

Graduate Council Agenda
April 23, 2014 at 1 pm
Graduate School Conference Room, Library 6th floor

1. Minutes from April 4, 2014 meeting **APPROVED**

2. Fine Arts

Bulletin Change clean up wording for MM **APPROVED**

LON for new concentration-Performance **APPROVED**

3. Agriculture

Bulletin change for VOED titles **APPROVED**

4. Education

Specialist in Community College

CCED 7013 title change **APPROVED**

CCED 7023 title change **APPROVED**

SCCT to SCCE degree title change **APPROVED**

Counseling and Psychology

Access to COUNC & PSY courses Bulletin Change **APPROVED**

COUN & PSY editorial changes **APPROVED**

COUN 6023 Intro to Mental Health course description change **APPROVED**

COUN 6103 Intro to Play Therapy **APPROVED**

COUN 7473 Internship I change course description **APPROVED**

COUN 7493 Internship II change course description **APPROVED**

internship grade changes **APPROVED**

PSY 6113 Theories & Techniques course description change **APPROVED**

Masters of Arts in Teaching-Early Childhood

delete ECH MAT proposal **APPROVED**

College Student Personal Services

CSPS Program Admissions-Revisions **APPROVED**

5. Humanities & Social Science

ENG 5711 Preceptorship in Writing Studies **APPROVED**

6. Nursing

PT 7733 Bulletin Change **APPROVED**

PT 8163 Bulletin Change **APPROVED**

PT 8263 Bulletin Change **APPROVED**

PT 8585 Bulletin Change **APPROVED**

PT 8685 Bulletin Change **APPROVED**

SW 5203 Social Dynamics of Family Violence **APPROVED**

SW 5213 Crisis Intervention **APPROVED**

SW 5113 deletion **APPROVED**

SW 5223 deletion **APPROVED**

7. Generic Guidelines for Departmental and Program Graduate Faculty Qualification Standards **APPROVED**

8. Graduate Faculty Qualification Standards

EdS & MSE Educational Leadership and MSE Curriculum & Instruction **DENIED**

MSE Theory and Practice **DENIED**

MS College Student Personal Services **DENIED**

MSE Gifted, Talented and Creative **DENIED**

MSE Special Education **DENIED**

EdS & MSE Reading **DENIED**

EdS School Psychology **TABLED**

MSMC & MA Media & Communication **APPROVED**

MA English **TABLED**

Graduate Council Agenda

Friday, April 4, 2014 at 1:00 pm

Graduate School Conference Room, Library, 6th floor

Role and Scope of the Graduate Council:

The Graduate Council provides guidance and direction for the university's graduate programs. The Council considers and recommends graduate curriculum changes and new programs; policies on graduate admission, academic standards, and graduation requirements; policies on graduate faculty status; policies regarding graduate assistants; and policies on graduate stipends and assistantships and their distribution to programs. Membership on the Graduate Council consists of one tenured graduate faculty member from each college with graduate programs. Colleges with doctoral programs will have an additional faculty representative from the doctoral program(s). Two graduate students appointed by the Graduate Student Council will serve on the committee. The Graduate Dean and the Director of Assessment Services will serve on the Council as ex-officio, nonvoting members. This council reports to the VCAAR through the Dean of the Graduate School.

Call to Order

Meeting called to order by Dr. Andrew Sustich at 1:05 PM.

Members Present – Allyn Ontko, Andrew Sustich, Angela Schmidt, Byron Keys, Dalia Tejada, Myleea Hill (Fowler), Erik Gilbert, Josie Welsh, Malathi Srivatsan, Michele McGinnis, Cathey Calloway (Hansen), Rick Clift, Shawn Drake, Steve Bounds, Steve Green, Will McLean, Tracy Finch

Members Absent – David Holman, Russ Jones, Tanya McKay, Ed Owen

Approval of Minutes- March 17

Motion to approve: Clift Second: Tejada

Minutes from the meeting were approved unanimously.

Approved Unanimously

JOUR 6243 Media Management-new course

Motion to approve: Mclean Clift Second

Approved with changes assessment needs to include a rubric for the case study

SCOM 6363 Advertising Media and Society

Motion to approve: Bounds, Clift second

Approved with changes assessment needs to include a rubric for this case study

Posthumous degree

McLean move

Clift second

Passed unanimously

Respectfully submitted,

Josie Welsh

April 4, 2014

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.

	ENTER DATE...
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Department Curriculum Committee Chair

	ENTER DATE...
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COPE Chair (if applicable)

	ENTER DATE...
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Department Chair:

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

	ENTER DATE...
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College Curriculum Committee Chair

	ENTER DATE...
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Undergraduate Curriculum Council Chair

	ENTER DATE...
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College Dean

	ENTER DATE...
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Graduate Curriculum Committee Chair

	ENTER DATE...
--	---------------

Vice Chancellor for Academic Affairs

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

Dr. Ed Owen, eowen@astate.edu, (870) 972-3862

2.Proposed Change

Updating the name of the degree and changing "major" to concentration.

3.Effective Date

Fall 2014

4.Justification

Clarification of language

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

MASTER OF MUSIC **IN PERFORMANCE** DEGREE

Admission Requirements

Applicants seeking admission to the Master of Music **in Performance** degree program must take the ASU Department of Music entrance examinations in music history and written and aural music theory. The results of this examination assist in planning each student's exact course of study.

A grade of "A" or "B" must be achieved in any remedial coursework. Remedial coursework may not be counted as credit toward the degree. Arkansas State University graduates who begin graduate studies within eighteen months of graduation will not be required to take the entrance examination providing they received an "A" or "B" on all undergraduate music theory and history coursework. Students seeking admission to the Master of Music in Performance with **an emphasis a concentration** in Instrumental or Vocal Performance must audition for the appropriate applied faculty member prior to initial enrollment. At the discretion of the applied faculty member a three to five member committee may be convened to hear the audition. The applied faculty member (or committee) will evaluate the performance and report the results to the Graduate Program Supervisor. All graduate instrumental and vocal performance students are required to perform a proficiency jury at the end of the first semester of applied study. Students will receive written comments from the jury panel.

Students seeking admission to the Master of Music in Performance with **an emphasis a concentration** in Instrumental or Choral Conducting must submit a videotape or DVD to the appropriate applied conducting faculty member prior to initial enrollment, or conduct two pieces in live audition. At the discretion of the applied faculty member, a three to five member committee may be convened to evaluate the videotape or live audition. Contents of the videotape or DVD should include two or more numbers of contrasting styles with a total time of no less than eight minutes. The video should be a front view of the conductor, not the ensemble. The conducting faculty (or committee) will evaluate the videotape and report the results to the Graduate Program Supervisor.

Courses required of all candidates:

MUS 6212, Introduction to Research, Writing, and Bibliography in Music

MUS 6222, teaching and Learning Music

Performance Major, Instrumental or Vocal **Concentration**

One Hour Graduate Recital*

Eight Hours Applied Major

Three Hours Large Ensembles

Six Hours Music History (6000 level)

Six Hours Music Theory (Must be at 6000 level)

Two Hours Pedagogy

Languages for Voice and Keyboard **Major Concentration**

The Master of Music degree in performance requires language proficiency as follows:

Majors Concentrations in voice must demonstrate reading proficiency in two foreign languages, and **majors concentrations** in keyboard instruments **must demonstrate reading proficiency** in one foreign language. French and/or German are the recommended languages.

Piano and guitar **majors concentrations are required three hours of large ensembles and/or advised electives.

Collaborative Piano ~~Major: Concentration~~

Six Hours Applied Lessons

Four Hours Graduate Collaborative Piano

One Hour Graduate Recital

Four Hours Pedagogy

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Six Hours Music History

Three Hours Music Theory

Piano Pedagogy ~~Major: Concentration~~

Eight Hours Applied Lessons

One Hour Graduate Recital

Six Hours Pedagogy

Six Hours Music History

Three Hours Music Theory

Two Hours Advised Electives

Composition ~~Major: Concentration~~

Eight Hours Applied Composition

Three Hours Applied Electronic Music Techniques, MUSP 6111-2

Six Hours Music Theory

One Hour Graduate Recital*

Six Hours Music History Electives

Two Hours Pedagogy

Conducting ~~Major: Concentration~~

Eight Hours Applied Conducting

One Hour Graduate Recital*

Two Hours Pedagogy and Performance

Six Hours Music History (6000 level)

Six Hours Music Theory (6000 level)

Three Hours Advised Ensembles and Electives

Minimum hours required for these programs: 30

*All students pursuing the Master of Music Degree **in Performance** are required to submit a scholarly document to accompany the Graduate Recital. Specifications regarding this document may be obtained from the Graduate Program Supervisor in the Music Department.

SPECIALIST IN COMMUNITY COLLEGE TEACHING

The 60 graduate hours, including the Master's degree, which are required for the Specialist in Community College Teaching degree include the following:

Teaching Field 39 Semester Hours

Community College Core 12 Semester Hours

Teaching Core 9 Semester Hours

A detailed description of this program, along with specific requirements, is presented in the Specialists in Education Degree program under the College of Education.

Minimum hours required for this program: 30 plus a master's degree

COLLEGE OF FINE ARTS GRADUATE COURSE DESCRIPTIONS

DEPARTMENT OF MUSIC

Basic Music

MUS 5223 Graduate Piano Literature

Prerequisite: Master's level piano major, or non-major with the completion of the Piano Proficiency exam. Offered as needed. This would be the graduate section of the current undergraduate course, MUS 3533.

MUS 5412 Form and Analysis

Analysis of basic and larger forms of music. Additional requirements will consist of analysis of scores appropriate to the major performance area.

MUS 6212 Introduction to Research, Writing, and Bibliography in Music

An

introduction to bibliography of music resources and its application in research and writing.

MUS 6413 Graduate Theory I

Styles of the Medieval, Renaissance, and Baroque periods examined through parametric analysis.

MUS 6423 Graduate Theory II

Styles, forms, and compositional techniques of the Classic, Romantic, and Twentieth Century periods examined through parametric analysis.

MUS 6433 Advanced Conducting

An advanced study of conducting techniques combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.

MUS 6513 Symphonic and Chamber Literature

A study of the development in style, form, structure, and instrumental techniques in symphonic and chamber music extending from its beginnings to the twentieth century.

MUS 6523 Choral and Opera Literature

A study of the development in style, form, structures, and techniques in choral music from the medieval period to the present and in opera music from the sixteenth through the twentieth centuries.

MUS 6662 Music Education Research Project

This course is a culmination of the MME body of work for students not choosing the Thesis option. In consultation with music faculty advisors, a research topic is chosen that is meaningful to the music education profession. This capstone project should be of the highest professional quality, demonstrate breadth of competence and the growth achieved through MME degree coursework, and meet the rigorous scholarship demands of academia. Prerequisite: All MME coursework and any remediation(s) must be completed with a minimum grade of "B" in all coursework and a cumulative GPA of 3.0 as well as successful completion of comprehensive exams prior to course enrollment.

MUS 680V (1-3 hours) Independent Study

Music Education

MUED 5623 Music in the Elementary School

The emphasis is placed on current philosophies and practices in curriculum planning for the elementary school. Non-music ma-

- jors who have had some experience with classroom music may be accepted via permission of professor.

MUED 5642 Piano Pedagogy

Prerequisite: Master's level piano performance or

piano performance and pedagogy major, or non-major with the completion of the Piano Pro

iciency exam, or with permission of instructor. Offer as needed. Emphasis on teaching piano to children from preschool through grade 12.

MUED 5651 Instrument Repair

A laboratory approach to the maintenance and repair of wind instruments.

MUED 612V (1-2 hours) Pedagogy and Performance

The study of the literature

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and pedagogical techniques as related to performance. (May be repeated one time.)

MUED 6433 Advanced Conducting

An advanced study of conducting techniques

combined with practical score reading application. This course is for the experienced choral and/or instrumental conductor.

MUED 6533 Research in Music Education

Students will develop a framework of

research areas within music education by undertaking analytical reading and discussion of the major scholarly journals in the field. Additionally, students will learn the parameters involved in assessing and designing sound research practices.

MUED 6613 Leadership in Contemporary Music

Students will examine current

trends in music education including Arts advocacy and policy, standards-based education, inclusion, music program administration, and teacher and leadership characteristics. Further

more, they will explore possible music education developments in coming years.

MUED 6623 Historical and Philosophical Foundations in Music Education

Stu

dents will explore the historical roots of music education within society and specifically in Pre K-12 settings. Intertwined in this exploration will be a discussion on the major philosophies that have and continue to influence music education practices.

MUED 6632 Graduate Piano Pedagogy

Prerequisite: Piano Pedagogy (MUED

4642) and Pedagogy and Performance (MUSD 6122), or by permission of instructor. Offered as needed. Emphasis on teaching Keyboard Skills classes for non-piano music majors, and teaching college non-piano music majors.

MUED 664V (1-6 hours) Thesis

MUED 6653 Assessment and Statistics in Music Education

This course introduces

the **various** components of assessment in music education. Specifically, students will learn about the use of statistics and how they help measure and evaluate student learning within the preK-12 school music curriculum. Prerequisites: MUS 6212 Introduction to Research, Writing, and Bibliography in Music.

MUED 680V (1-3 hours) Independent Study

EDMU MUED 5573 Methods and Materials for Teaching Music

A study of instrumental

music programs, with in-depth study of program organization, teaching methods and march

ing band techniques. Includes study of a variety of beginning, intermediate and advanced method books. Focuses on ancillary concerns such as fund raising, instrument maintenance and inventory control.

EDMU MUED 5643 Methods and Materials for Teaching Vocal Music

An overview of the

music curriculum K-12. Emphasis on teaching strategies incorporating cognitive, psychomotor

and affective techniques appropriate to secondary school students in vocal music. Opportuni-

- ties to develop behavioral objectives, demonstrations, plan rehearsals, observe public school music students, and more.

Performance Courses

MUSP 5151 Graduate Collaborative Piano

For advanced pianists. Permis-

- sion of instructor required. May be repeated for credit. One hour credit. One hour class per week, combination of master class/lecture. Five hours practice required. Students who are enrolled in 1 credit hour of Applied Music courses will be assessed a \$35.00 special course

175 fee. Permission of Instructor. The maximum special course fee for students enrolled in 2 or more credit hours of Applied Music is \$55.00.

MUSP 6111-4 Performance

(may be repeated for credit).

MUSP 6111-2 Applied Electronic Music Techniques

(may be repeated for credit).

MUSP 6111-4 Applied Conducting

(may be repeated for credit). Maximum of three

semester hours of Applied Conducting may be applied toward the Master of Music Education degree.

MUSP 6121-2 Pedagogy and Performance

The study of the literature and peda-

- gogical techniques as related to performance. (may be repeated for credit).

MUS 6131 Graduate Recital

A full length formal recital with an accompanying scholarly document.

Ensembles-Choral and Instrumental

MUS 6141 Small Ensemble

(may be repeated for credit).

(This course needs to appear above just under MUS 6212)

MUS 6222 Teaching and Learning Music

Students will explore the combined

academic fields of psychology, sociology, teaching methods, motivation, and developmental aspects within learning music. Students will benefit learning how music performance can be enhanced through understanding how people learn music.

MUS 6311 Wind Ensemble

MUS 6321 Symphonic Band

MUS 6331 Marching Band

MUS 6341 Jazz Ensemble

MUS 6351 Concert Choir

MUS 6361 University Singers

MUS 6471 Opera Production

A course in the study and performance of selected opera literature. Emphasis placed on directing and production.

MUS 6481 Orchestra

For Registrar's Use only

Code #

New Emphasis/Concentration or Option 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 Certificate or Degree 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

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Program Title

Instrumental, Vocal

2. CIP Code Requested

50.0903

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

Dr. Ed Owen, eowen@astate.edu, (870) 972-3862

4. Proposed Starting Date

Spring 2015

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

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2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
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MASTER OF MUSIC DEGREE

Admission Requirements

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plied faculty member prior to initial enrollment. At the discretion of the applied faculty member a three to five member committee may be convened to hear the audition. The applied faculty member (or committee) will evaluate the performance and report the results to the Graduate Program Supervisor. All graduate instrumental and vocal performance students are required to perform a proficiency jury at the end of the first semester of applied study. Students will receive written comments from the jury panel.

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Courses required of all candidates:

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MUS 6222, teaching and Learning Music

~~Performance Major~~, Instrumental or Vocal **Concentration**

One Hour Graduate Recital*
Eight Hours Applied Major
Three Hours Large Ensembles
Six Hours Music History (6000 level)
Six Hours Music Theory (Must be at 6000 level)
Two Hours Pedagogy
Languages for Voice and Keyboard **Major Concentrations**

The Master of Music degree in performance requires language proficiency as follows:

Majors in voice Students in the vocal concentration must demonstrate reading proficiency in two foreign languages, and **majors in keyboard instruments students in the instrumental concentration who perform on keyboard instruments must demonstrate reading proficiency** in one foreign language. French and/or German are the recommended languages.

****Students in the instrumental concentration who play piano Piano** and guitar **majors** are required three hours of large ensembles and/or advised electives.

LETTER OF NOTIFICATION – 3

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

2. Contact person/title:

Dr. Ed Owen, Associate Professor of Music

3. Phone number/e-mail address:

(870) 972-3862, eowen@astate.edu

4. Proposed effective date:

Spring 2015

5. Title of degree program:

Master of Music in Performance

6. CIP Code:

50.0903

7. Degree Code:

5990

8. Proposed option/concentration/emphasis name:

Instrumental, Vocal

9. Reason for proposed action:

To offer graduate students advanced study in instrumental or vocal performance culminating in a Graduate Recital.

The Master of Music in Performance with a concentration in instrumental or vocal performance provides training to highly advanced instrumentalists and vocalists, focusing on the study and performance of solo repertoire as well as chamber music, orchestral, wind ensemble, choral, and/or opera repertoire. The program includes study in music theory and history as well as pedagogy and literature for specific instruments and voice.

10. New option/concentration/emphasis objective

The primary objective of this concentration is to refine skills in music performance, research and writing, and pedagogy to prepare students for jobs as professional performers or to enter further graduate study at the doctoral level.

11. Provide the following:

a. Curriculum outline - List of required courses

MUS 6131, Graduate Recital (One hour)
MUSP 6111-4, Performance (Eight hours)
MUSP 6121-2, Pedagogy and Performance (Two hours)
Six Hours Music History (6000 level)
Six Hours Music Theory (6000 level)
Three Hours Large Ensembles
Languages for Voice and Keyboard Concentrations

b. New course descriptions

No new courses

c. Program goals and objectives

The primary objective of this concentration is to refine skills in music performance, research and writing, and pedagogy in order to prepare students for jobs as professional performers or to pursue further graduate study at the doctoral level.

d. Expected student learning outcomes

1. The student will demonstrate advanced knowledge in the chosen concentration by successful completion of the comprehensive examination.
2. The student will create a scholarly document that demonstrates a thorough understanding of bibliographic resources, research methodology and interpretive analysis.
3. The student will organize and prepare repertoire for a graduate recital that demonstrates advanced performance skills in the chosen concentration.

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

No

13. Mode of delivery to be used:

Enter text...

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

15. Is the degree approved for distance delivery?

Enter text...

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

MUS 6131, Graduate Recital (One hour)

MUSP 6111-4, Performance (Eight hours)
MUSP 6121-2, Pedagogy and Performance (Two hours)
Six Hours Music History (6000 level)
Six Hours Music Theory (6000 level)
Three Hours Large Ensembles
Languages for Voice and Keyboard Concentrations

17. Specify the amount of the additional costs required, the source of funds, and how funds will be used.
None.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Vice Chancellor for Academic Affairs

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

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Department Curriculum Committee Chair

	ENTER DATE...
--	---------------

COPE Chair (if applicable)

	ENTER DATE...
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Department Chair:

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General Education Committee Chair (If applicable)

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College Curriculum Committee Chair

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Undergraduate Curriculum Council Chair

	ENTER DATE...
--	---------------

College Dean

	ENTER DATE...
--	---------------

Graduate Curriculum Committee Chair

	ENTER DATE...
--	---------------

Vice Chancellor for Academic Affairs

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

David Agnew, dagnew@astate.edu 2453

2.Proposed Change

Change one word in course titles from Orientation to Development -- VOED 5533 **Methods of Organizing and Teaching Career Orientation** and VOED 5513 **Hands-On Activities and Observation Experiences for Career Orientation**. Also change the word orientation in the description to development and other locations as noted.
Graduate catalog -- 2013-14 Pages 65, 60 and 324

3.Effective Date

6/1/2015

4.Justification

Arkansas Career Education Department is changing the terminology from Career Orientation to Career Development. Currently Career Orientation is taught in the public schools but that is changing to Career Development. ASU teaches the

course required for teacher certification in Career Orientation, now called Career Development. Our change is so that we can be consistent with current terminology.

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2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
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Page 65

development of adult education in the United States. Analysis of contemporary issues and trends in adult education.

AE 5523 Psychology of the Adult A study of the adult with emphasis on (1) learning theories and developmental processes; (2) major contributors to the adult learning discipline; and (3) psychological aspects of middle and later life challenges and crises.

AE 5533 Methods and Materials for the Adult Learner Theory and application of methods and materials essential to effective instruction in adult education. Emphasis on writing objectives, classifying content, classroom management, and utilizing media.

AE 5543 Teaching Reading to Adults Problems in teaching reading to adults. Special emphasis on individual differences, materials of instruction, and measuring reading ability.

AE 5553 Practicum in Adult Education A series of educational experiences designed to place students in a cooperative relationship with an experienced adult educator while under university supervision. Emphasis is placed on practice teaching and related on-the-job activities of adult educators.

AE 5563 Special Problems in Adult Education Individual research on problems related to the education of adults. Prerequisite: permission of professor.

Vocational Education

VOED 5443 Advanced Methods of Teaching in Career and Technical Education The philosophy and objectives of teaching Career and Technical Education, including appropriate instructional principles and theories, instructional models, learning styles and learner centered methods and techniques at both the secondary and post-secondary levels for career and technical education.

VOED 5503 Foundations of Adult Education in Vocational Education Historical and philosophical development; comparison of vocational and non-vocational adult education; development and evaluation, teaching methods, and issues and trends in adult vocational education programming.

VOED 5513 Hands-On Activities and Observation Experiences for Career ~~Orientation~~ Development The course will provide opportunity to study, develop and demonstrate the essential facets of Hands-On Activities according to the instructional material in career ~~orientation~~.

VOED 5533 Methods of Organizing and Teaching Career-~~Orientation~~ Development A study of curricula, methods and techniques involved in teaching career ~~orientation~~ **development** as related to the 15 occupational clusters in the world of work.

VOED 5553 Educators In Industry A course devoted to career awareness in relation to the modern workplace. The course is conducted in cooperation with local businesses and industries. Research, on-site instruction, and work experiences are involved.

VOED 5573 Problems in Teaching Cooperative Education Teaching cooperative education in all vocational services of program areas, history, purposes, administration, methods, organization and conduct of the programs.

VOED 5583 Methods and Materials for Teaching the Adult Emphasis on the methodologies, techniques and materials applicable to the adult learner based upon personal needs.

CAREER ORIENTATION- DEVELOPMENT CERTIFICATION

VOED 5513, Hands-On Observation and Experiences for Career Orientation- **Development**

VOED 5533, Methods of Organizing and Teaching Career-Orientatio **Development**

COLLEGE OF AGRICULTURE GRADUATE COURSE DESCRIPTIONS

Agriculture

AGRI 5233 Experimental Agricultural Statistics Fundamental concepts of experimental and statistical methods as applied to agricultural research.

AGRI 5523 Applied Modern Biotechnology An introduction to the principles and the applications of modern Biotechnology with emphasis on the applications of recombinant DNA technology to solve environmental and human health problems. The review of major biotechnology companies and bio-products is also included.

AGRI 5433 Organic Agriculture Production Principles and practices of organic production in plant and animal systems including: certification requirements, soil fertility, crop rotation, variety and breed selection, health management strategies, optimizing yield and quality, nutrition and feeding, ethical issues, processing, storage and marketing.

AGRI 5773 Remote Sensing The course will cover the image acquisition and image processing methods using ERDAS Imagine software as the analytical assessment package.

AGRI 619V Thesis

AGRI 6203 Intermediary Metabolism Integration of biochemistry and physiology with nutrition of livestock and agronomic plants.

AGRI 6213 Experimental Designs A course that teaches the basic principles of statistics to be able to design experiments properly and to draw valid conclusions from the results. Includes material on the most common experimental designs in use, correlation, regression, and mean separation. Prerequisite: AGRI 4233.

AGRI 6243 Environmental Sustainability Study of environmental impacts of socio-economic development. Examines complex interactions between development and environment and discusses integrative systems approach for achieving sustainability in all human development activities. Agriculture, energy, air, development, cultural, economic and political issues related to sustainable natural resources addressed.

AGRI 6303 Global Water Issues Overview of current and historical water quality and quantity issues shaping human civilization. Emphasizes water issues facing regions of dense population and intensive agriculture. Importance of ground and surface water, ecosystem, sustainability, economic and policy issue of water are investigated.

AGRI 6351 Graduate Seminar, Research Orientation Provide pedagogy related to assembling graduate committee, developing and submitting degree plans, developing thesis or non-thesis research proposal and formally present the degree plan, literature background and plan of thesis or non-thesis research project to the faculty and other students.

AGRI 6361 Graduate Seminar, Grant Proposals Provide pedagogy related to developing research grant proposals using a federal funding agency format and guidelines and

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Graduate Curriculum Committee Chair

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Vice Chancellor for Academic Affairs

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

Thilla Sivakumaran, tsivakumaran@astate.edu, 972.3057

2.Proposed Change

Change course title: From CCED 7013 Community College Teaching to CCED 7013 Learner-Centered Education

3.Effective Date

Spring 2015

4.Justification

New course title will be more appropriate and meaningful for the majority of students enrolled in this degree program who are in the Administration emphasis area. Also today's community colleges are noted for their commitment to being learner-centered - "Learning Colleges."

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CCED 7013 ~~Comm College Curriculum~~ Learner-Centered Education p. 88

CCED 7013, ~~Community College Teaching~~ Learner-Centered Education p. 90

CCED 7013 ~~Community College Teaching~~ Learner-Centered Education p. 135

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Vice Chancellor for Academic Affairs

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

Thilla Sivakumaran, tsivakumaran@astate.edu, 972.3057

2.Proposed Change

Course title change: CCED 7023 Special Problems in Community College Teaching to CCED 7023 Special Problems in Community College Education

3.Effective Date

Spring 2015

4.Justification

New course title will align with change in program name. Also will be more meaningful for enrollees in Admin emphasis without losing meaning for those in teaching emphasis areas.

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CCED 7033 Spec Prob Comm Coll **Teaching Education** p. 88

CCED 7033 Special Problems in Community College **Teaching Education** p. 135

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Graduate Curriculum Committee Chair

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Vice Chancellor for Academic Affairs

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

Thilla Sivakumaran, tsivakumaran@astate.edu, 972.3057

2.Proposed Change

Change title of degree: From Specialist in Community College Teaching to Specialist in Community College Education

3.Effective Date

Spring 2015

4.Justification

Most enrollees are in Administration emphasis and new program name will be more appropriate for all enrollees

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Specialist in Community College **Teaching (S.C.C.T.) Education (S.C.C.E.)** p. 19

Applicants to the Specialist in Community College **Teaching Education** and the Specialist in p. 27

The College of Business offers work leading to the Master of Business Administration degree, the Master of Accountancy degree, the Master of Science in Education degree with a major in Business Technology, and the Specialist in Community College **Teaching Education** degree in the fields of Business Administration and Business Education. The last two degrees (M.S.E. and **S.C.C.T. SCCE**) are designed to prepare students for careers in teaching and are jointly administered by the College of Education p. 68

THE SPECIALIST IN COMMUNITY COLLEGE **TEACHING EDUCATION**

The 60 graduate hours, including the Master's degree, which are required for the Specialist in Community College **Teaching Education** p. 75

Specialist in Community College **Teaching Education** Degree p. 86

SPECIALIST IN COMMUNITY COLLEGE **TEACHING EDUCATION**

Purpose Of The Degree

The Specialist in Community College **Teaching Education** Program provides a sixth-year intermediate degree to prepare teachers and administrators for the Community College p. 89

Admission requirements for the Specialist in Community College **Teaching Education** p. 89

NORMAL STEPS TO BE FOLLOWED IN COMPLETING

THE SPECIALIST IN COMMUNITY COLLEGE **TEACHING EDUCATION** DEGREE p. 90

The Specialist in Community College **Teaching Education** p. 169

SPECIALIST IN COMMUNITY COLLEGE **TEACHING EDUCATION**

The 60 graduate hours, including the Master's degree, which are required for the Specialist in Community College **Teaching Education** p. 172

SPECIALIST IN COMMUNITY COLLEGE ~~TEACHING EDUCATION~~

The 60 graduate hours, including the Master's degree, which are required for the Specialist in Community College ~~Teaching Education~~ p. 193

SPECIALIST IN COMMUNITY COLLEGE ~~TEACHING EDUCATION~~

The 60 graduate hours, including the Master's degree, which are required for the Specialist in Community College ~~Teaching Education~~ p. 210

SPECIALIST IN COMMUNITY COLLEGE ~~TEACHING EDUCATION~~

The 60 graduate hours, including the Master's degree, which are required for the Specialist in Community College ~~Teaching Education~~ p. 274

Specialist in Community College ~~Teaching Education~~ p. 329

LETTER OF NOTIFICATION – 1

NAME CHANGE OF EXISTING CERTIFICATE, DEGREE, MAJOR, OPTION OR ORGANIZATIONAL UNIT

(No change in program curriculum, option/emphasis or organizational structure)

1. Institution submitting request: Arkansas State University - Jonesboro
2. Contact person/title: Thilla Sivakumaran, Dean College of Educ and Behavioral Science
3. Phone number/e-mail address: 870.972.3057 tsivakumaran@astate.edu
4. Proposed effective date: Spring 2015
5. Current title of degree/certificate program: Specialist in Community College Teaching
6. Current title of major or option:
7. Current title of organizational unit:
8. Proposed name of certificate/degree: Specialist in Community College Education
9. Proposed name of major or option:
10. Proposed name of organizational unit:
11. Program CIP Code: 13.1299
12. Degree/Department Code: 7420
13. Reason for proposed action: Most enrollees are in Admin emphasis and new program name will be more appropriate for all enrollees
14. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date: Board of Trustees

Notification Date:

Chief Academic Officer:

Date:

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College Dean

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Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

Patrick L. Peck, Ed.D., ASU, Dept. of Psychology & Counseling, plpeck@astate.edu, 3020

2.Proposed Change

Changes statement concerning access to counseling courses..

3.Effective Date

1/31/2014

4.Justification

Due to accreditation standards regarding student to faculty ratios, access to counseling course work must be limited to those pursuing an appropriate graduate degree from the department of psychology and counseling.

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Starting on Page 154

ACCESS TO COUN COURSES BY NON-DEGREE STUDENTS

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

Courses with the prefix COUN are not open to enrollment by any student not admitted and in good academic standing in a counseling, certificate, or psychology graduate program within the Department of Psychology and Counseling. Exceptions may be made by the Coordinator of the School Psychology track of the Ed.S. Degree Program, or by a majority vote of the Counselor Education admissions committee.

Starting on Page 158

Psychology

ACCESS TO PSY COURSES BY NON-DEGREE STUDENTS

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

Courses with the prefix PSY are not open to enrollment by any student not admitted and in good academic standing in a counseling, certificate, or psychology graduate program within the Department of Psychology and Counseling. Exceptions may be made by the Coordinator of the School Psychology track of the Ed.S. Degree Program, or by a majority vote of the Counselor Education admissions committee.

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Undergraduate Curriculum Council Chair

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College Dean

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Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

Patrick L. Peck, Ed.D., ASU, Dept. of Psychology & Counseling, plpeck@astate.edu, 3020

2.Proposed Change

Makes several editorial changes regarding course descriptions..

3.Effective Date

1/31/2014

4.Justification

These are primarily editorial changes that are attempts at cleaning up current bulletin content.

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Starting on Page 154

COUN 6013 Introduction to School Counseling A study of professional roles and functions, goals and objectives, organizations and associations, history and trends, ethical and legal standards, professional preparation standards and credentialing of the school counselor.

COUN 6023 Introduction to Mental Health Counseling A competency based course in counseling techniques with experimental emphasis including micro counseling and role playing. The student must receive a "B" or better in order to proceed to COUN 6213. Prerequisite: PSY 6113 must be taken prior to, or concurrent with COUN 6203. The student must be accepted into an appropriate graduate counseling program.

COUN 6033 Social and Cultural Foundations of Counseling A study of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing lifestyles as they relate to the application of professional counseling assessments and techniques. **(Add period)**

COUN 6043 Career Development and Services A study of career development theories, and lifestyle and career decision making models. The application of the theories and models across the life span and populations utilizing occupational information, assessment instruments and computer/Internet resources as career counseling tools will be addressed.

COUN 6053 Ethical, Legal, and Professional Issues in Counseling An in-depth study of the issues that contribute to the development of a professional identity that leads to an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards of practice, legal statutes, and credentialing. Prerequisite: PSY 6113.

COUN 6073 Program Development, Implementation, and Evaluation in School Counseling A study of practices involved in planning, organizing, and coordinating a comprehensive developmental school counseling program, including principles and applications of needs assessment and program evaluation. **(Add period)** Prerequisite: COUN 6013. **(Add period)**

COUN 6123 Group Dynamics A study of the principles of group dynamics; group leadership styles; applications of helping relationship theories in group settings; group counseling methods and skills; and other group approaches Prerequisite: PSY 6113. **(Add period)**

COUN 6203 Counseling Prepracticum A competency-based course in counseling techniques with experimental emphasis including micro-counseling and role-playing. The student must ~~received~~ **receive** a "B" or better in order to proceed to COUN 6213. Prerequisites: PSY 6113 must be taken prior to, or concurrent with COUN 6203. The student must be ~~accepted~~ **admitted** into an appropriate graduate counseling program.

COUN 6213 Counseling Practicum Supervised practice in group and individual counseling and consultation with children, adolescents, and adults. Prerequisites: COUN 6203 and PSY 6113. COUN 6123 must be taken prior to, or concurrent with COUN 6213. Student must earn a grade of "B" or better to advance to COUN 6223/6233/~~7483~~ **7473**.

COUN 6223 Counseling Internship Elementary School Supervised practice including individual counseling, group work, developmental classroom guidance, consultation, and program coordination activities in an elementary school setting Prerequisites: COUN 6073, COUN 6213, and permission of screening committee. **(Add period)** Student must earn a grade of "B" or better to advance to COUN 6233. **(Add period)**

COUN 6233 Counseling Internship Secondary School Supervised practice including individual counseling, group work, developmental classroom guidance, consultation, and program coordination activities in a secondary school setting Prerequisites: COUN 6073, COUN 6213, and permission of screening committee Student must earn a grade of "B" or better to advance to COUN 6223.

COUN 6243 Case Management in Rehabilitation Counseling A study of a rapidly growing and dynamic profession within the healthcare and disability management system. Students will apply a proactive, integrated, and coordinated process of assessment, planning, coordinating, and implementing rehabilitation counseling services for persons with acquired and congenital disabilities.

COUN 6253 Vocational Services in Rehabilitation Counseling A comprehensive study of occupational theory, vocational evaluation, job analysis, work adjustment, and job development and placement as they apply to persons with congenital and acquired disabilities. **(Add period)**

COUN 6263 Medical Aspects of Disability A study of a variety of congenital and acquired chronic illnesses and disabilities with a focus on the etiology, symptomatology, prognosis, diagnostic procedures and evaluations, functional limitations, occupational factors, and treatment interventions associated with each impairment. **(Add period)**

COUN 6273 Special Problems in Rehabilitation A systematic study of an approved rehabilitation topic which is summarized in a written report. **(Add period)**

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

COUN 6303 Internship I in Rehabilitation Counseling A 300-clock-hour supervised experience in a rehabilitation-related agency or organization. Students may enroll and be placed in an approved internship site by the MRC Program Coordinator after all core required coursework is completed. Prerequisite: Permission of the Program Coordinator. **(Add period)**

COUN 6313 Alcohol and Drug Abuse A course intended to familiarize students with the psychological, social, and economic aspects of substance abuse. **(Add period)**

COUN 6323 Internship II in Rehabilitation Counseling A 300-clock-hour supervised experience in a rehabilitation-related agency or organization. Internship II is an extension of COUN 6303, Internship I and may be taken concurrently with Internship I. Students may enroll and be placed in an approved internship site by the MRC Program Coordinator after all core required coursework is completed. Prerequisite: Permission of the Program Coordinator. **(Add period)**

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. **(Add period)**

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. **(Add period)**

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. **(Add period)**

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~~ PSY 6113; PSY 6543. **(Add period)**

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 approval of the degree program committee]. **(Add period)**

COUN 650V (1-6 hours) Thesis

COUN 680V (1-3 hours) 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~~ **Permission of the instructor.**

COUN 745V (1-3 hours) 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 7463 Couples and Family Counseling 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 and permission of the instructor.

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 7493 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 750V (1-6 hours) Thesis

COUN 780V (1-3 hours) 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.

Starting on Page 158

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. (Add period)

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

PSY 6513 Advanced Educational Psychology A study of learning processes with emphasis on applications to structured situations. (Add period)

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. (Add period)

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. As part of the course Students are required to apply developmental concepts to the counseling profession. (Add period)

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. (Add period)

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. (Add period)

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. (Add period)

PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention 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 7103 Advanced Counseling Theories A study of counseling theories, with emphasis on the student developing a personal counseling approach Prerequisite: permission of professor. (Add period)

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

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. (Add period)

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. (Add period)

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. (Add period)

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

PSY 7583 Developmental and Differential Psychology Developmental aspects of psychological functioning, with emphasis on individual differences Prerequisites: Undergraduate development psychology class or equivalent or permission of professor.

PSY 7613 Practicum in School Psychology Supervised practice in school psychology in an appropriate setting Prerequisites: PSY 6573, PSY 6583, PSY 6603, PSY 7513, permission of the school psychology committee and the professor. (Add period)

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 770V (1-3 hours) 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.

PSY 772V (1-3 hours) 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.

PSY 780V (1-6 hours) Thesis

PSY 782V (3-6 hours) 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. (Add period)

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

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

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General Education Committee Chair (If applicable)

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Undergraduate Curriculum Council Chair

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College Dean

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Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

Patrick L. Peck, Ed.D.; plpeck@astate.edu; 972-3020

2.Proposed Change

Change course description of COUN 6023 Introduction to Mental Health Counseling..

3.Effective Date

1/1/2014

4.Justification

Course description has been changed to better reflect course content. In addition, changes address development of content based on accreditation standards..

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

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

Page 154

COUN 6023 Introduction to Mental Health Counseling ~~A competency-based course in counseling techniques with experimental emphasis including micro counseling and role playing. The student must receive a "B" or better in order to proceed to COUN 6213. Prerequisite: PSY 6113 must be taken prior to, or concurrent with COUN 6203. The student must be accepted into an appropriate graduate counseling program.~~

An overview of historical, contemporary, clinical, and training issues in the practice of clinical mental health counseling. The course provides information related to the following aspects of clinical mental health counseling practice: (a) professional roles and responsibilities; (b) professional organizations; (c) state and national credentialing; and (d) counselor advocacy and self-care. The student must be admitted into an appropriate graduate counseling program..

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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.

ENTER DATE...

Department Curriculum Committee Chair

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COPE Chair (if applicable)

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Department Chair:

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General Education Committee Chair (If applicable)

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College Curriculum Committee Chair

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Undergraduate Curriculum Council Chair

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Graduate Curriculum Committee Chair

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Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
COUN 6103

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

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

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

Standard letter

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

No

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

No

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

A comprehensive overview of counseling children through play. A review of methods, implications for play therapy, and multicultural issues will be addressed. Students will learn basic interpersonal skills with children.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

Must **be a student** admitted to an appropriate graduate program in psychology or counseling, or permission of the instructor.

b. Why?

This course is to prepare students who plan on working with children in a clinical counseling setting from a play therapy approach

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

Spring

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

Lacy Crumrine, Ph.D., ASU, Department of Psychology & Counseling, lcrumrine@astate.edu, 870-680-4843

11. Proposed Starting Term/Year

Spring/ 2015

12. Is this course in support of a new program? No

If yes, what program?

No

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

If yes, what course?

No

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

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

Enter text...

15. Justification should include:

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

As individuals enter into psychology and counseling professions, one decision made is the specific population they choose to work with. One of the largest populations in need of counseling are children. Profession literature shows that play therapy is a viable approach to be used with children ages 2 to 12 years. This approach is one of the only counseling approaches available

to use with children under the age of seven, therefore, individuals trained in this approach are prepared to work with young children who are struggling with environmental and biological issues. The content of this course is designed to expose students to a wide variety of play therapy techniques that can be utilized with children in a clinical setting. Students will receive a comprehensive overview of counseling children through play. Historical and theoretical concepts will be discussed. Implications for play therapy and multicultural issues will also be addressed as well as a special emphasis on an integral and developmental approach to counseling children. This course will prepare students in basic knowledge and skill through the following objectives: a) demonstrate competent basic skills in the use of play therapy theories and techniques; b) accurately explain how play therapy theories can be applied to specific clinical situations; c) explain developmental and cultural influences on client's lives and problems; d) gain understanding of ethical and legal standards and guidelines of practice; and e) begin applying play therapy theory and techniques to the design and implementation of interventions and treatment plans.

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

This course provides knowledge and skills that are critical to beginning mental health professions who intend to work with children. This course also fits requirements for the Association for Play Therapy (APT) as a continuing education/training course in play therapy.

0600 Play Therapy Training: 150 hours of play therapy specific instruction from institutions of higher education or APT approved providers (limit 50 non-contact hours).

c. Student population served.

This course will serve as an elective course for the Ed.S. Degree in Psychology and Counseling. However, the course may be used by other graduate programs in psychology and counseling. Specifically those interested in working with children at their practicum, internship, and future career will benefit from this course.

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

This course should be offered at the graduate level due to the content and purpose. Students pursuing knowledge and skills in the mental health profession and are working towards mental health licensure in counseling or psychology in order to apply these skills.

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

Week One:

Introduction to play therapy including why play therapy works, the history of play therapy, terminology and definitions, and the first view at a clinical session of child-centered play therapy

Week Two:

Theoretical approach to play therapy including viewing interviews with the top researchers in play therapy that come from different theoretical approaches

Week Three:

Logistical aspects of play therapy including looking at the therapeutic dimensions, learning how to set up the space for play therapy, how to begin and end sessions, how to assess a child's play, and how to terminate with a client

Week Four:

Basic skills of play therapy including tracking, restating content, and reflecting feelings. Also, begin to viewing and analyzing previously recorded play sessions

Week Five:

Basic skills continued including setting limits and returning responsibility. In addition, continued analysis of play sessions

Week Six:

Integrating skill and setting up a playroom including dealing with questions in play and necessary toys and materials for a play room

Week Seven:

Midterm reviewing everything learned to this point in the semester

Week Eight:

Midterm

Week Nine:

Metaphors in play therapy including themes, coding, and using the BASK for case notes.

Week Ten:

Play Therapy with aggressive acting-out children. Also, analyzing a play session with an aggressive child.

Week Eleven:

Play therapy themes with physically abused children including viewing the work of the research done on this topic. In addition, analyze a play therapy session of a physically abused child.

Week Twelve:

Play behaviors of sexually abused children including looking at what researchers say the effects of severe trauma. Also, view and analyze the play session of a child who has experienced sexual abuse.

Week Thirteen:

Look at multiple populations that have been researched through the use of play therapy through presentations of selected chapters. Also, submit parent interviews and reflections.

Week Fourteen:

Professional issues in play therapy including legal/ethical concerns, cultural awareness, and inclusion of aggressive toys. Case presentations of experience with child and parent interview..

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

Class discussions, BASKs (case notes of prerecorded sessions), midterm exam, special population presentation, case study of experience with child, parent interview, reading exercises

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

Two 1 ½ hours of interaction with a child and interview with child's parents

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

Use of the play room in the clinic and play room supplies

20. What is the primary intended learning goal for students enrolled in this course?

To understand and begin to apply the basic skills and techniques of play therapy. To understand how play therapy is implemented and benefits multiple issues children face.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Kottman, T. (2011). *Play therapy: Basic and beyond*. (2nd ed,) Washington, D.C.: ACA publishing.

Landreth, G.L. (2001). *Innovations in play therapy*. Philadelphia, PA: Brunner-Routledge.

b. Number of pages of reading required per week: average of 30-40

c. Number of pages of writing required over the course of the semester: 20-50 pages depending on the amount of information the students determines is necessary to clearly state their thoughts and ideas. Since this is a graduate level course the students are given the freedom to determine the appropriate length to address the different assignments. Some assignments require an accompanied presentation which may result in more writing while others may require only addressing questions or reflection over topics discussed and read.

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

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

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

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

Students will be able to demonstrate competent basic skills in the use of play therapy theories and techniques.

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

Lecture, assigned reading, analyzing play sessions

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

Instructor evaluations of in class demonstrations. All assessments are derived from criterion based rubric..

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Students will be able to accurately explain how play therapy theories can be applied to specific clinical situations.

Learning Activity:

Lecture, reading assignments, and special population presentations

Assessment Tool:

Test results and assessment of presentations. All assessments are derived from criterion based rubric.

Outcome #3:

Students will be able to explain developmental and cultural influences on client's lives and problems, and will understand ethical and legal standards and guidelines of practice, along with beginning to apply play therapy theory and techniques.

Learning Activity:

Lecture, reading assignments, experience with parent interviews and case study, reading exercises, and analyzing play sessions

Assessment Tool:

Test results, assessment of parent interview, assessment of case study. All assessments are derived from criterion based rubric.

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

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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Add description on Page 154.

COUN 6073 Program Development, Implementation, and Evaluation in School Counseling A study of practices involved in planning, organizing, and coordinating a comprehensive developmental school counseling program, including principles and applications of needs assessment and program evaluation. (Add period) Prerequisite: COUN 6013. (Add period)

COUN 6103 Introduction to Play Therapy

A comprehensive overview of counseling children through play. A review of methods, implications for play therapy, and multicultural issues will be addressed. Students will learn basic interpersonal skills with children.

COUN 6123 Group Dynamics A study of the principles of group dynamics; group leadership styles; applications of helping relationship theories in group settings; group counseling methods and skills; and other group approaches Prerequisite: PSY 6113. (Add period)

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Department Curriculum Committee Chair

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COPE Chair (if applicable)

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Department Chair:

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General Education Committee Chair (If applicable)

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Vice Chancellor for Academic Affairs

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

Patrick L. Peck, Ed.D.; plpeck@astate.edu; 972-3020

2. Proposed Change

Change course description of COUN 7473 Supervised Internship I..

3. Effective Date

1/1/2014

4. Justification

Course description has been changed to better reflect course content. In addition, changes address development of content based on accreditation standards..

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Page 157

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~~

Supervised internship experience in clinical mental health counseling, consisting of 300 clock hours of counseling-related experience, 120 of which must involve direct client contact. The student must be supervised a weekly basis by a university-approved site supervisor and must also attend weekly group supervision with a qualified university supervisor. (Prerequisites: COUN 6213 with a grade of B or higher; and permission of the instructor required).

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College Dean

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Graduate Curriculum Committee Chair

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Vice Chancellor for Academic Affairs

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

Patrick L. Peck, Ed.D.; plpeck@astate.edu; 972-3020

2. Proposed Change

Change course description of COUN 7493 Supervised Internship II..

3. Effective Date

1/1/2014

4. Justification

Course description has been changed to better reflect course content. In addition, changes address development of content based on accreditation standards..

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Page 157

COUN 7493 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~~

Advanced supervised internship in clinical mental health counseling, consisting of 300 clock hours of counseling-related experience, 120 of which must involve direct client contact. The student must be supervised on an individual and weekly basis by a university-approved site supervisor and must also attend weekly group supervision with a qualified university supervisor. (Prerequisites: COUN 7473 with a grade of B or higher; and permission of the instructor required).

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

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Vice Chancellor for Academic Affairs

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

Patrick L. Peck, Ed.D.; plpeck@astate.edu; 972-3020

2.Proposed Change

Change grade system for COUN 6223; 6233; 7473; and 7493 from standard letter grade to "Pass/Fail". All four courses are internship courses in Clinical Mental Health or School Counseling.

3.Effective Date

6/1/2014

4.Justification

This is common practice for practical course work such as internships as it is difficult to assign letter grades to subjective criteria..

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No bulletin changes are requested.

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Vice Chancellor for Academic Affairs

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

Patrick L. Peck, Ed.D.; plpeck@astate.edu; 972-3020

2.Proposed Change

Change course description of PSY 6113 Theories and Techniques in Helping Relationships..

3.Effective Date

1/1/2014

4.Justification

Course description has been changed to better reflect course content. In addition, changes address development of content based on accreditation standards..

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Page 158

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~~

An examination of contemporary and alternative counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Models of counseling are consistent with current professional research and practice so to allow students to develop a personal model of counseling. Prerequisite: The student must be admitted into an appropriate graduate psychology or counseling program. Permission of the instructor required.

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College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

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

Dr. Annette Hux, ahux@astate.edu; 870-972-3059

2.Proposed Change

Delete the Early Childhood Education option for the Master of Arts in Teaching.

3.Effective Date

Fall 14

4.Justification

The Arkansas Department of Education has discontinued non-traditional licensure options for Early Childhood Education. The last group of students to enter the program for the Early Childhood option should graduate in 2014. We are no longer accepting students into that option.

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MASTER OF ARTS IN TEACHING

INITIAL LICENSURE

Purpose Of The Degree

The purpose of this program is to provide an additional quality pathway to AR teacher licensure for our region and state. Individuals seeking to enter public school teaching with bachelor's degrees are eligible to earn initial licensure through the Master of Arts in Teaching (MAT) degree. The MAT includes Teacher Education core courses along with specialized courses to create a Masters Program for initial licensure in ~~Early Childhood Education or~~ Middle Level Education.

Admission Requirements

In relation to admission, contact the graduate office, fill out an application for graduate school, process the following items with the ASU Graduate School office.

Graduate School Criteria

1. Hold a bachelor's degree from a regionally accredited college or university (transcripts for undergraduate and graduate coursework must be submitted from all institutions attended).
2. Submit a minimum undergraduate GPA of 2.75 overall or a 3.0 on the last 60 hours.
3. Complete the ASU graduate school application and qualify for graduate admission.

Unconditional Admission

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

A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) AND a raw score of at least 388 on the MAT

OR

A minimum of the following scores on the GRE: Verbal Reasoning – 142; Quantitative Reasoning – 142; Analytical Writing – 3.5.

General Course Requirements

Teacher Education Core - 9 hrs

TE 6223 Effective Teaching with Diverse Populations

TE 6243 Technology as a Tool for Teaching

TE 6253 Perspectives on Professionalism in Education

Reading Instruction Block * - 0-6 hrs

RDNG 6013 Theories, Issues, and Methods of Reading

RDNG 6493 Advanced Reading Methods and Interventions

Practicum - 9 hrs

TE 6299 MAT Internship in Teacher Education

(Completion of all teacher education core, reading instruction block, and specialty core courses required for enrollment.)

~~Total Teacher Education Core Hours 12~~

~~Early Childhood Major~~

~~ECH 6513 Developmental Perspectives~~

~~ECH 6423 Documenting Young Children's Learning and Development~~

~~ECH 6503 Early Childhood Curriculum and Environments~~

~~ECH 6783 Leadership in Early Childhood Education~~

~~Total ECH MAT 30-36~~

Total Teacher Education Core Hours 12

Middle Level Education Major

MLED 5013.Methods & Materials for Teaching Language Arts & Social Studies in the Middle Grades

MLED 5023.Methods & Materials for Teaching Mathematics & Science in the Middle Grades

MLED 6403 World of the Young Adolescent Child

MLED 6423 Team, Teach, and Learn in the Middle Grades

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

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

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
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Department Curriculum Committee Chair

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
----------------------	--

COPE Chair (if applicable)

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
----------------------	--

Department Chair:

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
----------------------	--

General Education Committee Chair (If applicable)

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
----------------------	--

College Curriculum Committee Chair

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
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Undergraduate Curriculum Council Chair

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
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College Dean

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
----------------------	--

Graduate Curriculum Committee Chair

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
----------------------	--

Vice Chancellor for Academic Affairs

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

Rick Stripling; ricks@astate.edu; 870.972.3059

2.Proposed Change

Revise program admission procedures including removal of an official Graduate Record Examination (GRE) score, a typed statement of interest of the applicants personal, educational, and career goals and aspirations, and three appraisal/recommendation forms.

3.Effective Date

Fall 2014

4.Justification

The justification for the removal of the GRE we have found it not to be a good indicator of collegiate success. Removal of statement of interest and three letters of recommendation due to the fact these statements provide a small example of the

applicants ability to express him/herself, and we are finding the letters of recommendations say the same thing and carry little or no value in the admissions decision..

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

Program Admission Procedures

1. Contact the Graduate School for an application materials packet.
2. 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 transcripts of all undergraduate and graduate work from all colleges and universities attended.
 - ~~b. Official report of a score, obtained within the last five (5) years, on the Graduate Record Examination (GRE).~~
 - ~~c. A typed statement of the applicant's personal, educational, and career goals and aspirations; the factors motivating these goals and aspirations; and the applicant's personal view of the role and value of college student 108~~

~~personnel services.~~

~~d. Three (3) appraisal/recommendation forms, with at least one completed by a faculty member in the applicant's most recent academic program of study. (If the applicant has not completed that program of study, an official statement of the applicant's status in that program is also required). Applicants who have not been enrolled in an academic program for more than two years may substitute a recommendation from a current or recent employer. The other two recommendations may be completed by anyone qualified to comment on the applicant's ability and/or character, except that they may not be completed by a relative of the applicant.~~

3. Application file is reviewed by the Graduate School and, if the applicant qualifies for admission to the Graduate School, the file (including all materials listed above) is forwarded to the College Student Personnel Services Program Coordinator.

4. Application file is reviewed by the College Student Personnel Services Program Committee on Admissions. This committee evaluates all materials in the file to determine the applicant's eligibility for the program, determines whether or not the applicant will be admitted, establishes conditions of admission if needed, and as signs an adviser to admitted students.

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

Program Admission Requirements

To be considered for admission to the M.S. degree program in College Student Personnel Services, applicants must hold an earned bachelor's or master's degree from a regionally accredited institution of higher education, present evidence of personal qualities consistent with those required for effective practice in student affairs, and present evidence of the academic abilities needed to complete graduate level work successfully. The indicated grade point averages ~~and standardized test scores~~ reflect minimum criteria for consideration of an applicant. Because a variety of factors are considered in admitting students, simply meeting the minimum criteria does not guarantee acceptance.

~~The appraisal/recommendation forms and the written statement of the applicant will provide the primary information used by admissions committee members in forming their judgments of the applicant's personal qualifications. All applicants admitted to the program are required to meet the same high standard in regard to these qualities. The burden of providing affirmative evidence of these qualities rests with the applicant.~~

Previous academic work ~~and GRE scores~~ will provide the primary information used by admissions committee members in forming their judgment of an applicant's academic ability. ~~Other indicators, such as the quality of the written statement provided by the applicant, may also be used.~~ Based upon past academic performance ~~and GRE scores~~, applicants who are admitted can be admitted on either an unconditional or a conditional basis.

1. **Unconditional Admission Status.** Applicants who are admitted will be placed in the unconditional admission status if they meet one of the following:

- a. 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
- b. 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
- c. A minimum cumulative grade point average of 3.00 on at least 12 hours of previous graduate work with no more than one course grade of "C" 109

and no course grade below a "C."

2. **Conditional Admission Status.** Applicants who are admitted will be placed in the conditional admission status if they meet one of the following:

- a. 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
- b. A minimum undergraduate cumulative grade point average of 3.00 on the last 60 hours of undergraduate work, or
- c. 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, or
- d. A minimum cumulative undergraduate grade point average of 2.70, continuous employment (full or part-time) for at least the previous 12 months .in a student's affairs position at a regionally accredited institution of higher .education, and submission of a letter from the Chief Student Affairs Officer of .the employing institution attesting that the applicant has shown considerable promise for college student personnel work.

Eligibility To Continue In The College Student Personnel Services Program

To remove conditional status students must earn a cumulative grade point average of at least 3.00 on their next 12 hours of required courses, and must have no more than one course with a grade of "C." Students who fail to remove conditional status in this manner after their first 12 hours of required courses will be dropped from the program.

Retention checkpoints for students admitted to the College Student Personnel Services program include the following:

1. **Semi-Annual Review.** All students admitted to the program will be subject to semi-annual reviews conducted by the degree program committee during the last three weeks of every fall and spring semester. The committee will assess current evidence of a student's relevant personal qualities and his or her academic progress. Any student having earned more than one grade of "C" will come under close scrutiny. As an out come of the review, the committee will approve the student for continuation in the program without conditions, continuation in the program with specified conditions, suspension from the program with conditions for readmission, or removal from the program.
2. **Admission to Candidacy.** Students who attain Unconditional status and have completed 12 to 18 hours must file for candidacy status in compliance with Graduate School policy.
3. **Eligibility for Graduation.** Students who have completed all courses in the College Student Personnel Services program with a 3.00 cumulative grade point average, have a cumulative grade point average of 3.00 on all graduate work, will be eligible for conferral of the degree.

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

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

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

ENG 5711

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

Preceptorship in Writing Studies

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

Seminar

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

Standard letter

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

Yes ENG 4711/5711

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

No

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

Professional and pedagogical practices in the field of Writing Studies

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

No.

b. Why?

N/A.

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

n/a

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

Kristi Costello, kcostello@astate.edu. 870-972-2429

11. Proposed Starting Term/Year

Fall 2014

12. Is this course in support of a new program? Not on the graduate level; yes on the undergraduate level

If yes, what program?

Minor in Writing Studies

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

If yes, what course?

No

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

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

N/A

15. Justification should include:

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

Students will learn the methods and theories of Writing Center pedagogy and practice. Students will be able to provide professional tutoring in writing centers and classrooms.

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

This course contributes to the Department of English and Philosophy's mission to contribute to students' development of critical thinking and writing skills.

c. Student population served.

Graduate students in the MA and MSE in English

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

Upper-level builds on foundation established in lower-level writing courses

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

Week 1: Writing Center Orientation

Week 2: Writing Center Opens! Also, Instructor-led discussion of assigned reading *The Bedford Guide for Writing Tutors* "Chapter 3: Inside the Tutoring Session" and supplemental reading, St. Martin's Sourcebook for Writing Tutors: "The Tutoring Process: Exploring Paradigms and Practices."

Week 3: Student led discussion of assigned reading "The Idea of a Writing Center" and supplemental reading "The Idea of a Writing Center: Revisited"

Week 4: Student-led discussion of assigned reading "Minimalist Tutoring" and supplemental reading "Got Guilt? Consultant Guilt in the Writing Center Community."

Week 5: Student-led discussion of assigned reading "Subjectivity in the Writing Center: How Far Can We Go?" and supplemental reading "Censoring Students, Censoring Ourselves."

Week 6: Student-led discussion of assigned reading "Reassessing the 'Proofreading Trap'" and supplemental reading "Reading an ESL Writer's Text."

Week 7: Student-led discussion of assigned reading "Should Writers Use They Own English?" and supplemental reading, "Contrastive Rhetoric."

Week 8: **Observations due.** Seminar Discussion of Julie Neff's "Learning Disabilities and the Writing Center" and "Difficult Clients and Tutor Dependency."

Week 9: Student-led discussion of assigned reading, "Queering the Writing Center" and supplemental reading "On the Edges: Black Maleness, Degrees of Racism, and Community on the Boundaries of the Writing Center."

Week 10: Seminar discussion of "The Unpromising Future of Writing Centers" and Muriel Harris' "Talking in the Middle: Why Writers Need Writing Center Tutors." Small group discussions aimed at theorizing, "what we (as a WC, as a university, etc.) can do better, and invention for the final assignment, the 1-2 page Statement of Tutoring Philosophy.

Week 11: Discuss the "Sample Application Materials" folder and MLA jobs list.

Week 12: Class workshop of students' application materials.

Week 13: Discussion of Tutoring Philosophies.

Week 14: **Tutoring Philosophy due.**

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

Participation 20%; Presentation 20%; Observation Report 30%; Statement of Tutoring Philosophy 20%; Curriculum Vitae: 10%

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

none

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

This course will not require additional faculty.

20. What is the primary intended learning goal for students enrolled in this course?

Students who successfully complete the Preceptorship in Writing Studies will be able to: (1) demonstrate their understanding of Writing Center Theory and (2) articulate their tutoring philosophy and discuss how it draws from and/or challenges theories and pedagogies outlined in Writing Center Scholarship

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

All readings (listed above on course outline) will be provided as PDFs on Blackboard

b. Number of pages of reading required per week: 30

c. Number of pages of writing required over the course of the semester: 10

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

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

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

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

Students who successfully complete this course will have the theoretical knowledge (such as contrastive rhetoric and genre theory) necessary for effective tutoring.

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

Students will reach this outcome through reading and discussing pertinent pieces of Writing Center scholarship. All students in the course will also be expected to lead a discussion regarding two pieces of related Writing Center Scholarship, one of which their peers have not read. This will require students to have a deeper engagement with the texts as they work to explain and apply its contents with their peers.

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

Two-page double-spaced document suitable for submission in a teaching portfolio that demonstrates student's tutoring philosophy and the theory that informs it.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

.

Learning Activity:

Assessment Tool:

Outcome #3:

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

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

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

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Graduate Bulletin 2013-2014, p. 198

ENG 5383 Minority Literature Selected works of American minority writers from such groups as Blacks, Native Americans, or Chicanos.

ENG 5473 Women Writers A study of literature written by women.

ENG 5623 Mythology An examination of the content, structure, and belief systems, of various mythologies from the perspective of selected mythographers.

ENG 5633 Material Folk Culture The analysis and interpretation of traditional skills, services, and art/craft objects provided in folk societies. (Will not count for English MA/MSE.)

ENG 5711. Preceptorship in Writing Studies Professional and pedagogical practices in the field of Writing Studies. Prerequisite, ENG 3033 and three more hours of courses applicable to the Writing Studies minor with grade of C or better.

ENG 6013 Seminar: Composition Theory Intensive study of composition theory using selected works of major composition and rhetorical theorists.

ENG 6133 Methods of World Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in world literature.

ENG 6153 Methods of British Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in British literature.

ENG 6173 Methods of American Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in American literature.

ENG 6213 British Authors Through the Renaissance Intensive study of a major British author or group of related authors who flourished during the Middle Ages or Renaissance.

ENG 6233 Shakespeare An intensive study of selected works of Shakespeare.

ENG 6253 Seminar: Topics in British Literature Intensive study of a theme, motif, pattern of images, or other significant feature of several works of British literature. Topic to be selected. May be repeated when topic changes.

ENG 6263 British Authors from the Renaissance Through the Romantic Period Intensive study of a major British author or group of related authors who flourished during the seventeenth or eighteenth centuries or the romantic period.

ENG 6283 British Authors Since the Romantic Period Intensive study of a major British author or group of related authors who flourished during the Victorian, modern, or contemporary periods.

ENG 6353 Seminar: Topics in American Literature Intensive study of a theme, motif, pattern of images, or other significant feature of several works of American literature. Topic to be selected. May be repeated when topic changes.

ENG 6363 American Authors Before 1865 Intensive study of a major American author or group of related authors who flourished before the Civil War.

ENG 6383 American Authors Since 1865 Intensive study of a major American author or group of related authors who flourished after the Civil War.

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Bulletin Change

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Kristie Vinson 4/15/2014

Department Curriculum Committee Chair

ENTER DATE...

Department Chair:

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

College Dean

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

Kristie Vinson, kvinson@astate.edu, (870) 972-3236

2. Proposed Change

PT 7733 Clinical Education I. Propose change from standard letter grade to pass/fail.

3. Effective Date

8/18/2014

4. Justification

This course consists of a full-time clinical affiliation at an assigned facility. During this time the students will work with patients under the direct supervision of a preceptor (a licensed physical therapist). The DPT program has expectations for the students during each clinical affiliation as set forth in each course syllabus. Students are required to meet all expectations and

objectives for each clinical course. There are no distinguishable criteria to differentiate between standard letter grades for this type of clinical course. This course would best be graded with a pass/fail designation..

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No changes in bulletin.

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Kristie Vinson 4/15/2014

Department Curriculum Committee Chair

Department Chair:

College Curriculum Committee Chair

College Dean

COPE Chair (if applicable)

General Education Committee Chair (If applicable)

Undergraduate Curriculum Council Chair

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

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

Kristie Vinson, kvinson@astate.edu, (870) 972-3236

2.Proposed Change

PT 8163 Clinical Education III Propose change from standard letter grade to pass/fail..

3.Effective Date

8/18/2014

4.Justification

This course consists of a full-time clinical affiliation at an assigned facility. During this time the students will work with patients under the direct supervision of a preceptor (a licensed physical therapist). The DPT program has expectations for the students during each clinical affiliation as set forth in each course syllabus. Students are required to meet all expectations and

objectives for each clinical course. There are no distinguishable criteria to differentiate between standard letter grades for this type of clinical course. This course would best be graded with a pass/fail designation..

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Kristie Vinson 4/15/2014

Department Curriculum Committee Chair

Department Chair:

College Curriculum Committee Chair

College Dean

COPE Chair (if applicable)

General Education Committee Chair (If applicable)

Undergraduate Curriculum Council Chair

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

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

Kristie Vinson, kvinson@astate.edu, (870) 972-3236

2.Proposed Change

PT 8263 Clinical Education IV Propose change from standard letter grade to pass/fail..

3.Effective Date

8/18/2014

4.Justification

This course consists of a full-time clinical affiliation at an assigned facility. During this time the students will work with patients under the direct supervision of a preceptor (a licensed physical therapist). The DPT program has expectations for the students during each clinical affiliation as set forth in each course syllabus. Students are required to meet all expectations and

objectives for each clinical course. There are no distinguishable criteria to differentiate between standard letter grades for this type of clinical course. This course would best be graded with a pass/fail designation..

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Kristie Vinson 4/15/2014

Department Curriculum Committee Chair

Department Chair:

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Undergraduate Curriculum Council Chair

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

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

Kristie Vinson, kvinson@astate.edu, (870) 972-3236

2.Proposed Change

PT 8585 Clinical Education V Propose change from standard letter grade to pass/fail..

3.Effective Date

8/18/2014

4.Justification

This course consists of a full-time clinical affiliation at an assigned facility. During this time the students will work with patients under the direct supervision of a preceptor (a licensed physical therapist). The DPT program has expectations for the students during each clinical affiliation as set forth in each course syllabus. Students are required to meet all expectations and

objectives for each clinical course. There are no distinguishable criteria to differentiate between standard letter grades for this type of clinical course. This course would best be graded with a pass/fail designation..

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

No changes in bulletin.

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.

Kristie Vinson 4/15/2014

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

Kristie Vinson, kvinson@astate.edu, (870) 972-3236

2.Proposed Change

PT 8685 Clinical Education VI. Propose change from standard letter grade to pass/fail..

3.Effective Date

8/18/2014

4.Justification

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No changes in bulletin.

Code #

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

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

Program and/or Course Deletion

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

ENTER DATE...

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ENTER DATE...

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ENTER DATE...

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ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Program and/or Course Title, Prefix and Number

SW 5113 Graduate Introduction to Social Work

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

Richard K. Freer, rkfreer@astate.edu, 972-3357

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

Fall 2013

4. Student Population

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

MSW students who had not already taken an Introduction to Social Work course at the undergraduate level. Admission requirements have been changed to permit students currently enrolled in an Introduction to Social Work course to be admitted conditionally to the MSW program.

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

The deletion of this elective course will not affect MSW students. p. 246

Social Work

SW 5003 Human Behavior and the Social Environment I This course provides the student with a broad understanding of how individuals develop from birth to older age from psychological, psychiatric, Sociological, Social psychological, and human diversity perspectives. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5023 Foundations of Practice I This course will introduce the student to social work practice with individuals. Social, psychological, economic, and biological stressors are considered as they impact on the individual. The development approaches are the major orientations presented, augmented by various intervention modalities. Prerequisite: This course is restricted to Graduate Social Work Students.

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SW 5293 Practicum in Addiction Studies II The second practicum experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have responsibility for clients within an approved agency. Further the student will demonstrate proficiency in outcome measurement and goal attainment. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment, SW 5273 Practicum in Addiction Studies I

5.

a. How will this affect the department?

Deletion of this elective course will not affect MSW students.

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

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

NA

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

If yes, what course?

Enter text...

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Paste bulletin pages here...

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

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College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
SW 5203

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

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

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

Standard letter

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

No

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

No

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

Explores the social dynamics of family violence including historical perspectives, theories, research, clinical interventions, and effects of abuse across the lifespan as well as the impact of cultural, religious factors, and response from the criminal justice and social welfare systems

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

No

b. Why?

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

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

Loretta Brewer, MSW Program Director, lbrewer@astate.edu, 972-3169

11. Proposed Starting Term/Year

Summer 2015

12. Is this course in support of a new program? No

If yes, what program?

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

If yes, what course?

Has this course number been used in the past?

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

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

15. Justification should include:

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

MSW degree plans for the standard two-year program require two elective courses. The goal for this course is to develop an awareness of the pervasiveness of family violence and examine barriers to intervention.

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

The mission of the MSW Program is to provide a transformative educational experience that prepares graduates for compassionate, ethical, clinical practice that enhances the well-being and quality of life for individuals, families, groups, and communities. Although this specific course is not mandated by CSWE, our accrediting body, it does support our mission to enhance the well-being and quality of life for individuals and families.

c. Student population served.

MSW students

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

Content and teaching methods are appropriate for graduate study.

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

Course Topic(s) Week 1: Family Violence

Introductions/ Review of syllabus requirements

Importance of self-care when working with violence

Common definitions :Family violence/DV/ IPV

Review of Duluth Model and historical perspectives of DV

Discussion of theoretical framework for violence

Discussion of methods for studying family violence and research implications

Video clip: *I'd rather be home: Case of Norman*

Required Readings:

Hattery Chapters 1, 2, 3, &4 and Mills Chapters 1, 3, & 7

Article(s): Vega, E.M. & O'Leary, K.D. (2007). Test–retest reliability of the revised conflict tactics scales (CTS2). *Journal of Family Violence, 22*(8), 703-708.

Recommended Readings:

Berry, D. B. (2000). *The domestic violence sourcebook* (3rd ed.). Los Angeles: Lowell House.
Chapters 1 & 2

Article(s): Eckstein, J. (2010). Reasons for staying in intimately violent relationships: comparisons of men and women and messages communicated to self and others. *Journal of Family Violence, 26*(1), 21-30.

Class Activities:

1. In class exercises : Terminology, IPV Myths versus Truths
2. Power and Control Handouts/ Discussion of the Duluth Model
3. Powerpoint

Assignment Due:

Journal entries submitted online in BBLEARN by NOON Wednesday July 11.

*Within your journal entry be sure to discuss definition /terminology of violence reflected in your media selections.

* How does our society accept/reject violence?

* Do you think of violence as “social inoculation” or as learned behavior?

* Please visit <http://www.theduluthmodel.org/training/wheels.html>

* How does the Duluth model influence our understanding / framework for violence?

Course Topic(s) Week 2: Abuse across the lifespan & Social Aspects

Child abuse

Impact on children who witness violence
Teen dating violence
Adults and the abuse cycle
Elder Abuse.
How do communities respond to violence?
Is violence a family or community problem?

Video clip: *Hidden Victims*

Required Readings:
Hattery Chapters 6, 7, & 5; Berry Chapter 5; Mills Chapters 4 & 5

Recommended Readings: Berry Chapters 3 & 4

Article(s):

DeBoard-Lucas, R., and Grych, J. (2011). Children's perceptions of intimate partner violence: causes, consequences, and coping. *Journal of Family Violence, 26* (5), 343-354.

Georgsson, A., Almquist, K., and Broberg, A. (2011). Naming the unmentionable: how children exposed to intimate partner violence articulate their experiences. *Journal of Family Violence, 26* (2), 117-129.

Hetzel-Riggin, M. & Meads, C. (2011). Childhood violence and adult partner maltreatment: the roles of coping style and psychological distress. *Journal of Family Violence, 26*(8), 585-593.

Class Activities:

1. Powerpoint/ Class discussion
2. Family violence history exercise
3. Come to class ready to discuss one example of family/ community responses to violence found in your media search this week.
4. Roleplaying/ clinical case scenarios: how to respond to incidents of violence with infants, children, teens, and elders.

Assignment Due:

Journal entries submitted online in BBLEARN by NOON Wednesday July 18.

* Please visit NCADV.org remember my name virtual memorial site.

* Reflect within your journal instances of familicide.

* Are you surprised by the frequency of familicide?

* How are you affected/respond to these types of cases?

Course Topic(s) Week 3: Correlations to violence

Economic- cultural- religious

Increased Risks for Violence

Adolescents, Pregnancy, Minorities, Rural, Gay/ Lesbian, Pets

Video clips: *Broken Vows: Religious Perspective of Domestic Violence*
My girlfriend did it

Required Readings:
Hattery Chapters 8, 9, 10, & 11; Mills Chapter 2

Recommended Readings:

Article(s):

Hirschel, D., Hutchison, I., & Shaw, M. (2010). The interrelationship between substance abuse and the likelihood of arrest, conviction, and re-offending in cases of intimate partner violence. *Journal of Family Violence, 25* (1), 81-90.

Graham-Kevan, N., and Archer, J. (2011). Violence during pregnancy: investigating infanticidal motives. *Journal of Family Violence, 26*(6), 453-458.

Lacey, K. (2010). When is it enough for me to leave? Black and Hispanic women's response to violent relationships. *Journal of Family Violence*, 25(7), 669-677.

Carvalho, A., Lewis, R., Derlega, V., Winstead, B., Viggiano, C. (2011). Internalized sexual minority stressors and same-sex intimate partner violence. *Journal of Family Violence*, 26 (7), 501-509.

Class Activities:

1. Powerpoint/ Class discussion
2. Midterm exam

Assignment Due:

Journal entries submitted online in BBLEARN by NOON Wednesday July 25.

* Please reflect within your journal resources available in your home community to respond to violence.

* Who is responsible for incidents of family violence?

* Who should pay for family violence?

* Please consider ripple effect/ costs of violence on our society (i.e. police, EMT, hospital care, relocation, incarceration, substance abuse).

* Consider staffing, competency, number/type of staff, funding, physical resources, intervention or prevention focus, rural or urban locations, etc. what recommendations would you make to improve services?

Course Topic(s) Week 4: Prevention and Intervention

Connection with sexual and physical violence

Long term impact of growing up within a violent home

Interventions in violence

Safety Planning

Service Delivery Components

Role of Counseling, Case Management, Crisis intervention, & Therapy

The Role of the Judicial System

Current Arkansas and Federal Statutes and Policies

Filing an Order of Protection

Video clips: *Searching for Angela Shelton*

Stranger safety

Required Readings:

Hattery Chapters 12 &13; Berry Chapters 6, 7, & 8

Article(s):

Goodlin, W. & Dunn, C. (2010). Three patterns of domestic violence in households: single victimization, repeat victimization, and co-occurring victimization. *Journal of Family Violence*, 25 (2), 107-122.

Recommended Readings:

Horwitz, S., Mitchell, D., LaRussa-Trott, M., Santiago, L., Pearson, J., Skiff, D., & Cerulli, C. (2011). An inside view of police officers' experience with domestic violence. *Journal of Family Violence*, 26 (8), 617-625.

Rhodes, K., Dichter, M., Kothari, C., Marcus, S., & Cerulli, C. (2011). The impact of children on legal actions taken by women victims of intimate partner violence. *Journal of Family Violence*, 26(5), 355-364.

Class Activities:

1. Powerpoint/ Class discussion
2. Safety Planning/ Handouts
3. Roleplaying/ clinical case scenarios: how to respond to incidents of violence with family, friends, strangers.

* Please log onto blackboard and complete your course evaluations. Note that no professor has access to these evaluations till after grades are registered and that they are completely anonymous. If concerned that instructors can view your comments I encourage you to discuss your concerns with the Interim Chair of the Social Work Department

Assignment Due:

Journal entries submitted online in BBLEARN by NOON Wednesday August 1.

* Reflect within your journal on mandatory arrest policies and professional responsibilities for intervention

* Do you think it helps to arrest for incidents of family violence?

* Should we have different policies based upon severity of violence? For repeat victimization? Premeditation? Weapons involvement?

* Reflect within your journal on current legal responses to violence.

* Should offenders be referred (if so- how long?) for mandatory individual counseling/ family counseling?

* Reflect on the connections between sexual and physical violence.

* What do you think the long term impact of growing up with violence is for an individual/ family structure?

* What intergenerational patterns have you witnessed within your own family?

* What steps have you taken to change the legacy of violence?

* Has your understanding about violence changed?

* Do you consider media reports in a different way now?

* How have you managed to incorporate self-care into your life?

Course Topic(s) Week 5: Wrap up

Class Activities:

1. Class discussion: Course wrap up and review for final

2. Final Exam

Readings: Hattery Chapter 14; Mills Chapters 6 & 8

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

1. **Family Violence Headline Weekly Journal entry.** A weekly reflective 3-4 page journal entry (roughly 1000 words) that begins with headline and http link covering 5 family violence newspaper events that have been reported in local, state, national, or international media. Each journal entry is worth 50 points for a semester total of 200 points.
2. **Exams.** There will be one midterm exam worth 150 points as well as a final comprehensive exam worth 200 points toward your final grade. Material will be inclusive up to that day's assigned reading and may include multiple choice, short answer, or matching format.
3. **Attendance and Participation.** Students are expected to be punctual both in attendance and in meeting deadlines. Attendance will be taken each class meeting. Any student who neglects to sign in or is not present when the attendance roster is collected will be recorded as absent that day.

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

N/A

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

Standard classroom/no specific requirements

20. What is the primary intended learning goal for students enrolled in this course?

The goal for this course is to develop an awareness of the pervasiveness of family violence and examine barriers to intervention.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Hattery, A. & Smith, E. (2012). *The social dynamics of family violence*. Boulder CO: Westview Press.

Mills, L.G. (2003). *Insult to injury: Rethinking our responses to intimate abuse*. New Jersey: Princeton University Press.

b. Number of pages of reading required per week: 88

c. Number of pages of writing required over the course of the semester: 25

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

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: Create@Astate or Delta Health Conference Posters

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Students will define the social dynamics of family violence

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

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Exam questions addressing definition of social dynamics of family violence

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Students will discuss the historical perspectives, myths, misconceptions, and psychological dynamics that contribute to family violence.

Learning Activity:
Videos, reading, lecture, discussion, weekly journal entries

Assessment Tool:
Grading rubric designed by course instructor to assess students' understanding of the historical perspectives, myths, misconceptions, and psychological dynamics that contribute to family violence as reflected in weekly journal entries.

Outcome #3:

Students will examine barriers to intervention and family violence services such as cultural, religious, immigration, criminal justice and social welfare systems.

Learning Activity:

Videos, reading, lecture, discussion, weekly journal entries

Assessment Tool:

Grading rubric designed by course instructor to assess students examination of barriers to intervention and family violence services as reflected by weekly journal entries.

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

a. Global Awareness

- Minimally
 Indirectly
 Directly

b. Thinking Critically

- Minimally
 Indirectly
 Directly

c. Using Technology

- Minimally
 Indirectly
 Directly

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246 Social Work

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

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<input type="text"/>	<input type="text" value="ENTER DATE..."/>
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Department Curriculum Committee Chair

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
----------------------	--

COPE Chair (if applicable)

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
----------------------	--

Department Chair:

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
----------------------	--

General Education Committee Chair (If applicable)

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
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College Curriculum Committee Chair

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
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Undergraduate Curriculum Council Chair

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
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College Dean

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
----------------------	--

Graduate Curriculum Committee Chair

<input type="text"/>	<input type="text" value="ENTER DATE..."/>
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Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
SW 5213

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

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

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

STANDARD LETTER GRADE

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

NO

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

NO

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

Examines the history, basic theories, various types of crises, the process of crisis and associated events and issues. Students should leave with basic knowledge of interviewing, assessment, and counseling skills to work with individuals and families in the crisis process.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

Admission to the MSW program

b. Why?

Foundation knowledge requirements and limited resources require restricting enrollment to MSW students

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

Enter text...

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

Dr. Loretta Brewer. Director, MSW Program, Department of Social Work, ASU

lbrewer@astate.edu

972-3169

11. Proposed Starting Term/Year

Summer 2015

12. Is this course in support of a new program? NO

If yes, what program?

Enter text...

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

If yes, what course?

Enter text...

Has this course number been used in the past? NO

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? NO

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

Enter text...

15. Justification should include:

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

Academic rationale: To provide students with a theoretical basis and practical skill to work with individuals, families and groups in crisis. **Course Goal:** The student should leave with the knowledge of the history of crisis intervention, basic theoretical approaches, and models of intervention.

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

The mission of the MSW program at ASU is to provide a transformative educational experience that prepares graduates for compassionate, ethical, clinical practice that enhances the well-being and quality of life for individuals, families, groups, and communities. This course is designed to prepare students to work with individuals, families and groups in crisis. The course is not mandated by any accrediting body.

c. Student population served.

MSW students

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

This course builds on foundation knowledge and skills acquired at the undergraduate level.

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

Week 1: Introductions; Course Overview and Syllabus Review; Class Expectations; Introduction to Crisis Intervention

Week 2

History of Crisis Intervention

1. Define the term "crisis."
2. Crisis as Danger and Opportunity
3. Developmental vs. Situational Crisis
4. Methods of coping

Readings & Discussion Assignments

- Chapter 1 – What is a Crisis? (Kanel, K, 2012)
-
- Group Assignments and topic selection

Discussion/Ice breaker: group members will introduce themselves to the group Include name, profession, hobbies, reason for enrolling in this class and any other information that can help the group to get to know you

Week 3:

1. Theoretical Views of Crisis
2. The ABC Model of Crisis Intervention
3. Critical Incident Debriefing

Readings & Discussion Assignments:

- Chapter 2 – History of Crisis Intervention (Kanel, K, 2012)
- Identify a current event (news article, journal articles, observations, issues from internship) that relates to some aspect of the reading you completed this week. Write a half page summary of how the article relates to the chapter reading.

Week 4: Ethical and Professional issues

1. Ethics
2. Personal Self Awareness
3. Use of Paraprofessionals vs. Volunteers
4. Confidentiality

Readings & Discussion Assignments

- Chapter 3 - Ethical and Professional Issues (Kanel, K, 2012)
- Group Topics Due for Approval
- Identify a current event (news article, journal articles, observations, issues from internship) that relates to some aspect of the reading you completed this week. Write a half page summary of how the article relates to the chapter reading.

Week 5:

The ABC Model of Crisis Intervention

1. Interviewing techniques: Developing and Maintaining Rapport
2. Identifying the Problem
3. Coping Behaviors

Readings & Discussion Assignments

- Chapter 4 - The ABC Model of Crisis Intervention (Kanel, K, 2012).
- **Quiz #1 (Online). Chapter 1-3**

Week 6: S u i c i d e , H o m i c i d e a n d P s y c h o t i c C r i s i s

1. Two Philosophies of Suicide Prevention
2. Mental Status Exam
3. A Phenomenological look at suicide
4. Managing clients who are a danger to self and others

SPEAKER – PSYCHIATRIC EMERGENCY SERVICES

Readings & Discussion Assignments

- Chapter 5 – Suicide, Homicide, and Psychotic Crisis, (Kanel, K, 2012).
- Identify a current event (news article, journal articles, observations, issues from internship) that relates to some aspect of the reading you completed this week. Write a half page summary of how the article relates to the chapter reading.

Week 7 :

Cultural Sensitivity in Crisis Intervention

1. Development of Culturally Sensitive Psychotherapies
2. Etic vs. Emic Issues
3. The Sub-culture of Gays, Lesbians, Bisexuals, and Trans-genders

Readings and Discussion Assignments

- Chapter 6 – Cultural Sensitivity in Crisis Intervention (Kanel, K., 2012)
- Identify a current event (news article, journal articles, observations, issues from internship) that relates to some aspect of the reading you completed this week. Write a half page summary of how the article relates to the chapter reading.

Community Agency Interview Paper Due

Week 8: Developmental Crisis

Stages of Development

Readings & Discussion Assignments

- Chapter 7 – Developmental Crisis
- **Exam #1 (Midterm) Online:**

Week 9: Crisis of Loss

1. Death & Dying
2. Kubler-Ross's Five Stages of Death and Dying
3. Divorce and Separation

Readings & Discussion Assignments

- **Chapter 8 – Crisis of Loss (Kanel, K., 2012)**

-Identify a current event (news article, journal articles, observations, issues from internship) that relates to some aspect of the reading you completed this week. Write a half page summary of how the article relates to the chapter reading.

Week 10: PTSD

Manmade Disasters

Readings & Discussion Assignments

Kanel, Chapter 9 – PTSD, Community Disasters and Trauma Response

-Identify a current event (news article, journal articles, observations, issues from internship) that relates to some aspect of the reading you completed this week. Write a half page summary of how the article relates to the chapter reading.

SPEAKER- Community Emergency Services Coordinator

- **Group Crisis Intervention Paper Due**

Week 11: FALL BREAK--THANKSGIVING

Week 12:

Victims of Personal Victimization

- Child Abuse
- Elder Abuse
- Partner Abuse
- Rape

Readings & Discussion Assignments

- Chapter 10 – Crises of Personal Victimization (Kanel, K)

- Identify a current event (news article, journal articles, observations, issues from internship) that relates to some aspect of the reading you completed this week. Write a half page summary of how the article relates to the chapter reading.

Week 13:

- Substance Abuse
- What is Substance abuse?
- Types of Drug Abuse Crises

Readings & Discussion Assignments

- Chapter 11 – Crises related to Substance Abuse (Kanel, K)
- **Quiz #2: Online**

Week 14:

- Serious Illnesses and Disabilities
The Bio-psychosocial Model
- Chapter 12 – Crises related to Serious Illnesses and Disabilities (Kanel, K)
- Identify a current event (news article, journal articles, observations, issues from internship) that relates to some aspect of the reading you completed this week. Write a half page summary of how the article relates to the chapter reading.
- **GROUP ROLE PLAY/CASE STUDY**

Week 15:

Readings & Discussion Assignments

Identify a current event (news article, journal articles, observations, issues from internship) that relates to some aspect of the reading you completed this week. Write a half page summary of how the article relates to the chapter reading.

- **GROUP ROLE PLAY/CASE STUDY**

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

1. **Exams.** There will be two exams- a midterm and a comprehensive final exam (200 points) and two quizzes (50 points). The final exam will be comprehensive and will cover the material covered during the course.
2. **A Group Crisis Intervention Paper** must be submitted that researches and describes a group selected Crisis Situation (i.e. School Shooting, Suicide, Death & Dying, Abuse, Natural Disaster). The paper should be a minimum of 10 pages and should follow the outline provided.
3. A Group Role Play/Case Study presentation –in small groups of 4-5, students will chose from case studies provided or develop their own case study based on a crisis situation and present in class.
4. Weekly Reading/Summary/Postings. Summary and integration of current events and weekly readings will be posted on blackboard for feedback from class.
5. An individual Crisis worker interview study paper is required.

Note: More detailed information will be provided on the group and individual papers in addition to rubrics for grading them.

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

N/A

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

Traditional Classroom

20. What is the primary intended learning goal for students enrolled in this course?

To prepare students to intervene effectively in crisis situations

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Kanel, Kristi (2012) Crisis Intervention, 4th edition, Brooks/Cole/Cengage Learning

b. Number of pages of reading required per week: 35

c. Number of pages of writing required over the course of the semester: 40

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

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

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

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

Students will apply basic theoretical approaches, including identification of types of crisis and models of crisis intervention.

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

Lectures, small group exercises, reading assignments, and guest speakers as well as individual and group papers

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

Grading Rubric designed by course instructor to evaluate students' ability to apply basic theoretical approaches, identify types of crisis and appropriate models of crisis intervention in written assignments.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Demonstrate basic crisis intervention skills including interviewing and assessment skills

Learning Activity:

Case study/role play, class discussions

Assessment Tool:

Grading Rubric designed by course instructor to evaluate students' interviewing and assessment skills in role plays

Outcome #3:

Critical evaluation of professional use of self, ethical and diversity issues and community resources related to crisis intervention in rural communities.

Learning Activity:

Community Agency Interview paper; guest speakers, class discussions; role play, case study; group crisis paper, weekly readings.

Assessment Tool:

Quizzes, examinations, and grading rubrics designed by course instructor to assess students' ability to critically evaluate professional use of self, ethical and diversity issues, and community resources related to crisis intervention in rural communities

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

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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

To copy from the bulletin:

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

246 **Social Work**

SW 5003 Human Behavior and the Social Environment I This course provides the student with a broad understanding of how individuals develop from birth to older age from psychological, psychiatric, Sociological, Social psychological, and human diversity perspectives. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5023 Foundations of Practice I This course will introduce the student to social work practice with individuals. Social, psychological, economic, and biological stressors are considered as they impact on the individual. The development approaches are the major orientations presented, augmented by various intervention modalities. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5043 Foundations of Practice II Focus of this course is on the theory and practice of social group work in clinical settings. Consideration is given to such issues as group dynamics, leadership, composition, direct and indirect intervention, the use of group activities under various conditions and different settings. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5053 Social Welfare Policy/Services The purpose of this course is to establish the subject area of social welfare policy as a central concern of social work. The goals of the course are to help students identify socio-cultural and economic bases of social welfare in America. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5063 Social Justice and Diversity This course focuses on issues of diversity, oppression and social justice. It is designed to prepare social work students to be knowledgeable of people's biases. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5113 Graduate Intro to Social Work This is a graduate level introductory course for students who have baccalaureate degrees in fields other than social work. This course will provide students with an opportunity to explore the social work profession.

SW 5203 Social Dynamics of Family Violence The course explores the social dynamics of family violence including historical perspectives, theories, research, clinical intervention strategies, and effects of abuse across the lifespan as well as the impact of cultural, religious factors, and response from the criminal justice and social welfare systems.

SW 5213 Crisis Intervention

Examines the history, basic theories, various types of crises, the process of crisis and associated events and issues. Students should leave with basic knowledge of interviewing, assessment, and counseling skills to work with individuals and families in the crisis process.

SW 5223 Rural Social Work This course is designed to explore the unique aspects of social work practice in rural areas using an ecosystems perspective. The roles and functions of social workers will be addressed as well as the ethical dilemmas frequently encountered in rural practice. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5233 International Social Work The course examines the effects of globalization on human needs. Special attention is given to linkages between human rights, social justice, and social work. The course explores specific problems such as HIV, street children and domestic violence in developing countries as well as strengths and resiliency demonstrated by these countries. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 5273 Practicum in Addiction Studies The first practicum experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students will receive onsite supervision from clinical supervisors with special training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment.

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

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

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

Program and/or Course Deletion

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

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Program and/or Course Title, Prefix and Number

SW 5223

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

Richard K. Freer, rkfreer@astate.edu, 972-3357

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

Fall 2013

4. Student Population

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

MSW students

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

Deletion of this elective course will not affect the students in the MSW program.

5.

a. How will this affect the department?

Deletion of this course will not affect the Social Work Department

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

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

NA

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

If yes, what course?

Enter text...

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SW 5293 Practicum in Addiction Studies II The second practicum experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have responsibility for clients within an approved agency. Further the student will demonstrate proficiency in outcome measurement and goal attainment. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment, SW 5273 Practicum in Addiction Studies I

Generic Version for Programs or Departments that do not have Grad Faculty Standards on File

Guidelines for Departmental and Program Graduate Faculty Qualification Standards

Relevant passages from the Handbook are in roman type; issues that should be clarified in Departmental or Program Guidelines are in italics. Note that the Handbook sets a minimum expectation; programs may choose to exceed its standards.

A. Regular Member

1. Qualifications

A Regular Member of the Graduate Faculty must be a full-time faculty member with a terminal degree. In exceptional cases, unique experience, specialized training, and professional competence may substitute for a terminal degree. Regular Members must have documented evidence of an appropriate level of scholarly activity and continued participation in graduate education at the course, committee and program levels.

Indicate what an appropriate terminal degree is for your program.

Ph.D. or for the faculty in the College of Education, EdD.

What are appropriate disciplines or fields for the terminal degree?

The primary departmental discipline.

The Handbook allows for “unique experience, specialized training and professional competence” to substitute for a terminal degree in exceptional circumstances. Does your program wish to leave open the exceptional cases option? If so, what would constitute an exceptional situation and what are the unique experiences, specialized training and professional competence that would substitute for a terminal degree in your program? How often might exceptional circumstances legitimately be invoked?

This can only be effectively addressed in program specific documents.

Indicate what your program considers an “appropriate level of scholarly activity.”

In the six years since graduate faculty status was first acquired or renewed an active scholar will have done one of the following:

- 1) published as author, co-author, editor, or co-editor, a book with a recognized university press or other scholarly press**
- 2) published as first or sole author two articles in scholarly journals that are affiliated with a major scholarly or professional organization, a university press, or a recognized scholarly publisher (e.g. Taylor and Francis, Sage, Springer)**
- 3) published as first or sole author an article in a journal that satisfies the conditions in number 2 and a chapter in a book that satisfies the conditions in number 1**

- 4) **published as first or sole author either an article in a journal that meets the conditions in number 2 or a chapter in a book that meets the conditions in number 1 and two presentations to scholarly or professional conferences or meetings that are affiliated with recognized international, national, or state-level scholarly organizations or scholarly conferences sponsored by universities other than Arkansas State University.**

2. Appointment requirements and procedure

Application must include evidence of professional activity related to graduate education such as research, publication, exhibition or performance, membership in professional organizations, participation in regional and national meetings, excellence in teaching and the applicant must meet the qualification standards of the program or department. An appointment is recommended by the department/program graduate faculty and chair (or program director in the case of interdisciplinary programs) and approved by the Graduate Council. Appointment is for up to a six year term at which time the faculty member may reapply; although individual programs, department, or colleges may choose to have shorter terms of appointment. Upon hire as a pre-tenure or tenured faculty member possessing a terminal degree in an appropriate discipline, an initial graduate faculty appointment will be made for up to a six year term. Upon promotion to associate or full professor, a graduate faculty appointment will be made or an existing appointment will be reset to a new term of up to six years.

Does your program wish to use the Handbook's six-year term, or would it prefer a shorter term?

Six years

3. Privileges and responsibilities

A Regular Member may teach graduate courses at any level, serve on the Graduate Council; direct research; and serve on thesis and dissertation committees for students pursuing masters, specialist and doctoral degrees. With the approval of the graduate program director and the Dean of the Graduate School, a Regular Member may chair thesis and dissertation committees for students pursuing masters, specialist and doctoral degrees. The Graduate School recommends that faculty who chair thesis and dissertation committees either have previous experience on such committees or work with a mentor, a faculty member who has successfully chaired thesis or dissertation committees in the past.

B. Temporary Member

1. Qualifications

An individual with a terminal degree or documented knowledge and equivalent experience shall be eligible for appointment to the graduate faculty as a Temporary Member to teach specific courses and/or serve on committees over a specified time period.

2. Appointment requirements and procedure

Application is through, or nomination is by the department/program graduate faculty or chair (or

program director in the case of interdisciplinary programs). Recommendations must include specific qualifications as related to the course(s) to be taught or committee membership. An appointment is approved by the Graduate Dean for a specified time period. At the end of the specified time period, a Temporary Member of the Graduate Faculty may reapply.

The maximum term for a Temporary Member of the Graduate Faculty to be approved to teach a specified course or courses is three years. Does your program wish to have a shorter term for Temporary Graduate Faculty status?

Three years

3. Privileges and responsibilities

A Temporary Member may teach graduate level courses at the masters, specialist and doctoral levels and serve on student committees. A Temporary Member appointment is only valid for the time frame specified and for the course(s) or activities approved on the application.

Guidelines for Graduate Faculty Qualification Standards for the College of Media & Communication

February 2014

Graduate Faculty

This document outlines the qualification standards for graduate faculty in the College of Media & Communication. A faculty member may serve as a Regular Member or Temporary Member status based on qualifications and needs of the College. The graduate faculty consists of faculty members who have qualified for and been approved to serve in a particular graduate faculty status. Appointment to the Graduate Faculty may be made as a Regular Member or Temporary Member. Each category has associated qualification standards, appointment requirements and procedures, and privileges and responsibilities as defined below.

The graduate faculty for the College of Media & Communication compile and enforce the qualification standards that a prospective member must meet in order to be recommended to membership on the Graduate Faculty. The qualification standards are approved by the College of Media & Communication Director for Graduate Study, the Graduate Council and the Dean of the Graduate School.

A. Regular Member

1. Qualifications

A Regular Member of the Graduate Faculty must be a full-time faculty member with a terminal degree. A Doctor of Philosophy (Ph.D.) or Juris Doctorate (J.D.) or Master of Fine Arts (M.F.A.) degree may be considered an appropriate terminal degree in the College of Media & Communication depending on the teaching areas for which one is assigned. Specialized degrees in other related areas may also be considered appropriate. Regular Members must have documented evidence of an appropriate level of scholarly activity and continued participation in graduate education at the course, committee and program levels.

In exceptional cases (as outlined in a 1984 Board of Trustees action and a 1985 College response to the Board amendment), appropriate employment and performance experience may be accepted in lieu of the terminal degree. A written statement from the dean and department chair, as appropriate, will note the understanding at the time of hiring regarding the substitution of appropriate professional experience for the terminal degree. The statement will be given to the candidate and will be placed in the candidate's personnel folder. When an individual is so employed, possession of the terminal degree will not be considered in future questions of promotion and tenure.

2. Appointment requirements and procedure

Application must include evidence of professional activity related to graduate education such as research, publication, exhibition or performance, membership in professional organizations, participation in regional and national meetings, excellence in teaching and the applicant must meet the qualification standards of the program or department.

An appointment is recommended by the College of Media & Communication department/program graduate faculty and Director of Graduate Study and approved by the Graduate Council. Appointment is for up to a six year term at which time the faculty member may reapply; although individual programs, department, or colleges may choose to have shorter terms of appointment.

Upon hire as a pre-tenure or tenured faculty member possessing a terminal degree in an appropriate discipline, an initial graduate faculty appointment ASU Faculty Handbook of Policies and Procedures 42 Section II Personnel Policies will be made for up to a six year term. Upon promotion to associate or full professor, a graduate faculty appointment will be made or an existing appointment will be reset to a new term of up to six years.

3. Privileges and responsibilities

A Regular Member may teach graduate courses at any level, serve on the Graduate Council; direct research; and serve on thesis and dissertation committees for students pursuing masters, specialist and doctoral degrees.

With the approval of the Director of Graduate Study and the Dean of the Graduate School, a Regular Member may chair thesis and dissertation committees for students pursuing masters, specialist and doctoral degrees. The Graduate School recommends that faculty who chair thesis and dissertation committees either have previous experience on such committees or work with a mentor, a faculty member who has successfully chaired thesis or dissertation committees in the past.

B. Temporary Member

1. Qualifications

An individual with a terminal degree or documented knowledge and equivalent experience shall be eligible for appointment to the graduate faculty as a Temporary Member to teach specific courses and/or serve on committees over a specified time period.

2. Appointment requirements and procedure

Application is through, or nomination is by the College of Media & Communication graduate faculty or the Director of Graduate Study. Recommendations must include specific qualifications as related to the course(s) to be taught or committee membership. An appointment is approved by the Graduate Dean for a specified time period. At the end of the specified time period, a Temporary Member of the Graduate Faculty may reapply.

3. Privileges and responsibilities

A Temporary Member may teach graduate level courses at the masters, specialist and doctoral levels and serve on student committees. A Temporary Member appointment is only valid for the time frame specified and for the course(s) or activities approved on the application.