

Graduate Council Meeting

December 8, 2009 @ 3 pm

Present: Drs. Sustich, Holman, Traylor, Owen, Miao, Christenberry, Amienyi, Armah, Clifft, Buchanan, Roe (Jones), Risch. Also present Ms. Finch, Jones and Mr. Chiavacci.
Mr. Visiting: Drs. Hall and Maness.

1. New Program

Certificate in Mental Health Counseling **APPROVED** Post masters certificate, masters required to be in this program.

2. New Course

PSY 6623 Child & Adolescent Psychopathology, Prevention & Intervention **APPROVED**

3. Course Deletion

COUN 6443 Counselor Supervision **APPROVED**

PSY 6533 Psychopathology **APPROVED**

PSY 6633 Physiological Psychology & Psychopharmacology **APPROVED**

PSY 7543 Theories of Personality **APPROVED**

4. Bulletin Changes

MRC admission requirements **APPROVED**

School Psychology Track application deadline **APPROVED** John Hall will let Pam and Vicky know about start of the deadline, possible April 1, 2011

School Psychology Track changes **APPROVED**

COUN 6283 **APPROVED**

COUN 6801-3 Ind Study **APPROVED**

COUN 6463 to 7463 Intro to Couples and Family Counseling **APPROVED**

COUN 7451-3 Special Problems in Counseling **APPROVED**

COUN 7801-3 Ind Study **APPROVED**

PSY 6583 Individual Intelligence Testing **APPROVED**

PSY 7583 Developmental & Differential Psychology **APPROVED**

PSY 7613 Practicum in School Psychology **APPROVED**

PSY 7701-3 Special Problems in Psychology **APPROVED**

PSY 7721-3 Ind Study **APPROVED**

IBS 6593 add as a core course for MBA **APPROVED**

IBS 6593 name change **APPROVED**

New Program Proposal-Bulletin Change Transmittal Form

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

New Program (The following critical elements are taken directly from the Arkansas Department of Higher Education's "Criteria and Procedures for Preparing Proposals for New Programs".) 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>1. Proposed Program Title</p> <p>Certificate in Mental Health Counseling</p>
<p>2. CIP Code Requested</p> <p>51.1508</p>
<p>3. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</p> <p>Patrick Peck, Ed.D. Associate Professor of Counseling Arkansas State University PO Box 1560 State University, AR 72467-1560 plpeck@astate.edu (870) 972-3020</p>
<p>4. Proposed Starting Date</p> <p>Fall, 2010</p>
<p>5. Program Summary (Provide a general description of the proposed program. Include an overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.)</p> <p>This certificate program would allow individuals currently working in mental health settings to upgrade their knowledge and skills related to working with clinical populations. This certificate is intended for individuals who already hold a graduate degree in counseling or a closely related field. Students in this certificate program would complete a minimum of 15 hours from among existing courses approved for credit toward the existing Specialist in Education degree with an emphasis in Mental Health Counseling. This certificate program would not require any curriculum additions and would not incur any additional costs in faculty or library resources or facilities and equipment. It would, however, open opportunities for students who have already completed their degree program to access additional coursework with the support of financial aid options.</p>

This certificate program would allow individuals who have earned degrees in college counseling, rehabilitation counseling, school counseling, and student affairs (all programs with a 48-hour degree requirement) to complete the additional coursework that is required by the State of Arkansas for licensure as a professional counselor. Furthermore, it would allow students who have completed the Specialist in Education degree with an emphasis in School Psychology to add the additional coursework they would need to add licensure as a professional counselor. Finally, it would allow individuals with a license as a professional counselor to add one or more of the specialization licenses available through the Arkansas Board of Examiners in Counseling.

See attached Letter of Notification for specific goals and objectives, expected student learning outcomes, and curricular requirements for this certificate program.

6. Need for the Program (Provide survey data on student interest, job availability, corporate demands and employment projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.)

The demand for well-trained professional counselors is high across the state. Furthermore, demand for professional counselors with specialization licenses, particularly for the supervision specialization, is very high across the state and almost critical in the northeast quadrant of the state.

7. Curriculum Outline (Identify new courses and state program admission requirements.)

No new courses are required for this certificate program. It will take advantage of existing courses as described in the attached Letter of Notification.

8. Faculty (List names, credentials, and rank of faculty who will be teaching courses in the proposed program.)

Faculty for this certificate program are the same as those currently designated for the 60-hour EdS degree with a major in Psychology and Counseling (Mental Health track).

9. Description of Resources (Current library resources including relevant holdings, current instructional facilities including classrooms, instructional equipment and technology, laboratories.)

No new resources are required for this certificate program will utilize existing resources of the 60-hour EdS degree with a major in Psychology and Counseling (Mental Health track).

10. New Program Costs (New administrative costs, new faculty costs, new library resources and costs, new instructional equipment and costs, distance delivery costs, other new costs. If no new program costs, explain.)

None. As noted above, this certificate program would utilize existing resources.

11. Sources of Funding (Reallocation from where? Tuition and fees? Other?)

Not applicable, as noted above.

12. Organizational Chart Reflecting New Program

Not required with a Letter of Notification.

13. Specialized Requirements (Specialized accreditation requirements for the program, Licensure/certification requirements for student entry into the field.)

Students entering this certificate program will be expected to hold a graduate degree in counseling or a closely related field and to meet the admission requirements published for the EdS degree in Psychology and Counseling.

14. Board of Trustees Approval (The proposed date the BOT will consider the new program.)

December, 2009

15. Desegregation (Describe black student recruitment and retention strategies. State the percentage of black students enrolled in institution and projected percentage in new program.)

Not required for Letter of Notification.

16. How will this program be assessed?

This certificate program will be assessed within the existing procedures for assessing the 60-hour EdS degree with a major in Psychology and Counseling (Mental Health track). Specifically, the assessment data will include performance outcomes on the National Counselor Examination (NCE) which is required for counseling licensure in Arkansas.

17. Does this affect other programs? If yes, how?

Yes, in a positive manner. Students within the existing 48-hour degree programs in college counseling, rehabilitation counseling, and school counseling are required to complete additional coursework in order to be eligible for the state license as a professional counselor. Similarly, students enrolled in the 66-hour school psychology track of the EdS degree program in psychology and counseling are also required to complete additional coursework for the above

license. Students who think they might want to pursue licensure as professional counselors often feel pressured to complete that additional coursework while pursuing their degree programs in order to be able to access financial aid. In the process of attempting to squeeze the licensure coursework into their timeframe for completing their degree program with financial aid, students also may feel pressured to take courses out of planned sequences and before they are adequately prepared to succeed in these courses. Adding this certificate program will reduce that pressure by enabling students to still access financial aid through the certificate program after completing their degrees.

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.

Page 90 of the 2008-2009 Graduate Bulletin (insert bold blue text below):

- C. Specialist in Education Degree
 1. Educational Leadership
 2. Psychology and Counseling
- D. Master of Rehabilitation Counseling Degree
- E. Master of Science in College Student Personnel Services
- F. Master of Science in Early Childhood Education
- G. Master of Science in Exercise Science
- H. Master of Science in Education Degree
 1. School Counseling
 2. Early Childhood Education
 3. Educational Leadership
 4. Curriculum and Instruction
 5. Theory and Practice
 6. Mid-Level Education
 7. Physical Education
 8. Reading
 9. Special Education
 - a. Instructional Specialist Grades P-4
 - b. Instructional Specialist Grades 4-12
 - c. Emotionally Disturbed
 - d. Gifted, Talented, and Creative

I. Certificate in Mental Health Counseling

Page 100 of the 2008-2009 Graduate Bulletin (insert bold blue text positioned as follows):

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

Additional information about the Mental Health Counseling Track can be obtained

Certificate in Mental Health Counseling

This certificate is intended for individuals who already hold a graduate degree in counseling or a closely related field. The purpose of this certificate program is to (1) allow individuals currently working in mental health settings to upgrade their knowledge and skills related to working with clinical populations, (2) allow individuals who have earned a degree in counseling or a closely related field with fewer than the required minimum hours for professional counseling licensure to add the necessary hours, and/or (3) allow individuals with a license as a professional counselor to add one or more specialization licenses available through the Arkansas Board of Examiners in Counseling. To gain admission to this certificate program, applicants must meet requirements for admission to the EdS degree in Psychology and Counseling (Mental Health Counseling track).

Students in this certificate program will complete a minimum of 15 hours from among existing courses approved for credit toward the existing Specialist in Education degree with an emphasis in Mental Health Counseling. Hours completed in fulfillment of a prior degree cannot be counted toward certificate requirements. Other relevant coursework completed while pursuing a prior degree, but not counted toward a prior degree, might be counted toward certificate requirements with approval of the advisor. The basic curriculum for the certificate program is comprised of the courses required by the licensure board that typically are not required by any of the programs that are identified as feeders to this certificate program.

BASIC CURRICULUM

Core Courses (9 hours)

COUN 7463, Couples and Family Counseling

PSY 7533, Psychopathology

PSY 7633, Physiological Psychology and Psychopharmacology

Electives (6 hours)

Electives are selected from courses approved for credit in the Specialist in Education degree with an emphasis in Mental Health Counseling as approved by the advisor based upon a student's individual needs and aspirations.

Minimum hours required for this certificate: 15

Note: If a student has already received degree credit for courses named in the basic curriculum, the student's advisor may modify that curriculum by substituting other courses approved for credit in the Ed.S. degree in Psychology and Counseling (Mental Health Counseling track). Individual student needs may

indicate the value of requiring more than 6 hours of elective coursework and clinical experiences, but the total submitted for the certificate should not exceed 24 hours.

School Psychology Track

The School Psychology Track is specifically designed to educate future school psychologists so that graduates have expert skills in data-based decision making, assessment, intervention (including prevention), consultation, research, and program

LETTER OF NOTIFICATION

NEW OPTION, CONCENTRATION, EMPHASIS

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request:
Arkansas State University-Jonesboro
2. Contact person/title:
Dr. Patrick Peck, Associate Professor of Counseling
3. Phone number/e-mail address:
(870) 972-3020 / plpeck@astate.edu
4. Proposed effective date:
Fall 2010
5. Title of degree program:
Certificate in Mental Health Counseling
6. CIP Code:
51.1508
7. Degree Code:
8. Proposed option/concentration/emphasis name:
Certificate in Mental Health Counseling
9. Reason for proposed action:

This certificate program would allow individuals currently working in mental health settings to upgrade their knowledge and skills related to working with clinical populations. This certificate is intended for individuals who already hold a graduate degree in counseling or a closely related field. Students in this certificate program would complete a minimum of 15 hours from among existing courses approved for credit toward the existing Specialist in Education degree with an emphasis in Mental Health Counseling. This certificate program would not require any curriculum additions and would not incur any additional costs in faculty or library resources or facilities and equipment. It would, however, open opportunities for students who have already completed their degree program to access additional coursework with the support of financial aid options.

Additionally, this certificate program would allow individuals who have earned degrees in college counseling, rehabilitation counseling, school counseling, and student affairs (all programs with a 48-hour degree requirement) to complete the additional coursework that is required by the State of Arkansas for licensure as a professional counselor. Furthermore, it would allow students who have completed the Specialist in Education degree with an emphasis in School Psychology to add the additional coursework they would need to add licensure as a professional counselor. Finally, it would allow individuals with a license as a professional counselor to add one or more of the specialization licenses available through the Arkansas Board of Examiners in Counseling.
10. New option/concentration/emphasis objective:
To provide an opportunity for individuals with a graduate degree in counseling or a related field to upgrade their knowledge and skills for working with clinical populations without having to commit themselves to a full graduate degree program.

11. Provide the following:
- a. List of required courses

Core Courses (9 hours)

1. COUN 7463, Couples and Family Counseling
2. PSY 7533, Psychopathology
3. PSY 7633, Physiological Psychology and Psychopharmacology

Electives (6 hours from courses approved for credit in the existing Specialist in Education degree program with an emphasis in Mental Health Counseling and as approved by the advisor based upon a student's individual needs. Individual needs may indicate the value of requiring more than 6 hours of elective coursework and clinical experiences, but the total submitted for the certificate should not exceed 24 hours.)

Note: The basic curriculum shown above (i.e., the core coursework) is designed for students with at least a 48-hour degree program in counseling or a closely related field. If a student has already received degree credit for courses in the basic curriculum, his or her advisor may modify the curriculum by substituting other courses approved for credit in the Specialist in Education degree program with an emphasis in Mental Health Counseling for the courses already completed.

- b. New course descriptions
No new courses.

- c. Program goals and objectives

To provide an opportunity for individuals with graduate degrees in college counseling, rehabilitation counseling, school counseling, and student affairs to complete the additional coursework that is required by the State of Arkansas for licensure as a professional counselor.

To provide an opportunity for individuals with a graduate degree in school psychology to complete the additional coursework that is required by the State of Arkansas for licensure as a professional counselor.

To provide an opportunity for individuals with a license as a professional counselor to complete the additional coursework that is required by the State of Arkansas to add one or more of the specialization licenses available through the Arkansas Board of Examiners in Counseling.

- d. Expected student learning outcomes

Students with prior training in college counseling, rehabilitation counseling, school counseling, school psychology, or student affairs will have knowledge and skills to qualify for licensure as a professional counselor and to work effectively in clinical mental health settings.

Licensed counselors who complete this certificate program will have knowledge and skills to deal more effectively with common clinical issues that frequently present in mental health treatment settings.

Licensed counselors who complete this certificate program will have knowledge and skills to deal effectively with specialized clinical issues that sometimes present in mental health treatment settings.

Licensed counselors who complete this certificate program with the intent of adding a specialization license will have knowledge and skills to work effectively in the area of specialization.

12. Will the new option be offered via distance delivery?

No

13. Mode of delivery to be used:

Traditional Classroom

14. Explain in detail the distance delivery procedures to be used:

Not applicable

15. Is the degree approved for distance delivery?

No

16. List courses in option/concentration/emphasis. Include course descriptions for new courses.

See #11

17. Specify the amount of the additional costs required, the source of funds, and how funds will be used.

No additional costs are required.

Board of Trustees Approval Date:

December, 2009 ????????

Chief Academic Officer:

Dr. Dan Howard, Executive Vice Chancellor and Provost

Date:

January, 2010 ????????

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
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.) PSY 6623
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). Child & Adolescent Psychopathology, Prevention, & Intervention C & A Psychopath, Prev, & Interv
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
1. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. Biological, cultural and social influences on child and adolescent psychopathology with emphasis on prevention, intervention, and crisis intervention in the schools.
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). PSY 4533, Abnormal Psychology or equivalent.
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Amy F. Claxton, Ph.D., Arkansas State University, Department of Psychology and Counseling, P.O. Box 1560, State University, AR 72467-1560, aclaxton@astate.edu, 870-972-3041
11. Proposed Starting Term/Year

Summer 2010

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

No

13. a. 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).**

- 1) To enhance student's knowledge of theory and research about child and adolescent psychopathology.
- 2) To enhance student's knowledge of theory and research about biological, cultural and social influences on child and adolescent behavior.
- 3) To enhance students ability to apply their knowledge to identify precursors to child and adolescent academic, behavioral, and personal and social difficulties.
- 4) To enhance student's knowledge of the theory and research related to crisis intervention and collaboration with school personnel and communities.
- 5) To provide students with the necessary knowledge and skills to develop and contribute to prevention and evidence-based intervention programs in the schools that promote the mental health, healthy adjustment, and physical well-being of children and adolescents.

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

The purpose of the Ed.S. Degree with a major in psychology and counseling is to improve the academic and professional competencies of superior students as leaders in a variety of psychology and counseling applications. The program is designed to provide advanced graduate study and is based on training recommendations of relevant professional organizations, accreditation standards, and credentialing requirements for the practice of psychology and counseling. For example, the National Association of School Psychologists (NASP), which is the SPA for NCATE, in the 2000 *Standards for Training and Field Placement* require for school psychology candidates to demonstrate entry-level competency in domain "2.7 Prevention, Crisis Intervention, and Mental Health. This domain requires "school psychologists to have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students." NASP most recently awarded the school psychology track of the Ed.S. Degree Program in Psychology & Counseling with conditional approval. This course is required to address a weakness in the current curriculum specific to domain 2.7. The school psychology track is required to submit a rejoinder report to NASP in February of 2010 which must address how this concern with the domain has been resolved. The addition of this required course to the school psychology curriculum should assist in moving the track toward full approval.

C. Student population served. Primarily graduate students enrolled in the Ed.S. Degree Program in Psychology and Counseling School Psychology Track. Students enrolled in the mental health counseling track or other graduate degree programs in the department (e.g., the MSE Degree Program in School Counseling) or other graduate degree programs may elect to enroll in this course. Furthermore, professional educators may elect to enroll in this course as non-degree graduate students for professional development purposes.

D. Rationale for the level of the course (lower, upper, or graduate). This will be a required 6000-level course for graduate students enrolled in the school psychology track of the Ed.S. Degree Program in Psychology and Counseling. This course will be used to assist in satisfying NASP domain "2.7 Prevention, Crisis Intervention, and Mental Health".

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 Is A Summer Offering:

Week 1 (M-Th)

Introduction to the Course

Chapter 1 Science & Practice of Abnormal Child Psychology

Chapter 2 Causes of Child Psychopathology

Chapter 3 Assessment & Diagnosis

Chapter 4 Practice & Ethics of Psychotherapy with Children

Chapter 5 Mental Retardation

Chapter 6 Autism

Week 2 (M-Th)

Chapter 7 Learning Disorders

Chapter 8 ADHD

Chapter 9 Conduct Disorders

Examination # 1 Chapters 1-9

Week 3 (M-Th)

Chapter 10 Substance Abuse

Chapter 11 Depression

Chapter 12 Bipolar Disorder

Chapter 13 Anxiety Disorder

Week 4

Chapter 14 Eating Disorders

Chapter 15 Child Abuse & Neglect

Chapter 1-3 School Crisis Prevention & Intervention; Prevention & Preparedness, Evaluating Trauma

Week 5

Chapter 4-6 School Crisis Prevention & Intervention; Interventions & Response, Evaluating Effectiveness

School Crisis Prevention & Intervention Project Due

Examination # 2 (Final)

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

2 Examinations covering the course content (midterm and final for 70% of the course grade)

1 practical project specific to designing a school crisis prevention and intervention program (30% of the course grade)

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

NA

19. Required reading

Weis, R. (2008). *Introduction to Abnormal Child and Adolescent Psychology*. Sage Publications: Thousand Oaks, CA. ISBN:978-1-4129-2657-7

Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School Crisis Prevention and Intervention: The Prepare Model*. National Association of School Psychologists: Bethesda, MA. ISBN 978-0-932955-67-8

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

No

21. What is the primary goal of this course?

To familiarize students with the development and characteristics of child and adolescent psychopathology and their impact in the schools. Prevention, evidence-based interventions, and crisis intervention planning in the schools will be emphasized.

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

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

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

Primary Goal Outcome #1: To develop student's knowledge of child and adolescent psychopathology.

Learning Activity: Lecture and class discussion.

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

Primary Goal Outcome #2: To develop student's knowledge and skills in prevention and evidence-based interventions used to promote the mental health and physical well being of children and adolescents.

Learning Activity: Lecture and class discussion.

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

Primary Goal Outcome #3: To develop student's knowledge and application skills in preventing, preparing for, responding to, and recovering from crises and collaborating with school-based crisis teams.

Learning Activity: Lecture, class discussion, guest speakers, and practical project.

Assessment Tool: Exam 2 (final exam) and practical project scoring rubric.

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

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Pg. 147

PSY 6413 Learning and Cognition in Adulthood Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging

PSY 6513 Advanced Educational Psychology A study of learning processes with emphasis on applications to structured situations

PSY 6523 Behavior Assessment and Intervention An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings

PSY 6533 Psychopathology An examination of selected adult and childhood mental disorders with emphasis on assessment, classification, and intervention
Prerequisite: PSY 4533, Abnormal Psychology or equivalent

PSY 6543 Psycho-Social Aspects of Development A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment

PSY 6553 Social Psychology An examination of the various situation/social factors which influence attitudes and behavior Representative topics include pro/anti-social behavior, social influence processes, and models of attribution

PSY 6563 Psychosocial Aspects of Disability A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability
This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects

PSY 6573 Psychological Testing A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

PSY 6583 Individual Intelligence Testing A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales
Prerequisite: Permission of professor

PSY 6603 Professional School Psychology Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

PSY 6613 Professional Consultation A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices Includes practical experiences for skills development
Prerequisite: PSY 6113

PSY 6623 Child & Adolescent Psychopathology, Prevention, and Intervention in the Schools Biological, cultural and social influences on child and adolescent psychopathology with emphasis on prevention, intervention, and crisis intervention in the schools
Prerequisite: PSY 4533, Abnormal Psychology or equivalent.

PSY 6633 Physiological Psychology and Psychopharmacology This course focuses on the interaction of biological structure and function with behavior and the role of endogenous chemicals in this interaction. The course addresses biological

Revised 9/25/2006

correlates associated with major mental disorders and exogenous chemical agents used in treatment. Prerequisite: permission of the instructor. Summer.

PSY 7103 Advanced Counseling Theories A study of counseling theories, with emphasis on the student developing a personal counseling approach Prerequisite: permission of professor

PSY 7213 Research Design and Multivariate Analysis in Psychology and Counseling The nature, computation, and interpretation of multivariate statistics in the context of psychology and counseling research and literature, with a primary emphasis on the integration of multivariate statistics and research design Prerequisite: PSY 6213

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

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

Program and/or Course Deletion

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

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

1. Program and/or Course Title, Prefix and Number Counselor Supervision – COUN 6443
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Patrick L. Peck, Ed.D., Arkansas State University, College of Education, plpeck@astate.edu , 3064
3. Last semester student can graduate with this degree and/or last semester course will be offered Spring 2010
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? Ed.S. Degree Students in the mental health counseling tracks. The course is offered as COUN 7443. This change will have no effect on the students enrolled in the Ed.S. Degree Program in Psychology and Counseling.
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. COUN 6443 is not required by any program within the department, or any program outside the department for graduation purposes.
6. (For courses only) Will another course be substituted? If yes, what course? NO

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*** From page 145 of the online Graduate Bulletin.

Prerequisite: Permission of the Program Coordinator

COUN 6333 Student Personnel Services in Higher Education An overview of higher education with emphasis on student personnel service components

COUN 6343 College Student Development A study of contemporary theory and research related to student development with emphasis on applications to college student personnel services

COUN 6353 College and the Student Study of the contemporary American college student including subcultures, values and beliefs, lifestyles, academic and personal problems, and environmental influences. Methods of assessment, and implications for student affairs policy and programming are discussed

COUN 6383 Practicum in College Student Personnel Services Supervised practice (minimum of 100 clock hours) in a broad array of services typical of student affairs. Requires at least 40 hours of direct service with clients, including individual counseling and a minimum 10 hours of group work; at least one hour per week of individual supervision with a program faculty member or designee; and at least one and one-half hours per week of group supervision with a program faculty member [Prerequisites: COUN 6333, COUN 6343, COUN 6353, and permission of degree program committee. COUN 6333 must be taken before or concurrently with COUN 6383] Offered Fall semesters

COUN 6393 Internship in College Student Personnel Services Supervised practice (a minimum of 600 clock hours) in one or more student affairs settings. Must include at least 240 clock hours of direct service to clients, at least one hour per week of individual supervision with the site supervisor, and at least one and one-half hours per week of group supervision with a program faculty member [Prerequisite: Completion of all coursework prior to or concurrent with the internship hours and approval of the degree program committee] Offered Spring Semester

COUN 6423 Psychosocial Aspects of Aging Explores the complex interaction of physical, social, psychological, sociocultural, and attitudinal factors that contribute to both society's and the individual's perceptions of the aged population

COUN 6463 Introduction to Couples and Family Counseling This course is an introduction to family theory, assessment, and intervention. Content will promote the understanding of couple and family dynamics and introduce basic family counseling interventions including several foundational family counseling theories. Prerequisite: PSY 6113 or permission of the instructor. Summer.

COUN 6473 Child and Adolescent Counseling Theory and techniques for treating emotional and psychological disorders in children and adolescents with a focus on various counseling approaches to treatment and treatment evaluation. Prerequisite: Nine hours in an appropriate graduate program

COUN 6443 Counselor Supervision A study of the models of counseling supervision; stages of counselor development; supervision methods and techniques; supervisory relationship; ethical, legal, and professional regulatory issues; evaluation; and supervised practice with master-level practicum students. Prerequisite: Permission of screening committee

COUN 6493 Internship in College Student Counseling Supervised practice (a minimum of 600 clock hours) in one or more student affairs settings. Must include at least 240 clock hours of direct service to clients, at least one hour per week of individual supervision with the site supervisor, and at least one and one-half hours per week of group supervision with a program faculty member [Prerequisite: Completion of all coursework prior to or concurrent with the internship hours and

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

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

Program and/or Course Deletion

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

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

1. Program and/or Course Title, Prefix and Number Psychopathology – PSY 6533
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Patrick L. Peck, Ed.D., Arkansas State University, College of Education, plpeck@astate.edu , 3064
3. Last semester student can graduate with this degree and/or last semester course will be offered Spring 2010
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? The course was originally intended for students in the Mental Health Counseling and School Psychology tracks of the Ed.S. Degree Program within the College of Education. The course is currently being offered as PSY 7533. Deletion of PSY 6533 will have no effect on the students enrolled in either track of the Ed.S. Degree Programs in Psychology and Counseling.
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. PSY 6533 is not required by any program within the department, or any program outside the department for graduation purposes.
6. (For courses only) Will another course be substituted? If yes, what course? NO

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** From Page 147 of the online Graduate Catalogue.

PSY 6413 Learning and Cognition in Adulthood Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging

PSY 6513 Advanced Educational Psychology A study of learning processes with emphasis on applications to structured situations

PSY 6523 Behavior Assessment and Intervention An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings

~~**PSY 6533 Psychopathology** An examination of selected adult and childhood mental disorders with emphasis on assessment, classification, and intervention~~

~~Prerequisite: PSY 4533, Abnormal Psychology or equivalent~~

PSY 6543 Psycho-Social Aspects of Development A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment

PSY 6553 Social Psychology An examination of the various situation/social factors which influence attitudes and behavior Representative topics include pro/anti-social behavior, social influence processes, and models of attribution

PSY 6563 Psychosocial Aspects of Disability A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects

PSY 6573 Psychological Testing A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

PSY 6583 Individual Intelligence Testing A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales

Prerequisite: Permission of professor

PSY 6603 Professional School Psychology Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

PSY 6613 Professional Consultation A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices Includes practical experiences for skills development

Prerequisite: PSY 6113

PSY 6633 Physiological Psychology and Psychopharmacology This course focuses on the interaction of biological structure and function with behavior and the role of endogenous chemicals in this interaction. The course addresses biological correlates associated with major mental disorders and exogenous chemical agents used in treatment. Prerequisite: permission of the instructor. Summer.

PSY 7103 Advanced Counseling Theories A study of counseling theories, with emphasis on the student developing a personal counseling approach Prerequisite: permission of professor

PSY 7213 Research Design and Multivariate Analysis in Psychology and Counseling The nature, computation, and interpretation of multivariate statistics in the context of psychology and counseling research and literature, with a primary emphasis on the integration of multivariate statistics and research design

Prerequisite: PSY 6213

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

1. Program and/or Course Title, Prefix and Number Physiological Psychology & Psychopharmacology – PSY 6633
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Patrick L. Peck, Ed.D., Arkansas State University, College of Education, plpeck@astate.edu , 3064
3. Last semester student can graduate with this degree and/or last semester course will be offered Summer 2009
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? The course was originally intended for students in the Mental Health Counseling and School Psychology tracks of the Ed.S. Degree Program within the College of Education. The course is currently being offered as PSY 7633. The deletion of PSY 6633 will have no effect on the students enrolled in either track of the Ed.S. Degree Program in Psychology and Counseling.
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. PSY 6633 is not required by any program within the department, or any program outside the department for graduation purposes.
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Prerequisite: PSY 4533, Abnormal Psychology or equivalent

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PSY 6563 Psychosocial Aspects of Disability A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects

PSY 6573 Psychological Testing A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

PSY 6583 Individual Intelligence Testing A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales
Prerequisite: Permission of professor

PSY 6603 Professional School Psychology Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

PSY 6613 Professional Consultation A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices Includes practical experiences for skills development
Prerequisite: PSY 6113

~~**PSY 6633 Physiological Psychology and Psychopharmacology** This course focuses on the interaction of biological structure and function with behavior and the role of endogenous chemicals in this interaction. The course addresses biological correlates associated with major mental disorders and exogenous chemical agents used in treatment. Prerequisite: permission of the instructor. Summer.~~

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PSY 7213 Research Design and Multivariate Analysis in Psychology and Counseling The nature, computation, and interpretation of multivariate statistics in the context of psychology and counseling research and literature, with a primary emphasis on the integration of multivariate statistics and research design
Prerequisite: PSY 6213

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

1. Program and/or Course Title, Prefix and Number PSY 7543 Theories of Personality
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) John D. Hall, Ph.D., ASU-J, P.O. Box 1560, State University, AR 72467-1560
3. Last semester student can graduate with this degree and/or last semester course will be offered Fall 2008
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? Students enrolled in the Ed.S. Degree in Psychology & Counseling Psychoeducational Diagnosis Track who were seeking licensure as Licensed Psychological Examiners with the Arkansas Psychology Board (APB). This track no longer exists and the license is being phased out by the APB. The course was most recently taken by students enrolled in the School Psychology Track but is being eliminated in response to the most recent NASP Program Review which calls for a number of curriculum changes including fall and spring offerings of PSY 7613 Practicum in School Psychology. NASP is a SPA for NCATE.
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. No effect. No.
6. (For courses only) Will another course be substituted? If yes, what course? Yes. PSY 7613 Practicum in School Psychology will now be offered in both the fall and spring semesters.

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Pg. 148

PSY 7513 Psycho-Educational Assessment of Persons with Disabling Conditions

A study of psychological assessment of individuals with a focus on those with disabling conditions Emphasis will be placed on the process and content of writing reports based on psychological measures Prerequisites: PSY 6583 or Permission of professor

PSY 7523 Psychoeducational Intervention Exploration and utilization of evidence-based educational and psychological interventions for the purpose of preventing and intervening in school-based learning and behavioral problems Prerequisite: Permission of Professor

PSY 7533 Psychopathology An examination of selected adult and childhood mental disorders with emphasis on assessment, classification, and intervention Prerequisite: PSY 4533, Abnormal Psychology or equivalent

~~**PSY 7543 Theories of Personality** Study of theories of personality with emphasis given to the use of theory to understand, predict, and change behavior Prerequisite: permission of professor~~

PSY 7563 Theories of Learning An examination of various learning theories and their implications for human behavior Prerequisite: permission of professor

PSY 7583 Developmental and Differential Psychology Developmental aspects of psychological functioning, with emphasis on individual differences Prerequisites: PSY 6543 (or equivalent) and permission of professor

PSY 7613 Practicum in School Psychology Supervised practice in school psychology in an appropriate setting Prerequisites: ELSE 5633 or equivalent course approved by the student's academic advisor, PSY 6113, PSY 6523, PSY 6573, PSY 6583, PSY 6603, PSY 6613, PSY 7233, PSY 7513, permission of the school psychology committee and the professor

PSY 7633 Physiological Psychology and Psychopharmacology This course focuses on the interaction of biological structure and function with behavior and the role of endogenous chemicals in this interaction. The course addresses biological correlates associated with major mental disorders and exogenous chemical agents used in treatment. Prerequisite: permission of the instructor. Summer.

PSY 7701-3 Special Problems in Psychology

PSY 7721-3 Independent Study

PSY 7801-6 Thesis

PSY 7823-6 Supervised Internship Supervised experience in an appropriate professional setting Prerequisite: Must have completed all coursework prior to beginning internship hours and must have permission of the school psychology committee and the professor

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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)

Sharon Davis, Department of Psychology and Counseling, MRC Program, P.O. Box 1560, State University, AR 72467, sharondavis@astate.edu, (870)972-3190

2. Proposed Change

Catalogue changes in bulletin to reflect new admission criteria and new prerequisite requirements. Additionally, to correct mistakes in the current graduate bulletin.

3. Effective Date

10/14/2009

4. Justification

The current admission criteria in the ASU graduate bulletin does not specify a specific GRE score nor does it allow for admission consideration based upon a combination of GRE score and student GPA. As noted above, several edits are needed to correct mistakes in the current graduate bulletin specific to outdated information and duplications.

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Admission Standards: Changes to be made in bulletin**Unconditional Admission**

Applicants must:

- ~~Have a minimum cumulative grade point average of 2.75 based on a four-point scale on all undergraduate work attempted.~~
- Have three letters of recommendation from professionals in the fields

of psychology, rehabilitation, or a related discipline sent directly to the Graduate School that will support the student's request for admission and address the student's academic skills, personal attributes, strengths, and/or limitations.

- Submit a completed M.R.C application and a letter that requests acceptance into the M.R.C. Program. Students should state their academic goals and interests.
- Submit **verbal and quantitative an-acceptable scores** on the Graduate Record Examination (GRE).
- Appear for an interview with the M.R.C. Admissions Committee prior to acceptance into the program.

~~• Conditional Admission~~

Unconditional Admission

~~Students who do not meet the requirements for unconditional admission may be granted conditional admission to the M.R.C. program if they have a minimum grade point average of 3.00 on the last 60 hours of undergraduate work.~~

Applicants who are admitted will be placed in the unconditional admission status if they meet one of the following:

- A minimum undergraduate cumulative grade point average of 2.75 (or 3.00 on the last 60 hours), and a cumulative score of at least 850 on the combined verbal and quantitative sections of the GRE, or**
- A minimum undergraduate cumulative grade point average of 3.00 (or 3.25 on the last 60 hours), and a cumulative score of at least 800 on the combined verbal and quantitative sections of the GRE, or**
- Unconditional admission to the Graduate School, a minimum score of 800 on the combined verbal and quantitative sections of the GRE, and a minimum cumulative graduate grade point average of 3.00 on 12 or more semester hours with no more than one course with a grade of "C" and no grade less than a "C".**

Conditional Admission

Applicants who are admitted will be placed in the conditional admission status if they meet one of the following:

- A minimum undergraduate cumulative grade point average of 2.50 (or 2.75 on the last 60 hours), and a cumulative score of at least 790 on the combined verbal and quantitative sections of the GRE, or**
- A minimum undergraduate cumulative grade point average of 3.00 on the last 60 hours of undergraduate work, or**
- A minimum cumulative grade point average of at least 3.00 on at least 6 hours of previous graduate work with no more than one grade of "C" or below.**

Note: With the exception of **PSY 5753**, Introduction to Rehabilitation (~~PSY 4/5753~~), a Nondegree Student must have prior approval from an M.R.C. faculty member to enroll in any of the required M.R.C. courses.

Prerequisites: Changes to be made in bulletin

Program of Study and Curriculum

M.R.C. students, depending upon the adequacy of their academic backgrounds, will complete a minimum of 48 semester hours of coursework for the M.R.C. degree.

The student's program of study will be planned and outlined with his/her academic adviser during the first period of enrollment. ~~The following is a list of both required courses and recommended electives.~~ **The following is a list of all required courses.**

REQUIRED COURSES (48 semester hours)
PSY 5753, Introduction to Rehabilitation

Revised 9/25/2008

COUN 6033, Social & Cultural Foundations of Counseling

~~COUN 6043, Career and Lifestyle Development~~

COUN 6043, Career Development and Services

COUN 6053, Ethical, Legal, and Professional Issues in Counseling

PSY 6113, Theories and Techniques in Helping Relationships

COUN 6123, Group Dynamics (prerequisite: PSY 6113)

COUN 6203, Counseling Prepracticum (prerequisite: PSY 6113 or concurrently)

COUN 6243, Case Management in Rehabilitation

COUN 6253, Vocational Services in Rehabilitation

COUN 6263, Medical Aspects of Disability

~~COUN 6053, Ethical, Legal, and Professional Issues in Counseling~~

COUN 6283, Practicum in Rehabilitation Counseling (prerequisites: PSY 5753; PSY 6113; COUN 6123 **or**

concurrently; COUN 6203; and permission of professor)

COUN 6303, Internship I in Rehabilitation Counseling

COUN 6323, Internship II in Rehabilitation Counseling

PSY 6563, Psychosocial Aspects of Disability

PSY 6573, Psychological Testing (~~prerequisite: EDFN 6773~~)

ELFN 6773, Introduction to Statistics and Research OR PSY 6213, Statistics and Research Design in Psychology and Counseling

Bulletin Change Transmittal Form

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

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

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

2. Proposed Change

The school psychology track only accepts students in the fall semester of each academic year. Therefore, individuals who are applying for acceptance into the school psychology track of the program must submit their entire application to the Graduate School no later than April 15th.

3. Effective Date

Spring 2010

4. Justification

The National Association of School Psychologists (NASP) which is a SPA for NCATE expects students to progress through the school psychology curriculum in a sequential manner. This is best accomplished by only accepting students once per academic year in a cohort.

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another university's accredited post-master degree program with a major in psychology or counseling, or (with permission) admission to the Ed.S. in Educational

Leadership, the Specialist in Community College Teaching Program, or the Ed.D. in Educational Leadership.

Program Admission Procedures

Contact the Graduate School for an application materials packet.

Submit to the Graduate School all application materials, including:

a. Completed Graduate School application form with specified application fee, proof of immunization for measles and rubella (if date of birth is January 1957 or later), selective service status form, and separate official transcripts of all undergraduate and graduate work from all colleges and universities attended.

b. Official report of scores, obtained within the last five (5) years, on the Graduate Record Examination (GRE) for Verbal and Quantitative sections.

c. A typed statement of personal, educational, and career goals and aspirations; personal perception of influences on the applicant's choice of training in the areas of psychology and/or counseling; and personal view of the role and value of the chosen area of training.

d. Four letters of appraisal and recommendation from persons qualified to speak with authority about the applicant's professional abilities and personal characteristics. At least two of these letters must come from faculty in the applicant's most recent academic program of study. When the applicant has not completed that program of study, a statement of status in that program also is required.

3. The Graduate School reviews the application file and, if applicant qualifies for admission to the Graduate School, forwards the file (including all materials listed above) to the appropriate Program Coordinator in the Department of Psychology and Counseling.

4. The appropriate Ed.S. Program Committee reviews the application file. This committee evaluates all materials submitted by the applicant and decides whether the applicant has the essential qualities to warrant an interview with the Committee.

5. Applicants who qualify for an interview appear before the Committee, which then decides whether the applicant meets program requirements and expectations. If an applicant is approved for admission to the program, the committee sets any conditions of admission and appoints an academic adviser.

6. Application file is returned to the Graduate School for notification to the applicant of the admission status. For applicants who are admitted, the notice also will include identification of academic adviser and conditions of admission, if any.

Note: The school psychology track only accepts students in the fall semester of each academic year. Therefore, individuals who are applying for acceptance into the school psychology track of the program must submit their entire application to the Graduate School no later than April 15th.

Program Admission Requirements

To be considered for admission to the Ed.S. Program in Psychology and Counseling, applicants must hold an earned bachelor's or master's degree from an accredited institution and present evidence of qualities consistent with those required for effective practice in the chosen area of study. The written statement prepared by the applicant, combined with letters from references and the personal interview, will be used as the basis for committee members' judgment of the applicant's personal and interpersonal qualities. All persons admitted to the program are required to meet the same standard in regard to these qualities.

Applicants also must present evidence of potential ability to perform

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Bulletin Change Transmittal Form

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		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
 John D. Hall, Ph.D., ASU-J, Department of Psychology & Counseling, P.O. Box 1560 State University, AR 72467, jhall@astate.edu, 3041

2. Proposed Change
 See School Psychology Track section from the current ASU Graduate Bulletin listed below.

3. Effective Date
 Fall Semester 2009

4. Justification
 The proposed changes to the description and the curriculum are in direct response to the February 2, 2009 initial National Recognition report from the National Association of School Psychologists (NASP) with is the SPA for NCATE. NASP awarded our School Psychology Track within the Ed.S. Degree Program in Psychology and Counseling with "NASP Conditionally Approved" status. The conditional approval calls for program to make a number of programmatic and curriculum changes in advance of December 31, 2010 in an attempt to obtain full approval.

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Pgs. 100-101

School Psychology Track

The School Psychology Track is specifically designed to educate future school

psychologists so that graduates have expert skills in data-based decision making, assessment, intervention (including prevention), consultation, research, and program planning, and evaluation to work with students, teachers, administrators, parents, and other professionals. Preparation is focused on comprehensive service delivery to meet the complex needs of the diverse clientele that is served. The structure of the program is based on the professional standards established by the National Association of School Psychologists (NASP). Program requirements are also consistent

101
with licensure standards set by the Arkansas Department of Education (ADE) and the Arkansas Psychology Board (APB). The program of study has been approved by the **National Association of School Psychologists (NASP) and** ADE. The curriculum is rooted in the scientist-practitioner and ecologicalbehavioral models. Students are taught to be both consumers and producers of research. Professional accountability is stressed. Applicable laws, ethical principles and codes of conduct are emphasized. Program graduates are well educated in the problem-solving model. They are well equipped to draw upon strong foundations in psychology and education when providing direct and indirect services to meet the academic, social, and emotional needs of all students.

Course Requirements

Year 1

Fall

PSY 6113 Theories and Techniques in Helping Relationships
PSY 6213 Statistics and Research Design
PSY 6573 Psychological Testing
PSY 6603 Professional School Psychology

Spring

PSY 6583 Individual Intelligence Testing
PSY 6613 Professional Consultation
PSY 7513 Psycho-Educational Assessment of Persons with Disabling Conditions
PSY 7563 Theories of Learning (**rotates every spring w/ PSY 7223 Research Design and Program Evaluation in Psychology & Counseling**)

Summer I

PSY 6623 Child and Adolescent Psychopathology, Prevention, & Intervention in the Schools

Summer II

PSY 6513 Advanced Educational Psychology

Year 2

Fall

PSY 6523 Behavior Assessment and Intervention
COUN 7463 Couples and Family Counseling
PSY 7523 Psychoeducational Interventions
PSY 7613 Practicum in School Psychology

Spring

COUN 6033 Social and Cultural Foundations of Counseling
PSY 7223 Research Design and Program Evaluation in Psychology & Counseling (rotates every spring w/ 7563 Theories of Learning)
PSY 7583 Developmental and Differential Psychology
PSY 7613 Practicum in School Psychology

Summer I

ELFN 6763 Philosophies of Education

Revised 9/25/2006

Summer II

PSY 7633 Physiological Psychology and Psychopharmacology

~~ELSE 5633 Diagnostic & Corrective Reading Instruction for Individuals with Mild Disabilities~~

~~(or equivalent course approved by advisor)~~

~~PSY 6543 Psycho-Social Aspect of Development~~

~~PSY 7213 Research Design and Multivariate Analysis~~

~~PSY 7533 Psychopathology~~

~~PSY 7543 Theories of Personality~~

Year 3

Fall

PSY 7823-6 Supervised Internship

Spring

PSY 7823-6 Supervised Internship

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

Students who complete the School Psychology Track of the program and are awarded the Ed.S. Degree in Psychology and Counseling are eligible to take the Praxis II School Psychology Specialist Examination which is required for licensure as a School Psychology Specialist (SPS) by the ADE. These individuals may also elect to seek national certification as Nationally Certified School Psychologists (NCSP) through the NASP. Graduates of the program who have 600 hours of PSY 7823-6 Supervised Internship supervised by a licensed psychologist may also apply for licensure as Licensed Psychological Examiners (LPE) with the APB **prior to December 31, 2013**. Additional information about the School Psychology Track can be obtained from the School Psychology Handbook, program faculty, and at the following Department of Psychology and Counseling website: <http://www.ct.ate.edu/psycoun>

www.Astate.edu/Education/PsychCoun

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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**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)Sharon Davis, Dept of Psychology and Counseling, P.O. Box 1560, State University, AR 72467, sharondavis@astate.edu, 870-972-3064**2. Proposed Change**Addition of the phrase "or concurrently;" and one additional prerequisite (i.e., COUN 6203) to COUN 6283 Practicum In Rehabilitation Counseling. Please see **red bold** print below.**3. Effective Date**

Spring 2010

4. Justification

Additional prerequisites needed to better prepare students for practicum.

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COUN 6283 Practicum in Rehabilitation Counseling A 100 clock-hour supervised practicum within a rehabilitation-related agency or organization. Students will also acquire practical and applied rehabilitation counseling skills in a clinical/laboratory setting on campus. Prerequisite: Permission of Program Coordinator and

Revised 9/25/2006

PSY 5753; PSY 6113; COUN 6123 **or concurrently; and COUN 6203.**

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

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
 Nola Christenberry, Ph.D., Associate Professor of Psy and Coun, ASU-J, P.O. Box 1560, State University, AR 72467, nchriste@astate.edu, 3171

2. Proposed Change
COUN 6801-3 Independent Study Advanced study of a specific topic or content in counseling not addressed in the curriculum. Student must submit a written proposal in advance that outlines the topic or content and expected products for evaluation. This proposal also requires written approval of the professor and the department chair. This course is not intended to replace any course in the curriculum.

3. Effective Date
 Spring 2010

4. Justification
 Graduate course description in the bulletin currently only includes the course prefix, number and title. A course description needs to be added to best reflect purpose of the course and enrollment requirements.

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approval of the degree program committee]
COUN 6501-6 Thesis

COUN 6801-3 Independent Study Advanced study of a specific topic or content in counseling not addressed in the curriculum. Student must submit a written proposal in advance that outlines the topic or content and expected products for evaluation. This proposal also requires written approval of the professor and the department chair. This course is not intended to replace any course in the curriculum.

COUN 7443 Counselor Supervision A study of the models of counseling supervision; stages of counselor development; supervision methods and techniques; supervisory relationship; ethical, legal, and professional regulatory issues; evaluation; and supervised practice with master-level practicum students Prerequisite: Permission of screening committee

COUN 7451-3 Special Problems in Counseling

COUN 7473 Supervised Internship I Supervised experience in an appropriate professional setting. Prerequisite: Must have completed all course work prior to beginning or concurrently with internship hours and have permission of the Ed.S. committee

COUN 7483 Supervised Internship II Supervised experience in an appropriate professional setting. Prerequisite: Must have completed all course work prior to beginning or concurrently with internship hours and have permission of the EdS committee

COUN 7501-6 Thesis

COUN 7801-3 Independent Study

Psychology

ACCESS TO PSY COURSES BY NON-DEGREE STUDENTS

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PSY 5753 Introduction to Rehabilitation Counseling An overview of the profession of rehabilitation counseling which is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process This course must be taken at the graduate level for it to apply towards counselor licensure and certification

PSY 6113 Theories and Techniques in Helping Relationships A study of theories and their applications in helping relationships; helper and client characteristics that influence helping processes; and basic helping skills

PSY 6213 Statistics and Research Design in Psychology and Counseling

The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature Includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design Prerequisite: Undergraduate statistics class or equivalent, or permission of instructor

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College Dean	Date	Graduate Curriculum Committee Chair	Date
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1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Patrick Peck, Ed.D., ASU-J, P.O. Box 1560, State University, AR 72467, plpeck@astate.edu; 870-972-3020

2. Proposed Change

Change the course number for COUN 6463 Introduction to Couples and Family Counseling to 7000-level. Specifically, COUN 7463 (see strikethrough in red from the current ASU Graduate Bulletin for proposed change and red bold text for proposed change). Additionally, remove the "Introduction to" in the course title (see strikethrough in red) and also remove the "or" in the prerequisite and replace it with "and" and remove the notation of course offering in the "Summer".

3. Effective Date

Spring 2010

4. Justification

This is an advanced graduate level course that requires basic counseling skills. This course primarily serves graduate students enrolled in the Ed.S. Degree Program in Psychology & Counseling who are pursuing state licensure in counseling and psychology. The course is no longer taught in the summer and term offered is typically not listed in the graduate bulletin.

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COUN 6333 Student Personnel Services in Higher Education An overview of higher education with emphasis on student personnel service components

COUN 6343 College Student Development A study of contemporary theory and research related to student development with emphasis on applications to college student personnel services

COUN 6353 College and the Student Study of the contemporary American college student including subcultures, values and beliefs, lifestyles, academic and personal problems, and environmental influences Methods of assessment, and implications for student affairs policy and programming are discussed

COUN 6383 Practicum in College Student Personnel Services Supervised practice (minimum of 100 clock hours) in a broad array of services typical of student affairs Requires at least 40 hours of direct service with clients, including individual counseling and a minimum 10 hours of group work; at least one hour per week of individual supervision with a program faculty member or designee; and at least one and one-half hours per week of group supervision with a program faculty member [Prerequisites: COUN 6333, COUN 6343, COUN 6353, and permission of degree program committee COUN 6333 must be taken before or concurrently with COUN 6383] Offered Fall semesters

COUN 6393 Internship in College Student Personnel Services Supervised practice (a minimum of 600 clock hours) in one or more student affairs settings Must include at least 240 clock hours of direct service to clients, at least one hour per week of individual supervision with the site supervisor, and at least one and one-half hours per week of group supervision with a program faculty member [Prerequisite: Completion of all coursework prior to or concurrent with the internship hours and approval of the degree program committee] Offered Spring Semester

COUN 6423 Psychosocial Aspects of Aging Explores the complex interaction of physical, social, psychological, sociocultural, and attitudinal factors that contribute to both society's and the individual's perceptions of the aged population

COUN 6463 7463 Introduction to Couples and Family Counseling ~~This course is an introduction to family theory, assessment, and intervention.~~ **The study of couple and family systems theory, assessment, and intervention.** Content will promote

the understanding of couple and family dynamics and introduce basic family counseling interventions including several foundational family counseling theories.

Prerequisite: PSY 6113 ~~or permission of the instructor.~~ ~~Summer.~~

COUN 6473 Child and Adolescent Counseling Theory and techniques for treating emotional and psychological disorders in children and adolescents with a focus on various counseling approaches to treatment and treatment evaluation

Prerequisite: Nine hours in an appropriate graduate program

COUN 6443 Counselor Supervision A study of the models of counseling supervision; stages of counselor development; supervision methods and techniques; supervisory relationship; ethical, legal, and professional regulatory issues; evaluation; and supervised practice with master-level practicum students Prerequisite: Permission of screening committee

COUN 6493 Internship in College Student Counseling Supervised practice (a minimum of 600 clock hours) in one or more student affairs settings Must include at least 240 clock hours of direct service to clients, at least one hour per week of individual supervision with the site supervisor, and at least one and one-half hours per week of group supervision with a program faculty member [Prerequisite: Completion of all coursework prior to or concurrent with the internship hours and

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Comment [m1]:
 Comment [m2R1]:
 Comment [m3R2]:

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		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Patrick Peck, Ed.D., Associate Professor of Counseling, ASU-J, P.O. Box 1560 State University, AR 72467; plpeck@astate.edu , 3020
2. Proposed Change COUN 7451-3 Special Problems in Counseling Advanced study of a specific problem in counseling. Student must submit a written proposal in advance that outlines the study and expected products for evaluation. This proposal also requires written approval of the professor and the department chair. This course is not intended to replace any course in the curriculum.
3. Effective Date Spring 2010
4. Justification Graduate course description in the bulletin currently only includes the course prefix, number and title. A course description needs to be added to best reflect purpose of the course and enrollment requirements.

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approval of the degree program committee]

COUN 6501-6 Thesis

COUN 6801-3 Independent Study

COUN 7443 Counselor Supervision A study of the models of counseling supervision; stages of counselor development; supervision methods and techniques; supervisory relationship; ethical, legal, and professional regulatory issues; evaluation;

Revised 9/25/2006

and supervised practice with master-level practicum students Prerequisite:
Permission of screening committee

COUN 7451-3 Special Problems in Counseling Advanced study of a specific problem in counseling. Student must submit a written proposal in advance that outlines the study and expected products for evaluation. This proposal also requires written approval of the professor and the department chair. This course is not intended to replace any course in the curriculum.

COUN 7473 Supervised Internship I Supervised experience in an appropriate professional setting. Prerequisite: Must have completed all course work prior to beginning or concurrently with internship hours and have permission of the Ed.S. committee

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COUN 7501-6 Thesis

COUN 7801-3 Independent Study

Psychology

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PSY 6213 Statistics and Research Design in Psychology and Counseling

The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature Includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design Prerequisite: Undergraduate statistics class or equivalent, or permission of instructor

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1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
 Patrick Peck, Ed.D., Associate Professor of Counseling, ASU-J, P.O. Box 1560, State University, AR 72467, pjpeck@astate.edu, 3020

2. Proposed Change
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COUN 6501-6 Thesis

COUN 6801-3 Independent Study

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Permission of screening committee

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COUN 7501-6 Thesis

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1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) John D. Hall, Ph.D.; ASU-J; P.O. Box 1560 State University, AR 72467; jhall@astate.edu; 3041
2. Proposed Change Add PSY 6573 Psychological Testing as a prerequisite for PSY 6583 Individual Intelligence Testing.
3. Effective Date Spring 2010
4. Justification The knowledge obtained in PSY 6573 Psychological Testing is a prerequisite for knowledge and skills acquired in PSY 6583 Individual Intelligence Testing.

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PSY 6413 Learning and Cognition in Adulthood Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging

PSY 6513 Advanced Educational Psychology A study of learning processes with emphasis on applications to structured situations

PSY 6523 Behavior Assessment and Intervention An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings

PSY 6533 Psychopathology An examination of selected adult and childhood mental disorders with emphasis on assessment, classification, and intervention
Prerequisite: PSY 4533, Abnormal Psychology or equivalent

PSY 6543 Psycho-Social Aspects of Development A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment

PSY 6553 Social Psychology An examination of the various situation/social factors which influence attitudes and behavior Representative topics include pro/anti-social behavior, social influence processes, and models of attribution

PSY 6563 Psychosocial Aspects of Disability A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects

PSY 6573 Psychological Testing A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

PSY 6583 Individual Intelligence Testing A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales

Prerequisite: Permission of professor **and PSY 6573 Psychological Testing**

PSY 6603 Professional School Psychology Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

PSY 6613 Professional Consultation A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices Includes practical experiences for skills development
Prerequisite: PSY 6113

PSY 6633 Physiological Psychology and Psychopharmacology This course focuses on the interaction of biological structure and function with behavior and the role of endogenous chemicals in this interaction. The course addresses biological correlates associated with major mental disorders and exogenous chemical agents used in treatment. Prerequisite: permission of the instructor. Summer.

PSY 7103 Advanced Counseling Theories A study of counseling theories, with emphasis on the student developing a personal counseling approach Prerequisite: permission of professor

PSY 7213 Research Design and Multivariate Analysis in Psychology and Counseling The nature, computation, and interpretation of multivariate statistics in the context of psychology and counseling research and literature, with a primary emphasis on the integration of multivariate statistics and research design
Prerequisite: PSY 6213

Code #

Bulletin Change Transmittal Form

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

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

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
 John D. Hall, Ph.D., ASU-J, P.O. Box 1560, State University, AR 72467, jhall@astate.edu, 870-972-3041

2. Proposed Change
 To eliminate the existing course prerequisite of PSY 6543 Psycho-Social Aspects of Development for PSY 7583 Developmental and Differential Psychology (see strikethroughs in red from the current ASU Graduate Bulletin for proposed changes) and change it to a prerequisite of an "undergraduate developmental class or equivalent, or permission of instructor" (see revised text in red bold).

3. Effective Date
 Fall 2009

4. Justification
 The existing course prerequisite is no longer applicable and the proposed prerequisite will suffice.

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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PSY 7513 Psycho-Educational Assessment of Persons with Disabling Conditions

A study of psychological assessment of individuals with a focus on those with disabling conditions Emphasis will be placed on the process and content

Revised 9/25/2006

of writing reports based on psychological measures Prerequisites: PSY 6583 or Permission of professor

PSY 7523 Psychoeducational Intervention Exploration and utilization of evidence-based educational and psychological interventions for the purpose of preventing and intervening in school-based learning and behavioral problems Prerequisite: Permission of Professor

PSY 7533 Psychopathology An examination of selected adult and childhood mental disorders with emphasis on assessment, classification, and intervention Prerequisite: PSY 4533, Abnormal Psychology or equivalent

PSY 7543 Theories of Personality Study of theories of personality with emphasis given to the use of theory to understand, predict, and change behavior Prerequisite: permission of professor

PSY 7563 Theories of Learning An examination of various learning theories and their implications for human behavior Prerequisite: permission of professor

PSY 7583 Developmental and Differential Psychology Developmental aspects of psychological functioning, with emphasis on individual differences Prerequisites:

~~PSY 6543 (or equivalent)~~ and **undergraduate developmental psychology class or equivalent, or permission of professor**

PSY 7613 Practicum in School Psychology Supervised practice in school psychology in an appropriate setting Prerequisites: ELSE 5633 or equivalent course approved by the student's academic advisor, PSY 6113, PSY 6523, PSY 6573, PSY 6583, PSY 6603, PSY 6613, PSY 7233, PSY 7513, permission of the school psychology committee and the professor

PSY 7633 Physiological Psychology and Psychopharmacology This course focuses on the interaction of biological structure and function with behavior and the role of endogenous chemicals in this interaction. The course addresses biological correlates associated with major mental disorders and exogenous chemical agents used in treatment. Prerequisite: permission of the instructor. Summer.

PSY 7701-3 Special Problems in Psychology

PSY 7721-3 Independent Study

PSY 7801-6 Thesis

PSY 7823-6 Supervised Internship Supervised experience in an appropriate professional setting Prerequisite: Must have completed all coursework prior to beginning internship hours and must have permission of the school psychology committee and the professor

Code #

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

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
 John D. Hall, Ph.D., Professor of Psychology & Counseling, ASU-J, P.O. Box 1560 State University, AR 72401, jhall@astate.edu, 3041

2. Proposed Change
 To eliminate a number of the course prerequisites associated with PSY 7613 Practicum in School Psychology (see strikethroughs in red from the current ASU Graduate Bulletin for proposed changes).

3. Effective Date
 Fall 2009

4. Justification
 These three existing course pre-requisites are no longer applicable.

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Revised 9/25/2006

of writing reports based on psychological measures Prerequisites: PSY 6583 or Permission of professor

PSY 7523 Psychoeducational Intervention Exploration and utilization of evidence-based educational and psychological interventions for the purpose of preventing and intervening in school-based learning and behavioral problems Prerequisite: Permission of Professor

PSY 7533 Psychopathology An examination of selected adult and childhood mental disorders with emphasis on assessment, classification, and intervention Prerequisite: PSY 4533, Abnormal Psychology or equivalent

PSY 7543 Theories of Personality Study of theories of personality with emphasis given to the use of theory to understand, predict, and change behavior Prerequisite: permission of professor

PSY 7563 Theories of Learning An examination of various learning theories and their implications for human behavior Prerequisite: permission of professor

PSY 7583 Developmental and Differential Psychology Developmental aspects of psychological functioning, with emphasis on individual differences Prerequisites: PSY 6543 (or equivalent) and permission of professor

PSY 7613 Practicum in School Psychology Supervised practice in school psychology in an appropriate setting Prerequisites: ~~ELSE 5633 or equivalent course approved by the student's academic advisor, PSY 6113, PSY 6523,~~ PSY 6573, PSY 6583, PSY 6603, ~~PSY 6613, PSY 7233,~~ PSY 7513, permission of the school psychology committee and the professor

PSY 7633 Physiological Psychology and Psychopharmacology This course focuses on the interaction of biological structure and function with behavior and the role of endogenous chemicals in this interaction. The course addresses biological correlates associated with major mental disorders and exogenous chemical agents used in treatment. Prerequisite: permission of the instructor. Summer.

PSY 7701-3 Special Problems in Psychology

PSY 7721-3 Independent Study

PSY 7801-6 Thesis

PSY 7823-6 Supervised Internship Supervised experience in an appropriate professional setting Prerequisite: Must have completed all coursework prior to beginning internship hours and must have permission of the school psychology committee and the professor

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**Bulletin Change**

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

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)John D. Hall, Ph.D., Professor of Psychology & Counseling, ASU-J, P.O. Box 1560 State University, AR 72467, jhall@astate.edu, 3041**2. Proposed Change**

PSY 7701-3 Special Problems in Psychology Advanced study of a specific problem in psychology. Student must submit a written proposal in advance that outlines the study and expected products for evaluation. This proposal also requires written approval of the professor and the department chair. This course is not intended to replace any course in the curriculum.

3. Effective Date

Spring 2010

4. Justification

Graduate course description in the bulletin currently only includes the course prefix, number and title. A course description needs to be added to best reflect purpose of the course and enrollment requirements.

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PSY 7613 Practicum in School Psychology Supervised practice in school psychology in an appropriate setting Prerequisites: ELSE 5633 or equivalent course approved by the student's academic advisor, PSY 6113, PSY 6523, PSY 6573, PSY 6583, PSY 6603, PSY 6613, PSY 7233, PSY 7513, permission of the school psychology committee and the professor

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PSY 7721-3 Independent Study

PSY 7801-6 Thesis

PSY 7823-6 Supervised Internship Supervised experience in an appropriate professional setting Prerequisite: Must have completed all coursework prior to beginning internship hours and must have permission of the school psychology committee and the professor

Code #

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1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)John D. Hall, Ph.D., Professor of Psychology & Counseling, ASU-J; P.O. Box 1560 State University, 72467, jhall@astate.edu, 3041**2. Proposed Change**

PSY 7721-3 Independent Study Advanced study of a specific topic or content in psychology not addressed in the curriculum. Student must submit a written proposal in advance that outlines the topic or content and expected products for evaluation. This proposal also requires written approval of the professor and the department chair. This course is not intended to replace any course in the curriculum.

3. Effective Date

Spring 2010

4. Justification

Graduate course description in the bulletin currently only includes the course prefix, number and title. A course description needs to be added to best reflect purpose of the course and enrollment requirements.

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PSY 7801-6 Thesis

PSY 7823-6 Supervised Internship Supervised experience in an appropriate professional setting Prerequisite: Must have completed all coursework prior to beginning internship hours and must have permission of the school psychology committee and the professor

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		Vice Chancellor for Academic Affairs	Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
 Russell Jones, ASU, BU205B, rjones@astate.edu, 972-3988

2. Proposed Change
 To include IBS 6593 as a core requirement in the MBA program and all MBA-emphasis areas.

3. Effective Date
 Fall 2010

4. Justification
 There have been 3 significant developments with the program which lead us to request this change:

- (1) AACSB (our accrediting agency) has adopted a global approach for business colleges and now requires the international aspect to be addressed at both the undergraduate and graduate levels;
- (2) The College of Business mission statement has been updated to include international regions within our service area;
- (3) ASU has become more internationally focused and the increase of international students has been dramatic within the COB

MASTER OF BUSINESS ADMINISTRATION DEGREE

The program consists of a core curriculum of 274 hours. This common body of knowledge is aimed at developing competency for overall management and leadership. In addition, students may select electives in their field of choice to develop emphasis areas to meet their needs. The core courses plus the electives result in a 33-hour program. Students with a non-business undergraduate degree typically must take up to 15 hours of the Fast-Track foundation courses, or their equivalent, resulting in as much as a 48-hour program for such students.

All courses must be taken at the 6000 level. However, those students seeking to sit for the CPA exam may take one 5000 level course in accounting to help prepare them for the exam while meeting the 150-hour rule for the exam. Management 6423, Strategic Management, must be taken after all core courses have been taken or during the student's last semester of course work. Students may take an internship course which can count for a three-hour elective. All internships must be taken after a student has completed 15 hours of course work. Only one three-hour internship or one directed independent study may count toward the degree.

Core Courses required of all students

ACCT 6003, Accounting for Planning and Control

ECON 6313, Managerial Economics

FIN 6723, Advanced Management of Finance

[IBS 6593, Strategic Global Initiatives](#)

MIS 6413, Management Information Systems

MGMT 6403, Seminar in Organizational Behavior and Leadership

MGMT 6423, Strategic Management

MKTG 6223, Strategic Marketing

MIS 6543, Business Analytics

Elective Courses

~~Nine-Six~~ hours of electives may be selected in business or economics, as approved by the director of graduate business programs, ~~to provide a desired emphasis or to have a flexible MBA.~~

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CONCENTRATION in MANAGEMENT INFORMATION SYSTEMS

The MBA with Concentration in MIS program is designed to allow graduate business students the ability to select in-depth coverage of the core components of today's IT field while furthering their business administration academic career. Students will complete the 24-27 hours within the MBA core (which includes two graduate level MIS course) and 9 additional hours of graduate level MIS coursework.

ADMISSION REQUIREMENTS

All general admission requirements of the Graduate School are applicable to the program, as are all admission requirements of the Master of Business Administration. These include the requirements for conditional and unconditional admission. In addition, the applicant must have completed the MBA foundation courses at either the graduate or the undergraduate level.

Program of Study

Each student within the program will complete the following 24-27 hours within the MBA core:

ACCT 6003, Accounting for Planning and Control
ECON 6313, Managerial Economics
FIN 6723, Advanced Management of Finance
IBS 6593, Strategic Global Initiatives
MIS 6413, Management Information Systems
MGMT 6403, Seminar in Organizational Behavior and Leadership
MGMT 6423, Strategic Management
MKTG 6223, Strategic Marketing
MIS 6543, Business Analytics

In addition, students will complete the following 9 hours of MIS courses:

MIS 6453, Electronic Commerce
MIS 6463, Information Systems Analysis & Design
Any 6000-level MIS course

Total Program Coursework: 33-36 Hours

MASTER OF BUSINESS ADMINISTRATION CONCENTRATION IN LOGISTICS

The MBA with a Concentration in Logistics is designed to allow students to complement their studies in business administration with in-depth coverage of the core components of the logistics functions of business as they relate to firms operating in a dynamic global business environment. Students will complete the 24 hours of the MBA core and 12 additional hours of graduate level courses in logistics.

ADMISSION REQUIREMENTS

All general admission requirements of the Graduate School are applicable to the program, as are all admission requirements of the Master of Business Administration. These include the requirements for conditional and unconditional admission. In addition, the applicant must have completed the MBA foundation courses at either the graduate or the undergraduate level.

Program of Study

Each student within the program will complete the following 24-27 hours within the MBA core:

ACCT 6003, Accounting for Planning and Control
ECON 6313, Managerial Economics
FIN 6723, Advanced Management of Finance
IBS 6593, Strategic Global Initiatives
MIS 6413, Management Information Systems
MGMT 6403, Seminar in Organizational Behavior and Leadership
MGMT 6423, Strategic Management
MKTG 6223, Strategic Marketing
MIS 6543, Business Analytics

In addition, students will complete the following 9 hours of concentration courses:

MKTG 6253, Seminar in Logistics Management
MKTG 6283 Global Supply Chain Management
FDST 6213, Food Security and Safety Assurance

Three hours of electives to be selected from the following:

AGEC 5023, International Commodity Marketing
AGEC 6013, Advanced Agricultural Price Analysis

Twelve hours fo- of these courses would represent the difference between the existing MBA program and the proposed curriculum in Logistics.

Total Program Coursework: 33-39 hours

MASTER OF BUSINESS ADMINISTRATION CONCENTRATION in HEALTHCARE ADMINISTRATION

The MBA with a Concentration in Healthcare Management is designed to allow students to complement their studies in business administration with in-depth coverage of the core components of the healthcare administration arena and the unique issues and challenges facing healthcare organizations in the dynamic healthcare industry. Students will complete the 24-27 hours of the MBA core and 12 hours of graduate level courses in Healthcare Administration.

Program of Study

Each student within the program will complete the following 24-27 hours within the MBA core:

ACCT 6003, Accounting for Planning and Control
ECON 6313, Managerial Economics
FIN 6723, Advanced Management of Finance
IBS 6593, Global Strategic Initiatives
MIS 6413, Management Information Systems
MGMT 6403, Seminar in Organizational Behavior and Leadership
MKTG 6223, Strategic Marketing
MIS 6543, Business Analytics

In addition, students will complete the following concentration courses:

HCA 6003, Healthcare Policy, Quality and Ethics
HCA 6013, Current Issues in Healthcare Administration
HCA 6703-6, Healthcare Internship
HCA 6993, Strategic Management for Healthcare Organizations

Three hours of electives to be selected from the following:

HCA 6413, Global Healthcare Policies and Issues
MIS 6513, Healthcare ~~Information~~Informatics
MGMT 6013, Human Resources Management for Healthcare Organizations

Fifteen hours of these courses would represent the difference between the existing MBA program and the proposed concentrations in Healthcare Administration.

Total Program Coursework: 33-42 hours

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Code #

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

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
 Russell Jones, ASU/COB, BU 250A, rjones@astate.edu, 3988

2. Proposed Change
 Change the name of IBS 6593 from **Global Competitiveness** to **Strategic Global Initiatives**. Also, add to the end of the course description, **Must be taken after successful completion of 24 hours of graduate coursework.**

3. Effective Date
 August 2010

4. Justification
 The content of the course has become heavily case oriented and involves strategic planning in a global environment. Students taking this course early in their MBA career have not been adequate prepared with the appropriate tools. Therefore, we are requiring that students take this course late in their curriculum.

New Program Proposal-Bulletin Change Transmittal Form

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

New Program (The following critical elements are taken directly from the Arkansas Department of Higher Education's "Criteria and Procedures for Preparing Proposals for New Programs".) 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
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College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Program Title

Master of Science, Sport Administration

2. CIP Code Requested**3. Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)

David LaVetter, Ph.D.
 Arkansas State University
 Department of Health, Physical Education and Sport Sciences
 P.O. Box 240
 State University, AR 72467
 lavetter@astate.edu
 870-680-8154

4. Proposed Starting Date

Fall 2010

5. Program Summary (Provide a general description of the proposed program. Include an overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.)

The Sport Administration is a Master of Science Program in the Department of Health, Physical Education & Sport Sciences at Arkansas State University. It is designed as a full-time, 30-credit hour program that can also serve today's working professional or student. The program serves graduate students interested in professional management or administrative opportunities in professional sports, intercollegiate administration, public assembly facilities, media, and sports marketing and management agencies.

The goal of this program to balance theory and practice in order to best prepare each graduate for employment in the field of sport administration. Each student will acquire a comprehensive understanding of the management, business, socio-cultural, ethical and legal applications in the administrative capacities within amateur and professional sports environments. Future employment for Sports Administration graduates would most likely seek employment within intercollegiate athletics (including athletic departments, conferences, and national organizations), professional sport organizations (teams and leagues), sport facilities, sports tours, motor sports, corporate sports organizations (sports agencies), and the sports media.

The Sport Administration graduate program will allow students and professionals to receive an advanced level degree that will develop their knowledge and skills to successfully prepare them in their chosen careers. As an applied field of administration, it is essential that students be able to incorporate information learned through this program, their own work experience, and cultural backgrounds and apply these to current or future employment. Both theory and practice will be incorporated into the curriculum in which instruction is enhanced by sport administration professionals, site visitations, research, and group projects designed to learn competent and applicable sport administrative practices.

Students will be immersed in a required core of ten (10) courses (30 total credits), the last of which will be a capstone seminar (graduate project) course. Students will also be required to successfully complete comprehensive exams.

6. Need for the Program (Provide survey data on student interest, job availability, corporate demands and employment projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.)

Market Demand

In the new and emerging field of sport administration, there has arisen a need for qualified managers at every level, from recreational youth programs to world-class professional organizations. This program will focus on sport administration at the interscholastic, intercollegiate and professional levels. This proposed curriculum meets the challenge of the rapidly changing world of sports. The growth of professional sports, college athletics, facility management, media and marketing organizations has created a need for specialized professional preparation. The complex nature of today's sports programs is increasing the need for professionally prepared sports managers. The need of graduate degrees in sport management/administration field is documented by the attached job announcements. A master's degree in sport administration or sport management is regarded as in many entry-level positions, a minimum requirement for job placement. At very least, a master's degree will be preferred in most administrative positions within this field.

While sport management is a quickly growing field, until recently there has been a dearth of qualified programs able to produce sport managers. Competition from both the private and public job markets and a strong push for international students, women, older adults and minorities adds to the recruitment strain facing the sport industry. Thus, although the sport industry is relatively new and emerging, steps must be taken to insure that students of mature academic standing are admitted to the ASU Sport Administration Master's degree program. The ASU Sport Administration program strives to focus on preparing students to work within a sport environment that increasingly demands employees acquire graduate degree training.

Market Pool

There are currently more than 200 undergraduate sport management majors in Arkansas (including ASU) that are potential graduate students. College and university athletic department staff seeking to advance their careers through graduate education is a second pool of potential M.S. candidates. Certified public/private high school coaches seeking an athletic-related graduate degree are a third pool of potential candidates.

Uniqueness of Program

Professionals from all areas of sports and athletics will be engaged in lending counsel and instruction through classroom presentations, volunteer opportunities, and graduate projects. Throughout the year, leaders from professional and collegiate sports are invited to be guest speakers regarding specific areas in sports management. The local environment provides an excellent laboratory setting for students to obtain valuable experience while pursuing their degree.

The uniqueness of the Sport Administration programs at Arkansas State University is centered on:

1. Courses that emphasize a practical and theoretical application to amateur and professional sport organization.
2. Experienced faculty who have practiced in the athletic administration profession, as well as published in national and international journals.
3. Our geographic area exposes students to sports industry professionals and organizations (Memphis Redbirds, Memphis Grizzlies, Memphis Riverkings, AllTel Arena, FedEx Forum, St. Louis Rams, St. Louis Cardinals, St. Louis Blues, Arkansas Travelers, Arkansas State University Athletic Department, University of Memphis Athletic Department, Southeast Missouri University Athletics, Sunbelt Conference, and Conference USA) that will provide guest lecturers, volunteer opportunities, graduate projects and field experience, also increasing their networking base.

ASU Student Survey

A survey was conducted in selected ASU HPESS courses during the 2006-07 academic year to ascertain student interest. Table 1 displays the results.

Table 1. ASU Sport Administration Graduate Program Interest Survey (2006-07)

This survey was distributed in Department of HPESS classes both Fall and Spring semesters.
Total respondents= 94

Current employment

Full Time	18 (19%)
Part Time	47 (50%)
Not Employed	29 (31%)

How many hours per week do you work?

1-10 hours	9 (10%)
11-20 hours	26 (28%)
21-30 hours	19 (20%)
31 or more	19 (20%)

Interest level in earning a M.S. degree in Athletic Administration/Sport Management

Very Likely	38 (40%)
Likely	24 (25%)
Undecided	12 (12%)
Less Likely	8 (9%)
Very Unlikely	11 (12%)

If interested in a new M.S. degree, in which semester would you apply?

Summer 2008	13 (14%)
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Fall 2008	35 (37%)
Spring 2009	18 (19%)
Summer 2009	3 (4%)
Fall 2009	10 (11%)

Projected enrollment status while in program

Full-time	74 (79%)
Part-time	15 (16%)

Would you take online coursework if available?

Yes	77 (82%)
No	16 (17%)

What are your sources of funding? Mark all that apply.

Personal	53 (56%)
University	51 (54%)
Family	42 (44%)
Bank	29 (31%)
Company	1 (1%)
Other	8 (9%)

What is the most important quality in choosing a graduate program?

Quality of program	55 (59%)
Cost	26 (28%)
Proximity to home	22 (23%)
Other	12 (13%)

("Other" responses included: acceptance, job opportunities near the program, time constraints, graduate assistantship opportunities, and scheduling times)

Classes close to work	7 (7%)
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7. **Curriculum Outline** (Identify new courses and state program admission requirements.)

M.S. Sport Administration (30 cr)

(1) ELAD 6103 Ethical Leadership	3
(2) ESPE 6113 Sport Law	3
(3) ESPE 6123 Sport Marketing	3
(4) ESPE 6133 Sport Finance & Budgeting	3
(5) ESPE 6143 Sport Communications	3
(6) ESPE 6153 Sport Leadership	3
(7) ESPE 6163 Sport Governance & Operations	3
(8) ESPE 6603 Sport in Society	3
(9) ESPE 6673 Research Design	3
(10) ESPE 6793 Graduate Project	3

Total

30 credits

8. Faculty (List names, credentials, and rank of faculty who will be teaching courses in the proposed program.)

David LaVetter, Ph.D.

Assistant Professor, Sport Management

Department of Health, Physical Education and Sport Sciences

TBD

Assistant Professor, Sport Management

Department of Health, Physical Education and Sport Sciences

9. Description of Resources (Current library resources including relevant holdings, current instructional facilities including classrooms, instructional equipment and technology, laboratories.)

Current holdings through ASU Library Database:

Coach & Athletic Director

International Council for Health, Physical Education, Recreation, Sport & Dance (ICHPER-SD)

Journal of Research

International Journal of Applied Sport Science

International Journal of Sport Management

International Journal of Sport Management and Marketing

International Journal of Sports Finance

Journal of Intercollegiate Sport

Journal of Intercollegiate Issues in Sport

Journal of Legal Aspects in Sport

Journal of Sport Management

Journal of Venue & Event Management

Sport Business Journal

Sport Marketing Quarterly

Sport Management and Related Topics Online

Sport Management Review

10. New Program Costs (New administrative costs, new faculty costs, new library resources and costs, new instructional equipment and costs, distance delivery costs, other new costs. If no new program costs, explain.)

The degree will require no new administrative cost, no additional library resources, or new instructional supplies/equipment. The only expected cost will be for six hours of adjunct salary annually (\$550X6=\$3,300)

11. Sources of Funding (Reallocation from where? Tuition and fees? Other?)

Office of the Vice Chancellor of Academic Affairs and Research

12. Organizational Chart Reflecting New Program

Department of Health, Physical Education and Sport Sciences

Dr. Jim Stillwell, Chair

Existing Graduate Programs: M.S. Exercise Science, M.S.E Physical Education

Department of
Health, Physical
Education & Sport
Sciences
(Dr. Jim Stillwell, Chair)

M.S. Sport
Administration
David LaVetter,
Asst. Professor

TBD
Asst. Professor

M.S. Exercise Science

M.S.E. Physical
Education

13. Specialized Requirements (Specialized accreditation requirements for the program, Licensure/certification requirements for student entry into the field.)

Accreditation is a goal for the M.S. Sport Administration program.

The M.S. Sport Administration program is designed to meet Commission of Sport Management Accreditation (COSMA)/National Association of Sport and Physical Education (NASPE) curriculum standards for accreditation.

These are found at <http://iweb.aahperd.org/naspe/cosma/template.cfm?template=main.html>

12 Graduate Program Standards:

Standard 1: Critical Curriculum

Standard 2: Critical Mass- Faculty (Three full-time faculty- one in the home unit with a terminal degree assigned at least half time in sport management, and two in the home unit with at least a master's degree assigned at least half time in sport management)

Standard 3 Content- Socio-cultural dimensions in sport (Sport in Society)

Standard 4 Content- Management and leadership in sport (Sport Leadership, Sport Governance & Operations)

Standard 5 Content- Ethics in sport management (Ethical Leadership & Sport Law)

Standard 6 Content- Marketing in sport (Sport Marketing)

Standard 7 Content- Communication/Technology in sport (Sport Communications)

Standard 8 Content- Finance and budgeting in sport (Sport Finance and Budgeting)

Standard 9 Content- Legal Aspects in sport (Sport Law)

Standard 10 Content- Economics in sport (Sport Finance and Budgeting)

Standard 11 Content- Governance in sport (Sport Governance & Operations)

Standard 12 Content- Field experience in sport management (Graduate Project)

14. Board of Trustees Approval (The proposed date the BOT will consider the new program.)

15. Desegregation (Describe black student recruitment and retention strategies. State the percentage of black students enrolled in institution and projected percentage in new program.)

Current undergraduate ASU Sports Management degree program demographics:

White- 68%

Black- 32%

Many of ASU's Sport Management undergraduate majors have expressed interest in pursuing the M.S. degree in Athletic Administration. Thus, it is anticipated that a comparable percentage of minority students will apply to the new program.

Recruiting strategies:

- Attend minority student recruitment fairs on campus
- Send information packets (e.g. brochures) to sport management undergraduate degree programs in the U.S.
- Place M.S. program information on HPESS department and ASU Sport Management Club websites
- International student recruitment

16. How will this program be assessed?

Course evaluations

Program will seek accreditation through Committee on Sport Management Accreditation (COSMA)

17. Does this affect other programs? If yes, how?

Similar Programs (MS):

University of Arkansas, Fayetteville

University of Arkansas, Little Rock

Henderson State University

Potential graduate students may come from 1) the ASU HPESS department undergraduate students, 2) area public/private school coaches and teachers and 3) undergraduate sport management or business majors in other Arkansas colleges and universities.

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.

From ASU graduate school website

<http://graduateschool.astate.edu/graduate%5Fbulletin%5F2007%2D08/>

DEGREES OFFERED

Arkansas State University offers work leading to the following degrees with major fields or emphasis areas:

- A. The Doctor of Education (Ed.D.)
Major in Educational Leadership
- B. The Doctor of Philosophy (Ph.D.)
Majors in
1. Environmental Science
 2. Heritage Studies
 3. Molecular Biosciences
- C. The Specialist in Community College Teaching (SCCT)
Emphasis Areas in
1. Agricultural Education
 2. Biology
 3. Business Administration
 4. Business Technology
 5. Chemistry
 6. English
 7. History
 8. Music Education
 9. Physical Education
 10. Political Science
 11. Reading
 12. Sociology
 13. Speech Communication and Theatre
 14. Vocational-Technical Administration
 15. Community College Administration
- D. The Specialist in Education (Ed.S.)
Majors in
1. Educational Leadership
 2. Psychology and Counseling
- E. The Master of Accountancy (MAcc)
- F. The Master of Arts (MA)
Majors in
1. Art
 2. Biology
 3. Criminal Justice
 4. English
 5. Heritage Studies
 6. History
 7. History-Public History Emphasis
 8. History-Global History Emphasis
 9. Political Science
 10. Sociology
 11. Communication Studies and Theatre
Emphasis Areas in
 - a. Communication Studies
 - b. Theatre
- G. The Master of Business Administration (MBA)
- H. The Master of Communication Disorders (MCD)
- I. The Master of Music (MM)
- J. The Master of Music Education (MME)
- K. The Master of Public Administration (MPA)
- L. The Master of Physical Therapy (MPT)
- M. The Master of Rehabilitation Counseling (MRC)
- N. The Master of Science (MS) Majors in
1. Biology
 2. Chemistry
 3. College Student Personnel Services

4. Computer Science
5. Early Childhood Services
6. Exercise Science
7. Health Sciences
8. Information Systems & e-Commerce
9. Mathematics

10. Sport Administration

10. Vocational-Technical Administration

- O. The Master of Science in Agriculture (MSA)
 Majors in
1. Agricultural Education
 2. Agriculture
- P. The Master of Science in Education (MSE)
 Majors in
1. Curriculum and Instruction
 2. Early Childhood Education
 3. Educational Leadership
 4. Educational Theory and Practice
 5. Mid-Level Education
 6. Reading
 7. School Counseling
 8. Majors in Secondary Education Teaching Fields:
 - a. Biology
 - b. Business Technology
 - c. Chemistry
 - d. English
 - e. Mathematics
 - f. Physical Education
 - g. Social Science
 9. Special Education Specialist
 Majors in
 - a. Instructional Specialist
 Emphasis Areas in
 - i. Grades P-4
 - ii. Grades 4-12
 - b. Emotionally Disturbed
 - c. Gifted, Talented, and Creative
- Q. The Master of Science in Mass Communications (MSMC)
 Majors in
1. Journalism
 2. Radio-Television
- R. The Master of Science in Nursing (MSN)
 Emphasis Areas in
1. Adult Health Nursing
 2. Family Nurse Practitioner
 3. Nurse Anesthesia
- S. Graduate Certificate
 Majors in
1. Aging Studies
 2. Health Sciences Education
 3. Criminal Justice
 4. Student Affairs

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN SPORT ADMINISTRATION

Purpose of the Degree

The M.S. Sport Administration degree in the Department of Health, Physical Education & Sport Sciences is designed as a 30-credit hour program that serves graduate students interested in preparing for management or administrative opportunities in professional sports, intercollegiate and interscholastic athletics, sport facilities, and sports marketing and management agencies.

Admission Requirements

Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. The minimum requirement for admission is the baccalaureate degree or its equivalent from an accredited institution.

- 1) Applicants are required to submit all official transcripts as verification of coursework and degree(s).
- 2) Submit a formal Statement of Goals which should explain in at least 500 words why he/she wants to be admitted into the program and what he/she plans to do with the M.S. Sport Administration degree.
- 3) A current resume.
- 4) Submit at least two letters of recommendation from individuals who can speak to the applicant's academic potential and professional capabilities. Applicants must have at least one recommendation from a university faculty member who is familiar with the applicant's work as a student. The professional recommendation should come from a supervisor in which he/she has evaluated the applicant's current or prior work.
- 5) Submit official scores from the Graduate Record Examination (GRE).
For unconditional admission, students are required to have a minimum combined score of 820. Students are also required to have a 2.75 cumulative GPA or 2.75 GPA during the last 60 credits of university work.
For conditional admission, students are required to have a 2.50 cumulative GPA AND when the undergraduate GPA is multiplied by the GRE score, the total is at least 1850.
- 7) The Test of English as a Foreign Language (TOEFL) is required of all foreign students from countries in which English is not the native language. Students holding a baccalaureate or advanced degree from an accredited institution in the U.S. are exempt from this requirement.

Faculty may require interviews in addition to written credentials as part of the admission process. In addition to these requirements, admission to the degree program may require completion of specific prerequisite undergraduate courses.

Applicants will be considered for admission during a given review cycle only if all of the above materials have been received by the Graduate School's application deadlines. After the initial review of admission materials the committee members can either choose to reject the candidate without an interview or decide to proceed with an interview. Following the interview phase, the Admissions Committee makes its final

recommendation to accept the candidate for admission or to deny admission.
Incomplete applications will not be considered.

Program of Study

Required Core Coursework

ELAD 6103 Ethical Leadership

ESPE 6113 Sport Law

ESPE 6123 Sport Marketing

ESPE 6133 Sport Finance & Budgeting

ESPE 6143 Sport Communications

ESPE 6153 Sport Leadership

ESPE 6163 Sport Governance & Operations

ESPE 6603 Sport in Society

ESPE 6673 Research Design

ESPE 6793 Graduate Project

Minimum hours required for this program: 30