the complexities of comprehension strategy instruction as they pertain to the learning of essential concepts, and how they impact literacy learning environments and professional development for teachers.
8.   Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).   Restricted to Ed.S Reading Candidates or graduate students with permission of the instructor
9.   Course frequency (e.g. Fall, Spring, Summer, or Demand).   Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)   Dr. Dianne Lawler, Arkansas State University, Department of Teacher Education PO Box 2350, State University, AR 72467 dlawler@astate.edu ,   870-972-3059
11. Proposed Starting Term/Year   Fall 2011
12. Is this course in support of a new program? If yes, what program?   Yes, Specialist Degree in Education (Ed.S.) with an emphasis in Reading.
13. Does this course replace a course being deleted? no

    b.   **If yes, what course?**

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

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

15. **Justification should include:**

    A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**
        Students in an advanced degree reading education program require knowledge and skills related to research, methodology, and theories, of reading comprehension to enhance their knowledge in the reading field.

    B. **How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.**
        The mission statement of the Department of Teacher Education states, in part, "Our mission is to generate and disseminate knowledge through teaching, research, and service." This course enables candidates to pursue and engage with a current area of literacy that has a critical impact on student lives, construction of knowledge, and the ways that their lives and literate practices intersect the classroom. Furthermore, this course will prepare students to integrate the New Literacies theoretical framework into their instructional practice. Appropriately, this course will be organized into three "blocks" which each offer theoretical exposure to various aspects of New Literacies theory and opportunities to incorporate such theory into professional practice.

        The Ed.S.-Reading program is aligned with Arkansas State University's College of Education Advanced Programs Frameworks, *Strengthening and Enriching Learning*:

        Element 1: Professional Identity – Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.
        Element 2: Diversity – Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.
        Element 3: Advanced Knowledge and Skills – Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.
        Element 4: Ecological Dimensions – Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.
        Element 5: Evidenced-Based Practices – Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

        The Ed.S. Reading Program is aligned with International Reading Association standards. As a result of this course, Ed.S. Reading Candidates will be able to:

        Element 1.1: *Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.*

        Element 1.2: *Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*

        Element 1.3: *Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.*

        Element 2.2: *Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.*

        Element 2.3: *Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.*

        Element 4.1: Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

        Element 4.2: Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

        Element 4.3: Candidates develop and implement strategies to advocate for equity.

    C. **Student population served.**
        This course is designed for Ed.S. Reading candidates. However, it may be taken by candidates in other education graduate programs with approval by the instructor.

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

This course is designed for Ed.S. Reading Candidates

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

1. Week 1 – What is it to understand? "Dimensions and Outcomes of Understanding" and effective literacy instruction
2. Week 2 – Historical and theoretical perspectives on reading comprehension; changing views of text
3. Week 3 – Assessing and teaching reading comprehension
4. Week 4 – Creating an Effective Classroom for Comprehension Instruction
5. Week 5 – "An Ecologically Balanced Approach" to literacy instruction
6. Week 6 – Social constructivist perspective on the literacy achievement of students of diverse backgrounds (diverse constructivist perspective) and application to school literacy learning
7. Week 7 – Active engagement in processes of meaning-making, text comprehension as a window on these processes, and the varied nature of knowledge, in the context of membership in a given social group.
8. Week 8 – The issue of agency and lived experience in comprehension
9. Week 9 - A conceptual framework for improving the literacy achievement of students of diverse backgrounds (Cummins); the concept of empowerment through literacy understanding
10. Week 10 – Authentic literacy experiences for ; literary comprehension in context
11. Week 11 – Authentic literacy experiences for ; expository comprehension in context
12. Week 12 – Creating professional development in comprehension instruction that transforms learning environments
13. Week 13 – Navigating professional development for comprehension instruction in a positivist environment
14. Week 14 – How should literacy educators proceed with this new knowledge?

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17.   Course requirements (e.g. research papers, projects, interviews, tests, etc.)
1) Students will participate in professional learning communities which examine historical and theoretical perspectives of comprehension and literacy learning environments; 2) Students will complete a research paper demonstrating the implications of an ecologically balanced approach to literacy instruction and a diverse constructivist perspective on comprehension; 3) Students will demonstrate learned knowledge by creating presentations for educators focused on varied researchers' findings and particularities of student outcomes.

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

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19.   Required reading

Oliver-Keene, E. (2008). To understand: New horizons in reading comprehension. Portsmouth, NH: Heinemann.
Israel, S. & Duffy, G. (2008). The handbook of research on reading comprehension. New York: Routledge Press.

Assigned articles related to reading comprehension such as:

Au, K. H. (1998). Social constructivism and the school literacy learning of students of diverse backgrounds*. Journal of Literacy Research* 30 (2): 297–
    319. Available online at http://www.nrconline.org/jlr/archive/v30/article_30_2_7.pdf.
Dewitz, P., Jones, J., & Leahy, S. (2009). Comprehension strategy instruction in core reading programs. *Reading Research Quarterly*,
    Vol. 44 Issue 2, p102-126.
Hall, L. A. & Piazza, S. V. (2008). Critically reading texts: What students do and how teachers can help. *Reading Teacher*, Vol. 62
    Issue 1, p32-41.
Liang, L.A. & Dole, J. A.. (2008). Help with teaching reading comprehension: Comprehension instructional frameworks. *Reading Teacher*,
    Vol. 59 Issue 8, p742-753.
Pearson, P. D. (2000). *Reading in the twentieth century.* Accessed September 29, 2007. Available at http://www.ciera.org/library/archive/2001-08/0108pdp.pdf.

Optional Text : na

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

This course will not require additional faculty.

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21.   What is the primary goal of this course?
This course examines the dimensions of understanding in literacy learning, the complexities of comprehension strategy instruction as they pertain to the learning of essential concepts, and how this impacts literacy learning environments and professional development for teachers.

---

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

☐	**Communicating effectively**	☐	**Thinking Critically**
☐	**Using mathematics**	☐	**Using Technology**
☐	**Understanding global issues**	☐	**Understanding interdependence**
☐	**Developing a life-long appreciation of the arts and humanities**	☐	**Developing a strong foundation in the social sciences**
☐	**Using science to accomplish common goals**	☐	**Providing foundations necessary to achieve health and wellness**

23. **Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?**

Primary Goal Outcome #1: Students will examine the dimensions of understanding in literacy learning.
Primary Goal Outcome #2: Students will analyze the complexities of comprehension strategy instruction as they pertain to the learning of essential concepts**.**
Primary Goal Outcome #3: Students will analyze the impact of transformative literacy learning environments and professional development for teachers.

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

Learning Activity #1: Students will participate in professional learning communities which examine historical and theoretical perspectives of comprehension and literacy learning environments.
Learning Activity #2: Students will complete a research paper demonstrating the implications of an ecologically balanced approach to literacy instruction and a diverse constructivist perspective on comprehension**.**
Learning Activity #3: Students will demonstrate learned knowledge by creating presentations for educators focused on varied researchers' findings and particularities of student outcomes.

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

Assessment Tool #1: Use of a holistic rubric evaluating participation in dialogue with other educators.
Assessment Tool #2: Use of a holistic rubric evaluating the research paper to determine understanding of various approaches to literacy and comprehension.
Assessment Tool #3: Use of a holistic rubric and a self-assessment/reflection that promotes authentic application of developed presentation.

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2. Go to http://registrar.astate.edu/bulletin.htm and choose either undergraduate or graduate.
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P 142

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

RDNG 7653 Advanced Studies in Reading in Comprehension An in-depth examination of the dimensions of understanding in literacy learning, the complexities of comprehension strategy instruction as they pertain to the learning of essential concepts, and how they impact literacy learning environments and professional development for teachers. Restricted to Ed.S Reading Candidates or graduate students with permission of the instructor.

RDNG 6801-3 Independent Study
Teacher Education

Code #

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

_____**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
___**x**__**Graduate Council** Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

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

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

1. **Program and/or Course Title, Prefix and Number** HIST 5153, Rise of Modern Japan	
2. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number) Phyllis E. Pobst, Dept of History, Wilson 105, ppobst@astate.edu, 972-3046	
3. **Last semester student can graduate with this degree and/or last semester course will be offered** Fall 2010	
4. **Student Population** The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? This course was offered for undergraduate history and social science majors by Dr Timothy Ross, who retired some years ago. The deletion will have no effect on students.	
5. **How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.** There will be no effect on the department. Students have a wealth of other choices available to them.	
6. **(For courses only) Will another course be substituted? If yes, what course?** This area will be covered by offerings under HIST 6653, Asian History: (subtitle varies)	

from p. 187 of the Graduate Bulletin (2010-2011):

HIST 5123 Soviet and Post-Communist Russia The U.S.S.R. and Post-Soviet states.

HIST 5133 History of Ancient China Ancient Chinese civilization from the founding of the Shang Dynasty (1766 B.C.) to the end of the Three Kingdoms Period (A.D. 280).

HIST 5143 Rise of Modern China Major developments in Chinese history with emphasis on the twentieth century.

~~**HIST 5153 Rise of Modern Japan** Major developments in Japanese history with emphasis on the twentieth century.~~

HIST 5213 History of England: 55 B.C. to A.D. 1689 The social, political, and ecclesiastical history of England from Julius Caesar's reconnaissance to the Glorious Revolution.

HIST 5223 History of Great Britain: 1688 to 1982 The social, political, economic and imperial history of Great Britain from the Glorious Revolution to the Falklands War.

HIST 5253 The Rise of Modern Germany Germany and its role in World affairs since 1648, with emphasis on the period from Bismarck to Hitler.

HIST 5273 History of Mexico A survey emphasizing contemporary developments and relations with the United States.

HIST 5553 History of Medicine Worldwide survey of medicine, disease, and health from prehistoric times to the present.

HIST 6003 Introduction to Graduate Study of History Introduction to graduate level history, covering fundamental research skills needed for graduate work and an overview of the study of historiography.

HIST 6173 Studies in Twentieth Century European: (subtitle varies) History Reading and analysis of primary and secondary writings dealing with major problems of twentieth century Europe. (May be repeated for credit with different subtitle.)

HIST 6253 Graduate Readings Seminar An in-depth look at the historical literature on a specifi c topic; content varies and the course may be repeated for credit.

HIST 6263 Graduate Research Seminar Closely guided examination of a body of documentary evidence, leading to a major research paper based on primary sources; content varies and the course may be repeated for credit.

HIST 6273 Special Topics in World History: (subtitle varies) (May be repeated for credit with different subtitle.)

HIST 6613 Studies in Civilization: (subtitle varies) Studies in the history of civilization before modern times. (May be repeated for credit with different subtitle.)

HIST 6623 European History: (subtitle varies) Studies in select topics in the history of Europe. (May be repeated for credit with different subtitle.)

HIST 6633 Eurasian History: (subtitle varies) Studies in select topics in the history of Eastern Europe, Russia, and the Eurasian Plain. (May be repeated for credit with different subtitle.)

HIST 6643 Latin American History: (subtitle varies) Studies in select topics in the history of Latin America. (May be repeated for credit with different subtitle.)

HIST 6653 Asian History: (subtitle varies) Studies in select topics in the history of Asia. (May be repeated for credit with different subtitle.)

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

1.	**Program and/or Course Title, Prefix and Number**
	HIST 5253, Rise of Modern Germany
2.	**Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
	Phyllis E. Pobst, Dept of History, Wilson 105, ppobst@astate.edu, 972-3046
3.	**Last semester student can graduate with this degree and/or last semester course will be offered**
	Fall 2010
4.	**Student Population** The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?
	This course was offered for undergraduate history and social science majors by Dr W. J. Greenwald, who retired some years ago. The deletion will have no effect on students.
5.	**How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.**
	There will be no effect on the department. Students have a wealth of other choices available to them.
6.	**(For courses only) Will another course be substituted? If yes, what course?**
	No

from p. 187 of the Graduate Bulletin (2010-2011):

HIST 5123 Soviet and Post-Communist Russia The U.S.S.R. and Post-Soviet states.

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Revised 09/10/2009

| | Code # |

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Department Curriculum Committee Chair   Date   COPE Chair (if applicable)   Date

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_____   _____
College Curriculum Committee Chair   Date   Undergraduate Curriculum Council Chair   Date

_____   _____
College Dean   Date   Graduate Curriculum Committee Chair   Date

_____
Vice Chancellor for Academic Affairs   Date

1.	**Program and/or Course Title, Prefix and Number** HIST 6173, Studies in Twentieth Century European History
2.	**Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number) Phyllis E. Pobst, Dept of History, Wilson 105, ppobst@astate.edu, 972-3046
3.	**Last semester student can graduate with this degree and/or last semester course will be offered** Fall 2010
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College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
_____		_____	
College Dean	Date	Graduate Curriculum Committee Chair	Date
		_____	
		Vice Chancellor for Academic Affairs	Date

1.	**Program and/or Course Title, Prefix and Number**
	HIST 6423, American Political and Economic History: (subtitle varies)
2.	**Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
	Phyllis E. Pobst, Dept of History, Wilson 105, ppobst@astate.edu, 972-3046
3.	**Last semester student can graduate with this degree and/or last semester course will be offered**
	Fall 2010
4.	**Student Population** The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?
	This course was offered for graduate history and social science majors by Dr C. K. McFarland, who retired some years ago. The deletion will have no effect on students.
5.	**How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.**
	There will be no effect on the department. Students have a wealth of other choices available to them.
6.	**(For courses only) Will another course be substituted? If yes, what course?**
	No

from p. 186 of the *2010-2011 Graduate Bulletin*:

United States History

HIST 5413 Colonial North America Colonial development from Jamestown through the American Revolution.

HIST 5423 Foundations of the American Republic, 1783-1850 A study of the major political and social developments between the Revolution and the Civil War.

HIST 5453 United States Civil War and Reconstruction An intensive study of the Civil War period and the resulting problems of Reconstruction.

HIST 5463 U.S. Gilded Age/Progressive Era Explores the dramatic economic, social, and political upheavals of 1880-1917.

HIST 5473 U.S. Southern Women's History Examines the history and changing status of women in the U.S. South from the 1400s to the present.

HIST 5483 History of Sexuality in America Forces which have shaped American beliefs and practices concerning sexuality, and the roles played by gender, race and class.

HIST 6283 Special Topics in American History: (subtitle varies) (May be repeated for credit with different subtitle).

HIST 6333 Seminar in Arkansas Studies Intensive research seminar covering various aspects of Arkansas history.

HIST 6403 Studies in African-American History: (subtitle varies) This course will focus on the reading, analysis, and research of primary sources dealing with the African-American experience. (May be repeated for credit with different subtitle.)

HIST 6413 American Regional History: (subtitle varies) Studies in the history of select American regions. (May be repeated for credit with different subtitle.)

~~**HIST 6423 American Political and Economic History**: (subtitle varies) Studies in select political or economic topics in American history. (May be repeated for credit with different subtitle.)~~

HIST 6433 American Cultural and Social History: (subtitle varies) Studies in select cultural and social topics in American history. (May be repeated for credit with different subtitle.)

HIST 6443 American Groups in Confl ict: (subtitle varies) Studies in the history of select American groups. (May be repeated for credit with different subtitle.)

HIST 6453 American Period Studies: (subtitle varies) Studies in select periods of American history. (May be repeated for credit with different subtitle.)

HIST 6833 The American Health Care System: Historical Perspectives The development of scientifi c, professional medicine, nursing and other health care occupations. The interaction of various health issues and their effect on the social history of the United States. (NOTE: HIST 6833 and NURS 6833 are equivalent courses—credit may be received for only one of the courses.)

World History

HIST 5263 Early Christianity Growth and influence of Christianity in Mediterranean and European lands, to 600 C.E.

HIST 5113 Imperial Russia Russian history to the Revolution of 1917.

Code #

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

_____**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
__**x**___**Graduate Council** Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

| **Program and/or Course Deletion** |
| Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary. |

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

1.	**Program and/or Course Title, Prefix and Number**
	HIST 6643, Latin American History: (subtitle varies)

2.	**Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
	Phyllis E. Pobst, Dept of History, Wilson 105, ppobst@astate.edu, 972-3046

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

4.	**Student Population** The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?
	This course was offered for graduate history and social science majors by Dr Robin Anderson, who is now semi-retired and does not plan to offer the course again. The deletion will have no effect on students.

5.	**How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.**
	There will be no effect on the department. Students have a wealth of other choices available to them.

6.	**(For courses only) Will another course be substituted? If yes, what course?**
	No

from p. 187 of the *Graduate Bulletin* (2010-2011):

HIST 5123 Soviet and Post-Communist Russia The U.S.S.R. and Post-Soviet states.

HIST 5133 History of Ancient China Ancient Chinese civilization from the founding of the Shang Dynasty (1766 B.C.) to the end of the Three Kingdoms Period (A.D. 280).

HIST 5143 Rise of Modern China Major developments in Chinese history with emphasis on the twentieth century.

HIST 5153 Rise of Modern Japan Major developments in Japanese history with emphasis on the twentieth century.

HIST 5213 History of England: 55 B.C. to A.D. 1689 The social, political, and ecclesiastical history of England from Julius Caesar's reconnaissance to the Glorious Revolution.

HIST 5223 History of Great Britain: 1688 to 1982 The social, political, economic and imperial history of Great Britain from the Glorious Revolution to the Falklands War.

HIST 5253 The Rise of Modern Germany Germany and its role in World affairs since 1648, with emphasis on the period from Bismarck to Hitler.

HIST 5273 History of Mexico A survey emphasizing contemporary developments and relations with the United States.

HIST 5553 History of Medicine Worldwide survey of medicine, disease, and health from prehistoric times to the present.

HIST 6003 Introduction to Graduate Study of History Introduction to graduate level history, covering fundamental research skills needed for graduate work and an overview of the study of historiography.

HIST 6173 Studies in Twentieth Century European: (subtitle varies) History Reading and analysis of primary and secondary writings dealing with major problems of twentieth century Europe. (May be repeated for credit with different subtitle.)

HIST 6253 Graduate Readings Seminar An in-depth look at the historical literature on a specifi c topic; content varies and the course may be repeated for credit.

HIST 6263 Graduate Research Seminar Closely guided examination of a body of documentary evidence, leading to a major research paper based on primary sources; content varies and the course may be repeated for credit.

HIST 6273 Special Topics in World History: (subtitle varies) (May be repeated for credit with different subtitle.)

HIST 6613 Studies in Civilization: (subtitle varies) Studies in the history of civilization before modern times. (May be repeated for credit with different subtitle.)

HIST 6623 European History: (subtitle varies) Studies in select topics in the history of Europe. (May be repeated for credit with different subtitle.)

HIST 6633 Eurasian History: (subtitle varies) Studies in select topics in the history of Eastern Europe, Russia, and the Eurasian Plain. (May be repeated for credit with different subtitle.)

~~**HIST 6643 Latin American History:** (subtitle varies) Studies in select topics in the history of Latin America. (May be repeated for credit with different subtitle.)~~

HIST 6653 Asian History: (subtitle varies) Studies in select topics in the history of Asia. (May be repeated for credit with different subtitle.)

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

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

   HIST 6663, History of Africa and the Middle East: (subtitle varies)

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

   Phyllis E. Pobst, Dept of History, Wilson 105, ppobst@astate.edu, 972-3046

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

   Fall 2010

4. **Student Population** The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?

   This course was offered for graduate history and social science majors by Dr Steve Harmon, who left ASU some years ago. The deletion will have no effect on students.

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

   There will be no effect on the department. Students have a wealth of other choices available to them.

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

   The region which used to be covered in this course is now treated in HIST 5613, Seminar in Global History; HIST 6523, Africa, Slavery and World History; and HIST 6533, Indian Ocean World since 1100.

from p. 188 of the *2010-2011 Graduate Bulletin*:

of Asia. (May be repeated for credit with different subtitle.)

HIST 6663 History of Africa and the Middle East: (subtitle varies) Studies in select topics in African and Middle Eastern history. (May be repeated for credit with different subtitle.)

DEPARTMENT OF LANGUAGES

French

FR 5503 Special Topics Advanced study in a genre, movement, author, culture or other specialized topics. May be repeated when topic changes. Prerequisite: permission of professor.

FR 5601-2-3 Special Project in Teaching An independent study and practical application of selected professional topics in language teaching. May not be used to satisfy any degree requirements. Prerequisite: BSE majors only with at least 21 hours above FR 2023 and permission of professor.

FR 6801-2-3 Independent Study

Code #

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Program and/or Course Deletion
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Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1.	**Program and/or Course Title, Prefix and Number**
	HIST 6833, American Health Care System: Historical Perspectives
2.	**Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
	Phyllis E. Pobst, Dept of History, Wilson 105, ppobst@astate.edu, 972-3046
3.	**Last semester student can graduate with this degree and/or last semester course will be offered**
	Fall 2010
4.	**Student Population** The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?
	This course was offered for graduate history and social science majors by a faculty member who left ASU some years ago. The deletion will have no effect on students.
5.	**How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.**
	There will be no effect on the department. Students have a wealth of other choices available to them.
6.	**(For courses only) Will another course be substituted? If yes, what course?**
	No

from p. 188 of the *2010-2011 Graduate Bulletin*:

United States History

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World History

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HIST 5113 Imperial Russia Russian history to the Revolution of 1917.

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Bulletin Change Transmittal Form

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

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

1.	**Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number) Bill Humphrey, College of Agriculture and Technology, P. O. Box 1080, bhumph@astate.edu, 870-972-2511
2.	**Proposed Change** Change grade for AGRI 6393 (Non-Thesis Research Experience) from letter grade to PASS or FAIL
3.	**Effective Date** **Immediately**
4.	**Justification** AGRI 6393 (Non-Thesis Research Experience) is a complementary course to AGRI-619V (Thesis). AGRI 6393 was originally proposed with Pass or Fail grade just as AGRI-619V. Unfortunately, it is shown in Banner System as a letter grade course.

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.
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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.

Code #

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

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

1. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
   David Agnew, P.O. Box 1080, ASU, 870-972-2453 dagnew@astate.edu

2. **Proposed Change**
   Two years ago when the Ag Ed curriculum was changed one line in the bulletin was duplicated which added 9 hours to the degree program (from 33 to 42). This proposal is to remove the duplicated line. The stated hours at the bottom of section of 33 was entered correctly. Proposal is to delete the duplicate line which calls for 9 hours extra.

3. **Effective Date**
   Immediately

4. **Justification**
   Program hours did not change in the reorganization of two years ago… the program was 33 hours before and it remains 33 hours now as stated in the catalog. We just placed the same course work for Ag Ed under the Ag Studies degree title. The extra line (stating 9 hours) although worded differently is a duplicate of the previous line which also says 9 hours. As stated now when added the total is 42 hours not 33 as is stated in the catalog.

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From Page 59 of the 2010-2011 Graduate Bulletin.

Courses required of all candidates

Required College of Education Core Courses (9 hours)
EDFN 6763, Philosophies of Education
EDFN 6773, Introduction to Statistics and Research
PSY 6513, Advanced Educational Psychology

Courses in the Major (9 hours)
VOED 6513, History and Principles of Vocational Education
VOED 6573, Introduction to Research and Evaluation in Vocational Education
VOED 5443, Advanced Methods of Teaching in Career and Technical Education

Thesis or Non-Thesis Option:
Three to six hours of the total hours required of a degree may be thesis or non-thesis credits
Thesis Option: Six hours of Thesis
Non-Thesis Option: Three hours of Non-Thesis Research Experience

Technical ~~Elective College of~~ Agriculture ~~and Technology~~ Courses (9 hours)
~~Nine Hours of Agricultural Science courses (approval of advisor)~~

Minimum hours required for this program: 33

Code #

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

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

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

3. **Effective Date**
   Summer 2011

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

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.

Page 132

ELAD 7493 Supervised Internship   ~~Supervised participation in an approved administrative and supervisory setting~~ Prerequisite: permission of department chair; must be arranged one semester in advance of registration.

ELAD 7493 Supervised Internship
A supervised clinical experience in a school district with emphasis on authentic problems and activities that require students to demonstrate leadership, skills, and practices integral to the performance of the school district administrator   Prerequisite: completion of all program coursework and the permission of department chair; must be arranged one semester in advance of registration.

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

1. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
Ron Towery, Arkansas state University, PO Box 2350, rtowery@astate.edu, 8097

2. **Proposed Change**
The proposed change affects the requirements for P-4 or 7-12 licensed teachers to add an endorsement to teach grades 5 and 6. The courses for this endorsement will be three existing graduate level classes. The graduate courses include: MLED 6403 The World of the Mid-Level Child; MLED 6413 Standards Based Instruction; and MLED 6423 Teaming, Teaching, and Learning in the Mid-Level Education.

3. **Effective Date**
August 2011

4. **Justification**
Arkansas Department of Education allows for P-4 and 7-12 teachers to take nine hours of credit in the areas of middle level development, middle level philosophy and teaching middle level diverse populations and to receive licensure for 5-6 grades. The three courses, MLED 6403 The World of the Mid-Level Child; MLED 6413 Standards Based Instruction; and MLED 6423 Teaming, Teaching, and Learning in the Mid-Level Education address all three of these areas. In addition, graduate level work offers the opportunity to use coursework for staff development; as part of graduate degree program,; and flexibility in scheduling.

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Page 117-118

• A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and a raw score of at least 35 on the MAT (or a minimum score of 820 on the combined verbal and quantitative sections of the GRE).
• Conditional Admission
• In addition to Graduate School criteria for conditional admission, academic profi - ciency must be established through satisfaction of either of the following admission selection criteria:
• The total undergraduate GPA is at least 2.50 and when the undergraduate GPA is multiplied by 10 and then multiplied by the MAT score the total is at least 600 (GPA x 10 x MAT = 600), or
• The total undergraduate GPA is at least 2.50 and when the undergraduate GPA is multiplied by the GRE score the total is at least 1850 (GPA x GRE = 1850).

Course Requirements
Teacher Education Core
TE 6233 Teaching and Assessment
TE 6243 Technology as a Tool for Teaching
TE 6253 Perspectives on professionalism in Education
ELFN 6773 Statistics and Research
Total Teacher Education Hours 12
Mid-level Major
MLED 6403 The World of the Mid-Level Child
MLED 6413 Standards Based Instruction
MLED 6423 Teaming, Teaching, and Learning in the Mid-Level Education
Total Major Hours 9
Mid-level Specialty Areas
Mid-Level Content Specialty Area (9 - 12 hrs.)
6hrs. in any 2 specialty areas for a total of 12 hours or 9 hours in one specialty area.
Specialty Area courses are found within academic departments and related areas:
English
Mathematics
Science
Social Studies
The students and adviser will work to select appropriate courses;
National Board Specialty (9hrs.)
TE 6263 Teachers as professionals: Working Toward National Teaching Standards
TE 6283 Practicum in Teacher Education
ELCI 6083 Supervision and Evaluation of Teaching
Middle Childhood Specialty (9hrs.)
TE 6263 Teachers as professionals: Working Toward National Teaching Standards
COUN 6913 Child and Adolescent Counseling
ELED 6013 Home School Relations
ELED 5613 Techniques of Behavior management
RDNG 5343 Reading in the Content Area: Middle and Secondary School
RDNG 5313 Methods and Materials in Reading
ELED 6003 Literature and Book Selection in the Elementary School
ELCI 5513 Teaching Global Perspectives
ELED 6601-6 Thesis
Others with Prior Approval of Adviser 1-6
Total Specialty Hours 9-12
Total Degree Program Hours 30 – 33

Add

Endorsement in Teaching Grades 5 and 6
The Arkansas Department of Education allows for teachers licensed in grades P-4 and 7-12 to attain an endorsement
in teaching grades 5 and 6. Those individuals who wish to attain this endorsement must hold a P-4 or 7-12 license before beginning the endorsement process. Credentials to teach grades 5 and 6 are added to the P-4 or 7-12 license. In order to gain the endorsement, students must complete the

following three courses with an overall cumulative grade point of 3.000 (B) or better with no grade of less than a C.

MLED 6403 The World of the Mid-Level Child
MLED 6413 Standards Based Instruction
MLED 6423 Teaming, Teaching, and Learning in the Mid-Level Education

Interested parties should contact the Department of Teacher Education for more information.

Code #

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		Vice Chancellor for Academic Affairs	Date

1. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number) Darlene Baker, Arkansas State University, College of Nursing and Health Professions, PO Box 910, State University, AR. dbaker@astate.edu 972-3074
2. **Proposed Change** Address change, GPA change, Sentence added.
3. **Effective Date** immediately
4. **Justification** Address change for NLNAC, GPA raised from 2.75 to 3.0 and sentence added concerning orientation. Voted on by faculty.   Changes to the first section.

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MASTER OF SCIENCE IN NURSING (M.S.N.) DEGREE

The M.S.N. program prepares nurses with the complex practice skills and theoretical knowledge necessary for advanced nursing practice in the contemporary health care system. Graduate study in nursing is the basis for professional growth in advanced **practice roles and the foundation for doctoral study in nursing.**

The Master of Science in Nursing Program is accredited by the National League for Nursing Accrediting Commission ~~(61 Broadway, New York, NY 10006, Telephone: 212-363-5555, Ext. 153).~~ (3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326, Telephone 404-975-5000, Fax 404-975-5020),

The program is designed for individuals who hold the Bachelor of Science in Nursing degree. Students who have successfully completed all except the senior year of the B.S.N. program with a grade point average of ~~2.75~~ 3.0 may take a graduate level course in each of the final two semesters of ASU's B.S.N. program. The total number of credits per semester may not exceed 15. Students enrolled under this option must complete the undergraduate courses within the first two semesters of enrollment in graduate work. If the undergraduate work is not completed at the end of the second semester, the student will be dropped from the Graduate School. After admission a Graduate Information Guide (GIG) is available that explains policies and requirements unique to the graduate nursing program. All students on admission are required to attend orientation to the MSN program.

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Revised 9/25/2008

Bulletin Change Transmittal Form

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| **Bulletin Change** |
| Please attach a copy of all catalogue pages requiring editorial changes. |

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

1.   **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number) Darlene Baker, Arkansas State University, College of Nursing and Health Professions, PO Box 910, State University, AR. dbaker@astate.edu 972-3074
2.   **Proposed Change** Department of Nursing changed to School of Nursing,website address changed, misspellings corrected, added changes to clarify information
3.   **Effective Date** **immediately**
4.   **Justification** Department of Nursing changed to School of Nursing,website address changed, misspellings corrected, added changes to clarify information. Changed voted on by Faculty.

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

Admission Requirements

Students seeking admission into the Master of Science in Nursing program must meet
the admission requirements of the Graduate School and the specifi c program requirements.

Completed Graduate School application forms and ~~Department~~ School of Nursing application forms must be
received in the Graduate School by April 15 for applicants seeking admission for full
or part time study in the following Fall semester, and September 15 for admission to the following
Spring semester. Visit the ASU Graduate School website http://graduateschool.astate.
edu, for admission requirements.

Applicants to the MSN program complete the application process to the ~~Department~~ School of
Nursing, including submission of the MSN application form and a personal interview.~~and orientation to the MSN program and its requirements~~ All students on admission are required to attend orientation to the MSN program.

. The MSN application form and admission requirements may be found on the ~~Department~~ School of Nursing
website~~, http://conhp.astate.edu/ Nursing/ Program%20Apps.htm~~.
http://www2.astate.edu/a/conhp/nursing/majors/master-of-science-in-nursing/. Students
are offered admission to their selected specialty only. Should the student desire to change specialty focus, the procedure
and requirements may be found on the website.

In addition to the general requirements for graduate degrees conferred by the Graduate
School, applicants to the M.S.N. program must:
• Hold a Baccalaureate degree in nursing (BSN) from an accredited institution.
• Have a minimum Cumulative Grade Point Average of 2.75 (4.0 scale) overall or 3.0 on
the last 60 hours of undergraduate work.
• Hold a current, unencumbered license to practice as a Registered Nurse. The unencumbered
RN license must be active in the state where clinical practice is scheduled or a compact state.
Individuals admitted pending NCLEX-RN examination results are required to withdraw from the program at the end of the
first semester if the examination is not passed. The individual may reapply for admission upon successful completion of
the licensing examination.
• Have completed an undergraduate course in health assessment (minimum of a B). If the student has a "C" in health assessment, proficiency may be demonstrated. ~~or demonstrate proficiency in health assessment, which includes physical examination and history taking.~~
• Have successfully completed a graduate-level descriptive and inferential statistics course
with a grade of ~~C~~ B or above.
Evidence of the following is required before registering for each clinical course or practicum.

1. CPR certification (professional level) valid through the academic year.
2. TB skin test/chest x-ray valid through the academic year.
3. Evidence of Hepatitis B immunization or signed declination statement.
4. Copy of professional liability insurance. Minimum 1,000,000/3,000,000.
5. Copy of unencumbered RN license valid in the state of practice.
6. Verified Credentials

Pages 196-197 Graduate catalog

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1.   Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
Darlene Baker, Arkansas State University, College of Nursing and Health Professions, PO Box 910, State University, AR. dbaker@astate.edu 972-3074

2.   Proposed Change
Program headings, FNP course moved to correct place, All required courses added to Nurse Educator option, Course number change in Nurse Administrator option to correct number.

3.   Effective Date
Immediately

4.   Justification
Program headings added for Adult Health, FNP, Nurse Educator, and Nurse Administrator. , FNP course moved to correct place, All required courses added to Nurse Educator option, Course number change in Nurse Administrator option to correct number.

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CRIMINAL BACKGROUND CHECKS

Arkansas law requires that applicants for licensure, including advanced practice licensure, submit to criminal background checks. Students graduating and planning on applying for advanced practice licensure should submit applications four (4) to six (6) months in advance of graduation in order to allow time for processing.

ADULT HEALTH NURSING
PROGRAM REQUIREMENTS

The Adult Health Nursing major prepares nurses as clinical specialists in caring for adults with acute and chronic health problems.

Core Courses Required of Adult Health Nursing option:
NURS 6103, Research Design and Methodology
NURS 6203, Theory Development in Nursing
NURS 6303, Health Care Issues and Policy
NURS 6402, Professional Role Development in Advanced Nursing

Support courses required of Adult Health Nursing option:
NURS 6003, Advanced Clinical Physiology
NURS 6013, Advanced Clinical Pharmacology
NURS 6023, Advanced Assessment and Diagnostic Evaluation
NURS 6762, Applied Clinical Research and Role Seminar
NURS 689V, Thesis Option

Additional Courses required for Adult Health Nursing:
Advanced Practice courses—
NURS 6443, Advanced Adult Health Nursing I
NURS 6453, Advanced Adult Health Nursing II
NURS 646(1-6), Advanced Adult Health Nursing Practicum
NURS 6473, Advanced Adult Health Nursing Clinical Synthesis

Electives
Three hours of graduate-level electives to be approved by the student's adviser.

Minimum hours required for this program: 40

Family Nurse Practitioner
Program Requirements

The Family Nurse Practitioner program prepares nurses to deliver primary care to clients across the life span. Courses required for Family Nurse Practitioner:

Core Courses required for the Family Nurse Practitioner
NURS 6103 Research Design and Methodology
NURS 6203 Theory Development in Nursing
NURS 6303 Health Care Issues and Policy
NURS 6402 Professional Role Development in Advanced Nursing

Support courses required of the Family Nurse Practitioner
NURS 6003, Advanced Clinical Physiology
NURS 6013, Advanced Clinical Pharmacology
NURS 6023, Advanced Assessment and Diagnostic Evaluation
NURS 6753, FNP Synthesis Seminar
NURS 689V, Thesis Option

Advanced Practice courses required of the Family Nurse Practitioner
NURS 6513, FNP Clinical Management I
NURS 6514, FNP Clinical Management I Practicum
NURS 6613, FNP Clinical Management II
NURS 6614, FNP Clinical Management II Practicum
NURS 6753, FNP Synthesis Seminar

Minimum hours required for this program: 45

Nurse Educator Option

The Adult Health Nursing offers an option in Nursing Education. Course work in the

Advanced Adult Health Nursing Option includes: NURS 6103, 6203, 6303, 6402. 6003, 6013 6023, 6762, Students earning a degree and completing the Nurse Educator option will be required to take: NURS 6443,6453, 646V, and 6473. Nursing Thesis is Optional (NURS 6893)

Students earning a degree and completing the nurse educator option must be enrolled in a MSN track, such as adult health or family nurse practitioner.

Courses in the Nurse Educator option are:
NURS 6623, Curriculum Development in Health Professions
NURS 6853, Teaching in Advanced Nursing Roles
NURS 6713, Practicum in Nursing Education
HP 6043, Measurement and Evaluation in Health Sciences

Minimum hours required for this option: 44

Nurse Administration Option

The Nursing Administration emphasis is available to MSN students. Course work in the
Advanced Adult Health Option includes: NURS 6103, 6203, 6303, 6402. Students earning a
degree and completing the Nursing Administration track will be required to take: NURS 6443,
6453, 646V, and 6473. 687V Nursing Thesis is Optional (NURS 6893)

Additional Courses in the Nurse Administrator option are:
• NURS 6313 Power, politics and infl uence
• NURS 6353 Budgeting and fi nancial management
• HP 6323 Healthcare Law and Quality Improvement
• MGMT 6013 Human resource management for healthcare organizations
• NURS 687V Healthcare Management Seminar

Minimum hours required for this option: 38

Graduate Catalog page numbers 197-198.

Code #

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		Vice Chancellor for Academic Affairs	Date

1.   Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Darlene Baker, Arkansas State University, College of Nursing and Health Professions, PO Box 910, State University, AR. dbaker@astate.edu 972-3074
2.   Proposed Change Added pre requisites,, deleted co requisites, added clarifying statements and corrected misspellings.
3.   Effective Date **immediately**
4.   Justification NURS 6303 deleted some co and pre requisites and added statement, NURS 6313 added pre requisite, NURS 6353 Correctle misspelling, deleted prerequitites and added statement, all voted on by faculty.

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NURS 6253 Anesthesia Anatomy, Physiology and Pathophysiology III An
in-depth concise study of anatomy, physiology and pathophysiology that is relevant to the
perioperative anesthesia management. Prerequisites: NURS 6233.

NURS 6303 Health Care Issues and Policy Critical analysis of health care issues
and policy which infl uence advanced nursing practice and the health care system. Pre- ~~or~~
~~co-~~requisites: NURS 6402 ~~and NURS 6103 or 6203~~. or permission of instructor.

NURS 6311 Clinical Practicum I Clinical activities include performing a complete
anesthesia apparatus checkout, assembling basic drugs and monitors for an anesthetic, perioperative
anesthesia assessment, formulating an anesthesia management plan for an ASI I
patient, documentation, philosophy and ethical considerations in anesthesia practice. Prerequisites:
NURS 6013, NURS 6003, Registered Nurse admitted to the Nurse Anesthesia program.

NURS 6313 Power, Politics and Influence This course will analyze and evaluate
the implementation of roles and functions of nursing administrative executives and managers
in health care organizations. Leadership strategies and evidence based decision making
are included. Prerequisite: NURS 6303

NURS 6322 Clinical Practicum II Clinical activities emphasize patient safety,
monitoring and infection control. Residents have the opportunity to participate in the administration
of anesthetics for patients requiring all types of anesthesia including paint management.
Prerequisites: NURS 6013, NURS 6003, NURS 6311, NURS 6523, NURS 6113, NURS 6223,
NURS 6042, NURS 6413, and Registered Nurse admitted to the Nurse Anesthesia program.

NURS 6323 Case Management Across the Care Continuum Methodology for
evolving case management theory and techniques in changing health care environment.
Principles of managed care are incorporated including utilization management and quality
improvement techniques. Prerequisites: Admission to graduate study.

NURS 6333 Clinical Practicum III Clinical experience in a hospital setting will
correlate with concepts taught in Advanced Principles of Anesthesia II and III. Residents will
begin to develop expertise in the administration of all types of general and regional anesthesia
including pain management to all types of patients. Prerequisites: NURS 6533, NURS
6123, NURS 6233, NURS 6043, NURS 6321, and Registered Nurse admitted to the Nurse
Anesthesia program.

NURS 6346 Clinical Practicum IV Clinical experience in the clinical setting will
correlate with concepts taught in Advanced Principles of Anesthesia III and IV. Residents begin
to develop expertise in the administration of all types of general and regional anesthesia
including pain managements to all types of patients. Prerequisites: NURS 6543, NURS 6333,
and Registered Nurse admitted to the Nurse Anesthesia program.

NURS 6353 Budgeting and Financial Management This course will provide ~~and~~ an
understanding of theoretical and practical applications of healthcare economies and incorporate
these concepts into nursing practice, nursing leadership and health care delivery. Emphasis
is on fi nancial planning, budgeting, and reimbursement. ~~Prerequisites: NURS 6203, NURS 6303 and NURS 6402.~~ Nursing administration students must take prior to enrollment
in first clinical course.

NURS 6402 Professional Role Development in Advanced Nursing The study
of role development with an emphasis on role making, intra- and interdisciplinary communication
and strategies for role implementation. Must be taken prior to, or concurrent with first
clinical course.

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

1.   Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)   Darlene Baker, Arkansas State University, College of Nursing and Health Professions, PO Box 910, State University, AR. dbaker@astate.edu 972-3074
2.   Proposed Change   Added statement to HP 6323 Healthcare Law and Quality Improvement
3.   Effective Date   **immediately**
4.   Justification   Added statement to HP 6323 Healthcare Law and Quality Improvement. Faculty voted on addition.

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HP 6313 Topics in Healthcare Management A survey of topics in the American

healthcare system, providing an introductory understanding in the history of healthcare fi nance and delivery; ethics in the fi nance and delivery of healthcare; healthcare economics; healthcare stakeholders and policy-making; and healthcare marketing.

HP 6323 Healthcare Law and Quality Improvement A study of law and quality improvement in healthcare management that will consider an overview of the role and the primary regulation promulgated by public and private regulators of healthcare; and statistical process controls to improve the quality of healthcare services. Nursing administration students must take prior to enrollment in first clinical course.

HP 6601-6 Internship in Health Sciences This program is designed to provide a purposeful experience in settings appropriate to the student's graduate emphasis. This course provides comprehensive, independent practice experiences under the guidance of a faculty approved preceptor. Must be enrolled for subsequent semesters until completion of the internship (6 credits).

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

1.	**Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number) Angela Schmidt, Arkansas State University, College of Nursing & Health Professions, PO Box 910, State University, AR aschmidt@astate.edu 870-972-3074
2.	**Proposed Change** Addition of Addiction Studies as a graduate certificate option for the Master of Science in Health Sciences degree
3.	**Effective Date** Immediate
4.	**Justification** Additional certificate option is already offered by the CNHP to fulfill the Master of Science in Health Sciences degree requirements . The addition of 3 approved elective hours appropriate to the discipline is necessary to meet the degree requirement of 42 hours.

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MASTER OF SCIENCE IN HEALTH SCIENCES

The Master of Science in Health Sciences is a generic degree that allows prospective students who are members of the healthcare workforce to advance their education. This is necessary to assure that leadership and educational positions such as lab managers, health systems analysts, college professors, department heads, etc. are fi lled by individuals with the requisite skills and knowledge for those positions. Graduates of this program will have a foundation in understanding the health care delivery system and in research and management principles to function in those roles. The healthcare workforce will be enhanced with a more sophisticated professional and in a complex medical marketplace, this is necessary. Students are increasingly seeking advanced degrees to make an investment for the future. Graduates

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are employed in both the public and private sectors.

Admission Requirements

Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. Send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School.

Course Requirements

The Master of Science in Health Sciences degree consists of a minimum core of 21 semester hours beyond the Bachelor's degree and a 21 semester hour graduate certificate option (Health Sciences Education, Health Care Management, or Aging Studies) or 18 semester hour graduate certificate option + 3 approved elective hours appropriate to the discipline (Addiction Studies) —see program descriptions below. Minimum hours required for this program: 42

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_____   _____
College Curriculum Committee Chair   Date   Undergraduate Curriculum Council Chair   Date

_____   _____
College Dean   Date   Graduate Curriculum Committee Chair   Date

                                              _____
                                              Vice Chancellor for Academic Affairs   Date

1. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)   Darlene Baker, Arkansas State University, College of Nursing and Health Professions, PO Box 910, State University, AR. dbaker@astate.edu 972-3074
2. **Proposed Change**   Course NURS 5013 moved from end of course listings to be in numerical order. Statements on this page added or deleted according to faculty vote. Misspelling corrected NURS 6123
3. **Effective Date**   immediately
4. **Justification**   Course NURS 5013 moved from end of course listings to be in numerical order. Statements on this page added or deleted according to faculty vote. Misspelling corrected NURS 6123

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SCHOOL OF NURSING
Nursing and Health Professions
Master of Science in Nursing

NURS 5013 Physical Health and Aging — Interdisciplinary Aging Studies A multidisciplinary course addressing normal physical aging and health related issues of aging. Emphasis is on acute and chronic illnesses and disorders associated with aging, use of health services, caregivers, and health promotion.

NURS 6001 Health Care Information Resources Designed to equip learner with the necessary attitudes and behaviors to effectively use current and emerging electronic information resources to facilitate provision of health care.

NURS 6003 Advanced Clinical Physiology Complex physiological processes in adults which occur with disease, adaptation, and therapeutic intervention. Must be taken prior to clinical nursing courses. Not required for nursing administration option.

NURS 6013 Advanced Clinical Pharmacology Designed to provide a basis for making clinical decisions in the pharmacologic management of commonly-occurring health problems of primary care patients. Prerequisite: Undergraduate course in pharmacology; admission to the graduate nursing program; NURS 6003 or concurrent enrollment. NOTE: FNP students are required to take the semester immediately prior to beginning clinical portion of FNP option]. Not required for nursing administration option.

NURS 6023 Advanced Assessment and Diagnostic Evaluation Presents theoretical and clinical basis for comprehensive assessment and diagnosis in primary health care settings, including all age groups. Emphasis is on clinical decision-making, differentiation of normal from pathological findings, risk assessment screening, diagnostic testing and interpretation of findings. Prerequisites: Undergraduate Health Assessment course (minimum of a B). If a student has a "C" in physical assessment, proficiency may be demonstrated. or demonstrated proficiency in health assessment; basic EKG interpretation, NURS 6003 or concurrent enrollment. [NOTE: FNP students are required to take the semester immediately prior to beginning clinical portion of FNP option]. Not required for nursing administration option.

NURS 6042 Technology and Equipment for Nurse Anesthesia The course focus is on equipment, monitoring, and technology related to perioperative anesthesia practice. Prerequisites: Registered Nurse admitted to Nurse Anesthesia program.

NURS 6043 Regional Anesthesia and Analgesia The course focus is on anatomy, pharmacology and anesthetic techniques of regional anesthetics and anagesia. Prerequisites: Registered Nurse admitted to Nurse Anesthesia program.

NURS 6103 Research Design and Methodology Analysis and critical evaluation of nursing research appropriate to the study of nursing phenomena. Students develop a research proposal. Prerequisite: Undergraduate research. Pre- or co-requisite: graduate level statistics. Placement: prerequisite with clinical courses.

NURS 6113 Anesthesia Pharmacology I General principles of pharmacology, including pharmacokinetic and pharmacodynamics, classifications of drugs and clinical pharmacology in anesthetic practice. Focus is primarily on inhaled anesthetics, intravenous anesthetics, muscle relaxants/antagonists and local anesthetics. Prerequisites: Registered Nurse admitted to Nurse Anesthesia program.

NURS 6123 Anesthesia Pharmacology II The focus of this course is on the pharmacodynamics, pharmacokinetics, anaphylaxis and drug interactions of ~~automatic~~ autonomic and cardiovascular drugs, CNS drugs, diuretics and herbal medicine used in perioperative anesthetic practice. Prerequisites: NURS 6113 and Registered Nurse admitted to Nurse Anesthesia program EXCEPT in nurse anesthesia program.

NURS 6203 Theory Development in Nursing Examines the process of theory development in nursing and facilitates formation of a conceptual basis for advanced knowledge and practice. Includes analysis of various models and their application to advanced clinical practice. Must be taken prior to clinical nursing courses except in Nurse Anesthesia program.

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		Vice Chancellor for Academic Affairs	Date

1. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number) Darlene Baker, Arkansas State University, College of Nursing and Health Professions, PO Box 910, State University, AR. dbaker@astate.edu 972-3074
2. **Proposed Change** Courses placed in numerical order in course listings, prerequisites added to NURS 687 v, and statement added to NURS 689V.
3. **Effective Date** **immediately**
4. **Justification** Courses placed in numerical order in course listings, prerequisites added to NURS 687 v, and statement added to NURS 689V. All approved by faculty.

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NURS 6818 FNP Clinical Synthesis Culminating clinical course for family nurse
practitioner students. Includes intensive clinical practice with a preceptor. Final semester of
enrollment. Concurrent enrollment in NURS 6753.

NURS 6821-3 Independent Study

NURS 6833 The American Health Care System: Historical Perspectives Focus on the development of scientifi c, professional medicine, nursing and other health care occupations. Emphasizes the interaction of various health issues and their effect on the social history of the United States.

NURS 6843 Ethics of Health Care This course examines the traditional and emerging roles of the health professional as an individual moral agent and as a moral participant in team decisions. Methods of rational moral deliberation based on ethical theories and principles will be applied to ethical dilemmas.

NURS 6853 Teaching in Advanced Nursing Roles Focuses on development of knowledge and skill in teaching clinical information in advanced practice roles. Designed for nurses involved in formal and informal teaching of nurses and patients. Prerequisite: Permission of professor.

NURS 6863 Family Nursing: Advanced Interventions Study of concepts, theories, and research in family nursing care. Emphasis placed on application and interventions in family development and problem situations. Prerequisite: admission to graduate study; permission of professor.

NURS 687v HealthCare Management Seminar This capstone course in healthcare
management utilizes management and leadership skills to develop practical, successful,
and innovative solutions for problems in health care. Students focus on synthesizing theories,
models, techniques and strategies to solve multi faceted problems in health care. Pre-requisites: NURS 6443,
NURS 6453, completion of required clinical hours in NURS 646(1-6) or permission of
the instructor

NURS 6821-3 Independent Study

NURS 689V Thesis Option Learning opportunity to complete supervised research
experience under direction of faculty thesis advisor and committee. Final semester of enrollment
or must be enrolled in subsequent semesters until completion of thesis. Students considering
doctoral education are strongly encouraged to select the thesis option. Students who select
the thesis may substitute 3 semester hours of electives. Approval of instructor required.

NURS 5013 Physical Health and Aging — Interdisciplinary Aging Studies A multidisciplinary course addressing normal physical aging and health related issues of

aging. Emphasis is on acute and chronic illnesses and disorders associated with aging, use of health services, caregivers, and health promotion.

NURS 6553 Advanced Principles of Anesthesia III Advanced Principles of anesthetic management including anatomy, physiology, pathophysiology, pharmacology and techniques and procedures related trauma, burns and neurosurgical anesthetics.

NURS 6833 The American Health Care System: Historical Perspectives Focus on the development of scientifi c, professional medicine, nursing and other health care occupations. Emphasizes the interaction of various health issues and their effect on the social
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Graduate catalog pages 218-219

Code #

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

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

1.   **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number) Darlene Baker, Arkansas State University, College of Nursing and Health Professions, PO Box 910, State University, AR. dbaker@astate.edu 972-3074
2.   **Proposed Change** NURS 6553 moved from end of course listings to be in numerical order., NURS 6713 statement removed because course number is already there, NURS 6753 statement removed, NURS 6762 Case Management changed to nursing administration and concurrently removed.
3.   **Effective Date** immediately
4.   **Justification** NURS 6553 moved from end of course listings to be in numerical order., NURS 6713 statement removed because course number is already there, NURS 6753 statement removed, NURS 6762 Case Management changed to nursing administration and concurrently removed.. all voted on by faculty

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3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

NURS 6543 Advanced Principles of Anesthesia II Advanced principles of
anesthetic management including anatomy, physiology, pathophysiology, pharmacology and
techniques and procesures related to cardiovascular, thoracic, head and neck, orthopedic
and laser surgery. Prerequisites: NURS 6533, NURS 6123, NURS 6233, NURS 6312, and
Registered Nurse admitted to the Nurse Anesthesia program.

NURS 6553 Advanced Principles of Anesthesia III Advanced Principles of
anesthetic management including anatomy, physiology, pathophysiology,
pharmacology and techniques and procedures related trauma, burns and
neurosurgical anesthetics.

NURS 6613 FNP Clinical Management II The study of theoretical and clinical
bases for management of clients and families who have minor or chronic health problems.
Application of principles through case studies and development of protocols for clients across
the lifespan. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203; Pre- or corequisites:
NURS 6103, NURS 6402, NURS 6513.

NURS 6614 FNP Clinical Management II Practicum The clinical application of
theoretical bases for management of clients and families who have minor or chronic health
problems. Pre-requisites: NURS 6402, NURS 6103, NURS 6513, NURS 6512, NURS 6613.
Pre- or co-requisite: NURS 6303.

NURS 6623 Curriculum Development in Health Professions This course explores
curriculum development in health professions. Emphasis is on education and competency
practice links.

NURS 6713 Practicum in Nursing Education Experiential course in the role of
nurse educator. Opportunity to apply models of teaching in classroom and clinical situations.
Admission to graduate study; permission of instructor. Prerequisites: NURS 6623, NURS
6853, HP 6043. and course in educational testing/evaluation.

NURS 6723 Synthesis Seminar I A comprehensive review and synthesis of basic
sciences, equipment, basic principles, advanced principles, and professional issues of nurse
anesthesia practice. Prerequisites: NURS 6553, NURS 6343, and Registered Nurse admitted
to the Nurse Anesthesia program.

NURS 6736 Clinical Internship I Clinical experience in clinical setting will correlate
with concept taught in Synthesis Seminar I. Residents begin independent management of all
types of general and regional anesthesia including pain management to patients undergoing
all procedures with clinical instructors in consultation. Prerequisites: NURS 6553, NURS 6343,
and Registered Nurse admitted to the Nurse Anesthesia program.

NURS 6753 FNP Clinical Synthesis Seminar Culminating course for analysis of
application of nursing theory and research/role concepts, and exploration of issues specifi c
to the role implementation, in family nurse practitioner practice. Required professional paper.
Final semester of enrollment. Pre-requisites: NURS 6613, NURS 6616. Concurrent enrollment
in NURS 6818.

NURS 6762 Applied Clinical Research and Role Seminar Culminating course for analysis of clinical outcomes and
roles in advanced practice with adult populations and/or case management nursing administration or
nurse educator options. Required professional paper. Prerequisites: NURS 6443, NURS 6453, completion of required
clinical hours in NURS 646(1-6) or will
complete clinical hours in NURS 646(1-6) concurrently. Concurrent enrollment in NURS 6473,
NURS 6713 or NURS 687V.

NURS 6773 Synthesis Seminar II A continuing comprehensive review and synthesis of anatomy, physiology, pharmacology, basic and advanced principles of anesthesia covering the full scope of anesthesia practice in preparation for the national qualifi cation examination. Prerequisites: NURS 6723, NURS 6733, and Registered Nurse admitted to the Nurse Anesthesia program.

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Revised 9/25/2008

<div style="text-align: right; border: 1px solid black; display: inline-block;">Code #</div>

Bulletin Change Transmittal Form

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

1. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
Darlene Baker, Arkansas State University, College of Nursing and Health Professions, PO Box 910, State University, AR. dbaker@astate.edu 972-3074

2. **Proposed Change**
NURS 646 V, NURS 6473 sentences deleted to clarify information. NURS 6513 Course number changed to correct course number in corequisite.

3. **Effective Date**
immediately

4. **Justification**
NURS 646 V, NURS 6473 sentences deleted to clarify information. NURS 6513 Course number changed to correct course number in corequisite. Voted on by faculty

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NURS 646V Advanced Adult Health Nursing Practicum Required practicum
with application of theories, models, and concepts for acute and chronic health problems.
Emphasis on evidence based interventions and measured nursing outcomes. Prerequisites:
NURS 6003, NURS 6013, NURS 6023, NURS 6203. Pre- or corequisite: NURS 6103, NURS
6402, NURS 6443 or NURS 6453. ~~May be repeated to earn required number of clinical hours for selected option.~~

NURS 6473 Advanced Adult Health Clinical Synthesis Culminating clinical course
for implementation of clinical nurse specialist role in an area of emphasis. Pre-requisites: NURS
6443, NURS 6453, completion of required clinical hours in NURS 646(1-6). ~~or will complete clinical hours in NURS 646(1-6) concurrently.~~

NURS 6512 FNP Clinical Management I Practicum Clinical application of theoretical
bases for management of clients and families who are well or have minor health problems.
Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203; acceptance to FNP track.
Pre- or co-requisites: NURS 6103, NURS 6402. Co-requisite: NURS 6513.

NURS 6513 FNP Clinical Management I Study of theoretical and clinical bases for
management of clients and families who are well or have minor health problems. Application
of principles through case studies of clients across the lifespan. Prerequisites: NURS 6003,
NURS 6013, NURS 6023, NURS6203; acceptance to FNP track. Pre- or corequisite: NURS
6103, NURS 6402. Co-requisite: NURS ~~6512~~. 6514.

NURS 6514 FNP Clinical Management I Practicum Clinical application of theoretical
bases for management of clients and families who are well or have minor health problems.
Prerequisites: NURS 6003, NURS 6013, NURS 6023, acceptance to FNP track, Pre or co
requisites NURS 6103, NURS 6402, Co requisite NURS 6513.

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