

Graduate Council Minutes
Friday, February 15, 2013 @ 1 pm
Graduate School Conference Room

College of Education

New Course

RDNG 6103 The National Writing Project Model: Processes of Writing **APPROVED**

RDNG 6203 National Writing Project Perspectives: Genre and Discourse on Writing **APPROVED**

Bulletin Change

MSE Reading program changes-deleting/inserting courses **APPROVED**

Replacing ELSE 5753 for ELSE 5043 in the Special Education P-4 program **APPROVED**

College of Nursing and Health Professions

Bulletin Change

DPT Course Outline changes-deleting/inserting courses **APPROVED**

PT 7323 prerequisite change **APPROVED**

PT 7512 description and prerequisite change **APPROVED**

New Course

PT 7232 Introduction to Orthopedics and Imaging **APPROVED**

PT 7251 Pharmacology for the Physical Therapist **APPROVED**

PT 7511 Professional Issues I: Introduction to DPT Practice **APPROVED**

PT 7521 Fundamentals of Patient Care **APPROVED**

Graduate School

Bulletin Change

Independent Study proposal change **TABLED**

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

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

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

RDNG 6103

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).

The National Writing Project Model: Processes of Writing

NWP Model: Processes of Writing

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

Seminar

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

Standard Letter

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

No.

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

No.

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

Authentic experiences in personal and professional process writing in the National Writing Project workshop setting and analysis of reform positions on writing instruction

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).

Application, interview and acceptance into Arkansas Delta Writing Project; Bachelor's Degree required. Admittance to graduate school required.

<p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Not applicable to Graduate Courses</p>
<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Lina Owens, Arkansas State University, Department of Teacher Education, P. O. Box 2350; State University, AR 72467 llovens@astate.edu; 870-972-3059</p>
<p>11. Proposed Starting Term/Year Summer, 2013</p>
<p>12. Is this course in support of a new program? If yes, what program? No.</p>
<p>13. Does this course replace a course being deleted? No.</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No.</p>
<p>15. Justification should include:</p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</p> <p>The rationale for this course is that it offers professional educators an intensive collegial environment that validates their expertise as teachers and facilitates authentic collaboration and growth in arenas of personal and professional writing practices.</p> <p>The goals of the “National Writing Project Model & Processes of Writing” course are:</p> <p>1) To open spaces for educators to participate and examine the various modes and techniques of individual and collaborative recursive writing experiences; 2) To offer intensive seminar/workshop time for teachers to study the theory that underlies the significance of prewriting, drafting, revision, editing and publishing experiences for learners while spotlighting NWP resources and teacher authors of action research; and 3) to promote rehearsal of a workshop environment where educators engage in the processes of writing through publication and developing oneself as a teacher who writes (the NWP model).</p> <p>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.</p> <p>This course reflects the department’s mission statement to “generate and disseminate knowledge through teaching, research, and service.”</p> <p>This course is aligned with the following 2010 Standards of the International Reading Association:</p> <p>Standard 1: Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction</p> <p>Standard 2: Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support students learning in reading and writing</p> <p>Standard 3: Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.</p> <p>Standard 4: Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</p> <p>Standard 5: Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating</p>

foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6: Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility

C. Student population served.

Students who are educators and who have applied, interviewed and were selected for participation

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

The Arkansas Delta Project, a National Writing Project site at ASU since 2009, has facilitated a Summer Writing Institute for Teachers every summer since 2009, where participating teachers (as graduate students) have received graduate reading credit in the form of Special Topics courses from the Department of Teacher Education.

Since the NWP partnership with the Department of Teacher Education and ASU is grant-based and longitudinal in nature, the department's reading area group has decided to make the two graduate courses available through the writing institute time and coursework official RDNG 6000-level courses to advance promotion of the NWP/ADWP writing institute and continuity opportunities, as well as our growing graduate reading programs. National Writing Project sites offer a unique graduate-level experience that requires past teaching experience and that validates and/or encourages teacher leadership.

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

The coursework evolves over a four week period, five days a week, from 9-4 each day (in a seminar/workshop environment of 114 clock hours), and pairs with another new course, RDNG 6203, which is a co-requisite. The learning events from RDNG 6103 will occur in the afternoons of the seminar.

Daily Experiences within the **Writing Workshop** model include:

- Writing Time and Writing Group or Whole Group Feedback Events (Author's Chair)
- Mini-lessons for prewriting, revision, and editing
- Anthology Development Time

In addition to the Daily Experiences, following are **key learning events for each week** that specifically support RDNG 6103:

- **Week 1:** 1) Invitation to create and consider protocols for the institute; 2) Reading/Writing Workshop—How to acknowledge and encourage recursivity; 3) Mini-lessons for all portions of the writing process; 4) Receiving & Responding/ Preparing for Writing Groups; 5) Reporter's Formula/Interviewing & Writing about one another; Author's Chair Demonstration/Invitation; 6) Writing a Narrative—prewriting, revision, editing and publishing experiences
- **Week 2:** 1) Moving from reflexive to extensive writing; 2) Professional/Expository piece brainstorming; 3) Whole group revision demonstration; 4) Mini-Writing marathon—ASU Museum and read-around time; 5) Revision activity--Metaphorical language & sentences; 6) Anthology/Narrative publishing discussion; 7) Writing an Expository piece—prewriting, revision, editing and publishing experiences; 8) transitioning from a narrative; 9) Editing for meaning and descriptive elegance; 10) Clocking and journeys in revision; 11) Professional readings from course texts
- **Week 3:** 1) Writing a Professional Piece—prewriting, revision, editing and publishing experiences; 2) Transitioning from an expository piece or from reflective experiences; 3) Issues in assessment of writing; 4) Records of learning & reading—noting grammar learning, teacher to student and student to student conferences, clocking, journeys in revision; 5) Print Anthology development time (organization of table of contents, section, introductory notes
- **Week 4:** 1) Community-based writing marathon participation and reflection; 2) Arts-based education and writing experiences; 3) NWP surveys; 4) I-Anthology sharing time; 5) Embracing Publication—development of anthologies in print and online; 6) Reflection on processes

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

Students enrolled in this class will complete:

1. Full Seminar/Workshop Attendance and Participation to include digital media and professional blogging
2. Reflective Writing Binder or Electronic Portfolio (journaling, writer's notebook; process pieces);
3. Narrative Writing Piece
3. Expository Writing Piece
4. Professional Writing Piece
5. Poetry Pieces
6. Participation in a Writing marathon
7. Professional Community Participation (author's chair, writing response groups, professional inquiry groups, online learning community blogging, NWP I-Anthology)

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

Students in this class will commit to participation in a four week intensive writing seminar/workshop from 9am to 4pm each weekday; out-of-class writing experiences

19. Required reading

- Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Goldberg, N. (2005). *Writing down the bones: Freeing the writer within*. New York: Random House.
- Zinsser, W. (2006). *On writing well: An informed guide to writing non-fiction*. New York: Harper and Row.
- Graves, D. (1983). *Writing: Teachers and children at work*. Portsmouth, NH: Heinemann.
- English Language Arts Common Core State Standards. (2010). Retrieved from:
<http://www.corestandards.org/>

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) No.**21. What is the primary goal of this course?**

To provide participants/ professional educators an intensive, collegial writing workshop environment that validates their expertise and that facilitates authentic collaboration, analysis, and growth in arenas of personal and professional writing practices.

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

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

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

Primary Goal Outcome #1: Participants/Candidates will use resources that support a writing workshop learning environment that includes digital media.

Primary Goal Outcome #2: Participants/Candidates will apply knowledge of the processes of writing in their personal/professional writing and in their classroom writing instruction.

Primary Goal Outcome #3: Participants/Candidates will enhance their writing, professional inquiry, and advocacy for teaching writing through digital media and digital forums.

Learning Activity for Primary Goal Outcome #1: Participation in afternoon writing experiences with peers

Learning Activity for Primary Goal Outcome #2: Collection of a Reflective Writing Binder or an Electronic Writing

Portfolio

Learning Activity for Primary Goal Outcome #3: Participation/Writing on the NWP I-Anthology and on the Thinkfinity Website/Blog

Assessment Tool for Primary Goal Outcome #1: Peer and Self Assessment of Writing Pieces

Assessment Tool for Primary Goal Outcome #2: Peer Review of Reflective Writing Binder or Electronic Writing Portfolio through writing group responses

Assessment Tool for Primary Goal Outcome #3: NWP Survey of personal and professional outcomes from professional inquiries and experiences in digital media and digital forums

24.

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.

Graduate Bulletin, P. 165:

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

RDNG 6103 National Writing Project Model: Processes in Writing Authentic experiences in personal and professional process writing in the National Writing Project workshop setting and analysis of reform positions on writing instruction
Prerequisite: Enrollment in Graduate School and successful completion of application process.

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

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) RDNG 6203
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). National Writing Project Perspectives: Genre and Discourse on Writing NWP Persp: Genre & Discourse
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Seminar
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
1. Is this course dual listed (undergraduate/graduate)? No.
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No.
7. Brief course description (40 words or less) as it should appear in the bulletin. Professional examinations of discourse on writing and genre theory guided by National Writing Project perspectives and current reform positions of varied stakeholders
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). Application, interview and acceptance into Arkansas Delta Writing Project; Bachelor's Degree required
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Not applicable to Graduate Courses

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

Lina Owens, Arkansas State University, Department of Teacher Education, P. O. Box 2350; State University, AR 72467
llovens@astate.edu; 870-972-3059

11. Proposed Starting Term/Year

Summer, 2013

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?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

No.

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

The rationale for this course is that it offers K-college educators an intensive collegial environment that validates their professional repertoire, with a focus on reading and writing connections, and facilitates authentic collaboration and growth in arenas of school reform and discourse on writing instruction.

The goals of the “National Writing Project Perspectives: Genre and Discourse on Writing” course are:

1) analyzing current state and federal initiatives and reform policies related to discourse on literacy, specifically through the lenses of the NWP and partners; 2) Examining the various modes and techniques of applying reading and writing in connective, educative ways for children; 3) Studying the theory that facilitates understanding and comprehension through reading and writing connections for learners with a focus on genre; and 4) Rehearse reading and writing connection experiences for one’s own teaching context while exploring picture and trade books and providing feedback to peer presentations.

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 reflects the department’s mission statement to “generate and disseminate knowledge through teaching, research, and service.”

This course is aligned with the following 2010 Standards of the International Reading Association:

Standard 1: Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction

Standard 2: Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support students learning in reading and writing

Standard 3: Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4: Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5: Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of

assessments.

Standard 6: Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility

C. **Student population served.**

Students who are educators and who have applied, interviewed and were selected for participation

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

The Arkansas Delta Project, a National Writing Project site at ASU since 2009, has facilitated a Summer Writing Institute for Teachers every summer since 2009, where participating teachers (as graduate students) have received graduate reading credit in the form of Special Topics courses from the Department of Teacher Education.

Since the NWP partnership with the Department of Teacher Education and ASU is grant-based and longitudinal in nature, the department's reading area group has decided to make the two graduate courses available through the writing institute time and coursework official RDNG 6000-level courses to advance promotion of the NWP/ADWP writing institute and continuity opportunities, as well as our growing graduate reading programs. National Writing Project sites offer a unique graduate-level experience that requires past teaching experience and that validates and/or encourages teacher leadership.

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

The coursework evolves over a four week period, five days a week, from 9-4 each day (in a seminar/workshop environment of 114 clock hours), and pairs with another new course, RDNG 6103, which is a co-requisite course. The learning events for RDNG 6203 occur during the mornings of the four week seminar.

Daily Experiences within the **Writing Workshop** model include:

- *Participant Demonstration/Inquiry Lessons (1-2 per day; each is 2 hours)
- *"Digging Deeper" group responses to each Demonstration/Inquiry lesson
- Professional Reading Writing and Response time
- End-of-day reflective writing

*The Participant Demonstration/Inquiry Lessons and the "Digging Deeper" group responses include components directly related to genre theory and to discourse on writing practices in schools.

In addition to the Daily Experiences, following are **key learning events for each week** that specifically support the goals of RDNG 6203:

- **Week 1:** 1) Watching a Model Demonstration Lesson experience; 2) Reflection/Revision time on Demonstration Lesson research/theory base and use of anchor texts in particular genres; 3) Receiving & Responding/ Preparing for Writing Groups; 4) Brainstorming and examining authentic forms of writing/genres; 5) Exploring the *NWP* website (I-anthology) and *Thinkfinity* for teacher leadership resources for writing; 6) Writing a Narrative—prewriting, revision, editing and publishing experiences; 7) Professional Community blogging; Professional readings from course texts
- **Week 2:** 1) Technology Time--Exploring *Thinkfinity* and taking charge of your own PD; 2) Followup *Thinkfinity* exploration time (continued blogging); 3) Professional/Expository piece brainstorming;) Whole group revision demonstration; 5) Professional inquiry group time; 6) Poetry—modes of free verse; 7) Records of learning & reading—noting grammar learning, teacher to student and student to student conferences; 8) Professional readings from course texts
- **Week 3:** 1) Issues in assessment of writing; 2) Writing Workshop and Common Core—how can I work it all in?; 3) Professional Inquiry Group presentation development time; 4) Professional readings from course texts; 5) Organization of Print Anthology based in genre and/or reading-writing connections
- **Week 4:** 1) NWP surveys; 2) I-Anthology sharing time; 3) NWP teacher advocacy and legislative issues for teachers of writing; 4) Professional inquiry group presentations; 5) final day read-around and goals for home schools and districts; 6) Discussion of continuity events (bi-annual writing retreats & teacher study groups)

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Students enrolled in this class will complete:

1. In-class Professional Demonstration/Inquiry Lesson Plan with book recommendations/peer feedback relevant to discourse on writing in educational settings
2. In-class responses to professional articles/reading related to position statements and legislative reform movements on writing and educational practices
3. Evocative writing from a reading experience
4. Development of Anthology (collection of literary pieces)
5. Providing and receiving electronic feedback from local and national audiences
6. Reflective writing experiences
7. Professional Community Participation (professional inquiry groups, online learning community blogging, NWP I-Anthology)

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

Students in this class will commit to participation in a four week intensive writing seminar/workshop from 9am to 4pm each weekday; out-of-class writing experiences

19. Required reading

Baumann, A. & Peterson, A. (2002). *Breakthroughs: Classroom Discoveries About Teaching Writing*. National Writing Project.

Calkins, L.; Ehrenworth, M. & Lehman, C. (2012). *Pathways to the Common Core: Accelerating achievement*. Portsmouth, NH: Heinemann.

Common Core State Standards. Available: <http://www.corestandards.org>

National Writing Project & Nagin, C. (2003). *Because writing matters*. New York: Jossey-Bass.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) No.**21. What is the primary goal of this course?**

To provide K-college educators an intensive collegial environment that validates their professional literacy knowledge with a focus on reading and writing connections, and that facilitates authentic collaboration and growth in arenas of school reform and discourse on writing instruction.

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

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

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

Primary Goal Outcome #1: Participants/Candidates will prepare effective discourse centered on student learning through their Professional Demonstration/Inquiry Lessons that includes enhanced knowledge of current reforms in literacy and writing.

Primary Goal Outcome #2: Participants/Candidates will apply knowledge of genre, genre theory and reading-writing connections through application of this knowledge in their Print Anthology and through their electronic responses on NWP's I-Anthology.

Primary Goal Outcome #3: Participants/Candidates will develop plans to continue their professional development in

forms of writing and discourse on reform legislation through collaboration with other educators.

Learning Activity for Primary Goal Outcome #1: Preparation and Review of “theoretical backdrop” or theoretical underpinnings for Presentation of Demonstration/Inquiry Lessons on writing instruction

Learning Activity for Primary Goal Outcome #2: Collaborative Development of a Print Anthology & the Posting and Responses to varied forms of writing on NWP’s I-Anthology

Learning Activity for Primary Goal Outcome #3: Last Day (of the institute) Writing and Sharing of professional plans to continue discourse on legislation that impacts writing instruction or teacher leadership (teacher study groups; conference presentations)

Assessment Tool for Primary Goal Outcome #1: Written Plan for Demonstration/Inquiry Lesson with Theoretical Backdrop—Reviewed by an ADWP Thinking Partner and “Digging Deeper” Group Response

Assessment Tool for Primary Goal Outcome #2: Self-assessment of postings and responses to others via NWP’s I-Anthology

Assessment Tool for Primary Goal Outcome #3: NWP Survey of personal and professional outcomes from professional inquiries and experiences in digital media and digital forums; Written response to the institute experience that resulted in transformation or plans for change

24.

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.

GRADUATE BULLETIN, P. 165:

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

RDNG 6203 National Writing Project Perspectives: Genre and Discourse on Writing Professional examinations of discourse on writing and genre theory guided by National Writing Project perspectives and current reform positions of varied stakeholders. Prerequisite: Enrollment in Graduate School and successful completion of application process.

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

Code #

Bulletin Change Transmittal Form

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

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

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

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
 Dr. Lina Owens, Chair; Department of Teacher Education, Arkansas State University, P.O. Box 2350; State University, AR, 72467; lowsens@astate.edu; 870-972-3059

2. Proposed Change

1) ~~Change GRE entry requirements to: "...minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE" ... or . "a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE" for unconditional admission; and ... "a minimum scaled score of 146 on the verbal reasoning section of the GRE and a minimum scaled score of 140 on the quantitative reasoning section of the GRE" for conditional admission.~~

2) Delete TE 6243 Technology as a Tool for Teaching and replace with RDNG 6243 Reading in the Digital Age (under Teacher Education Core)

3) Add RDNG 6573 Action Research in Literacy Education to the Reading Major Requirements.

4) Delete 18 hrs. for Reading Major courses; replace with 21 hrs.

5) Delete Reading Specialty Courses.

6) Add the following:

Elective Courses: 6 hours

RDNG 6103 The National Writing Project Model: Processes of Writing
 RDNG 6203 The National Writing Project Perspectives: Genre and Discourse on Writing
 RDNG 6373 Qualitative Methods in Reading Research
 RDNG 6383 Reading Issues in a Multicultural and Pluralistic Society
 RDNG 6553 Literacy for Diverse Learners
 RDNG 6003 Literature and Book Selection
 RDNG 5803 Special Topics
 RDNG 6801-3 Independent Study (with approval and supervision)
 RDNG 5313 Methods and Materials in Reading (with approval)
 RDNG 6801-6 Thesis (with approval)

Add RDNG 6243 Reading in the Digital Age to TE Core Requirements (to replace TE 6243 Technology as a Tool for Teaching); Add

3. Effective Date

Fall, 2012

4. Justification

GRE scores have been adjusted and modified.

RDNG 6243 was approved and has been in place for 2 years. It was inadvertently not added to the program of study in the bulletin. This replaces TE 6243 in the MSE-Reading program of study.

RDNG 6573, Action Research in Literacy Education, is added to the program of study in order to strengthen research focus of graduate reading programs

Reading Specialty Courses are being deleted in order to streamline the program.

Elective courses are delineated more clearly.

These alterations do not add to the number of hours in the program of study. Rather than 9 hours of electives, students take 6 hours of electives.

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Graduate Bulletin, Page 139-140:

**MASTER OF SCIENCE IN EDUCATION DEGREE
WITH A MAJOR IN READING**

p. 140

Course Requirements

Teacher Education Core - 9 hrs

~~TE 6243 Technology as a Tool for Teaching~~

RDNG 6243 Reading in the Digital Age

TE 6253 Perspectives on Professionalism

ELFN 6773 Statistics and Research

Reading Major – ~~18 hrs~~ **21 hrs**

RDNG 6513 Emergent Literacy Birth Through Primary Years 3

RDNG 6553 Adolescent Literacy 3

RDNG 6313 Theory and Practice in Teaching Reading 3

RDNG 6333 Reading Practicum I -Diagnosis and Intervention 3

RDNG 6353 Reading Practicum II - Leadership in Literacy 3

RDNG 6563 Principles of Literacy Cognition 3

RDNG 6573 Action Research in Literacy Education

~~Reading Specialty – 6 hrs~~

Revised 9/25/2008

~~Reading for Diverse Learners:~~

~~RDNG 6533 Literacy for Diverse Learners~~

~~RDNG 6383 Reading Issues within a Multicultural and Pluralistic Society~~

~~National Board Specialty~~

~~TE 6263 Teachers as Professionals: Working Toward National Board Certification~~

~~RDNG 6373 Qualitative Methods in Reading Research~~

~~Literacy Leadership~~

~~RDNG 6373 Qualitative Methods in Reading Research~~

~~RDNG 6383 Reading Issues within a Multicultural and Pluralistic Society~~

~~Literacy Generalist~~

~~18 Reading Major hours + 6 hours of courses (MSE Reading offerings or approved by advisor prior to enrollment)~~

~~Elective: 3 hours~~

~~Any of the course listed above in the Reading Specialty areas or one of the following:~~

~~RDNG 6801-3 Independent Study (with approval of advisor)~~

~~RDNG 6003 Literature and Book Selection~~

~~RDNG 5803 Special Topics~~

~~RDNG 5313 Materials and Methods in Reading (NTL)~~

~~ENG 5083 Introduction to Linguistics~~

~~ENG 6533 Teaching Writing in the Schools~~

~~TE 6233 Teaching and Assessment~~

~~Thesis Option—9 hrs/no elective~~

~~RDNG 6801-6 Thesis (6 hours with approval and supervision)~~

~~RDNG 6373 Qualitative Methods in Reading Research~~

Elective Courses: 6 hours

RDNG 6103 The National Writing Project Model: Processes of Writing*

RDNG 6203 National Writing Project Perspectives: Genre and Discourse on Writing*

RDNG 6373 Qualitative Methods in Reading Research

RDNG 6383 Reading Issues in a Multicultural and Pluralistic Society

RDNG 6553 Literacy for Diverse Learners

RDNG 6003 Literature and Book Selection

RDNG 5803 Special Topics

RDNG 6801-3 Independent Study (with approval and supervision)

RDNG 5313 Methods and Materials in Reading (with approval)

RDNG 6801-6 Thesis (with approval)

*application required for participation

Total Reading Hours 36

Bulletin Change Transmittal Form

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

Bulletin Change

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

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

Dr. Annette Hux, Arkansas State University, P.O. Box 1450 State University, AR 72467, ahux@astate.edu
870-972-3062

2. Proposed Change

Remove ELSE 5743 Assessment for the Young Child with Exceptionalities from MSE Special Education Instructional Specialist P-4 Program. (not to remove from bulletin). Add ELSE 5043 Educational Diagnosis and Assessment in Special Education to the MSE Special Education Instructional Specialist P-4 Program.

3. Effective Date

Summer 2013

4. Justification

ELSE 5743 Assessment for the Young Child with Exceptionalities and ELSE 5043 Educational Diagnosis and Assessment in Special Education cover the same material of administration of formal and informal assessment instruments, and interpretation and reporting of assessment data is emphasized for student. Combining these courses will meet the new licensure requirements set forth by ADE, which are moving from P-4 & 4-12 to a K-12 licensure.

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p. 160

Deletion from the P-4 Program:

~~**ELSE 5743 Assessment of Young Children with Exceptionalities** A study of evaluative and diagnostic instruments and procedures used with young exceptional children from birth to five years of age.~~

Addition to the P-4 Program:

ELSE 5043 Educational Diagnosis and Assessment in Special Education A study of the principles and practices for assessment and identification of individuals with disabilities Administration of formal and informal assessment instruments, and interpretation and reporting of assessment data is emphasized.

**MASTER SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN
SPECIAL EDUCATION--INSTRUCTIONAL SPECIALIST GRADES P- 4**

ONLINE Large Scale Distance Education Program

The online Master of Science in Education Degree with a Major in Special Education—
Instructional Specialist Grades P-4 is a 36 hour program consisting of the following courses:

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities

ELSE 6023 Characteristics of Individuals with Disabilities

ELSE 5743 Assessment of Young Children with Exceptionalities

ELFN 6763 Philosophies of Education

~~ELSE 5753 Methods of Working with Young Children with
Exceptionalities~~

ELSE 5043 Educational Diagnosis and Assessment in Special
Education

ELSE 5083 Collaboration for Special Education Service Delivery

ELSE 6073 Educational Procedures for Individuals with Moderate-Profound Disabilities

ELFN 6773 Introduction to Statistics and Research

ELAD 6423 Special Education Law

ELSE 6813 Laboratory Experiences I P-4

ELSE 6823 Laboratory Experiences II P-4

ELSE 5033 Behavior Intervention and Consultation

Admission Requirements

Students seeking admission into the M.S.E. program in Special Education must meet the general admission requirements of the Graduate School.

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

- 2.75 GPA in undergraduate work or 3.0 in last 60 hours.
- Hold a teaching license.
- Have a written commitment from a practicing P-4 special education teacher who will function as your mentor during the program.

Course Requirements

ELFN 6763 Philosophies of Education

ELFN 6773 Introduction to Statistics and Research

ELSE 5033 Behavior Intervention and Consultation

ELSE 5743 Assessment of Young Children with Exceptionalities

~~ELSE 5753 Methods of Working with Young Children with Exceptionalities~~

ELSE 5043 Educational Diagnosis and Assessment in Special Education

ELSE 6023 Characteristics of Individuals with Disabilities

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities

ELSE 6073 Educational Procedures for Individuals with Moderate-Profound Disabilities

ELSE 5083 Collaboration for Special Education Service Delivery

ELAD 6423 Special Education Law

ELSE 6813 Laboratory Experiences I P-4

ELSE 6823 Laboratory Experiences II P-4

Code #

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

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

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

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

Shawn Drake, PT, PhD

PO Box 910

Jonesboro, AR 72467

sdrake@astate.edu

870-972-2667

2. Proposed Change

Course Sequence

Fall Year 1

PT 7113 Gross Anatomy

PT 7213 Movement Science

PT 7624 Electrotherapy & Physical Agents

PT 7534 Clinical Procedures: Introductory Test, Measures, Interventions

PT 7511 Professional Issues 1: Introduction to PT Practice

PT 7521 Fundamentals of Patient Care

PT 7232 Introduction to Orthopedics & Imaging

Spring Year 1

PT 7314 Exercise Physiology

PT 7123 Intro to Research and Evidence Based Practice

PT 7224 Neuroscience

PT 7243 Integumentary

Summer Year 1

PT 7733 Clinical Education 1

Fall Year 2

PT 7612 Methods of Instruction & Consultation

PT 7251 Pharmacology for the Physical Therapists

PT 7413 Pathophysiology & Differential Diagnosis

PT 7252 Psychosocial Issues

PT 8352 Health & Wellness

PT 7141 Research 1

PT 8143 Neuromuscular 1

PT 7444 Cardiopulmonary

Spring Year 2

PT 8151 Research 2
PT 8653 Neuromuscular 2
PT 8754 Neuromuscular 3
PT 7832 Clinical Education 2
PT 8255 Musculoskeletal 2
PT 7343 Administration

Summer Year 2

PT 8163 Clinical Education 3
PT 8263 Clinical Education 4

Fall Year 3

PT 8571 Research 3
PT 8674 Musculoskeletal 3
PT 8773 Neuromuscular 4
PT 8872 Clinical Decision Making
PT 8373 Special Topics in Physical Therapy
PT 8272 Professional Issues 2

Spring Year 3

PT 8585 Clinical Education 5
PT 8685 Clinical Education 6
PT 818V Independent Study & Culminating Experience

3. Effective Date

Fall 2013

4. Justification

Currently, several courses are taught online during Summer 1 and Summer 2 of the program. Student feedback is to remove these online courses from the summer while students are taking clinical education courses. Therefore, course sequencing was changed and several courses were split into smaller credit hour courses (i.e. PT 7323 Imaging and Pharmacology was split into two separate courses: PT 7232 Introduction to Orthopedics and Imaging and PT 7251 Pharmacology for the Physical Therapist). By splitting these courses, we could arrange the semesters to be more balanced in credit hours and ultimately remove the online courses during the summer terms.

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Page 226-227 Graduate Bulletin 2012-2013

COLLEGE OF NURSING AND HEALTH PROFESSIONS

The College of Nursing and Health Professions offers six graduate level programs: the Graduate Certificate in Aging Studies, the Graduate Certificate in Health Sciences Education, the Master of Communication Disorders (M.C.D.), the Doctor of Physical Therapy (D.P.T.), the Master of Science in Health Sciences (M.S.H.S.), and the Master of Science in Nursing (M.S.N.).

DOCTOR OF PHYSICAL THERAPY

The Doctor of Physical Therapy (DPT) is the preferred degree by the Commission on Accreditation in Physical Therapy Education (CAPTE) and the American Physical Therapy Association's (APTA) and it reflects the current level of study that is required to meet the latest standards for physical therapy education.

Admission Requirements

Admissions requirements include an earned bachelor's degree in a related field, acceptance

to ASU, Graduate School and satisfactory completion of pre-requisite courses. Completing admission requirements does not ensure acceptance into the DPT program as students are admitted on a competitive space-available basis.

Application Deadlines

Application deadline is February 1st each year. Students may acquire detailed information about the application process and pre-requisite courses by contacting the Department of Physical Therapy at 870-972-3591 or visiting the department's website at <http://www.astate.edu/conhp/pt>.

The D.P.T. Degree and Physical Therapy Licensure

The D.P.T. is the entry-level degree for the practice of physical therapy. The Curriculum associated with the degree prepares graduates for physical therapy practice while paying particular to the health and rehabilitation concerns of residents of the Delta region. Licensure to practice physical therapy is granted by the individual states and issued on scores obtained on the National Licensing Examination administered by the Federation of State Boards of Physical Therapy. Graduation from an accredited educational program is a prerequisite to sit for the licensing exam. The DPT program at ASU is accredited by the Commission on Accreditation of Physical Therapy Education.

Course Requirements

The DPT consists of 109 semester credit. The courses are a mixture of didactic and clinical learning experiences including several sections of extended weeks of full time clinical education. The sequence of courses appears below.

Course Sequence

Fall Year 1

PT 7113 Gross Anatomy

PT 7213 Movement Science

PT 7624 Electrotherapy & Physical Agents

PT 7534 Clinical Procedures: Introductory Test, Measures, Interventions

~~PT 7512~~PT 7511 Professional Issues 1: Introduction to PT Practice

PT 7521 Fundamentals of Patient Care

PT 7232 Introduction to Orthopedics & Imaging

~~PT 7612 Methods of Instruction & Consultation~~

Spring Year 1

PT 7314 Exercise Physiology

PT 7123 Intro to Research and Evidence Based Practice

PT 7224 Neuroscience

PT 7243 Integumentary

Summer Year 1

PT 7733 Clinical Education 1

~~PT 7413 Pathophysiology & Differential Diagnosis~~

Fall Year 2

PT 7612 Methods of Instruction & Consultation

PT 7251 Pharmacology for the Physical Therapists

PT 7413 Pathophysiology & Differential Diagnosis

PT 7252 Psychosocial Issues

PT 8352 Health & Wellness

PT 7141 Research 1

PT 8143 Neuromuscular 1

~~PT 8255 Musculoskeletal 2~~

PT 7444 Cardiopulmonary

~~PT 7343 Administration~~

Spring Year 2

PT 8151 Research 2

PT 8653 Neuromuscular 2

PT 8754 Neuromuscular 3

~~PT 8352 Health & Wellness~~

~~PT 7252 Psychosocial Issues~~

PT 7832 Clinical Education 2

Revised 9/25/2008

PT 8255 Musculoskeletal 2
PT 7252 Psychosocial Issues

Summer Year 2

PT 8163 Clinical Education 3

PT 8263 Clinical Education 4

~~PT 7323 Imaging & Pharmacology~~

Fall Year 3

PT 8571 Research 3

PT 8674 Musculoskeletal 3

PT 8773 Neuromuscular 4

PT 8272 Professional Issues in PT 2

PT 8872 Clinical Decision Making

PT 8373 Special Topics in Physical Therapy

PT 7343 Administration

Spring Year 3

PT 8585 Clinical Education 5

PT 8685 Clinical Education 6

PT 818V Independent Study & Culminating Experience

All students in the Graduate Program in Physical Therapy at ASU must pass a comprehensive examination prior to beginning the final clinical internships in the Spring of Year 3. Progression to these clinical internships can be delayed or denied if a passing grade for the comprehensive examination is not achieved.

Minimum hours required for this program: 109

Code #

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

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

Shawn Drake, PT, PhD
 PO Box 910
 Jonesboro, AR 72467
sdrake@astate.edu
 870-972-2667

2. Proposed Change

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

3. Effective Date

Fall 2013

4. Justification

The DPT program will be forming two separate courses: PT 7232 Introduction to Orthopedics and Imaging and PT 7251 Pharmacology for the Physical Therapist. Splitting these courses allows for changing the curriculum course sequence for the DPT program and removing summer online courses while students are on clinical rotations. This course will remain the same course for the transitional DPT program.

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From Page 249, Graduate Bulletin 2012-2013

Physical Therapy

PT 7113 Gross Anatomy Study of the structure and function of the human limbs, spine, head and neck; regional description with emphasis on the muscular, skeletal, nervous, and vascular systems of the limbs and spine. Restricted to Doctor of Physical Therapy majors.

PT 7123 Introduction to Research and Evidence Based Practice Provide learners with the prerequisite integrated knowledge and skills required to assimilate, prepare, and present research necessary for evidence based practice. Restricted to Doctor of Physical Therapy majors.

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

PT 7213 Movement Science Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for physical therapy. Restricted to Doctor of Physical Therapy majors.

PT 7224 Neuroscience Analysis of the structure and function of the human nervous system for physical therapy majors. Restricted to Doctor of Physical Therapy majors.

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

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

PT 7314 Exercise Physiology Provides learners with an integrated knowledge and application of physiological principles related to the provision of patient care in physical therapy. Topics include musculoskeletal, neurological, renal, and cardiopulmonary systems at rest and with acute/chronic exercise. Restricted to Doctor of Physical Therapy majors.

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

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

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

PT 7413 Pathophysiology and Differential Diagnosis This course examines the influence of disease on different body systems. Content examines the effects of pathological

Code #

Bulletin Change Transmittal Form

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

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

Shawn Drake, PT, PhD
 PO Box 910
 Jonesboro, AR 72467
sdrake@astate.edu
 870-972-2667

2. Proposed Change

PT 7512 Professional Issues I Explores contemporary issues in physical therapy. Special emphasis is placed on ethical and legal dilemmas faced by physical therapists working in the clinical environment. Restricted to tDPT majors.

3. Effective Date

Fall 2013

4. Justification

Currently the DPT and tDPT have the same course description although the courses are slightly different since tDPT students are practicing physical therapists. The DPT program will be forming two new courses (one credit hour each): PT 7511 Professional Issues 1: Introduction to DPT Practice and PT 7521 Fundamentals of Patient Care.

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From Page 250, Graduate Bulletin 2012-2013

and age-related changes on health and human movement. The course includes differential diagnosis and basic pharmacological principles for a variety of pathologies. Restricted to Doctor of Physical Therapy majors.

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

PT 7512 Professional Issues I: ~~Introduction to DPT Practice Introduction to the Guide to Physical Therapist Practice, professional association, professional behaviors, leadership, and regulation of the profession. Students are introduced to the various aspects of physical therapist practice including components of the physical therapist examination process with emphasis on acquiring skill in history, interviewing, systems review and clinical documentation; fundamental skills in patient handling and physical examination are also introduced.~~ Explores contemporary issues in physical therapy. Special emphasis is placed on ethical and legal dilemmas faced by physical therapists working in the clinical environment. Restricted to tDPT majors.

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

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

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

PT 7733 Clinical Education I One of a series of supervised clinical education courses, which provides students an opportunity to integrate previously learned academic coursework into actual clinical practice, culminating with entry level performance at conclusion of all clinical education courses. Restricted to Doctor of Physical Therapy majors.

PT 7832 Clinical Education II One of a series of supervised clinical education courses, which provides students an opportunity to integrate academic coursework into clinical practice in inter-professional and non-traditional settings. Restricted to Doctor of Physical Therapy majors.

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

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

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) PT 7232
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Introduction to Orthopedics and Imaging
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)? 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. Introduction to the area of orthopedics including the indications, uses, limitations and advantages of radiological imaging techniques. Restricted to Doctor of Physical Therapy majors.
7. 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? Admissions to the DPT program b. Why? Only students admitted to the DPT program can enroll in this course.
9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses. Fall, Year 1 of DPT program
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Shawn Drake, PT, PhD Arkansas State University PO Box 910

11. Proposed Starting Term/Year

Fall 2013

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).**

Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. They interact and practice in collaboration with a variety of health care professionals. Physical therapists provide prevention and wellness services, including screening and health promotion; consult, educate, engage in critical inquiry, and administrate. They direct and supervise physical therapy services, including support personnel. Since physical therapists engage in all of these roles in a variety of practice settings, it is important that the curriculum of the Doctor of Physical Therapy Program at Arkansas State University provide the student broad exposure to problems and situations (real and simulated) that serve as motivating, enlightening, and challenging learning experiences relative to the radiologic issues and challenges commonly encountered in clinical practice.

Objectives:

At the conclusion of the course, the student will be able to:

1. Describe the indications, uses, limitations and advantages of various imaging techniques.
2. Utilize imaging principles in reading and evaluating radiographic images
3. Recognize the need for and importance of radiologic imaging in the diagnosis, intervention, and prognosis of patients receiving physical therapy

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 partially fulfills the following Commission on Accreditation in Physical Therapy Education (CAPTE) criterion:

- CC-1. The physical therapist *professional curriculum* includes content and *learning experiences* in the biological and physical sciences necessary for initial practice of the profession (eg, anatomy/cellular biology, histology, physiology, exercise physiology, exercise science, biomechanics, kinesiology, neuroscience, pathology, and pharmacology). *Learning experiences* in the biological and physical sciences include laboratory or other practical experiences involving quantitative and qualitative observations.

C. Student population served. Graduate students admitted to the DPT program

D. Rationale for the level of the course (lower, upper, or graduate). Mandated by the accrediting body that all professional physical therapy programs be at graduate level, with the DPT as the preferred degree

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 1-2	General Principles of Musculoskeletal Imaging	Chapter 1-3
	Discussion of Case Report	Handout
Week 3	Radiologic Evaluation of Fractures and the Spine: Part 1	Handout
Week 4	Radiologic Evaluation of Fractures and the Spine Part 2	Chapter 4
Week 5	Radiologic Evaluation of Fractures and the Spine Part 3	Chapter 5
Week 6	Lower Extremity: Part 1: The Hip	Chapter 6

Week 7	Lower Extremity: Part 2: The Knee	Chapter 7
Week 8	Lower Extremity: Part 3: The Leg, Ankle, and Fo	Chapter 8
Week 9	Mid-Term Exam	
Week 10-11	Upper Extremity: Part 1: The Shoulder	Chapter 9
Week 12	Upper Extremity: Part 2: The Elbow	Chapter 10
Week 13	Upper Extremity: Part 3: The Wrist and Hand	Chapter 10
Week 14	Advanced Imaging	Chapter 11
Week 15	Final Exam	
17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) Case Studies, written and oral exams, weekly quizzes		
18. Special features (e.g. labs, exhibits, site visitations, etc.) Lecture-discussions, case reports, assigned readings		
19. Required reading Swain JS, Bush KW. <i>Diagnostic Imaging for Physical Therapists</i> . 2008. Elsevier.		
20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) The course will be taught by the same faculty members but will be split into two separate courses for the DPT curriculum. No changes in additional faculty will be necessary.		
21. What is the primary goal of this course? Provide students with learning experiences regarding imaging for the practice of physical therapy. Providing courses in imaging allows students to meet practice standards of the Doctor of Physical Therapy curriculum.		
22. If this proposal is for a general education course, please check the primary goal this course addresses:		
<input type="checkbox"/> Communicating effectively	<input type="checkbox"/> Thinking Critically	
<input type="checkbox"/> Using mathematics	<input type="checkbox"/> Using Technology	
<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence	
<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences	
<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Providing foundations necessary to achieve health and wellness	
Considering the indicated primary goal, provide <u>up to three outcomes</u> that you expect of students after completion of this course. For example, what will students who meet this goal <u>know</u> or <u>be able to do</u> as a result of this course?		
Primary Goal Outcome #1: Apply legal practice standards, including all federal, state, and institutional regulations in the area of imaging related to the practice of physical therapy (CC-5.1)		
Learning Activity: Lecture experiences to introduce students to legal practice standards in the area of radiology with respect to physical therapy.		
Assessment Tool: Written examination at the application level within the cognitive domain.		
Primary Goal Outcome #2: Demonstrate an understanding to the biological, physical and behavioral sciences associated with the management of patients / clients across the lifespan. [3.1]		
<ol style="list-style-type: none"> 1. describe two examples of reflective imaging. (<i>Cognitive-Comprehension</i>; CC-1) 2. identify the four major densities in X-ray production. (<i>Cognitive- Comprehension</i>; CC-1) 3. explain standard views. (<i>Cognitive- Comprehension</i>; CC-1) 4. identify methods for orientation of the films for interpretation. (<i>Cognitive- Comprehension</i>; CC-1) 5. apply ABCS system when reviewing musculoskeletal images. (<i>Cognitive- Application</i>; CC-1) 6. identify advantages of MRI's, CT and ultrasound imaging. (<i>Cognitive- Comprehension</i>; CC-1) 7. differentiate between characteristics of MRI's over CT images and other various imaging modalities. (<i>Cognitive- Analysis</i>; CC-1) 		
Learning Activity: Lecture and discussion experiences for students to demonstrate basic understanding of radiological principles for physical therapists.		
Assessment Tool: Students complete written examination within comprehension & application levels within the cognitive domain.		

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.

PT 7113 Gross Anatomy Study of the structure and function of the human limbs, spine, head and neck; regional description with emphasis on the muscular, skeletal, nervous, and vascular systems of the limbs and spine. Restricted to Doctor of Physical Therapy majors.

PT 7123 Introduction to Research and Evidence Based Practice Provide learners with the prerequisite integrated knowledge and skills required to assimilate, prepare, and present research necessary for evidence based practice. Restricted to Doctor of Physical Therapy majors.

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

PT 7213 Movement Science Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for physical therapy. Restricted to Doctor of Physical Therapy majors.

PT 7224 Neuroscience Analysis of the structure and function of the human nervous system for physical therapy majors. Restricted to Doctor of Physical Therapy majors.

PT 7232 Introduction to Orthopedics and Imaging Introduction to the area of orthopedics including the indications, uses, limitations and advantages of radiological imaging techniques. Restricted to Doctor of Physical Therapy majors.

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

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

PT 7314 Exercise Physiology Provides learners with an integrated knowledge and application of physiological principles related to the provision of patient care in physical therapy. Topics include musculoskeletal, neurological, renal, and cardiopulmonary systems at rest and with acute/chronic exercise. Restricted to Doctor of Physical Therapy majors.

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

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

PT 7413 Pathophysiology and Differential Diagnosis This course examines the influence of disease on different body systems. Content examines the effects of pathological

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) PT 7251
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). Pharmacology for the Physical Therapist
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)? 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
Brief course description (40 words or less) as it should appear in the bulletin. Introduction to pharmacology and the effects of drug actions on the major body systems, including the mechanisms of therapeutic and adverse effects and problems of drug interactions. Restricted to Doctor of Physical Therapy majors.
7. 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? Admissions to the DPT program b. Why? Only students admitted to the DPT program can enroll in this course.
9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses. Fall, Year 2 of DPT program
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Shawn Drake, PT, PhD Arkansas State University

PO Box 910
Jonesboro, AR 72401
sdrake@astate.edu
870-972-2667

11. Proposed Starting Term/Year

Fall 2013

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).**

Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. They interact and practice in collaboration with a variety of health care professionals. Physical therapists provide prevention and wellness services, including screening and health promotion; consult, educate, engage in critical inquiry, and administrate. They direct and supervise physical therapy services, including support personnel. Since physical therapists engage in all of these roles in a variety of practice settings, it is important that the curriculum of the Doctor of Physical Therapy Program at Arkansas State University provide the student broad exposure to problems and situations (real and simulated) that serve as motivating, enlightening, and challenging learning experiences relative to the pharmacologic issues and challenges commonly encountered in clinical practice.

Objectives:

1. Explain the pharmacodynamics and pharmacokinetics of drugs commonly encountered in clinical practice
2. Describe the pharmacologic intervention for a given disorder or disease process
3. Adjust the physical therapy plan of care to accommodate the impact of drugs during rehabilitation

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 partially fulfills the following Commission on Accreditation in Physical Therapy Education (CAPTE) criterion:

CC-1. The physical therapist *professional curriculum* includes content and *learning experiences* in the biological and physical sciences necessary for initial practice of the profession (eg, anatomy/cellular biology, histology, physiology, exercise physiology, exercise science, biomechanics, kinesiology, neuroscience, pathology, and pharmacology). *Learning experiences* in the biological and physical sciences include laboratory or other practical experiences involving quantitative and qualitative observations.

C. Student population served. Graduate students admitted to the DPT program

D. Rationale for the level of the course (lower, upper, or graduate). Mandated by the accrediting body that all professional physical therapy programs be at graduate level, with the DPT as the preferred degree

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	Pharmacology - Principles of Pharmacology; Pharmacodynamics	Read: Panus, Chaps 1 to 2
Week 2	Pharmacology - Pharmacokinetics: Administration, Absorption, Distribution, and Elimination	Read: Panus, Chapter 3 Quiz: Week 1 Content
Week 3	Pharmacology - Pharmacology of the Central Nervous System	Read: Panus, Chap 12; Quiz: Week 2 Content
Week 4	Pharmacology - Pharmacologic Management of Parkinson Disease	Read: Panus, Chapter 17; Assignment: Case Studies Quiz: Week 3 Content

Week 5	Written 1	Coverage: Weeks 1 to 4; Due: Answers to Case Studies
Week 6	Pharmacology – Drugs Used to Treat Pain and Inflammation: Opioids, NSAIDs, PCAs	Read: Panus, Chapter 20-21
Week 7	Pharmacology – Pharmacologic Management of Rheumatoid Arthritis and Osteoarthritis	Read: Panus, Chapter 34 Quiz: Week 6 Content
Week 8	Pharmacology – Autonomic Pharmacology, Cholinergic Drugs, Adrenergic Drugs	Read: Panus, Chapter 5 Quiz: Week 7 Content
Week 9	Pharmacology – Antihypertensive Drugs, Treatment of Angina Pectoris; Treatment of Cardiac Arrhythmias	Read: Panus, Chapter 7-8 Assignment: Case Studies Quiz: Week 8 Content
Week 10	Written a 2	Coverage: Weeks 6 to 9; Due: Answers to Case Studies
Week 11	Pharmacology – Respiratory Drugs	Read: Panus, Chapter 35
Week 12	Pharmacology – Agents Affecting Bone Mineralization	Read: Panus, Chapter 25
Week 13	Pharmacology – Pancreatic Hormones and the Treatment of Diabetes Mellitus	Read: Panus, Chapter 24
Week 14	Pharmacology – Cancer Chemotherapy	Read: Panus, Chapter 31; Assignment: Case Studies
Week 15	Written Examination 3	Coverage: Weeks 11 to 14; Due: Answers to Case Studies
17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) Case Studies, written and oral exams, weekly quizzes		
18. Special features (e.g. labs, exhibits, site visitations, etc.) Lecture-discussions, web resources on pharmacology		
19. Required reading Textbook: Panus, PC et al. Pharmacology for the Physical Therapist. McGraw-Hill Companies: New York, NY.,(2009) ISBN# 978-0-07-146043-9		
20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) Currently, the course content is taught in PT 7512 Professional Issues I: Introduction to DPT Practice. This course will be removed from the DPT curriculum and split into two separate 1 hour courses- PT 7511Professional Issues I and PT 7521 Fundamentals of Patient Care. No additional staffing required.		
21. What is the primary goal of this course? Provide students with learning experiences regarding fundamentals of patient care such as patient handling prior to students going to clinical rotations.		
22. If this proposal is for a general education course, please check the primary goal this course addresses:		
<input type="checkbox"/> Communicating effectively	<input type="checkbox"/> Thinking Critically	
<input type="checkbox"/> Using mathematics	<input type="checkbox"/> Using Technology	
<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence	
<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences	
<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Providing foundations necessary to achieve health and wellness	
Considering the indicated primary goal, provide <u>up to three outcomes</u> that you expect of students after completion of this course. For example, what will students who meet this goal <u>know or be able to do</u> as a result of this course?		
Primary Goal Outcome #1: Apply legal practice standards, including all federal, state, and institutional regulations in the area of imaging and pharmacology related to the practice of physical therapy (CC-5.1)		
Learning Activity: Lecture experiences to introduce students to legal practice standards in the area of pharmacology related to the practice of physical therapy.		
Assessment Tool: Written examination at the application level within the cognitive domain.		

Primary Goal Outcome #2:

Demonstrate an understanding to the biological, physical and behavioral sciences associated with the management of patients / clients across the lifespan. [3.1]

1. Describe the pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs in the prevention, treatment, and diagnosis of disease (*Cognitive- Comprehension*; CC-1)
2. Describe drug classification, including the role of a drug as an agonist, antagonist (competitive and noncompetitive), receptor regulation, and selectivity (*Cognitive- Comprehension*; CC-1)
3. Examine general factors concerning the mechanism of action and side-effects for the classes of drugs covered in the course. (example: non-steroidal anti-inflammatory drugs versus steroidal anti-inflammatory drugs) (*Cognitive- Application*; CC-1)
4. Discuss the potential adverse consequences of pharmacological agents, and how these affect the examination and treatment of a patient in a rehabilitation setting. (CC-1)
5. Recognize and describe the appropriate considerations for the use of pharmacological agents specific to the rehabilitation process. (*Cognitive- Comprehension*; CC-1)

Learning Activity: Lecture and discussion experiences for students to demonstrate basic understanding of pharmacological principles across the lifespan.

Assessment Tool: Students complete written examination within comprehension & application levels within the cognitive domain.

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.

From Page 249, Bulletin 2012-2013

Physical Therapy

PT 7113 Gross Anatomy Study of the structure and function of the human limbs, spine, head and neck; regional description with emphasis on the muscular, skeletal, nervous, and vascular systems of the limbs and spine. Restricted to Doctor of Physical Therapy majors.

PT 7123 Introduction to Research and Evidence Based Practice Provide learners with the prerequisite integrated knowledge and skills required to assimilate, prepare, and present research necessary for evidence based practice. Restricted to Doctor of Physical Therapy majors.

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

PT 7213 Movement Science Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for physical therapy. Restricted to Doctor of Physical Therapy majors.

PT 7224 Neuroscience Analysis of the structure and function of the human nervous system for physical therapy majors. Restricted to Doctor of Physical Therapy majors.

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

PT 7251 Pharmacology for the Physical Therapist Introduction to pharmacology and the effects of drug actions on the major body systems, including the mechanisms of therapeutic and adverse effects and problems of drug interactions. Restricted to Doctor of Physical Therapy majors.

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

PT 7314 Exercise Physiology Provides learners with an integrated knowledge and application of physiological principles related to the provision of patient care in physical therapy. Topics include musculoskeletal, neurological, renal, and cardiopulmonary systems at rest and with acute/chronic exercise. Restricted to Doctor of Physical Therapy majors.

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

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

PT 7413 Pathophysiology and Differential Diagnosis This course examines the influence of disease on different body systems. Content examines the effects of pathological

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) PT 7511
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). Professional Issues I: Introduction to DPT Practice
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)? 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. Introduces the Guide to Physical Therapist Practice and the physical therapist examination process, clinical documentation, professional behaviors, leadership roles and legal regulations of the profession. Restricted to Doctor of Physical Therapy majors.
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? Admissions to the DPT program b. Why? Only students admitted to the DPT program can enroll in this course.
9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses. Fall, Year 1
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Shawn Drake, PT, PhD
 Arkansas State University
 PO Box 910
 Jonesboro, AR 72401
sdrake@astate.edu
 870-972-2667

11. Proposed Starting Term/Year

Fall 2013

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. The 2 credit course will still be part of the tDPT curriculum.

b. If yes, what course?

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

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

No

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

Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. They interact and practice in collaboration with a variety of health care professionals. Physical therapists provide prevention and wellness services, including screening and health promotion; consult, educate, engage in critical inquiry, and administrate. They direct and supervise physical therapy services, including support personnel. Since physical therapists engage in all of these roles in a variety of practice settings, it is important that the curriculum of the Doctor of Physical Therapy Program at Arkansas State University provide the student broad exposure to problems and situations (real and simulated) that serve as motivating, enlightening, and challenging learning experiences relative to the professional issues and challenges commonly encountered in clinical practice.

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 partially fulfills the following Commission on Accreditation in Physical Therapy Education (CAPTE) criterion:

1. Explain legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management. (CC 5.1) (Cognitive – Comprehension)
2. Appraise one's own current level of professionalism based on the Professional behaviors (formerly Generic Abilities). (CC 5.4) (*Cognitive – Analysis*)
3. Explain why placing the patient's needs above the physical therapist's needs is fundamental to clinical practice. (CC 5.6) (Cognitive – Comprehension)
4. Realize the need to behave in a manner exhibiting caring, compassion, and empathy when ready to provide services to patients/clients. (CC 5.8) (Affective - Receiving)
5. Explain the role of the physical therapist in promoting active involvement of the patient/client in his or her care. (CC 5.9) (Cognitive – Comprehension)
6. Demonstrate integrity in all interactions with all persons. (CC 5.10) (Cognitive – Application)
7. Practice self-assessment to improve effectiveness in the classroom or clinical setting. (CC 5.12) (Cognitive – Application)
8. Value participation in professional organizations. (CC 5.16) (Affective – Valuing)
9. Imitate a physical therapy examination of patients/clients by selecting and administering culturally appropriate and age-related tests and measures to document anthropometric characteristics. (CC 5.30b) (Psychomotor – Guided Response)
10. Describe interventions that may be directed to the physical therapist assistant (PTA) under Arkansas Practice Act/Rules and Regulations. (CC5.40) (Cognitive-Comprehension)
11. Examine the basic construct of a business plan within a practice. (CC 5.59) (Cognitive-Application)
12. Review activities related to marketing and public relations. (CC-5.60) (Cognitive- Comprehension)
13. Describe physical therapy practice in terms of regulatory and legal requirements. (5-61) (Cognitive-Comprehension)

C. Student population served. Graduate students admitted to the DPT program

D. Rationale for the level of the course (lower, upper, or graduate). Mandated by the accrediting body that all professional physical therapy programs be at graduate level, with the DPT as the preferred degree

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.)

Date	Topic	Readings and Other Assignments
Week 1	Course introduction; Color profile	No assignment reading
Week 2	Communication and professional behavior in physical therapy	Intro to PT: Chapter 7
Week 3	The profession of PT: History, organization structure and legalities, APTA documents	Intro to PT: Chapter 1,4,5
Week 4	Code of Ethics, Guide for Professional Conduct, Standards of Ethical Conduct for PT/PTA	Guide to PT Practice: Pgs 685-693 Intro to PT: Chapter 5, APTA website
Week 5	Direct Access/ AR practice Act	AR practice act, APTA website
Week 6	Conflict Negotiation	Assigned readings
Week 7	Midterm/ conflict negotiation	Assigned readings.
Week 8	Guide to PT practice: How and why developed	Guide to PT Pgs 13-28, Chapter 1
Week 9	Guide to PT practice Terminology Disablement model and Practice patterns	Guide to PT Chapters 2,3
Week 10	Guide to PT Practice: Practice Patterns	Guide to PT Chapters 4-7
Week 11	Medical Screening for the Upper and Lower Quarter	Intro to PT Chapter 2, Boissonault: Chapters 1,12,13
Week 12	Medical screening continued	Boissonault Chapter 5 -7
Week 13	Components of Subjective Interview Fall Break/Thanksgiving Holiday	Boissonault Chapter 5 -7
Week 14	Documentation	APTA documents/ website
Week 15	Documentation	APTA documents/ website
Week 16	Finals week	

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Three laboratory and written examinations.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Lecture, hands-on lab sessions.

19. Required reading

1. The Guide to Physical Therapist Practice-Second Edition. The American Physical Therapy Association; 2003. ISBN: 978-1-887759-85-4
2. Boissonault WG. Primary Care for the Physical Therapist: Examination and Triage. Saunders. 2nd Edition 2010. ISBN: 978-0-7216-9659-1

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

Currently, the course content is taught in PT 7512 Professional Issues I. This course will be removed from the DPT curricula and split into two separate 1 hour courses- Professional Issues I: Introduction to PT Practice and Patient Handling. No additional staffing required.

21. What is the primary goal of this course?

Provide students with learning experiences regarding patient handling prior to students going to clinical rotations.

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

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

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

Primary Goal Outcome #1: Accept responsibility (is accountable) for his / her actions and obligations that are common to the professional delivery of physical therapy. [1.1]

Learning Activity: Lecture/discussion format to introduce organizations such as APTA and PT-PAC for further involvement within the profession. Students complete self-assessment tool on Professional Behaviors.

Assessment Tool: Professional Behaviors self-assessment/program assessment tool. During all clinical rotations, students are assessed using the Clinical Performance Instrument in which students are evaluated by his/her clinical instructor.

Primary Goal Outcome #2: Is patient focused in all aspects of professional practice, placing the needs of the patient / client ahead of

self-needs (is altruistic). [1.2]

Learning Activity: Discussion format regarding pro bono services in private practice or in the PT's professional career. Students complete self-assessment using Professional Behaviors tool.

Assessment Tool: Professional Behaviors self-assessment/program assessment tool. During all clinical rotations, students are assessed using the Clinical Performance Instrument in which students are evaluated by his/her clinical instructor.

Primary Goal Outcome #3: Identify with the experience of the patient / client (is compassionate). This compassion leads to an attitude of caring. [1.3]

Learning Activity: Role-play using case studies to promote cultural competence while exhibiting compassion for the patient.

Assessment Tool: Students meet the level of receiving within the affective behavior domain. During all clinical rotations, students are assessed using the Clinical Performance Instrument in which students are evaluated by his/her clinical instructor.

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From page 250, Graduate Bulletin 2012-2013

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PT 7511 Professional Issues I: Introduction to DPT Practice Introduces the Guide to Physical Therapist Practice and the physical therapist examination process, clinical documentation, professional behaviors, leadership roles and legal regulations of the profession. Restricted to Doctor of Physical Therapy majors.

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

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Revised 2/24/11

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

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

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

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

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

<p>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) PT 7521</p>
<p>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). Fundamentals of Patient Care</p>
<p>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture and laboratory</p>
<p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? standard</p>
<p>5. Is this course dual listed (undergraduate/graduate)? no</p>
<p>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</p>
<p>7. Brief course description (40 words or less) as it should appear in the bulletin.</p> <p>Introduction to fundamentals of physical therapy patient care including infection control, vital signs, passive range of motion, patient positioning, transfer training, wheelchair management, gait training, and documentation. Restricted to Doctor of Physical Therapy majors.</p>
<p>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).</p> <p>a. Are there any prerequisites? Admissions to the DPT program</p>

b. Why? Only students admitted to the DPT program can enroll in this course.		
9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses. Fall, Year 1 of DPT program		
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Shawn Drake, PT, PhD Arkansas State University PO Box 910 Jonesboro, AR 72401 sdrake@astate.edu 870-972-2667		
11. Proposed Starting Term/Year Fall 2013		
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. The 2 credit course will still be part of the tDPT curriculum. 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). Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. For patient safety and efficiency of treatment it is important that the therapist learns to handle the patients in a safe manner, and to be able to teach those skills to patients and family members. The physical therapist must be able to instruct patients, family members and other health care team members in proper patient handling skills. Objectives: 1. Take precautions to ensure safety and well-being of a client during the examination process. 2. Examine anthropometric characteristics to determine appropriate assistive device. 3. Assess patient to determine appropriate gait, locomotion and balance for assistive devices. 4. Appropriately document treatment using SOAP note format. 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 partially fulfills the following Commission on Accreditation in Physical Therapy Education (CAPTE) criterion: CC-5. The physical therapist <i>professional curriculum</i> includes content and <i>learning experiences</i> designed to prepare students to achieve educational outcomes required for initial practice of the profession of physical therapy. CC-5.39 Patient/Client Management Expectation: Intervention Provide physical therapy interventions to achieve patient/client goals and outcomes. C. Student population served. Graduate students admitted to the DPT program D. Rationale for the level of the course (lower, upper, or graduate). Mandated by the accrediting body that all professional physical therapy programs be at graduate level, with the DPT as the preferred degree		
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.)		
DATE	ASSINGMENT	COURSE MATERIAL
Week 1	Chapter 1/Chapter 2	ADA/Patient/Client Management Process
Week 2	Chapter 3/Lab Activities	Preparation For Patient Care
Week 3	Chapter 3/Lab Activities	Preparation For Patient Care

Week 4	Chapter 4/Lab Activities	Aseptic Techniques
Week 5	Exam 1	Chapter 1-4
Week 6	Chapter 5/ Lab Activities	Vital Signs
Week 7	Chapter 5/Lab Activities	Vital Signs
Week 8	Chapter 6/Lab Activities	Wheelchairs
Week 9	Chapter 8/Lab Activities	Turning and Positioning
Week 10	EXAM 2	Chapter 5-8
Week 11	Chapter 9/Lab Activities	Range of Motion Exercise
Week 12	Chapter 7/Lab Activities	Transfers
Week 13	Chapter 7/Lab Activities	Transfers
Week 14	Chapter 10/Lab Activities	Ambulation with AD
Week 15	Exam 3- Written / Lab practical exams	Comprehensive Examination
17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) Three laboratory and written examinations.		
18. Special features (e.g. labs, exhibits, site visitations, etc.) Laboratory		
19. Required reading Minor MA, Minor S. <i>Patient Care Skills</i> 6 th Ed. Upper Saddle River, NJ: Pearson; 2005. ISBN 0132082349 Kettenbach G. <i>Writing SOAP Notes</i> . 3 rd Ed. Philadelphia, PA: FA Davis; 2004. ISBN 0-8036-0836-5		
20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) Currently, the course content is taught in PT 7512 Professional Issues I: Introduction to DPT Practice. This course will be removed from the DPT curriculum and split into two separate 1 hour courses- PT 7511 Professional Issues I and PT 7521 Fundamentals of Patient Care. No additional staffing required.		
21. What is the primary goal of this course? Provide students with learning experiences regarding fundamentals of patient care such as patient handling prior to students going to clinical rotations.		
22. If this proposal is for a general education course, please check the primary goal this course addresses:		
<input type="checkbox"/> Communicating effectively	<input type="checkbox"/> Thinking Critically	
<input type="checkbox"/> Using mathematics	<input type="checkbox"/> Using Technology	
<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence	
<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences	
<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Providing foundations necessary to achieve health and wellness	
1. Considering the indicated primary goal, provide <u>up to three outcomes</u> that you expect of students after completion of this course. For example, what will students who meet this goal <u>know</u> or <u>be able to do</u> as a result of this course?		
Primary Goal Outcome #1: Describes an appropriate range of physical therapy interventions to address movement dysfunction across the lifespan. [3.8]		
Learning Activity: Lecture and laboratory experiences to introduce students to safe and proper utilization of exercise including knowledge of indications, contraindications and precautions.		
Assessment Tool: Written examination at the application level within the cognitive domain. The practical examination at the guided response level within the psychomotor domain. In addition, each student is evaluated using the Clinical Performance Instrument in each clinical rotation to assure competency in this area.		
Primary Goal Outcome #2: Actively accepts responsibility (is accountable) for his / her actions and obligations that are common to the professional delivery of physical therapy. [1.1] take precautions to ensure safety and well-being of a client during the examination process (CC-5).		
Learning Activity: Students have opportunities for role-play activities in which students must take precautions to ensure safety and well-being of client during the examination process.		
Assessment Tool: Students complete written/practical exam and complete self-assessment on Professional Behaviors.		
Primary Goal Outcome #3: Demonstrates appropriate exercise instruction in a simulated patient case (CC-5.39a)		

Learning Activity: Lecture and laboratory experiences to introduce student to using appropriate instructions during patient handling skills using a simulated patient case.

Assessment Tool: Written examination at the application level within the cognitive domain. Practical examination at the guided- response level with the psychomotor domain. In addition, each student is evaluated using the Clinical Performance Instrument in each clinical rotation to assure competency in this area.

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