

Graduate Council Meeting

Minutes

March 12, 2009 @ 3:30 pm

Present: Drs. Holman (Saleh), Sustich, B. Gilbert, Traylor, E. Gilbert, Miao, Amienyi, Armah, Clifft, Buchanan, Risch, Ms. Finch, Mr. Peck and Chiavacci

1. New Proposed Program

Master of Science, Sport Administration **TABLED**

2. New Courses

SCOM 5423 Narratives in Health and Healing **APPROVED**

PSY 7223 Research Design and Program Evaluation in P&C **APPROVED**

MCOM 6063 Interpretative Research Methods in Mass Communications **APPROVED**

FDST 5333 Food Microbiology **APPROVED**

FDST 6213 Food Security and Safety Assurance **APPROVED**

BIO 6033 Biosafety and Ethics in Research **APPROVED**

BIO 6141 Introduction to Biotechnology **APPROVED**

BIO 6144 Laboratory in Bio Techniques I **APPROVED**

BIO 6154 Laboratory in Bio Techniques II **APPROVED**

ESPE 6113 Sport Law **TABLED**

ESPE 6123 Sport Marketing **TABLED**

ESPE 6133 Sport Finance & Budgeting **TABLED**

ESPE 6143 Sport Communications **TABLED**

ESPE 6153 Sport Leadership **TABLED**

EPSE 6163 Sport Governance & Operations **TABLED**

3. Course Deletion

POSC 5413 Modern Political Theory **APPROVED**

MCOM 6163 Applied Research in Mass Communication **APPROVED**

PSY 7213 Research Design and Multivariate Analysis in P&C **APPROVED**

4. Bulletin Change Forms

Mental Health Counseling adding a course to PS **APPROVED**

Mental Health Counseling deleting a course to PS **APPROVED**

Mental Health Counseling deleting one elective from PS **APPROVED**

Mental Health Counseling reducing number of hours to PS **APPROVED**

Mathematics revising the degree requirements **APPROVED**

5. Tabled Items

SW 5802 Part-Time Foundation Field I **APPROVED**

SW 5812 Part-Time Foundation Field II **APPROVED**

SW 5822 Part-Time Foundation Field III **APPROVED**

SW 5803 Full-Time Foundation Field I **APPROVED**

SW 5813 Full-Time Foundation Field II **APPROVED**

## 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 save 1 electronic copy.

☒ **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

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> SCOM 5/4423
<b>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).</b> Narratives in Health and Healing
<b>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.</b> Lecture, seminar, experiential
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> Standard Letter
<b>1. Is this course dual listed (undergraduate/graduate)?</b> Yes, undergraduate/graduate
<b>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.)</b> No.
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> Explores the social construction of health, illness, and healing through the study of narrative.
<b>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).</b> None
<b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b> Spring
<b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> Marceline Hayes, Arkansas State University, Department of Communication Studies, P.O. Box 369, State University, AR 72467, <a href="mailto:mhayes@astate.edu">mhayes@astate.edu</a> ; (870) 972-2816
<b>11. Proposed Starting Term/Year</b> Spring 2010

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

Yes, it adds to current offerings for our department's Graduate Certificate in Health Communication

**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).**

Students will gain an understanding of the socially constructed nature of health, illness, and healing in this course. This is particularly important given the dominance of biomedical models to which are grounded in purely scientific approaches to health, illness, and healing. Thus, as a result of this course, students will come to understand that the experience of health and healing is constituted in part, communicatively as persons talk about and interact through discourse. Such a perspective is important as people attempt to make sense out of their own health experience.

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

The Department of Communication Studies is increasing our focus on health communication in our curriculum on both the undergraduate and graduate levels due to trends in the field of communication studies and student demand. We currently have a Graduate Certificate in Health Communication in place but would like to strengthen our offerings in the program.

**C. Student population served.**

Undergraduate/graduate students in the Department of Communication Studies primarily or those pursuing our Graduate Certificate in Health Communication program. Additionally, the course would serve students in other disciplines (e.g., students majoring /minoring in the humanities) who may wish to study narrative.

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

The course should be graduate level in order to meet the needs of students pursuing the Graduate Certificate in Health Communication and as such the course will be theory and research based. Upper level students will also be exposed to theory and research but will not be required to do the same level of research as graduate students.

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

See attached outline.

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

Exams, activities, major project.

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

No

**19. Required reading**

Harter, L. , Japp, P. M., & Beck, C. S. (2008). *Narratives, Health, and Healing: Communication Theory, Research, and Practice*. Mahweh, NJ: Lawrence Erlbaum Associates.

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

None required.

**21. What is the primary goal of this course?**

Students will understand how health, illness, and healing are socially constructed.

**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:** Students will understand the role of narrative in making sense of health and illness.

**Learning Activity:** (For example, what instructional processes do you plan to use to help students reach this outcome?)  
Student presentations on course readings.

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

**Primary Goal Outcome #2:** Students should be able to analyze oral and written narratives using basic qualitative research techniques.

**Learning Activity:** (For example, what instructional processes do you plan to use to help students reach this outcome?)  
Students will collect health and illness narratives and analyze them for themes and patterns within the data.

**Assessment Tool:** (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)  
Students will write a paper in which they detail their methods of analysis and the results of their analysis. They will be asked to interpret their results in light of theory and research in the field of health communication.

**Primary Goal Outcome #3:** Students will examine their own health through a social constructionist lens.

**Learning Activity:** (For example, what instructional processes do you plan to use to help students reach this outcome?)  
Students will write a report of the state of their own health (or their involvement in the health of a family member/significant other), and discuss how they talk about their health (or the health of a family member/significant other) with others.

**Assessment Tool:** (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)  
Papers will be discussed in class and graded by instructor.

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

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

**To copy from the bulletin:**

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

**SCOM 5/4423. Narratives in Health and Healing.**

Explores the social construction of health, illness, and healing through the study of narrative.

## Syllabus for SCOM 5/4423, Narratives in Health and Healing

Professor: Dr. Marceline Thompson-Hayes  
Office: Communications Bldg. 364  
Office phone: 870-972-2816

Website: <http://www.clt.astate.edu/mhayes>  
Email: mhayes@astate.edu  
Office hours: TBA

**Course Description:** The course explores the socially constructed nature of health, illness, and healing through the study of narrative. Students will learn how individuals use narrative to make sense of and give meaning to their health experiences.

**Text:** Harter, L. , Japp, P. M., & Beck, C. S. (2008). *Narratives, Health, and Healing: Communication Theory, Research, and Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.

There will be other readings as assigned.

### Assignments and Grading:

#### Undergraduates:

Exam 1	100 pts.
Final Exam	100 pts.
Personal Narrative	100 pts.
Research Project	100 pts.
Participation	100 pts.

#### Graduates:

Exam 1	100 pts.
Final Exam	100 pts.
Personal Narrative	100 pts.
Research Project	100 pts. (will include a literature review)
Participation	100 pts.
Reaction Paper 1	50 pts.
Reaction paper 2	50 pts.

500-450=A; 449-400=B; 300-350=C; 349-300=D; Below 300=F

**Exams:** Exams will consist of multiple choice and short answer/essay questions based on the course readings and lecture. Keep up with your reading. Make ups occur ONLY with an acceptable, legitimate, documented excuse. Acceptable "excuses" include visits to the emergency room, doctor's visits where the doctor has written a note excusing you from work/school, or participation in a university sponsored event. Court appearances and undocumented illness do not count as acceptable excuses. Points will be deducted regardless of your reason for missing your exam. Failure to take the final exam will result in an "F" for the course.

**Personal Narrative:** You will write a 3-5 page paper in a narrative format regarding the state of your own health or past health issues. You may also write about your involvement with the state of a family member's health and healing. You will discuss your papers in class.

**Research Project:** You will collect and analyze the health narratives of 3-5 persons and analyze them using thematic analysis. You will discuss your papers in class. Graduate students will complete a more exhaustive paper and will be required to conduct a literature review ending in research questions which will be answered during the analysis. Undergraduates will write a statement of intent/problem-statement rather than a literature review.

**Participation:** You will work in groups and present assigned articles to the class. In your presentations, you will summarize the article and react to it and involve the class in the process. You should be prepared to frame and direct class discussion. You should provide a one page handout to the class on your reading, reaction to it, and questions for the class. These presentations will occur weekly but groups will alterate.

Additionally, you will be asked to part in class exercises/activities throughout the semester. These activities cannot be made up if you are absent unless your absence is due to participation in a university sponsored event in which case, documentation will be required.

**Reaction Papers:** Graduate students will write two reports on articles (see list of Additional Readings) dealing with health and narrative. Students should summarize the article in the first part of the report and then provide a reaction to the article in the second part of the report. Students should be prepared to guide class discussion regarding the article.

**Attendance:** You will find it difficult to do well in this course if you do not attend all classes. If you miss class, you are responsible for acquiring the course content and keeping abreast of any assignments given, changes made to the schedule, etc. *The only absences that will be counted as "excused" are when you are participating in a university sponsored event and are able to present legitimate documentation as evidence.* Illnesses, court appearances, etc. are not excused.

*In a class that meets once a week, you may miss two times without penalty. In a class that meets twice a week, you may miss four times without penalty. In a class that meets three times a week, you may miss six times without penalty. Your final grade will be dropped one letter grade for each absence beyond the maximum allowed.*

**Disabilities:** Students with disabilities that affect their ability to fully participate in the course should contact Disability Services (972-3964) in order to make the necessary accommodations to facilitate your experience in this course. The instructor should be informed of necessary accommodations within the first two weeks of the semester.

**Cell Phone Policy:** Due to the nature of this course, cell phones must be turned off during class. Do not answer your phone or leave to talk on the phone or make phone calls unless there is a dire emergency (e.g., someone is dying) in which case you should inform your instructor of your situation beforehand. Cell phone violations may result in a five point deduction for each incident.

**Food/Drink:** There NO food or drink allowed in the classroom.

**Academic violations (cheating, plagiarism, etc.):** Any violation of the Academic Misconduct policy will result in an “F” for the assignment and an “F” in the course and will potentially be reported to Judicial Affairs for further action.

**Weekly Schedule:** Subject to change. Changes will be announced in class. Keep up with them.

Week 1:	Introduction to the course Introduction to Social Constructionist Theorizing
Week 2:	Narrative as a Field of Study cont. Harter et al., Chapters 1-3
Week 3:	Personal Narratives Harter et al., Chapters 4, 5
Week 4:	Personal Narratives cont. Harter et al., Chapters 6, 7
Week 5:	Personal Narratives cont. Harter et al., Chapter 8 <b>Graduate Student Article Presentations</b>
Week 6:	<b>Exam 1</b>
Week 7:	Personal Narrative Papers due and discussed
Week 8:	Narrating and Organizing Health Care Events and Resources Harter et al., Chapter 9, 10
Week 9:	Narrating and Organizing Health Care Events and Resources cont. Harter et al., Chapter 11, 12
Week 10:	Narrating and Organizing Health Care Events and Resources cont. Harter et al., Chapter 13, 14
Week 11:	Narrative Sense-Making About Self and Other Harter et al., Chapter 16, 17
Week 12:	Narrative Sense-Making About Self and Other cont. Harter et al., Chapter 18, 19
Week 13:	Narrative Sense-Making About Self and Other cont. Harter et al., Chapter 20
Week 14:	<b>Research Reports due/Discussion of Research Projects</b>
Week 15:	<b>Final exam</b>

### Additional Reading:

- Edwards, H. H. (2005). Breast cancer and sex and the city: Bulletin board dialogues reveal audience response to health context and entertainment television. Paper presenting at the International Communication Association Annual Meeting, New York, NY.
- Krusiewicz, E. S., & Wood, J. T. (2001). 'He was our child from the moment we walked in that room': Entrance stories of adoptive parents. *Journal of Social and Personal Relationships*, 18, 785-803.
- Ley, B. (2007). Vive Les Roses!: The architecture of commitment in an online pregnancy and mothering group. *Journal of Computer Mediated Communication*, 12, 1388-1408.
- Miller, K., Shoemaker, M. M., Willyard, J., & Addison, P. (2008). Providing care for elderly parents: A structural approach to family caregiver identity. *Journal of Family Communication*, 8, 19-43.
- Reeves, P. M. (2000). Coping in cyberspace: The impact of internet use on the ability of HIV- positive individuals to deal with their illness. *Journal of Health Communication*, 5, 47-59.
- Sharf, B. F., & Vanderford, M. L. (2003). Illness narratives and the social construction of reality. In T. L. Thompson, A. M. Dorsey, K. I. Miller, & R. Parrott (Eds.), *Handbook of Health Communication*, 9-34. Mahwah, NJ: Lawrence Erlbaum.
- Walker, K. L., & Dickson, F. C. (2004). An exploration of illness related narratives in marriage. The identification of illness-identity scripts. *Journal of Social and Personal Relationships*, 21, 527-544.
- Wanzer, M. B., Booth-Butterfield, M., & Gruber, K. (2004). Perceptions of health care providers' communication: Relationships between patient-centered communication and satisfaction. *Health Communication*, 16, 363-383.
- White, L. (2008). Narratives of mental illness: The 'autobiographical manifestos' of Kate Millett, Susanna Kaysen, and Kay Redfield Jamison. *Women & Language*, 31, 4-12.
- Wittenberg-Lyles, E. M. (2006). Narratives of hospice volunteers: Perspectives on death and dying. *Qualitative Research Reports in Communication*, 7, 51-56.



## New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

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

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

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> PSY 7223
<b>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).</b> Research Design and Program Evaluation in Psychology and Counseling
<b>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.</b> Lecture
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> Standard letter
<b>1. Is this course dual listed (undergraduate/graduate)?</b> No
<b>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.)</b> No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> A study of quantitative research designs, qualitative research techniques, and appropriate statistics in the context of psychology and counseling with emphasis on evaluating published research and designing and evaluating intervention programs. Prerequisite: PSY 6213 or equivalent and permission of professor.
<b>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).</b> PSY 6213 or equivalent and permission of professor. Course is restricted to students enrolled in the Ed.S. Degree program in Psychology and Counseling, unconditional admission to another university's accredited post-master degree program with a major in psychology or counseling, or (with permission) admission to the Ed.S. In Educational Administration, the Specialist in Community College Teaching Program, or the Ed.D. in Educational Leadership.
<b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b>
<b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> John D. Hall, Ph.D., Arkansas State University, Department of Psychology and Counseling, P.O. Box 1560, State University, AR 72467-1560,

**11. Proposed Starting Term/Year**

Spring 2009

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

No

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

Yes

**b. If yes, what course?** PSY 7213 Research Design and Multivariate Analysis in Psychology and Counseling

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

**Attach Course Deletion Proposal-Bulletin Change Transmittal Form.** See attached

**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).**

- 1) To enhance student's knowledge of research designs and methods of program evaluation in psychology and counseling.
- 2) To enhance student's ability to evaluate research in psychology and counseling and to translate research into practice.
- 3) To provide student's with the necessary skills to understand research design in sufficient depth to plan and conduct investigations and program evaluations with the aim of improving psychological and counseling services.
- 4) To provide student's with the necessary knowledge and skills to develop an acceptable written research proposal specific to a program in their area of study (e.g., school psychology or counseling).
- 5) To enhance student's knowledge of the ethical and legal issues related to research and program evaluation in psychology and counseling.

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

The purpose of the Ed.S. Degree with a major in psychology and counseling is to improve the academic and professional competencies of superior students as leaders in a variety of psychology and counseling applications. The program is designed to provide advanced graduate study and is based on training recommendations of relevant professional organizations, accreditation standards, and credentialing requirements for the practice of psychology and counseling. For example, NASP, which is the SPA for NCATE, in the 2000 *Standards for Training and Field Placement* require for school psychology candidates to demonstrate entry-level competency in domain "2.9 Research and Program Evaluation: School Psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluation for improvement of services." Similarly, The CACREP 2001 Standards Section II Program Objectives and Curriculum: "K. Curricular Experiences and Demonstrated Knowledge 8. Research and Program Evaluation call for counseling programs of study to provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research and opportunities and difficulties in conducting research in the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
- d. principles, models, and application of needs assessment, program evaluation, and use of finding to effect program modifications;
- e. use of research to improve counseling effectiveness, and
- f. ethical and legal considerations."

Finally, the Arkansas Psychology Board (APB) in the 2007 Rules and Regulations Section 5.3 designates Research Design as one of the general areas of psychological study applicable to licensure as a licensed psychological examiner (LPE).

**C. Student population served.** Primarily graduate students enrolled in the Ed.S. Degree Program in Psychology and Counseling.

**D. Rationale for the level of the course (lower, upper, or graduate).** This will be a required 7000-level course that follows PSY 6213 Statistics and Research Design in Psychology and Counseling in the program of study for the Ed.S. degree with a major in psychology and counseling.

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

Week 1

Introduction to the Course

Introduction to Program Evaluation

Assigned Reading: Chapter 1

Week 2

Ethical Issues in Program Evaluation

Assigned Reading: Chapter 2

Human Subjects Training Certificates Due

Week 3

**Needs Assessment**

Assigned Reading: Chapter 3

Week 4

Qualitative Methods in Evaluation

Assigned Reading: Chapter 4

Week 5

Formative and Process Evaluation

Assigned Reading: Chapter 5

Week 6

Single System Research Designs

Assigned Reading: Chapter 6

Week 7

Goal Attainment Scaling

Assigned Reading: Chapter 7

Week 8

Client Satisfaction

Assigned Reading: Chapter 8

Week 9

Examination 1

Week 10

Spring Break-No Class

Week 11

Group Research Designs

Assigned Reading: Chapter 9

Week 12

Cost-Effectiveness and Cost Analysis Designs

Chapter 10

Week 13

Measurement Tools and Strategies

Assigned Reading: Chapter 11

Week 14

Data Analysis

Assigned Reading: Chapter 13

Week 15

Pragmatic Issues

Assigned Reading: Chapter 14

Week 16

Writing Evaluation Proposals, Reports, and Journal Article

Assigned Reading: Chapter 15

Possible Group Class Presentations on Research Proposals

Week 17

Examination 2 Final Examination

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

2 Examinations (midterm and final for 50% of course grade), Completion of human subjects training (10% of course grade), Research proposal with completed IRB forms (30% of course grade), and Attendance, Participation, & Professionalism (10% of course grade)

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

NA

**19. Required reading**

Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). *Program Evaluation: An Introduction* (4<sup>th</sup> ed.). Belmont, CA; Thomson Brooks/Cole. ISBN-13: 978-0-534-50827-2 & ISBN-10: 0-534-50827-8.

**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 develop student's knowledge of research designs and methods of program evaluation specific to psychology and counseling which will enable them to evaluate research, translate research into practice, and to understand research design in sufficient depth to plan and conduct investigations and program evaluation from improving services.

**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:** To develop student's knowledge of research designs and methods of program evaluation specific to psychology and counseling.

**Learning Activity:** Lecture

**Assessment Tool:** Exams 1 & 2 (midterm and final exams)

**Primary Goal Outcome #2:** To enhance student's skills in evaluating research, translating research into practice, and in understanding research design in sufficient depth to plan and conduct investigations and program evaluation for improvement of psychological and counseling services.

**Learning Activity:** Required Research Proposal

**Assessment Tool:** Research Proposal Grading Form

**Primary Goal Outcome #3:**

**Learning Activity:** Completion of Human Subject Training (social and behavior course) offered on-line through the ASU Office of Research and Technology Transfer

**Assessment Tool:** Quiz scores from the above training/course and completion certificate

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2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
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.

## Mental Health Counseling Track

The Mental Health Counseling Track is designed to prepare students for positions as professional counselors in community, state, federal, and private social service agencies and for EAP positions in business and industry. Graduates provide services such as child, youth, adult, couple, family, employment, health, multicultural, gerontological, and/or wellness counseling. The program provides the opportunity for students to develop skills and competencies in working with a diversity of issues, including but not limited to, depression, anxiety, addiction and substance abuse, suicidal impulses, stress management, grief, and issues relating to family, which can include parenting, marital difficulties, or other relationship problems. The program structure is based on the professional standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is consistent with standards and requirements set forth by the Arkansas Board of Examiners in Counseling.

The curriculum emphasizes the acquisition of specialized knowledge and skills relating to theories of human behavior, human development, interpersonal relationships, and foundational therapeutic interventions. Ethical and competent counseling practices are stressed. Students will develop a professional identity as a competent ethical mental health counselor.

## Course Requirements

COUN 6023 Introduction to Mental Health Counseling  
COUN 6033 Social and Cultural Foundations of Counseling  
COUN 6043 Career Development and Services  
COUN 6053 Ethical, Legal, and Professional Issues in Counseling  
COUN 6123 Group Dynamics  
COUN 6203 Counseling Prepracticum  
COUN 6213 Counseling Practicum  
COUN 6463 Introduction to Couples and Family Counseling  
PSY 6113 Theories and Techniques in Helping Relationships  
PSY 6213 Statistics and Research Design in Psychology and Counseling  
PSY 6543 Psycho-Social Aspects of Development  
PSY 6573 Psychological Testing  
PSY 6613 Professional Consultation  
PSY 7103 Advanced Counseling Theories  
~~PSY 7213 Research Design and Multivariate Analysis in Psychology and Counseling~~  
PSY 7533 Psychopathology  
PSY 7583 Development and Differential Psychology  
PSY 7633 Physiological Psychology and Psychopharmacology  
COUN 7473 Supervised Internship I  
COUN 7493 Supervised Internship II

Note: Students must take an additional 6 credit hours of approved electives.

Students who complete the Mental Health Counseling Track of the program and are awarded the Ed.S. Degree in Psychology and Counseling are eligible to take the National Counselor Examination (NCE) offered by the National Board for Certified Counselors (NBCC) in order to qualify for both National Certified Counselor (NCC) and Arkansas Licensed Associate Counselor (LAC) status. The Mental Health Counseling Track faculty are committed to helping students/graduates become certified and/or licensed as professional counselors.

Additional information about the Mental Health Counseling Track can be obtained from the Mental Health Counseling Handbook, program faculty, and at the following Department of Psychology and Counseling website: <http://www.clt.astate.edu/psycoun/>

## **School Psychology Track**

The School Psychology Track is specifically designed to educate future school psychologists so that graduates have expert skills in data-based decision making, assessment, intervention (including prevention), consultation, research, and program planning, and evaluation to work with students, teachers, administrators, parents, and other professionals. Preparation is focused on comprehensive service delivery to meet the complex needs of the diverse clientele that is served. The structure of the program is based on the professional standards established by the National Association of School Psychologists (NASP). Program requirements are also consistent with licensure standards set by the Arkansas Department of Education (ADE) and the Arkansas Psychology Board (APB). The program of study has been approved by the ADE. The curriculum is rooted in the scientist-practitioner and ecological-behavioral models. Students are taught to be both consumers and producers of research. Professional accountability is stressed. Applicable laws, ethical principles and codes of conduct are emphasized. Program graduates are well educated in the problem-solving model. They are well equipped to draw upon strong foundations in psychology and education when providing direct and indirect services to meet the academic, social, and emotional needs of all students.

### **Course Requirements**

ELFN 6763 Philosophies of Education  
ELSE 5633 Diagnostic & Corrective Reading Instruction for Individuals with Mild Disabilities (or equivalent course approved by advisor)  
COUN 6033 Social and Cultural Foundations of Counseling

PSY 6523 Behavior Assessment and Intervention  
PSY 6543 Psycho-Social Aspect of Development  
PSY 6113 Theories and Techniques in Helping Relationships  
PSY 6213 Statistics and Research Design  
PSY 6573 Psychological Testing  
PSY 6603 Professional School Psychology  
PSY 6613 Professional Consultation  
PSY 6583 Individual Intelligence Testing  
PSY 7513 Psycho-Educational Assessment of Persons with Disabling Conditions  
**PSY 7213 Research Design and Multivariate Analysis**  
PSY 7523 Psychoeducational Interventions  
PSY 7533 Psychopathology  
PSY 7543 Theories of Personality  
PSY 7563 Theories of Learning  
PSY 7583 Developmental and Differential Psychology  
PSY 7633 Physiological Psychology and Psychopharmacology  
PSY 7613 Practicum in School Psychology  
PSY 7823-6 Supervised Internship x 2 (6 semester hours = 1200 clock hours)

Students who complete the School Psychology Track of the program and are awarded the Ed.S. Degree in Psychology and Counseling are eligible to take the Praxis II School Psychology Specialist Examination which is required for licensure as a School Psychology Specialist (SPS) by the ADE. These individuals may also elect to seek national certification as Nationally Certified School Psychologists (NCSP) through the NASP. Graduates of the program who have 600 hours of PSY 7823-6 Supervised Internship supervised by a licensed psychologist may also apply for licensure as Licensed Psychological Examiners (LPE) with the APB.

Additional information about the School Psychology Track can be obtained from the School Psychology Handbook, program faculty, and at the following Department of Psychology and Counseling website:  
<http://www.clt.astate.edu/psycoun/>

## Flexible Options Track

The Flexible Options Track is designed to provide students with a planned but flexible advanced program of study in psychology or counseling. Students may design their program to meet the requirements for becoming instructors of psychology in two-year post-secondary institutions or to simply acquire advanced knowledge and skills in psychology. Upon graduation from the degree program some of these students may elect to pursue doctoral study in psychology or a related field. This is a non-licensure/certification program track.

Additional information about the flexible options track can be obtained from the school psychology program faculty and at the following Department of Psychology and Counseling website:  
<http://www.clt.astate.edu/psycoun/>

Minimum hours required for this degree: An appropriate master's degree plus 33 semester hours or a baccalaureate degree plus 66 semester hours.

## Psychology

### ACCESS TO PSY COURSES BY NON-DEGREE STUDENTS

**In general, courses with PSY prefixes that do not have specified prerequisites are open to enrollment by students admitted to the Graduate School as Nondegree Students. Courses that have specified prerequisites may be open to enrollment by Graduate Nondegree Students when they submit verification of successful completion of such prerequisites within a time judged by the Committee on Admissions to provide current required knowledge. Graduate Non-degree Students are directed to the PSY course descriptions below for further information about access to these courses**

**PSY 5753 Introduction to Rehabilitation Counseling** An overview of the profession of rehabilitation

counseling which is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process This course must be taken at the graduate level for it to apply towards counselor licensure and certification

- PSY 6113 Theories and Techniques in Helping Relationships** A study of theories and their applications in helping relationships; helper and client characteristics that influence helping processes; and basic helping skills
- PSY 6213 Statistics and Research Design in Psychology and Counseling** The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature Includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design Prerequisite: Undergraduate statistics class or equivalent, or permission of instructor
- PSY 6413 Learning and Cognition in Adulthood** Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging
- PSY 6513 Advanced Educational Psychology** A study of learning processes with emphasis on applications to structured situations
- PSY 6523 Behavior Assessment and Intervention** An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings
- PSY 6533 Psychopathology** An examination of selected adult and childhood mental disorders with emphasis on assessment, classification, and intervention Prerequisite: PSY 4533, Abnormal Psychology or equivalent
- PSY 6543 Psycho-Social Aspects of Development** A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment
- PSY 6553 Social Psychology** An examination of the various situation/social factors which influence attitudes and behavior Representative topics include pro/anti-social behavior, social influence processes, and models of attribution
- PSY 6563 Psychosocial Aspects of Disability** A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects
- PSY 6573 Psychological Testing** A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.
- PSY 6583 Individual Intelligence Testing** A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales Prerequisite: Permission of professor
- PSY 6603 Professional School Psychology** Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.
- PSY 6613 Professional Consultation** A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices Includes practical experiences for skills development Prerequisite: PSY 6113
- PSY 6633 Physiological Psychology and Psychopharmacology** This course focuses on the interaction of biological structure and function with behavior and the role of endogenous chemicals in this interaction. The course addresses biological correlates associated with major mental disorders and exogenous chemical agents used in treatment. Prerequisite: permission of the instructor. Summer.
- PSY 7103 Advanced Counseling Theories** A study of counseling theories, with emphasis on the student developing a personal counseling approach Prerequisite: permission of professor
- PSY 7213 Research Design and Multivariate Analysis in Psychology and Counseling** The nature,



~~computation, and interpretation of multivariate statistics in the context of psychology and counseling research and literature, with a primary emphasis on the integration of multivariate statistics and research design Prerequisite: PSY 6213~~

- PSY 7513** **Psycho-Educational Assessment of Persons with Disabling Conditions** A study of psychological assessment of individuals with a focus on those with disabling conditions Emphasis will be placed on the process and content of writing reports based on psychological measures Prerequisites: PSY 6583 or Permission of professor
- PSY 7523** **Psychoeducational Intervention** Exploration and utilization of evidence-based educational and psychological interventions for the purpose of preventing and intervening in school-based learning and behavioral problems Prerequisite: Permission of Professor
- PSY 7533** **Psychopathology** An examination of selected adult and childhood mental disorders with emphasis on assessment, classification, and intervention Prerequisite: PSY 4533, Abnormal Psychology or equivalent
- PSY 7543** **Theories of Personality** Study of theories of personality with emphasis given to the use of theory to understand, predict, and change behavior Prerequisite: permission of professor
- PSY 7563** **Theories of Learning** An examination of various learning theories and their implications for human behavior Prerequisite: permission of professor
- PSY 7583** **Developmental and Differential Psychology** Developmental aspects of psychological functioning, with emphasis on individual differences Prerequisites: PSY 6543 (or equivalent) and permission of professor
- PSY 7613** **Practicum in School Psychology** Supervised practice in school psychology in an appropriate setting Prerequisites: ELSE 5633 or equivalent course approved by the student's academic advisor, PSY 6113, PSY 6523, PSY 6573, PSY 6583, PSY 6603, PSY 6613, PSY 7233, PSY 7513, permission of the school psychology committee and the professor
- PSY 7633** **Physiological Psychology and Psychopharmacology** This course focuses on the interaction of biological structure and function with behavior and the role of endogenous chemicals in this interaction. The course addresses biological correlates associated with major mental disorders and exogenous chemical agents used in treatment. Prerequisite: permission of the instructor. Summer.
- PSY 7701-3** **Special Problems in Psychology**
- PSY 7721-3** **Independent Study**
- PSY 7801-6** **Thesis**
- PSY 7823-6** **Supervised Internship** Supervised experience in an appropriate professional setting Prerequisite: Must have completed all coursework prior to beginning internship hours and must have permission of the school psychology committee and the professor

Note: The above information highlighted in red with strikethrough is to be replaced with information specific to the new proposed course (i.e., PSY 7223 Research Design and Program Evaluation in Psychology and Counseling). See additional forms accompanying this document.



## New/Special Course Proposal-Bulletin Change Transmittal Form

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

**XX** Graduate Council - Print 1 copy for signatures and save 1 electronic copy.

☐ 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.)**

MCOM 6063

**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).**

Interpretative Research Methods in Mass Communications

**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 activity

**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**

This course is intended to provide the student with the basic skills needed for understanding, rather than predicting or controlling, phenomena. Included will be discussion of and practice in basic phenomenological description, structural analysis, research interviewing, and qualitative research reporting.

**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).**

Co-requisite: MCOM 6043 Theory of Mass Communications

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

Fall

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

Dr. Osa' Amienyi, ASU Radio-TV Department, P.O. Box 2160, State University, AR 72467 870-972-3070 [osami@astate.edu](mailto:osami@astate.edu)

**11. Proposed Starting Term/Year**

Fall 2009

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

No

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

b. If yes, what course? MCOM 6163 Applied Research in Mass Communication

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).

1. Understand the nature of qualitative research procedures and how they compare to more traditional quantitative procedures (i.e., relative advantages/disadvantages of each approach);
2. Understand the number of different ways to collect qualitative evidence (i.e., individual/group interviewing; participant-observer journaling) and compare the relative tradeoffs of each approach;
3. Understand how to summarize, compile and report qualitative evidence, in both narrative and visual matrix or other graphic/tabular display formats; and
4. Apply a qualitative approach to prepare a formal research paper acceptable for publication.

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.

Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) requires accredited programs to provide a curriculum that enables students to acquire the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

C. Student population served.

Graduate students only

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

This course will compliment the quantitative research course (MCOM 6053), thereby providing our students with an understanding of both qualitative and quantitative research applications in mass communications. The interpretative nature of the course will allow our students to take it the same semester as the theory course. This will allow students to opportunity to finish the program in a year.

**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.)

See attached outline.

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

See attached outline.

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

None

**19. Required reading**

- Bruce, Berg. (2008, December). Qualitative Research Methods for the Social Sciences, 7<sup>th</sup> Edition. Pearson, pp 400.

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

None required.

**21. What is the primary goal of this course?**

The primary goals of this course is to promote understanding and application of the various qualitative research methodologies in mass communication.

**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:** Conduct research using a qualitative method and evaluate information.

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

Plan and execute a qualitative research project

**Assessment Tool:** (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)  
Written evaluation of completed research report from submissions to refereed scholarly outlets.

**Primary Goal Outcome #2:** Understand and apply legal and ethical principles that guide the application of qualitative research methodologies

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

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

**Primary Goal Outcome #3:** Demonstrate critical thinking ability and creativity in the production of qualitative research outcomes.

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

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

**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.
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7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

**Page 153**

**Old Text:** ~~MCOM 6163. Applied Research in Mass Communications~~

~~Guided research dealing with practical problems in mass communications. A primary outcome of the course will be a formal research paper acceptable for publication. Prerequisite: MCOM.~~

**New Text:** **MCOM 6053. Interpretative Research Methods in Mass Communications**

This course is intended to provide the student with the basic skills needed for understanding, rather than predicting or controlling, phenomena. Included will be discussion of and practice in basic phenomenological description, structural analysis, research interviewing, and qualitative research reporting.

Arkansas State University  
College of Communications  
Department of Radio-Television

**MCOM 6063—INTERPRETATIVE RESEARCH IN MASS COMMUNICATIONS**  
**COURSE SYLLABUS**  
**Fall 2009**

Dr. O. P. Amienyi, Dr. Lillie Fears and Dr. Holly Byars

Office: 361 Comm-Ed Building

Office Hours: TBA

Tel. (870) 972-3070

Send E-mail notes to [osami@astate.edu](mailto:osami@astate.edu)

Website: [www.clt.astate.edu/osami](http://www.clt.astate.edu/osami)

### **Course Description**

This course is intended to provide the student with the basic skills needed for understanding, rather than predicting or controlling, phenomena. Included will be discussion of and practice in basic phenomenological description, structural analysis, research interviewing, and qualitative research reporting.

### **Course Objectives**

1. Understand the nature of qualitative research procedures and how they compare to more traditional quantitative procedures (i.e., relative advantages/disadvantages of each approach);
2. Understand the number of different ways to collect qualitative evidence (i.e., individual/group interviewing; participant-observer journaling) and compare the relative tradeoffs of each approach;
3. Understand how to summarize, compile and report qualitative evidence, in both narrative and visual matrix or other graphic/tabular display formats; and
4. Apply a qualitative approach to prepare a formal research paper acceptable for publication.

### **Textbook:**

Bruce, Berg. (2008, December). *Qualitative Research Methods for the Social Sciences*, 7<sup>th</sup> Edition. Pearson, pp 400. ISBN-13: 9780205628070

### **Course Requirements**

**Research Proposal.** Students will be required to submit a research proposal to the professor and present it to all seminar participants within the first three weeks of class. The research proposal should include: 1) Specification of the research problem and research objectives, 2) Justification of the research objective through review of related literatures and alternative

explanations; 3) Specification of the proposed method exploring the stated objectives, including type of evidence to be collected and evaluated; and 4) Specification of the timeline for the completion of the proposed. There is no minimum length limit, though most proposals will probably be around 2,500-4,000 words and should be shorter than 5,000 words. The proposal must be approved by the professor before it can be executed.

**Research Paper.** Students will be required to complete a research paper acceptable for publication. The paper should derive from an implementation of the research proposal previously submitted. The paper must utilize the appropriate citation format suitable to the method being applied. For example, a student who does legal research must use the format acceptable in legal communities. There is no minimum length limit, though most research papers typically are around 7,000 words and should not be longer than 11,000 words. The paper will be presented in the last two weeks of class.

### **Attendance**

Although the university does not require mandatory attendance for upper class students, students will be held responsible for all lecture materials, class reports, projects and handouts. Students missing any class material will be doing so at their own risk. Three missed class presentations (abstracts) will result in a ten point reduction in the student overall grade in the class. Make up and extensions will not be permitted on assignments missed due to an absence. Any graded work missed due to an absence will earn a zero. Students obligated to other activities that might preclude their regular attendance and full participation in this class should plan to take the class at another time, when attendance can be assured. All readings and other class assignments must be completed on schedule.

### **Examinations**

A midterm and final examination will be given in the course. Both will be done in class. Both will cover lecture materials, assigned readings, readings from scholarly journals and other pertinent materials. Both exams will be comprehensive in nature.

### **Grading**

Student's final course grades will be distributed according to the following percentages:

- 15% mastery of the readings as evident through participation in class discussions
- 20% written research proposal
- 10% oral presentation of written research proposal
- 30% written research paper acceptable for publication
- 10% oral presentation of written research proposal
- 15% midterm and final examinations

The following scale will be used to determine letter grades: 90-100=A; 80-89=B; 70-79=C; 60-69=D, 59and Below =F. Only the final class grade will be curved.

### **Safety Statement**

"This course may require the use of hazardous chemicals or equipment that the University Safety Committee recognizes as potentially hazardous to a student's safety and health. Every instructor is required to provide instructional information and training on safe handling and usage procedures prior to engaging students in the use of hazardous chemicals or equipment.

In addition, students are advised to notify the instructor or laboratory supervisor of any medications or conditions that may impair their mental alertness and/or their ability to safely engage in the use of any hazardous chemical or equipment.

All students should participate in the use of hazardous chemicals and equipment only under the direct supervision of the instructor or by approval of the instructor, using recommended methods and procedures. Failure to adhere to the outlined safety precautions could result in disciplinary action."

### **Cell Phone/Pager/Lap top Policy**

**ALL CELL PHONES AND PAGERS SHOULD BE TURNED OFF BEFORE ENTERING THE CLASSROOM, AND SHOULD REMAIN OFF DURING CLASS. IF YOUR CELL PHONE RINGS DURING CLASS, THE PROFESSOR WILL ANSWER IT. PHONES APPEARING ON DESK OR RINGING DURING CLASS WILL RESULT IN A ZERO FOR ANY WORK, ASSIGNMENT, TEST, OR PRESENTATION GRADED ON THAT DAY. TO BE SAFE, KEEP YOUR CELL PHONE AT HOME OR IN YOUR CAR DURING THIS CLASS.**

**LAP TOP COMPUTER USE. LAP TOP COMPUTERS MAY BE USED FOR NOTETAKING. STUDENTS USING PERSONAL COMPUTERS TO SURF THE INTERNET, SEND EMAIL OR THE LIKE DURING CLASS WILL BE ASKED TO LEAVE THE CLASSROOM AND WILL RECEIVE A ZERO FOR ANY WORK, ASSIGNMENT, TEST OR PRESENTATION GRADED THAT DAY.**

### **Disability Support Services**

Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact the Disability Services (972-3964) as soon as possible, so we can make the necessary accommodations to facilitate your educational experience.

## Tentative Schedule

Week #	Activity	Readings and Assignments
1.	Intro, define qualitative methods, differentiate from quantitative, explain syllabus	Chapter 1 of text
2.	Ethical issues in qualitative research	Chapter 3 of text
3.	Discuss qualitative research topics and methods of qualitative evidence collection – Interactive interviewing, Written descriptions by participants, and direct observation, brainstorm research topics	Chapters 2, 4 & 8 of text
4.	Discuss historical method (historiography) – Strengths and Weaknesses, processes, etc	Chapter 9 of text
5.	Discuss ethnographic research methods (participant observation) – Strengths and weaknesses, processes, etc	Chapter 6 of text
6.	Discuss case studies types, strengths and weaknesses	Chapter 10 of text
7.	Discuss focus group methodology, strengths and weaknesses, processes, etc	Chapter 5 of text
8.	Midterm Examination	
9.	Discuss qualitative content analysis, strengths and weaknesses, processes, etc	Chapter 11 of text
10.	Discuss Legal Research, strengths weaknesses, and processes, etc  (1)How to find federal laws, state laws, local ordinances, administrative laws and international laws (2)How to search for case law, using appropriate search terms, legal citations (3)How to read a legal case, determining the facts, issue, holding and reasoning (4)Understand the different Supreme Court opinion designations (Majority, Concurring, and Dissenting) (5)Using Law Reviews (scholarly journals) (6)Selecting appropriate legal authorities (Mandatory v. Persuasive Authority) and determining precedential value	
11.	Writing up Research, bibliography format	Chapter 12 of text
12.	Student paper presentations	
13.	Student paper presentations	
14.	Final Examination	

## Additional Resources

1. [Cultural Framing of Computer/Video Games](#)

2. [Qualitative Research - Airy Fairy or Fundamental](#) - from The Qualitative Report (an online journal) - short article
3. [How to Read a Journal Article](#)
4. [Young children and video games: dangerous pleasures and pleasurable danger](#)
5. [The Media Mix: Multiple Embodiments of Japanimation Characters](#)
6. [Writing up Ethnographic Research](#) - a reference article, not so much to read thru as to refer back to later, bibliography review article - lots of pointers to articles about writing by one of the key names in ethnography
7. Journal of Contemporary Ethnography, August 2001 v30 i4 p465(46) Being in the Zone: Staging Retail Theater at ESPN Zone Chicago. J.F. Sherry Jr; R.V. Kozinets; D. Storm; A. Duhachek; K. Nuttavuthisit; B. Deberry-Spence. Multi-method ^É-ê case study, participant observation, interviews - in InfoTrac
8. [Visual Research Methods](#) - for reference
9. Journal of Communication - Golden Times for golden agers: selling holidays as lifestyle for the over 50s", Summer 2000, 50(3), p. 83-99,
10. [Social Research Update 36: The Anonymity of Research Participants](#)
11. [Dare I Embark on a Field Study](#) - from The Qualitative Report (an online journal)
12. [Social Research Update 19: Focus Groups](#)
13. [Using Participatory Focus Groups Of Graduate Students To Improve Academic Departments: A Case Example](#)
14. [Mixing Qualitative & Quantitative Methods in Studying Sports Fans](#)
15. [Using LexisNexus for finding case law](#)
16. [Using Findlaw.com for finding state laws, federal laws, cases](#)
17. [Finding law reviews and journals](#)



**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 copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu).☒ **New Course** or ☐ **Special Course (Check one box)**

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) <b>FDST 4333/5333</b>
2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). <b>Food Microbiology</b>
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. <b>Lecture and lab</b>
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? <b>Standard letter</b>
1. Is this course dual listed (undergraduate/graduate)? <b>Yes (FDST 4333/5333)</b>
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.) <b>No</b>
7. Brief course description (40 words or less) as it should appear in the bulletin. <b>Relation of microorganisms to food spoilage; foodborne illness and intoxication; general food and water quality; standard methods used for food and public health laboratories.</b>
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). <b>BIO 2103 (Microbiology) and BIO 2101 (Microbiology lab)</b>
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. <b>Fall</b>
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) <b>Soohyoun Ahn, ASU, College of Agriculture and Technology, PO BOX 1080, State University, 72467 <a href="mailto:sahn@astate.edu">sahn@astate.edu</a>; 972-2802</b>
11. Proposed Starting Term/Year <b>Fall 2009</b>
12. Is this course in support of a new program? If yes, what program? <b>No</b>

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

b. If yes, what course? N/A

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).**

With increase in food-related outbreaks, there are strong needs for qualified food microbiologists within the food industry and federal/state government. The primary goal of this course is to provide a good understanding of food microbiology and skills to solve problems that a food microbiologist can face in reality.

Specific objectives are

- To help students understand mechanisms by which microorganisms and their toxins can cause foodborne illnesses.
- To help students learn standard methods used for sampling and identifying microorganisms that produce food spoilages and foodborne illnesses
- To give students knowledge of how to set up a good experiment in food microbiology to test a hypothesis

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.**

Part of the mission of the Food Technology Program is to teach principal techniques needed in food processing operations as well as the basic concepts as they are highly needed in food industry. Additionally, part of College of Agriculture's mission is to prepare students for professional careers in Agriculture and food related fields. This course will support these aspects of the mission by helping students to obtain skills needed in a career in Food Microbiology and Safety. This course also meets the requirements of the MSA program.

C. **Student population served.**

The specific population to be best served will be students in the Associate of Applied Science in Food Technology program and undergraduate students in Animal Science. In addition, senior undergraduate students and graduate students in Agriculture, Biology, Nursing, and Molecular Biosciences would benefit from this course.

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

This course will fulfill the need of upper level and graduate courses for Food Science and Technology concentration and upper level elective courses for Biology and Nursing students. (Currently, only one non-core course is being offered at the 4000 level in Food Technology). This course is designed to prepare students to develop skills for problem recognition and solving which food scientists face in their field. Learning these skills will assist graduates in finding jobs in this high demand field. Additionally, this course will benefit graduate students in both agriculture and Molecular Biosciences.

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

Week 1:

- Introduction
- Factors influencing microbes in foods

Week 2:

- Spores and their significance
- (Lab) Basic microbiological techniques and standard plate counts

Week 3:

- Detection and enumeration of microbes in foods
- Rapid and automated microbial methods

Week 4:

- Indicator microorganisms and microbiological criteria
- (Lab) Microscopic examination of molds, yeasts and bacteria

Week 5 - 7:

- Gram-negative foodborne pathogenic bacteria
  - Salmonella species
  - Campylobacter species
  - Enterohemorrhagic E. coli
  - Yersinia enterocolitica
  - Shigella species
  - Vibrio species
- (Lab) Enumeration of foodborne microorganisms

Week 8- 10:

- Gram-positive foodborne pathogenic bacteria
  - Listeria monocytogenes
  - Staphylococcus aureus
  - Clostridium botulinum
  - Clostridium perfringens
  - Bacillus cereus
- (Lab) Rapid identification of foodborne pathogens
- (Lab) Thermal destruction of microorganisms

Week 11:

- Fermentative organisms
- Spoilage organisms

Week 12:

- Molds
- Viruses and prions
- Presentation (graduates only)
- (Lab) Cleaning and sanitation

Week 13-14:

- Control of microorganisms in food
  - Antimicrobials
  - Biologically based preservation and probiotic bacteria
  - Physical methods of food preservation
  - Industrial strategies and HACCP
- (Lab) Dairy fermentations

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

Will require tests (3 in-class exams and 1 final), lab reports, and several group projects among students. Graduate students will do additional in-class presentations and papers on related topics.

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

Wet labs on every second Friday of the month. Paper discussions will occur on alternate Fridays.

**19. Required reading**

Food Microbiology: An Introduction, 2008. T. J. Montville and K. R. Matthews, ASM press, 2<sup>nd</sup> Ed.

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

No additional staffing required. Lab class will include some culture works and detection techniques such as PCR and ELISA. Cost of lab supplies is estimated to be \$1000.00.

**21. What is the primary goal of this course?**

The primary goal of this course is to provide a good understanding of food microbiology and skills to solve problems that a food microbiologist can face in reality.

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

- |   |   |
|---|---|
| <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:**

After the completion of this course, students will understand the causes of food spoilage and foodborne diseases, predict the microorganisms that can spoil a given food, and design strategies to control pathogenic microorganisms in foods.

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

In-class lectures, reading and discussions on the current food safety issues, case studies

**Primary Goal Outcome #2:**

To help students to be familiar with methods used to determine microorganisms and their products in foods.

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

Friday labs focusing on learning current microorganisms detection techniques.

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

Complete assignments, exams, presentations, and laboratories to indicate evidence of student's mastery of the course goals.

Additional presentations, lead in case-study discussion in-class and paper assignments will be required of the graduate students in the course.

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

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
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.

**<Undergraduate Bulletin>**

Page 103

**Emphasis Area:**

Student may select from one of the following career emphasis areas but should consult an adviser and design a program to meet the student's particular career goals

**Animal Science: Sem. Hrs.**

AGEC 4673, Agricultural Business Management .....	3
ANSC 2703, Principles of Poultry Production .....	3
ANSC 4663, Principles of Breeding .....	3
ANSC 4673, Digestive Physiology and Nutrition of Animals .....	3
ANSC 4683, Theriogenology .....	3

15

**Pre-veterinary: Sem. Hrs.**

ANSC 4673, Digestive Physiology and Nutrition of Animals .....	3
ANSC 4683, Theriogenology .....	3
CHEM 3103, Organic Chemistry I .....	3
CHEM 3101, Organic I Laboratory .....	1
MATH 1033, Plane Trigonometry <b>OR</b> MATH 1054, Precalculus .....	3-4
PHYS 2054, General Physics I .....	4
PHYS 2064, General Physics II .....	4
CHEM 4243, Biochemistry .....	3

24-25

**Poultry Industry Management: Sem. Hrs.**

ANSC 2703, Principles of Poultry Production .....	3
ANSC 3703, Poultry Flock Management <b>OR</b> ANSC 4693, Integrated Poultry Production .....	3
AGRI 4203, Internships in Agriculture (Min. 2.5 GPA required) .....	3
AGEC 4673, Agricultural Business Management .....	3

12

**Food Science and Technology: Sem. Hrs.**

FDST 2203, Introduction to Food Science .....	3
FDST 2223, Principles of Food Processing .....	3
Choose two of the following: .....	6
FDST 2213, Food Chemistry	
FDST 2503, Food Safety and Sanitation	
FDST 3203, Food Quality Assurance	
FDST 4213, Food and Health	

**FDST 4223, Food Microbiology**

ANSC 3653, Meat Science and Processing	
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12

**Upper Level Support**

10-18

**Free Electives**

6-11

Total 129

**Minor in Agricultural Business****Sem. Hrs.**

Agricultural Business Electives .....	6
Agricultural Business, Upper-level courses .....	12

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 Total 18
**Minor in Agricultural Mechanics****Sem. Hrs.**

Agricultural Mechanics Courses, Lower Level (AGED Prefi x) .....	6
Agricultural Mechanics Courses, Upper Level (AGED Prefi x) .....	12

NOTE: All Agricultural Mechanics courses have an AGED Prefi x. Three hours of  
 AGEN, lower or upper level, may be used to satisfy the requirements of this minor.

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 Total 18
**Minor in Agronomy****Sem. Hrs.**

Agronomy Electives .....	6
Agronomy, Upper-level Courses .....	12

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 Total 18
**Minor in Animal Science****Sem. Hrs.**

Animal Science Electives .....	6
Animal Science, Upper-level courses .....	12

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 Total 18
**Minor in Plant Science****Sem. Hrs.**

Plant Science Electives .....	6
Plant Science, Upper-level courses .....	12

---

 Total 18
**Minor in Horticulture****Sem. Hrs.**

Horticulture Electives .....	6
Horticulture, Upper-level courses .....	12

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 Total 18
**Minor in Food Science and Technology****Sem. Hrs.**

ANSC 3653, Meat Science and Processing .....	3
FDST 2203, Introduction to Food Science .....	3
FDST 2213, Food Chemistry .....	3
FDST 2223, Principles of Food Processing .....	3

**Food Science and Technology, Upper-level courses..... 6**

---

 Total 18

**Associate of Applied Science in Food Technology**

The Associate of Applied Science in Food Technology provides an understanding of the selection, preservation, processing, packaging, distribution and use of safe, nutritious and wholesome foods. Students will be able to integrate and apply food principles through the use of computer, laboratory, statistical and quality assurance techniques. Communication, organizational, information acquisition and interactions skills are also built into the curriculum. The program was designed with input from representatives of the following local food industries: Riceland Foods, Inc., ConAgra Foods, Busch Agricultural Resources and Nestle USA. Input was also received from the Department of Food Science, University of Arkansas-Fayetteville. This program was designated to provide a quality curriculum that introduces students to the world of food technology and provides an educational foundation for upper division study in food science. As part of the curriculum, there is an opportunity for laboratory experiences at local food industries as well as student practicum work through student internships. Cooperation with the community agencies will support those endeavors.

**Major in Applied Science in Food Technology****Associate in Applied Science****General Education Requirements: Sem. Hrs.**

Refer to index for General Education Curriculum for Associate Degrees ..... 19

AGRI 1003 (Introduction to Agribusiness) does not count as an Enhancement for Agriculture majors.

AGRI 2243 (Feeding the Planet) does not count as an Enhancement or for major requirements of Agriculture majors.

**Major Requirements: Sem. Hrs.**

FDST 2203, Introduction to Food Science .....	3
FDST 2213, Food Chemistry .....	3
FDST 2223, Principles of Food Processing .....	3
FDST 330V, Practicum .....	1-3
Choose two of the following .....	6
FDST 2503 Food Safety and Sanitation	
FDST 3203, Food Quality Assurance	
FDST 4213 Food and Health	

**FDST 4223 Food Microbiology**

18

**Required Support: Sem. Hrs.**

AGRI 3233 Agriculture Statistics .....	3
BIO 2103 <b>AND</b> 2101, Microbiology and Laboratory .....	4
BCOM 2563, Business Communication .....	3
CHEM 1013 <b>AND</b> 1011 Gen Chem 1 and Laboratory .....	4
ECON 2313, Principles of Macroeconomics .....	3
MGMT 3123, Principles of Management .....	3
NRS 2203, Basic Human Nutrition .....	3

23

**Electives**

9

Total 69

## 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 copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

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

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

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

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> <b>FDST 6213</b>
<b>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).</b> <b>Food Security and Safety Assurance</b>
<b>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.</b> Lecture
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> Standard letter
<b>1. Is this course dual listed (undergraduate/graduate)?</b> No
<b>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.)</b> No
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> Current issues in food supply chain including security and safety; Industrial and international food safety concerns; principles and practices of HACCP
<b>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).</b> FDST 3203 (Food Quality Assurance) or FDST 2503 (Food Safety and Sanitation)
<b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b> Demand
<b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> Soohyoun Ahn, ASU, College of Agriculture and Technology, PO BOX 1080, State University, 72467 <a href="mailto:sahn@astate.edu">sahn@astate.edu</a> ; 972-2802
<b>11. Proposed Starting Term/Year</b> <b>Fall 2009</b>
<b>12. Is this course in support of a new program? If yes, what program?</b> No



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

b. If yes, what course? N/A

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.**

Yes; MBA – Logistics Concentration

C. William Roe, Associate Dean, Director of Graduate Business Programs, [broe@astate.edu](mailto:broe@astate.edu) 870-972-3035 work

**15. Justification should include:**

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

In the post-9/11 world, securing our food production supply systems to insure public safety is of critical importance. The primary goal of this course is to provide a good understanding of the principles required in a food security and safety program for food manufacturing, warehousing or distribution. Specific objectives are:

- Help students understand modern sanitation practices in food processing facilities.
- Provide students with the knowledge to develop and manage programs for safety and security assurance in food products
- Provide students with an understanding of the risk analysis process as well as the emerging importance of risk assessment in the food industry.

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.**

Part of College of Agriculture's mission is to prepare students for professional careers in Agriculture and food related fields. This course will support this aspect of the mission by helping them to obtain skills needed in a career in Food Industry. This course also meets the requirements of the MSA and MBA programs.

C. **Student population served.**

The specific population to be best served will be students in graduate students in Agriculture (MSA), particularly with emphasis in agribusiness. Additionally, graduate students in Business (with emphasis on Logistics), Biology, and Molecular Biosciences would benefit from this course.

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

This is a graduate level lecture course that prepares students for the challenges faced with developing, implementing and managing an effective food safety and security program for the food industry. Learning these skills will assist graduates in finding jobs in this high demanding field. Additionally, this course will benefit graduate students in Molecular Biosciences and in Business (with emphasis on logistics) as well as in Agriculture.

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

Week 1:

- Introduction
- Globalization of food supply

Week 2:

- Trade-related regulations in the global food system

Week 3:

- Industrial food safety
- Control of animal and plant pests and diseases

**Week 4:**

- Foodborne microbial pathogens in World Trade (including case-studies)

**Week 5 - 7:**

- Food safety and control of human health hazards
  - Foodborne diseases
  - Cross-contamination
  - Food safety regulation
  - Trade issues and food safety
- Food defense – deliberately contaminated food
- Genetically modified organisms

**Week 8**

- HACCP: principles and practices

**Week 9-10**

- Regulating quality through labeling and standards
  - Private and public provisions of information
  - Food quality regulations in practice
  - Impacts of labeling and standards on trade
- Food system traceability

**Week 11-12**

- Microbial risk assessment of foods
- International control of microbial hazards in foods

**Week 13-14**

- Safe and open global food supply
- The impact of imports
- Role of the media

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

Will require tests (3 in-class exams and 1 final), discussions on current topics, presentations and several group projects among students.

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

Guest lecturer from food industry will discuss food safety-related issues facing food manufacturing sites.

**19. Required reading**

- Food Safety: Old Habits, New Perspectives, 2007. P. Entis, ASM press
- Food Regulation and Trade: Toward a Safe and Open Global Food System, 2004. D. Roberts, D. Orden and T. Josling, Peterson Institute

Additional recommended readings:

- The Microbial Risk Assessment of Food, 2002. S. J. Forsythe, Wiley-Blackwell
- Supplementary food safety-related articles published in journals will be distributed in class when needed.

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

No additional staffing or supplies are required.

**21. What is the primary goal of this course?**

The primary goal of this course is to provide a good understanding of the principles required in a food security and safety program for food manufacturing, warehousing or distribution.

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

☐ Communicating effectively

☐ 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:**

After the completion of this course, students will be able to identify issues and challenges of protecting the food industry from food safety concerns and intentional tampering.

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

In-class lectures, reading and discussions on the current food safety issues

**Primary Goal Outcome #2:**

Students will understand the scope of skills and knowledge necessary to contribute to industry and organization's efforts in food safety and security.

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

Case studies, guest lecturer from industry, and educational videos

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

Complete assignments and tests, presentations, analyze food safety and security case studies, and lead in a case-study discussion in-class to indicate evidence of student's mastery of the course goals.

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

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

**To copy from the bulletin:**

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

## New/Special Course Proposal-Bulletin Change Transmittal Form

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

☒ **Graduate Council** - 14 copies plus 1 original

☒ **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.)**

BIO 6033

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).**

Biosafety and Ethics in Research

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 classroom discussion

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

Standard Letter

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

No

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

No

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

Biosafety in the workplace, including chemical and radiation safety. Examination of moral and ethical issues in the laboratory and in research, including the concepts of transgenics, intellectual property and writing in research. Lecture three hours per week.

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).**

None

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

N/A

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

Ronald Johnson

Arkansas State University  
Dept. of Biological Sciences  
P.O.Box 599  
State University  
AR 72467  
rlj@astate.edu  
(870) 972-2366

11. **Proposed Starting Term/Year**  
Fall 2009

12. **Is this course in support of a new program? If yes, what program?**  
Yes, MS Biology, having a new emphasis area in Biotechnology

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).**

1. **ACADEMIC RATIONALE** Biotechnology is a field that is evolving rapidly, with tools and applications developed that society is ill prepared to evaluate or regulate. A sound foundation in ethics and the issues facing professionals in the field is provided in this course. Professionals must understand not only their own discipline but the social and legal setting as they relate to that discipline. Additionally, biotechnology is the underlying girder behind many business companies; this course provides students the opportunity to develop a better understanding of the 'scene behind the scene' of biotechnology. Most science students are poorly prepared or have little interest in the business often driving the decision-making in our technology-based companies.

2. **GOALS OF THE COURSE**

Upon completing this course students will be able to:

- explain the historical framework of biotechnology regulation and ethical issues
- explain the legal regulation over basic biotechnology processes
- understand the definition of intellectual property and begin the process of licensing a patent
- discuss the principles of bio- and chemical safety

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 fits well with the goals of Department of Biological Sciences as the "Department's graduate program embraces a broad range of topics from global to local, from general to specific and from highly interdisciplinary to very particular" (<http://biology.astate.edu/ProspectGrad.htm>) The emphasis area in the Biology Masters degree requires 26 hours of selectives. This is one of those selective courses. The MS and MA programs in Biology have 20 and 23 hours of electives, respectively. Additionally, the doctoral programs in Molecular Bioscience as well as Environmental Sciences require 34 hours of electives. Addition of this much sought after course at the 6000 level will help meet these requirements for our graduate students.

C. **Student population served.**

Graduate students of Biological Sciences, Environmental Sciences, and Molecular Bioscience

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

Students entering the field of biotechnology require a solid foundation of the ethical and legal ramifications of

this field. The diverse tools and technology involved in Biotechnology require a mature approach to the understanding of the subject.

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

**WEEK**

1	Introduction to biotechnology: Definition of terms and concepts The basics of genetic material and genetic engineering; extrinsic vs. intrinsic objections
2	Radiation and chemical safety
3	Radiation and chemical safety (cont'd.)
4	Safe handling and disposal of GMOs
5	Ethical decision-making- processes and goals.
6	History of ethical impacts on biotechnology research
7	Regulatory agencies and their roles Levels of regulation and enforcement
8	Biotechnology applications and their safety risks
9	Biotechnology; Arguments for and against patenting in biotechnology
10	Introduction to patent law
11	Intellectual property rights vs world-wide needs- ethical issues
12	Ethical research of animals and humans
13	Ethics in biotechnology and the media
14	Ethics and academic honesty
FINAL	

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

There will be two take home exams with each worth 25% of the overall grade. The remainder of the grade will be determined with the completion of two assignments, the development of an outline for a hypothetical patent (15%), and a position paper on an ethical issue current in biotechnology (15%), the completion of the radiation safety exam by the FDA (10%), and classroom participation (10%).

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

This course will use a radiation safety training program developed by the Food and Drug Administration. Guest lectures will be provided by professionals in the field.

**19. Required reading**

Text Book: Ethical Issues in Biotechnology by J.D. Morrey.

**Additional Reading:**

Radiation Safety software by the FDA "Basic Radiation Training" program will be utilized.

In addition journal articles relevant to topic of discussion will be provided from time to time.

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

This course will be taught by the instructor hired to coordinate the Biotechnology emphasis of the MS in Biology. No additional resources are required.

**21. What is the primary goal of this course?**

This course is designed to provide students an introduction to ethical decision-making and processes, in addition to some of the ethical and safety issues they will be exposed to in this field. Additionally, the concepts of intellectual property and the ethics involved within this arena will be introduced.

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

☐ Communicating effectively

☐ 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:**

Students will learn how to research available patents.

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

Students will develop their own outline of a patent which they envision. They must first research to determine if theirs is an original idea rather than a copy of another's work.

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

A rubric will be developed for the evaluation of the patent developed.

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

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

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
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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.

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

**BIO 6013 Biosafety and Ethics in Research** Biosafety in the workplace, including chemical and radiation safety. Examination of moral and ethical issues in the laboratory and in research, including the concepts of transgenics, intellectual property and writing in research. Lecture three hours per week.

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

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

**BIO 6013 Evolutionary Biology** A summary of current theories concerned with evolution of biological organisms. An elective course particularly directed to the

needs of biological science majors including students of Biology, Botany, Zoology, and Wildlife Management. (Fall of even years)

**BIO 6123 Specialized Biochemistry** An advanced study of biochemical pathways leading to specialized biologically active metabolites. Emphasis will be on specialized pathways in plants, and their counterparts in animals, and microorganisms.

**BIO 6141 Introduction to Biotechnology** An introduction to the applications, industries and tools of biotechnology, including medicine, pharmaceuticals, industry and agriculture. Lecture one hour per week.

**BIO 6144 Laboratory in BioTechniques I** Laboratory techniques in protein chemistry and analysis, cell culture, and DNA/RNA isolation techniques. Techniques also include a variety of chromatographic methods, electrophoresis, UV-vis spectroscopy and radiochemistry. (Course fee, \$100.)

**BIO 6154 Laboratory in BioTechniques II** Laboratory techniques in DNA/RNA analysis and applications, including PCR, real-time PCR, recombinant DNA and the production of gene expression products. (Course fee, \$100.)

**BIO 6301 Aquatic Biology** The collection, identification, and study of aquatic invertebrate and vertebrate animals with emphasis on life history, ecology, and importance to man. Lecture one hour per week. Prerequisites: BIO 1503, 1501, 1303, 1301.

**BIO 6302 Laboratory for Aquatic Biology** Four hours per week. To be taken concurrently with BIO 6301. (Course fee, \$20)



**New/Special Course Proposal-Bulletin Change Transmittal Form**

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

☒ **Graduate Council** - 14 copies plus 1 original

☒ **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.)**

BIO 6141

**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 Biotechnology

**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 classroom discussion

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

Standard Letter

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

No

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

No

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

An introduction to the applications, industries and tools of biotechnology, including medicine, pharmaceuticals, industry and agriculture. Lecture one hour per week.

**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).**

None

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

N/A

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

Ronald Johnson

Arkansas State University

Dept. of Biological Sciences  
P.O.Box 599  
State University  
AR 72467  
rlj@astate.edu  
(870) 972-2366

**11. Proposed Starting Term/Year**

Fall 2009

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

Yes, MS Biology, having a new emphasis area in Biotechnology

**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).

1. **ACADEMIC RATIONALE** There is an increasing need for professionals trained in the specific laboratory skills required for employment by molecular biology and biotechnology intensive companies. Few programs exist nationally to supply the need for these professionals, and none in Arkansas. This course will establish a basic knowledge base of the field of biotechnology which will be built upon by further courses in this Biotechnology emphasis area of the MS in Biology.

**2. GOALS OF THE COURSE**

Upon completion of this course, students will be able to perform the following:

1. Describe important historical events and figures in the development of biotechnology processes during the past century.
2. Define the principles of recombinant DNA technology, including cloning, DNA sequencing, PCR, cell culture and immunological techniques.
3. Describe the organization of and the job opportunities found within biotechnology and pharmaceutical companies.
4. Develop a thorough understanding of the drug development process.
5. Design a clinical trial protocol.
6. Name and define the operating principles of the regulatory agencies that approve pharmaceutical products.
7. Define intellectual property and patents.
8. Analyze what can be patented and how patents affect company profits.
9. Define global and ethical issues that affect decisions made by researchers at biotechnology and pharmaceutical companies.
10. Plan and deliver an oral presentation and paper about relevant biotechnology applications.

- 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 fits well with the goals of Department of Biological Sciences as the “Department's graduate program embraces a broad range of topics from global to local, from general to specific and from highly interdisciplinary to very particular” (<http://biology.astate.edu/ProspectGrad.htm>)  
The emphasis area in the Biology Masters degree requires 26 hours of selectives. This is the foundational and introductory course of those selectives. The MS and MA programs in Biology have 20 and 23 hours of electives, respectively. Additionally, the doctoral programs in Molecular Bioscience as well as Environmental Sciences require 34 hours of electives. Addition of this much sought after course at the 6000 level will help meet these requirements for our graduate students.

- C. Student population served.**

Graduate students of Biological Sciences, Environmental Sciences, and Molecular Bioscience

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

Students entering the field of biotechnology require a solid foundation of the history, applications and legal ramifications of this field. The diverse tools and technology involved in Biotechnology require a mature approach to the understanding of the subject.

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

WEEK	
1	Introduction; Tour of ABI facility
2	History of biotechnology
3	Applications of Biotechnology
4	Overview of approved biotech products
5	Overview and processes of tools used in biotechnology: cloning, PCR, cDNA libraries, transgenics, cell culturing
6	Human genome project- goals and processes
7	Genomics/bioinformatics
8	Gene therapy and genetic disease
9	Medical biotechnology/DNA profiling/forensics
10	Antibody production and vaccines
11	Bioremediation
12	The Business of biotechnology
13	Class presentations
14	Class presentations
Final	Take home final

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

12 There will be two take home exams, a mid-term and a final, with each worth 100 pts. There will be a class oral presentation on a specific biotechnology application worth 100 pts. Lastly, class participation is worth 100 pts.

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

A site visit of the ABI facility.

- 19. Required reading**

Text Book: Introduction to Biotechnology, 2<sup>nd</sup> Ed. Thieman, W.J. and M.A. Palladino.  
Additional readings will be provided from current literature.

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

This course will be taught by the instructor hired to coordinate the Biotechnology emphasis of the MS in Biology. No additional resources are required.

**21. What is the primary goal of this course?**

This course will establish the foundation for students entering this particular emphasis area.

**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:**

Students will develop an appreciation of the rapid evolution of biotechnology as a field, and will begin to develop the tools to access current and historical applications in that field.

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

Classroom experiences will involve a mixture of formal lecture and discussion of assigned readings.

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

Take home exams will demonstrate the student's ability to assimilate information presented in addition to organizing and presenting that information in a written format. There will be a rubric designed for the evaluation of presentations by all students and the instructor.

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

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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** - 14 copies plus 1 original

☒ **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.)**

BIO 6144

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).**

Laboratory in BioTechniques I

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.**

Laboratory

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

Standard Letter

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

No

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

No

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

Laboratory techniques in protein chemistry and analysis, cell culture, and DNA/RNA isolation techniques. Techniques also include a variety of chromatographic methods, electrophoresis, UV-vis spectroscopy and radiochemistry. (Course fee, \$100.)

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).**

None

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

N/A

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

Ronald Johnson  
 Arkansas State University  
 Dept. of Biological Sciences  
 P.O.Box 599  
 State University  
 AR 72467  
 rlj@astate.edu  
 (870) 972-2366

**11. Proposed Starting Term/Year**

Summer 2010

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

Yes, MS Biology, having a new emphasis area in Biotechnology

**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).

1. ACADEMIC RATIONALE There is an increasing need for professionals trained in the specific laboratory skills required for employment by molecular biology and biotechnology intensive companies. Few programs exist nationally to supply the need for these professionals, and none in Arkansas. This laboratory course is central to the training of students in this emphasis area of Biotechnology. Biotechnology is a hands-on field, which is constantly changing. This course will equip students with the foundations of the laboratory experience; as the field evolves the students will have the background necessary to adapt to those changes.

2. GOALS OF THE COURSE Upon completing this course students should be able to:

- o Demonstrate good laboratory practice.
- o Be proficient in preparing buffers and making dilutions
- o Be proficient in protein analytical techniques
- o Be proficient in nucleic acid isolation techniques and understand the theory behind differing protocols
- o Be proficient in blotting protocols
- o Maintain an effective laboratory journal
- o Effectively write a manuscript for publication

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 fits well with the goals of Department of Biological Sciences as the "Department's graduate program embraces a broad range of topics from global to local, from general to specific and from highly interdisciplinary to very particular" (<http://biology.astate.edu/ProspectGrad.htm>) The emphasis area in the Biology Masters degree requires 26 hours of selectives. This is one of those selective courses. The MS and MA programs in Biology have 20 and 23 hours of electives, respectively. Additionally, the doctoral programs in Molecular Bioscience as well as Environmental Sciences require 34 hours of electives. Addition of this much sought after course at the 6000 level will help meet these requirements for our graduate students.

C. Student population served.

Graduate students of Biological Sciences, Environmental Sciences, and Molecular Bioscience

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

Students entering the field of biotechnology require a solid foundation of the techniques of the field. The diverse tools and technology involved in Biotechnology require a mature approach to the understanding of the subject. Hence graduate students will benefit maximally from this course.

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

All students will be required to complete a detailed journal of all laboratory protocols. The journal should include a statement of purpose, methods as they differ from the written protocol, and detailed results and conclusions. There will also be two writing assignments for this laboratory. The first writing assignment will be due at the beginning of lab week 3 and will be a more detailed write-up (in a publishable form) of any lab of the student's choice. The second writing assignment will be due the final day and again will be a lab of the student's choice.

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

This course is a laboratory intensive course.

**19. Required reading**

Text Book: Molecular Biology and Genomics by C. Mulhardt 2007

**Optional texts:**

Molecular Cloning: A laboratory manual, 3 rd ed. By Sambrook, et al. 2001.

In addition laboratory protocols specific to the subject will be provided from time to time.

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

This course will be taught by the instructor hired to coordinate the Biotechnology emphasis of the MS in Biology. Funding will be required for the equipment and supplies needed to satisfy the needs of the two summer Biotechniques laboratory courses. The laboratory in LSE 302 is presently a multi-user facility for research in molecular biology, and houses some equipment for DNA/protein isolation, amplification of DNA (PCR) and electrophoresis, and will be used for laboratory instruction. Imaging equipment is also available. Additional equipment is required to meet the demands of the larger number of students taking these summer courses (estimated at 25-30 students per course). Equipment needed for the characterization of proteins, cell culturing, bioreaction, and immunohistochemistry are not available for these courses and must be supplied by Academic Affairs and Research. Costs required for the repair, replacement and updating of equipment and for expendable supplies are also critical to the success of these courses, but funds for these purposes can be derived from course fees.

**21. What is the primary goal of this course?**

This laboratory course is designed to provide students the laboratory skills and principles both to succeed in the short term in the research/job setting and to adapt to ongoing technological changes.

**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:**

Students should have extensive knowledge within the field of Applied Biotechnology, the knowledge of biological macromolecules structure and function and be able to use this knowledge in both research and development work. Students should also develop the theoretical and practical knowledge of how biotechnological projects are planned, controlled and completed

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

This laboratory will be intensive over the 5 week summer session to immerse the students in the skills required to reach the outcomes above.

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

A rubric will be developed for the evaluation of the laboratory papers written in addition to journals submitted.

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

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

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

**BIO 6013 Biosafety and Ethics in Research** Biosafety in the workplace, including chemical and radiation safety. Examination of moral and ethical issues in the laboratory and in research, including the concepts of transgenics, intellectual property and writing in research. Lecture three hours per week.

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

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

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

**BIO 6123 Specialized Biochemistry** An advanced study of biochemical

pathways leading to specialized biologically active metabolites. Emphasis will be on specialized pathways in plants, and their counterparts in animals, and microorganisms.

**BIO 6141 Introduction to Biotechnology** An introduction to the applications, industries and tools of biotechnology, including medicine, pharmaceuticals, industry and agriculture. Lecture one hour per week.

**BIO 6144 Laboratory in BioTechniques I** Laboratory techniques in protein chemistry and analysis, cell culture, and DNA/RNA isolation techniques. Techniques also include a variety of chromatographic methods, electrophoresis, UV-vis spectroscopy and radiochemistry. (Course fee, \$100.)

**BIO 6154 Laboratory in BioTechniques II** Laboratory techniques in DNA/RNA analysis and applications, including PCR, real-time PCR, recombinant DNA and the production of gene expression products. (Course fee, \$100.)

**BIO 6301 Aquatic Biology** The collection, identification, and study of aquatic invertebrate and vertebrate animals with emphasis on life history, ecology, and importance to man. Lecture one hour per week. Prerequisites: BIO 1503, 1501, 1303, 1301.

**BIO 6302 Laboratory for Aquatic Biology** Four hours per week. To be taken concurrently with BIO 6301. (Course fee, \$20)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

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

☒ **Graduate Council** - 14 copies plus 1 original

☒ **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.)**

BIO 6154

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).**

Laboratory in BioTechniques II

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.**

Laboratory

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

Standard Letter

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

No

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

No

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

Laboratory techniques in DNA/RNA analysis and applications, including PCR, real-time PCR, recombinant DNA and the production of gene expression products. (Course fee, \$100.)

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).**

None

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

N/A

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

Ronald Johnson

Arkansas State University  
 Dept. of Biological Sciences  
 P.O.Box 599  
 State University  
 AR 72467  
 rlj@astate.edu  
 (870) 972-2366

11. **Proposed Starting Term/Year**  
 Summer 2010

12. **Is this course in support of a new program? If yes, what program?**  
 Yes, MS Biology, having a new emphasis area in Biotechnology

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).**

**1. ACADEMIC RATIONALE** There is an increasing need for professionals trained in the specific laboratory skills required for employment by molecular biology and biotechnology intensive companies. Few programs exist nationally to supply the need for these professionals, and none in Arkansas. This laboratory course is central to the training of students in this emphasis area of Biotechnology. Biotechnology is a hands-on field, which is constantly changing. This course will equip students with the foundations of the laboratory experience; as the field evolves the students will have the background necessary to adapt to those changes. 2.

**GOALS OF THE COURSE** Upon completing this course students should be able to:

- Demonstrate good laboratory practice.
- Be proficient in polymerase chain reaction techniques
- Be proficient in tissue culturing of plants and animal cells
- Be familiar with introducing foreign DNAs into plants
- Be proficient with isolating gene expression products
- Maintain an effective laboratory journal
- Effectively write a manuscript for publication

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 fits well with the goals of Department of Biological Sciences as the "Department's graduate program embraces a broad range of topics from global to local, from general to specific and from highly interdisciplinary to very particular" (<http://biology.astate.edu/ProspectGrad.htm>) The emphasis area in the Biology Masters degree requires 26 hours of selectives. This is one of those selective courses. The MS and MA programs in Biology have 20 and 23 hours of electives, respectively. Additionally, the doctoral programs in Molecular Bioscience as well as Environmental Sciences require 34 hours of electives. Addition of this much sought after course at the 6000 level will help meet these requirements for our graduate students.

C. **Student population served.**

Graduate students of Biological Sciences, Environmental Sciences, and Molecular Bioscience

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

Students entering the field of biotechnology require a solid foundation of the techniques of the field. The

diverse tools and technology involved in Biotechnology require a mature approach to the understanding of the subject. Hence graduate students will benefit maximally from this course.

**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.)

<b>WEEK Summer II Program</b>	
1	Restriction digestion and mapping of plasmids PCR techniques, RT-PCR
2	PCR techniques, RT-PCR Bacterial cloning
3	Bacterial cloning
4	Transgenic methods in plants
5	Transgenic methods in plants Expression products in plants

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

All students will be required to complete a detailed journal of all laboratory protocols. The journal should include a statement of purpose, methods as they differ from the written protocol, and detailed results and conclusions. There will also be two writing assignments for this laboratory. The first writing assignment will be due at the beginning of lab week 3 and will be a more detailed write-up (in a publishable form) of any lab of the student's choice. The second writing assignment will be due the final day and again will be a lab of the student's choice.

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

This course is a laboratory intensive course.

**19. Required reading**

Text Book: Molecular Biology and Genomics by C. Mulhardt 2007

**Optional texts:**

Molecular Cloning: A laboratory manual, 3 rd ed. By Sambrook, et al. 2001.

In addition laboratory protocols specific to the subject will be provided from time to time.

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

This course will be taught by the instructor hired to coordinate the Biotechnology emphasis of the MS in Biology. Funding will be required for the equipment and supplies needed to satisfy the needs of the two summer Biotechniques laboratory courses. The laboratory in LSE 302 is presently a multi-user facility for research in molecular biology, and houses some equipment for DNA/protein isolation, amplification of DNA (PCR) and electrophoresis, and will be used for laboratory instruction. Imaging equipment is also available. Additional equipment is required to meet the demands of the larger number of students taking these summer courses (estimated at 25-30 students per course). Equipment needed for the characterization of proteins, cell culturing, bioreaction, and immunohistochemistry are not available for these courses and must be supplied by Academic Affairs and Research. Costs required for the repair, replacement and updating of equipment and for expendable supplies are also critical to the success of these courses, but funds for these purposes can be derived from course fees.

**21. What is the primary goal of this course?**

This laboratory course is designed to provide students the laboratory skills and principles both to succeed in the short term in the research/job setting and to adapt to ongoing technological changes.

**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:**

Students should have extensive knowledge within the field of Applied Biotechnology, the knowledge of biological macromolecules structure and function and be able to use this knowledge in both research and development work. Students should also develop the theoretical and practical knowledge of how biotechnological projects are planned, controlled and completed

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

This laboratory will be intensive over the 5 week summer session to immerse the students in the skills required to reach the outcomes above.

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

Rubrics will be developed for the evaluation of the laboratory papers written in addition to journals submitted.

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

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

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

### Program and/or Course Deletion

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

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

<b>1. Program and/or Course Title, Prefix and Number</b> POSC 5413 Modern Political Theory
<b>2. Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number) Fiona Miller, Assistant Professor of Political Science at ASU, P.O. Box 1750, State University, 72467, <a href="mailto:fmiller@astate.edu">fmiller@astate.edu</a> , 870 972-2247
<b>3. Last semester student can graduate with this degree and/or last semester course will be offered</b> Fall 2008.
<b>4. Student Population</b> The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? The course has been offered as a theory course for graduate students in the political science department's MA and MPA programs. Deletion of the course will not affect these students as the department plans to substitute another 5000 theory course, more closely geared toward graduate student interests, for this course.
<b>5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.</b> There will be no significant effect on the department. There will be no effect on other departments.
<b>6. (For courses only) Will another course be substituted? If yes, what course?</b> The department plans to create another 5000 level political theory course on issues in American Political Thought..

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



## **Political Theory**

~~**POSC 5413 Modern Political Theory** A consideration of the writings of modern political philosophers such as Machiavelli, Hobbes, and Rousseau.~~

**POSC 5453 Analysis of Contemporary Political Theory** An analytical and theoretical examination of one or more theoretical political issues of the 20th and 21st centuries. Topics of analysis may include democracy, justice, community, political ethics, multiculturalism, or the theories of a particular political philosopher or school of political philosophy. Content will vary.

**POSC 6413 Seminar in Political Theory**

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

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

### Program and/or Course Deletion

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

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

<b>1. Program and/or Course Title, Prefix and Number</b> MCOM 6163 Applied Research in Mass Communication
<b>2. Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Osa' Amienyi, Department of Radio-Television <a href="mailto:osami@astate.edu">osami@astate.edu</a>
<b>3. Last semester student can graduate with this degree and/or last semester course will be offered</b> Fall 2009
<b>4. Student Population</b> The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? Graduate Students only. This course basically duplicated another course. Deleting it allows the college to add another course that contributes more towards enriching our graduate students overall academic experience.
<b>5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.</b> Deleting this course has no negative impact on the college. A replacement course is proposed. Dr. Russ Shain <a href="mailto:rshain@astate.edu">rshain@astate.edu</a> is dean of the college.
<b>6. (For courses only) Will another course be substituted? If yes, what course?</b> Yes. MCOM 6063 Interpretive Research Methods in mass Communication

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P. 84

**Courses required of all candidates:**

MCOM 6043, Theory of Mass Communications

MCOM 6053, Research Methods in Mass Communications

~~MCOM 6163, Applied Research in Mass Communications~~

MCOM 6063, Interpretative-Research Methods in Mass Communications

P. 86

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

~~Replace with~~

MCOM 6063 Interpretative Research Methods in Mass Communications This course is intended to provide the student with the basic skills needed for understanding, rather than predicting or controlling, phenomena. Included will be discussion of and practice in basic phenomenological description, structural analysis, research interviewing, and qualitative research reporting. Co-requisite: MCOM 6043

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

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

### Program and/or Course Deletion

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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

<b>1. Program and/or Course Title, Prefix and Number</b> PSY 7213 Research Design and Multivariate Analysis in Psychology and Counseling
<b>2. Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number) John D. Hall, Ph.D., Arkansas State University, P.O. Box 1560, State University, 72466-1560, jhall@astate.edu, 870-972-3041
<b>3. Last semester student can graduate with this degree and/or last semester course will be offered</b> Spring 2008
<b>4. Student Population</b> The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? Graduate students enrolled in the Educational Specialist (Ed.S.) Degree Program in Psychology and Counseling. This course will be replaced with a new course in Research Design and Program Evaluation in Psychology and Counseling that is more consistent with CACREP and NASP accreditation standards.
<b>5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.</b> No affect. No.
<b>6. (For courses only) Will another course be substituted? If yes, what course?</b> Yes, a new course: PSY 7223 Research Design and Program Evaluation in Psychology and Counseling.

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## Mental Health Counseling Track

The Mental Health Counseling Track is designed to prepare students for positions as professional counselors in community, state, federal, and private social service agencies and for EAP positions in business and industry. Graduates provide services such as child, youth, adult, couple, family, employment, health, multicultural, gerontological, and/or wellness counseling. The program provides the opportunity for students to develop skills and competencies in working with a diversity of issues, including but not limited to, depression, anxiety, addiction and substance abuse, suicidal impulses, stress management, grief, and issues relating to family, which can include parenting, marital difficulties, or other relationship problems. The program structure is based on the professional standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is consistent with standards and requirements set forth by the Arkansas Board of Examiners in Counseling.

The curriculum emphasizes the acquisition of specialized knowledge and skills relating to theories of human behavior, human development, interpersonal relationships, and foundational therapeutic interventions. Ethical and competent counseling practices are stressed. Students will develop a professional identity as a competent ethical mental health counselor.

### Course Requirements

COUN 6023 Introduction to Mental Health Counseling  
COUN 6033 Social and Cultural Foundations of Counseling  
COUN 6043 Career Development and Services  
COUN 6053 Ethical, Legal, and Professional Issues in Counseling  
COUN 6123 Group Dynamics  
COUN 6203 Counseling Prepracticum  
COUN 6213 Counseling Practicum  
COUN 6463 Introduction to Couples and Family Counseling  
PSY 6113 Theories and Techniques in Helping Relationships  
PSY 6213 Statistics and Research Design in Psychology and Counseling  
PSY 6543 Psycho-Social Aspects of Development  
PSY 6573 Psychological Testing  
PSY 6613 Professional Consultation  
PSY 7103 Advanced Counseling Theories  
**PSY 7213 Research Design and Multivariate Analysis in Psychology and Counseling**  
PSY 7533 Psychopathology  
PSY 7583 Development and Differential Psychology  
PSY 7633 Physiological Psychology and Psychopharmacology  
COUN 7473 Supervised Internship I  
COUN 7493 Supervised Internship II

Note: Students must take an additional 6 credit hours of approved electives.

Students who complete the Mental Health Counseling Track of the program and are awarded the Ed.S. Degree in Psychology and Counseling are eligible to take the National Counselor Examination (NCE) offered by the National Board for Certified Counselors (NBCC) in order to qualify for both National Certified Counselor (NCC) and Arkansas Licensed Associate Counselor (LAC) status. The Mental Health Counseling Track faculty are committed to helping students/graduates become certified and/or licensed as professional counselors.

Additional information about the Mental Health Counseling Track can be obtained from the Mental Health Counseling Handbook, program faculty, and at the following Department of Psychology and Counseling website: <http://www.clt.astate.edu/psycoun/>

## School Psychology Track

The School Psychology Track is specifically designed to educate future school psychologists so that graduates have expert skills in data-based decision making, assessment, intervention (including prevention), consultation, research, and program planning, and evaluation to work with students, teachers, administrators, parents, and other professionals. Preparation is focused on comprehensive service delivery to meet the complex needs of the diverse clientele that is served. The structure of the program is based on the professional standards established by the National Association of School Psychologists (NASP). Program requirements are also consistent with licensure standards set by the Arkansas Department of Education (ADE) and the Arkansas Psychology Board (APB). The program of study has been approved by the ADE. The curriculum is rooted in the scientist-practitioner and ecological-behavioral models. Students are taught to be both consumers and producers of research. Professional accountability is stressed. Applicable laws, ethical principles and codes of conduct are emphasized. Program graduates are well educated in the problem-solving model. They are well equipped to draw upon strong foundations in psychology and education when providing direct and indirect services to meet the academic, social, and emotional needs of all students.

### Course Requirements

ELFN 6763 Philosophies of Education  
ELSE 5633 Diagnostic & Corrective Reading Instruction for Individuals with Mild Disabilities (or equivalent course approved by advisor)  
COUN 6033 Social and Cultural Foundations of Counseling  
PSY 6523 Behavior Assessment and Intervention  
PSY 6543 Psycho-Social Aspect of Development  
PSY 6113 Theories and Techniques in Helping Relationships  
PSY 6213 Statistics and Research Design  
PSY 6573 Psychological Testing  
PSY 6603 Professional School Psychology  
PSY 6613 Professional Consultation  
PSY 6583 Individual Intelligence Testing  
PSY 7513 Psycho-Educational Assessment of Persons with Disabling Conditions  
**PSY 7213 Research Design and Multivariate Analysis**  
PSY 7523 Psychoeducational Interventions  
PSY 7533 Psychopathology  
PSY 7543 Theories of Personality  
PSY 7563 Theories of Learning  
PSY 7583 Developmental and Differential Psychology  
PSY 7633 Physiological Psychology and Psychopharmacology  
PSY 7613 Practicum in School Psychology  
PSY 7823-6 Supervised Internship x 2 (6 semester hours = 1200 clock hours)

Students who complete the School Psychology Track of the program and are awarded the Ed.S. Degree in Psychology and Counseling are eligible to take the Praxis II School Psychology Specialist Examination which is required for licensure as a School Psychology Specialist (SPS) by the ADE. These individuals may also elect to seek national certification as Nationally Certified School Psychologists (NCSP) through the NASP. Graduates of the program who have 600 hours of PSY 7823-6 Supervised Internship supervised by a licensed psychologist may also apply for licensure as Licensed Psychological Examiners (LPE) with the APB.

Additional information about the School Psychology Track can be obtained from the School Psychology Handbook, program faculty, and at the following Department of Psychology and Counseling website: <http://www.clt.astate.edu/psycoun/>

**PSY 7213**

**Research Design and Multivariate Analysis in Psychology and Counseling** The nature, computation, and interpretation of multivariate statistics in the context of psychology and counseling research and literature, with a primary emphasis on the integration of multivariate statistics and research design Prerequisite: PSY 6213

Code #

**Bulletin Change Transmittal Form**☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)**Bulletin Change**

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

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

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

John D. Hall, Ph.D., Arkansas State University, P.O. Box 1560, State University, AR 72467-1560, jhall@astate.edu, 870-972-3041

**2. Proposed Change**

See larger font text highlighted in red below.

**3. Effective Date**

Fall 2009

**4. Justification**

Theses changes update the text in the Graduate Bulletin in the Program of Study for the Specialist in Education Degree with a Major in Psychology and Counseling to reflect the addition of a new course (i.e., PSY 7223 Research Design and Program Evaluation in Psychology and Counseling) which replaces PSY 7213 Research Design and Multivariate Analysis in Psychology and Counseling.

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**Mental Health Counseling Track**

The Mental Health Counseling Track is designed to prepare students for positions as professional counselors in community, state, federal, and private social service agencies and for EAP positions in business and industry. Graduates provide services such as child, youth, adult, couple, family, employment, health,



multicultural, gerontological, and/or wellness counseling. The program provides the opportunity for students to develop skills and competencies in working with a diversity of issues, including but not limited to, depression, anxiety, addiction and substance abuse, suicidal impulses, stress management, grief, and issues relating to family, which can include parenting, marital difficulties, or other relationship problems. The program structure is based on the professional standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is consistent with standards and requirements set forth by the Arkansas Board of Examiners in Counseling.

The curriculum emphasizes the acquisition of specialized knowledge and skills relating to theories of human behavior, human development, interpersonal relationships, and foundational therapeutic interventions. Ethical and competent counseling practices are stressed. Students will develop a professional identity as a competent ethical mental health counselor.

### Course Requirements

COUN 6023 Introduction to Mental Health Counseling  
COUN 6033 Social and Cultural Foundations of Counseling  
COUN 6043 Career Development and Services  
COUN 6053 Ethical, Legal, and Professional Issues in Counseling  
COUN 6123 Group Dynamics  
COUN 6203 Counseling Prepracticum  
COUN 6213 Counseling Practicum  
COUN 6463 Introduction to Couples and Family Counseling  
PSY 6113 Theories and Techniques in Helping Relationships  
PSY 6213 Statistics and Research Design in Psychology and Counseling  
PSY 6543 Psycho-Social Aspects of Development  
PSY 6573 Psychological Testing  
PSY 6613 Professional Consultation  
PSY 7103 Advanced Counseling Theories  
**PSY 7223 Research Design and Program Evaluation in Psychology and Counseling**  
PSY 7533 Psychopathology  
PSY 7583 Development and Differential Psychology  
PSY 7633 Physiological Psychology and Psychopharmacology  
COUN 7473 Supervised Internship I  
COUN 7493 Supervised Internship II

Note: Students must take an additional 6 credit hours of approved electives.

Students who complete the Mental Health Counseling Track of the program and are awarded the Ed.S. Degree in Psychology and Counseling are eligible to take the National Counselor Examination (NCE) offered by the National Board for Certified Counselors (NBCC) in order to qualify for both National Certified Counselor (NCC) and Arkansas Licensed Associate Counselor (LAC) status. The Mental Health Counseling Track faculty are committed to helping students/graduates become certified and/or licensed as professional counselors.

Additional information about the Mental Health Counseling Track can be obtained from the Mental Health Counseling Handbook, program faculty, and at the following Department of Psychology and Counseling website: <http://www.clt.astate.edu/psycoun/>

### School Psychology Track

The School Psychology Track is specifically designed to educate future school psychologists so that graduates have expert skills in data-based decision making, assessment, intervention (including prevention), consultation, research, and program planning, and evaluation to work with students, teachers, administrators, parents, and other professionals. Preparation is focused on comprehensive service delivery to meet the complex needs of

the diverse clientele that is served. The structure of the program is based on the professional standards established by the National Association of School Psychologists (NASP). Program requirements are also consistent with licensure standards set by the Arkansas Department of Education (ADE) and the Arkansas Psychology Board (APB). The program of study has been approved by the ADE. The curriculum is rooted in the scientist-practitioner and ecological-behavioral models. Students are taught to be both consumers and producers of research. Professional accountability is stressed. Applicable laws, ethical principles and codes of conduct are emphasized. Program graduates are well educated in the problem-solving model. They are well equipped to draw upon strong foundations in psychology and education when providing direct and indirect services to meet the academic, social, and emotional needs of all students.

## Course Requirements

ELFN 6763 Philosophies of Education

ELSE 5633 Diagnostic & Corrective Reading Instruction for Individuals with Mild Disabilities (or equivalent course approved by advisor)

COUN 6033 Social and Cultural Foundations of Counseling

PSY 6523 Behavior Assessment and Intervention

PSY 6543 Psycho-Social Aspect of Development

PSY 6113 Theories and Techniques in Helping Relationships

PSY 6213 Statistics and Research Design

PSY 6573 Psychological Testing

PSY 6603 Professional School Psychology

PSY 6613 Professional Consultation

PSY 6583 Individual Intelligence Testing

PSY 7513 Psycho-Educational Assessment of Persons with Disabling Conditions

**PSY 7223 Research Design and Program Evaluation in Psychology and Counseling**

PSY 7523 Psychoeducational Interventions

PSY 7533 Psychopathology

PSY 7543 Theories of Personality

PSY 7563 Theories of Learning

PSY 7583 Developmental and Differential Psychology

PSY 7633 Physiological Psychology and Psychopharmacology

PSY 7613 Practicum in School Psychology

PSY 7823-6 Supervised Internship x 2 (6 semester hours = 1200 clock hours)

Students who complete the School Psychology Track of the program and are awarded the Ed.S. Degree in Psychology and Counseling are eligible to take the Praxis II School Psychology Specialist Examination which is required for licensure as a School Psychology Specialist (SPS) by the ADE. These individuals may also elect to seek national certification as Nationally Certified School Psychologists (NCSP) through the NASP. Graduates of the program who have 600 hours of PSY 7823-6 Supervised Internship supervised by a licensed psychologist may also apply for licensure as Licensed Psychological Examiners (LPE) with the APB.

Additional information about the School Psychology Track can be obtained from the School Psychology Handbook, program faculty, and at the following Department of Psychology and Counseling website:

<http://www.clt.astate.edu/psycoun/>

**PSY 7223 Research Design and Program Evaluation in Psychology and Counseling** A study of quantitative research designs, qualitative research techniques, and appropriate statistics in the context of psychology and counseling with emphasis on evaluating published research and designing and evaluating intervention programs. Prerequisite: PSY 6213 or equivalent and permission of professor.



Code #

**Bulletin Change Transmittal Form**

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☐ **Graduate Council** - Send 1 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)Patrick Peck, Ed.D., Dept. of Psychology & Counseling, [plpeck@astate.edu](mailto:plpeck@astate.edu), 3064**2. Proposed Change**

Remove PSY 7583 Development and Differential Psychology from the Program of Study for the Mental Health Counseling track of the Ed.S. degree program in the Dept. of Psychology &amp; Counseling.

**3. Effective Date**

August 2008

**4. Justification**

The course no longer meets the specific state or national credentialing requirements (licensure or accreditation). The course will be included in a listing of approved electives. Specific editorial changes in the Graduate Bulletin would be as follows (pg 233):

**Course Requirements**

COUN 6023 Introduction to Mental Health Counseling  
 COUN 6033 Social and Cultural Foundations of Counseling  
 COUN 6043 Career Development and Services  
 COUN 6053 Ethical, Legal, and Professional Issues in Counseling  
 COUN 6123 Group Dynamics  
 COUN 6203 Counseling Prepracticum  
 COUN 6213 Counseling Practicum  
 COUN 6463 Introduction to Couples and Family Counseling  
 PSY 6113 Theories and Techniques in Helping Relationships  
 PSY 6213 Statistics and Research Design in Psychology and Counseling  
 PSY 6543 Psycho-Social Aspects of Development  
 PSY 6573 Psychological Testing  
 PSY 6613 Professional Consultation  
 PSY 7103 Advanced Counseling Theories  
 PSY 7213 Research Design and Multivariate Analysis in Psychology and Counseling  
 PSY 7533 Psychopathology  
~~PSY 7583 Development and Differential Psychology~~  
 PSY 7633 Physiological Psychology and Psychopharmacology  
 COUN 7473 Supervised Internship I

## COUN 7493 Supervised Internship II

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College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

**1. Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)Patrick L. Peck, Ed.D., Dept. of Psychology & Counseling, [plpeck@astate.edu](mailto:plpeck@astate.edu) 3064**2. Proposed Change**

Eliminate one elective from the required Program of Study for the Mental Health Counseling Track of the Ed.S. degree program in the Dept of Psychology and Counseling.

**3. Effective Date**

August 2008

**4. Justification**

If the Council accepts the previously proposed changes in program course requirements, the elimination of one elective is necessary. The specific Bulletin changes required are as follows (pg. 233):

**Mental Health Counseling Track**

The Mental Health Counseling Track **of the Specialist degree program requires a minimum of 30 hours beyond the master's degree or 60 hours beyond the baccalaureate degree.** The program of study is designed to prepare students for positions as professional counselors in community, state, federal, and private social service agencies and for EAP positions in business and industry. Graduates provide services such as child, youth, adult, couple, family, employment, health, multicultural, gerontological, and/or wellness counseling.

**Course Requirements**

COUN 6023 Introduction to Mental Health Counseling

COUN 6033 Social and Cultural Foundations of Counseling

COUN 6043 Career Development and Services

COUN 6053 Ethical, Legal, and Professional Issues in Counseling

COUN 6123 Group Dynamics

COUN 6203 Counseling Prepracticum

COUN 6213 Counseling Practicum

COUN 6463 Introduction to Couples and Family Counseling

PSY 6113 Theories and Techniques in Helping Relationships

PSY 6213 Statistics and Research Design in Psychology and Counseling

PSY 6543 Psycho-Social Aspects of Development

PSY 6573 Psychological Testing

PSY 6613 Professional Consultation  
PSY 7103 Advanced Counseling Theories  
PSY 7213 Research Design and Multivariate Analysis in Psychology and Counseling  
PSY 7533 Psychopathology  
PSY 7633 Physiological Psychology and Psychopharmacology  
COUN 7473 Supervised Internship I  
COUN 7493 Supervised Internship II

Note: Students must take an additional 6 3 credit hours of approved electives.

Students who complete the Mental Health Counseling Track of the program and are awarded the Ed.S. Degree in Psychology and Counseling are eligible to take the National Counselor Examination (NCE) offered by the National Board for Certified Counselors (NBCC) in order to qualify for both National Certified Counselor (NCC) and Arkansas Licensed Associate Counselor (LAC) status. The Mental Health Counseling Track faculty are committed to helping students/graduates become certified and/or licensed as professional counselors.

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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) Patrick L. Peck, Ed.D. Dept. of Psychology & Counseling, [plpeck@astate.edu](mailto:plpeck@astate.edu), 3064.

**2. Proposed Change**

Reduce the number of hours required for the Mental Health Counseling Track of the Ed.S. degree program in the Dept. of Psychology & Counseling from 66 (bachelors level entry) and 33 hours (master's level entry) to 60 and 30 respectively. The following are the Graduate Bulletin changes (starting on pg 231) necessitated by the proposed change:

**RESIDENCE REQUIREMENT**

Master-level entry: Candidates for the Specialist degree who already hold a graduate degree in a related field ~~are required to complete a minimum of 33 semester hours of graduate work.~~ **Candidates must complete a minimum of 18 semester hours of resident credit from Arkansas State University—Jonesboro.** Twelve semester hours may be earned in approved non-resident classes offered by Arkansas State University. A maximum of nine semester hours of graduate credit may be transferred from other approved institutions. Bachelor-level entry: Candidates for the Specialist degree who hold at least a baccalaureate degree from an accredited institution, but do not hold a graduate degree in a related field, ~~are required to complete a minimum of 66 hours of graduate work.~~ **These candidates must complete a minimum of 45 hours of resident credit from Arkansas State University—Jonesboro.** Twelve semester hours may be earned in approved non-resident classes offered by Arkansas State University. A maximum of nine semester hours of graduate credit may be transferred from other approved institutions. All candidates for the Specialist in Education degree with a major in Psychology and Counseling must meet a residency requirement by completing a minimum of six semester hours in one academic semester (Fall or Spring only).

**THESIS/NON-THESIS OPTION**

Within the minimum number of hours required for the degree (~~i.e., 33 for master-level entry or 66 for bachelor-level entry~~), candidates may elect to complete a six-hour thesis in either psychology or counseling. The topic of the thesis must be acceptable to the student's thesis committee. Candidates electing the thesis option must comply with the standards specified in the **Guide for Writers of Dissertations and Theses**, available in the Graduate School Office. Candidates electing the non-thesis option will complete six hours of coursework in lieu of the six-hour thesis to acquire the minimum number of hours required for the degree.

**PROGRAM OF STUDY**

~~The Specialist degree program is an advanced program of study consisting of a minimum of 33 hours beyond the master's degree or 66 hours beyond the baccalaureate degree.~~ Each student's program will be planned with the assigned adviser during the initial enrollment period to ensure that the program complies with professional credentialing requirements, where such exist, and is relevant to the student's objectives. A minimum of 18 hours of 7000 level courses are required. A maximum of three hours of 5000 level courses beyond the master's degree and a maximum of 12 hours of 5000 level courses beyond the baccalaureate degree may be applied toward the Specialist in Education degree. Candidates for the Ed.S. degree with a major in Psychology and Counseling who wish to seek a license from the Arkansas Department of Education must take the appropriate PRAXIS II Examination (e.g., School Psychology). The candidate must arrange for a score to be sent to Arkansas State University and must provide a copy of the individual score report to the school psychology coordinator.

**Mental Health Counseling Track**

The Mental Health Counseling Track **of the Specialist degree program requires a minimum of 30 hours beyond the master's degree or 60 hours**



**beyond the baccalaureate degree. The program of study** is designed to prepare students for positions as professional counselors in community, state, federal, and private social service agencies and for EAP positions in business and industry. Graduates provide services such as child, youth, adult, couple, family, employment, health, multicultural, gerontological, and/or wellness counseling.

#### **School Psychology Track**

The School Psychology Track **of the Specialist degree program requires a minimum of 33 hours beyond the master's degree or 66 hours beyond the baccalaureate degree. The program of study** is specifically designed to educate future school psychologists so that graduates have expert skills in data-based decision making, assessment, intervention (including prevention), consultation, research, and program planning, and evaluation to work with students, teachers, administrators, parents, and other professionals.

#### **3. Effective Date**

August 2008

#### **4. Justification**

The reduction of course requirements brings the Mental Health Counseling (MHC) track of the Ed.S. degree program into line with minimum standards set by the College of Education and the Graduate School regarding Specialist degrees. In addition, the change brings the program into line with national and state counseling credentialing standards, including accreditation and licensure.

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☒ **Graduate Council** - 14 copies plus 1 original

**Bulletin Change**

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Date

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Department Chair

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Date

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Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

**1. Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)Debra Ingram, Department of Mathematics and Statistics, [dingram@astate.edu](mailto:dingram@astate.edu), 972-3090**2. Proposed Change**

MASTER OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN MATHEMATICS

Bulletin pages 233--234

Revise the degree requirements for the M.S.E. degree in Mathematics --

FROM: MATH 5423, Modern Algebra II; MATH 5553, Advanced Calculus I; and MATH 5563, Advanced Calculus II, plus 12 hours of MATH/STAT electives; plus 9 hours of professional education courses

TO: 21 hours of MATH/STAT graduate course work, plus 9 hours of professional education courses

**3. Effective Date**

Fall 2009

**4. Justification**

The proposed changes are to update the degree requirements for the M.S.E. degree in Mathematics to allow students more flexibility in gaining the depth and breadth of content knowledge in higher-level mathematics that will enhance their teaching. The old requirements are out of date, since some students seeking the M.S.E. Mathematics degree will have taken the Modern Algebra II and Advanced Calculus I and II courses as undergraduates.

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**Courses required of all candidates:**

**Core of Professional Education Courses**

Nine hours of Professional Education for Secondary Teaching Fields as listed on page 91.

**Courses in the Major Field**

~~MATH 5423, Modern Algebra II~~

~~MATH 5553, Advanced Calculus I~~

~~MATH 5563, Advanced Calculus II~~

~~Twelve hours of mathematics electives~~

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

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

## New/Special Course Proposal-Bulletin Change Transmittal Form

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

☒ **Graduate Council** - Send 1 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

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> SW 5802
<b>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).</b> Part-Time Foundation Field I
<b>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.</b> Internship & Lecture
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b> Graduate Listed Only
<b>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.)</b> Not Cross Listed
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> This first part-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.
<b>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).</b> Graduate Social Work Student
<b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b> NA
<b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> Barbara F. Turnage; ASU; P. O. Box 2460; State University, AR 72467; <a href="mailto:btturnage@astate.edu">btturnage@astate.edu</a> ; 870-972-3596
<b>11. Proposed Starting Term/Year</b>

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

Yes, this course is in support of the new MSW Program.

**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, this course will not affect another program.

**15. Justification should include:**

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

**Course Learning Objectives:** By the end of the year, students are expected to achieve the following objectives:

1. Apply critical thinking and problem solving skills.
2. Develop competence in working with client systems in rural and small town settings.

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 is the first field education/internship course for students completing the Part-time Regular (Foundation) MSW Program; this course is also mandated by our accrediting body the Council on Social Work Education (CSWE).

C. **Student population served.**

The population this course will serve will be Part-Time Regular graduate Social Work students.

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

This course is designated as a graduate course as it prepares students to provide generalist services to individuals living in Northeast Arkansas.

**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.)

## CLASS SCHEDULE AND READINGS

**Weeks 1 & 2 Content Overview:**

1. Introduction
2. Orientation to course
3. Review syllabus and assignments

**Required readings:**

- Chapters 1 & 2
- NASW Code of Ethics

**Activities:** Group Discussion

**Weeks 3 & 4 Content Overview:**

1. Supervision
2. Student responsibilities
3. Conflict in supervision

**Required readings:** Chapter 5

**Activities:** Field Seminar Presentations and Group Discussion

**Weeks 5 & 6 Content Overview:**

1. Working with diverse populations
2. Strengths perspective in social work
3. Cultural sensitivity

**Required readings:** Chapter 6

**Activities:**

Group Discussion  
Learning Contracts are due

**Weeks 7 & 8 Content Overview:**

1. Sharing about field agencies' policies regarding client eligibility
2. Percentage of clients and professional who are minorities
3. What have students learned about themselves

**Required reading:** Chapter 6

**Activities:** Group Discussion

**Weeks 9 & 10 Content Overview:**

1. Ethical Issues
2. Legal Issues
3. Informed consent, confidentiality, dual relationships

**Required readings:** Chapter 3

**Activities:** Group Discussion

**Weeks 11 & 12 Content Overview:**

1. Documentation
2. Progress notes
3. Students will bring samples of agency forms, etc. to share with class

**Required readings:** Chapter 8

**Activities:**

Group Discussion and sharing of materials from Field Placement  
Students given readings from *Social work speak*. Students will make a presentation in next class providing an overview of their assigned reading.

**Weeks 13 & 14 Content Overview:**

1. Presentation of readings
2. Questions about reading topics
3. Discuss about the readings related to field placement

**Required reading:** *Social work speaks*

**Activities:** Group Presentation and Discussion

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

The assignments for this course include an Field Seminar Presentation, Weekly Field Logs, Time Sheets, and a Learning Contract.

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

No special features.

**19. Required reading**

The required text is the MSW Field Education Manual. Arkansas: Arkansas State University.

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

As this course is part of the new MSW Program, the additional faculty required will be hired for the Program and not solely for this course.

**21. What is the primary goal of this course?**

The primary goal of this course is for students to develop generalist social work practice skills.

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

- |   |   |
|---|---|
| <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:**

Students will develop rural-based generalist practice skills with micro, mezzo, and macro client systems.

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

The learning activities that will be used to help students become familiar with the rural-based generalist practice skills will be the completion of 134 internship contact hours, lecture, and course readings.

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

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through the weekly field logs, field seminar presentation, and the learning contract.

**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:**

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2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
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.

## Course Descriptions

### Regular Program Courses

**SW 5003. Human Behavior and the Social Environment I.** This course provides the student with a broad understanding of how individuals develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives.

**SW 5013. Human Behavior and the Social Environment II.** This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

**SW5023. Foundations of SW Practice I.** This course will introduce the student to social work practice with individuals. Social, psychological, economic, and biological stressors are considered as they impact on the individual's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.

**SW5043. Foundations of SW Practice II.** Focus of this course is on the theory and practice of social group work in clinical settings. Consideration is given to such issues as group dynamics, leadership, composition, direct and indirect intervention, the use of group activities under various conditions and different settings. Prerequisite SW5023.

**SW5053. Social Welfare Policy and Services.** The purpose of this course is to establish the subject area of social welfare policy as a central concern of social work. The goals of the course are to help students identify evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

**SW5063. Social Justice and Diversity.** Social workers have a responsibility to promote social justice and to strive to abolish injustice. This course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems.

**SW5803 Full-Time Foundation Field I.** This first full-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.

**SW5813 Full-Time Foundation Field II.** This second full-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: SW5803.

**SW5802 Part-Time Foundation Field I.** This first part-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.

**SW5812 Part-Time Foundation Field II.** This second part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisites: SW 5802.

**SW5822 Part-Time Foundation Field III.** This third part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisites: SW 5812.



## **Advanced Program Courses**

**SW6003. Psychosocial Pathology for Social Work Practice.** This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

**SW6013. Social Work Ethics.**

**SW6023. Social Work Evaluation and Research.** The focus of this course is empirical measurement; research and program designs; data analysis; ethical issues related to social work research; survey methods; and computer technologies in social work research. Students will learn to evaluate their practice. Prerequisite: Undergraduate research methods course.

**SW6033. Social Work Practice with Individuals.**

The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

**SW6043. Social Work Practice with Families.** This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

**SW6053. Social Work Practice with Groups.**

**SW6063. Social Welfare Policy Analysis**

**SW6073. Integrative Research Project.** This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

**SW6803 Full-Time Advanced Field I.** This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

**SW6913 Full-Time Advanced Field II.** This second full-time advanced field placement continues to focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6803.

**SW6801 Part-Time Advanced Field I.** This first part-time advanced field placement continues to focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

**SW6802 Part-Time Advanced Field II.** This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

**SW6811 Part-Time Advanced Field III.** This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

**SW6812 Part-Time Advanced Field IV.** This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

### **Elective Courses**

**SW5203. Introduction to Domestic Violence Theory and Intervention.** This course explores the psychological, social, and legal causes/ramifications of domestic violence (DV) from a micro, mezzo and macro perspectives focusing on educating the social work student to the theories and principles guiding DV service delivery and crisis response techniques. Prerequisite: Graduate student. On Demand.

**SW5213. Crisis Intervention.** This course examines the process of crisis and associated events and issues. The student should leave with basic knowledge, interviewing skills and counseling skills to work with individuals in the crisis process.

**SW5223. Rural Social Work Practice.** This course is designed to explore the unique aspects of social work practice in rural areas using an ecosystems perspective. The roles and functions of social workers will be addressed as well as the ethical dilemmas frequently encountered in rural practice. Special attention will be given to demographic and economic changes experienced in contemporary rural America. Policy issues affecting rural populations will also be addressed

**SW 5274. Practicum in Addiction Studies I.** One hundred and eighty hours of onsite supervision from supervisors with training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only.

**SW 5297. Practicum in Addiction Studies II.** Experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have a client caseload and demonstrate

proficiency in outcome measurement and goal attainment. Prerequisite SW5274. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only

**SW5323. Substance Abuse: Intervention and Treatment.** This course is designed to

**SW5343. Child Abuse and Neglect.** This course is designed to

**SW5353. Mediation in Social Work.**

**SW5363. Social Work Practice in Schools.** The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The special contributions of a school social worker as a helping person to the pupils, the school staff, and the homes by various intervention methods.

**SW6203. Clinical Supervision.**

**SW 6313. Spirituality in Clinical Practice.** This course is designed to provide the social work practitioner with a background in spirituality as it relates to rural-based clinical social work practice. The course focuses on spirituality and will assist students in development of strategies for practice.

**SW6323. Clinical Interventions with Substance Abuse.** This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances.

**SW6343. Clinical Interventions with Children.** This course is designed to provide students with an opportunity to deepen their knowledge of advanced clinical social work practice with children in a variety of practice settings, e.g., child guidance, mental health, child welfare, corrections, and medical settings.

## New/Special Course Proposal-Bulletin Change Transmittal Form

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

☒ **Graduate Council** - Send 1 copy to mmcginis@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

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> SW 5803
<b>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).</b> Full-Time Foundation Field I
<b>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.</b> Internship & Lecture
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b> Graduate Listed Only
<b>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.)</b> Not Cross Listed
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> This first full-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.
<b>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).</b> Graduate Social Work Student
<b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b> NA
<b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> Barbara F. Turnage; ASU; P. O. Box 2460; State University, AR 72467; <a href="mailto:btturnage@astate.edu">btturnage@astate.edu</a> ; 870-972-3596
<b>11. Proposed Starting Term/Year</b> Fall 2009

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

Yes, this course is in support of the new MSW Program.

**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, this course will not affect another program.

**15. Justification should include:**

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

**Course Learning Objectives:** By the end of the year, students are expected to achieve the following objectives:

1. Apply critical thinking and problem solving skills.
2. Develop competence in working with client systems in rural and small town settings.
3. Master culturally competent skills while applying the values and ethics of the profession.
4. Assess client circumstances using agency criteria to determine eligibility for services.

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 is the first field education/internship course for students completing the Full-time Regular (Foundation) MSW Program; this course is also mandated by our accrediting body the Council on Social Work Education (CSWE).

C. **Student population served.**

The population this course will serve will be Regular (Foundation) graduate Social Work students.

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

This course is designated as a graduate course as it prepares students to provide generalist services to individuals living in Northeast Arkansas.

**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.)

**CLASS SCHEDULE AND READINGS**

**Week 1 Content Overview:**

1. Introduction
2. Orientation to course
3. Review syllabus and assignments

**Required readings:**

- Chapters 1 & 2
- NASW Code of Ethics

**Activities:** Group Discussion

**Week 2 Content Overview:**

1. Supervision
2. Student responsibilities
3. Conflict in supervision

**Required readings:** Chapter 5

**Activities:** Field Seminar Presentations and Group Discussion

**Week 3 Content Overview:**

1. Working with diverse populations
2. Strengths perspective in social work
3. Cultural sensitivity

**Required readings:** Chapter 6

**Activities:**

Group Discussion  
Learning Contracts are due

**Week 4 Content Overview:**

1. Sharing about field agencies' policies regarding client eligibility
2. Percentage of clients and professional who are minorities
3. What have students learned about themselves

**Required reading:** Chapter 6

**Activities:** Group Discussion

**Week 5 Content Overview:**

1. Ethical Issues
2. Legal Issues
3. Informed consent, confidentiality, dual relationships

**Required readings:** Chapter 3

**Activities:** Group Discussion

**Week 6 Content Overview:**

1. Documentation
2. Progress notes
3. Students will bring samples of agency forms, etc. to share with class

**Required readings:** Chapter 8

**Activities:**

Group Discussion and sharing of materials from Field Placement  
Students given readings from *Social work speak*. Students will make a presentation in next class providing an overview of their assigned reading.

**Week 7 Content Overview:**

1. Presentation of readings
2. Questions about reading topics
3. Discuss about the readings related to field placement

**Required reading:** *Social work speaks*

**Activities:** Group Presentation and Discussion

**Week 8 No Class Meeting**

1. Mid-term evaluations in the field
2. Students will meet with field supervisor and field liaison

**Week 9 Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Required readings:** Chapter 4

**Activities:** Presentations, Role Plays, and Group Discussion

**Week 10 Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Required readings:** Chapter 7

**Activities:** Presentation, Role Plays, and Group Discussion

**Week 11 Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Activities:** Presentation, Role Plays, and Group Discussion

**Week 12 Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Activities:** Presentation, Role Plays, and Group Discussion

**Week 13 Content Overview:**

1. Final class meeting
2. Complete evaluation of class
3. Discuss concerns of the students

**Activities:** Group Discussion

**Week 14 Content Overview:**

1. Final semester evaluation
2. Student, agency field supervisor and field liaison

**Activities:** Complete evaluation and turn in all field forms: evaluation forms and time sheets.

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

The assignments for this course include an Integrative Paper, Weekly Field Logs, Field Seminar Presentation, Time Sheets, and a Learning Contract.

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

No special features.

**19. Required reading**

The required text is the MSW Field Education Manual. Arkansas: Arkansas State University.

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

As this course is part of the new MSW Program, the additional faculty required will be hired for the Program and not solely for this course.

**21. What is the primary goal of this course?**

The primary goal of this course is for students to develop generalist social work practice skills.

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

☐ Communicating effectively

☐ Thinking Critically

☐ Using mathematics

☐ 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:**

Students will develop rural-based generalist practice skills with micro, mezzo, and macro client systems.

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

The learning activities that will be used to help students become familiar with the rural-based generalist practice skills will be the completion of 200 internship contact hours, lecture, and course readings.

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

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through the integrative paper, weekly field logs, field seminar presentation, and the learning contract.

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## Course Descriptions

### Regular Program Courses

**SW 5003. Human Behavior and the Social Environment I.** This course provides the student with a broad understanding of how individuals develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives.

**SW 5013. Human Behavior and the Social Environment II.** This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

**SW5023. Foundations of SW Practice I.** This course will introduce the student to social work practice with individuals. Social, psychological, economic, and biological stressors are considered as they impact on the individual's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.



**SW5043. Foundations of SW Practice II.** Focus of this course is on the theory and practice of social group work in clinical settings. Consideration is given to such issues as group dynamics, leadership, composition, direct and indirect intervention, the use of group activities under various conditions and different settings. Prerequisite SW5023.

**SW5053. Social Welfare Policy and Services.** The purpose of this course is to establish the subject area of social welfare policy as a central concern of social work. The goals of the course are to help students identify evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

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**SW5803 Full-Time Foundation Field I.** This first full-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.

**SW5813 Full-Time Foundation Field II.** This second full-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: SW5803.

**SW5802 Part-Time Foundation Field I.** This first part-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.

**SW5812 Part-Time Foundation Field II.** This second part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisites: SW 5802.

**SW5822 Part-Time Foundation Field III.** This third part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisites: SW 5812.

## **Advanced Program Courses**

**SW6003. Psychosocial Pathology for Social Work Practice.** This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

**SW6013. Social Work Ethics.**

**SW6023. Social Work Evaluation and Research.** The focus of this course is empirical measurement; research and program designs; data analysis; ethical issues related to social work research; survey methods; and computer technologies in social work research. Students will learn to evaluate their practice. Prerequisite: Undergraduate research methods course.

**SW6033. Social Work Practice with Individuals.**

The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

**SW6043. Social Work Practice with Families.** This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

**SW6053. Social Work Practice with Groups.**

**SW6063. Social Welfare Policy Analysis**

**SW6073. Integrative Research Project.** This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

**SW6803 Full-Time Advanced Field I.** This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

**SW6913 Full-Time Advanced Field II.** This second full-time advanced field placement continues to focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6803.

**SW6801      Part-Time Advanced Field I.** This first part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

**SW6802      Part-Time Advanced Field II.** This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

**SW6811      Part-Time Advanced Field III.** This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

**SW6812      Part-Time Advanced Field IV.** This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

### **Elective Courses**

**SW5203.      Introduction to Domestic Violence Theory and Intervention.** This course explores the psychological, social, and legal causes/ramifications of domestic violence (DV) from a micro, mezzo and macro perspectives focusing on educating the social work student to the theories and principles guiding DV service delivery and crisis response techniques. Prerequisite: Graduate student. On Demand.

**SW5213.      Crisis Intervention.** This course examines the process of crisis and associated events and issues. The student should leave with basic knowledge, interviewing skills and counseling skills to work with individuals in the crisis process.

**SW5223.      Rural Social Work Practice.** This course is designed to explore the unique aspects of social work practice in rural areas using an ecosystems perspective. The roles and functions of social workers will be addressed as well as the ethical dilemmas frequently encountered in rural practice. Special attention will be given to demographic and economic changes experienced in contemporary rural America. Policy issues affecting rural populations will also be addressed

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**SW 5297.      Practicum in Addiction Studies II.** Experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have a client caseload and demonstrate proficiency in outcome measurement and goal attainment. Prerequisite SW5274. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only

**SW5323. Substance Abuse: Intervention and Treatment.** This course is designed to

**SW5343. Child Abuse and Neglect.** This course is designed to

**SW5353. Mediation in Social Work.**

**SW5363. Social Work Practice in Schools.** The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The special contributions of a school social worker as a helping person to the pupils, the school staff, and the homes by various intervention methods.

**SW6203. Clinical Supervision.**

**SW 6313. Spirituality in Clinical Practice.** This course is designed to provide the social work practitioner with a background in spirituality as it relates to rural-based clinical social work practice. The course focuses on spirituality and will assist students in development of strategies for practice.

**SW6323. Clinical Interventions with Substance Abuse.** This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances.

**SW6343. Clinical Interventions with Children.** This course is designed to provide students with an opportunity to deepen their knowledge of advanced clinical social work practice with children in a variety of practice settings, e.g., child guidance, mental health, child welfare, corrections, and medical settings.

**New/Special Course Proposal-Bulletin Change Transmittal Form**

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

☒ **Graduate Council** - Send 1 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

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> SW 5812
<b>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).</b> Part-Time Foundation Field II
<b>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.</b> Internship & Lecture
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b> Graduate Listed Only
<b>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.)</b> Not Cross Listed
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> This second part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.
<b>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).</b> Graduate Social Work Student
<b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b> NA
<b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> Barbara F. Turnage; ASU; P. O. Box 2460; State University, AR 72467; <a href="mailto:btturnage@astate.edu">btturnage@astate.edu</a> ; 870-972-3596
<b>11. Proposed Starting Term/Year</b>

Fall 2009

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

Yes, this course is in support of the new MSW Program.

**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, this course will not affect another program.

**15. Justification should include:****A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).****Course Learning Objectives:** By the end of the year, students are expected to achieve the following objectives:

1. Master culturally competent skills while applying the values and ethics of the profession.
2. Assess client circumstances using agency criteria to determine eligibility for services.

**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 is the second field education/internship course for students completing the Part-time Regular (Foundation) MSW Program; this course is also mandated by our accrediting body the Council on Social Work Education (CSWE).

**C. Student population served.**

The population this course will serve will be Part Time Regular graduate Social Work students.

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

This course is designated as a graduate course as it prepares students to provide generalist services to individuals living in Northeast Arkansas.

**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.)**CLASS SCHEDULE AND READINGS****Weeks 1 & 2 Content Overview:**

1. Introduction
2. Orientation to course
3. Review syllabus and assignments

**Required readings:**

- Chapters 1 & 2
- NASW Code of Ethics

**Activities:** Group Discussion**Weeks 3 & 4 Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Required readings:** Chapter 4**Activities:** Presentations, Role Plays, and Group Discussion**Weeks 5 & 6 Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Required readings:** Chapter 7**Activities:** Presentation, Role Plays, and Group Discussion**Weeks 7 & 8 No Class Meeting**

1. Mid-term evaluations in the field
2. Students will meet with field supervisor and field liaison

**Weeks 9 & 10 Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Activities:** Presentation, Role Plays, and Group Discussion**Weeks 11 & 12 Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Activities:** Presentation, Role Plays, and Group Discussion**Week 13 Content Overview:**

1. Final class meeting
2. Complete evaluation of class
3. Discuss concerns of the students

**Activities:** Group Discussion**Week 14 Content Overview:**

1. Final semester evaluation
2. Student, agency field supervisor and field liaison

**Activities:** Complete evaluation and turn in all field forms: evaluation forms and time sheets.**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

The assignments for this course include an Integrative Paper, Weekly Field Logs, Field Seminar Presentation, Time Sheets, Values and Ethics Paper, and a Learning Contract.

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

No special features.

**19. Required reading**

The required text is the MSW Field Education Manual. Arkansas: Arkansas State University.

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

As this course is part of the new MSW Program, the additional faculty required will be hired for the Program and not solely for this course.

**21. What is the primary goal of this course?**

The primary goal of this course is for students to develop generalist social work practice skills.

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

- |   |   |
|---|---|
| <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:**

Students will develop rural-based generalist practice skills with micro, mezzo, and macro client systems.

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

The learning activities that will be used to help students become familiar with the rural-based generalist practice skills will be the completion of 133 internship contact hours, lecture, and course readings.

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

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through the integrative paper, weekly field logs, field seminar presentation, and the learning contract.

**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.

## **Course Descriptions**

### **Regular Program Courses**

**SW 5003. Human Behavior and the Social Environment I.** This course provides the student with a broad understanding of how individuals develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives.

**SW 5013. Human Behavior and the Social Environment II.** This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

**SW5023. Foundations of SW Practice I.** This course will introduce the student to social work practice with individuals. Social, psychological, economic, and biological stressors are considered as they impact on the individual's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.

**SW5043. Foundations of SW Practice II.** Focus of this course is on the theory and practice of social group work in clinical settings. Consideration is given to such issues as group dynamics, leadership, composition, direct and indirect intervention, the use of group activities under various conditions and different settings. Prerequisite SW5023.



**SW5053. Social Welfare Policy and Services.** The purpose of this course is to establish the subject area of social welfare policy as a central concern of social work. The goals of the course are to help students identify evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

**SW5063. Social Justice and Diversity.** Social workers have a responsibility to promote social justice and to strive to abolish injustice. This course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems.

**SW5803 Full-Time Foundation Field I.** This first full-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.

**SW5813 Full-Time Foundation Field II.** This second full-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: SW5803.

**SW5802 Part-Time Foundation Field I.** This first part-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.

**SW5812 Part-Time Foundation Field II.** This second part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisites: SW 5802.

**SW5822 Part-Time Foundation Field III.** This third part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisites: SW 5812.

### **Advanced Program Courses**

**SW6003. Psychosocial Pathology for Social Work Practice.** This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

**SW6013. Social Work Ethics.**

**SW6023. Social Work Evaluation and Research.** The focus of this course is empirical measurement; research and program designs; data analysis; ethical issues related to social work research; survey methods; and computer technologies in social work research. Students will learn to evaluate their practice. Prerequisite: Undergraduate research methods course.

**SW6033. Social Work Practice with Individuals.**

The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

**SW6043. Social Work Practice with Families.** This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

**SW6053. Social Work Practice with Groups.**

**SW6063. Social Welfare Policy Analysis**

**SW6073. Integrative Research Project.** This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

**SW6803 Full-Time Advanced Field I.** This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

**SW6913 Full-Time Advanced Field II.** This second full-time advanced field placement continues to focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6803.

**SW6801 Part-Time Advanced Field I.** This first part-time advanced field placement continues to focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

**SW6802 Part-Time Advanced Field II.** This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

**SW6811 Part-Time Advanced Field III.** This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

**SW6812 Part-Time Advanced Field IV.** This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

### **Elective Courses**

**SW5203. Introduction to Domestic Violence Theory and Intervention.** This course explores the psychological, social, and legal causes/ramifications of domestic violence (DV) from a micro, mezzo and macro perspectives focusing on educating the social work student to the theories and principles guiding DV service delivery and crisis response techniques. Prerequisite: Graduate student. On Demand.

**SW5213. Crisis Intervention.** This course examines the process of crisis and associated events and issues. The student should leave with basic knowledge, interviewing skills and counseling skills to work with individuals in the crisis process.

**SW5223. Rural Social Work Practice.** This course is designed to explore the unique aspects of social work practice in rural areas using an ecosystems perspective. The roles and functions of social workers will be addressed as well as the ethical dilemmas frequently encountered in rural practice. Special attention will be given to demographic and economic changes experienced in contemporary rural America. Policy issues affecting rural populations will also be addressed

**SW 5274. Practicum in Addiction Studies I.** One hundred and eighty hours of onsite supervision from supervisors with training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only.

**SW 5297. Practicum in Addiction Studies II.** Experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have a client caseload and demonstrate proficiency in outcome measurement and goal attainment. Prerequisite SW5274. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only

**SW5323. Substance Abuse: Intervention and Treatment.** This course is designed to

**SW5343. Child Abuse and Neglect.** This course is designed to

**SW5353. Mediation in Social Work.**

**SW5363. Social Work Practice in Schools.** The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The special contributions of a school social worker as a helping person to the pupils, the school staff, and the homes by various intervention methods.

**SW6203. Clinical Supervision.**

**SW 6313. Spirituality in Clinical Practice.** This course is designed to provide the social work practitioner with a background in spirituality as it relates to rural-based clinical social work practice. The course focuses on spirituality and will assist students in development of strategies for practice.

**SW6323. Clinical Interventions with Substance Abuse.** This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances.

**SW6343. Clinical Interventions with Children.** This course is designed to provide students with an opportunity to deepen their knowledge of advanced clinical social work practice with children in a variety of practice settings, e.g., child guidance, mental health, child welfare, corrections, and medical settings.

## New/Special Course Proposal-Bulletin Change Transmittal Form

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

☒ **Graduate Council** - Send 1 copy to mmcginis@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

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> SW 5813
<b>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).</b> Full-Time Foundation Field II
<b>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.</b> Internship & Lecture
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b> Graduate Listed Only
<b>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.)</b> Not Cross Listed
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> This second full-time foundation field placement continues to focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.
<b>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).</b> Graduate Social Work Student
<b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b> NA
<b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> Barbara F. Turnage; ASU; P. O. Box 2460; State University, AR 72467; <a href="mailto:btturnage@astate.edu">btturnage@astate.edu</a> ; 870-972-3596
<b>11. Proposed Starting Term/Year</b> Spring 2010

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

Yes, this course is in support of the new MSW Program.

**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, this course will not affect another program.

**15. Justification should include:**

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

**Course Learning Objectives:** By the end of the year, students are expected to achieve the following objectives:

1. Demonstrate independent generalist practice.
2. Analyze social policies and identify their impact on the issues involved.
3. Identify gaps in service delivery systems and the ability to advocate for client's unmet needs by recommending changes in programs, procedures, and policies.
4. Apply discretion and flexibility in using a variety of social work roles and methods from a variety of theoretical perspectives and evidence-based 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 is the second field education/internship course for students completing the Full-time Regular (Foundation) MSW Program; this course is also mandated by our accrediting body the Council on Social Work Education (CSWE).

C. **Student population served.**

The population this course will serve will be Full-time Regular (Foundation) graduate Social Work students.

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

This course is designated as a graduate course as it prepares students to provide generalist services to individuals living in Northeast Arkansas.

**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.)

**CLASS SCHEDULE AND READINGS**

**Week 1**

**Content Overview:**

1. Introduction
2. Orientation to course
3. Review syllabus and discussion of logs

**Required readings:** Review NASW Code of Ethics

**Activities:** Lecture, Group Discussion

**Week 2**

**Content Overview:**

1. Stress and Coping Strategies
2. Secondary Traumatic Stress
3. Self-Care of the professional helper

**Required readings:** Chapter 9

**Activities:** Lecture, Group Discussion

### **Week 3**

#### **Content Overview:**

1. Cover letter
2. Resume writing
3. Keeping resume current

**Required readings:** Supplemental materials offered by university placement office

#### **Activities:**

- Group Discussion
- Learning Contracts are due

### **Week 4**

#### **Content Overview:**

1. Review cover letters
2. Review resumes
3. Feedback to improve cover letters and resumes

**Required reading:** Chapter 11

**Activities:** Presentation of cover letters and resumes

### **Week 5**

#### **Content Overview:**

1. Discussion of field logs
2. Students share their experiences
3. Frustrations in practice and suggestions about how to appropriately deal with frustrations

**Activities:** Group Discussion

### **Week 6**

#### **Content Overview:**

1. Discussion of agency policies
2. Discuss how policies impact clients
3. Discuss strategies for employees to bring about policy changes

**Activities:** Group Discussion and sharing of materials from Field Placement

### **Week 7**

#### **Content Overview:**

1. Discussion of generalist intervention model related to the field practicum
2. Discussion of the Strengths Perspective and how it related to the field practicum
3. Students will share examples from their field placements

**Activities:** Presentation and Discussion

### **Week 8**

#### **No Class Meeting**

1. Mid-term evaluations in the field
2. Students will meet with field supervisor and field liaison

### **Week 9**

#### **Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Activities:** Presentations, Role Plays, and Group Discussion

#### **Week 10**

##### **Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Activities:** Presentation, Role Plays, and Group Discussion

#### **Week 11**

##### **Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Activities:** Presentation, Role Plays, and Group Discussion

#### **Week 12**

##### **Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Activities:** Presentation, Role Plays, and Group Discussion

#### **Week 13**

##### **Content Overview:**

1. Final class meeting
2. Complete evaluation of class
3. Discuss concerns of the students

**Activities:** Group Discussion

#### **Week 14**

##### **Content Overview:**

1. Final semester evaluation
2. Student, agency field supervisor and field liaison

**Activities:** Complete evaluation and turn in all field forms: evaluation forms and time sheets.

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

The assignments for this course include an Integrative Paper, Weekly Field Logs, Field Seminar Presentation, Time Sheets, Resume, Agency Paper, Values and Ethics Paper, and a Learning Contract.

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

No special features.

##### **19. Required reading**

The required text is the MSW Field Education Manual. Arkansas: Arkansas State University.

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

As this course is part of the new MSW Program, the additional faculty required will be hired for the Program and not solely for this course.

##### **21. What is the primary goal of this course?**

The primary goal of this course is for students to develop generalist social work practice skills.

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



- |   |   |
|---|---|
| <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:**

Students will develop rural-based generalist practice skills with micro, mezzo, and macro client systems.

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

The learning activities that will be used to help students become familiar with the rural-based generalist practice skills will be the completion of 200 internship contact hours, lecture, and course readings.

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

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through the integrative paper, weekly field logs, field seminar presentation, and the learning contract.

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

## Course Descriptions

### Regular Program Courses

**SW 5003. Human Behavior and the Social Environment I.** This course provides the student with a broad understanding of how individuals develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives.

**SW 5013. Human Behavior and the Social Environment II.** This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

**SW5023. Foundations of SW Practice I.** This course will introduce the student to social work practice with individuals. Social, psychological, economic, and biological stressors are considered as they impact on the

individual's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.

**SW5043. Foundations of SW Practice II.** Focus of this course is on the theory and practice of social group work in clinical settings. Consideration is given to such issues as group dynamics, leadership, composition, direct and indirect intervention, the use of group activities under various conditions and different settings. Prerequisite SW5023.

**SW5053. Social Welfare Policy and Services.** The purpose of this course is to establish the subject area of social welfare policy as a central concern of social work. The goals of the course are to help students identify evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

**SW5063. Social Justice and Diversity.** Social workers have a responsibility to promote social justice and to strive to abolish injustice. This course identifies and explores historical, theoretical, and ideological perspectives on social change issues. Social change is studied by analyzing the community at the local, national, and international levels and by exploring strategies for change at each level. Emphasis is placed on racism, sexism, and classism and the social movements to alleviate these problems.

**SW5803 Full-Time Foundation Field I.** This first full-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.

**SW5813 Full-Time Foundation Field II.** This second full-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: SW5803.

**SW5802 Part-Time Foundation Field I.** This first part-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.

**SW5812 Part-Time Foundation Field II.** This second part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisites: SW 5802.

**SW5813 Part-Time Foundation Field III.** This third part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisites: SW 5812.

## **Advanced Program Courses**

**SW6003. Psychosocial Pathology for Social Work Practice.** This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

**SW6013. Social Work Ethics.**

**SW6023. Social Work Evaluation and Research.** The focus of this course is empirical measurement; research and program designs; data analysis; ethical issues related to social work research; survey methods; and computer technologies in social work research. Students will learn to evaluate their practice. Prerequisite: Undergraduate research methods course.

**SW6033. Social Work Practice with Individuals.**

The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

**SW6043. Social Work Practice with Families.** This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

**SW6053. Social Work Practice with Groups.**

**SW6063. Social Welfare Policy Analysis**

**SW6073. Integrative Research Project.** This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

**SW6803 Full-Time Advanced Field I.** This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

**SW6913 Full-Time Advanced Field II.** This second full-time advanced field placement continues to focuses on the development of rural-based clinical practice knowledge and skills. Placements in the clinical

curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6803.

**SW6801 Part-Time Advanced Field I.** This first part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

**SW6802 Part-Time Advanced Field II.** This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

**SW6811 Part-Time Advanced Field III.** This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

**SW6812 Part-Time Advanced Field IV.** This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

### **Elective Courses**

**SW5203. Introduction to Domestic Violence Theory and Intervention.** This course explores the psychological, social, and legal causes/ramifications of domestic violence (DV) from a micro, mezzo and macro perspectives focusing on educating the social work student to the theories and principles guiding DV service delivery and crisis response techniques. Prerequisite: Graduate student. On Demand.

**SW5213. Crisis Intervention.** This course examines the process of crisis and associated events and issues. The student should leave with basic knowledge, interviewing skills and counseling skills to work with individuals in the crisis process.

**SW5223. Rural Social Work Practice.** This course is designed to explore the unique aspects of social work practice in rural areas using an ecosystems perspective. The roles and functions of social workers will be addressed as well as the ethical dilemmas frequently encountered in rural practice. Special attention will be given to demographic and economic changes experienced in contemporary rural America. Policy issues affecting rural populations will also be addressed

**SW 5274. Practicum in Addiction Studies I.** One hundred and eighty hours of onsite supervision from supervisors with training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only.

**SW 5297. Practicum in Addiction Studies II.** Experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have a client caseload and demonstrate proficiency in outcome measurement and goal attainment. Prerequisite SW5274. This Practicum is for non-social work students seeking the Graduate Addictions Certificate only

**SW5323. Substance Abuse: Intervention and Treatment.** This course is designed to

**SW5343. Child Abuse and Neglect.** This course is designed to

**SW5353. Mediation in Social Work.**

**SW5363. Social Work Practice in Schools.** The role of the social worker in elementary and secondary schools and the necessary adaptations to the changes taking place in the educational scene are examined and evaluated. Problem-solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The special contributions of a school social worker as a helping person to the pupils, the school staff, and the homes by various intervention methods.

**SW6203. Clinical Supervision.**

**SW 6313. Spirituality in Clinical Practice.** This course is designed to provide the social work practitioner with a background in spirituality as it relates to rural-based clinical social work practice. The course focuses on spirituality and will assist students in development of strategies for practice.

**SW6323. Clinical Interventions with Substance Abuse.** This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances.

**SW6343. Clinical Interventions with Children.** This course is designed to provide students with an opportunity to deepen their knowledge of advanced clinical social work practice with children in a variety of practice settings, e.g., child guidance, mental health, child welfare, corrections, and medical settings.

## New/Special Course Proposal-Bulletin Change Transmittal Form

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

**x Graduate Council** - Send 1 copy to mmcginnis@astate.edu

**x 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

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> SW 5822
<b>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).</b> Part-Time Foundation Field III
<b>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.</b> Internship & Lecture
<b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> Standard Letter
<b>5. Is this course dual listed (undergraduate/graduate)?</b> Graduate Listed Only
<b>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.)</b> Not Cross Listed
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> This third part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.
<b>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).</b> Graduate Social Work Student
<b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b> NA
<b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> Barbara F. Turnage; ASU; P. O. Box 2460; State University, AR 72467; <a href="mailto:btturnage@astate.edu">btturnage@astate.edu</a> ; 870-972-3596
<b>11. Proposed Starting Term/Year</b>

Spring 2010

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

Yes, this course is in support of the new MSW Program.

**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, this course will not affect another program.

**15. Justification should include:****A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).****Course Learning Objectives:** By the end of the year, students are expected to achieve the following objectives:

1. Demonstrate independent generalist practice.
2. Analyze social policies and identify their impact on the issues involved.
3. Identify gaps in service delivery systems and the ability to advocate for client's unmet needs by recommending changes in programs, procedures, and policies.
4. Apply discretion and flexibility in using a variety of social work roles and methods from a variety of theoretical perspectives and evidence-based 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 is the second field education/internship course for students completing the Full-time Regular (Foundation) MSW Program; this course is also mandated by our accrediting body the Council on Social Work Education.

**C. Student population served.**

The population this course will serve will be Part-time Regular (Foundation) graduate Social Work students.

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

This course is designated as a graduate course as it prepares students to provide generalist services to individuals living in Northeast Arkansas.

**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.)**CLASS SCHEDULE AND READINGS****Week 1****Content Overview:**

1. Introduction
2. Orientation to course
3. Review syllabus and discussion of logs

**Required readings:** Review NASW Code of Ethics**Activities:** Lecture, Group Discussion**Week 2****Content Overview:**

1. Stress and Coping Strategies
2. Secondary Traumatic Stress
3. Self-Care of the professional helper

**Required readings:** Chapter 9**Activities:** Lecture, Group Discussion

### **Week 3**

#### **Content Overview:**

1. Cover letter
2. Resume writing
3. Keeping resume current

**Required readings:** Supplemental materials offered by university placement office

#### **Activities:**

- Group Discussion
- Learning Contracts are due

### **Week 4**

#### **Content Overview:**

1. Review cover letters
2. Review resumes
3. Feedback to improve cover letters and resumes

**Required reading:** Chapter 11

**Activities:** Presentation of cover letters and resumes

### **Week 5**

#### **Content Overview:**

1. Discussion of field logs
2. Students share their experiences
3. Frustrations in practice and suggestions about how to appropriately deal with frustrations

**Activities:** Group Discussion

### **Week 6**

#### **Content Overview:**

1. Discussion of agency policies
2. Discuss how policies impact clients
3. Discuss strategies for employees to bring about policy changes

**Activities:** Group Discussion and sharing of materials from Field Placement

### **Week 7**

#### **Content Overview:**

1. Discussion of generalist intervention model related to the field practicum
2. Discussion of the Strengths Perspective and how it related to the field practicum
3. Students will share examples from their field placements

**Activities:** Presentation and Discussion

### **Week 8**

#### **No Class Meeting**

1. Mid-term evaluations in the field
2. Students will meet with field supervisor and field liaison

### **Week 9**

#### **Content Overview:**



1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Activities:** Presentations, Role Plays, and Group Discussion

#### **Week 10**

##### **Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Activities:** Presentation, Role Plays, and Group Discussion

#### **Week 11**

##### **Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Activities:** Presentation, Role Plays, and Group Discussion

#### **Week 12**

##### **Content Overview:**

1. Students will discuss their Integrative Paper
2. Through role play students will demonstrate two skills they have mastered
3. Discussion

**Activities:** Presentation, Role Plays, and Group Discussion

#### **Week 13**

##### **Content Overview:**

1. Final class meeting
2. Complete evaluation of class
3. Discuss concerns of the students

**Activities:** Group Discussion

#### **Week 14**

##### **Content Overview:**

1. Final semester evaluation
2. Student, agency field supervisor and field liaison

**Activities:** Complete evaluation and turn in all field forms: evaluation forms and time sheets.

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

The assignments for this course include an Integrative Paper, Weekly Field Logs, Field Seminar Presentation, Time Sheets, Resume, Agency Paper, and a Learning Contract.

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

No special features.

##### **19. Required reading**

The required text is the MSW Field Education Manual. Arkansas: Arkansas State University.

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

As this course is part of the new MSW Program, the additional faculty required will be hired for the Program and not solely for this course.

##### **21. What is the primary goal of this course?**

The primary goal of this course is for students to develop generalist social work practice skills.

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

- |   |   |
|---|---|
| <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:**

Students will develop rural-based generalist practice skills with micro, mezzo, and macro client systems.

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

The learning activities that will be used to help students become familiar with the rural-based generalist practice skills will be the completion of 133 internship contact hours, lecture, and course readings.

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

The assessment tools for this learning outcome are the course assignments. In particular, students will demonstrate their learning through the integrative paper, weekly field logs, field seminar presentation, and the learning contract.

**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.
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## Course Descriptions

### Regular Program Courses

**SW 5003. Human Behavior and the Social Environment I.** This course provides the student with a broad understanding of how individuals develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives.

**SW 5013. Human Behavior and the Social Environment II.** This course examines individual growth from a macro perspective. Examined is how families, groups, organizations, communities' and diversity impact individual develop from birth to older age from psychological, psychiatric, sociological, social psychological and human diversity perspectives. Prerequisite SW5003.

**SW5023. Foundations of SW Practice I.** This course will introduce the student to social work practice with individuals. Social, psychological, economic, and biological stressors are considered as they impact on the

individual's efforts to grow and survive. The developmental approaches are the major orientations presented, augmented by various intervention modalities.

**SW5043. Foundations of SW Practice II.** Focus of this course is on the theory and practice of social group work in clinical settings. Consideration is given to such issues as group dynamics, leadership, composition, direct and indirect intervention, the use of group activities under various conditions and different settings. Prerequisite SW5023.

**SW5053. Social Welfare Policy and Services.** The purpose of this course is to establish the subject area of social welfare policy as a central concern of social work. The goals of the course are to help students identify evolving socio-cultural and economic bases of social welfare in America, to gain understanding of particular social policy areas pertinent to rural communities, and to learn to approach the study of social welfare policy within the context of analytic frameworks.

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**SW5813 Full-Time Foundation Field II.** This second full-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisite: SW5803.

**SW5802 Part-Time Foundation Field I.** This first part-time foundation field placement focuses on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills.

**SW5812 Part-Time Foundation Field II.** This second part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisites: SW 5802.

**SW5822 Part-Time Foundation Field III.** This third part-time foundation field placement continues to focus on the development of rural-based generalist practice knowledge and skills. Placements in the foundation curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop generalist practice skills. Prerequisites: SW 5812.

## **Advanced Program Courses**

**SW6003. Psychosocial Pathology for Social Work Practice.** This course provides knowledge of psychopathology as an aspect of human behavior and cultural labeling. Primary focus is the interaction between physiological, developmental, emotional, biological, and social aspects of adult and child psychopathology. General implications for social work intervention, ethical and value issues, and relevant research will be discussed.

**SW6013. Social Work Ethics.**

**SW6023. Social Work Evaluation and Research.** The focus of this course is empirical measurement; research and program designs; data analysis; ethical issues related to social work research; survey methods; and computer technologies in social work research. Students will learn to evaluate their practice. Prerequisite: Undergraduate research methods course.

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The purpose of this course is to provide a conceptual framework for understanding, analyzing, and implementing social work practice with individuals, families, and groups from various theoretical perspectives within a "systems" frame of reference. The ultimate goal is for students to initiate the development of a practice model that is logically sound and consistent with their convictions and style and congruent with professional social work values. This course also focuses on the concrete relationship building and maintenance skills and knowledge necessary for working with diverse human systems. Such diversity should include gender, race, religion, sexual orientations, age, physical capabilities, socioeconomic status, and political orientations. Prerequisite: Admission to the Advanced Standing Program.

**SW6043. Social Work Practice with Families.** This course provides students with knowledge and skills in clinical social work practice with families. Family systems theory and principles and techniques of structural family therapy are the central foci of the course. Concepts from communications theory and related interventions are also covered. Aspects of human diversity are discussed in relation to their impact on family functioning.

**SW6053. Social Work Practice with Groups.**

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**SW6073. Integrative Research Project.** This course provides students with an experience in the conceptualization of a research problem, the design of a methodology, the collection and analysis of data, and the development of an intervention. The project is carried out by a group of students led by a faculty member. The course is designed to further the development of research and practice competence and to integrate learning from foundation and other courses.

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**SW6801 Part-Time Advanced Field I.** This first part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills.

**SW6802 Part-Time Advanced Field II.** This second part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6801.

**SW6811 Part-Time Advanced Field III.** This third part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6802.

**SW6812 Part-Time Advanced Field IV.** This fourth part-time advanced field placement continues to focus on the development of rural-based clinical practice knowledge and skills. Placements in the clinical curriculum are designed to provide students with opportunities to integrate and enhance social work values, ethics, and develop clinical practice skills. Prerequisites: SW 6811

### **Elective Courses**

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