

Graduate Council Minutes

December 6, 2010 @ 3:30 pm

Present: Drs. Sustich, Schmidt, Armah (Humphrey), Traylor, Owen, Miao,  
Zeng, Christenberry, Buchanan, Jones, Risch and Ms. Finch

1. New Courses

HORT 4233/5233 Commercial Vegetable Production **APPROVED**

SW 6073 Integrative Research Project **APPROVED**

CS 5933 Multicore Architecture & Programming **APPROVED**

ELCI 5403 Facilitating Instruction Through Collaborative Partnerships... **APPROVED**

ELCI 5313 Coaching Assessment of Student Learning **APPROVED**

2. Course Deletion

CD 5093 Neurological Bases in Human Communication **APPROVED**

3. Bulletin Changes

Name change from CD 5254 Introduction to Neurogenic Disorders to CD Neurological  
Bases and Disorders in Human Communication **APPROVED**

Identify courses that may be used to substitute for the Instructional Facilitator track of  
the MSE in Curriculum & Instruction **APPROVED**

Substituting courses in the reading area for the MAT program **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 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
		Professional Education Head of Unit (If applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<p><b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> HORT 4233/5233</p>
<p><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> Commercial Vegetable Production (Commercial Vegetable Prod)</p>
<p><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 only</p>
<p><b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b> Standard Grade</p>
<p><b>5. Is this course dual listed (undergraduate/graduate)?</b> Yes</p>
<p><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</p>
<p><b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> Origin, nutritive value, botany and cultural production practices of major vegetable crops, emphasizing sustainable practices, soil management, IPM for insects, diseases and weed, with discussion of organic practices and economics of wholesale farmers' markets.</p>
<p><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></p>
<p><b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b></p>
<p><b>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</b> J. Kim Pittcock, Arkansas State University, College of Agri and Tech, PO BOX 1080, State Univ., AR 72467</p>

11. **Proposed Starting Term/Year**  
Spring 2011

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

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

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

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

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

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

No

15. **Justification should include:**

A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).** This course will provide specific instruction on a specialized area of production within Horticulture and can be used as an elective within several emphasis areas (Agronomy, Environmental Horticulture, Agriculture Science, Agricultural Education Teaching, and Farm Management). Vegetable production for farmers' markets and the local areas are a new and expanding area of production. Currently, there is no course that provides our students with the training and understanding of the environmental and cultural factors affecting vegetable production, as well as the economics of the commercial vegetable industry. Students will learn to appreciate the scope and economics of the commercial vegetable industry, study environmental factors and cultural practices that affect crop growth, and understand the uses and nutritional benefits of eating vegetables.

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 College of Agriculture and Technology is to prepare students with holistic understanding in all aspects of the agricultural industry including the production and economics of commercial vegetable industry. A course in commercial vegetable production would support this aspect of the mission and enable our students to understand the environmental and economic factors and cultural practices that affect the production, economics and marketing of commercial vegetables.

C. **Student population served.** Students within the Plant Science and Agricultural Studies majors will be the primary population served. Additional majors in the College of Agriculture and Technology may also take this course.

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

The scope and depth of the class encompasses extensive studies in commercial field production, sustainable production and organic production for both the wholesale market and farmers' markets. This course is rigorous with additional requirements (presentation and term paper) and will require students to function at a higher level in the cognitive domain (analysis and synthesis). Graduate students will be required to make two (2) presentations and write two (2) term papers on selected topics related to the 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.)

Course Outline:

Week 1	Vegetable Industry and Statistics, Vegetable classifications
Week 2	Plant Growth and Development, Breeding and Improvement
Week 3	Conventional Field Production; Sustainable Vegetable Production
Week 4	Organic Vegetable Production
Week 5	Sweet corn, Lettuce, Onion, Garlic (Exam 1)
Week 6	Cucurbitaceae Vegetables
Week 7	Solanaceous Vegetables
Week 8	Brassicaceae Vegetables
Week 9	Perennial crops (Asparagus) Heirloom Vegetables and Misc. Vegetables (Exam 2)
Week 10	Soils and Fertilization
Week 11	Irrigation and Mulches; Plasticulture
Week 12	Insect, Disease and Weed Control (IPM); Organic Control
Week 13	Harvesting, Cooling and Storage of Vegetables

## Week 14 Vegetable Marketing (Exam 3)

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

<b>Grading Policy:</b>	Exam 3	50%		
	Final Exam	10%	Comprehensive	
	Presentation	20%	1 undergrad	2 graduate
	Term paper	20%	1 undergrad	2 graduate

Undergraduate grading scale is 100-90 (A), 89-80 (B), 79-70 (C), 69-60 (D) and below 60 (F). Graduate students grading scale is 100-93 (A), 92-85 (B), 84-77 (C), 76-69 (D) and below 69 (F).

**Presentation:** 10 minute PowerPoint presentation that reviews a problem or current trend (such an innovative horticultural practice) in the vegetable industry. Review articles in **American Vegetable Grower**, **HortScience**, **The Journal of Horticultural Science & Biotechnology** or **HortIdeas** for possible topics. Presentations will begin on the 3<sup>rd</sup> week of the semester. Topics must be approved by instructor. A student's presentation grade will be determined by an average of peer evaluation of the presentation and the instructor's evaluation. Undergraduates will give one presentation; graduate students are required to make two presentations.

**Term paper:** One minor vegetable crop will be chosen for each student's term paper. Examples of topics that need to be included are: crop statistics, biology, climate requirements, soil and fertilizer requirements, origin, morphology, crop culture (planting, harvest times, IPM), harvest stages, postharvest requirements, marketing issues. A minimum of 4 pages is required with 1 referred journal article and 2 other sources utilized.

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

The class will have site visits to local production area and guest lecturers (local growers) will be participating in classroom instruction.

**19. Required reading****Textbooks:**

Required- **Producing Vegetable Crops**, John M. Swiader and George W. Ware, 5<sup>th</sup> Edition, 2002, Interstate Publishers

Optional – **Knott's Handbook for Vegetable Growers**, Donald N. Maynard and George J. Hochmuth, 5<sup>th</sup> Edition, 2007

**Vegetable Growers's Handbook**, edited by Joe Masabni, Frank Dainello and Sam Cotner, published by Texas AgriLife Extension Service, Texas A&M University

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

No additional staffing or classroom resources will be needed.

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

Who successfully complete this course will be competent in the following skills:

Students will gain an understanding of the importance of major vegetable crops and their production. It is expected that the students will be able to apply the principles and practices in the range of future activities, from home gardening to commercial vegetable growing.

**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 Outcomes #1:**

The student will be able to discuss the basic principles and practices of growing vegetable crops.

**Learning Activity #1:**

Classroom lectures, readings, discussions, presentations term projects and exams.

**Assessment Tool #1:**

Pretest and Post tests will be administered. Students will prepare informative presentations and term papers.

**Primary Outcomes #2:**

Student will be able to discuss the basic marketing activities and operations of the vegetable wholesale and farmers' markets.

**Learning Activity #2:**

Classroom lectures, readings, discussions, presentations, tests and term projects on operations of vegetable markets

**Assessment Tool #2:**

Examination and tests will be administered. Students will write a term paper on the topic with references.

**Primary Outcomes #3:**

The student will be able to discuss the practical operations of the vegetable industry – i.e. harvesting, cooling, storage and transportation of various types of vegetables in the industry.

**Learning Activity #3:**

Classroom lectures, readings, discussions, presentations, tests and term projects on operations of the commercial industry as they relate to harvesting, cooling, storage and transportation of various types of vegetables.

**Assessment Tool #3:**

Pre – and post tests will be administered. Students will write a term paper on the topic with references and make a class presentation

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3. This will take you to a list of the bulletins by year, please open the most current bulletin.
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**Horticulture**

**HORT 5233 Commercial Vegetable Production.** Origin, nutritive value, botany and cultural production practices of major vegetable crops, emphasizing sustainable practices, soil management, IPM for insects, diseases and weed, with discussion of organic practices and economics of wholesale farmers' markets.

**HORT 5253 Greenhouse Management** Construction, operational practices, and general management of greenhouses and associated structures. Lecture two hours, laboratory two hours per week. Prerequisite: HORT 2253.

**HORT 5273 Nursery Management** Principles and practices involved in the production, management, and marketing of field-grown and container-grown nursery plants. Lecture two hours, laboratory two hours per week. Prerequisite: HORT 2253.

**HORT 5323 Plant Propagation** Principles, practices, and methods employed in the propagation of plants, emphasizing anatomical features and physiological principles involved in sexual and asexual propagation. Lecture two hours, laboratory two hours per week. Prerequisite: HORT 2253.

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

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

**Plant and Soil Science**

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

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

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

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

<b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b> SW 6073
<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> Integrative Research Project
<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>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> NO
<b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b> The purpose of the course is for graduate social work students to critically analyze and demonstrate the ability to integrate knowledge and proficiency within the broad philosophical base of social work practice.
<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> Spring
<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:burnage@astate.edu">burnage@astate.edu</a> ; 870-972-3596
<b>11. Proposed Starting Term/Year</b> Spring 2011
<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?

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 semester, students are expected to achieve the following objectives:

1. Integrate empirical and philosophical knowledge within the profession through the study and examination of a rural -based clinical practice issue.
2. Identify and analyze the interplay of policy, theory, practice, research and values in professional social work through the self-selected research project.
3. Apply the research process and design in the completion of a research project that will influence the clinical practice of social work, including the selection and application of an appropriate form of statistical analysis and the use of a computerized data analysis system (e.g., SPSS) as needed in the project.
4. Integrate a generalist perspective and diversity contents such as ethnicity, gender, sexual orientation, disability, and social justice issues.

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.**

Through this course, students integrate the knowledge, skills, and values they have learned through a student-selected research project on a selected rural-based clinical practice issue. 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 Advanced Standing graduate Social Work students.

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

The purpose of the course is for graduate social work students to critically analyze and demonstrate the ability to integrate knowledge and proficiency within the broad philosophical base of social work practice.

**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:**

Course Overview: Introduction and Integrative Seminar

**Unit Learning Objectives:** Upon completion of this unit, the student will be able to:

1. Understand course learning objectives, outcomes, and requirements, especially the importance of integrating the philosophical and empirical knowledge within the profession through the study of an issue related to community-based clinical social work practice.
2. Recognize the relationship between stress, social support, problem selection, problem definition and economic and social justice.
3. Recognize the interplay of policy, theory, practice, and research in a clinical social work problem in preventive, developmental, supportive and remedial practice.
4. Develop a well-integrated problem statement.
5. Formulate research question(s).
6. Review the standards and procedures for ensuring respect and protection for human subjects that participate in the research protocol
7. Develop a two-page research proposal.

Readings:

Rubin and Babbie, Ch. 1-3

**Week 2:**

Course Overview: Integrative Seminar and Lecture

**Unit Learning Objectives:** Upon completion of this unit, the student should be able to:

1. Conduct a search of relevant literature, including policy, theory, practice interventions, and research findings as well as the impact on population at risk (poor, women, ethnic minorities, gays/lesbians, and disabled).
2. Understand the special demands of studies focusing exclusively on the review and analysis of current research (i.e., substantive papers).
3. Select a research design appropriate for student project.
4. Identify variables related to social stress, support, and social functioning.

Readings:

Rubin & Babbie, Ch. 4, 10, 11, 12, 13, 18

Activities:

Two-page research proposal due to the Instructor at Beginning of Class

**Week 3:**

Course Overview: Lecture and Discussion

**Unit Learning Objectives:** Upon completion of this unit, the student should be able to:

1. Define, operationalize and measure key variables/concepts.
2. Recognize the cultural relativity of theory, operationalization and measurement of variables.
3. Develop the data collection instrument.
4. Identify the sampling plan

Readings:

Rubin & Babbie, Ch. 5-8

**Week 4:**

Course Overview: **Lecture and Progress Review**

**Unit Learning Objectives**

1. Discuss the philosophical and historical underpinnings of professional social work, including empowerment and shared responsibility.
2. Articulate the fit between these underpinnings and the NASW Code of Ethics in the research process.
3. Identify method for protecting human subjects and confidentiality.
4. Review and discuss project progress.
5. Submit progress report; get feedback and direction.
6. Conduct integrative exercise in class.

Readings:

NASW Code of Ethics

**Week 5:**

Course Overview: **Integrative Seminar**

**Unit Learning Objectives:** Upon completion of this unit, the student should be able to:

1. Based on review of relevant literature, discuss the interplay of policy, theory, practice, and research knowledge on the research question and on client populations served by the profession.
2. Articulate the impact of the research problem on special population groups and on economic and social justice.
3. Discuss philosophical issues for professional social workers involved in the research problem under consideration.
4. Review questionnaire construction.
5. Conduct integrative exercise.

Activities:

Progress Report Due, including a brief 2-page summary of research problem, research question(s), methodology, variables, sampling, data collection plan and instrument(s), timetable) due to the instructor at the beginning of class.

**Week 6:**

Course Overview: **Lecture and Discussion Statistics I**

**Unit Learning Objectives:** Upon completion of this unit, the student should be able to:

1. Select appropriate statistical techniques for data analysis.
2. Develop a plan for processing statistical data.

Readings:

Rubin & Babbie, Ch. 15-17

**Week 7:**

Course Overview: **Lecture and Statistics II**

**Unit Learning Objectives:** Upon completion of this unit, the student should be able to:

1. Use a computer-based data analysis system to process and manipulate study data.
2. Develop SPSS (or other) codebook.
3. Write computer program for data.

Readings:

1. Rubin & Babbie, Ch. 14
2. SPSS, Inc. User's Guide Norvsis
3. SPSS Introductory Statistics Guide

**Week 8:**

Course Overview: **INTEGRATIVE SEMINAR**

**Unit Learning Objectives:** Upon completion of this unit, the student should be able to:

1. Define the social function and moral purpose of social work.
2. Analyze the problem of competing moral values.
3. Discuss preliminary research findings in relation to the philosophical underpinning of professional social work.
4. Discuss the relevance of protecting human rights in research

Reading:

NASW Code of Ethics

**Week 9:**

Course Overview: **Integrative Seminar**

**Unit Learning Objectives:** By the end of this unit, the student should be able to:

1. Understand the essential components of this discussion and implications section of the research report.

2. Begin to articulate the interplay of policy, theory, practice, and social work values as they relate to this section of the research report.
3. Begin to assess the relevance of the findings to special populations.
4. Understand the essential components of the final section of the report pertaining to the summary of findings and implications, limitations of the research, policy and practice recommendations, and future directions for theoretical or applied research, especially as they pertain to client social well being, social functioning, and social justice.

**Weeks 10 & 11:**

Course Overview: **Individual Consultations**

Week 12: Spring Break

**Week 13:**

Course Overview: **Progress Review and Course Evaluation**

**Unit Learning Objectives:** Upon completion of this unit, the student should be able to

1. Evaluate the course: goals, objectives, outcomes, and instruction.
2. Offer specific recommendations to strengthen the course and improve outcomes.

**Weeks 14 & 15:**

Course Overview: **FINAL INTEGRATIVE RESEARCH PROJECT REPORT**

Activities:

Oral Presentation

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

The assignments for this course include a 10 to 15 page Research Project.

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

Classroom that has a Computer Lab with SPSS.

**19. Required reading**

The required text is Rubin, A., & Babbie, E. (2008). *Research methods for social work*, (6<sup>th</sup> ed.), Belmont, CA: Wadsworth Publishing Co.

**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 purpose of the course is for graduate social work students to critically analyze and demonstrate the ability to integrate knowledge and proficiency within the broad philosophical base of social work practice.

**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 learn how to critically evaluate research studies of relevance to social work and make decisions about application to rural -based clinical practice.

**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 learn how to critically evaluate research studies of relevance to social work will be the completion of the 10-15 page research project.

**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, 80% of the students will demonstrate their learning through obtaining a grade of "B" or better on the integrative research project.

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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.

**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. Prerequisite: Graduate Social Work Student.

**SW6013. Social Work Ethics.** This course will review the ethical dimensions of the mission of the profession of social work. The purpose of this course is to enable students to become sensitive and responsive to ethical issues and dilemmas at all levels of social work practice. Prerequisite: Graduate Social Work Student.

**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. Prerequisite: Graduate Social Work Student.

**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: Graduate Social Work Student.

**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. Prerequisite: Graduate Social Work Student.

**SW6053. Social Work Practice with Groups.** This course focuses on the theory and practice of rural-based clinical social work practice with groups. Students will master an understanding of group work theories, interventions and techniques applied to persons with a range of issues. Prerequisite: Graduate Social Work Student.

**SW6063. Social Welfare Policy Analysis.** This graduate course builds on SW5053 (Social Welfare Policy and Services I) and/or SW4303 (Social Welfare Policy) and focuses on the use of various conceptual frameworks in studying and analyzing current social policy issues. Prerequisite: Graduate Social Work Student.

**SW6073. Integrative Research Project.** The purpose of the course is for graduate social work students to critically analyze and demonstrate the ability to integrate knowledge and proficiency within the broad philosophical base of social work practice. 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. Prerequisite: Graduate Social Work Student.

**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. Prerequisite: Graduate Social Work Student.

**SW6913 Full-Time Advanced Field II.** This second full-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 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. Prerequisite: Graduate Social Work Student.

**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

**SW5233. International Social Work.** The course examines the effects of globalization on human needs. Special attention is given to linkage between human rights, social justice, and social work. The course explores specific problems such as HIV, street children and domestic violence in developing countries.

**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** - 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
		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> CS 5933
<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> Multicore Architecture & Programming
<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 only
<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> Yes
<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> Survey of latest CPU and GPU architectures and programming paradigms.
<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> Prerequisites: CS 3233 Operating Systems and CS 3223 Computer Organization; not restricted to a major.
<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> H. C. Su, Ph. D., ASU Computer Science, suh@astate.edu, 870.680.8119
<b>11. Proposed Starting Term/Year</b>

Spring, 2011
<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?</b> No.  <b>b. If yes, what course?</b>  <b>c. Has this course number been used in the past?</b> No.
<b>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</b>
<b>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.</b>  No.
<b>15. Justification should include:</b> <b>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</b>  Students will learn the latest technology and skills in a modern computer science topic. Students will be ready for their careers (further education or jobs). Up to this month, 362 universities (worldwide) are teaching these topics; ASU will be the first one in Arkansas. Students completing this course can be expected to be competent in parallel programming and modern computer architecture.  <b>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.</b>  Industry expectations and needs are met by this course. Computer Science is a field which demands constant adaptation to new technologies, architectures, and paradigms.  <b>C. Student population served.</b>  Undergraduate and graduate Computer Science students will make up the population served by the course.  <b>D. Rationale for the level of the course (lower, upper, or graduate).</b>  The course is set at the 4000/5000 level because the amount of prior exposure needed is significant but still accessible by undergraduates; both undergraduate and graduate students will benefit from exposure to this topic.
<b>16. Outline</b> (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 latest trends in computer architecture Week 2: GPU introduction Week 3: GPU many-core architecture Week 4: primitives in CUDA programming Week 5: memory models in CUDA programming Week 6: optimization in CUDA programming Week 7: more on optimization in CUDA programming Week 8: examples using CUDA programming Week 9: introduction to OpenCL Week 10: advanced OpenCL and examples Week 11: CPU multi-core architecture Week 12: Pthread Week 13: introduction to OpenMP Week 14: advanced OpenMP and examples
<b>17. Course requirements</b> (e.g. research papers, projects, interviews, tests, etc.)  Programming projects will be assigned on a regular basis to exercise skills learned. Tests will be used to assess comprehension.
<b>18. Special features</b> (e.g. labs, exhibits, site visitations, etc.)  N/A
<b>19. Required reading</b>  Since the subject matter deals with cutting-edge technologies, the latest research publications in the field will be used in lieu of a textbook.
<b>20. Department staffing and classroom/lab resources</b> (Will this require additional faculty, supplies, etc.?)  No additional faculty and supplies are required.
<b>21. What is the primary goal of this course?</b>  Parallel programming is more and more frequently encountered in industry and this course serves to make ASU's students competitive for work in these settings.
<b>22. If this proposal is for a general education course, please check the primary goal this course addresses:</b>

- |   |   |
|---|---|
| <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:** Familiarity and basic competence in parallel programming techniques.

**Learning Activity:** In-class examples, programming assignments

**Assessment Tool:** In-class presentations, exams, submitted homeworks

**Primary Goal Outcome #2:** Ability to identify latest trends, particularly with respect to merging of CPUs and GPUs.

**Learning Activity:** Lectures, presentations, homework

**Assessment Tool:** Programming assignment, homework, course projects

**Primary Goal Outcome #3:** Provide students with enough programming skills for new job opportunities

**Learning Activity:** Programming assignments

**Assessment Tool:** Tests on our GPU cluster (newly purchased by ASU)

**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

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

<p><b>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</b></p> <p>ELCI 5403</p>
<p><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></p> <p>Facilitating Instruction through Collaborative Partnerships with Adult Learners (Fac Collab Instr Adult Lrnrs)</p>
<p><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></p> <p>Lecture</p>
<p><b>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</b></p> <p>Standard Letter Grade</p>
<p><b>5. Is this course dual listed (undergraduate/graduate)?</b></p> <p>No</p>
<p><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></p> <p>No</p>
<p><b>7. Brief course description (40 words or less) as it should appear in the bulletin.</b></p> <p>Focus on gaining skills and knowledge for facilitating collaborative partnerships with adult learners to increase their preK-12 students' academic achievement.</p>
<p><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></p> <p>There are no prerequisites. This course is restricted to students enrolled in the Instructional Facilitator (IF) Certification program or with instructor permission.</p>
<p><b>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</b></p> <p>N/A</p>

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

Dr. Mitchell Holifield, Arkansas State University, Department of Educational Leadership, Curriculum, and Special Education, PO Box 1450, State University, AR 72467 [hfield@astate.edu](mailto:hfield@astate.edu) 870-972-3062

**11. Proposed Starting Term/Year**

Fall 2011

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

No.

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

No.

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

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

No.

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

N/A

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

No.

**15. Justification should include:**

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

This course provides opportunities for learner to gain a greater understanding of the knowledge and skills needed to engage in collaborative partnerships with preK-12 teachers to improve student achievement through strengthening the classroom learning environment, teachers' content knowledge, and classroom instruction.

This course provides opportunities to meet the standards of the Arkansas Department of Education Instructional Facilitator (IF) Program and the Interstate School Leaders Licensure Consortium (ISLLAC):

- I. As a skillful job-embedded facilitator and instructional strategist,
  - A. Knows theoretical foundation of an instructional facilitator with clearly defined roles and when to employ each in day-to-day work;
  - B. Organizes and monitors use of time;
  - C. Knows adult learning theories and fundamental needs of the adult learner;
  - D. Uses effective questioning skills to uncover confusions or unknown strategies;
  - F. Accesses, creates or designs quality professional learning for staff that is aligned with school improvement goals to improve student learning;
  - G. Designs/creates effective demonstration lessons utilizing high-yield instructional strategies based on need to reach all students;
  - H. Supports teachers in developing appropriate classroom-based interventions to improve student learning;
  - I. Aligns and ensures implementation of adopted curriculum;
  - J. Provides effective feedback;
  - K. Keeps records of teachers' progress.
- II. As a skillful change agent and analyst of data
  - B. Knows and uses strategies to handle resistance to change;
  - C. Uses adult learning theories in order to meet the needs of school staff at various stages in their careers;
  - D. Chooses effective standards-based instructional material for meeting needs based on data
  - G. Interprets diagnostic tools used to differentiate instruction and adapt to individual needs
- III. As a skillful collaborator
  - A. Uses strategies for dealing with resistance to instructional facilitator's role;
  - D. Builds capacity in teachers;
  - G. Differentiates professional learning in response to individual or team needs and concerns;
- IV. As a skillful educational leader
  - B. Promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (ISLLC Std. 2)
    - 1. Creates a personalized and motivating learning environment for students (ISLLC Std. 2.c.)
    - 4. Promotes the use of the most effective and appropriate technologies to support teaching and learning (ISLLC Std. 2.h.)

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

The mission of the Department of Educational Leadership, Curriculum, and Special Education (ELCSE) is to provide graduate programs for the preparation and licensure of school leaders and special education faculty. This course is part of the Instructional Facilitator Certification Program which will contribute to the certification of educators as leaders prepared to facilitate improvements in student achievement through collaborative partnerships with teachers.

**C. Student population served.**

Graduate students in the Instructional Facilitator Certification program or approval from instructor

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

The course was designed for the graduate-level Instructional Facilitator certification which leads into the MSE Curriculum & Instruction.

**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: Roles and responsibilities of instructional, literacy, and cognitive coaches
WEEK 2	Theoretical foundation for instructional coaching
WEEK 3	Effective communication skills and practices
WEEK 4	Adult learning theory; stages of change; differentiated coaching
WEEK 5	Building professional relationships with teachers; goals and strategies for teacher interviews; determining the focus of the partnership
WEEK 6	Continue: interviewing teachers
WEEK 7	Effective instructional strategies; modeling instruction, gathering observation data, effective dialoguing and reflecting about data
WEEK 8	Continue: modeling instruction
WEEK 9	Continue: modeling instruction
WEEK 10	Classroom management; coaching for improving student behavior
WEEK 11	Continue: coaching for improving student behavior
WEEK 12	Continue: coaching for improving student behavior
WEEK 13	Coaching for high quality content instruction and appropriate, quality formative assessment
WEEK 14	Content area coaching: literacy coaching; math coaching; science coaching

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

Assignment	Point Value
Practicing instructional Facilitator Interview	40
Stages of Change	40
Coaching Simulation	40
Planning Professional Development	40
Total	160

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

None

**19. Required reading**

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Corwin Press and NSDC.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2004). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.

Spreck, R., Knight, J., Reinke, W., Skyles, T. M., & Barnes, L. (2010). *Coaching classroom management* (2<sup>nd</sup>. ed). Eugene, OR: Pacific Northwest.

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

This course requires no additional staffing or resources.

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

The primary goal of this course is to develop skills and knowledge for facilitating collaborative partnerships with adult learners to increase their preK-12 students' academic achievement.

**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 learn about the day-to-day roles, responsibilities, challenges, and effective strategies of an Instructional Facilitator from an experienced, practicing IF.

**Primary Learning Activity #1:** Students will interview a current facilitator to learn (1) about the day-to-day roles, responsibilities, challenges, and effective strategies of a practicing Instructional Facilitator; (2) how the IF organizes and monitors use of time; (3) how the IF keeps records of teachers' progress; (4) how the IF supports teachers' who are committed to current practice but need to change; and (5) how the IF adapts support for faculty because of their different career stages. The assignment will close with the students (6) conducting an analysis of all of their classmates' interviews and (7) reflecting on information learned during the interview.

**Assessment Tool #1:** Written paper describing the summary of the information gained during interviews.

**Primary Goal Outcome #2:** Students will understand the stages of change as described by Prochaska, Norcross, and DiClemente (1994) and other adult learning theories, and apply these theories to their own growth as educators and one other teacher's growth as an educator. [Prochaska, J. O., Norcross, J. C., & DiClemente, C. C. (1994). *Changing for good*. New York: Avon Books.]

**Primary Learning Activity #2:** Students will (1) summarize each of the six stages of change (Prochaska et al., 1994) within the process of personal change, (2) summarize needs of adult learners based on adult learning theories; (3) apply stages of change and adult learning theory to their own professional experiences, (4) apply the stages of change and adult learning theory to the professional experiences of one additional teacher; and (5) describe how the stages of change and adult learning theories will be used to meet the professional needs of the faculty.

**Assessment Tool #2:** Written paper summarizing what was learned about adult learning theories and applying these theories to facilitating change with practicing teachers.

**Primary Goal Outcome #3:** Students will understand and be able to design effective teacher professional development.

**Primary Learning Activity #3:** Students will (1) identify problems with existing, ineffective models of professional development; (2) describe effective models of professional development, and (3) design a professional development experience geared towards promoting the use of technology for teaching and learning, supported by characteristics of effective professional development, and differentiated for teachers with different professional development needs.

**Assessment Tool #3:** Written paper comparing effective and ineffective models of professional development and describe an effective professional development experience regarding technology use and differentiated for teachers with different professional needs.

**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.

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### COLLEGE OF EDUCATION GRADUATE COURSE DESCRIPTIONS

#### Department of Educational Leadership, Curriculum, and Special Education

#### Community College Education

**CCED 7003 The Community College** A study of the history, philosophy, nature, and functions of the community college movement

**CCED 7013 Community College Teaching** A study of the nature of the teaching learning process including emphases on community college curriculum planning, educational technology, and evaluation procedures

**CCED 7023 Field Study** An intensive study of a selected and approved problem in community college teaching Prerequisite: screening into SCCT degree program

**CCED 7033 Special Problems in Community College Teaching** Prerequisite: screening into SCCT degree program Curriculum and Instruction

#### Curriculum and Instruction

**ESCI 6221 Supervised Teaching** Teaching experience under the mentorship of faculty who assist the student in planning for the teaching assignment, observe and provide feedback to the student during the teaching assignment, and evaluate the student upon completion of the assignment.

**ESCI 7251 Mentored Teaching** Structured instruction/practice of concepts and strategies of college teaching for doctoral students in the Environmental Sciences. With this preparation, and sufficient topical background, students will be prepared to teach ASU 1000 level general education lecture sections in the natural and life sciences.

**ELCI 5013 Curriculum and Assessment Instructional Theory and Practice** The course will engage students in the application of basic instructional techniques and fundamentals

of educational measurements relevant to classroom situations It is an option of candidates pursuing the Masters in Educational Theory and Practices

**ELCI 5403 Facilitating Instruction through Collaborative Partnerships with Adult Learners** Focus on gaining skills and knowledge for facilitating collaborative partnerships with adult learners to increase their preK-12 students' academic achievement. Course is limited to students enrolled in the Instructional Facilitator Certification Program or with instructor permission.

**ELCI 5513 Teaching Global Perspectives** This course is intended to promote effective teaching of global perspectives through various subject matter in elementary and secondary schools Course emphasis is the identification, demonstration, and critical evaluation of appropriate instructional strategies and resources

**ELCI 5801-6 Special Topics Workshop** A designed series of learning experiences to address the specific needs of in service teachers, administrators, or special services personnel This course may not be used to satisfy any degree requirements Course can be repeated for credit

**ELCI 6043 Reflective Teaching** A focus on assisting teachers to enhance their reflective skills via observation data collection techniques. This course is restricted to students in the MSE in Educational Theory and Practice or with permission from the course instructor.

**ELCI 6063 Curriculum Management** Presents perspectives, skills, and processes necessary for administrators to manage district and building level curriculum and to formalize the curriculum decision-making process.

**ELCI 6083 Supervision and Evaluation of Teaching** This course combines attributes

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

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

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

ELCI 5313

**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).**

Coaching Assessment of Student Learning (Coach Assess Stdnt Lrng)

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

Lecture

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

Standard Letter Grade

**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.**

Focus on skills and knowledge needed to support collaborative inquiry to assess student learning in order to close the gap between preK-12 student learning and intended learning goals.

**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).**

There are no prerequisites. This course is restricted to students enrolled in the Instructional Facilitator (IF) Certification program or with instructor permission.

**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)**

Dr. Mitchell Holifield, Arkansas State University, Department of Educational Leadership, Curriculum, and Special Education, PO Box 1450, State University, AR 72467 [hfield@astate.edu](mailto:hfield@astate.edu) 870-972-3062

**11. Proposed Starting Term/Year**

Fall 2011

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

No.

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

No.

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

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

No.

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

N/A

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

No.

**15. Justification should include:**

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

This course provides opportunities for learner to gain a greater understanding of knowledge and skills needed to lead collaborative school-wide student data collection and analysis with the goal of improving student learning through identifying learning problems and implementing strategies to improve instruction.

This course provides opportunities to meet the standards of the Arkansas Department of Education Instructional Facilitator Program and the Interstate School Leaders Licensure Consortium (ISSLAC):

II. As a skillful change agent and analyst of data

A. Serves as a catalyst for change;

1. Uses critical inquiry process to initiate change;

2. Uses Gap Analysis framework to engage teachers in assessing current status and examine gaps between where they are and where they want to be;

3. Understands the impact of environment and culture on change;

E. Collects, analyzes and interprets data from multiple sources through formative and summative assessments to identify targets areas and root causes;

F. Engages teachers in data analysis and interpretation to determine student and teacher needs;

H. Monitors a school-wide program/plan for implementation and effectiveness.

III. As a skillful collaborator

B. Plans/facilitates effective team meetings;

1. Develops norms;

2. Uses agenda format;

3. Uses action plan template;

4. Develops evaluation of plan/meeting;

C. Uses data to develop professional learning communities aligned with school improvement goals;

E. Sustains teacher collaboration throughout the school year to support teaching and learning;

F. Coordinates work among learning teams to assist members in accomplishing productivity;

H. Supports and develops teachers to serve as skillful facilitators in professional learning communities.

## IV. As a skillful educational leader

- A. Promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders (ISLLC Std. 1)
  - 1. Creates and implements plans to achieve goals (ISLLC Std. 1.c.)
  - 2. Promotes continuous and sustainable improvement (ISLLC Std. 1.d.)
- B. Promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (ISLLC Std. 2)
  - 1. Nurtures and sustains a culture of collaboration, trust, learning and high expectations (ISLLC Std. 2.a.)
  - 3. Develops instructional and leadership capacities of staff (ISLLC Std. 2.f.)
- C. Promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources (ISLLC Std. 4)
  - 1. Collects and analyzes data and information pertinent to the education environment (ISLLC Std. 4.a.)
  - 2. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources (ISLLC Std. 4.b.)
- D. Promotes the success of every student by acting with integrity, fairness, and in an ethical manner (ISLLC Std. 5)
  - 1. Models principles of self-awareness, reflective practice, transparency and ethical behavior (ISLLC Std. 5.b.)
  - 2. Safeguards the values of democracy, equity and diversity (ISLLC Std. 5.c.)

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

The mission of the Department of Educational Leadership, Curriculum, and Special Education (ELCSE) is to provide graduate programs for the preparation and licensure of school leaders and special education faculty. This course is part of the Instructional Facilitator Certification Program which will contribute to the Arkansas Department of Education certification of educators as leaders prepared to assess student achievement and recommend and evaluate improvements in instruction based on the assessment.

**C. Student population served.**

Graduate students in the Instructional Facilitator Certification program or approval from instructor

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

The course was designed for the graduate-level Instructional Facilitator certification which leads into the MSE Curriculum & Instruction.

**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 formative assessment
- WEEK 2: Formative feedback and implementing formative assessment
- WEEK 3: Collaborative inquiry and building the foundation for successful collaborative inquiry: a framework for collaboration; building a high-performing data culture
- WEEK 4: Building the foundation for successful collaborative inquiry: The role of data coaches; organizing data teams; preparing for successful data teams; demographic data preparation; supporting safe dialogues about race/ethnicity, gender, class, and culture
- WEEK 5: Identifying a student-learning problem: types of data; data literacy
- WEEK 6: Identifying a student-learning problem: analysis of aggregated and disaggregated state criterion-referenced tests
- WEEK 7: Identifying a student-learning problem: strand-level analysis of state criterion referenced tests
- WEEK 8: Identifying a student-learning problem: item-level analysis of state criterion referenced tests
- WEEK 9: Identifying a student-learning problem: analyzing multiple sources of student work
- WEEK 10: Identifying a student-learning problem: analyzing multiple sources of student work
- WEEK 11: Using data analysis to establish goals
- WEEK 12: Identifying and verifying causes of student-learning problems
- WEEK 13: Developing and implementing solutions to improve teaching and learning
- WEEK 14: Monitoring changes in teaching and learning

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

Assignment	Points
Course Project Part 1: Collecting, Analyzing, and Presenting Student, School, and Community Demographic Data for Multiple Years	25
Course Project Part 2: Collecting, Analyzing, and Presenting School Grade- Level and Content-Area Criterion-Referenced Test (CRT) Scores for Student Achievement for Multiple Years	25
Course Project Part 3: Analyzing and Presenting School Grade-Level and Content-Area CRT Scores for Different Student Populations for Multiple Years	25
Course Project Part 4: Analyzing and Presenting School Strand CRT Scores for Multiple Years	25
Course Project Part 5: Analyzing and Presenting Item Analyses of CRT Scores for the School, District, and State for the Most Recent Year	25
Course Project Part 6: Collecting and Analyzing Data, and Presenting Trends in Student Work	25
Course Project Part 7: Collecting and Analyzing Data, and Presenting Item Analysis of School or District Assessments	25
Course Project Part 8: Identifying and Prioritizing Student Learning Problems; Conducting Cause-and-Effect Analysis; Generating Solutions for the Learning Problems; Monitoring Solutions	
Total	225

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

None

**19. Required reading**Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin Press.Love, N., Stiles, K. E., Mundry, S., & DiRanna, K. (2008). *The data coach's guide to improving learning for all students*. Thousand Oaks, CA: Corwin Press.**20. Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)

This course requires no additional staffing or resources.

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

The primary goal of this course is to develop the skills and knowledge to facilitate collaborative inquiry with K-12 teachers in order to improve K-12 teaching and learning based on the analysis of student assessments.

**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 identify trends over time for the percentage of students meeting or exceeding the school, district, and state standards for achievement.**Primary Learning Activity #1:** Students will gather, organize, and analyze several years of their schools' state criterion referenced test scores for evidence of trends of percentages of students who meet or exceed school, district, and state standards for achievement.**Assessment Tool #1:** Written report which includes data tables, graphs, and a statement of trends based on analysis of data.

**Primary Outcome Goal #2:** Students will identify trends over time for specific student populations meeting or exceeding the school, district, and state standards for achievement.

**Primary Learning Activity #2:** Students will gather, organize, and analyze several years of their schools' state criterion referenced test scores for evidence of trends of percentages of students, disaggregated by race/ethnicity, gender, economic status, language, who meet or exceed school, district, and state standards for achievement.

**Assessment Tool #2:** Written report which includes data tables, graphs, and a statement of trends based on analysis of data.

**Primary Goal Outcome #3:** Students will identify strengths and areas of need in student learning in relation to specific content strands and learning outcomes.

**Primary Learning Activity #3:** Students will gather, organize, and analyze several years of their schools' state criterion referenced test scores at the content strand level for evidence of students' strengths and areas of need related to learning outcomes. Students will present data and trends using tables and graphs.

**Assessment Tool #3:** Written report which includes data tables, graphs, and a statement of trends based on analysis of data.

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## **COLLEGE OF EDUCATION GRADUATE COURSE DESCRIPTIONS**

**Department of Educational Leadership, Curriculum, and Special Education  
Community College Education**

**CCED 7003 The Community College** A study of the history, philosophy, nature, and functions of the community college movement

**CCED 7013 Community College Teaching** A study of the nature of the teaching learning process including emphases on community college curriculum planning, educational technology, and evaluation procedures

**CCED 7023 Field Study** An intensive study of a selected and approved problem in community college teaching Prerequisite: screening into SCCT degree program

**CCED 7033 Special Problems in Community College Teaching** Prerequisite: screening into SCCT degree program Curriculum and Instruction

**Curriculum and Instruction**

**ESCI 6221 Supervised Teaching** Teaching experience under the mentorship of faculty who assist the student in planning for the teaching assignment, observe and provide feedback

to the student during the teaching assignment, and evaluate the student upon completion of the assignment.

**ESCI 7251 Mentored Teaching** Structured instruction/practice of concepts and

Revised 9/25/2008

strategies of college teaching for doctoral students in the Environmental Sciences. With this preparation, and sufficient topical background, students will be prepared to teach ASU 1000 level general education lecture sections in the natural and life sciences.

**ELCI 5013 Curriculum and Assessment Instructional Theory and Practice** The course will engage students in the application of basic instructional techniques and fundamentals

of educational measurements relevant to classroom situations. It is an option of candidates pursuing the Masters in Educational Theory and Practices

**ELCI 5313 Coaching Assessment of Student Learning** Focus on skills and knowledge needed to support collaborative inquiry to assess student learning in order to close the gap between preK-12 student learning and intended learning goals. This course is limited to students enrolled in the Instructional Facilitator Certification Program or with instructor permission.

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of appropriate instructional strategies and resources

**ELCI 5801-6 Special Topics Workshop** A designed series of learning experiences to address the specific needs of in-service teachers, administrators, or special services personnel. This course may not be used to satisfy any degree requirements. Course can be repeated for credit.

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**ELCI 6063 Curriculum Management** Presents perspectives, skills, and processes necessary for administrators to manage district and building level curriculum and to formalize the curriculum decision-making process.

**ELCI 6083 Supervision and Evaluation of Teaching** This course combines attributes

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

\_\_\_\_ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.  
 \_\_\_x\_\_\_ Graduate Council Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](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> CD5093 Neurological Bases in Human Communication
<b>2. Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number)  Sherri Lovelace, CNHP, DRC 211 E, <a href="mailto:slovelace@astate.edu">slovelace@astate.edu</a> , 972-3106
<b>3. Last semester student can graduate with this degree and/or last semester course will be offered</b>  December 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?  The course was originally created for students in the Communication Disorders Program. The deletion will not affect students as the content is taught in two courses CD 2104 Anatomy & Physiology of Human Communication and CD 4254/5254 Neurological Bases and Disorders in Human Communication. The undergraduate cross listed course CD4093 was deleted in the 2009-10 bulletin, however this course deletion was inadvertently omitted.
<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>  This change will not affect this department as the same instructor teaches both courses. No other department will be affected as this course was open only to graduate CD majors who did not complete the undergraduate cross listed course CD 4093.
<b>6. (For courses only) Will another course be substituted? If yes, what course?</b>  No other course will be substituted.

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

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

## COLLEGE OF NURSING AND HEALTH PROFESSIONS

### GRADUATE COURSE DESCRIPTIONS

#### DEPARTMENT OF HEALTH PROFESSIONS

##### Communication Disorders

~~**CD 5093 Neurological Bases of Human Communication A study of the structure and function of the nervous system as related to normal communication.**~~

CD 5254 Introduction to Neurogenic Disorders A survey of speech, cognitivelinguistic, and swallowing disorders following neurologic insult. The course will include assessment and general intervention strategies.

CD 5303 Language Intervention for Individuals with Mild Disabilities Assessment procedures for evaluating language disorders and language intervention procedures for individuals with mild disabilities.

CD 5403 Aural Rehabilitation Methods of instruction in auditory training, speech reading, and hearing aid orientation.

CD 5502 Advanced Manual Communication An advanced course designed to continue development of basic language skills in American Sign Language and Signing Exact English. Prerequisite: permission of professor. Graduate enrollees will demonstrate research in communication with the deaf.

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)

Sherri Lovelace, CNHP, DRC 211 E, slovelace@astate.edu

**2. Proposed Change**Change the name of CD 5254 Introduction to Neurogenic Disorders to CD 5254 Neurological Bases and Disorders in Human Communication  
Short name (Neuro Bases and Disorders)**3. Effective Date**

Fall 2011

**4. Justification**

This change is to correct the graduate bulletin to correspond with the cross listed undergraduate course CD4254 Neurological Bases and Disorders in Human Communication which was changed in the 2009-10 bulletin. The name and course description change reflects the change in content which adds components of normal nervous system structure and function in human communication that is not covered in the CD 2104 Anatomy and Physiology of Communication Disorders 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:**

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COLLEGE OF NURSING AND HEALTH PROFESSIONS  
GRADUATE COURSE DESCRIPTIONS  
DEPARTMENT OF HEALTH PROFESSIONS

Communication Disorders

~~CD 5093 Neurological Bases of Human Communication A study of the structure and function of the nervous system as related to normal communication.~~

**CD 5254 Introduction to Neurogenic Disorders Neurological Bases and Disorders of Human Communication.** A survey of speech, cognitive/linguistic, **the normal structure and function of the nervous system in human communication and resulting disorders that occur due to neurological dysfunction.** and swallowing disorders following neurologic insult. The course will include assessment and general intervention strategies.

CD 5303 Language Intervention for Individuals with Mild Disabilities Assessment procedures for evaluating language disorders and language intervention procedures for individuals with mild disabilities.

CD 5403 Aural Rehabilitation Methods of instruction in auditory training, speech reading, and hearing aid orientation.

CD 5502 Advanced Manual Communication An advanced course designed to continue development of basic language skills in American Sign Language and Signing Exact English. Prerequisite: permission of professor. Graduate enrollees will demonstrate research in communication with the deaf.

Code #

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

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

<b>1. Contact Person</b> (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Mitchell Holifield Arkansas State University PO Box 1450, State University, AR 72467 <a href="mailto:hfield@astate.edu">hfield@astate.edu</a> 870-972-3062
<b>2. Proposed Change</b> Identify courses that may be used to substitute for the Instructional Facilitator track of the MSE in Curriculum & Instruction
<b>3. Effective Date</b> Spring 2011
<b>4. Justification</b> In the near future, the Arkansas Department of Education will be requiring educators to have the IF endorsement to be hired as Instructional Facilitators. The Arkansas Department of Education requires that the IF endorsement courses give students credit towards courses in the MSE in Curriculum & Instruction Program.

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## MASTER OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN CURRICULUM AND INSTRUCTION

### Purpose Of The Degree

The M.S.E. in Curriculum and Instruction is designed to prepare directors of Special Education, Gifted and Talented, and Curriculum and Instruction.

### Admission Requirements

Students seeking admission into the Master of Science in Education degree program in Curriculum and Instruction must meet the admission requirements of the Graduate School and the specific program requirements.

- Unconditional Admission Status:
- Hold a valid teaching license.
- Achieved a minimum cumulative undergraduate grade point average of 3.00 (on a 4.00 scale).
- Have two years of teaching experience.
- Have a written commitment from a practicing program director who is in your area of licensure and who will function as your mentor during the program.

#### • Conditional Admission Status:

Students who do not meet the requirements for unconditional admission may be granted conditional admission as follows:

- Hold a valid teaching license.
- Achieved a minimum cumulative undergraduate grade point average of 2.75 (on a 4.00 scale) or a 3.00 GPA on the last 60 hours. Any courses attempted, including any repeated courses, are considered in computing the GPA.
- Have two years of teaching experience.
- Have a written commitment from a practicing program director who is in your area of licensure and who will function as your mentor during the program.

Coursework must be taken at either ASU-Jonesboro or at an ASU degree center. Students who fail to remove conditional status upon completing 12 semester hours of graduate work in the program will be dropped from the degree program.

### Course Requirements

#### Foundation Courses

ELFN 6773 Introduction to Statistics and Research \*

ELFN 6763 Philosophies of Education

(These two foundation courses should be taken early in the program.)

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#### Introductory/Prerequisite Course

ELAD 6103 Ethical Leadership

#### Core Courses

ELAD 6073 School Law

ELAD 6003 School and Community Relations

ELCI 6533 Theories of Instruction

ELCI 6083 Supervision and Evaluation of Teaching \*

ELCI 6063 Curriculum Management

(Complete each of the following. ELCI 6063 is a prerequisite for each.)

ELCI 6323 Elementary School Curriculum

ELCI 6423 Middle School Curriculum

ELCI 6523 Secondary School Curriculum

#### Internship

ELCI 6493 Supervised Internship

The internship must be taken last available in the fall, or spring term. Internships are not available in the summer.

\*Candidates seeking the Instructional Facilitator Endorsement may substitute with ELCI 5313 Coaching Assessment of Student Learning for students for ELFN 6773 Introduction to Statistics and Research and ELCI 5403 Facilitating Instruction through Collaborative Partnerships with Adult Learners for ELCI 6083 Supervision and Evaluation of Teaching.

Code #
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### Bulletin Change Transmittal Form

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

**1. Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)  
Dianne Lawler, Arkansas State University, PO Box 2350, Teacher Education, State University, AR 72467, [dlawler@astate.edu](mailto:dlawler@astate.edu); 870-972-3059

**2. Proposed Change**

Allow successful completion of RDNG 480V, Foundations of Reading, and RDNG 480V, Methods and Materials of Reading to substitute for the six graduate hours of Reading included in the Masters of Art in Teaching program (RDNG 6013 Theories, Issues, and Methods of Reading and RDNG 6493 Advanced Reading Methods and Interventions). Both undergraduate courses must be successfully completed to permit the substitution.

**3. Effective Date**  
Fall 2010

**4. Justification**

The Masters of Arts in Teaching (MAT) Degree was developed to provide a viable option for graduate work to individuals completing the Non-Traditional Licensure Program offered through the Arkansas Department of Education as well as to individuals wishing to pursue a traditional teaching license after completing a baccalaureate degree. Requirements for individuals in the Early Childhood Education and Mid-level Education Non-Traditional Licensure Programs include two reading courses with content prescribed by the state. These courses have been offered at the undergraduate level as: RDNG 480V, Foundations of Reading, and RDNG 480V, Methods and Materials of Reading. The graduate Reading courses (RDNG 6013 Theories, Issues, and Methods of Reading and RDNG 6493 Advanced Reading Methods and Interventions) created for the MAT program were modeled on the undergraduate courses and include the same required content. Individuals enrolled in the Non-Traditional Licensure Program may have completed the courses at the undergraduate level prior to admission to the MAT program.

As the MAT program is a 36 hour program, such a substitution would still lead to degree with 30

graduate hours.

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To be included in the graduate bulletin (no copy available to cut and paste at this point)

Students who have completed RDNG 480V Foundations of Reading and RNDG 480V Methods and Materials of Reading as part of the Arkansas Department of Education's Non-Traditional Teacher Licensure Program prior to admission to the MAT program may substitute these two undergraduate Reading courses for the two graduate Reading courses listed as requirements of the MAT program. Students must still complete a minimum of thirty hours of graduate coursework in order to graduate.