Graduate Council Agenda
Thursday, November 20, 2014 at 1:00 pm
Library 6th Floor Conference Room 603

Present: Steve Bounds, David Holman, Greg Hansen (proxy for Deborah Chapel Traylor), Russ Jones, Tanja McKay, Al Ontko, Shawn Drake, Angie Schmidt, Brandon Kemp, Steve Green, Will McLean, Gil Fowler. Andy Sustich Ex Officio and scribe

Call to order by Will McLean at 1:00 pm

1. **Minutes from October 24, 2014 Graduate Council meeting**
   Motion to approve Jones, Second Green, passed unanimously

2. **Requests for Bulletin Changes**

Bulletin Change Transmittal Form

CHSS course prefixes (SOC to CRIM)
Motion to approve Green, second Bounds, passed unanimously

Computer Science 5012~5022~5032 Pass-Fail
Motion to approve Hansen, second Green, passed unanimously

Computer Science Accelerated Masters Program (Reduction of Hours)
Computer Science MS (Reduction of Hours)
Motion to approve both proposals Green, second McKay, passed unanimously

DNP and MSN Editorial Changes
Motion to approve subject to minor editorial changes Jones, second Fowler, passed unanimously.

MAT MLED Overview
Motion to approve subject to minor editorial changes Jones, second Bounds, passed unanimously.

MSE Sp Ed Instr Spec P4 and MSE Sp Ed Instr Spec 4-12 Course Revisions
This proposal was determined to be an earlier version of the following one.

MSE Sp Ed Instr Spec K-12
Motion to approve subject to minor editorial changes Jones, second Schmidt, passed unanimously.

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

Course Deletion	ELSE 5033
Course Deletion	ELSE 5753
Course Deletion	ELSE 6063
Course Deletion	ELSE 6813

Course Deletion	ELSE 6823
Course Deletion	ELSE 6853
Course Deletion	ELSE 6863
Course Deletion	MLED 5013
Course Deletion	MLED 5023

Motion to consider deletion proposals as a block by Fowler, second McKay, passed unanimously.

Bulletin Change Transmittal Form – New/Special Course Proposal

Proposed Course	CS 5913

Motion to approve Green, second Schmidt, passed unanimously.

Proposed Course	ELSE 6163
Proposed Course	ELSE 6183
Proposed Course	ELSE 6193

Motion to consider ELSE proposals as block Green, second Jones, passed unanimously subject to minor editorial changes on ELSE 6163, 6183 for assessment to be more complete as in ELSE 6193, and correction of typo on title of ELSE 6183 – Teaching Students ~~with Students~~ with Autism Spectrum Disorders, passed unanimously.

Proposed Course	MLED 5002
Proposed Course	MLED 5012
Proposed Course	MLED 5022
Proposed Course	MLED 5032
Proposed Course	MLED 5042

Motion to consider MLED proposals as block Green, second Ontko, passed unanimously.

Syllabus	ELSE 6193 Special Education Laboratory Experience
Syllabus	MLED 5002 Methods & Materials for Teaching English
Syllabus	MLED 5012 Methods & Materials for Teaching Mathematics
Syllabus	MLED 5022 Methods & Materials for Teaching Science
Syllabus	MLED 5032 Methods & Materials of Social Studies
Syllabus	MLED 5042 Theories and Strategies of Middle Grades Classroom Management

3. **Letter of Notification – 11** Special Education – Instructional Specialist Grades K-12, M.S.E.
   Letter of Notification – E Special Education – Instructional Specialist Grades K-12, M.S.E.
   Letter of Notification – E MAT Teaching

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

4. **Requests for Temporary Graduate Faculty**
   Nursing and Health Professions
   Todd Clements
   Motion to approve Jones, second Schmidt, passed unanimously.

5. **Graduate Faculty Qualification Standards/Guidelines**
   Department of Communication Disorders
   Motion to approve Jones, second Bounds, passed unanimously.

6. **Discussion Topics**

   Discussion of timing of thesis/dissertation committee selection, proposal acceptance compared to thesis/dissertation defense and submission. After discussion, it was decided Graduate School would bring forward a proposal to include in the Graduate Bulletin a requirement that the thesis/dissertation committee be identified and that the thesis/dissertation proposal be accepted by the committee at least one semester prior to the defense of the thesis/dissertation.

   Discussion of the deadline requirement for completion of thesis/dissertation defense and submission of final version of thesis/dissertation into ProQuest website. Due to timing related to graduation and staff workload, deadlines for completion of all steps will not be able to be extended. With a firm deadline, Graduate School will consider if the deadline can be moved a week or two closer to graduation for completion.

Please note that ELSE 6153 was on agenda, but was removed due to ELSE 6013 currently in Banner with same course name. Jesse, in Registrar's office, is updating ELSE 6013 to new course description and deleting the ELSE 6153 proposal. (as of 03/30/15) See April 2015 GC Agenda/Minutes for details.

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

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

Call to order by Will McLean at 1:00

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

2. **Requests for Bulletin Changes**

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

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

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

Bulletin Change Transmittal Form

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

Bulletin Change Transmittal Form - Course Deletion Proposal

Course Deletion JOUR 5473
Course Deletion RTV 5473

Bulletin Change Transmittal Form – New/Special Course Proposal

Proposed Course: AST 5003
Proposed Course: AST 6013 Green says this to be 5013
Proposed Course: JOUR 6253 box 20 needs change
Proposed Course: MCOM 6303 (asked to edit the passage that limits enrollment to students in MCOM grad program because intention was to include Heritage Studies students.)
Proposed Course: POSC 5323 (needs changes to assessment and terminology)

3. **Requests for Temporary Graduate Faculty**

Bounds moved to accept all. Owen second. Passed unanimously

Education & Behavioral Science
Nichole Covey

Nursing and Health Professions

Mohammad Akhter	(tabled for Nursing in September GC meeting)
Christie Black	(tabled in September GC meeting)
Lashond Hill	(tabled in September GC meeting)
Karen Olson	(tabled in September GC meeting)
Lisa Schafer	(tabled in September GC meeting)
Tara Waggoner	
Kathleen Wren	(tabled in September GC meeting)

4. **Graduate Faculty Qualification Standards/Guidelines**

Motion to approve Ontko. Second Bounds
Passed unanimously

Education and Behavioral Science
Psychology

5. **Discussion Topics**

Letter of Notification – E MSE Reading
Letter of Notification – E EdS Reading
Regular Graduate Faculty Review List

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

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

Revised 1/17/13

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

[signature]	Sept. 18, 2014 ENTER DATE...		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
Leslie McCallister	9/18/14 ENTER DATE...		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
[signature]	22 Oct 2014 ENTER DATE...		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
[signature]	10/22/14 ENTER DATE...	[signature]	12-2-14 ENTER DATE...
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Dr. Leslie McCallister, lmccallister@astate.edu; 3145

2.Proposed Change
Change prefixes on MACJ courses from SOC to CRIM
SOC 5313 Seminar on Organized Crime to CRIM 5313
SOC 6133 Police and Society to CRIM 6133
SOC 6233 Criminal Justice Systems to CRIM 6233
SOC 6403 Seminar in Juvenile Delinquency to CRIM 6403
SOC 6513 Seminar in Community and Institutional Corrections to CRIM 6513
SOC 6523 Seminar in Criminal Behavior to CRIM 6523
SOC 6603 Internship to CRIM 6603

SOC 6413 Seminar in the Family This course is oriented toward contemporary theory and research dealing with family structure and change.

SOC 6423 Seminar in Race, Gender and Class Introduce perspectives, methods, concepts and general findings of sociologists as they apply to race, gender and class. Application of sociological framework to analyze social difference, inequality, power, and resistance.

~~SOC~~ **CRIM 6513 Seminar in Community and Institutional Corrections** A study of the nature and effects of custodial institutions on the inmates; a review of community treatment programs and alternatives to incarceration.

~~SOC~~ **CRIM 6523 Seminar in Criminal Behavior** An analysis of criminal patterns of behavior and criminal typologies.

~~SOC~~ **CRIM 6603 Internship**

SOC 670V (1-6 hours) Thesis

SOC 680V (1-3 hours) Independent Study

Graduate Bulletin 2013-2014, pp. 183-184

MASTER OF ARTS DEGREE IN CRIMINAL JUSTICE

This program is designed to be consistent with the nationally accepted standard in the field set out by the Academy of Criminal Justice Sciences. It is intended to serve two purposes. First, the program will assist in developing additional analytical skills for in-service practitioners with BA/BS in the field or in a closely related field. Second, the program will provide a good foundation for students who wish to pursue doctoral studies.

In order to fulfill the requirements of the program, students are required to select a graduate committee comprised of at least three faculty members from the graduate faculty, at least two of whom must be from the department of Criminology, Sociology, and Geography. The selection of the committee should take place no later than the end of a student's second semester in the program. Additionally, students are required to submit a graduate plan to the committee for consideration, which shall indicate the courses that a student plans to take to fulfill the degree requirements. At least two members of the committee must approve of the plan.

Admission Requirements

- BA or BS in Criminal Justice, Criminology, Political Science, Psychology, Sociology, or other closely related field.
- Two letters of recommendation.
- Statement of purpose, AND
- A minimum cumulative undergraduate GPA of 3.0;
- A minimum grade of B in the following undergraduate courses, or their recognized equivalents:
  - SOC 3383, Social Statistics, and SOC 3381, Social Statistics Laboratory
  - SOC 4293, Methods of Social Research

Degree Requirements

Core Required Courses (12 hours)

- ~~SOC~~ **CRIM** 6233 Criminal Justice Systems
- ~~SOC~~ **CRIM** 6133 Police and Society
- ~~SOC~~ **CRIM** 6513 Seminar in Community and Institutional Corrections
- ~~SOC~~ **CRIM** 6523 Seminar in Criminal Behavior OR

~~SOC~~ **CRIM** 6403 Seminar in Juvenile Delinquency

Methods Courses (3 hours) selected from the following

- SOC 6343 Methods of Social Research
- SOC 6253 Qualitative Methods of Social Research
- SOC 6383 Advanced Data Analysis
- SOC 5343 Geographical Information Systems for the Social Sciences
- SOC 5323 Applied Research

SOC 5343 Geographical Information Systems for the Social Sciences
SOC 6353 Qualitative Methods of Social Research
SOC 6383 Advanced Data Analysis in Sociology
Other research methods courses, upon approval of the department graduate director
Sociology Electives (21 hours)
Students must complete twenty-one (21) hours of electives: fifteen (15) of these hours must be Sociology courses; up to six (6) hours may be taken outside the field of Sociology with approval of a student's graduate advisor.
Students electing to complete an internship, with consent of the overseeing faculty member and approval of the Department Graduate Studies Committee, may take ~~SOC~~ **CRIM** 6603, Internship, as an elective course.

Revised 1/17/13

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

Hung-Chi Su 10/24/2014
Department Curriculum Committee Chair

Debra Ingram 10/24/14
Department Chair:

11/12/14
College Curriculum Committee Chair

11/14/14
College Dean

COPE Chair (if applicable)

General Education Committee Chair (If applicable)

Undergraduate Curriculum Council Chair

12-2-14
Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Hung-Chi Su, suh@astate.edu, 680.8119

College of Sciences & Mathematics
Received on
NOV 13 2014
Dean's Office

2.Proposed Change
Change of grade option for accelerated programming courses from standard letter grade to pass-fail.

3.Effective Date
Spring 2015

4.Justification
The three courses involved are used to bring new graduate students up to a level of programming proficiency necessary to perform satisfactorily in other graduate computer science courses. The courses already cannot be used for CS degree credit. This change more accurately reflects the remediation nature of these 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.

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5. Right-click on the highlighted area.
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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.

2013-2014 Graduate Bulletin, Page 287:

CS 5012 Accelerated Structured Programming First course in programming, emphasis on programming methodology, procedural abstraction, and top down design. Introduction to string processing, file input and output, recursion, and simple data structures. Cannot be used for CS degree credit. **Grade earned will be pass or fail.** Prerequisites: Permission of the Computer Science faculty.

CS 5022 Accelerated OOP and Fundamental Data Structures Emphasis on object-oriented programming techniques. Introduction to abstract data types. Linked lists, stacks, queues and binary trees. Searching and sorting techniques. Cannot be used for CS degree credit. **Grade earned will be pass or fail.** Prerequisites: Permission of the Computer Science faculty.

CS 5032 Algorithms and Advanced Data Structures Analysis of data structures and associated algorithms. Examination of advanced tree structures, heaps, hashing techniques, and graph algorithms. Cannot be used for CS degree credit. **Grade earned will be pass or fail.** Prerequisites: Permission of the Computer Science faculty.

Revised 1/17/13

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Hung-Chi Su — 10/24/2014
Department Curriculum Committee Chair

Debra Ingram — 10/24/14
Department Chair:

[signature] — 11/18/14
College Curriculum Committee Chair

John M. Pratte — 1/20/15
College Dean

ENTER DATE...
COPE Chair (if applicable)

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

ENTER DATE...
Undergraduate Curriculum Council Chair

[signature] — 12-2-14
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Hung-Chi Su, suh@astate.edu, 680.8119

College of Sciences & Mathematics Received on NOV 19 2014 Dean's Office

2.Proposed Change
Reduction of possible hours required for program from 12 to 9.

3.Effective Date
Spring 2015

4.Justification
This change will keep the accelerated masters program in line with the master of science program, whose requirements are being reduced from 36 to 33 hours in another bulletin change proposal submitted for Spring 2015.

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2013-2014 Graduate Bulletin, Page 269:

Accelerated Masters Program

Undergraduate students seeking admission into the Accelerated Masters Program in Computer Science must meet the admission requirements of the Graduate School. In addition, applicants will be evaluated by the department for academic qualification based upon the following requirements:

1. minimum overall GPA of 3.00
2. minimum GPA of 3.25 in CS courses (exclusive of CS 1013 and 1114)
3. completion of CS 3113

Applicants not meeting all of the above departmental criteria may be admitted on a conditional basis if they meet the Graduate School admission requirements. After admission into the accelerated masters program, undergraduate students may take up to ~~12~~ **9** hours of

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Hung-Chi Su 10/24/2014 ENTER DATE...
Department Curriculum Committee Chair

ENTER DATE...
COPE Chair (if applicable)

Debra Ingram 10/24/14 ENTER DATE...
Department Chair:

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

11/18/14 ENTER DATE...
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

11/20/14 ENTER DATE...
College Dean

12-2-14 ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Hung-Chi Su, suh@astate.edu, 680.8119

College of Sciences & Mathematics Received on NOV 19 2014 Dean's Office

2.Proposed Change
Reduction in required hours from 36 to 33 for M.S. Computer Science degree.

3.Effective Date
Spring 2015

4.Justification
This change will bring ASU's M.S. Computer Science degree in line with the hour requirements of many other masters degrees in computer science, making the program more competitive in attracting new students.

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2013-2014 Graduate Bulletin, Page 270:

5000-level coursework as part of the Accelerated Masters Program.

Curriculum

At least one course from each of the following three groups:

1. Theory
   - CS 5723, Automata Theory
   - CS 5133, Compilers
2. Systems
   - CS 5313, Computer Networks
   - CS 6213, Parallel Processing
   - CS 6233, Distributed Systems
   - CS 6223, High Performance Computing
3. Algorithms
   - CS 5713, Analysis of Algorithms

Eighteen hours of electives in Computer Science

~~Nine~~ Six hours of electives selected from Computer Science, Mathematics, and/or Statistics, subject to the prior approval of the Computer Science Curriculum Committee.

Minimum of eighteen hours of 6000 level Computer Science and approved Mathematics and/or Statistics coursework inclusive of thesis.

Satisfactory Progress

Students are required to maintain a "B" average in all graduate coursework in Computer Science and approved Mathematics/Statistics courses. If a student is placed on academic probation, they must increase the GPA to at least 3.0 within one semester or they will be removed from the program. A student who receives two "C"s in one semester or receives a "C" while on probation will be terminated from the program. A student who receives one "D" or one "F" will be removed from the program.

Minimum hours required for this program: ~~36~~ 33

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Program and/or Course Deletion
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Mitch Holifield — 10/22/14 — ENTER DATE...
Department Curriculum Committee Chair

— 10/27/14 — ENTER DATE...
COPE Chair (if applicable)

— 10-22-14 — ENTER DATE...
Department Chair:

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

— ENTER DATE...
College Curriculum Committee Chair

— ENTER DATE...
Undergraduate Curriculum Council Chair

— 10/28/14 — ENTER DATE...
College Dean

— 12-2-14 — ENTER DATE...
Graduate Curriculum Committee Chair

— 10/28/14
Head of Unit — **Date**

— ENTER DATE...
Vice Chancellor for Academic Affairs

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1. Program and/or Course Title, Prefix and Number
ELSE 5033 Behavioral Intervention and Assessment

2. Contact Person (Name, Email Address, Phone Number)
Dr. Gwen Neal, Arkansas State University, Jonesboro. PO Box 1450, State University, AR 72467. gneal@astate.edu . 870-972-3062

3. Last semester student can graduate with this degree and/or last semester course will be offered
Last semester offered Fall 2015
Last semester to graduate Fall 2017

4. Student Population

a. The program and/or course was initially created for what student population?
MSE and Program of Study Candidates in Special Education
b. How will deletion of this program and/or course affect those students?
There will not be an affect. The course will be merged with ELSE 6063

5.
a. How will this affect the department?
None

b. Does this program and/or course affect another department? No

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

6. (For courses only) Will another course be substituted? Yes another course will replace ELSE 5033
If yes, what course?
ELSE 6163 Positive Behavior Support and Interventions

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~~ELSE 5033 Behavior Intervention and Consultation Techniques of systematic behavioral analysis and intervention for students at-risk for school failure or students with disabilities. Emphasis is placed on both direct and consultative interventions~~. Page 144

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

Mitch Holifield — 10/22/14 — **Department Curriculum Committee Chair**

Steven Boucher — 10-22-14 — **Department Chair:**

[signature] — 10/24/14 — **College Curriculum Committee Chair**

[signature] — 10/28/14 — **College Dean**

[signature] — (0/28/14 — **Head of Unit** / **Date**

[signature] — 10.27.14 — **COPE Chair (if applicable)**

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

ENTER DATE... — **Undergraduate Curriculum Council Chair**

[signature] — 12-2-14 — **Graduate Curriculum Committee Chair**

ENTER DATE... — **Vice Chancellor for Academic Affairs**

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1. Program and/or Course Title, Prefix and Number
ELSE 5753 Methods of Working w/Young Children with Exceptionaliities

2. Contact Person (Name, Email Address, Phone Number)
Dr. Gwen Neal, Arkansas State University, Jonesboro. PO Box 1450, State University, AR 72467. gneal@astate.edu . 870-972-3062

3. Last semester student can graduate with this degree and/or last semester course will be offered
Last semester offered Fall 2015
Last semester to graduate Fall 2017

4. Student Population

a. The program and/or course was initially created for what student population?
MSE and Program of Study Candidates in Special Education
b. How will deletion of this program and/or course affect those students?
There will not be an affect.

5.
a. How will this affect the department?
None

b. Does this program and/or course affect another department? No

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

6. (For courses only) Will another course be substituted? Yes another course will replace ELSE 5753
If yes, what course?
ELSE 6153 Contemporary Issues in Special Education

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~~**ELSE 5753 Methods for Working with Young Children with Exceptionalities** A study of current theories, practices, and procedures used to develop programs for exceptional children from birth to five years of age. Page 145~~

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Mitch Holifield — 10/22/14 — ENTER DATE...
Department Curriculum Committee Chair

Steven Boone — 10-22-14 — ENTER DATE...
Department Chair:

Jay Moonlan — 10-24-14 — ENTER DATE...
College Curriculum Committee Chair

10/28/14 — ENTER DATE...
College Dean

10/28/14
Head of Unit — **Date**

10.27.14 — ENTER DATE...
COPE Chair (if applicable)

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

ENTER DATE...
Undergraduate Curriculum Council Chair

12-2-14 — ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Program and/or Course Title, Prefix and Number
ELSE 6063 Educational Procedures for Emotional and Behavioral Disorders

2. Contact Person (Name, Email Address, Phone Number)
Dr. Gwen Neal, Arkansas State University, Jonesboro. PO Box 1450, State University, AR 72467. gneal@astate.edu . 870-972-3062

3. Last semester student can graduate with this degree and/or last semester course will be offered
Last semester offered Fall 2015
Last semester to graduate Fall 2017

4. Student Population

a. The program and/or course was initially created for what student population?
MSE and Program of Study Candidates in Special Education
b. How will deletion of this program and/or course affect those students?
There will not be an affect. The course will be merged with ELSE 5033

5.
a. How will this affect the department?
None

b. Does this program and/or course affect another department? No

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

6. (For courses only) Will another course be substituted? NO
If yes, what 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.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

~~ELSE 6063 Educational Procedures for Children with Emotional and Behavioral Disorders Theoretical orientations and specific procedures for providing services to children with emotional problems~~ Page 145

Revised 1/17/13

Code # Enter text...

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

☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

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

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

Mitch Holifield 11/10/14 ENTER DATE...
Department Curriculum Committee Chair

11/14/14 ENTER DATE...
COPE Chair (if applicable)

11/11/14 ENTER DATE...
Department Chair:

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

11/14/14 ENTER DATE...
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

11/17/14 ENTER DATE...
College Dean

12-2-14 ENTER DATE...
Graduate Curriculum Committee Chair

11/17/14
Head of Unit — Date

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Program and/or Course Title, Prefix and Number
ELSE 6813 Laboratory Experiences I P-4

2. Contact Person (Name, Email Address, Phone Number)
Cindy Nichols, cmnichols@astate.edu, 870-972-3062

3. Last semester student can graduate with this degree and/or last semester course will be offered
Effective Fall 2015 the special education programs described will be discontinued due to changes in Arkansas licensure standards. **No one** will be permitted to graduate with a degree in the Special Education P-4 program after Fall 2017.

4. Student Population
a. The program and/or course was initially created for what student population?
Course was created for students obtaining an MSE Specialist in Special Education P-4 degree
b. How will deletion of this program and/or course affect those students?

Students with current degree plans will be allowed to take the course until Fall 2017. Students can also choose to change degree plans to the new MSE Specialist Special Education K-12 degree.

5.
a. How will this affect the department?

New Arkansas Special Education teacher licensure standard will require a Special Education K-12 degree. The department will be offering a new program: MSE Specialist in Special Education K-12 beginning Fall 2015.

b. Does this program and/or course affect another department? No

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

6. (For courses only) Will another course be substituted? Yes
If yes, what course?
Special Education Laboratory Experience

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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.

ELSE 6813 Laboratory Experiences I P-4 A series of field-based experiences in a P-4 special education classroom setting, designed to provide students opportunities to work with children with disabilities. Emphasis is focused on practical application of theoretical methods. Prerequisites: Successful completion of required Praxis II exams and permission from advisor and completion of portfolio.

Revised 1/17/13

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

☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

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

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

Mitch Holifield 11/11/14
Department Curriculum Committee Chair

11/11/14
Department Chair:

11/14/14
College Curriculum Committee Chair

11/17/14
College Dean

11/17/14
Head of Unit Date

11.14.14
COPE Chair (if applicable)

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

ENTER DATE...
Undergraduate Curriculum Council Chair

12-2-14
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Program and/or Course Title, Prefix and Number
ELSE 6823 Laboratory Experiences II P-4

2. Contact Person (Name, Email Address, Phone Number)
Cindy Nichols, cmnichols@astate.edu, 870-972-3062

3. Last semester student can graduate with this degree and/or last semester course will be offered
Effective Fall 2015 the special education programs described will be discontinued due to changes in Arkansas licensure standards. **No one** will be permitted to graduate with a degree in the Special Education P-4 program after Fall 2017.

4. Student Population
a. The program and/or course was initially created for what student population?
Course was created for students obtaining an MSE Specialist in Special Education P-4 degree
b. How will deletion of this program and/or course affect those students?

Students with current degree plans will be allowed to take the course until Fall 2017. Students can also choose to change degree plans to the new MSE Specialist Special Education K-12 degree.

5.
a. How will this affect the department?

New Arkansas Special Education teacher licensure standard will require a Special Education K-12 degree. The department will be offering a new program: MSE Specialist in Special Education K-12 beginning Fall 2015.

b. Does this program and/or course affect another department? No

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

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

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7. Minimize the bulletin and maximize this page.
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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.

ELSE 6823 Laboratory Experiences II P-4 A series of field-based experiences designed as a continuation of ELSE 6813. Prerequisites: ELSE 6813 and permission of advisor.

Revised 1/17/13

(2nd Submission - Used in GC Meeting)

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

☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

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

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

Sterebrunk jmg 10-31-14
Department Curriculum Committee Chair

jmg 10-31-14
COPE Chair (if applicable)

Mitchell Holifield jmg 10-31-14
Department Chair:

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

Andy Mooneyham jmg 10-31-14
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

10/31/14
College Dean

12-2-14
Graduate Curriculum Committee Chair

Head of Unit

10/31/14
Date

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Program and/or Course Title, Prefix and Number
ELSE 6853 Laboratory Experiences I 4-12

2. Contact Person (Name, Email Address, Phone Number)
Cindy Nichols, cmnichols@astate.edu, 870-972-3062

3. Last semester student can graduate with this degree and/or last semester course will be offered
Effective Fall 2015 the special education programs described will be discontinued due to changes in Arkansas licensure standards. **No one** will be permitted to graduate with a degree in the Special Education 4-12 program after Fall 2017.

4. Student Population
a. The program and/or course was initially created for what student population?
Course was created for students obtaining an MSE Specialist in Special Education 4-12 degree
b. How will deletion of this program and/or course affect those students?

Students with current degree plans will be allowed to take the course until Fall 2017. Students can also choose to change degree plans to the new MSE Specialist Special Education K-12 degree.

5.
a. How will this affect the department?

New Arkansas Special Education teacher licensure standard will require a Special Education K-12 degree. The department will be offering a new program: MSE Specialist in Special Education K-12 beginning Fall 2015.

b. Does this program and/or course affect another department? No

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

6. (For courses only) Will another course be substituted? Yes
If yes, what course?
Special Education Laboratory Experience

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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.

ELSE 6853 Laboratory Experiences I 4-12 A series of field-based experiences in a 4-12 special education classroom setting, designed to provide students opportunities to work with students with disabilities. Emphasis is focused on practical application of theoretical methods. Prerequisites: Successful completion of required Praxis II exams and completion of portfolio.

Revised 1/17/13

(2nd Submission - Used in GC Meeting)

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

☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

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

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

Steve Brands 10-31-14
Department Curriculum Committee Chair

[signature] 10-31-14
COPE Chair (if applicable)

[signature] 10-31-14
Department Chair:

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

Andy Mooney 10-31-14
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

[signature] 11-3-14
College Dean

[signature] 12-2-14
Graduate Curriculum Committee Chair

[signature] 11-3-14
Head of Unit — Date

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Program and/or Course Title, Prefix and Number
ELSE 6863 Laboratory Experiences II 4-12

2. Contact Person (Name, Email Address, Phone Number)
Cindy Nichols, cmnichols@astate.edu, 870-972-3062

3. Last semester student can graduate with this degree and/or last semester course will be offered
Effective Fall 2015 the special education programs described will be discontinued due to changes in Arkansas licensure standards. **No one** will be permitted to graduate with a degree in the Special Education 4-12 program after Fall 2017.

4. Student Population

a. The program and/or course was initially created for what student population?

Course was created for students obtaining an MSE Specialist in Special Education 4-12 degree

b. How will deletion of this program and/or course affect those students?

Students with current degree plans will be allowed to take the course until Fall 2017. Students can also choose to change degree plans to the new MSE Specialist Special Education K-12 degree.

5.

a. How will this affect the department?

New Arkansas Special Education teacher licensure standard will require a Special Education K-12 degree. The department will be offering a new program: MSE Specialist in Special Education K-12 beginning Fall 2015.

b. Does this program and/or course affect another department? No

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

Enter text...

6. (For courses only) Will another course be substituted? NO

If yes, what course?

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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.

ELSE 6863 Laboratory Experiences II 4-12 A series of field-based experiences designed as a continuation of ELSE 6853. Prerequisites: ELSE 6853 and permission from advisor.

Specialty Area: (DRAFT DOCUMENT) Students must choose two Specialty Areas. Students must have a C or better in each class within the Specialty Area with an overall minimum 2.75 GPA within each Specialty Area. Specialty Area overall GPA calculation will include General Education courses, which fall within the Specialty Area. Specialty Area courses may be substituted per the advisor's approval.	**Sem. Hrs. (less General Education Specialty courses)**
Specialty of English/Language Arts	12
ENG 3323, American Literature To 1865 ***OR***	
ENG 3363, American Literature Since 1865	
MLED 3063, Teaching Writing in the Middle School	
ENG 2003, Intro to World Literature I (Gen. Ed. Requirement)	
ENG 2013, Intro to World Literature II	
ENG 4063, Comparative Modern Grammars	
Specialty of Mathematics	16
MATH 1023, College Algebra (Gen. Ed. Requirement)	
MATH 2194, Survey of Calculus ***OR***	
MATH 2204, Calculus I	
MATH 2113, Mathematics for School Teachers I	
MATH 2123, Mathematics for School Teachers II	
MATH 3003, Geometry for the Middle School Teacher	
MATH 3133, Mathematics for School Teachers III	
Specialty of Science	13-14
MATH 1023, College Algebra (Gen. Ed. Requirement)	
PHSC 1203 AND PHSC 1201, Physical Science and Laboratory (Gen. Ed. Requirement)	
BIOL 1003 AND BIOL 1001 , Biological Science and Laboratory (Gen. Ed. Requirement)	
GEOL 1003 AND 1001, Environmental Geology and Laboratory ***OR***	
PHYS 1103 AND 1101, Space Science and Laboratory ***OR***	
GEOL 3723, Physical Geography	
MLED 3093, Teaching Middle Level Science Integrated with Technology, Engineering, and Mathematics	
GSP 3203, Science for Teachers	
Science Elective (4 hours)	
Specialty of Social Studies (minimum of 6 hours must be beyond introductory courses)	15
HIST 1013, World Civilization To 1660 (Gen. Ed. Requirement)	
HIST 1023, World Civilization Since 1660	
HIST 2763, The United States To 1876 (Gen. Ed. Requirement)	
HIST 2773, The United States Since 1876	
GEOG 2613, Introduction to Geography	
ECON 2313, Economic Issues and Concepts ***OR***	
ECON 2313, Principles of Macroeconomics ***OR***	
ECON 2323, Principles of Microeconomics	
History/Social Science Elective (3 hours)	

MLED Professional Ed Course Rotation

Freshman 1st Semester	Hrs	Freshman 2nd Semester	Hrs
UC 1013. Making Connections: Education	3	ENG 1013 Comp II	3
COMS 1203 Oral Comm	3	HIST 1013 or 1023 World Civ	3
Eng 1003 Comp I	3	PHSC 1203 Physical Sci	3
BIOL 1003 Biology	3	PHSC 1201 Physcial Sci Lab	1
BIOL 1001 Bio Lab	1	ART or MUS or THEA 2503 Fine Arts...	3
Math 1023 Algebra	3	PSY 2013 Intro to Psychology	3
Sophomore 1st Semester	**Hrs**	**Sophomore 2nd Semester**	**Hrs**
ENG 2003 or 2013 World Lit	3	HIST 2763 or 2773 US History	3
TE 2003 Intro to Teaching	3	POSC 2103 US Government	3
Specialty Content Course	3	ELSE 3643 Exceptional Child	3
Specialty Content Course	3	Specialty Content Course	3
Specialty Content Course	3	Specialty Content Course	3
Junior 1st Semester	**Hrs**	**Junior 2nd Semester**	**Hrs**
Specialty Content Course	3	RDNG 4343 Reading in Content Area	3
TE 3003 Diff of Cultural & Linguistice Diverse	3	MLED 3053 Instructional Models and Strateg	3
MLED 3013 Literacy through Lit	3	MLED 3043 Effective Assessment	3
MLED 3003 Nature and Needs	3	Specialty Content Course	3
MLED 3083 Integration of Tech	3	Specialty Content Course	3
Senior 1st Semester	**Hrs**	**Senior 2nd Semester**	**Hrs**
Specialty Content Methods	2	MLED 4073 Key Issues	3
Specialty Content Methods	2	MLED 411V Internship II	12
MLED 4042 Classroom Mgmt	2		
MLED 4109 Internship I	9		

NOTES:

Some Specialty Content Courses may include a 1 hour lab in addition to the 3 hours

This program consist of 4 specialty content areas. Candidates must select any two areas.

Depending on specialty content areas selected program will be 122-129 hours.

DRAFT DOCUMENT

Revised 1/17/13

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Program and/or Course Deletion 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

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

11-3-14 ENTER DATE...
Department Curriculum Committee Chair

11-10-14 ENTER DATE...
COPE Chair (if applicable)

11-3-14 ENTER DATE...
Department Chair:

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

11-4-14 ENTER DATE...
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

11/10/14 ENTER DATE...
College Dean

12-2-14 ENTER DATE...
Graduate Curriculum Committee Chair

11/10/14
Head of Unit — Date

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Program and/or Course Title, Prefix and Number
MLED 5013. Methods and Materials for Teaching Language Arts and Social Studies in the Middle Grades

2. Contact Person (Name, Email Address, Phone Number)
Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. Rtowery@astate.edu . 870-972-3059

3. Last semester student can graduate with this degree and/or last semester course will be offered
Last semester offered Summer 2015
Last semester to graduate Spring 2016

4. Student Population

a. The program and/or course was initially created for what student population?
MAT Middle Level Education Majors
b. How will deletion of this program and/or course affect those students?
It will not

5.
a. How will this affect the department?
None

b. Does this program and/or course affect another department? No

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

6. (For courses only) Will another course be substituted? Yes
If yes, what course?
MLED 5002, Methods and Materials for Teaching Language Arts
MLED 5032, Methods and Materials for Teaching Social Studies

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6. Click on "copy".
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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.

~~**MLED 5013 Methods and Materials for Teaching Language Arts and Social Science in the Middle Grades** Prepares MAT candidates to develop, plan, enact, and reflect on lessons in middle grades language arts and social studies.~~

Revised 1/17/13

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NOV _ 4 2014

Code # Enter text...

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

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Program and/or Course Deletion
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11-3-14 ENTER DATE...	11-10-14 ENTER DATE...
Department Curriculum Committee Chair	**COPE Chair (if applicable)**
11-3-14 ENTER DATE...	ENTER DATE...
Department Chair	**General Education Committee Chair (If applicable)**
11-4-14 ENTER DATE...	ENTER DATE...
College Curriculum Committee Chair	**Undergraduate Curriculum Council Chair**
11/6/14 ENTER DATE...	12-2-14 ENTER DATE...
College Dean	**Graduate Curriculum Committee Chair**
11/6/14	ENTER DATE...
Head of Unit / Date	**Vice Chancellor for Academic Affairs**

---

1. Program and/or Course Title, Prefix and Number
MLED 5023. Methods and Materials for Teaching Mathematics and Science in the Middle Grades

2. Contact Person (Name, Email Address, Phone Number)
Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. Rtowery@astate.edu . 870-972-3059

3. Last semester student can graduate with this degree and/or last semester course will be offered
Last semester offered Summer 2015
Last semester to graduate Spring 2016

4. Student Population

a. The program and/or course was initially created for what student population?
MAT Middle Level Education Majors
b. How will deletion of this program and/or course affect those students?
No

5.
a. How will this affect the department?
None

b. Does this program and/or course affect another department? No

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

6. (For courses only) Will another course be substituted? Yes
If yes, what course?
MLED 5012, Methods and Materials for Teaching Mathematics
MLED 5042, Methods and Materials for Teaching Science

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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.

~~**MLED 5023 Methods and Materials for Teaching Mathematics and Science in the Middle Grades** Methods, materials, and activities to promote effective instructional strategies in the middle school mathematics and science classrooms. Emphasis on philosophical bases, national standards, assessment, and current problems related to teaching middle school mathematics and science.~~

Revised 3/08/13

Submitted signatures on old form on 11/19/2014. Dr. Gilbert said that it would be alright to combine signatures that are on old form with the unsigned submission of the new form.

Both the new and old forms are in this file

Code # Enter text...

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

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

Hung-Chi Su 10/24/2014
Department Curriculum Committee Chair

Debra Ingram ENTER DATE...
Department Chair:

ENTER DATE...
College Curriculum Committee Chair

ENTER DATE...
College Dean

ENTER DATE...
COPE Chair (if applicable)

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

ENTER DATE...
Undergraduate Curriculum Council Chair

12-2-14
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

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

CS 5913

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

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.

ecture only

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

standard letter, credit

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

no

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

no

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
This course presents topics on mobile application development through a project-based environment. This course will teach students how to create mobile applications, deploy applications to mobile hardware and how to effectively work in a team environment.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
yes, the prerequisites are CS3113 Algorithms & Advanced Data Structures.

. Why?

The course content contains material requiring understanding of algorithms, advanced data structures and advanced programming skills.

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

Spring

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

Jeff Jenness, jeffj@astate.edu, 972.3978

11. Proposed Starting Term/Year
Spring 2015

12. Is this course in support of a new program?

No

If yes, what program?
Enter text...

13. Does this course replace a course being deleted?

o

If yes, what course?
Enter text...

Has this course number been used in the past?

No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program?

No.

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

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
The course content contains material requiring understanding of algorithms, advanced data structures and advanced programming 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.
One part of the mission is to maintain the curriculum with updated technologies. The mobile computing platform represents an advanced and complex environment for construction and deployment of software applications. The environment is a major shift in the use of computer technologies in business and society. As such, offering it to our students develops the needed background knowledge for application construction in this new environment.

c. Student population served.

Computer Science students.

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

The content of the course uses advanced program construction and software engineering techniques. The student must have had a course in advanced data structures that is at the junior level. This course requires proficiency and maturity to be found in graduate students.

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

1. Introduction to Mobile technologies and programming environments
2. Programming languages and tools
3. Mobile Application Design
4. Model-View-Controller and User Interfaces
5. Building Controls 1
6. Building Controls 2
7. Team Project Software Life Cycle
8. Mobile Media
9. Mobile Communication

10. Other Mobile Technologies
11. Mobile Application Deployment
12. Testing and Debugging Mobile Apps
13. Portability Issues
14. Project Presentations

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
The course will require a team project that will be used as the basis for all assignments. The project will represent a realistic mobile application that must be designed, programmed and deployed. In addition, a team presentation of the project and application will be scheduled at the end of the course.

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

none

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

No additional staffing will be required for course offering. The existing computer laboratories within the department will be utilized.

20. What is the primary intended learning goal for students enrolled in this course?
The primary goal for this course is to provide the student the required knowledge and skills for the construction of mobile applications.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year

References and documentation for the chosen mobile development environment will be required reading

b. Number of pages of reading required per week:

The reading for the course will be from online sources and reading should take between 2 and 6 hours each week.

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

Writing for the course is in the form of programming. The writing in the course should take between 3 and 5 hours each week.

22. High-Impact Activities (Check all that apply)
- ☒ Collaborative assignments
- ☐ Research with a faculty member
- ☐ Diversity/Global learning experience
- ☐ Service learning or community learning
- ☐ Study abroad
- ☐ Internship
- ☐ Capstone or senior culminating experience
- ☒ Other Explain: Practical experience with current technologies

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

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

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
The student will use the environment as basis of the Team Project for the application construction.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
The Team Project will be assessed for proper construction using the development environment.

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
Understand the basic architecture of the mobile platform.

Learning Activity:

The student will design a mobile application as part of the Team Project.

Assessment Tool:
The Team Project will be assessed for proper design elements in a mobile application.

Outcome #3:

Be able to function as a member in a software team environment

Learning Activity:

The student will participate in the Team Project during the application construction.

Assessment Tool:
The Team Project will be assessed for the proper contribution of each student and team structure.

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

a. Global Awareness
   - ☐ Minimally
   - ☐ Indirectly
   - ☒ Directly

b. Thinking Critically
   - ☐ Minimally
   - ☐ Indirectly
   - ☒ Directly

c. Using Technology

☐ Minimally
☐ Indirectly
☒ Directly

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

To copy from the bulletin:

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

Paste bulletin pages here...

Revised 10/19/12

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.

[signature]	10/24/2014		
Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
[signature]	10/24/14		
Department Chair	Date	Professional Education Head of Unit (If applicable)	Date
		General Education Committee Chair (If applicable)	Date
[signature]	11/12/14		
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
[signature]	11/14/14	[signature]	12-2-14
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.)**

   CS 5913

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).**

   Mobile Application Development

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

   lecture only

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

   standard letter, credit

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.**

   This course presents topics on mobile application development through a project-based environment. This course will teach students how to create mobile applications, deploy applications to mobile hardware and how to effectively work in a team environment.

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?

   yes, the prerequisites are CS3113 Algorithms & Advanced Data Structures

   b. Why?

   The course content contains material requiring understanding of algorithms, advanced data structures and advanced programming skills.

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

   Spring

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

    Dr. Jeff Jenness

11. **Proposed Starting Term/Year**

    Spring 2015

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

    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 the necessary background knowledge for application of computer science to this new application paradigm. Students are required to be of advanced standing in the discipline of Computer Science in order to be successful in the course. Students will acquire knowledge and skills needed to design, program and deliver mobile applications on a chosen mobile platform.

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

    One part of the mission is to maintain the curriculum with updated technologies. The mobile computing platform represents an advanced and complex environment for construction and deployment of software applications. The environment is a major shift in the use of computer technologies in business and society. As such, offering it to our students develops the needed background knowledge for application construction in this new environment.

    C. **Student population served.**

    Computer Science students

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

    The content of the course uses advanced program construction and software engineering techniques. The student must have had a course in advanced data structures that is at the junior level. This course requires proficiency and maturity to be found in graduate students.

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

1. Introduction to Mobile technologies and programming environments
2. Programming languages and tools
3. Mobile Application Design
4. Model-View-Controller and User Interfaces
5. Building Controls 1
6. Building Controls 2
7. Team Project Software Life Cycle
8. Mobile Media
9. Mobile Communication
10. Other Mobile Technologies
11. Mobile Application Deployment
12. Testing and Debugging Mobile Apps
13. Portability Issues
14. Project Presentations

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

The course will require a team project that will be used as the basis for all assignments. The project will represent a realistic mobile application that must be designed, programmed and deployed. In addition, a team presentation of the project and application will be scheduled at the end of the course.

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

none

19. Required reading

References and documentation for the chosen mobile development environment will be required reading.

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

No additional staffing will be required for course offering. The existing computer laboratories within the department will be utilized.

21. What is the primary goal of this course?

The primary goal for this course is to provide the student the required knowledge and skills for the construction of mobile applications.

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

This course is not a general education course

- ☐ **Communicating effectively**
- ☐ **Using mathematics**
- ☐ **Developing a life-long appreciation of the arts and humanities**
- ☐ **Developing a strong foundation in the social sciences**
- ☐ **Using science to accomplish common goals**

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: Be able to use a mobile development environment
Learning Activity: The student will use the environment as basis of the Team Project for the application construction.
Assessment Tool: The Team Project will be assessed for proper construction using the development environment.

Primary Goal Outcome #2: Understand the basic architecture of the mobile platform
Learning Activity: The student will design a mobile application as part of the Team Project.
Assessment Tool: The Team Project will be assessed for proper design elements in a mobile application.

Primary Goal Outcome #3: Be able to function as a member in a software team environment
Learning Activity: The student will participate in the Team Project during the application construction.
Assessment Tool: The Team Project will be assessed for the proper contribution of each student and team structure.

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.

Revised 3/08/13

Code # Enter text...

New/Special Course Proposal-Bulletin Change Transmittal Form

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OCT 28 2014

☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

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

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

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

Signature	Date	Signature	Date
[signature]	10/22/14	[signature]	10-27-14
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
[signature]	10-22-14		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
[signature]	10-24-14		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
[signature]	10/28/14	[signature]	12-2-14
College Dean		**Graduate Curriculum Committee Chair**	
[signature]	10/28/14		ENTER DATE...
Head of Unit	**Date**	**Vice Chancellor for Academic Affairs**	

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
ELSE 6193

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

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.
Internship

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

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

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
no

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
Special Education Laboratory Experience is the internship component of the MSE in Special Education K-12 program. Candidates will develop and implement field-based projects for the purpose of applying the knowledge and skills sets obtained in all courses leading up to the Laboratory Experience course. Implementation of projects will take place in a special education setting to provide an opportunity for candidates to work with students with exceptionalities. Emphasis is on practical application of theoretical methods. Prerequisites: Passage of Special Education Praxis II and permission from advisor.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
Yes. Passage of Special Education Praxis II; permission of advisor; completion of all courses.

b. Why?
This is the internship portion of the degree program. Prerequisites: Passage of Special Education Praxis II and permission of advisor.

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

10. Contact Person (Name, Email Address, Phone Number)
Cindy Nichols, cmnichols@astate.edu, 972-3062

11. Proposed Starting Term/Year
Fall 2015

12. Is this course in support of a new program? Yes
If yes, what program?
Yes. MSE Specialist in Special Education K-12

13. Does this course replace a course being deleted? Yes
If yes, what course?
Laboratory Experience I & II P-4 (ELSE 6813 & ELSE 6823) and Laboratory Experience I& II 4-12 (ELSE 6853,6863)

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

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

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

This course is designed to allow graduate students to refine their teaching strategies by working with students with exceptionalities. The graduate students are expected to apply evidence-based knowledge and skills regarding special education in a special education setting under the guidance of a mentor who is a licensed special educator or administrator.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.
This course is part of the MSE Specialist in Special Education degree program proposed in the School of Teacher Education and Leadership.

c. Student population served.
Graduate students seeking an MSE in Special Education.

d. Rationale for the level of the course (lower, upper, or graduate).
This is a required course in the MSE Special Education Program.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)
Week 1 Students identify target student for modules (projects); Leadership and Research Project
Week 2 Assessment Module. Leadership and Research Project
Week 3 Assessment Module, Leadership and Research Project
Week 4 Assessment Module. Leadership and Research Project
Week 5 Leadership and Research Project
Week 6 IEP Module, Leadership and Research Project
Week 7 IEP Module, Leadership and Research Project
Week 8 Instructional Plan Module-Formative Phase, Leadership and Research Project
Week 9 Instructional Plan Module-Formative Phase, Leadership and Research Project
Week 10 Instructional Plan Module-Formative Phase, Leadership and Research Project
Week 11;Instructional Plan Module- Formative Phase, Leadership and Research Project
Week 12 Instructional Plan Module-Formative Phase, Leadership and Research Project
Week 13 Instructional Plan Module-Summative Phase, Leadership and Research Project
Week 14 Portfolio

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

18. Special features (e.g. labs, exhibits, site visitations, etc.)
All projects must be done with students with exceptionalities

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

20. What is the primary intended learning goal for students enrolled in this course?
The students will apply theory, skills, and knowledge of best practices in education within a special education setting.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
No text required
b. Number of pages of reading required per week: N/A
c. Number of pages of writing required over the course of the semester: Approximately 80

22. High-Impact Activities (Check all that apply)
- ☐ Collaborative assignments
- ☐ Research with a faculty member

- ☐ Diversity/Global learning experience
- ☐ Service learning or community learning
- ☐ Study abroad
- ☒ Internship
- ☐ Capstone or senior culminating experience
- ☒ Other Explain: Projects (modules) conducted within the special education setting

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?) Candidates will be able to analyze and interpret assessment data for the purpose of planning and implementing instruction for students with exceptionalities.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?) Assessment module: Candidates will select a target student. Previous assessment data will be analyzed with findings being written into a report. Candidates will develop a current assessment tool and administer it to the target student with the findings being written into a report for the purposes of making instructional plans.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) Grading rubric will be used to assess learning in the Assessment Module

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2: Candidates will be able to design and implement effective instructional plans based upon the development of an appropriate IEP.

Learning Activity: IEP module; Instructional plan module: Using the assessment data about the target student from the assessment module, candidates will develop a working IEP and will then develop and teach lesson plans (Instructional Plan Module)that specifically address the goals and objectives in the IEP.

Assessment Tool: Grading Rubrics will assess the IEP and Instructional Plan Modules.

Outcome #3: Candidates will be able demonstrate leadership and research skills as they pertain to special education topics.

Learning Activity: Candidates will develop a needs assessment concerning special education topics within their public school setting. Based upon the needs assessment, the candidate will select and research the topic while developing a collection of resources, teaching materials, and strategies for the purpose of providing a power point presentation to the building staff via an in-service meeting.

Assessment Tool: Grading rubric will be used to assess the Leadership Research Project

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

☒ Minimally
☐ Indirectly
☐ Directly

b. Thinking Critically
☐ Minimally
☐ Indirectly
☒ Directly

c. Using Technology
☐ Minimally
☐ Indirectly
☒ Directly

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

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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.

Graduate Bulletin 2014-2015

Page 132
~~ELSE 6813 Laboratory Experiences I P-4~~
~~ELSE 6823 Laboratory Experiences II P-4~~
Page 133
~~ELSE 6853 Laboratory Experiences I 4-12~~
~~ELSE 6863 Laboratory Experiences II 4-12~~
Graduate Bulletin 2014 – 2015, Pages 144 - 146
~~**ELSE 6813 Laboratory Experiences I P-4** A series of field-based experiences in a P-4 special education classroom setting, designed to provide students opportunities to work with children with disabilities. Emphasis is focused on practical application of theoretical~~

~~methods. Prerequisites: Successful completion of required Praxis II exams and permission from advisor and completion of portfolio.~~

~~**ELSE 6823 Laboratory Experiences II P-4** A series of field-based experiences designed as a continuation of ELSE 6813. Prerequisites: ELSE 6813 and permission of advisor.~~

~~**ELSE 6853 Laboratory Experiences I 4-12** A series of fi eld-based experiences in a 4-12 special education classroom setting, designed to provide students opportunities to work with students with disabilities. Emphasis is focused on practical application of theoretical methods. Prerequisites: Successful completion of required Praxis II exams and completion of portfolio.~~

~~**ELSE 6863 Laboratory Experiences II 4-12** A series of field-based experiences designed as a continuation of ELSE 6853. Prerequisites: ELSE 6853 and permission from advisor.~~

Additions:
Page 131
ELSE 6193 Laboratory Experiences

Page 145

ELSE 6193 Laboratory Experiences

Special Education Laboratory Experience is the internship component of the MSE in Special Education K-12 program. Candidates will develop and implement field-based projects for the purpose of applying the knowledge and skills sets obtained in all courses leading up to the Laboratory Experience course. Implementation of projects will take place in a special education setting to provide an opportunity for candidates to work with students with exceptionalities. Emphasis is on practical application of theoretical methods. Prerequisites: Passage of Special Education Praxis II and permission from advisor.

Revised 3/08/13

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NOV _ 4 2014

Code # Enter text...

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.

11-3-14 ENTER DATE... **Department Curriculum Committee Chair**	11-19-14 ENTER DATE... **COPE Chair (if applicable)**
11-3-14 ENTER DATE... **Department Chair:**	ENTER DATE... **General Education Committee Chair (If applicable)**
11-4-14 ENTER DATE... **College Curriculum Committee Chair**	ENTER DATE... **Undergraduate Curriculum Council Chair**
11/10/14 ENTER DATE... **College Dean**	12-2-14 ENTER DATE... **Graduate Curriculum Committee Chair**
11/10/14 Head of Unit — Date	ENTER DATE... **Vice Chancellor for Academic Affairs**

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
MLED 5002

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

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)?
Yes, this course will be dual listed with MLED 4002 for our BSE in MLED Teaching Degree Program. Course is being developed along with the revision of the BSE program to bring it into compliance with Arkansas Department of Education licensure changes.

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
no

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
Analysis and rehearsal of teaching grammar in context of the writing process through study of image grammar, syntactic structures, and mentor texts; creation of teacher writing models and writing portfolio in both fiction and nonfiction.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program

b. Why?
Background knowledge developed in these courses is needed for understanding the content, pedagogy, and strategies of the course.

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

10. Contact Person (Name, Email Address, Phone Number)
Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. Rtowery@astate.edu . 870-972-3059

11. Proposed Starting Term/Year
Fall 2015

12. Is this course in support of a new program? No
If yes, what program?
No

13. Does this course replace a course being deleted? Yes
If yes, what course?
MLED 5013

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

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

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
Students will analyze structures of grammar and the work of writers, then create their own writing models and grammar-in-context lessons for young adolescents in order to effectively implement an integrated approach for grammar instruction. Both writing and thinking at the higher levels are required.

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 encompasses three areas: teaching, service, and research. This course contributes significantly toward the accomplishment of the department's goal of preparing Professionally Emerging Teachers and Emerging Professionals in the fields of middle level education.

This course supports the Arkansas Department of Education's competencies for middle level education.

Specifically, the course will address the following Learning to Teach, Teaching to Learn Conceptual Framework Standards

Diversity
Communication Skills
Curriculum
Subject Matter
Teaching Models
Assessment

Specifically, the course will address the following Association of Middle Level Education Standards

Standard 1: Young Adolescent Development
Element a: Knowledge of Young Adolescent Development
Element b: Knowledge of the Implications of Diversity on Young Adolescent Development
Element c: Implications of Young Adolescent Development for Middle Level Curriculum and Instruction
Element d: Implications of Young Adolescent Development for Middle Level Programs and Practices
Standard 2: Middle Level Curriculum
Element a: Subject Matter Content Knowledge
Element b: Middle Level Student Standards
Element c: Interdisciplinary Nature of Knowledge
Standard 4: Middle Level Instruction and Assessment
Element a: Content Pedagogy
Element b: Middle Level Instructional Strategies
Element c: Middle Level Assessment and Data-informed Instruction
Element d: Young Adolescent Motivation

Specifically, the course will address the following InTASC Standards
The Learner and Learning
Standard 2: Learning Differences
Standard 3: Learning Environments

Content
Standard 4: Content Knowledge
Standard 5: Application of Content

Instructional Practice
Standard 6: Assessment
Standard 7: Planning for Instruction
Standard 8: Instructional Strategies

c. Student population served.
middle level education candidates

d. Rationale for the level of the course (lower, upper, or graduate).
This course is taken prior to the MAT Teaching Internship in order to facilitate integration of the methods and materials of teaching math with actual classroom teaching

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)
Week 1: *Interview with teacher about approach(es) to teaching grammar;* Analysis of perspectives on grammar and grammar instruction; Noden's approach: teaching grammar as part of the writing process and studying the masters.
Week 2: Syntactic Structures—the 5 brushstrokes.
Week 3: Keeping a Writer's Sketchbook; Exploring strategies: Combining phrases & clauses; dialogue; image/word relationships; writing time—all using real-life media and/or work from master writers. Developing a writer's portfolio; Exploring strategies continued: Parallel structures ; Personal voice; Special effects with punctuation; Adding specific details through poetry; Linking grammar to meaning; Writing time—all using real-life media and/or work from master writers.
Week 4: Patterns of fiction—story grammar and scenes; Painting characters; *Co-teach or individually teach lessons using specific mentor texts.*
Week 5:Evaluation of Writing Portfolios, Peer Teaching and Final Exam

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Writer's Sketchbook; Writer's Portfolio; Writing Workshop lesson/facilitation plans; Reflective writings; Fiction and Non-fiction writings; Final exam

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Students will participate in a peer micro teaching/conferencing experience.

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

20. What is the primary intended learning goal for students enrolled in this course?
Students will develop a philosophical position about the teaching of grammar in context of the writing process in order to effectively appraise, design and facilitate meaningful writing and grammar instruction.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year

Noden, H.R. (2011). *Image grammar: Teaching grammar as part of the writing process.* Portsmouth, NH: Heinemann.

b. Number of pages of reading required per week: 20-30 pages
c. Number of pages of writing required over the course of the semester: Approximately 70 pages (both formal and informal; both handwritten and typed)

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
The utilization of a writer's sketchbook (notebook) to track strategies for teaching grammar that will be used as classroom models.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Grammar strategies from experiences in class and from observation events outside of class will be collected and analyzed in the writer's sketchbooks.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Both self and peer assessments in rubric form will be used to guide reflection about instructional ideas in writer's sketchbooks; instructor will use same rubric for formal evaluation of writer's sketchbooks.

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
Development of a writer's portfolio and to develop effective fiction and non-fiction writing pieces

Learning Activity:
Students will collect finalized pieces of writing (poetry; fiction and non-fiction pieces developed over the class)

Assessment Tool:
Each student will represent his/her writer's portfolio by presenting an introduction of it in small group sharing at the end of the course; the instructor will evaluate each writer's portfolio digitally, using a checklist on Google Docs

Outcome #3:
Development of a philosophical approach to the teaching of grammar.

Learning Activity:

Through readings from the textbook, experiences in public school classroom settings, and from personal writing experiences, students will explore Noden's philosophical stance on teaching grammar-in-context while considering their prior attitudes toward teaching grammar.

Assessment Tool:
A final exam in essay format will be used for students to explicate their philosophical approaches to teaching grammar (with a thesis statement and clearly developed lead, body, and conclusion techniques); the assessment tool will be a rubric developed by the instructor.

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

a. Global Awareness
- ☐ Minimally
- ☒ Indirectly
- ☐ Directly

b. Thinking Critically
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

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

To copy from the bulletin:

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

~~**MLED 5013 Methods and Materials for Teaching Language Arts and Social Science in the Middle Grades** Prepares MAT candidates to develop, plan, enact, and reflect on lessons in middle grades language arts and social studies.~~

MLED 5002 Methods and Materials for Teaching English Language Arts
Analysis and rehearsal of teaching grammar in context of the writing process through study of image grammar, syntactic structures, and mentor texts; creation of teacher writing models and writing portfolio in both fiction and nonfiction. Prerequisites RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program, Summers or as needed

Revised 3/08/13

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Code #

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 11-3-14	**COPE Chair (if applicable)** 11-10-14
Department Chair: 11-3-14	**General Education Committee Chair (If applicable)**
College Curriculum Committee Chair 11-4-14	**Undergraduate Curriculum Council Chair**
College Dean 11/10/14	**Graduate Curriculum Committee Chair** 12-2-14
Head of Unit 11/10/14 Date	**Vice Chancellor for Academic Affairs**

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
MLED 5012.

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

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

5. Is this course dual listed (undergraduate/graduate)?
Yes, this course will be dual listed with MLED 4012 for our BSE in Middle Level Education. Course is being developed along with the revision of the BSE program to bring the program into compliance with Arkansas Department of Education licensure changes.

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
This methods course will acquaint middle level candidates with mathematical processes, diagnosis learner difficulties, and underlying rationale for teaching mathematics. Content includes: Mathematics Common Core Standards, appropriate pedagogy, math manipulatives, and the use of instructional 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, the student will not be allowed to register).
a. Are there any prerequisites?
MLED 6413, RDNG 6013, RDNG 6993, TE6223, Admission to the Teacher Education Program

b. Why?
Background knowledge developed in these courses is needed for understanding the content, pedagogy, and strategies of the course.

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

10. Contact Person (Name, Email Address, Phone Number)
Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. Rtowery@astate.edu . 870-972-3059

11. Proposed Starting Term/Year
Fall 2015

12. Is this course in support of a new program? Yes/No
If yes, what program?
No

13. Does this course replace a course being deleted? Yes
If yes, what course?
MLED 5023

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

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

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
This methods course will acquaint candidates with mathematical processes, diagnosis of learner difficulties, and underlying rationale for teaching mathematics to the middle school child. Math content including the Common Core State Standards for Mathematics, best practices pedagogy, math manipulatives, and instructional technology will be taught. Goals include that the candidates will learn appropriate and best practices pedagogy for middle grade mathematics instruction, Common Core State Standards Mathematics content, appropriate use of math manipulatives, and appropriated integrated instructional technology.

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 encompasses three areas: teaching, service, and research. This course contributes significantly toward the accomplishment of the department's goal of preparing Professionally Emerging Teachers and Emerging Professionals in the fields of middle level education.

This course supports the Arkansas Department of Education's competencies for middle level education.

Specifically, the course will address the following Learning to Teach, Teaching to Learn Conceptual Framework Standards

Professionalism
Curriculum
Subject Matter
Teaching Models
Assessment
Reflective Teaching

Specifically, the course will address the following Association of Middle Level Education Standards

Standard 1: Young Adolescent Development
Element a: Knowledge of Young Adolescent Development
Element b: Knowledge of the Implications of Diversity on Young Adolescent Development
Element c: Implications of Young Adolescent Development for Middle Level Curriculum and Instruction
Element d: Implications of Young Adolescent Development for Middle Level Programs and Practices
Standard 2: Middle Level Curriculum
Element a: Subject Matter Content Knowledge
Element b: Middle Level Student Standards
Element c: Interdisciplinary Nature of Knowledge
Standard 3: Middle Level Philosophy and School Organization
Element a: Middle Level Philosophical Foundations
Element b: Middle Level Organization and Best Practices
Standard 4: Middle Level Instruction and Assessment
Element a: Content Pedagogy
Element b: Middle Level Instructional Strategies
Element c: Middle Level Assessment and Data-informed Instruction
Element d: Young Adolescent Motivation
Standard 5: Middle Level Professional Roles
Element a: Professional Roles of Middle Level Teachers
Element b: Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices

Element c: Working with Family Members and Community Involvement
Element d: Dispositions and Professional Behaviors

Specifically, the course will address the following InTASC Standards
The Learner and Learning
Standard 1: Learner Development
Standard 2: Learning Differences
Standard 3: Learning Environments

Content
Standard 4: Content Knowledge
Standard 5: Application of Content

Instructional Practice
Standard 6: Assessment
Standard 7: Planning for Instruction
Standard 8: Instructional Strategies

Professional Responsibilities
Standard 9: Professional Learning and Ethical Practice
Standard 10: Leadership and Collaboration.

c. Student population served.
MAT Middle level education candidates.

d. Rationale for the level of the course (lower, upper, or graduate).
This course is taken prior to the MAT Teaching Internship in order to facilitate integration of the methods and materials of teaching math with actual classroom teaching.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)
Week One: Discuss Ch.2 & 6-Frameworks/Common Core Lesson Plan Discussion

Week Two: Assign Math Manipulative Lesson, complete lesson plan template, Discuss Ch. 3 & 7- 6 Principles of High Quality Instruction

Week Three: Math Interactive (virtual manipulatives), calculators, and other instructional technology; Students' presentation of lessons

Week Four: Middle school math curricula – trends and historical background,

Weeks Five: Article critique, how students learn math, Activities and techniques for problem based learning with Math Common Core content standards, Final exam

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

Article critiques and discussions

3 day Integrated Inquiry Investigation Lesson Plan
Math Manipulative Lesson Plan with classroom teaching
2 Self-Reflections on the two lesson plans
Program Report/Overall Reflection
Final Exam

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

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

20. What is the primary intended learning goal for students enrolled in this course?
The primary goal is to prepare middle level education candidates to teach math in grades 4-8.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
Elementary and Middle School Mathematics: Teaching Developmentally by Van De Walle, et al. 8th ed. Allyn & Bacon 2012 .
b. Number of pages of reading required per week: 10
c. Number of pages of writing required over the course of the semester: 16

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Develop appropriate math lesson plans for mid-level students.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Students will practice developing appropriate lesson plans.

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

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
Teach using best practices.

Learning Activity:
Best practices pedagogy will be taught and modeled by the candidate.

Assessment Tool:
Classroom observation instrument administered by the university supervisor or public school clinical supervisor.

Outcome #3:
Students will self-reflect on the lesson plans developed and taught.

Learning Activity:
Reflecting on a lesson developed and taught will be modeled.

Assessment Tool:
Reflection Rubric

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

a. Global Awareness
- [x] Minimally
- [ ] Indirectly
- [ ] Directly

b. Thinking Critically
- [ ] Minimally
- [ ] Indirectly
- [x] Directly

c. Using Technology
- [ ] Minimally
- [ ] Indirectly
- [x] Directly

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

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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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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.

~~**MLED 5023 Methods and Materials for Teaching Mathematics and Science in the Middle Grades** Methods, materials, and activities to promote effective instructional strategies in the middle school mathematics and science classrooms. Emphasis on philosophical bases, national standards, assessment, and current problems related to teaching middle school mathematics and science.~~

MLED 5012 Methods and Materials for Teaching Mathematics

This methods course will acquaint middle level candidates with mathematical processes, diagnosis learner difficulties, and underlying rationale for teaching mathematics. Content includes: Mathematics Common Core Standards, appropriate pedagogy, math manipulatives, and the use of instructional technology. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.

Revised 3/08/13

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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.

11-3-14 ENTER DATE...
Department Curriculum Committee Chair

11-10-14 ENTER DATE...
COPE Chair (if applicable)

11-3-14 ENTER DATE...
Department Chair:

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

11-4-14 ENTER DATE...
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

11/6/14 ENTER DATE...
College Dean

12-2-14 ENTER DATE...
Graduate Curriculum Committee Chair

11/6/14
Head of Unit Date

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
MLED 5022

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

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)?
Yes, this course will be dual listed with MLED 4022 for our BSE in Middle Grades program. Course is being developed along with the revision of the BSE program to bring the program into compliance with Arkansas Department of Education licensure changes.

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
This course includes current trends in teaching science at the middle school level, science process skills, teaching techniques, state and national science standards, curriculum development, use of facility resources and equipment.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program

b. Why?
Background knowledge developed in these courses is needed for understanding the content, pedagogy, and strategies of the course.

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

10. Contact Person (Name, Email Address, Phone Number)
Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. Rtowery@astate.edu . 870-972-3059

11. Proposed Starting Term/Year
Fall 2015

12. Is this course in support of a new program? No
If yes, what program?

13. Does this course replace a course being deleted? yes
If yes, what course?
MLED 5023

Has this course number been used in the past? noi
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

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

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
The teacher candidates will plan curricula which apply to state and national standards, including the Next Generation Science Standards and Arkansas Science Curriculum Frameworks; plan and use a variety of instructional strategies appropriate for teaching science in grades 4-8; and be able to integrate the curricula with content areas, technology, and Common Core State Standards for mathematics and English/language arts.

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 encompasses three areas: teaching, service, and research. This course contributes significantly toward the accomplishment of the department's goal of preparing Professionally Emerging Teachers and Emerging Professionals in the fields of middle level education.

Specifically, the course will address the following ASU Learning to Teach, Teaching to Learn Conceptual Framework Standards

Professionalism
Diversity
Communication Skills
Curriculum
Subject Matter
Teaching Models
Classroom Management
Assessment
Reflective Teaching

Specifically, the course will address the following Association of Middle Level Education Standards

Standard 1: Young Adolescent Development
Element c: Implications of Young Adolescent Development for Middle Level Curriculum and Instruction
Standard 2: Middle Level Curriculum
Element a: Subject Matter Content Knowledge
Element c: Interdisciplinary Nature of Knowledge
Standard 4: Middle Level Instruction and Assessment
Element a: Content Pedagogy
Element b: Middle Level Instructional Strategies
Element c: Middle Level Assessment and Data-informed Instruction
Element d: Young Adolescent Motivation
Standard 5: Middle Level Professional Roles
Element a: Professional Roles of Middle Level Teachers
Element d: Dispositions and Professional Behaviors

Specifically, the course will address the following InTASC Standards
The Learner and Learning
Standard 2: Learning Differences
Standard 3: Learning Environments

Content
Standard 4: Content Knowledge
Standard 5: Application of Content

Instructional Practice
Standard 6: Assessment
Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

Professional Responsibilities
Standard 9: Professional Learning and Ethical Practice
Standard 10: Leadership and Collaboration.

Middle Level Education candidates

This course supports the Arkansas Department of Education's competencies for middle level education.

1. **Integration of STEM (science, technology, engineering, and mathematics)**
   - 1.2 Develop and deliver STEM-integrated, student-centered lessons and lab investigations taking into account factors such as safety measures, grades 4-8 classroom dynamics, problem-solving, and project-based learning strategies, etc., which integrate grade-appropriate standards and practices
   - 1.3 Understand and apply the engineering design process used to solve real-world problems in grades 4-8 lessons1
   - 1.4 Collect, evaluate, synthesize, and share real-world data
   - 1.7 Develop and deliver STEM lesson assessments (formative and summative)
   - 1.9 Appreciate the nature of science and scientific inquiry through solving real-world problems
   - 1.10 Develop and implement grades STEM units and lessons
2. **Vision for k-12 science education: scientific and engineering practices, cross cutting concepts, and core ideas**
   - 2.1 Demonstrate a command for grades 4-8 science education-"... students, over multiple years of school, actively engage in scientific and engineering practices ad apply crosscutting concepts to deepen their understanding of the core ideas in these fields."
   - 2.5 Identify and implement lessons/units that integrate the scientific and engineering practices and crosscutting concepts with each of the core ideas as specified in the performance expectations of the NGSS
   - 2.6 Demonstrate content and science investigation teaching methods for grades 4-8 in the particular core ideas of one of the following: physical sciences; life sciences; earth and space sciences; engineering, technology, and the applications of science
   - 2.7 Implement the Common Core State Standards for mathematic and English/language arts and ISTE Standards for Teachers as they support NGSS
   - 2.8 Demonstrate diverse teaching strategies for reading and writing informational texts like those read and written by scientists

c. Student population served.
Middle level education candidates

d. Rationale for the level of the course (lower, upper, or graduate).
This course is taken prior to the MAT Teaching Internship in order to facilitate integration of the methods and materials of teaching math with actual classroom teaching.

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

Week 1:	Identifying students' misconceptions, the nature of science, discrepant events History of science education, trends in science education, national and state science standards (Arkansas Science Frameworks or Next Generation Science Standards (NGSS), if approved in Arkansas) Best practices in science teaching, levels of inquiry, modeling, lab safety, use of cooperative learning groups Formative and summative assessment in middle school science
Week 2:	Science curricula, Internet resources, AIMS, GEMS, SEPUP, FOSS, visit to ASU STEM Education Centers' Teacher Access Center (resources for science teaching) Labs and demonstrations, science fairs and fieldtrips. Hands-on science activities

Week 3: Implementing the Common Core State Standards for **Mathematics** and **Engish Language Arts (CCSS) as** they support NGSS **or the Arkansas Science Frameworks**

Week 4: Formative and summative assessment in the science classroom, use of released items for testing.

Week 5: Using technology in the science classroom (**e.g.,** probes, **sensors**). Peer Teaching

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

1. Each student will answer the question, "Why is math included in the science methods class?"
2. Autobiography. Students will describe their personal experiences with science and math, in or out of school, and will use these experiences to describe the kind of science teacher they hope to become. As part of this assignment, they will also establish and describe their goals for personal development in teaching science and mathematics.
3. Students will critique articles from professional journals. The purpose of this activity is to introduce them to literature available to assist them in teaching and to acquaint them with alternative teaching strategies.
4. Each student will present a discrepant event to other students in the class.
5. Each student will teach an activity from one of the following curriculum guides: *Project WILD, Project WET, Project Learning Tree, Project Aquatic WILD* to the students in the class or students will attend a professional development workshop taught by one or more of the state facilitators for these projects.
6. Each student will teach an activity from the *GEMS* or *AIMS* activity guides or other similar curricula to the students in the class.
7. Each student will complete a lecture/presentation using Power Point about a science lesson that the student might use in a middle school science classroom.
8. Each student will find 10 Internet sites for use in science lesson plans. Each student will write a brief (a few sentences) description/critique of each site and share them with other students in the class.
9. Each student will plan and write a science inquiry lesson plan, using the 5e, 6e, or 7e format for writing a science inquiry lesson plan.
10. Each student will conduct an in-class discussion of a case study in science teaching and learning.
11. Each student will develop a textbook-based unit of instruction containing a minimum of five lessons, including a lab and other hands-on activities, a minimum of two formative assessments (with grading rubrics), and a summative evaluation with answer key. This unit will be planned with the clinical supervisor and will be taught during the field placement.
12. Each Student will plan and deliver a micro lesson to a select set of peers

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Students will experience a peer teaching micro lab to develop instructional skills and self-assessment strategies

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

20. What is the primary intended learning goal for students enrolled in this course?
Students will be able to develop and deliver STEM- integrated, student-centered lessons and lab investigations, taking into account factors such as safety, problem-solving, and project-based learning strategies, which integrate grade-appropriate standards and practices.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
Chiappetta, E. & Koballa, T. (2009). Science Instruction in the Middle and Secondary Schools, 7th edition. Upper Saddle River, NJ: Merrill
b. Number of pages of reading required per week: 50
c. Number of pages of writing required over the course of the semester: 30

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Students will be able to construct science lesson plans, including inquiry-based lessons process, as well as a series of related lesson plans (unit), to include hands-on science activities. Students will use the Arkansas science frameworks (or NGSS if they are adopted, as well as CCSS as they apply to reading and writing in science.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Students will do inquiry and hands-on activities in class – both those selected by the instructor and those conducted by the students from various sources of curricula. Lesson plan construction will be reviewed. The students will write a 5e lesson plan early in the semester and will use this model when planning individual lessons for class assignments and the culminating unit.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Teacher candidates will write lesson plans and complete a unit of instruction in collaboration with their clinical supervisors. These will be graded by rubrics. They will also teach their units during their field placement. The Clinical Supervisor and/or the University Supervisor will assess the teaching episodes with rubrics.

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
Students will be able to utilize a variety of formative assessments for science lessons.

Learning Activity:
Students will develop and demonstrate assessment procedures through written lesson plans and peer teaching.
Assessment Tool:
Rubrics will be used to evaluate both types of assessment formation.

Outcome #3:
Students will become familiar with resources for teaching science

Learning Activity:
Students will visit the **ASU** STEM Education Centers' Teacher Access Center (resources). Science specialists from the STEM Education Centers will visit the class to discuss available resources from the Internet. Students will also locate and evaluate

Internet sites and share these with others in the classroom. Students will present activities from various curricula, such as AIMS, and GEMS. Students will submit a Powerpoint presentation on a science topic of their choice.

Assessment Tool:
Rubrics will be given for these activities, both for written and oral presentations. Students may work in groups for some of these presentations.

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

a. Global Awareness
- ☐ Minimally
- ☒ Indirectly
- ☐ Directly

b. Thinking Critically
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

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

To copy from the bulletin:

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

~~**MLED 5023 Methods and Materials for Teaching Mathematics and Science in the Middle Grades** Methods, materials, and activities to promote effective instructional strategies in the middle school mathematics and science classrooms. Emphasis on philosophical bases, national standards, assessment, and current problems related to teaching middle school mathematics and science.~~

MLED 5022 Methods and Materials for Teaching Science
This course includes current trends in teaching science at the middle school level, science process skills, teaching techniques, state and national science standards, curriculum development, use of facility resources and equipment. **Prerequisites:** RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.

Revised 3/08/13

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NOV _ 4 2014

Code # Enter text...

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.

11-3-14
Department Curriculum Committee Chair

11-10-14
COPE Chair (if applicable)

11-3-14
Department Chair

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

11-4-14
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

11/10/14
College Dean

12-2-14
Graduate Curriculum Committee Chair

11/10/14
Head of Unit — Date

ENTER DATE...
Vice Chancellor for Academic Affairs

---

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

MLED 5032

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

Methods and Materials for Teaching Social Studies
Mthds Materials for Tch SS

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)?
Yes, this course will be dual listed with MLED 4032 for our BSE in MLED Teaching Degree Program. Course is being developed along with the revision of the BSE program to bring the program into compliance with Arkansas Department of Education licensure changes.

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
This course is based on the National Council for the Social Studies standards. The knowledge base incorporates teaching methodology and teaching tools, including lesson planning, skills development, assessment, multiple intelligences, determining one's personal philosophy of education, and utilizing information 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, the student will not be allowed to register).
a. Are there any prerequisites?
RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program

b. Why?
Background knowledge developed in these courses is needed for understanding the content, pedagogy, and strategies of the course.

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

10. Contact Person (Name, Email Address, Phone Number)
Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. Rtowery@astate.edu . 870-972-3059

11. Proposed Starting Term/Year
Fall 2015

12. Is this course in support of a new program? No
If yes, what program?

13. Does this course replace a course being deleted? yes
If yes, what course?
MLED 5013

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

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

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

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
Rationale:
This course is designed for teaching candidates preparing to teach middle school social studies, 4-8. We will explore issues basic to social studies and help students develop theories about learning in the social studies. The purpose of this course and its field experience component is to assist middle level teacher candidates to prepare for their internship. This preparation is accomplished with classroom discussions, presentations, readings, and projects.

Goals:
1)Interact with a range of curricular materials and techniques for teaching social studies in alternate ways.
2)Identify and apply disciplinary based concepts , relationships, and themes as outlined in state and national curriculum frameworks in order to conceptualize develop, implement, and assess substantive experiences for learners.
3)Further students' understanding of how to engage diverse learners in social studies content.
4)Conceptualize social studies instruction that is socially and culturally responsive and responsible.
5)Explore what informs peoples' assumptions about culture, history, place, identity, society, and what relationships these assumptions have in regard to teaching and impacting students and their learning, and to developing curriculum.

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 encompasses three areas: teaching, service, and research. This course contributes significantly toward the accomplishment of the department's goal of preparing Professionally Emerging Teachers and Emerging Professionals in the fields of middle level education.

This course supports the Arkansas Department of Education's competencies for middle level education.

Specifically, the course will address the following Learning to Teach, Teaching to Learn Conceptual Framework Standards

Diversity
Communication Skills
Curriculum
Subject Matter
Teaching Models
Assessment

Specifically, the course will address the following Association of Middle Level Education Standards

Standard 2: Middle Level Curriculum
Element a: Subject Matter Content Knowledge
Element b: Middle Level Student Standards
Element c: Interdisciplinary Nature of Knowledge
Standard 4: Middle Level Instruction and Assessment
Element a: Content Pedagogy
Element b: Middle Level Instructional Strategies
Element c: Middle Level Assessment and Data-informed Instruction
Element d: Young Adolescent Motivation

Specifically, the course will address the following InTASC Standards

The Learner and Learning

Standard 2: Learning Differences
Standard 3: Learning Environments

Content
Standard 4: Content Knowledge
Standard 5: Application of Content

Instructional Practice
Standard 6: Assessment
Standard 7: Planning for Instruction
Standard 8: Instructional Strategies

c. Student population served.
Middle Level Education candidates

d. Rationale for the level of the course (lower, upper, or graduate).
This course is taken prior to the MAT Teaching Internship in order to facilitate integration of the methods and materials of teaching math with actual classroom teaching

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)
Week 1: Why Do We Teach Social Studies?
This introductory session addresses two fundamental questions, Why do we teach social studies? and How can we bring social studies concepts to life for students? What is the knowledge base of social studies? Because teaching social studies entails creating effective citizens, teachers need strategies to help students understand its relevance in their lives.
Week 2: NCSS Standards 6-8
Lessons from grade 6–8 classrooms illustrate how the National Council of Social Studies (NCSS) curriculum standards and 10 themes of social studies can be integrated into the middle school curriculum. Middle school teachers explore a number of expectations and outcomes in their lessons and build on the fundamentals established in the elementary grades. Themes of civics, political science, and history begin to take on more meaning as the content in these lessons connects to students' lives. Primary Sources
Examining primary sources and artifacts from the past gives students the chance not only to study history but to become historians and anthropologists themselves.
Week 3: Planning for Social Studies Learning
How to Develop a Unit: The Design
Teaching and Learning Strategies
Students Perceptions of Social Studies
Variety in Teaching
Week 4: Social Studies and Curriculum Integration
Population Connection.
Teaching Values, Character Education, and Moral Development.
Making and Interpreting Maps (maps and globes)
Social Studies and Literacy
Social studies and Current Events

Week 5:Applications
Presenting lessons and promoting higher order thinking through questioning. Peer lesson

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

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

~~**MLED 5013 Methods and Materials for Teaching Language Arts and Social Science in the Middle Grades** Prepares MAT candidates to develop, plan, enact, and reflect on lessons in middle grades language arts and social studies~~.

MLED 5032 Methods and Materials for Teaching Social Studies

This course is based on the National Council for the Social Studies standards. The knowledge base incorporates teaching methodology and teaching tools, including lesson planning, skills development, assessment, multiple intelligences, determining one's personal philosophy of education, and utilizing information technology. Prerequisites: RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program. Summer or as needed.

Revised 3/08/13

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☐ **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.

11-3-14 ENTER DATE... **Department Curriculum Committee Chair**	11-10-14 ENTER DATE... **COPE Chair (if applicable)**
11-3-14 ENTER DATE... **Department Chair**	ENTER DATE... **General Education Committee Chair (If applicable)**
11-4-14 ENTER DATE... **College Curriculum Committee Chair**	ENTER DATE... **Undergraduate Curriculum Council Chair**
11/10/14 ENTER DATE... **College Dean**	12-2-14 ENTER DATE... **Graduate Curriculum Committee Chair**
11/10/14 Head of Unit / Date	ENTER DATE... **Vice Chancellor for Academic Affairs**

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
MLED 5042

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
Theories and Strategies of Middle Grades Classroom Management
Short Form: Mid Grds Classroom Manag

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

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

5. Is this course dual listed (undergraduate/graduate)?
No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
Application of classroom management principles to middle grades (4-8)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, the student will not be allowed to register).
a. Are there any prerequisites?
Prerequisite: Admission to the MAT Program and TE 6233 Effective Teaching Strategies for Diverse Populations and MLED 6403 The World of the Middle Child.

b. Why?
This course has been designed as part of a structured program leading to teacher licensure. Knowledge of teaching strategies, differentiated instruction, and young adolescent development are essential in developing classroom management strategies.

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

10. Contact Person (Name, Email Address, Phone Number)
Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. Rtowery@astate.edu . 870-972-3059

11. Proposed Starting Term/Year
January 2015

12. Is this course in support of a new program? Yes/No
If yes, what program?
No, this is a revision of an existing program

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

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? Yes/No
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)

MLED6042 **Theories and Strategies of Middle Grades Classroom Management**
Application of classroom management principles to actual classroom practice while participating in an internship in the public schools requires placement in a middle grades. Prerequisites: TE 6233, MLED 6403.

School of Teacher Education and Leadership

CRN ELSE 6193 Special Education Laboratory Experience

I. Course Information:

ELSE 6193 – Laboratory Experience
Instructor: Cindy M. Nichols Ed. S.
Office: 420 Smith Building
Phone: (870)972-2916
FAX: (870) 686-8130
Email: cmnichols@astate.edu

Virtual Office Hours: Tuesdays, 5:00 p.m. – 7:00 p.m.

Office Hours: Wednesday 9:00 a.m. – 3:00 p.m.

For using this course as Arkansas professional development hours, access the following website: http://arkansased.org/pd/index.html

II. Textbook(s) Readings: None

Other Requirements: The candidate must pass the Special Education Praxis II exam before taking the Laboratory Experience course.

III. Purpose and Goals of the Course

A. Laboratory Experience is the internship component of the MSE in Special Education K-12 program. Candidates will develop and implement field-based projects for the purpose of applying the knowledge and skills sets obtained in all courses leading up to the Laboratory Experience course. Implementation of projects will take place in a special education setting to provide an opportunity for candidates to work with students with exceptionalities. Emphasis is on practical application of theoretical methods. Prerequisites: Passage of Special Education Praxis II and permission from advisor.

B. The course objectives are as follows. The LAB student will work:
   1. To increase knowledge of assessment both in the administration of assessments to a target student and the ability to analyze the data.
   2. To use the data from assessment administration to write an IEP for the target student.
   3. To write lesson plans based on the IEP for the target student.
   4. To be formally evaluated by the LAB student's mentor.
   5. To provide leadership in special education through an in-service presentation.

IV. Linkage to Standards

A. CEC Standards

Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities

Standard 2: Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally, responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

5.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7: Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

B. Linkage to Arkansas Teaching Standards:

Arkansas Teaching Standards Website:

http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standards: 1(b) through 1(j)

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures/communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standards: 2(a), 2(b), 2(c), 2(f), 2(g), 2(h), 2(l), 2(m), 2(n), 2(o)

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standards: 3(a), 3(c), 3(d), 3(e), 3(f), 3(j), 3(k), 3(l), 3(m), 3(n), 3(o), 3(r)

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standards: 4(a) through 4(n)

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standards: 5(c), 5(r), 5(s)

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standards: 6(b), 6(e), 6(f), 6(h), 6(k), 6(p), 6(s), 6(u)

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standards: 7(a) through 7(q)

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standards: 8(a) through 8(s)

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standards: 9(a), 9(d), 9(e), 9(g), 9(i), 9(j), 9(l), 9(n), 9(o)

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Standards: 10(a), 10(b), 10(f), 10(g), 10(h), 10(j), 10(k), 10(l), 10(m), 10(n), 10(o), 10(r), 10(s), 10(t)

C. Linkage to Teacher Excellence Support System:

http://www.ciu20.org/cms/lib07/PA01916263/Centricity/Domain/13/FFT%20SmartCard.jpg

Domain 1: Planning and Preparation: 1a through 1f

Domain 2: The Classroom Environment : 2a through 2e

Domain 3: Instruction: 3a through 3e

Domain 4: Professional Responsibilities: 4a through 4f

D. Strengthening and Enriching Learning

1.1.a Understands ethical and legal standards.

1.2.a Demonstrates competence in applying knowledge of content and research in professional practice.
1.2.b Promotes and applies ethical and legal standards in decision-making.
1.2.c Demonstrates professional ism in digital media.
1.3.a Values the importance of professional organizations, credentialing standards, and legal and ethical standards as indicators of one's professional identity.
1.3.b Demonstrates self-efficacy by effectively reflecting on professional practice.
2.1.a Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age and religion that impact student learning.
2.2.a Plans and creates experiences that help all student learn.
2.2.b Demonstrate ability to build collaborative relationships among schools, families, and communities.
2.2.c Demonstrates acceptance and respect for persons with diverse ideas, values, and behavioral practices.
2.3.a Values and respects individuals and their differences.
2.3.b Believes all students can learn.
3.1.a Knows content and concepts of the discipline at an advanced level.
3.1.b Understands the interdisciplinary nature of content and pedagogical knowledge.
3.2.a Demonstrates knowledge through inquiry, critical analysis, and synthesis of discipline-specific content.
3.2.b Shares content in challenging, clear, and compelling ways using real world contexts and integrating appropriate technologies.
3.2.c Selects and develops strategies and technologies, based on research and experience, to help all students learn.
3.2.d Reflects to enhance professional practice.
3.3a Values a caring, supportive learning environment that encourage self-direction by all students.
3.3.b Values life-long learning and mastery of content and pedagogical knowledge.
4.1a Understands the complexities of social systems that impact student learning.
4.2.a Demonstrates a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.
4.2.b Demonstrates understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.
4.3.a Values the intertwining role of family, community, and schools and their impact on student learning.
4.3.b Appreciates the uniqueness and worth of each student while recognizing the necessity of interdependent functioning and fairness to promote living together with the common society.
5.1.a Understands the relevance of research findings and performance data.
5.2.a Collects and analyzes student assessment data and makes data-driven decisions to improve student learning.
5.2.b Demonstrates ability to apply research methods and statistical techniques to improve professional practice
5.3.c Demonstrates ability to interpret and apply research findings from professional literature.
5.3.a Appreciates the importance of evidence-based practice.

E. Diversity Related CEC Standards

ISCI1K5. Candidates recognize cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

ISCI1K12. Candidates recognize differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences.

ISCI2K7. Candidates recognize strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

ISCI2K8. Candidates understand ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.

ISCI2S13. Candidates organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.

ISCI4S6. Candidates use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.

ISCI5S6. Candidates develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

ISCI6S6. Candidates demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.

ISCI7S10. Candidates communicate effectively with families of individuals with exceptionalities from diverse backgrounds.

V. Course Assessment and Performance Measures.

A. Assessment Report Module (60 points): The Lab student will select a target student that has been identified as having an exceptionality. The Lab student will access the student's educational records for the purpose of gathering and analyzing relevant assessment data. The student will also design and administer an informal assessment and write a diagnostic summary about the student based upon assessment results.
CEC Standard Linkage: 2.1, 4.0, 4.2, 4.3, 4.4,6.1, 7.1

B. IEP Module (57 points): Using the same target student from the Assessment Module, the Lab I student will develop an Individualized Education Program for the targeted student. The IEP will be written using the template that is provided by the instructor. The goals and objectives will address areas of strengths and weaknesses found in the assessment data gathered in the Assessment Module. The current IEP used for the student within the school district may not be used. CEC Standards Linkage: 1.0, 1.1, 1.2, 2.0, 2.1, 3.0, 3.2, 3.3, 4.0, 4.2, 4.3, 5.0, 5.2, 5.3, 5.5, 6.0, 6.1, 6.3, 7.0, 7.1, 7.2, 7.3

C. Instructional Plan Module (240 points): The student will develop three (3) lesson plans for the target student based upon the assessment data and the IEP. The lesson may be designed to teach to the child individually or to a group of students in which the target student is included. Specific and detailed directions are included in the guidelines. After teaching each lesson, the student will write a reflection about the lesson plan and its implementation. The student's site based mentor will evaluate the design of each lesson plan and will also evaluate the student as he/she teaches each of the three lesson plans. In addition, the mentor will complete a Summative Evaluation of the candidate.
CEC Standards Linkage: 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 3.0, 3.1, 3.2, 3.3, 4.0, 4.4, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7

D. Special Education Research and Leadership Project: (100 points)
Candidates will develop a needs assessment concerning special education topics or disabilities within their public school setting. Based upon the needs assessment, the candidate will select and research the topic while developing a collection of resources, teaching materials, and strategies for the purpose of providing a power point presentation to the building staff via an in-service meeting. CEC Standard Linkage: 1 through 7

E. Special Education Portfolio: (57 points) The portfolio is a compilation of student artifacts that demonstrates the student's knowledge and skills about teaching students with exceptionalities. An 80 % passage rate is required. CEC Standard Linkage: 1 though 7

F. Grading Scale:

514 Total Points

A =	90-100%	460-514 points
B =	80-89%	433-459 points
C =	70-79%	357-432 points
F =	Below 70%	0-356 points

The LAB student must earn at least a B in Laboratory Experience. Students earning lower than a B must retake the class. Students may not graduate if the portfolio grade is less than 80%.

VI. Special Considerations and/or Features of the Class

A. Students are required to complete all assignments in this syllabus. Failure to complete the assignments will result in failure of the course.

B. Students are required to use word processing for all projects and APA publication style (7th Edition) when citing resources and writing papers.

C. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

E. All assignments/projects are due according to preset dates. Except in cases of serious extenuating circumstances, tardy work will not be accepted. The course professor will decide if the excuse for late work rises to the level of being a "serious extenuating circumstance."

F. Modifications in course content, requirements, and instructional methodology may be needed to ensure a quality course. Modifications will be made by the instructor as needed and students will be advised of such changes.

VII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, have emergency information to share, or need special arrangements, please notify the professor ASAP and/or the ASU Office of Disabilities. Disabilities office can be reached at: http://www2.astate.edu/disability/ or call 870-972-3964.

IX. References:

Allen, K.E. & Marotz. (2007*). Developmental profiles: Pre-birth through twelve* (5th Ed.). Clifton Park, NY: Thomson-Delmar Learning.

Cohen, L. & Spenciner, L. (2010). *Assessment of young children and youth with special needs*. (4thEd.). New York: Pearson Education.

Cook, R.; Klein, M. ; Tessier, Annette; Daley, Steve (2008). *Adapting early childhood curricula for children in inclusive settings* (7th edition). Upper Saddle River, NJ: *Pearson Education, Inc.*

Heward, W. (2009). *Exceptional children: An introduction to special education* (9th edition). Upper Saddle River, NJ: Merrill, Pearson Education, Inc.

Overton, T. (2012). *Assessing Learners with Special Needs: An Applied Approach (7th edition).* Upper Saddle River, NJ: Pearson Education, Inc.

Arkansas State University
Department of Teacher Education

I. Course Information
- A. Course Number and Title: MLED 5002 Methods and Materials for Teaching English Language Arts
- B. Instructor(s): TBD

II. Textbook(s) Readings
- A. Primary Text: Noden, H.R. (2011). *Image grammar: Teaching grammar as part of the writing process.* Portsmouth, NH: Heinemann.
- B. Supplemental Text:
- C. Assigned Readings:
- D. Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III Course Description

Analysis and rehearsal of teaching grammar in context of the writing process through study of image grammar, syntactic structures, and mentor texts; creation of teacher writing models and writing portfolio in both fiction and nonfiction.

IV. Course Objectives

Course Objectives	TESS Linkage	ATS linkage
1. Demonstrate an understanding of the standards from national societies that form the foundation for English language arts instruction.	1a, 1d	Standard 4
2. Explore the integrated nature of instruction (including content knowledge) and plan lessons appropriate for middle grade students.	1c, 1e, 1f	Standard 4
3. Honor individual differences among learners by using multiple approaches to thinking and learning.	1a, 1c, 2b	Standard 4
4. Learn to teach the basic concepts and skills of inquiry and communication as integral to all learning.	3a, 3b, 3e	Standards 4, 5
5. Assist students in using multiple sources to access information and validate hypotheses.	3b, 3c, 3d	Standard 4

V. Course Assessment and Performance Measures (linked to objectives)

Course Assessment and Performance Measures	ASU LTTL	TESS	ATS	AMLE
1. Writer's Sketchbook (notebook), a compilation of strategies useful in the teaching of grammar, to be kept by each student.	Diversity, Communication Skills, Assessment, Curriculum, Subject Matter, Teaching Models	1d, 1e, 1f,2c,3a, 3c, 3d	Standard 2, 3, 4, 5, 6, 7, 8	Standard 2, a, b, Standard 4, a, b, c, d
2. Writer's Portfolio: A collection of original writing done in the course by each student, to include both fiction and non-	Diversity, Communication Skills,	1d, 1e, 1f,2c,3a, 3c, 3d	Standard 2, 3, 4, 5, 6, 7, 8	Standard 2, a, b, Standard 4, a, b, c, d

fiction writing pieces.	Curriculum,			
3. Reader's Theater: Performed in class as part of the language arts curriculum.	Diversity, Communication Skills, Assessment, Curriculum, Subject Matter, Teaching Models	1d, 1e, 1f,2c,3a, 3c, 3d	Standard 2, 3, 4, 5, 6, 7, 8	Standard 1, a, b, c, d, Standard 2, a, b, c Standard 4, a, b, c, d

VI.Course Outline

Week 1: Interview with teacher about approach(es) to teaching grammar; Analysis of perspectives on grammar and grammar instruction; Noden's approach: teaching grammar as part of the writing process and studying the masters.

Week 2: Syntactic Structures—the 5 brushstrokes.

Week 3: Keeping a Writer's Sketchbook; Exploring strategies: Combining phrases & clauses; dialogue; image/word relationships; writing time—all using real-life media and/or work from master writers. Developing a writer's portfolio; Exploring strategies continued: Parallel structures ; Personal voice; Special effects with punctuation; Adding specific details through poetry; Linking grammar to meaning; Writing time—all using real-life media and/or work from master writers.

Week 4: Patterns of fiction—story grammar and scenes; Painting characters; Co-teach or individually teach lessons using specific mentor texts.

Week 5: Evaluation of Writing Portfolios, Peer Teaching and Final Exam

VII. Special Considerations and/or features of the Course

Writer's Sketchbook, Writer's Portfolio; Writing Workshop lesson/facilitation plans; Reflective writings; Fiction and Non-fiction writings; Final exam.

VIII. Procedures to Accommodate Students with Disabilities

"Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.." (Disability Services website.)

IX. Diversity - Themes of diversity are intersperse throughout the curriculum through children's literature as well as in depth discussion from required readings. Diversity is a foundation of the discipline of language arts.

X. References

Danielson, C. (2007). Enhancing professional practice: A framework for teaching, 2nd Edition.

Greene, M.W. & Chell, G. (2014). Using idioms with English language learners. AMLE Magazine, January, 2014, p. 21.

Lawley, J.J., Moore, J. & Smajic, A. (2014). Effective communication between preservice and cooperating teachers. The New Educator, Vol. 10, No. 2, p. 153.

Masuda, A. (2014). "They're shocked that I'm doing research!": Supporting an early career teacher's inquiry in teaching informative writing. The New Educator, Vol. 10, No. 3, p. 201.

Patel, P. (2013). An experiment in flipping. AMLE Magazine, October 2013, p. 31.

Roberts, T. (2013). Grammar in the key of fun. AMLE Magazine, November/December 2013, p. 31.

Ruben, B & Moll, L. (2013), Putting the heart back into writing; Nurturing voice in middle school students. Middle School Journal, November 2013, Vol. 45, No. 2, p. 12.

Arkansas State University
Department of Teacher Education

I. Course Information
   A. Course Number and Title: MLED 5012 Methods & Materials for Teaching Mathematics
   B. Instructor(s): TBA

II. Textbook(s) Readings
   A. Primary Text: John A. Van De Walle, Karen S. Karp, Jennifer M. Bay- Williams (2010) ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS *Teaching Developmentally*. Boston, MA: Allyn & Bacon
   B. Supplemental Text: None
   C. Assigned Readings: TBA from current NCTM *School Mathematics* journals
   D. Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III. Course Description

This methods course will acquaint middle level candidates with mathematical processes, diagnosis learner difficulties, and underlying rationale for teaching mathematics. Content includes: Mathematics Common Core Standards, appropriate pedagogy, math manipulatives, and the use of instructional technology.

IV. Course Objectives

Course Objectives; The student will:	TESS Linkage	ATS linkage
Develop appropriate math lesson plans for mid-level students.	1a,b,c	4j,k,l,n,o; 5k; 6b,g,j,k,l,m,n,o,p,r,t; 7a,b,c,e,i,j,l; 8d,e,h,k,l; 9a,b,h; 10r
Demonstrate "best practices" instructional strategies.	2a, 3a,b,c,e, 4a,d	1d,e,g,j,k; 2g,h,i,j,k; 4j,k,l,m,n,o,q,r; 5i,j,k,m,n,o; 6b,g,j,k,l,m,n,p; 7a,g,I,k,q; 8j,m
Self-reflect on the lesson plans developed and taught.	4a,d,e	1k; 3r; 4q,r; 7p; 8s; 9b,c,e,g,i,l,m,n; 10t
Describe the STEM integrated curriculum and show how it helps children to make meaningful connects to concept development.	1a,d,e,3s,3d	1e,f; 4n; 5i,j,r; 7h,k
Use technology as an integration tool planning, making and evaluating materials and learning activities.	1a,d	3m; 5i,j,l,p; 6i; 7k,m,n,o; 8r, 9d,f; 10g,h

V. Course Assessment and Performance Measures (linked to objectives)

Course Assessment and Performance Measures	ASU LTTL	TESS	ATS	AMLE
2 Article critiques and discussions	Reflective Teaching A,B,C,D,E,F	1d, 4d, e	4o,4p,5q,5r,8p,8r,9m	1d, 4b, 5a
3 day STEM Integrated Inquiry Investigation Lesson Plan	Curriculum – A,B,C,D,E,F Subject Matter – A,B,C,D	1a,b,c, d,e,f; 3b,d; 4a,e	1b,1c,1d,1e,1g,1h,1k;2a,2c,2e,2f,2g, 2h,2i,2j,2k,2l,2m,2o,3a,3b,3c,3g,3l,3m,3r 4a,4g,4j,4k,4l,4m,4n,4o,4q,4r 5i,5j,5k,5l,5m,5n,5o,5p,5q,5r, 5s;6a,6b,6g,6i,6j,6k,6n,6q,6r,6u,6v; 7a,7c,7e,7g,7h,7i,7k,7m,7o,7q;8d,8e,8h, 8j,8k,8l,8m,8n,8o,8p,8q,8r,8s;9d,9f,9g,9i 9m,9o	1a,c,d, 2a,b,c, 4a,b,c
Math Manipulative Lesson Plan with classroom teaching	Curriculum – A,B,C,D,E,F Subject Matter – A,B,C,D	1a,b,c, d,e,f; 3b,d; 4a,e	1b,1c,1d,1e,1g,1h,1k;2a,2c,2e,2f,2g, 2h,2i,2j,2k,2l,2m,2o,3a,3b,3c,3g,3l,3m,3r 4a,4g,4j,4k,4l,4m,4n,4o,4q,4r 5i,5j,5k,5l,5m,5n,5o,5p,5q,5r, 5s;6a,6b,6g,6i,6j,6k,6n,6q,6r,6u,6v; 7a,7c,7e,7g,7h,7i,7k,7m,7o,7q;8d,8e,8h, 8j,8k,8l,8m,8n,8o,8p,8q,8r,8s;9d,9f,9g,9i 9m,9o	1a,c,d, 2a,b, 4a,b,c
2 Self-Reflections on the two lesson plans	Reflective Teaching A,B,C,D,E,F	4a,e	4j,5k;9l,9m,9n,9o	1b,c, 4c,d,5a
Program Report/Overall Reflection	Reflective Teaching A,B,C,D,E,F	4a	4j,5k;9l,9m,9n,9o	5a,d
Final Exam	Curriculum – A,B,C,D,E,F Subject Matter – A,B,C,D	1a,d,e, f, 3b, 4a	1d,2g,2k,3i,4j,4k,4l,4m,4n, 6j,6k,6l,6m,6o,6p; 7g,7h,7i,7k; 8j,8k,8l; 9g,9h,9j;10f	1c,2b,c,4a, b,c,d,5a

1. Article Critiques: Students will critique 2 current (within 3 months) articles from the NCTM journal Mathematics Teaching in the Middle School and will add to the Internship I portfolio.

2. 3 Day Integrated Inquiry Investigation Lesson Plan: Students will develop and present 3 lesson plans on a STEM integrated topic. Lesson plans must follow the INTASC model including Common Core Standards and adaptations for special needs students, and be presented in the field during the first placement. The 3 Day Investigation will be presented to the class during Weeks 3

3. Math Manipulative Lesson Plan with classroom teaching: Students will develop a lesson plan utilizing manipulatives, teach a mini- lesson to the class in the university in weeks 3-5, and teach the full lesson in the Field placement classroom. Lesson plans will follow the INTASC model found in the Internship I Handbook.

4. 2 Self Reflections on the two lesson plans: Students will write a two-paragraph reflection on the 3day Integrated Inquiry Investigation and on the Math Manipulative lesson. The first paragraph will note the strengths of the lesson(s), and the second paragraph will discuss any problems with the lesson(s), how well the learning objectives were met, and how the student plans to revise the lesson.

5. Program Report/Overall Reflection: Students will complete a self reflection survey at the end of the semester on how well the course went.

6. Final Exam: a comprehensive Final Exam will be completed by students. It will include multiple choice and open response items.

VI. Course Outline

Week One: Discuss Frameworks/Common Core Lesson Plan Discussion
Week Two: Assign Math Manipulative Lesson, complete lesson plan template, Discuss Principles of High Quality Instruction
Week Three: Math Interactive (virtual manipulatives), calculators, and other instructional technology; Students' presentation of lessons
Week Four: Middle school math curricula – trends and historical background,
Weeks Five: Article critique, how students learn math, Activities and techniques for problem based learning with Math Common Core content standards, Final exam

VII. Special Considerations and/or features of the Course

Students will be in a school-based internship throughout the semester rehearsing some of the strategies learned in the course; they will come back to campus occasionally for instruction and the instructor may also visit them at their field sites.

VIII. Procedures to Accommodate Students with Disabilities

"Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.." (Disability Services website.)

IX. Diversity - Diversity is addressed specifically through class discussions. It is directly addressed in the Lesson Plans and the reflections.

While teaching in the classroom during weeks 8 – 13 (6 weeks), students will address the racial, ethnic, cultural, socio-economic, gender, and geographical diversity in their classroom by treating all persons with respect and value, recognizing and appreciating the classroom diversity, and using the diversity to guide instruction.

X. References

Sarah Bush & Karen Karp, Discovery Lesson s for Common Core State Standards in Grades 6 – 8. [Alexandria, VA: NCTM Press, 2014].

Michaele Chappell & Christine Pateracki, Empowering the Beginning Teacher of Mathematics: Middle Grades. [Alexandria, VA: NCTM Press, 2004].

Frances Curcio, Developing Data Graph Comprehension in Grades K – 8, 3rd. ed. [Alexandria, VA: NCTM Press, 2010].

Charlotte Danielson, Enhancing Professional Practice: A Framework for Teaching, 2nd ed. [Alexandria, VA: ASCD, 2007].

John Eichinger, Activities Linking Science with Math, Grade 5-8, [Alexandria, VA: NSTA Press, 2009]
.
Elizabeth Phillips & Judith Zawojewski, Reasoning and Sense Making Problems and Activities for Grades 5 – 8. [Alexandria, VA: NCTM Press, 2011].

InTASC Model Core Teaching Standards: A Resource for State Dialogue. [Council of Chief State School Officers, Washington, DC, 2011].

Visible Thinking in K – 8 Mathematics Classrooms. [Alexandria, VA: NCTM Press with Corwin Press, 2011].

Arkansas State University
Department of Teacher Education

I. Course Information
   A. Course Number and Title: MLED 5022 Methods and Materials for Teaching Science
   B. Instructor(s): Dr. Julie R. Grady

II. Textbook(s) Readings
   A. Primary Text:
      - Chiappetta, E., & Koballa, T. (2009). *Science instruction for the middle and secondary schools* (7th ed.). Upper Saddle River, NJ: Merrill.
      - Kwan, T., & Texley, J. (2003). *Inquiring safely: A guide for middle school teachers* (e-Book). Arlington, VA: NSTA Press.
      - National Research Council. (2012). *A framework for K-12 science education*. Washington, DC: National Academies Press.
   B. Supplemental Text:
      - Additional readings from professional sources such as *Science Scope* and *Science and Children* (National Science Teachers Association journals for grades 4-8 science teachers)
      - National Research Council. (2005). *How students learn: Science in the classroom.* Committee on How People Learn, A Targeted Report for Teachers, M.S. Donovan and J.D. Bradford (Eds.). Division of Behavioral and Social Sciences and Education. Washington: DC: The National Academies Press.
   C. Assigned Readings:
   D. Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III. Course Description: This course includes current trends in teaching science at the middle school level, science process skills, teaching techniques, state and national science standards, curriculum development, use of facility resources and equipment

IV. Course Objectives

Course Objectives	TESS Linkage	ATS linkage
1. Candidates will be able to design/adapt and implement 5E lessons, taking into consideration state and national standards, how students learn science, and how to locate reliable teacher resources from the Internet.	1a, 1b, 1c, 1d, 1e , 1f	4a, 4c, 4d, 4f, 7a, 8a, 8d, 8e, 8h
2. Candidates will know practices and equipment for safe science investigations.	2e	
3. Candidates will be able to design or adapt formative and summative assessments to help guide their instruction and to evaluate student learning.	1f	6a, 6b, 6e, 8i
4. Candidates will demonstrate consideration of student interests, experiences, strengths, and needs of individual learners when designing/adapting science instruction.	1b	1b, 2b, 2c, 7a, 8a
5. Candidates will demonstrate professional reflection regarding science learning.	4a	
6. Candidates will demonstrate understanding of learner misconceptions about science concepts.		4e

V. Course Assessment and Performance Measures (linked to objectives)

Course Assessment and Performance Measures	ASU LTTL	TESS	ATS	AMLE
5E Lesson Project	Diversity, Communication skills, Curriculum, Subject matter, Teaching models, Assessment, Reflective teaching	1a, 1b, 1c, 1d, 1e, 1f, 4a	1b, 2b, 2c, 4a, 4c, 4d, 4f, 6a, 6b, 6e, 7a, 8a, 8d, 8e, 8h, 8i	A.1.b, A.1.c, B.2.b, B.2.c, B.3.b, C.4.a, C.4.b,
Safe Science Learning Environments		2e		
Reflections of Professional Articles	Curriculum, Subject matter, Reflective teaching	4a	4f	C.4.a
Reflection of Personal Student Experiences	Reflective teaching	4a		

Reflection of Personal Student Experiences with Science Learning: Candidates will reflect on their science learning experiences in K-12, including which teaching models best promoted their learning, and the most memorable occasions and why these occasions stood out to them. Candidates will describe the kind of learning experiences and environments they would like to provide to their own students.

Safe Science Learning Environments: Candidates will identify key safety practices and equipment that are critical for providing safe environments for students' science investigations.

Reflections of Professional Articles in Practitioner Journals: Candidates will read articles from practitioner journals analyze the content for alignment and support of the 5E lesson model and other dimensions of successful science teaching.

5E Lesson Project: Candidates will adapt an existing lesson from a professional source (e.g., *Project WILD, Project WET, Project Learning Tree, Project Aquatic Wild, GEMS, AIMS*) so that it is a 5E model, inquiry-based, and aligned with current state and national standards. Candidates will include formative and summative assessments, internet sites that support lesson content, and explanations regarding how the lessons meet the science learning needs of students under-represented in science fields or have special learning needs. One of the lessons will engage students in reading and analyzing science and technical informational texts, and writing opinion pieces and arguments focused on the science discussed in the texts. Candidates will teach a part of the 5E lesson project in their field placements, and present their project to their peers during class. Candidates will reflect on their 5E Lesson Project and the enactment of the lessons during their field experience.

VI. Course Outline

Week 1: Identifying students' misconceptions, the nature of science, discrepant events History of science education, trends in science education, national and state science standards (Arkansas Science Frameworks or Next Generation Science Standards (NGSS), if approved in Arkansas). Best practices in science teaching, levels of inquiry, modeling, lab safety, use of cooperative learning groups. Formative and summative assessment in middle school science

Week 2: Science curricula, Internet resources, AIMS, GEMS, SEPUP, FOSS, visit to ASU STEM Education Centers' Teacher Access Center (resources for science teaching). Labs and demonstrations, science fairs and fieldtrips. Hands-on science activities
Week 3: Implementing the Common Core State Standards for Mathematics and Engish Language Arts (CCSS) as they support NGSS or the Arkansas Science Frameworks
Week 4: Formative and summative assessment in the science classroom, use of released items for testing.
Week 5: Using technology in the science classroom (e.g., probes, sensors). Peer Teaching

VII. Special Considerations and/or features of the Course

Students will develop a 5E lesson that they will present during their field experience and to their peers during a class presentation.

VIII. Procedures to Accommodate Students with Disabilities

"Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course." (Disability Services website.)

IX. Diversity - Candidates will learn how to plan and facilitate science learning experiences that are inclusive of students' learning strengths, interests, and needs, and engage all students so they have opportunities to reach their highest potentials.

X. References

Ansberry, K., & Morgan, E. (2007). *More picture-perfect science lessons: Using children's books to guide inquiry, K-4.* Arlington, VA: NSTA Press.

Ansberry, K., & Morgan, E. (2010). *Picture-perfect science lessons, expanded 2nd edition: Using children's books to guide inquiry, 3-6.* Arlington, VA: NSTA Press.

Atkin, J. M., & Coffey, J. E. (Ed.). (2003). *Everyday assessment in the science classroom.* Arlington, VA: NSTA Press.

Bobrowsky, M., Korhonen, M., & Kohtamaki, J. (2014). *Using physical science gadgets and gizmos, grades 3-5: Phenomenon-based learning.* Arlington, VA: NSTA Press.

Bybee, R. (2002). *Learning science and the science of learning: Science educators' essay collection.* Arlington, VA: NSTA Press.

Coffey, J. E., & Atkin, J. M. (Eds.). (2003). *Everyday assessment in the science classroom.* Arlington, VA: NSTA Press.

Douglas, R., Worth, K., & Binder, W. (2006). *Linking science & literacy in the K-8 classroom.* Arlington, VA: NSTA Press.

Fang, Z., Lamme, L., & Pringle, R.M. (2010). *Language and literacy in inquiry-based science classrooms, Grade 3-8.* Thousand Oaks, CA: Corwin Press.

Finson, K. D., Ormsbee, C. K., & Jensen, M. M. (2011). *Differentiating science instruction and assessment for learners with special needs, K-8.* Thousand Oaks, CA: Corwin.

Fries-Gaither, J., & Shiverdecker, T. (2012). *Inquiring scientists, inquiring readers: Using nonfiction to promote science literacy, grades 3–5.* Arlington, VA: NSTA Press.

Froschauer, R. M. (Ed.). (2012). *A year of inquiry: A collection for elementary educators.* Arlington, VA: NSTA Press.

Fulwiler, B. R. (2011). *Writing in science in action.* Portsmouth, NH: Heinemann.

Fulton, L., & Campbell, B. (2014). *Science notebooks, second edition: Writing about inquiry*. Portsmouth, NH: Heinemann.

Hammerman, E. (2005). *Eight essentials of inquiry-based science, K-8*. Thousand Oaks, CA: Corwin.

Hammerman, E., & Gregory, G. H. (2008). *Differentiated instructional strategies for science, grades K-8*. Thousand Oaks, CA: Corwin Press.
Harrison, A. G., & Coll, R. K. (2008). *Using analogies in middle and secondary science classrooms.* Thousand Oaks, CA: Corwin.
International Reading Association (Ed.). (2004). *Crossing borders in literacy and science instruction: Perspectives on theory and practice.* Arlington, VA: NSTA Press.
Keeley, P. (2008). *Science formative assessment.* Thousand Oaks, CA: Corwin.
Keeley, P. (2011). *Uncovering student ideas in life science, volume 1: 25 new formative assessment probes.* Arlington, VA: NSTA Press.
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Arkansas State University
Department of Teacher Education

I. Course Information
- A. Course Number and Title: MLED 5032, Methods and Materials of Social Studies
- B. Instructor(s): Dr. Mark A. McJunkin

II. Textbook(s) Readings
- A. Primary Text: None
- B. Supplemental Text:
  Lies My Teacher Told Me. James W. Loewens. Misconceptions and omitted ideas learned throughout K-12 schooling are discussed.
- C. Assigned Readings:
  - Supreme Court Team Review: cell phones, protests, and Prayer. Mark Cohen, NCSS Journal of Social Education, 2014.
  - Mapping Early American History: Beyond What Happened Where. Andrew J. Milson. NCSS Journal of Social Education 2014.
  - Ferguson is About us too: A call to explore our communities. Alexander Cuenco and Joseph R. Nichols, NCSS Journal of Social Education, 2014.
  - What Constitution Days Means and Why it Matters. Kathleen Hall Jamleson, NCSS Journal of Social Education, 2014.
  - Re-Establishing Social Studies as a core subject. An interview with Susan Griffin. NCSS Journal of Social Education, 2014.
- D. Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III. Course Description

This course is based on the National Council for the Social Studies standards. The knowledge base incorporates teaching methodology and teaching tools, including lesson planning, skills development, assessment, multiple intelligences, determining one's personal philosophy of education, and utilizing information technology.

IV. Course Objectives

Course Objectives	TESS Linkage	ATS linkage
Demonstrating Knowledge of content and Pedagogy	D1-1a	S4-4b,4c,4e,4f,4g,4h 4j,4k,4m,4o,4p,4r
Setting Instructional Outcomes	D1-1c	S7 7b,7f,
Demonstrating Knowledge of Resources	D1-1d	S7 7k.7h
Designing Coherent Instruction	D1-1e	S5- 5a,5b,5c,5d,5g,5h,5j,5k,5l, 5m,5o,5p,5q,5s. S8 8a,8e,8f,8g,8h,8i,8i,8o,
Establishing a Culture for Learning	D2-2b	
Communicating with Students	D3-3a	
Using questions and discussion techniques	D3-3b	
Engaging Students in Learning	D3-3c	S7 7a,

Reflecting on Teaching	D4-4a	S7 71 S9 9g,
Growing and Developing Professionally	D4-4e	S9 9a,9e,9i,9i,9m,
Showing Professionalism	D4-4f	

V. Course Assessment and Performance Measures (linked to objectives)

Course Assessment and Performance Measures	ASU LTTL	TESS	ATS	AMLE
Students will read articles from NCSS journal articles and have class discussions and critique these articles. Graded with rubric.	Communication skills, subject matter.	D1-1a D3-3a	S4-4b,4e,	S2-a,b,c,
Each student will create a Middle Level social studies lesson plan and use technology as part of the lesson. Graded with rubric.	Assessment, reflective teaching,teaching models, curriculum, subject matter.	D1-1a,1c,1d,1e 1f, D2-2c, D3-3a3b	S4-4b,4c,4f,4g,4k,4m, S5-5e,5j S6-6a,6b,6e,6g,6j 6k S7-7a,7b,7d,7g,7h, 8a,8d,8e,8g,8h,8i, 8l,8m,8n,8o,	S2-a,b S4-a,b,c
Each student will teach to the class a lesson from the plan they have created .	Teaching models, subject matter, communication skills, assessment.	D1-1a,1c,1d,1e, 1f D2-2c D3-3a,3b D3-4a	S4-4b,4c,4f,4g,4k,4m, S5-5b,5c,5e,5j S7-7a,7b,7d,7g,7h, 8a,8d,8e,8g,8h,8i, 8l,8m,8n,8o,	S2-a,b S4-a,b,c
Students will have a midterm test and an end of semester final.	assessment	D3-3d D4-4a		
Various homework assignments which may include, i.e. political cartoons, historical narrative etc…graded with a rubric.	Subject matter	D1-1a,1e	S4-4b,4c,4e,4o S5-5a,5b,5c,5d, 5e,5g,5j,5m,5p,	S2-a S4-a,b

VI. Course Outline

Week 1: Why Do We Teach Social Studies?
This introductory session addresses two fundamental questions, "Why do we teach social studies?" and "How can we bring social studies concepts to life for students?" "What is the knowledge base of social studies?" Because teaching social studies entails creating effective citizens, teachers need strategies to help students understand its relevance in their lives.
Week 2: NCSS Standards 6-8
Lessons from grade 6–8 classrooms illustrate how the National Council of Social Studies (NCSS) curriculum standards and 10 themes of social studies can be integrated into the middle school curriculum. Middle school teachers explore a number of expectations and outcomes in their lessons and build on the fundamentals established in the elementary grades. Themes of civics, political science, and history begin to take on more meaning as the content in these lessons connects to students' lives. Primary Sources

Examining primary sources and artifacts from the past gives students the chance not only to study history but to become historians and anthropologists themselves.
Week 3: Planning for Social Studies Learning
How to Develop a Unit: The Design
Teaching and Learning Strategies
Students Perceptions of Social Studies
Variety in Teaching
Week 4: Social Studies and Curriculum Integration
Population Connection.
Teaching Values, Character Education, and Moral Development.
Making and Interpreting Maps (maps and globes)
Social Studies and Literacy
Social studies and Current Events
Week 5: Applications
Presenting lessons and promoting higher order thinking through questioning. Peer lesson

VII. Special Considerations and/or features of the Course

- Students enrolling in this course must be admitted to the teacher education program**.**
- Students are required to submit all papers typed or word-processed, double-spaced.
- Written assignments should not be copies from papers of other students, from the models used by the instructor, or from published material. According to the *Student Handbook*, cheating and plagiarism may result in a student being asked to leave the academic community. Please document sources used for lesson plans, including Internet sites.

The aforementioned requirements, assignments, policies, etc. are subject to change. Student's experiences and needs will be considered when modifying the course syllabus. If you need course adoptions or accommodations because of a disability, if you have emergency information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see.

VIII. Procedures to Accommodate Students with Disabilities

"Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.." (Disability Services website.)

IX. Diversity

- Political Cartoons
- Japanese Internment video/activities
- Teaching with documents –
    1. Civil war – reconstruction
    2. Jackie Robinson: Beyond the playing field
    3. Court documents related to Martin L. King Jr., and Memphis sanitation workers.
    4. The civil rights act and the equal employment opportunity commission.
- Freedom Songs DVD's/ and activities
    1. Tulsa race riots
    2. Nigra movement
    3. African Americans WW11
    4. African Americans and the depression
       ---Book – Uncle Jed's Barbershop/activity.
    5. Brown vs. Board of Education

6. Poor peoples campaign
7. Million man march

- I-Civics- lessons
  1. The road to civil rights
  2. Voting rights
  3. Jim Crow
  4. Slavery: No freedom, No rights
  5. Plessy vs. Ferguson (1896)

X. References

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Chilcoat, G.W. (1996). Drama in the social studies classroom: A review of the literature. Journal of Social Studies Research 20 (2): 3-17.

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Duplass, J.A. (1996b). Charts, tables, graphs and diagrams: An approach for the social studies teacher. The Social Studies 87 (1): 32-39.

Fertig, G. (2005). Teaching elementary students how to interpret the past. Social Studies 96 (1): 2.

Hirsch, E.D. (1987). Cultural literacy: What every American needs to know. New York: Houghton Mifflin.

Morris, R.V. (2002). Using first person presentation to encourage student interest in social history. Gifted child Today Magazine 24 (1): 46-53.

Passe, J. (2006). Social Studies: The heart of the curriculum, together we need to stop the marginalization of the social studies. Social Education 70 (1): 6-8.

Riecken, T.J., &Klopfer. L.E. (1989). Introducing children to problem solving and decision making by using children's literature. The Social Studies. 81 (2): 59-64.

Van Sledright, B.A. (2004). What does it mean to think historically and how do you teach it? Social Education 68 (3): 230-233.

Arkansas State University
Department of Teacher Education

I. Course Information
   A. MLED 5042 Theories and Strategies of Middle Grades Classroom Management
   B. Instructor(s):

II. Textbook(s) Readings
   A. Primary Text: Emmer, E.T. and Evertson, C. (2013) Classroom management for middle and high school teachers (9th). Pearson
   B. Supplemental Text:
   C. Assigned Readings:
   D. Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

III. Course Description
Application of classroom management principles to middle grades (4-8) classrooms.

IV. Course Objectives

Course Objectives	TESS Linkage	ATS linkage
Students will be able to discuss the philosophical basis and implementation sequence for at least one nationally recognized classroom management theory that provides a basis for classroom interaction, positive learning environments, and student motivation.	2a, 2c, 2d 3a,	1, 2, 3, 9
Students will develop a classroom management plan that may be modified based on practice and used in their own classroom that provides for the inclusion of student needs and developmental characteristics in developing a positive student centered learning environment.	2a, 2c, 2d 3a	2, 3, 9
Students will write a reflective essay concerning their observations of classroom management during the internship and how those observations have confirmed or changed their perception of effective classroom management practice.	4a	2, 3, 9

V. Course Assessment and Performance Measures (linked to objectives)

Course Assessment and Performance Measures	ASU LTTL	TESS	ATS	AMLE
Research Paper: Students will research and write a paper on one of the nationally recognized management theories, for example, the work of Canter, Ginott, Kounin, or Glasser. Papers will be shared in class.	Diversity Communication Skills, Classroom Management	2a, 2c, 2d 3a,	1, 2, 3, 9	1a, 2b, 3a, 3b, 4d, 5d
Classroom Management Plan: Students will develop written portions of the classroom management plan during class meetings on campus and from directed readings or lectures. Students will be ask to modify the plan based on their observations in the field.	Diversity Communication Skills, Classroom Management	2a, 2c, 2d 3a	2, 3, 9	1a, 2b, 3a, 3b, 4d, 5d

Final plans will be submitted at the end of the semester.				
Reflective Journal: Students will keep a reflective journal based on both structured observations and observations collected during critical classroom events, such as, a teacher's intervention with a student	Diversity Communication Skills, Classroom Management, Reflective Teaching	4a	2, 3, 9	1a, 2b, 3a, 3b, 4d, 5d

VI. Course Outline

Week 1: Classroom Management Defined: a look at management models
Week 2: Developing management and leadership styles
Week 3: The essentials of a management plan
Week 4: Management plan elements: rules, structures, routines, or positive and negative reinforcement.
Week 5: Classroom Design and analysis of field placement classrooms
Week 6: Observing the cooperating teacher's management style while in the field
Week 7: Complete work on draft of the classroom management plan
Week 8: Complete reflections and observations while in the field placement
Week 9: Complete reflections and observations while in the field placement
Week 10: Discussion of observations and drafting of reflective essay
Week 11: Revisiting the classroom management plan and making modifications
Week 12: Complete reflective journal
Week 13: Complete reflective journal
Week 14: Discussion of observations
Week 15: Completion reflective essay and final revision of classroom management plan

VII. Special Considerations and/or features of the Course

A. Students enrolling in this course must be admitted to the teacher education program.
B. The student is responsible for all assigned reading, including power-point presentations, handouts and journal articles. The course outline indicates the topics that will be discusses.
C. Due to the nature of this course, cell phones need to be turned off and put away! If your cell phone rings in class or it is out in the open, it will be confiscated until the end of the period. If this happens continually, your grade will be affected.
D. Written assignments should not be copies from papers of others students, from the models used by the instructor, or from published materials. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community. Please document sources used for lesson plans, including Internet Sites.
E. Daily work (including quizzes) will not be made up. Exams will be made up at the discretion of the instructor and will be essay. Students will be responsible for what occurred in class when they are absent. Please make an appointment with me, or obtain information from a classmate. I cannot do it during class.
F. Students should use appropriate technology when completing projects.
G. The aforementioned requirements, assignments, policies, etc. are subject to change. Students' experiences and needs will be considered when modifying the course syllabus.
H. In this class, students will be rated using the *Professional Behavior Feedback* form. This rating form provides feedback to students regarding their compliance with the Department of Teacher Education's *Professional Behavior Plan*.

VIII. Procedures to Accommodate Students with Disabilities

"Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.." (Disability Services website.)

IX. Diversity

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing class activities. With the Instructor serving as a model in the classroom, all students will learn to:

A. Create a climate that promotes fairness to all
B. Establish and maintain the appropriate rapport with students
C. Communicate challenging learning expectations to each student
D. Establish and maintain consistent standards of classroom behavior
E. Make the physical environment as safe and conducive to learning as possible.

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X. References

Bean, A. L. (1999). *The bully free classroom: Over 100 tips and strategies for teacher's k-8.* Minneapolis, MN: Free Spirit.

Capaino, E. (2004). *Classroom management for all teachers: 12 plans for evidence-based practice.* (2nd. ed.). Upper Saddle River, NJ: Merrill.

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Enz, B.J., Kortman, S.A., and Honaker, C.J. (2008). *Managing the classroom: Creating a culture for primary and elementary teaching and learning.* (3rd ed.). Dubuke, IA: Kendall-Hunt.

Fields, M.V., and Boesser, C. (2002). *Constructive guidance and discipline: Preschool and primary edition.* (3rd. ed.). Columbus, OH: Pearson.

Glasser, W. (1998). *The quality school: Managing students without coercion*. (3rd Ed.) New York: Harper and Row.

Herrell, A. L. and Jordan, M. (2007*). 35 classroom management strategies: Promotin learning and building community.* Columbus, OH: Pearson.

Johnson, D. W., and Johnson, R. T. (1999). *Learning together and alone: Cooperative, competitive and individualistic learning.* (5th ed.). Boston: Allyn&Bacon.

Jones. F. (2000). Tools for teaching. Santa Cruz, CA: Fredric H. Jones & Associations, Inc..

Larrivee, B. (2005). *Authentic classroom management: Creating a learning community and building reflective practice.* (2nd. Ed.). Boston: Pearson.

Marzano, R., Marzano, J., and Pickering, D. J. (2009). *Classroom management that works: Research based strategies for every teacher.* Upper Saddle River, NJ: Merrill.

Marzano, R., *et al*. (2009). *A handbook for classroom management that works*. Upper Saddle River, NJ: Merrill.

Manning, L. and Bucher, K.T. (2007). *Classroom management: Models, applications, cases*. (2nd ed.). Columbus, OH: Pearson.

Wong, H.K. and Wong, R.T. (2014). The classroom management book. Mountain View, CA: Harry Wong Publications, Inc.

LETTER OF NOTIFICATION – 11
RECONFIGURATION/MODIFICATION OF EXISTING PROGRAMS
(Consolidation or Separation of Degrees to Create New Programs; Curriculum Modification)

1. Institution submitting request: **Arkansas State University**

2. Contact person/title: **Gwendolyn L. Neal/Associate Professor of Special Education**

3. Title(s) of certificates/degree programs to be consolidated/reconfigured/modified: **Special Education – Instructional Specialist Grades 4-12, M.S.E. & Special Education-Instructional Specialist Grades P-4, M.S.E.**

4. Is the proposed change only for curriculum modification of existing certificate or degree (and no other changes)? If yes, do not provide information for items 12-20. **Yes**

5. Current CIP Code(s)/Current Degree Code(s):

6. Proposed title of consolidated/reconfigured (new) program: **Special Education – Instructional Specialist Grades K-12, M.S.E.**
7. Proposed CIP Code for new program: **13.1001**
8. Proposed Effective Date: **Fall 2015**

9. Reason for proposed program consolidation/reconfiguration or curriculum modification: (Indicate student demand (projected enrollment) for the proposed program and document that the program meets employer needs) **Arkansas Department of Education (ADE) mandated a licensure change in Special Education from the current P-4/4-12 to K-12 Licensure**

10. Provide **current** and **proposed** curriculum outline by semester. Indicate total semester credit hours required for the proposed program. Underline new courses and provide new course descriptions. (If existing courses have been modified to create new courses, provide the course name/description for the current/existing courses and indicate the related new/modified courses.) Identify required general education core courses with an asterisk.

11. Institutional curriculum committee review/approval date: **October 20,2014 – ELCSE; October 22, 2014 - COEBS**

12. Provide program budget for a new program only. Indicate amount of funds available for reallocation if a degree is deleted after the program reconfiguration.
13. Provide current organization chart, and the proposed organizational chart listing the new degree.
14. Are the existing degrees offered off-campus or via distance delivery?
15. Will the proposed new degree be offered on-campus, off-campus, or via distance delivery?
16. Identify mode of distance delivery or the off-campus location for the proposed program.

17. Provide documentation that proposed program has received full approval by licensure/certification entity, if required. (A program offered for teacher/education administrator licensure must be reviewed/approved by the Arkansas Department of Education prior to consideration by the Coordinating Board; therefore, the Education Protocol Form also must be submitted to ADHE along with the Letter of Notification).

18. Provide copy of e-mail notification to other institutions in the area of the proposed program and their responses; include your reply to the institutional responses.
19. List institutions offering similar program and identify the institutions used as a model to develop the proposed program.

20. Provide scheduled program review date (within 10 years of program implementation).

21. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:
Board of Trustees Notification Date:
Chief Academic Officer: Date:

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

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

1. Institution submitting request: **Arkansas State University**

2. Contact person/title: **Gwendolyn Neal, Associate Professor of Special Education**

3. Phone number/e-mail address: (870)972-3062/ gneal@astate.edu

4. Proposed effective date: Fall 2014 **or** Fall 2015

5. Current program title: **Special Education – Instructional Specialist Grades 4-12, M.S.E. & Special Education – Instructional Specialist Grades P-4, M.S.E.**

6. CIP Code: **13.1001**

7. Degree Code: **7005**

8. New program title (if applicable): **Special Education – Instructional Specialist Grades K-12, M.S.E.**

9. Provide applicable information required in the ADE Program Proposal Section A and/or Section C:
   http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Template_for_Program_Proposals_010314.pdf

   Indicate new Arkansas licensure area for revised program

10. Indicate if courses/program of study are approved for distance delivery by ADE. **Yes**.

11. Provide additional program information if requested by ADE/ADHE staff.

Chief Academic Officer: Date:

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

ARKANSAS DEPARTMENT OF EDUCATION

Professional Education Program Proposal

COVER SHEET

Institution: Arkansas State University **Date Submitted:** _____

Program Contact Person: Gwendolyn Neal **Position/Title:** Associate Prof. of Special Ed

Phone: (870) 972-3062 **Email:** gneal@astate.edu

Name of program: MSE in Special Education – Instructional Specialist K-12 **CIP Code** 13.1001

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

Is this program intended to prepare candidates for educator licensure? _X_ **Yes** __ **No**

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

Title: Masters of Special Education Grade Range: K-12

Proposal is for:

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

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

Proposed starting date for the program: Fall 2015

Will this program be offered at more than one site? ___**Yes** __X__**No**

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

If yes, list the sites where the program will be offered. _____

_____

_____

A. New Program for Licensure

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

1. Cover sheet (Use front page from this template; contains basic information about the proposed program)
2. Table of Contents
3. Needs summary
   a. Provide a brief statement of the program's purpose.
   b. Explain the need for the program with supporting data (e.g., data from supply and demand studies, institutional surveys, requests from individuals, etc.).
   c. Provide estimates of the number of candidates expected to enter and complete the proposed program each year for a five-year period.
   d. List other Arkansas institutions offering a similar program.
4. Institutional approval Supporting documentation for the program shall include:
   a. A letter from the chief academic officer acknowledging that the program has been approved by the institution's appropriate authorizing entity;
   b. Board of Trustees approval date (required for public institutions only)
5. Program description
   a. Provide a general description of the program (2-3 paragraphs).
   b. Provide a copy of the degree plan and/or plan of study for the program.
   c. Provide a curriculum matrix that shows alignment of the program's prescribed courses and experiences with the corresponding state standards/competencies for the content area or category of licensure.
   d. Provide a curriculum matrix that shows alignment of the program's prescribed professional education courses and experiences with the appropriate state standards for teachers, administrators or other education professionals.
   e. Provide descriptions and syllabi for all courses prescribed in the proposed program.
      i. Courses must conform to ADHE criteria for the number of contact hours, lab hours, practicum hours or clinical experience hours required for academic credit.

         - A formal lecture course with extensive assigned reading or other out-of-class preparation is awarded one semester credit for a minimum of 750 minutes or 12.5 hours of classroom instruction;

         - A laboratory class with moderate out-of-class preparation is awarded one semester credit for a minimum of 1500 minutes or 25 hours of laboratory instruction; and

         - Clinical, practicum, internship, shop instruction or other self-paced learning activities involving work-related experience with little or no out-of-class preparation is awarded one semester credit for a minimum of 2250 minutes or 37.5 hours of work-related instruction.

      ii. Syllabi for content courses should contain learning objectives linked to state standards/competencies for licensure.

      iii. Syllabi for professional education courses in **teacher preparation** programs should correlate learning objectives with the *Arkansas Teaching Standards* and the Teacher Excellence Support System (TESS).

      iv. Syllabi for professional education courses in **administrator preparation** programs should correlate learning objectives with *Standards for School Administrators* in Arkansas and the Leaders Excellence and Development System (LEADS).
   f. Describe competencies expected of program candidates regarding their knowledge and use of educational technology. (Competencies should reflect National Educational Technology Standards for Teachers (NETS-T) OR Administrators (NETS-A) published by the International Society for Technology in Education (ISTE).

g. Describe the assessments required in the program. (Six to eight assessments are required.)
   i. Provide samples of the assessments and their scoring rubrics.
   ii. Indicate the relative places within the program where the assessments occur.
   iii. Explain how data from the assessments will be collected and used for program improvement.

h. Describe the field experiences (observations, practicums, student teaching, internships) required for candidates in the program including:
   i. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences (A minimum of 12 weeks or 420 clock hours is required for student teaching; 6 months or approximately 216 clock hours for an administrator internship.); and
   ii. The settings in which the experiences will be accomplished (Candidates must have opportunities to interact with diverse student populations.)

6. Admission requirements
   a. Indicate requirements for admitting students into the program.
      i. Minimum 2.5 GPA on a 4.0 scale (state requirement)
      ii. Passing scores on Praxis Core or other state-approved assessments (state requirement)
      iii. Institutional criteria (e.g., letters of recommendation, demonstration of English proficiency, prerequisite coursework, etc.)
   b. Provide a summary of the admission procedures (e.g., submit application; submit curriculum plan; interview with teacher education committee, etc.)

7. Retention procedures
   a. Describe any mid-program benchmarks or transition points for evaluating candidates in the program. (At least one mid-program benchmark is required.)
   b. Describe any intervention strategies (e.g., advising, mentoring, tutoring, etc.) to be employed to assist candidates who struggle to succeed in the program. (The program is expected to have more than one strategy for assisting candidates.)

8. Exit requirements

   List program exit requirements. (e.g., final assessments, research papers, performances, interviews, etc.)

9. Candidate Follow-up Procedures

   Describe the program's plan for obtaining and reporting data from program graduates if different from other programs in the professional education unit.

10. Faculty

    Provide a roster of all professional education faculty who teach or supervise candidates in the program, including adjunct faculty. The roster should indicate their academic preparation (highest degrees), professional experience, course assignment(s), and verification of TESS training (if applicable). Do not include general studies or content faculty.

    Note: IHE candidate supervision faculty and P-12 cooperating teachers in **teacher** preparation programs must be trained in the domains, components and elements of ADE's Teacher Excellence Support System (TESS).

11. Institutional resources dedicated to program support
    a. Describe the available resources (human, fiscal, physical) to support the program, including any specific or special needs that are essential to the program (e.g., laboratory; special equipment or technology; etc.).
    b. If any courses or academic support services will be provided by other institutions or organizations, include a copy of a signed *Memorandum of Understanding* (MOU) that outlines the responsibilities of each party and indicates the effective dates.

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

C. Revisions to an Existing Program

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

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

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

C. Revisions to an Existing Program

2. Rationale for revision: The Arkansas Department of Education will be phasing out the Early Childhood Special Education (ECH/SPED) Licensure. This will be replaced with Special Education (K-12) Licensure.

Due to changes in licensure, the following timeline must be followed:

- Fall 13: all current ECH/SPED license programs will begin the junior year rotation
- Fall 14: all current ECH/SPED licensure programs will begin the junior year rotation
- Spring 15: NO ECH P4 rotation to begin
- Fall 15: The new Special Education K12 (MSE and BSE) will begin the junior year rotation

The Arkansas Department of Special Education has indicated that current Early Childhood, Early Childhood/Special Education and Mid-Level licensures will be phased out after June 2016. Graduation by Spring 2016 is necessary to provide assurance that successful candidates will be eligible for the current Early Childhood, Early Childhood/Special Education and the current Mid-Level configurations.

3. Institutional approval for the revision: See chief academic officer

4. Program documentation:

a. Plan of Study

Course Number	Course Title	Hours	MSE K-12 POS		Instructor
ELAD 6423	Special Education Law	3			C. Nichols
ELFN 6763	Philosophies of Education	3			Holifield
ELFN 6773	Introduction to Statistics and Research	3			Bounds
ELSE 5083	Collaboration for Special Education Service Delivery	3			Nichols
ELSE 6023	Characteristics of Individuals with Disabilities	3	√		Neal
ELSE 5043	Educational Diagnosis and Assessment in Special Education	3	√		Davis
ELSE 6073	Educational Procedures for Individuals with Moderate-Profound Disabilities	3	√		Singleton
ELSE	Educational Procedures for	3	√		A. Hux

6053	Individuals with Mild Disabilities				
ELSE 6143	Positive Behavior Interventions and Supports	3	√		Davis
ELSE 6183	Teaching Students with Autism Spectrum Disorders	3	√		Neal
ELSE 6013	Contemporary Issues in Special Education	3			Neal
ELSE 6193	Laboratory I Experiences	3	√		C. Nichols/Hux

36 Hours

b. Curriculum Matrix – see attachment

c. Descriptions and Syllabi – see attachment

d. New/Revised Assessments and Rubrics – see attachment

5. Transition Plan: Students currently in MSE SPED P-4 or 4-12 will be able to complete their program based on the Bulletin they entered under until all students are program completers.

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

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

1. Institution submitting request: Arkansas State University

2. Contact person/title: Ron Towery/Chair of the Department of Teacher Education

3. Phone number/e-mail address: 870-972-3059/rtowery@astate.edu

4. Proposed effective date: Fall 2015

5. Current program title: Teaching

6. CIP Code: 13.1299

7. Degree Code: 5542

8. New program title (if applicable):

9. Provide applicable information required in the ADE Program Proposal Section A and/or Section C:
   http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Template_for_Program_Proposals_010314.pdf

   Indicate new Arkansas licensure area for revised program

10. Indicate if courses/program of study are approved for distance delivery by ADE.

11. Provide additional program information if requested by ADE/ADHE staff.

Chief Academic Officer: Date:

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

ARKANSAS DEPARTMENT OF EDUCATION

Professional Education Program Proposal

COVER SHEET

Institution: Arkansas State University **Date Submitted:**

Program Contact Person: Ron Towery **Position/Title:** Chair of the Department of Teacher Education/Associate Professor

Phone: 870-972-3059 **Email: rtowery@astate.edu**

Name of program: Master of Arts in Teaching **CIP Code** 13.1299

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

Is this program intended to prepare candidates for educator licensure? _X_ Yes __ No

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

Title: Middle Childhood Grade Range: 4-8

Proposal is for:

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

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

Proposed starting date for the program: Fall 2015

Will this program be offered at more than one site? X_Yes ___No

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

If yes, list the sites where the program will be offered. ASU Mountain Home

ASU Beebe

MSCC West Memphis

C. Revisions to an Existing Program

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

1. Cover sheet (Use front page of this template)
2. Rationale for the revision(s)

This program is being revised in order to be in compliance with Arkansas Department of Education licensure changes that must be implemented by fall of 2015.

3. Institutional approval for the revision documented by a letter or memo from the chief academic officer acknowledging that the proposed revision has been approved by the institution's appropriate authorizing entity;
4. Program documentation
   a. Provide a new plan of study for the program indicating the proposed revisions.

General Course Requirements

Teacher Education Core - 9 hrs

TE 6223 Effective Teaching with Diverse Populations

TE 6243 Technology as a Tool for Teaching

TE 6253 Perspectives on Professionalism in Education

Reading Instruction Block - 0-6 hrs

RDNG 6013 Theories, Issues, and Methods of Reading

RDNG 6493 Advanced Reading Methods and Interventions

Practicum - 9 hrs

TE 6299 MAT Internship in Teacher Education

(Completion of all teacher education core, reading instruction block, and specialty core courses with no more than nine-ten hours remaining required for enrollment.)

Middle Level Education Major-12

MLED 6403 World of the Young Adolescent

MLED 6423 Team, Teach, and Learn in the Middle Grades

MLED 5042 Theories and Strategies of Middle Grade Classroom Management Classroom Management

Select two of the following methods classes based on your areas of specialty

MLED 5002 Methods and Materials of Teaching English Language Arts

MLED 5012 Methods and Materials of Teaching Mathematics

MLED 5022 Methods and Materials for Teaching Science

MLED 5032 Methods and Materials for Teaching Social Studies

Total MLED MAT 30-36

   b. Provide a new curriculum matrix that shows alignment of the program's prescribed courses and experiences with the corresponding state standards/competencies for the content area and/or category of licensure.
   c. Provide descriptions and syllabi for all courses prescribed for the revised program of study.
      i. Syllabi for content courses should contain learning objectives linked to state standards/competencies for licensure.
      ii. Syllabi for professional education courses in **teacher preparation** programs should correlate learning objectives with the *Arkansas Teaching Standards* and the Teacher Excellence Support System (TESS).

iii. Syllabi for professional education courses in **administrator preparation** programs should correlate learning objectives with the *Standards for School Administrators* in Arkansas and the Leaders Excellence and Development System (LEADS).

d. Provide samples and scoring rubrics for any new or revised assessments that will be implemented for candidates in the program.

No changes in benchmark assessments.

5. Transition plan

Candidates who were admitted into the Masters of Arts in Teaching Program prior to the fall 2014 semester have until spring 2016 to graduate under the existing program. Candidates who are admitted for a semester after the fall 2014 will be required to enter under the new program.

Department of Communication Disorders

Graduate Faculty Status

Edited October 27, 2014

Communication Disorders faculty may be eligible for appointment to the Graduate Faculty in either of the following categories: Regular Member or Temporary Member. Each appointment category is governed by departmentally approved qualification standards, appointment policies/procedures, and privileges/responsibilities, which are specified below.

A. Regular Member

1. Qualifications – Communication Disorders faculty members may earn Regular Member graduate faculty status by possessing a terminal degree (which is defined by the College of Nursing and Health Professions as a graduate degree beyond the entry level professional practice credential) in Speech-Language Pathology, Communication Disorders, Audiology or any discipline judged by the Communication Disorders faculty to be closely related to these disciplines. Examples of related disciplines might include but are not limited to the following: reading/literacy, head/neck cancer diagnosis and treatment, human anatomy and physiology, physics of sound, and neural anatomy and physiology. Examples of the types of terminal degrees that can meet the Department's standards for Regular Member Graduate status include the following: PhD, EdD, AuD (Doctorate in Audiology), SLPD (Doctorate in Speech-Language Pathology.

   Regular members of the graduate faculty must demonstrate evidence of appropriate scholarly activity in the discipline and continued participation in graduate education in the classroom and clinic within the Department of Communication Disorders. Appropriate scholarly activity is operationally defined in the Department of Communication Disorders engaging in research that leads to 1) peer reviewed publications in scholarly journals, 2) books or book chapters in scholarly texts, 3) the submission of competitive grant applications to fund research, clinical service delivery activities, or Communication Disorders student financial support, 4) scholarly presentations (platform or poster format) at international, national, regional, or state learned forums, 5) the development and entrepreneurial dissemination of electronic media/devices (such as apps) that benefit professional healthcare service providers, patients, or family members of patients, and 6) serving as chair of thesis or dissertation committees. Any combination of four accomplishments from the above listed scholarly activities in a six year period is deemed sufficient for regular graduate faculty status in the Department of Communication Disorders.

   In exceptional cases, CD faculty members without terminal degrees who possess a graduate degree and appropriate state licensure and national certification (i.e., Certificate of Clinical Competence issued by the American Speech-Language-Hearing Association) may earn Regular Member status based on specialized training within areas of service delivery related to the discipline, **OR** unique research experiences within the discipline, **OR** unique experiences in patient care.

2. Appointment Policies/Procedures – the application for Regular Member status must include evidence of professional activity related to graduate education such as research and accepted methods of dissemination of research (i.e., peer reviewed or invited publications, presentations, poster sessions, etc.), membership to professional organizations, service to professional organizations, and quality teaching (both didactic and clinical supervision).

   The faculty member's application for appointment is submitted to the Communication Disorders Department Chair and is reviewed by graduate faculty members within the Department. If the application is supported by the graduate faculty and the Department Chair, a letter of recommendation from the Department Chair is forwarded with the application to the Dean of the Graduate School for Graduate Council approval.

3. Privileges/Responsibilities - A Regular Member may teach graduate courses (both didactic and clinical supervision), evaluate graduate student performance on comprehensive final examinations, serve on thesis and dissertation committees, chair thesis and dissertation committees, advise graduate students in Communication Disorders, and serve on the Graduate Council.

B. Temporary Member
   1. Qualifications – CD faculty members may earn Temporary Member graduate faculty status by 1)possessing a Master's Degree in Speech-Language Pathology, Communication Disorders, Audiology or any discipline judged by the Communication Disorders faculty to be closely related to these disciplines, **AND** by 2) possessing a Certificate if Clinical Competence issued by the American Speech, Language, Hearing Association, and an Audiology or Speech-Language Pathology License to Practice in Arkansas, **AND** by 3)possessing a minimum of three years of professional experience as a service provider to persons with communication disorders and their families. These degrees, licenses, certifications, and years of experience would be considered adequate documentation of knowledge and skills within the discipline to be considered for Temporary Member graduate faculty status.

   2. Appointment Policies/Procedures – The faculty member initiates a request for Temporary Member status by completing an application, which is submitted to the Department Chair. The Department Chair then attaches a letter of support that specifies the applicant's qualifications necessary to meet the demands of 1) teaching graduate courses in the discipline, 2) supervising graduate practicum experiences, or 3) serving on graduate level committees including curriculum committees, thesis committees, and accreditation committees. If the appointment is approved by the Graduate Council, the term of the appointment will be specified and shall not be less than one calendar year. These faculty members may reapply when the appointment expires.

   3. Privileges/Responsibilities – The Temporary Member may 1) teach graduate courses (both didactic and clinical) in Communication Disorders as specified on the approved application, 2) serve on CD graduate student thesis committees, and 3) serve as a graduate student advisor in Communication Disorders.