

Graduate Council Agenda
April 15, 2016 at 3:00 pm
Library 6th Floor Conference Room 603

Present: Umansky (also proxy for Traylor), Schmidt, Fears (proxy for Fowler), McKay, **Dr. Mello**, Schack Clark, Koizumi, Drake, Green, Kemp, Okechukwu

Ex Offio:

Sustich, DeProw, Blankenship (for Finch)

Guest: Gilbert

The meeting was called to order at 3:01 by Drake.

1. Minutes from March 17, 2016 Graduate Council meeting

Mello moved to approve, Schmidt second. **Passed unanimously.**

2. Requests for Bulletin Changes

Bulletin/Banner Change Transmittal Form

Mello moved that all the bulletin changes and course proposals be considered by program. Schmidt second. **Passed unanimously.**

ECH 6583 (Edit Course Description)

ECH 6593 (Edit Course Description)

McKay moved to approve, Mello Second. **Passed unanimously.**

EdD (Amended Clean Up Language) – Resubmitted after being Tabled in 03/17/16 GC Mtg

Green moved to approve this and ELAD 880V. Schmidt second. **Passed unanimously with the suggestion that the program may wish to clarify the language regarding transfer credit in the EdD.**

ENGR 6043 (Remove ENGR 6023 as Prerequisite)

MSEngr Program (Changes to Plan of Study)

Schmidt moved to approve, Green second. **Passed unanimously.**

History Accelerated Program

History Graduate Certificate (Addition to Bulletin)

Mello moved to approve, Kemp second. **Passed unanimously.**

MPA (Modify Mission Statement and Admission Requirements)

Tabled for meeting on Friday April 22.

MS Early Childhood Services (Edit Purpose & Adm Req)

Koizumi moved to approve, McKay second. **Passed unanimously.**

MSMM Update (Requirements Outline)

MS Media Management New Option 3: Social Media

Mello moved to approve, Schmidt second. **Passed unanimously. Suggestion that option three might want to have the term “management” added to it for consistency.**

NURS 5013 (Change Course Title) and course proposals HP 5233, 6233, 6333.
Green moved to approve, Kemp second. **Passed unanimously.**

SCCE (Remove MAT req & update GRE wording)
Mello moved to approve, Schmidt second. **Passed unanimously.**

SOC 5273 (Change Course Title)
Mello moved to approve, McKay second. **Passed unanimously.**

SW 6323 (Change Course Title)
McKay moved to **table**, Mello second. The proposal changes the name of the course in the Plan of Study but neglects to change the title in the course description.

Reconfiguration of Existing Degree Program Proposal Form

MPA Reconfiguration

Schmidt moved to **table all the MPA proposals** and vote at the next the meeting.
Green second. **Passed unanimously.** The reason for delaying the vote on the MPA was that modified versions of the proposals were received shortly before the meeting. Because there will be a final meeting on April 22 these can be considered then.

New Course Proposal Form

ELAD 880V (Amended) - Resubmitted after being Tabled in 03/17/16 GC Mtg
Passed (see above)

HP 5233
HP 6233
HP 6333

Passed Unanimously

MCOM 6263

Umansky moved to approve, Green second. **Passed unanimously** with a friendly reminder that there are 14 weeks in the semester.

POSC 6423
POSC 6433
POSC 6443

McKay moved to **table**, Mello second.

SCOM 5463
SCOM 5473

Mello moved to approve, Green second. **Passed unanimously** with a friendly reminder that a half term course is usually 7 weeks long.

New Emphasis, Concentration or Option Proposal Form

MPA New Emphasis in Nonprofit Management

MPA New Emphasis in Nonprofit Management with Thesis

MPA New Emphasis in Public Management

MPA New Emphasis in Public Management with Thesis

All **tabled**. See above.

3. Letter of Notification 11D

Graduate Certificate in Aging Studies (Reconfigured)

We are duly notified.

4. Graduate Faculty Qualification Standards/Guidelines

College of Engineering (Updated)

Koizumi moved to approve. Mello second. **Passed unanimously.**

Department of Biological Sciences

Mello moved to approve, McKay second. **Passed unanimously.**

5. Requests for Regular Graduate Faculty Status

Martin Huss (resubmission after motion did not pass in 03/17/2016 GC Meeting)

Green moved to approve, Kemp second. **Passed unanimously.**

C. William Roe

Koizumi moved to approve, Mello second. **Passed unanimously.**

6. Requests for Serve on Thesis or Dissertation Advisory Committee

Rima Lucardi

Graduate Council Minutes

March 17, 2016 at 3:00 pm

(Originally Scheduled for March 10, 2016)

Library 6th Floor Conference Room 603

Present were: Green, Fowler, Nichols, Schack-Clark, Drake (chair), Mello, Schmidt, Bowser, Carothers, Umansky, Kemp, Koizumi, Traylor.

Ex Officio:

Deprow, Gilbert (for Sustich), Blankenship (for Finch).

Guests:

Holifield and Bounds

Chair Shawn Drake called the meeting to order at

1. **LOAC (Learning Outcomes Advisory Council)** has requested to address the Graduate Council concerning a campus assessment committee proposal. The presentation will be given by Dr. Traylor and Dr. Doyle

Drs. Traylor and Doyle explained their plans to form a University Assessment Commission that would gather and share information about assessment from the various bits of campus that are concerned with assessment. The hope is that this will create an institutional culture of faculty driven assessment. The Council members decided that they would confer with their constituencies and make a decision as to how they might like to participate in the Commission and which of them might get to serve as one of the commissars when the Commission is formed.

2. **Minutes from February 11, 2016 Graduate Council meeting**
Fowler moved to approve. Schmidt second. **Passed unanimously.**

3. Requests for Bulletin Changes

Bulletin/Banner Change Transmittal Form

Advanced Stat Research Courses ELFN 8483 and ELFN 8473

Mello moved to approve, Kemp second. **Passed unanimously.**

DPT (Update Degree Plan)

Traylor moved to approve all the DPT related changes noting that the proposed course number for PT 7624 will need to be changed to PT 7724 because 7624 is already in use. Schmidt second. Passed unanimously.

DPT Proposals approved are these:

Bulletin changes:

PT 7113 (Change Course Hours to PT 7116)

PT 7232 (Change Course Title & Description)

PT 7314 (Reduce Course Hours to PT 7313)

PT 818V (Change to Pass/Fail & Move to Fall Yr 3)

New Courses:

~~PT 7624~~ PT 7724 (PT 7624 already in use)

PT 7753

Deletions:

PT 7243

PT 7623

PT 8352

EdD Program (Clean Up Language)

ELAD 880V - New course proposal

Schack Clark moved that the language changes in the EdD program and the ELAD 880V both be considered together. Traylor seconded. Traylor then offered and amended motion to table both, seconded by Schmidt. The program is asked to clarify the course of study in the Bulletin change and to amend the assessment language in the course proposal. Dr. Deprow offered to guidance with this.

EdS Ed Leadership (Addition of Minimum GRE Analytical Writing Score to Admission Req)

MSE Curr & Instruction (Addition of Minimum GRE Analytical Writing Score to Admission Req)

MSE Ed Leadership (Addition of Minimum GRE Analytical Writing Score to Admission Req)

MSE GTC (Addition of Minimum GRE Analytical Writing Score to Admission Req)

MSE Special Education (Addition of Minimum GRE Analytical Writing Score to Admission Req)

MSE Theory & Practice (Addition of Minimum GRE Analytical Writing Score to Admission Req)

Green moved that all the College of Education's changes in the admission requirements be considered as a group. Mello second. Passed Unanimously.

The discussion surrounding these changes noted that this represents an excellent example of faculty-led assessment, in that the programs involved had noted significant deficiencies in their students' writing abilities.

MAT (Change # of Required Praxis Exams)

Fowler moved to approve, Mello seconded. **Passed unanimously.**

MM (Update Wording in Requirements)

Fowler moved to approve, Mello second. **Passed unanimously.**

MSE Curr & Instruction (Clean Up Language)
Mello moved to approve, Traylor second. **Passed unanimously.**

MSE Reading (Change Req Program Hours)
Mello moved to approve, Schack Clark second. **Passed unanimously.**

MUED 5573 (Update Course Title)
MUED 6613 (Correct Course Title)
MUED 6632 (Addition to Course Description)
Related deletions:
EDMU 5573
EDMU 5643

Fowler moved that the MUED Bulletin Changes and deletions be considered together. Mello second. Fowler moved that they be passed. Schmidt second. Passed unanimously.

MUS 5223 (Correct Grammar & Course Number Error)
MUS 6513 & MUS 6523 (Correct Course Descriptions)
MUSP 6111, MUSP 6112, & MUSP 6113 (Correct Course Descriptions)
Mello moved that the MUS proposals be passed as a group. Green Second. Passed unanimously.

Nurse Educator Certificate
Green moved to approve, Fowler second. **Passed unanimously.**

OTD Program (Changes to Plan of Study)
Mello moved that all the OTD program changes be considered together. Bowser second.
Schmidt moved that it be approved pending identification of program level outcomes in the proposals for OTD 5283, 6183, and 6283. Mello second. Passed unanimously. Relevant proposals listed below:

Bulletin changes:
OTD 6164 (Change Title)
OTD 7223 (Change Title)

New Courses:
OTD 5173
OTD 5283
OTD 6103
OTD 6183
OTD 6283

Course Deletions:

OTD 5123

OTD 5133

OTD 6173

OTD 6203

OTD 6213

New Course Proposal Form

ENGR 6693

Green moved to approve, Kemp second. **Passed unanimously.**

4. Letter of Notification

Building – Level Administration Certificate

Curriculum Director Certificate

Gifted Talented Creative Teacher Certificate

Gifted & Talented Director Certificate

Nurse Educator Certificate

HP 6043

NURS 6623

NURS 6713

NURS 6853

Special Education Director Certificate

Special Education Teacher Certificate

5. Requests for Regular Graduate Faculty Status

Jerry Crawford

Green moved to approve, Schmidt second. **Passed unanimously.**

Weldon Terry Dancer

Mello moved that it be **tabled for additional information**, Kemp second.

Passed unanimously.

Gail Hudson

Traylor moved to approve. Schmidt second. **Passed unanimously.**

Martin Joseph Huss

Kemp moved to approve. Mello second. **Motion did not pass.**

Farhad Moeeni

Koizumi moved to approve. Schmidt second. **Passed unanimously.**

Sarath Nonis

Mello moved to approve, Schmidt second. **Passed unanimously.**

Jeffrey Pittman

Green moved to approve. Mello second. **Passed unanimously.**

6. Requests for Temporary Graduate Faculty Status

Traylor moved that all the requests for temporary graduate faculty status be considered as a group. Green second. **Passed unanimously.**

Mary Farris-Conley

Cheryl Knight (resubmitted with clarification, as req in 02/11/16 GC Mtg)

Tanja Mead

Felecia Rivers

Lisa Schafer

Sarah Sumpter

Tony Thomas

7. Discussion Topics

Temporary Grad Status – Changes in Handbook

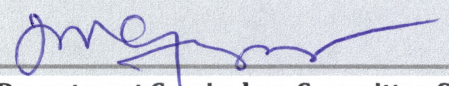
The proposal was to add language to the Faculty Handbook that would require that tenured faculty only be permitted to apply for regular grad faculty status. The concern is that faculty denied regular grad faculty status may use repeated application for temporary grad faculty status as a sort of end run around the scholarship requirements associated with regular graduate faculty status. As 5:00 came and went it was decided to defer further discussion until the next meeting.

Chair Drake called the meeting to a close at 5:07.


Code #

Bulletin / Banner Change Transmittal Form

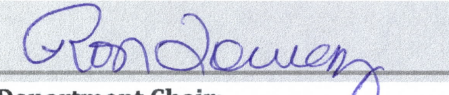
- ☐ **Undergraduate Curriculum Council** Print 1 copy for signatures and save 1 electronic copy.
- ☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu

 ENTER DATE...

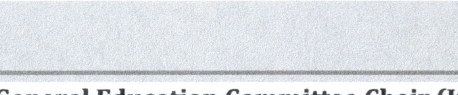
Department Curriculum Committee Chair

 ENTER DATE...

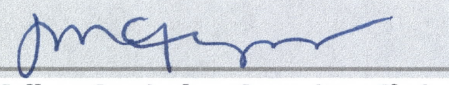
COPE Chair (if applicable)

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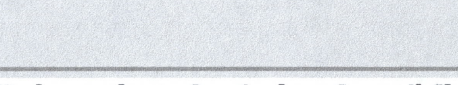
Department Chair:

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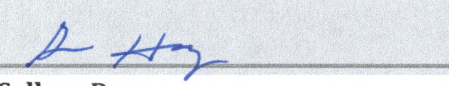
General Education Committee Chair (If applicable)

 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)

Ron Towery, rtowery@astate.edu, 8709723059

2.Proposed Change

Remove statements requiring teacher licensure or instructor permission from ECH 6583 Practicum I in Early Childhood Education. Add completion of ECH 6513, ECH 6243, and ECH 6533 as prerequisites.

3.Effective Date

Fall 2016

4.Justification – Please provide details as to why this change is necessary.

MSE students in Early Childhood Education who already have licensure typically do not take this Practicum course; licensure is not a requirement for placement or completion. Instructor permission will be removed to ease registration for students. Requiring the nine hours of ECH graduate course work will provide a foundation of knowledge and skills for students to use in the applied practicum setting.

Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

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ECH 6583.

Practicum in Early Childhood Education I

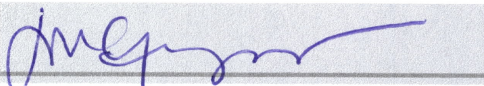
Application of theory and developmentally appropriate practices in an early childhood education setting Includes development, implementation of a personal research project within the early childhood setting. Prerequisites: ~~(1) elementary teaching certificate and/or (2) graduate adviser approval.~~

ECH 6513, ECH 6243, and ECH 6533.


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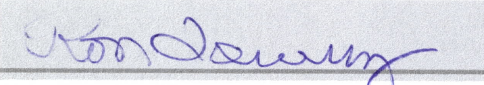
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 ENTER DATE...


Department Curriculum Committee Chair

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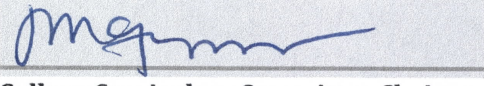
COPE Chair (if applicable)

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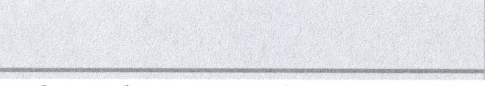
Department Chair:



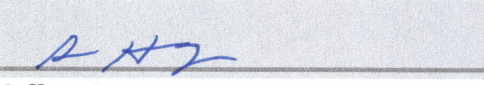
General Education Committee Chair (If applicable)

 ENTER DATE...


College Curriculum Committee Chair




Undergraduate Curriculum Council Chair

 ENTER DATE...

College Dean



Graduate Curriculum Committee Chair



Vice Chancellor for Academic Affairs

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

Ron Towery, rtowery@astate.edu, 8709723059

2.Proposed Change

For ECH 6593 Practicum in Early Childhood Education II

Delete instructor and advisor approval requirement.

Add ECH 6773, Research in Early Childhood Education as a prerequisite.

Change "personal research project" to "action research project".

Identify the action research project as the capstone experience for students (taking 6 hours of practicum).

3.Effective Date

Fall 2016

4.Justification – Please provide details as to why this change is necessary.

- Delete instructor and advisor approval requirement – to ease registration process for students.

Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.

- Add ECH 6773, Research in Early Childhood Education as a prerequisite –the research course provides a foundation for conducting action research; the end project is an action research proposal (that could then be implemented in Practicum II).
 - Change “personal research project” to “action research project” – most students are already doing an informal action research project; this updates and clarifies the course expectation.
 - Identify the action research project as the capstone experience for students in the program– clarifies a program capstone option for students and for program review purposes.
-


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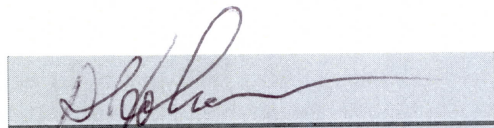
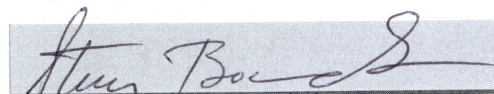
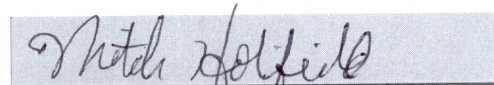


ECH 6593. Practicum in Early Childhood Education II

Practicum Experience is developed to meet the student's professional interests and goals within a community-based early childhood education setting. Development and implementation of ~~a personal research~~ **an action research** project required **as program capstone**. Prerequisites: ~~Instructor and advisor approval~~ **ECH 6773**.

Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.

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COLLEGE OF EDUCATION

MAY 12 2016

 ENTER DATE...**Department Curriculum Committee Chair** ENTER DATE...**COPE Chair (if applicable)** ENTER DATE...**Department Chair:** ENTER DATE...**General Education Committee Chair (If applicable)** 5/9/16
ENTER DATE...**College Curriculum Committee Chair** ENTER DATE...**Undergraduate Curriculum Council Chair** 5/12/16
ENTER DATE...**College Dean** 13 May 2016
ENTER DATE...**Graduate Curriculum Committee Chair** ENTER DATE...**Vice Chancellor for Academic Affairs****1.Contact Person** (Name, Email Address, Phone Number)Dr. Steve Bounds, Interim Chair, Dept. of Educational Leadership, Curriculum, & Special Education, College of Education and Behavioral Sciences, sbounds@astate.edu, 972-2123**2.Proposed Change**

Clear up language regarding Ed.D. program

3.Effective Date

Summer 2016

4.Justification - Please provide details as to why this change is necessary.

Minor modifications to admissions and retention requirements and clarification of language regarding program prerequisites have been made. Faculty decided to eliminate the MAT exam as a possible admission requirement and retain the GRE.

Please note - any change to course number or course prefix should utilize the 'Course Deletion' form.


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Applicants to the Doctor of Education Degree program must hold an earned master's degree from an accredited institution and provide evidence of having sustained a superior level of scholarship during master's and post-master's level graduate work. Applicants must submit the following to the Graduate School:

1. A completed application for admission. Applicants are encouraged to submit the application no later than March 1 for the fall semester. Screening for admission will begin on March 1. Application forms are available from the Graduate School or from the Center for Excellence in Education.
2. A \$50 nonrefundable application fee. Checks must be made payable to Arkansas State University. If applications are received without payment, the Graduate School will hold all application materials and notify the applicants that no action will be taken until payment is received. International students may utilize a check or an International Postal Money Order to remit payment in U.S. currency.
3. One copy of official transcripts of all previous undergraduate and graduate coursework attempted to be sent directly from the institution(s) previously attended. (The Graduate School will compute the graduate GPA by counting all graduate courses completed, including any repeated courses.)
4. At least four letters of recommendation, two from former professors and two from former or current employers. These letters will be reviewed by the doctoral faculty. An interview may be required. Both recommendation by the doctoral faculty and approval by the dean of the Graduate School are required for admission to the doctoral program.
5. ~~Acceptable scores on the verbal, quantitative, and analytical sections of the Graduate Record Examination, or on the Miller Analogies Test.~~

Official report of scores for the Graduate Record Examination less than five years old. Scores must include the Writing and Qualitative portions.

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Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.

TRANSFER CREDIT

The Ed.D. Program consists of a minimum of 99 credits beyond the bachelor's degree. Students who have not completed the master's degree will be encouraged to do so prior to pursuing admission to the doctorate. Although all appropriate graduate credits from master's and beyond will be transferred to the Ed.D., all students must complete the doctoral block and dissertation which total 45 credits plus the necessary prerequisites. Students enrolled in the Ed.D. program who receive ~~six~~ **four or more** hours with a grade of "C" or lower **or a grade of "F"** in the Doctoral Knowledge Core will be dismissed from the program. Students will be held responsible for the content of each course placed on the program of study through written examination.

COMPREHENSIVE EXAMINATION STRUCTURE

The comprehensive examination for the Ed.D. has two parts:

Individual written exam

Presentation/publication.

Prior to committing to the options, students are advised to consult the department handbook and confer with their faculty advisers. Any failed portion may be repeated once but the student may be directed by the program advisory committee to take additional coursework. If the examination or any portion thereof is failed a second time, the student will be dismissed from the program. ~~The re-examination on any portion failed must be successfully passed within the next consecutive full semester.~~

Failure to pass the comprehensive examination the second time terminates the degree program and the student will be dismissed from the program. Upon successful completion of the examination, the program advisory committee will endorse advancement to candidacy. Students must complete all portions of the comprehensive examination by December 31 following the last semester in which the student completes the block.

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CONTINUOUS ENROLLMENT

Doctoral students must maintain continuous enrollment subsequent to passing the comprehensive examination. Students maintaining continuous enrollment must register for a minimum of one hour of **independent study (ELAD 880V)** or dissertation (**ELAD 889V**) during each regular semester, including at least one summer term each year, until the dissertation has been accepted by the graduate dean. Doctoral students who are granted an extension to complete the dissertation beyond the allocated four year period of time must enroll in six credit hours for each consecutive semester (Fall, Spring, Summer I or II) until the completion or termination of doctoral status.

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Research Foundations:	Sem. Hrs.
ELFN 6773, Introduction to Statistics and Research	3
ELFN 7773, Advanced Educational Research	3
ELFN 7783, Advanced Educational Statistics	3
Sub-total	9
Socio-Cultural Foundations:	Sem. Hrs.
Select one of the following:	3
ELFN 6763, Philosophies of Education	
HIST 5623, American Educational History	
SOC 6213, Sociology of Education	

Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.

Psycho-Behavioral Foundations:	Sem. Hrs.
Select one of the following:	3
ELAD 8243, Epistemology and Pedagogy	
ELCI 6533, Theories of Instruction	
PSY 6513, Advanced Educational Psychology	
PSY 7563, Theories of Learning	

Research, Sociocultural, Psycho-behavioral, & Leadership Foundations:	
Eight (8) required courses, or equivalent (24 hours):	Sem. Hrs.
ELCI 6533 Theories of Instruction	
ELCI 6063 Curriculum Management	
ELAD 6073 School Law	
ELAD 6103 Ethical Leadership	
ELFN 6763 Philosophies of Education	
ELFN 6773 Intro to Statistics & Research	
ELFN 7773 Advanced Educational Research**	
ELFN 7783 Advanced Educational Statistics**	
Subtotal:	24
Three (3) of the following courses, or equivalent (9 hours):	Sem. Hrs.
ELAD 6033 Admin & Supervision of Special Education*	
ELAD 6053 Planning & Resource Allocation*	
ELCI 6083 Supervision & Evaluation of Teaching*	
ELCI 6323 Elementary Curriculum*	
ELCI 6423 Middle School Curriculum*	
ELCI 6523 Secondary School Curriculum*	
Subtotal:	9
Cognate/Electives: Seven (7) of the following elective courses, or approved electives, (21 hours):	Sem. Hrs.
ELAD 6003 School & Community Relations	
ELAD 6423 Special Education Law	
ELAD 6593 Supervised Internship	
ELAD 7013 School Personnel Administration	
ELAD 7023 School Business Management	
ELAD 7033 Contemporary Issues	

Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.

ELAD 7043 Management of Operational Systems	
ELAD 7053 Special Problems	
ELAD 7073 Schooling in a Pluralistic Society	
ELAD 7103 School District Administration	
ELAD 7493 Supervised Internship	
ELCI 6493 Curriculum Internship	
ELCI 7523 Curriculum Theory and Practice	
ELFN 7583 Evaluation of Educational Programs	
Subtotal:	21
TOTAL REQUIRED HOURS:	99

*May be used as an elective if not used for this requirement

** May be taken the summer before starting the doctoral cohort classes in the fall if all other prerequisites are met

Bulletin / Banner 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 pheath@astate.edu

ENTER DATE...
Department Curriculum Committee Chair

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
Department Chair:

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

Brandon Kemp 4/8/2016

College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

Paul Mifon 4/18/16

College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

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

Brandon A. Kemp, bkemp@astate.edu, 870.680.4302

2. Proposed Change

Remove Prerequisite: ENGR 6023 Advanced Engineering Math.

Add Prerequisite: Graduate standing in engineering or consent of instructor.

3. Effective Date

8/15/2016

4. Justification – Please provide details as to why this change is necessary.

The ENGR 6023 prerequisite was originally included to ensure students enrolled in the course would have adequate math background (at least vector calculus, linear algebra, and introduction to MATLAB). Because we are not able to teach these courses every year, reviews of the specific math topics and MATLAB tutorials/demonstrations have been added to ENGR 6043.


Bulletin Changes

Instructions

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

2015-16 Graduate Bulletin, Pg. 308

ENGR 6033. Micro and Nanomanufacturing Advanced manufacturing technology based on the integration of science, engineering, and technology. Topics include micro and nanosciences, micro electro-mechanical system (MEMS/NEMS) machining and fabrication, measurement using advanced microscopes, and device applications such as sensors and actuators.

ENGR 6043. Applied Probability and Estimation Application of probability to the analysis of engineering systems with inherent randomness to achieve efficient use of information in engineering analysis. Topics include random variables, statistics, probability density functions, noise, nonrandom parameter estimation, bounds, Bayesian estimation, detection, and filters. Prerequisite: ENGR 6023 Advanced Engineering Math. **Graduate standing in engineering or consent of instructor.**

ENGR 6053. Sustainable Engineering and Development Introduction to sustainability; risk and life-cycle frameworks for sustainability; guiding principles of engineering; green and sustainable materials; design for sustainability; sustainable engineering best practices; a sustainable design project will be required. Prerequisite: Graduate standing.

Bulletin / Banner Change Transmittal Form

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

Brandon Kemp 4/8/2016
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

Paul Mifon 4/18/16
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

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

Brandon A. Kemp, bkemp@astate.edu, 870.680.4302

2.Proposed Change

Change to Bulletin/Plan of Study for Master of Science in Engineering program

1. Remove ENGR 6013 Advanced Experimental Methods and ENGR 6033 Micro and Nanomanufacturing from required courses.
2. Add ENGR 6693 Engineering Research to required courses.
3. Remove language "specifically at the micro- and nano-scales" from program outcomes.

3.Effective Date

8/15/2016

Please note - any change to course number or course prefix should utilize the 'Course Deletion' form.

4. Justification – *Please provide details as to why this change is necessary.*

The Master of Science in Engineering program serves engineers from diverse fields of engineering (e.g. mechanical, civil, electrical, etc.) The College of Engineering Graduate Committee has realized that two of the presently required core courses, ENGR 6013 Advanced Experimental Methods and ENGR 6033 Micro and Nanomanufacturing do not serve the entire student body has unanimously voted to remove them from the required offering in favor of ENGR 6693 Engineering Research and an additional 6000 level elective.


Bulletin Changes

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Please visit <https://youtu.be/yjdL2n4IZm4> for more detailed instructions.

Pg 147, 2015-2016 Graduate Bulletin

Program of Study for the Master of Science in Engineering Degree

The Master of Science in Engineering (MSE) program provides an educational experience focusing on the integration of research and technology development that allows graduates to be successful in deriving solutions to society's most challenging technical problems. To achieve this goal, the program's objectives are to discover new scientific principles, apply novel engineering solutions, and develop cutting-edge technology toward achieving efficient and sustainable use of resources; to integrate cross-disciplinary research and teaching that produces engineering professionals equipped to take on the more complex problems that face our state and country; and to establish and grow industry-university partnerships that drive toward and prepare the region for a diverse, knowledge-based economy.

Specific program outcomes are listed below. Program graduates will have:

- A good understanding of statistical concepts and an ability to apply this knowledge to achieve engineering solutions that most efficiently use information and resources;
- A practical knowledge of fabrication and manufacturing techniques, ~~specifically at the micro- and nano-scales;~~
- An ability to apply advanced mathematical concepts to model physical systems and engineering processes to drive knowledge based design;
- An advanced, cross-disciplinary understanding of engineering sciences, and an ability to relate physical concepts from multiple engineering disciplines;
- An ability to identify critical issues, formulate realistic solutions, evaluate alternatives, and carry out independent research to provide novel solutions to technical problems; and
- A demonstrated ability to make novel, significant contributions to the scientific and engineering body of knowledge.

ADMISSION REQUIREMENTS

Each applicant must have an undergraduate GPA of at least 2.75 on a 4.00 scale and a bachelor's degree in engineering. Applicants that do not have a bachelor's degree in engineering, for example those having a bachelor's degree in physics, or those having an undergraduate GPA below 2.75, will be considered on a case-by-case basis and must show equivalent experience and training and have completed the required pre-requisites for the courses.

Applicants must present Graduate Record Examination (GRE) scores for the Verbal, Quantitative, and Analytical tests. The minimum combined Verbal and Quantitative reasoning scores must be 300 for the revised GRE test or equivalent scores for general GRE. Applicant not having completed GRE

Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.

scores may be admitted conditionally, but must complete this requirement prior to finishing the first semester of course work. Applications submitted throughout the year for the following semester and in accordance to Graduate School deadlines will be considered based on qualification and space availability. All application materials must be received by the College of Engineering during the semester prior to the student's official enrollment in ASU-J courses. Official transcripts, two letters of recommendation, a resume, and a statement of purpose not exceeding three pages are also required for admission. International students require additional proof of English proficiency to meet the admission requirements of the Graduate School.

APPLICATION DEADLINES

Application deadline is April 1st each year to begin study in the Fall semester and October 1st each year to begin study in the Spring semester. Applications are not accepted for Summer admissions.

DEGREE REQUIREMENTS

The number of semester credit hours for the M.S.E. degree is 30. Students are required to complete ~~four~~ two core courses (ENGR ~~6013~~, 6023, ~~6033~~, and 6043) for ~~12~~ 6 semester credit hours, a minimum of ~~two~~ three 6000 level graduate engineering elective courses for ~~6~~ 9 credit hours, two additional approved graduate elective courses for 6 credit hours, 1 research course (ENGR 6693) for 3 credit hours, and two semesters of thesis research for 6 credit hours. The MSE curriculum is structured as a two year program (four semesters).

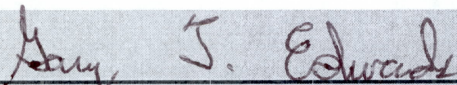
Pg. 148, 2015-2016 Graduate Bulletin

University Requirements	
See Graduate School Degree Policies for additional information (p. 36)	
Program Requirements	Sem. Hrs.
ENGR 6013, Advanced Experimental Methods	3
ENGR 6023, Advanced Engineering Math	3
ENGR 6033, Micro and Nanomanufacturing	3
ENGR 6043, Applied Probability and Estimation	3
ENGR 6693, Engineering Research	3
ENGR 689V, Thesis	6
6000-Level Engineering Electives	6 9
Sub-total	24
Electives:	Sem. Hrs.
Approved Electives	6
Total Required Hours:	30

Code #

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

Gary Edwards gedwards@astate.edu ext. 2313

2.Proposed Change

Add History M.A. as a program permitting undergraduate admission to the Accelerated Master's Program.

3.Effective Date

Fall 2016

4.Justification - Please provide details as to why this change is necessary.

Enhances the education of exceptional undergraduates and helps them better prepare for admission to competitive doctoral programs; also contributes to the development of the MA program in history

Please note - any change to course number or course prefix should utilize the 'Course Deletion' form.

CHSS-MAR3'16-AM8:18:54


Bulletin Changes

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2015-2016 Undergraduate Bulletin, p. 77

ADMISSION AS AN UNDERGRADUATE INTO THE ACCELERATED MASTERS PROGRAM

The Accelerated Master's degree option provides a transition that enables outstanding Arkansas State University undergraduate students to begin taking graduate course work in their junior or senior year and thus combine components of the undergraduate and graduate curriculum. Students admitted into an approved Accelerated Masters Degree Program may have a limited number of graduate level courses counted toward both the undergraduate and graduate degree. Students must apply and be admitted to the accelerated master's program by the department and the Graduate School before enrolling for any courses to apply to the graduate degree. Graduate programs at Arkansas State University offering an accelerated option are listed:

Agriculture (MSA) - All Concentrations

Chemistry (MS)

Computer Science (MS)

Disaster Preparedness and Emergency Management

History (MA)

Political Science (MS)

Special Education - Instructional Specialist K-12 (MSE)

Depending on the program, up to 12 hours of graduate credits will apply toward completion of the undergraduate degree requirements. Under the Accelerated Master's degree option, a student will be fully admitted to the Graduate School upon completion of the baccalaureate degree. This dual counting of a course for both undergraduate and graduate credit will only occur after the student completes the baccalaureate degree. Undergraduate students interested in the Accelerated Master's opportunity should contact their department or the Graduate School for admission information.

Please note - any change to course number or course prefix should utilize the 'Course Deletion' form.

2015-2016 Graduate Bulletin, p. 28

ADMISSION AS AN UNDERGRADUATE INTO THE ACCELERATED MASTERS PROGRAM

The Accelerated Master's degree option provides a transition that enables outstanding Arkansas State University undergraduate students to begin taking graduate course work in their junior or senior year and thus combine components of the undergraduate and graduate curriculum. Students admitted into an approved Accelerated Masters Degree Program may have a limited number of graduate level courses counted toward both the undergraduate and graduate degree. Students must apply and be admitted to the accelerated master's program by the department and the Graduate School before enrolling for any courses to apply to the graduate degree. Graduate programs at Arkansas State University offering an accelerated option are listed:

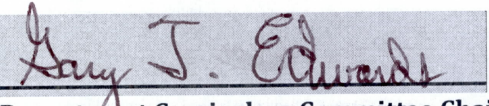
- Accounting (MAcc)
- Agriculture (M.S.A.) - All Concentrations
- Chemistry (M.S.)
- Computer Science (M.S.)
- Disaster Preparedness and Emergency Management (M.S.)
- History (M.A.)
- Political Science (M.A.)
- Special Education – Instructional Specialist Grades K-12

Depending on the program, up to 12 hours of graduate credits will apply toward completion of the undergraduate degree requirements. Under the Accelerated Master's degree option, a student will be fully admitted to the Graduate School upon completion of the baccalaureate degree. This dual counting of a course for both undergraduate and graduate credit will only occur after the student completes the baccalaureate degree. Only courses with grades B or better will be eligible to count toward graduate credit. Undergraduate students interested in the Accelerated Master's opportunity should contact their department or the Graduate School for admission information.

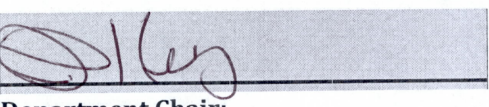
Code #

Bulletin / Banner Change Transmittal Form

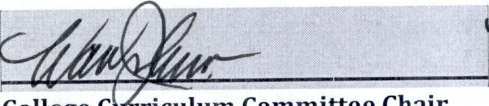
- ☐ Undergraduate Curriculum Council Print 1 copy for signatures and save 1 electronic copy.
- ☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu


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

Joseph Key, jkey@astate.edu, 972-3046

2.Proposed Change

Graduate Certificate in History

3.Effective Date

5/31/2016

4.Justification - Please provide details as to why this change is necessary.

The State of Arkansas requires that secondary education teachers have 18 credit hours to teach concurrent courses in a specific discipline. College instructors must also meet those credit hour requirements. The Graduate Certificate in History will provide the 18 credit hours needed by high school teachers to meet the requirements to teach History concurrent courses and by instructors to meet the requirements to teach History at the college level.

Please note - any change to course number or course prefix should utilize the 'Course Deletion' form.

CHSS-MAR4'16-AM9:09:02


Bulletin Changes

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Graduate Bulletin 2015-2016, Page 160

PROGRAMS OF STUDY

The College of Humanities and Social Sciences offers work leading to the Master of Arts degree with majors in English, history, political science, and sociology and to the Master of Public Administration degree.

The College of Humanities and Social Sciences coordinates programs of research and study leading to the Doctor of Philosophy in Heritage Studies. Designed for those interested in public sector work in museums, archives, folk arts centers, historical societies and similar agencies, the Heritage Studies program is interdisciplinary. It involves faculty from several departments and colleges at Arkansas State University.

The Master of Arts programs have been planned for flexibility and offer courses of general cultural and educational value. They are designed not only to provide knowledge in special fields but also to enhance professional qualifications for careers in teaching, law, writing, and governmental service; to provide a humanistic foundation for most other careers; and to prepare students for more advanced work at other institutions of higher learning.

The Master of Public Administration degree program provides a course of study for students who wish to serve in various levels of local, state, and national government and in international public management.

The graduate programs leading to the Master of Science in Education degree are designed for graduates who plan careers in secondary school teaching. Twenty-one hours of major field courses and nine hours of professional education courses are required.

The Graduate Certificate in History offers 18 credit hours for those who wish to meet state and HLC qualifications for teaching History at the college level and/or concurrent courses in Arkansas high schools.

All general requirements of the Graduate School are applicable to these degree programs. The student should refer to the requirements which are listed elsewhere in this bulletin.

Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.

Graduate Certificate in History

The State of Arkansas requires that secondary education teachers have 18 credit hours to teach concurrent courses in a specific discipline. College instructors must also meet those credit hour requirements. The Graduate Certificate in History will provide the 18 credit hours needed by high school teachers to meet the requirements to teach History concurrent courses and by instructors to meet the requirements to teach History at the college level.

Applicants must have completed a minimum of 18 undergraduate semester hours in History (courses in allied fields may be counted at the discretion of the department) in addition to three semester hours of freshman-level World Civilization and three semester hours of sophomore-level United States History. Applicants for the Graduate Certificate in History will also be evaluated by the department for academic qualification based upon their undergraduate academic records and letters of reference. In addition to meeting the Graduate School's requirements applicants must:

1. Submit two letters of reference from professors familiar with the applicant's work.

Applicants who finished their undergraduate degrees seven or more years prior to applying are urged to contact the department if they are having difficulty getting letters of reference.

There is no foreign language requirement for the Graduate Certificate in History.

University Requirements:	
See Graduate School Degree Policies for additional information (p. 36)	
Course Requirements:	Sem. Hrs.
Select 18 hours from the following: HIST 5113, Imperial Russia HIST 5123, Soviet and Post-Communist Russia HIST 5133, History of Ancient China HIST 5143, Rise of Modern China HIST 5213, History of England: 55 B.C. to A.D. 1689 HIST 5223, History of Great Britain: 1688 to 1982 HIST 5243, The Vikings HIST 5263, Early Christianity HIST 5273, History of Mexico HIST 5313, Introduction to Public History	18

HIST 5323, Management of Archives and Manuscripts
 HIST 5413, Colonial North America
 HIST 5423, Foundations of the American Republic, 1783-1850
 HIST 5453, United States Civil War and Reconstruction
 HIST 5463, U.S. Gilded Age/Progressive Era
 HIST 5473, U.S. Southern Women's History
 HIST 5483, History of Sexuality in America
 HIST 5513, Museum Collections Management
 HIST 5553, History of Medicine
 HIST 5613, Seminar in Global History
 HIST 5713, Computers in the Social Studies Classroom
 HIST 5763, Public History Seminar
 HIST 6003, Introduction to Graduate Study of History
 HIST 6213, The Practice of History
 HIST 6253, Graduate Readings Seminar
 HIST 6263, Graduate Research Seminar
 HIST 6273, Special Topics in World History
 HIST 6283, Special Topics in American History
 HIST 6323, Historic Preservation
 HIST 6333, Seminar in Arkansas Studies
 HIST 6343, Historic Preservation Field School
 HIST 6363, American Architectural History
 HIST 6403, Studies in African-American History
 HIST 6413, American Regional History
 HIST 6433, American Cultural and Social History
 HIST 6443, American Groups in Conflict
 HIST 6453, American Period Studies
 HIST 6513, Theory and Practice of Global History
 HIST 6523, Africa, Slavery, and World History
 HIST 6533, Indian Ocean World Since 1100
 HIST 6543, History of the Crusades
 HIST 6553, Black Death in Global Perspective
 HIST 6613, Studies in Civilization
 HIST 6623, European History
 HIST 6633, Eurasian History
 HIST 6653, Asian History
 HIST 680V, Independent Study

Total Required Hours:

18

Letter of Notification – 10
Graduate Certificate Program
(12-18 SEMESTER CREDIT HOURS)

1. Institution submitting request: Arkansas State University
2. Contact person/title: Dr. Joseph Key, History Department Chair
3. Phone number/e-mail address: 870-972-3046, jkey@astate.edu
4. Proposed effective date: 31 May 2016
5. Name of proposed Graduate Certificate Program (Program must consist of 12-18 semester credit hours from existing graduate courses).

Graduate Certificate in History (18 hours)

6. Proposed CIP code: 54.0101
7. Reason for proposed program implementation:

The State of Arkansas requires that secondary education teachers have 18 credit hours to teach concurrent courses in a specific discipline. College instructors must also meet those credit hour requirements. The Graduate Certificate in History will provide the 18 credit hours needed by high school teachers to meet the requirements to teach History concurrent courses and by instructors to meet the requirements to teach History at the college level.

8. Provide the following:
 - a. Curriculum outline – List of courses in new program – Underline required courses

HIST 5113. Imperial Russia Russian history to the Revolution of 1917.

HIST 5123. Soviet and Post-Communist Russia The U.S.S.R. and Post-Soviet states.

HIST 5133. History of Ancient China Ancient Chinese civilization from the founding of the Shang Dynasty (1766 B.C.) to the end of the Three Kingdoms Period (A.D. 280).

HIST 5143. Rise of Modern China Major developments in Chinese history with emphasis on the twentieth century.

Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.

HIST 5213. History of England: 55 B.C. to A.D. 1689 The social, political, and ecclesiastical history of England from Julius Caesar's reconnaissance to the Glorious Revolution.

HIST 5223. History of Great Britain: 1688 to 1982 The social, political, economic and imperial history of Great Britain from the Glorious Revolution to the Falklands War.

HIST 5243. The Vikings The impact of the Viking phenomenon on Europe, and of Europe on Norse culture in the 7th-13th centuries.

HIST 5263. Early Christianity Growth and influence of Christianity in Mediterranean and European lands, to 600 C.E. 319

HIST 5273. History of Mexico A survey emphasizing contemporary developments and relations with the United States.

HIST 5313. Introduction to Public History Introductory overview of the field of public history, including areas of specialization such as archival management, museum work, oral history and folklore, historic preservation, and public parks.

HIST 5323. Management of Archives and Manuscripts Management of archival collections in academic, public, and private institutions, including traditional and digital technologies for preservation and access, and current issues confronting archivists.

HIST 5413. Colonial North America Colonial development from Jamestown through the American Revolution.

HIST 5423. Foundations of the American Republic, 1783-1850 A study of the major political and social developments between the Revolution and the Civil War.

HIST 5453. United States Civil War and Reconstruction An intensive study of the Civil War period and the resulting problems of Reconstruction.

HIST 5463. U.S. Gilded Age/Progressive Era Explores the dramatic economic, social, and political upheavals of 1880-1917.

HIST 5473. U.S. Southern Women's History Examines the history and changing status of women in the U.S. South from the 1400s to the present.

HIST 5483. History of Sexuality in America Forces which have shaped American beliefs and practices concerning sexuality, and the roles played by gender, race and class.

HIST 5513. Museum Collections Management An overview of the management and preservation of material culture in museums. Policy development, documentation, and care of collections are broad topic areas.

HIST 5553. History of Medicine Worldwide survey of medicine, disease, and health from prehistoric times to the present.

HIST 5613. Seminar in Global History Intensive research seminar examining major questions in global history. May be repeated for credit with different subtitle.

HIST 5713. Computers in the Social Studies Classroom Experience in evaluating, creating and using history websites and software, and developing computer presentation skills for the social studies classroom. No prerequisites.

HIST 5763. Public History Seminar This course will examine the philosophical, ethical, and practical aspects of applying the historians craft and training outside the classroom.

HIST 6003. Introduction to Graduate Study of History Introduction to graduate-level history, covering fundamental research skills needed for graduate work and an overview of the study of historiography.

HIST 6213. The Practice of History An experiential study of historical scholarship — research, writing, and criticism.

HIST 6253. Graduate Readings Seminar An in-depth look at the historical literature on a specific topic; content varies and the course may be repeated for credit.

HIST 6263. Graduate Research Seminar Closely guided examination of a body of documentary evidence, leading to a major research paper based on primary sources; content varies and the course may be repeated for credit.

HIST 6273. Special Topics in World History (May be repeated for credit with different subtitle.)

HIST 6283. Special Topics in American History (May be repeated for credit with different subtitle). 320

HIST 6323. Historic Preservation Practical introduction to preservation of historic buildings, sites, and districts; surveys the history of the preservation movement, federal and state law and policy, the economics of preservation projects, and a variety of historic sites in the surrounding region.

HIST 6333. Seminar in Arkansas Studies Intensive research seminar covering various aspects of Arkansas history.

- HIST 6343. Historic Preservation Field School A historic preservation field project that will allow students to gain hands-on experience. The project will include archival research and supervised field investigations to examine a specific type of historic resource.
- HIST 6363. American Architectural History Examination of the development of American architecture in the context of the social, cultural, and economic history of the nation from pre- European settlement to the present.
- HIST 6403. Studies in African-American History This course will focus on the reading, analysis, and research of primary sources dealing with the African-American experience. (May be repeated for credit with different subtitle.)
- HIST 6413. American Regional History Studies in the history of select American regions. (May be repeated for credit with different subtitle.)
- HIST 6433. American Cultural and Social History Studies in select cultural and social topics in American history. (May be repeated for credit with different subtitle.)
- HIST 6443. American Groups in Conflict Studies in the history of select American groups. (May be repeated for credit with different subtitle.)
- HIST 6453. American Period Studies Studies in select periods of American history. (May be repeated for credit with different subtitle.)
- HIST 6513. Theory and Practice of Global History Theoretical and practical issues facing teachers and practitioners of global history.
- HIST 6523. Africa, Slavery, and World History Africa's role in larger global historical processes as a result of the slave trade.
- HIST 6533. Indian Ocean World Since 1100 The Indian Ocean as a coherent unit of historical study, the sources and extent of this unity, and several explanations for its decline.
- HIST 6543. History of the Crusades The medieval Crusades as multi-national military efforts, inter-cultural transactions and inter-religious conflicts, with emphasis on global consequences.
- HIST 6553. Black Death in Global Perspective Research seminar on the history and historiography of the great 14th-century pandemic, seen from a global perspective.
- HIST 6613. Studies in Civilization Studies in the history of civilization before modern times. (May be repeated for credit with different subtitle.)
- HIST 6623. European History Studies in select topics in the history of Europe. (May be repeated for credit with different subtitle.)
- HIST 6633. Eurasian History Studies in select topics in the history of Eastern Europe, Russia, and the Eurasian Plain. (May be repeated for credit with different subtitle.)
- HIST 6653. Asian History Studies in select topics in the history of Asia. (May be repeated for credit with different subtitle.)
- HIST 680V. Independent Study

- b. Total semester credit hours required (Program range: 12-18 graduate semester credit hours)
18 semester credit hours required.
- c. New courses and course descriptions N/A
- d. Program goals and objectives
 - i. A certificate completer will demonstrate effective historical research, thinking, and writing skills by locating, citing, analyzing, synthesizing, and evaluating primary and secondary historical sources in a coherent and original research paper at a level of sophistication expected of graduate history students.
 - ii. A certificate completer will analyze change over time and evaluate key historiographical debates in selected historical fields of study.
- e. Expected student learning outcomes: Same as d above

- f. Documentation that program meets employer needs

Two-year colleges need instructors who meet the state requirement of 18 hours to teach History. Many school districts want teachers who meet the state requirement of 18 hours to teach concurrent History courses.

- g. Student demand (projected enrollment) for program

Many teachers who have completed a master's degree in education are interested in completing 18 history graduate content hours to complete a credential to teach concurrent classes and qualify for adjunct instruction at community colleges. 15-20 students per academic year.

- h. Name of institutions offering similar program and the institutions used as a model to develop the proposed program. N/A

- i. Scheduled program review date (within 10 years of program implementation): 2026

9. Provide documentation that proposed program has received full approval by licensure/certification entity, if required. (A graduate certificate offered for teacher/educator administrator licensure must be reviewed/approved by the Arkansas Department of Education prior to consideration by the Coordinating Board; therefore, the Education Protocol Form must be submitted to ADHE along with the Letter of Notification.)

10. Institutional curriculum committee review/approval date:

11. Will this program be offered on-campus, off-campus or via distance delivery? Indicate mode of distance delivery.

On-campus and online distance delivery.

12. Identify off-campus location. Provide a copy of e-mail notification to other institutions in the area of the proposed off-campus program offering and their responses; include your reply to the institutional responses.
N/A

13. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

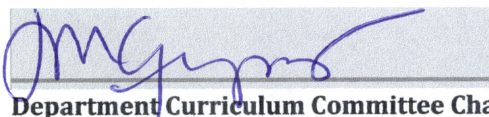
Chief Academic Officer:

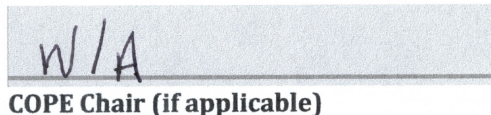
Date:

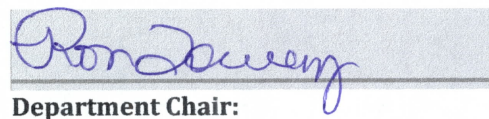
Code #

Bulletin / Banner 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 pheath@astate.edu

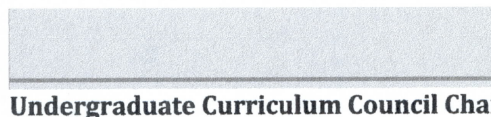
 ENTER DATE...
Department Curriculum Committee Chair

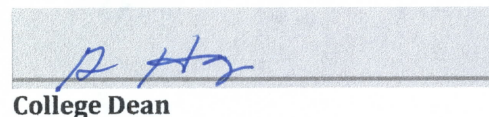
 ENTER DATE...
COPE Chair (if applicable)

 ENTER DATE...
Department Chair:

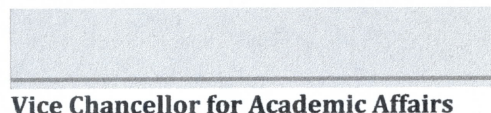
 ENTER DATE...
General Education Committee Chair (If applicable)

 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.Contact Person (Name, Email Address, Phone Number)
 Ron Towery, rtowery@astate.edu, 8709723059

2.Proposed Change

Update program description.

Remove admission criteria related to first degree, deficiency course work, one year work experience.

Delete admission criteria that have been inserted from another program.

Clarify that a student may complete all 24 hours of early childhood coursework for program completion.

3.Effective Date

Fall 16

4.Justification – Please provide details as to why this change is necessary.

Update program description. – This degree was developed in the 1980's; the field of early childhood education within the nation and within the state has changed much in that time. This update and changes will provide early childhood education

Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.

(without teacher licensure for public school teaching) as an option for more individuals at a time when the need for well-prepared individuals is increasing.

Remove admission criteria that are difficult to implement or document. Faculty find that implementing these requirements are difficult to determine (appropriate degree), difficult to implement (deficiency course work, especially with the deletion of the early childhood BSE program) and difficult to document (one year work experience).

Delete admission criteria that have been inserted from another program (much of the criteria seems to have been inserted at some point in time from another program, such as Sports Management).

Allowing students to complete the remaining six hours of early childhood coursework for the prescribed electives clarifies a practice already in place and provides an opportunity for students to complete the two practicum course and all early childhood content courses as part of the program.


Bulletin Changes

Instructions

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- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  **Format Painter**, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Program of Study for the Master of Science

in Early Childhood Services Degree

PURPOSE OF THE DEGREE

The Master of Science in Early Childhood Services degree is a professional degree designed for individuals ~~employed by agencies other than public schools that provide services directly or indirectly~~ **who plan to gain a deeper knowledge of how to work with and** for young children **and their families**. ~~The individuals who work in these roles neither need nor desire licensure for public school teaching; therefore, there is no licensure requirement~~

~~for entry into this program.~~ The Master of Science in Early Childhood Services program ~~will~~ **does** not lead to **an Arkansas teaching license**. ~~licensure to teach in a public school on any level.~~

ADMISSION REQUIREMENTS

Students seeking admission into the Master of Science degree program in Early Childhood Services must meet admission requirements of the Graduate School. ~~In addition, full admission status requires satisfaction of the following criteria: (1) the candidate must hold a bachelor's degree in early childhood education or an allied field of study (i.e., social work, home economics, nursing, psychology, or child development); (2) the candidate must have completed course equivalents for at least 12 hours of the undergraduate Early Childhood Education core, to be assessed by the Early Childhood Education Graduate Committee; and (3) the candidate must document a minimum of one year of work experience in a program serving young children. Candidates who do not meet the program admission requirements will be required to complete~~

Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.

~~undergraduate coursework to meet identified deficiencies. Prior coursework will be evaluated on an individual basis to determine if any deficiencies exist in foundation courses. Applicants who do not meet the work experience requirement prior to or during the course of the Master of Science in Early Childhood Services degree program must complete an additional six hours of early childhood education practicum as a graduation requirement. (These six hours will be required in addition to the 30-hour program requirement.)~~

For unconditional admission, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.

• For conditional admission, students are required to have a 2.75 cumulative GPA or 3.0 GPA during the last 60 credit hours of university work.

Applicants are required to submit the following:

• ~~Official transcripts as verification of all coursework and degree(s).~~

• ~~A formal Statement of Goals which should explain in at least 500 words why he/she wants to be admitted into the program and what he/she plans to do with the M.S. in Sport Administration degree.~~

• ~~A current resume.~~

• ~~At least two letters of recommendation from individuals who can speak to the applicants academic potential and professional capabilities. Applicants must have at least one recommendation from a university faculty member who is familiar with the applicant's work as a student. The professional recommendation should come from a supervisor in which he/she has evaluated the applicant's current or prior work.~~

~~Lastly, faculty may require interviews in addition to written credentials as part of the admission process. In addition to the above requirements, admission to the degree program may require comple~~

~~tion of specific prerequisite undergraduate courses. Applicants will be considered for admission during a given review cycle only if all of the above materials have been received by the Graduate School's application deadlines. After the initial review of admission materials the committee members can either choose to reject the candidate without an interview or decide to proceed with an interview. Following the interview phase, the Admissions Committee makes its final recommendation to accept the candidate for admission or to deny admission. Incomplete applications will not be considered~~

Early Childhood Services

Master of Science

University Requirements:

See Graduate School Degree Policies for additional information (p. 36)

Teacher Education Core:

Sem. Hrs.

ELFN 6773, Statistics and Research 3

TE 6253, Perspectives on Professionalism in Education 3

Sub-total

6

Program Requirements:

Sem. Hrs.

Select eighteen hours of the following:

ECH 6423, Documenting Young Children's Learning and Development

ECH 6513, Developmental Perspectives

ECH 6543, Administration and Supervision of Programs for Young Children

ECH 6533, Sources and Models of Early Childhood Curriculum

ECH 6583, Practicum in Early Childhood Education I

ECH 6593, Practicum in Early Childhood Education II

ECH 6773, Research in Early Childhood

ECH 6783, Leadership in Early Childhood

18

Six hours of prescribed electives which may include a Thesis **or the remaining six hours of coursework listed above.**

6

Sub-total

Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.

Revised 9/15/15

24

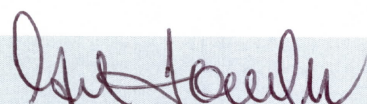
Total Required Hours: 30


Please note – any change to course number or course prefix should utilize the 'Course Deletion' form.


4/11/16
Updated
FinalCode #


Bulletin / Banner Change Transmittal Form

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



4/8/2016
Department Curriculum Committee Chair



ENTER DATE...
COPE Chair (if applicable)


ENTER DATE...
Department Chair:



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


4/8/2016
College Curriculum Committee Chair


ENTER DATE...
Undergraduate Curriculum Council Chair


4/8/2016
College Dean


ENTER DATE...
Graduate Curriculum Committee Chair


ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Dr. Gil Fowler, gfwler@astate.edu, 972-2078

2.Proposed Change
MSMM degree program requirements outline

3.Effective Date
4/11/2016

4.Justification - Please provide details as to why this change is necessary.

Ensure MSMM degree program options conform to state "option" programs ...
gives more flexibility to students


Bulletin Changes

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Paste bulletin pages here...

Media Management

Master of Science in Media Management

University Requirements:

See Graduate School Degree Policies for additional information (p. 36)

Program Requirements:

All students are required to document a foundation in media either through professional experience or academic training. Those without such a foundation may be required to complete a series of undergraduate courses.

Sem. Hrs.

MCOM 6043	Theory of Mass Communication	3
JOUR 6253	Audience Marketing Analysis	3
JOUR 6243	Media Account Management	3
MCOM 6033	Media Regulation, Public Interest & the Law	3
RTV 6023	Advanced Studies in Media Management	3
JOUR 5213	Social Media in Strategic Communications	3
CMAC 6053	Quantitative Research Methods in Mass Communication	3
CMAC 6463	Media Management Applications/Capstone	3

Select one of the following options:

Students may ~~undertake either~~ one of the ~~two~~ options listed below totaling

12 (twelve) ~~(six)~~ hours of credit:

~~6~~ 12

Option 1: Mass Media Management (~~two~~ **four** courses selected from)

JOUR 5113 Integrated Marketing Communication
MCOM 6423 Media Entrepreneurship
SCOM 6413 Organizational and Intercultural Communication
MCOM 5603 Crisis Communication
JOUR 6243 Media Account Management
JOUR 5213 Social Media in Strategic Communication

Option 2: Public Administration (~~two~~ **four** courses selected from)

POSC 6543 Administrative Behavior
POSC 6563 Seminar in Public Administration
POSC 6593 Seminar in Human Resource Management
POSC 6613 Administrative Leadership
POSC 6623 Administrative Ethics
POSC 6633 Public Information Management
JOUR 6243 Media Account Management
JOUR 5213 Social Media in Strategic Communication

Option 3: Social Media *(four courses selected from)*

SCOM 5463 Interactive Advertising

SCOM 5473 Social Media Measurement

JOUR 5113 Integrated Marketing Communication

JOUR 6243 Media Account Management

JOUR 5213 Social Media in Strategic Communication

30

Total Required Hours:

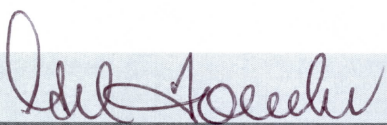
30


Code #

New Emphasis, Concentration or Option Proposal 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 pheath@astate.edu



4/1/2016
Department Curriculum Committee Chair


ENTER DATE...
COPE Chair (if applicable)



ENTER DATE...
Department Chair:



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


4/1/2016
College Curriculum Committee Chair


ENTER DATE...
Undergraduate Curriculum Council Chair


4/1/2016
College Dean


ENTER DATE...
Graduate Curriculum Committee Chair


ENTER DATE...
Vice Chancellor for Academic Affairs

i. Proposed Program Title

Masters of Science in Media Management

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

Dr. Gil Fowler, gfwler@astate.edu, 870-972-2078

iii. Proposed Starting Date

Fall 2016


Bulletin Changes

Instructions

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Please visit <https://youtu.be/yjdL2n4IZm4> for more detailed instructions.

Media Management

Master of Science in Media Management

University Requirements:

See Graduate School Degree Policies for additional information (p. 36)

Program Requirements:

All students are required to document a foundation in media either through professional experience or academic training. Those without such a foundation may be required to complete a series of undergraduate courses.

	Sem. Hrs.
MCOM 6043 Theory of Mass Communication	3
JOUR 6253 Audience Marketing Analysis	3
JOUR 6243 Media Account Management	3
MCOM 6033 Media Regulation, Public Interest & the Law	3
RTV 6023 Advanced Studies in Media Management	3
JOUR 5213 Social Media in Strategic Communications	3
CMAC 6053 Quantitative Research Methods in Mass Communication	3
CMAC 6463 Media Management Applications/Capstone	3

Select one of the following options:

Students may ~~undertake either~~ one of the ~~two~~ options listed below totaling **12 (twelve)** ~~(six)~~ hours of credit:

6 12

Option 1: Mass Media Management (~~two~~ **four** courses selected from)

JOUR 5113 Integrated Marketing Communication

MCOM 6423 Media Entrepreneurship

SCOM 6413 Organizational and Intercultural Communication

MCOM 5603 Crisis Communication

JOUR 6243 Media Account Management

JOUR 5213 Social Media in Strategic Communication

Option 2: Public Administration (~~two~~ **four** courses selected from)

POSC 6543 Administrative Behavior

POSC 6563 Seminar in Public Administration

POSC 6593 Seminar in Human Resource Management

POSC 6613 Administrative Leadership

POSC 6623 Administrative Ethics

POSC 6633 Public Information Management

JOUR 6243 Media Account Management

JOUR 5213 Social Media in Strategic Communication

Option 3: Social Media (*four courses selected from*)

SCOM 5463 Interactive Advertising

SCOM 5473 Social Media Measurement

JOUR 5113 Integrated Marketing Communication

JOUR 6243 Media Account Management

JOUR 5213 Social Media in Strategic Communication

30

Total Required Hours:

30

EMPHASIS ASSESSMENT

University Goals

1. Please indicate the university-level student learning outcomes for which this new emphasis will contribute. Check all that apply.

- a. ☐ Global Awareness b. ☒ Thinking Critically c. ☒ Information Literacy

Emphasis Goals

2. Justification for the introduction of the new emphasis. Must include:

- a. Academic rationale (how will this emphasis fit into the mission established by the department for the curriculum?)
This emphasis will provide students with an education that enables them to gather, organize, synthesize and communicate information professionally in a democratic, multicultural society. They will be exposed to learning situations whereby they learn to think critically and communicate effectively, providing them with the intellectual flexibility to perform the jobs of today and to assume leadership in meeting the challenges of tomorrow in a professional manner.
- b. List emphasis goals (faculty or curricular goals, specific to the emphasis.)

The emphasis will prepare students to have the skills, depth and focus to allow students to develop and implement strategies to communicate messages thru management of tool digital advertising campaigns, deploy social media strategies, measure effectiveness of online messages, and construct multimedia content for online and social media sites.

- d. Student population served.

Graduates pursuing a degree in Media Management or Social Media

Emphasis Student Learning Outcomes

3. Please fill out the following table to develop a continuous improvement assessment process for this emphasis.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Note: Best practices suggest an emphasis would have 1 to 3 outcomes.

Outcome 1	Students are able to think critically, creatively, and independently in regards to social media
Assessment Measure	Class assignments, class discussions, exams
Assessment Timetable	At the end of each fall term, the Communications faculty will meet to assess capstone course projects from the previous spring semester. At the annual meeting of the Advisory Board in the spring, Advisory Board members will assess capstone course projects from the previous spring semester. At the fall assessment meeting, faculty will discuss findings by the Advisory Board, revisit action steps from prior year to see if they were met, and develop action steps for the coming year for program improvement.

Who is responsible for assessing and reporting on the results?	Findings will be compiled at the end of the fall semester by the assessment committee representative for Communication and a report housed on the Blackboard assessment site as well as provided to the ASTATE assessment office. College Director of Graduate Study, College Graduate Advisory Committee, Members of Comprehensive Exam Committees, Thesis or Project Committees, or CAPSTONE course instructor as appropriate.
--	---

Please repeat as necessary.

Outcome 2	Graduates should be able to evaluate critically the role of media/communication and their performance and opportunities in a global, ever-changing, multicultural environment.
Assessment Measure	Comprehensive Exams, Thesis or Projects and CAPSTONE class
Assessment Timetable	Assessment will take place during the student's final enrollment period(s) as the student demonstrates abilities through a comprehensive exam, program thesis or project, or in the CAPSTONE class for MSMM students.
Who is responsible for assessing and reporting on the results?	College Director of Graduate Study, College Graduate Advisory Committee, Members of Comprehensive Exam Committees, Thesis or Project Committees, or CAPSTONE course instructor as appropriate.

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. Gil Fowler, Graduate Program Director

3. Phone number/e-mail address:

870-972-2078 gfwowler@astate.edu

4. Proposed effective date:

Fall 2016

5. Title of degree program:

Master of Science in Media Management

6. CIP Code:

09.0702

7. Degree Code:

N/A, has not been assigned. The program is being passed through ADHE along with this LON.

8. Proposed option/concentration/emphasis name:

Social Media Management

9. Reason for proposed action:

There is a rising demand for students who have expertise in digital media management from corporations, nonprofit companies, and agencies. These companies are particularly interested in students who can develop and deploy digital promotional strategies, social media strategies, measure effectiveness of digital advertising campaigns, and construct content for in a digital world. Those who have examined MSMM degree strongly suggest these types of courses be available.

10. New option/concentration/emphasis objective

The objective is to provide an understanding about the fast growing, dynamic digital media industry from the perspective of advertising and public relations. This includes strategy, monitoring, and brand building via digital media.

11. Provide the following:

a. Curriculum outline - List of required courses

Program Requirements	
Course	Credit Hours
MCOM 6043 Theory of Mass Communication	3
JOUR 6253 Audience Marketing Analysis	3
MCOM 6033 Media Regulation, Public Interest & the Law	3
RTV 6023 Advanced Studies in Media Management	3
CMAC 6053 Quantitative Research Methods in Mass Communication	3
CMAC 6463 Media Management Applications/Capstone	3
Select One of the Following Options	
Mass Media Management (<i>choose four courses</i>)	
JOUR 5113 Integrated Marketing Communication	3
MCOM 6423 Media Entrepreneurship	3
SCOM 6413 Organizational and Intercultural Communication	3
JOUR 6243 Media Account Management	3
JOUR 5213 Social Media in Strategic Communications	3
MCOM 5603 Crisis Communication	3
Public Administration (<i>choose four courses</i>)	
POSC 6543 Administrative Behavior	3
POSC 6563 Seminar in Public Administration	3
POSC 6593 Seminar in Human Resource Management	3
POSC 6613 Administrative Leadership	3
POSC 6623 Administrative Ethics	3
POSC 6633 Public Information Management	3
JOUR 5213 Social Media in Strategic Communications	3
JOUR 6243 Media Account Management	3
Social Media Management (<i>choose four courses</i>)	
SCOM 5463 Interactive Advertising	3
SCOM 5473 Social Media Measurement	3
JOUR 6243 Media Account Management	3
JOUR 5213 Social Media in Strategic Communications	3
JOUR 5113 Integrated Marketing Communication	3

b. New course descriptions

SCOM 5463 Interactive Advertising - The course introduces students to the world of online interactive advertising. It surveys a variety of important topics, from integrating social media initiatives into the overall marketing communications plan to online display ads to developing an effective search engine strategy.

SCOM 5473 Social Media Measurement - Measurement and improvement of investment outcomes from use of social media in advertising, public relations, and marketing communications.

c. Program goals and objectives

The emphasis will prepare students to have the skills, depth and focus to allow students to develop, implement and manage communication strategies that make digital tools such as digital advertising campaigns, deploy social media strategies, measure effectiveness of online advertising campaigns, and construct multimedia content for online and social media sites to achieve strategic communication goals of the organization.

d. Expected student learning outcomes

Students are able to think critically, creatively and independently

Students are able think analytically by conducting research and evaluating information using appropriate methods, including applying basic numeral and statistical concepts

Students are able concepts and apply theories in the use and presentation of messages, images, and information. Students will be current in their understanding of an application of new technologies and procedures used in media communication.

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

Yes

13. Mode of delivery to be used:

Blackboard Learn

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

Courses will be delivered over the Blackboard Learn platform

15. Is the degree approved for distance delivery?

Yes

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

SCOM 5463 Interactive Advertising - The course introduces students to the world of online interactive advertising. It surveys a variety of important topics, from integrating social media initiatives into the overall marketing communications plan to online display ads to developing an effective search engine strategy.

SCOM 5473 Social Media Measurement - Measurement and improvement of investment outcomes from use of social media in advertising, public relations, and marketing communications.

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

None

President/Chancellor Approval Date: [Click here to enter a date.](#)

Board of Trustees Notification Date: [Click here to enter a date.](#)

Chief Academic officer:

Date: Enter date.

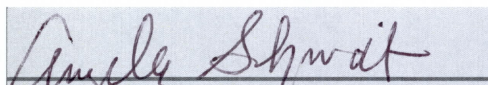
Name (printed):

[Click here to enter text.](#)

Bulletin / Banner Change Transmittal Form

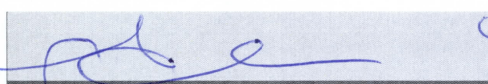
☐ **Undergraduate Curriculum Council** Print 1 copy for signatures and save 1 electronic copy.

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


ENTER DATE...

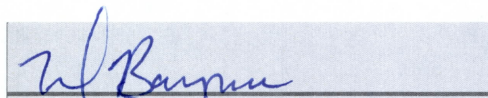
Department Curriculum Committee Chair

COPE Chair (if applicable)


ENTER DATE...

Department Chair:

General Education Committee Chair (If applicable)


ENTER DATE...

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

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

Dr. Angela Schmidt, aschmidt@astate.edu 9723074

2.Proposed Change

Change NURS 5013 Physical Health and Aging to NURS 5013 Health and Aging

3.Effective Date

Fall 2016

4.Justification - Please provide details as to why this change is necessary.

Course content updated to include more than physical health, consistent with current, relevant topics.


Bulletin Changes

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Graduate Certificate in Aging Studies

The goal of this program is to provide the foundation and interdisciplinary framework necessary for understanding aging processes and issues. The program enhances the development of an understanding and appreciation for the aging processes through knowledge of physical, psychological and social aspects of aging.

OBJECTIVES

- Understand the variety of contexts in which aging can be examined and their implications for practice;
- Identify how older persons are affected by the person-environment interaction;
- Identify and describe bio/psycho/social concepts and theories used to study aging;
- Recognize the influence of theories of aging on policies and procedures in practice;
- Understand the challenges and opportunities facing individuals, families and societies as members age chronologically and functionally;
- Recognize the relevance of age-related differences and changes over time in processes associated with aging within the context of applied research;
- Understand the ethical, legal, legislative, leisure and educational dimensions important in the field of aging;
- Understand critical thinking, problem-solving, and effective communication techniques relative to life-span development that affect personal awareness and behavior.

ADMISSION REQUIREMENTS

Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. Send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School.

Aging Studies

Graduate Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 36)	
Core Requirements:	Sem. Hrs.
COUN 6423, Psychosocial Aspects of Aging	3
HP 6013, Interdisciplinary Capstone-Aging Studies	3

NURS 5013, Physical Health and Aging	3
SOC 5353, Sociology of Aging	3
SOC 6123, Seminar: Aging, Law & Social Issues	3
Sub-total	15
Electives:	Sem. Hrs.
Select six hours from the following: PSY 6413, Learning and Cognition in Adulthood SCOM 5403, Seminar in Health Communications SOC 5323, Applied Research SOC 5003, Perspectives on Health & Dying	6
Total Required Hours:	21

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- HP 6113. U.S. Health Care** This course examines the American health care system in terms of how the system is constructed, how it is administered, how it is financed, and how the health care manager can effectively interact within the system.
- HP 620V. Independent Study** Student may select, with permission of their adviser and faculty supervision, an area for intensive study, practice or investigation related to their plan of study.
- HP 6313. Topics in Healthcare Management** A survey of topics in the American healthcare system, providing an introductory understanding in the history of healthcare finance and delivery; ethics in the finance and delivery of healthcare; healthcare economics; healthcare stakeholders and policy-making; and healthcare marketing.
- HP 6323. Healthcare Law and Quality Improvement** A study of law and quality improvement in healthcare management that will consider an overview of the role and the primary regulation promulgated by public and private regulators of healthcare; and statistical process controls to improve the quality of healthcare services. Nursing administration students must take prior to enrollment in first clinical course.
- HP 660V. Internship in Health Sciences** This program is designed to provide a purposeful experience in settings appropriate to the student's graduate emphasis. This course provides comprehensive, independent practice experiences under the guidance of a faculty approved preceptor. Must be enrolled for subsequent semesters until completion of the internship (6 credits).
- HP 670V. Thesis** Completion of Thesis research under the direction of a faculty thesis adviser and committee. Must be enrolled in subsequent semesters until completion of thesis (6 credits).

Nursing (NURS)

- NURS 5013. ~~Physical~~ Health and Aging — Interdisciplinary Aging Studies** A multidisciplinary course addressing normal ~~physical aging and health-related issues of aging both physically and psychologically.~~ Emphasis is on ~~acute and chronic illnesses and disorders~~ **changes** associated with aging, ~~use of health services, caregivers~~ **cognitive and mental impairment**, and health promotion.
- NURS 6001. Health Care Information Resources** Designed to equip learner with the necessary attitudes and behaviors to effectively use current and emerging electronic information resources to facilitate provision of health care.
- NURS 6003. Advanced Clinical Physiology** Complex physiological processes in adults which occur with disease, adaptation, and therapeutic intervention. Must be taken prior to clinical nursing courses.
- NURS 6013. Advanced Clinical Pharmacology** Designed to provide a basis for making clinical decisions in the pharmacologic management of commonly-occurring health problems of primary care patients. Prerequisite: Undergraduate course in pharmacology; admission to the graduate nursing program; NURS 6003 or concurrent enrollment. NOTE: FNP students are required to take the semester immediately prior to beginning clinical portion of FNP option.
- NURS 6023. Advanced Assessment and Diagnostic Evaluation** Presents theoretical and clinical basis for comprehensive assessment and diagnosis in primary health care settings, including all age groups. Emphasis is on clinical decision-making, differentiation of normal from pathological findings, risk assessment screening, diagnostic testing and interpretation of findings. Prerequisites: Undergraduate Health Assessment course (minimum of a B). If a student has a "C" in physical assessment, proficiency may be demonstrated. NURS 6003 or concurrent enrollment. [NOTE: FNP and Adult Health students are required to take the semester immediately prior to beginning clinical portion of FNP or Adult Health option]. Prerequisites for NA students are NURS 6223 and NURS 6233.
- NURS 6042. Technology and Equipment for Nurse Anesthesia** The course focus is on equipment, monitoring, and technology related to perioperative anesthesia practice. Prerequisites: Registered Nurse admitted to Nurse Anesthesia program.

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ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING & HEALTH PROFESSIONS
DEPARTMENT OF NURSING
Graduate Certificate in Aging Studies
Fall 2016

Course Number & Title: NURS 5013 Health and Aging

Course Credit & Clock Hours: 3 graduate credit hours, 45 clock hours

Placement: Core Course in the Certificate in Aging Studies

Faculty: Susan Snellgrove, PhD, RN
ASU Jonesboro – CNHP Room 508
870-972-3074
ksnellgrove@astate.edu

Course Description:

A multi-disciplinary course addressing basic concepts in aging, both physically and psychologically. Emphasis is on changes associated with aging, cognitive and mental impairment, and health promotion.

MSHS Program Outcomes (PO)

Upon completion of study for the MSHS, the student is expected to have the ability to:

1. Effectively communicate on topics related to healthcare and acknowledge the impact of the legal, ethical, and political environment on health care policy and delivery.
2. Work independently and collaboratively, demonstrating an understanding of professionalism.
3. Analyze healthcare issues through critical-thinking and decision-making abilities.
4. Critique the design and implementation of research to describe population health, evaluate health programs and policies, and improve healthcare.
5. Describe and demonstrate management / leadership skills and theories that can be applied in preparation to lead or manage effectively in a health care environment.

Student Learning Outcomes (PO 1, 3, 4, 5)

At the end of the course, the student will have been provided an opportunity to:

1. Describe the normal physiological changes of aging
2. Analyze the functional health status of older adults
3. Compare and contrast common acute and chronic age-related changes that may affect the health status of the older adult
4. Analyze health promotion and disease prevention activities for older adults
5. Integrate aging theories into the care of older adults with special problems

Teaching Strategies:

Guided discussion, independent library research, assigned and self-selected readings, and oral and written assignments

Evaluation Strategies:

Annotated bibliography	20%
Seminar participation (discussion)	20%
Presentation/paper on current issue in aging	30%
Interview paper	30%

The grading scale is the same as used throughout the University:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; and, F = <60%.

Required Textbooks:

Saxon, S.V., & Etten, M.J. (2015). *Physical change & aging: A guide for the helping professions* (6th ed.). New York: Springer.

Optional Textbooks:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Topical Outline:

Week One:	Introduction and Theories of Aging
Week Two:	Integumentary and Musculoskeletal Aging
Week Three:	The Nervous System, Learning, and Memory
Week Four:	Dementia and Delirium
Week Five:	Aging and Mental Illness
Week Six:	The Sensory Systems
Week Seven:	Cardiovascular, Respiratory, and Gastrointestinal Systems
Week Eight:	Urinary and Reproductive Systems
Week Nine:	Sexuality
Week Ten:	Endocrine and Immune Systems
Week Eleven:	Aging with Lifelong Disabilities
Week Twelve:	Substance Abuse
Week Thirteen:	Health Promotion: Nutrition, CAM, Medications, Teaching Older Adults
Week Fourteen:	Death and Grief in Later Years

Code #

Bulletin / Banner 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 pheath@astate.edu

 3-15-16
ENTER DATE...

Department Curriculum Committee Chair

 ENTER DATE...

COPE Chair (if applicable)

 03-15-16
ENTER DATE...

Department Chair:

 ENTER DATE...

General Education Committee Chair (If applicable)

 17 March 2013
ENTER DATE...

College Curriculum Committee Chair

 ENTER DATE...

Undergraduate Curriculum Council Chair

 18 Mar 2016
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)

Veena S. Kulkarni, vkulkarni@astate.edu, 870-972-3331

2.Proposed Change

Change name of SOC 5273 from "Population and Demography" to "World Population and Society."

Change course description from "Basic concepts and measures of the three central demographic processes of fertility, mortality and migration and introduction of contemporary population related issues" to "Basic concepts and measures of the three central population processes of fertility, mortality and migration and overview of the global trends in population growth and of comparisons across countries at varying stages of population growth."

3.Effective Date

Fall 2016

4.Justification - Please provide details as to why this change is necessary.

Please note - any change to course number or course prefix should utilize the 'Course Deletion' form.

SOC 5263. Terrorism as a Social Movement This course examines domestic and international terrorism, including the history of terrorism. Philosophical and religious ideologies justifying terrorism, the social, political, economic, psychological and legal impacts of terrorism. Terrorist groups motives, and tactics, and methods of counter terrorism.

SOC 5273. Population and Demography Basic concepts and measures of the three central demographic processes of fertility, mortality and migration and introduction of contemporary population related issues.

SOC 5273. World Population and Society Basic concepts and measures of the three central population processes of fertility, mortality and migration and overview of the global trends in population growth and of comparisons across countries at varying stages of population growth.

SOC 5323. Applied Research Techniques for analyzing social science data using the Statistical Package for the Social Sciences and other data analysis systems. Prerequisites: SOC 3383 and SOC 4293.

SOC 5333. Sociology of Youth Subcultures Sociological study of youth subcultures from American, British, and new sub cultural perspectives, plus a range of historical and contemporary youth subcultures. Also covers various analytic topics such as identity, resistance, style, music, response, and consumption. Prerequisite: SOC 2213

SOC 5343. Geographic Information Systems for the Social Sciences An introduction to the applied analysis of social and environmental geographic data. Includes a discussion of geographic data, maps, and conducting applied geographic analysis.

SOC 5353. Sociology of Aging Survey of theories, methodologies, concepts and major research findings regarding the aging of individuals and societies, using the U.S. as a central example.

SOC 5363. Environmental Sociology This course explores how our views of nature and the environment are socially constructed. In this context, we will examine how numerous environmental issues are created and exacerbated by social issues. We will also investigate actions that will reduce our ecological footprint. Prerequisite: permission of the instructor.

SOC 5373. Sustainable Developments in Modern Society This course will introduce students to the concept of sustainable development. In our investigation of what a sustainable community would look like, issues such as development paradigms, human environment interactions, and politics will be discussed on local, national, and international scales. Prerequisite: permission of the instructor.

SOC 560V. Special Problems Seminar in sociology and criminology for graduate students. Must be arranged in consultation with a professor, and approved by the department chair. Restricted to graduate students.315
The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

SOC 6103. Social Change An examination of the sources, mechanisms, and consequences of social and cultural change.

SOC 6113. Seminar in Contemporary Sociology Controlled discussion of major social issues and problems as they relate to ongoing sociological research. (May be repeated for credit with different subtitle. ONLY six hours with the same course number will count toward the degree.)

SOC 6123. Aging, Law and Social Issues The operation and impact of various laws, policies, and regulations in the U.S. that affect later-life individuals and their families, with a discussion of possibilities for future trends.

SOC 6203. Social Psychology A survey of major theoretical approaches in social psychology, with an emphasis on communication and social interaction.

SOC 6213. Sociology of Education The study of schools as social systems in a social environment.

SOC 6303. Contemporary Sociological Theory A critical examination of significant contemporary sociological theories. Analysis of the relation between theoretical development and current research emphasis. Prerequisite: SOC 4243 or SOC 5243.

Please note – any change to course number or course prefix should utilize the ‘Course Deletion’ form.

Code #

New Course Proposal Form

RECEIVED
COLLEGE OF EDUCATION

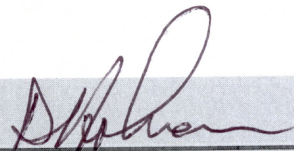
MAY 12 2016

☐ **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 pheath@astate.edu

☒ **New Course** or ☐ **Experimental Course (1-time offering)** (Check one box)

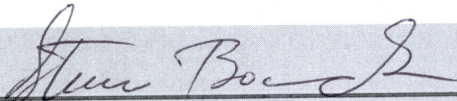
Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.

 ENTER DATE...

Department Curriculum Committee Chair

 ENTER DATE...

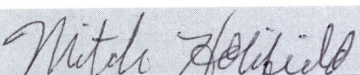
COPE Chair (if applicable)

 ENTER DATE...

Department Chair:

 ENTER DATE...

General Education Committee Chair (If applicable)

 ENTER DATE... 5/9/16

College Curriculum Committee Chair

 ENTER DATE...

Undergraduate Curriculum Council Chair

 ENTER DATE... 5/12/16

College Dean

 ENTER DATE... 13 May 2016

Graduate Curriculum Committee Chair

 ENTER DATE...

Vice Chancellor for Academic Affairs

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

Dr. Steve Bounds, Interim Chair, Dept. of Educational Leadership, Curriculum & Special Education. sbounds@astate.edu. 972-2123

2. Proposed Starting Term and Bulletin Year

Summer 2016

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)

ELAD 880V 1-9 hours

4. 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).
Independent Study

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

Enter text...

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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

a. If yes, which ones?

Enter text...

b. Why or why not?

Course serves to fulfill continuous enrollment requirement while the student is developing the dissertation proposal

b. Is this course restricted to a specific major? Yes

a. If yes, which major? Ed.D. in Educational Leadership

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

Enter text...

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Independent study

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

10. Is this course dual listed (undergraduate/graduate)?
No

11. 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

a. If yes, please list the prefix and course number of cross listed course.

Enter text...

b. Are these courses offered for equivalent credit? No
Please explain. Enter text...

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

Enter text...

13. Does this course replace a course being deleted? No
a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Choose an item.

If no: Contact Registrar's Office for assistance.

16. 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...

Course Details

17. 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.)

Weeks 1-14..... Independent study and research while developing a dissertation proposal

Enter text...

18. Special features (e.g. labs, exhibits, site visitations, etc.)
none

19. Department staffing and classroom/lab resources
none

- a. Will this require additional faculty, supplies, etc.?
No

20. Does this course require course fees? No

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

Ed.D. students who have completed the doctoral knowledge core classes must maintain continuous enrollment until the dissertation is completed. This course will enable students to fulfill this requirement until they have a dissertation proposal accepted.

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.

See a. above

c. Student population served.

Ed.D. students who have completed a doctoral knowledge core courses but who have not had a dissertation proposal approved.

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

Only available to students in the Ed.D. program.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

a. ☐ Global Awareness

b. ☐ Thinking Critically

c. ☐ Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

n/a

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	n/a
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

Outcome 1	n/a
Which learning activities are responsible for this outcome?	
Assessment Measure and Benchmark	

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Page 289, insert course

ELAD 8431. Experimental Research Design Emphasis on designing and conducting Experimental and Quasi-experimental research. Prerequisite: ELAD 8411 Succeeding in a Doctoral Program and ELAD 8421 Designing Surveys. Course is open only to students in the Center for Excellence in Education PhD program.

ELAD 880V, Independent Study

ELAD 889V. Dissertation


New Course Proposal 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 pheath@astate.edu

☒ **New Course** or ☐ **Experimental Course (1-time offering)** (Check one box)

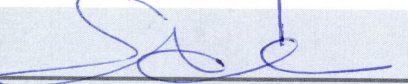
Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.


ENTER DATE...

Department Curriculum Committee Chair

Angela Schmidt

Department Chair:


ENTER DATE...

College Curriculum Committee Chair

Susan Hanrahan

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 Linda M. Tate, ltate@astate.edu, (870) 972-2405)

2. Proposed Starting Term and Bulletin Year Fall 2016

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)

HP 5233

4. 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).

Issues in Aging

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

A multi-disciplinary course providing an introduction to the aging experience. We will examine the incidence and prevalence of aging, as well as, explore trends, social policy, economic factors and ageism.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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

a. If yes, which ones?

Enter text...

b. Why or why not?

Graduate certificate available to those holding a bachelor's degree

b. Is this course restricted to a specific major? No

a. If yes, which major?

It is a course intended for the Graduate Certificate in Aging Studies.

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

Fall

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only

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

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

No

11. 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

a. If yes, please list the prefix and course number of cross listed course.

b. Are these courses offered for equivalent credit? Choose an item.

Please explain. Enter text...

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

a. If yes, what program?

Enter text...

13. Does this course replace a course being deleted? Choose an item. NO

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? Choose an item. No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Yes

If no: Contact Registrar's Office for assistance.

16. 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.

No

Course Details

17. 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.)

Topical Outline:

Week One: Introduction/History and Culture

Week Two: Population Aging

Week Three: Theories and Methods

Week Four: Demography and Trends

Week Five: Effects of Population Aging

Week Six: Economics and Finances

Week Seven: Retirement and Work

Week Eight: Social Policies

Week Nine: Social Support and Roles

Week Ten: Housing and Transportation

Week Eleven: Politics and Advocacy

Week Thirteen: Ageism

Week Fourteen: Ethical concerns

Enter text...

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

N/A

19. Department staffing and classroom/lab resources

a. Will this require additional faculty, supplies, etc.?

Course will be covered by a faculty member in CNHP

20. Does this course require course fees? **No**

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

Goals: Introductory course for students obtaining a certificate in aging studies; students will obtain a basic understanding of the aging demographics, theories on economic, social and financial issues with the aging population, and also current issues involving the aging population such as ageism, legal and ethical issues.

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

Course supports Graduate Certificate in Aging and the Master of Science in Health Science

c. Student population served.

Those interested in serving the aging population

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

Part of graduate certificate option

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

a. ☒ Global Awareness

b. ☒ Thinking Critically

c. ☐ Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

MSHS Program Outcomes (PO)

1. Effectively communicate on topics related to healthcare and acknowledge the impact of the legal, ethical and political environment on health care policy and delivery.
2. Analyze healthcare issues through critical thinking and decision making abilities.
3. Critique the design and implementation of research to describe population health, evaluate health programs and policies and improve healthcare.
4. Describe and demonstrate management/leadership skills and theories that can be applied in preparation to lead or manage effectively in a health care environment.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Effectively communicate on topics related to healthcare and acknowledge the impact of the legal, ethical and political environment on health care policy and delivery.
Assessment Measure	Successful completion of Journal entry on aging policy and legalities
Assessment Timetable	Every semester offered, at the end of course
Who is responsible for assessing and reporting on the results?	Course Instructor

Program-Level Outcome 2 (from question #23)	Analyze healthcare issues through critical thinking and decision making abilities.
Assessment Measure	Successful completion of weekly blog on aging topics
Assessment Timetable	Every semester offered, at the end of course
Who is responsible for assessing and reporting on the results?	Course Instructor

Program-Level Outcome 3 (from question #23)	Critique the design and implementation of research to describe population health, evaluate health programs and policies and improve healthcare.
Assessment Measure	Successful completion of a paper on a current age related issue
Assessment Timetable	Every semester offered, at the end of course
Who is responsible for assessing and reporting on the results?	Course Instructor

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

Outcome 1	Describe demographic changes occurring in the US and other countries
Which learning activities are responsible for this outcome?	Weekly Blog
Assessment Measure and Benchmark	Students will post at least two entries on the weekly blog related to demographics and each must have a current reference, partial completion will lead to partial points, (25 points)

Outcome 2	Compare theoretical perspectives on aging
Which learning activities are responsible for this outcome?	Weekly Blog
Assessment Measure and Benchmark	Students will post at least two entries on the weekly blog related to perspectives on aging and each must have a current reference, partial completion will lead to partial points, (25 points)

Outcome 3	Discuss economic and financial transitions related to aging
Which learning activities are responsible for this outcome?	Journal entry
Assessment Measure and Benchmark	Students will post a journal entry discussing a current topic dealing with economics and aging. The entry but contain 2 relevant and current references (50 points)

Outcome 4	Recognize the Human side of aging
Which learning activities are responsible for this outcome?	Weekly Blog
Assessment Measure and Benchmark	Students will post at least two entries on the weekly blog related to perspectives on aging and each must have a current reference, partial completion will lead to partial points, (25 points) ,

Outcome 5	Identify current issues affecting older adults
Which learning activities are responsible for this outcome?	Paper on current issue
Assessment Measure and Benchmark	Students will write a paper on a current issue affecting older adults and will cite at least 10 current references. Paper should be 5-7 pages in length. (100 points)

Outcome 6	Describe existing policies and programs that address aging issues
Which learning activities are responsible for this outcome?	Journal Entry
Assessment Measure and Benchmark	Students will post a journal entry discussing a current topic dealing with economics and aging. The entry but contain 2 relevant and current references (50 points)

Outcome 7	Examine ageism and ethical issues related to the aging population
Which learning activities are responsible for this outcome?	Weekly Blog
Assessment Measure and Benchmark	Students will post at least two entries on the weekly blog related to perspectives on aging and each must have a current reference, partial completion will lead to partial points, (25 points)

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

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Graduate Certificate in Aging Studies

The goal of this program is to provide the foundation and interdisciplinary framework necessary for understanding aging processes and issues. The program enhances the development of an understanding and appreciation for the aging processes through knowledge of physical, psychological and social aspects of aging.

OBJECTIVES

- Understand the variety of contexts in which aging can be examined and their implications for practice;
- Identify how older persons are affected by the person-environment interaction;
- Identify and describe bio/psycho/social concepts and theories used to study aging;
- Recognize the influence of theories of aging on policies and procedures in practice;
- Understand the challenges and opportunities facing individuals, families and societies as members age chronologically and functionally;
- Recognize the relevance of age-related differences and changes over time in processes associated with aging within the context of applied research;
- Understand the ethical, legal, legislative, leisure and educational dimensions important in the field of aging;
- Understand critical thinking, problem-solving, and effective communication techniques relative to life-span development that affect personal awareness and behavior.

ADMISSION REQUIREMENTS

Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. Send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School.

Aging Studies

Graduate Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p.	
Core Requirements:	Sem. Hrs.
COUN 6423, Psychosocial Aspects of Aging	3
HP 5233, Issues in Aging	3
HP 6013, Interdisciplinary Capstone-Aging Studies	3
NURS 5013, Physical Health and Aging	3
SOC 5353, Sociology of Aging	3

SOC 6123, Seminar: Aging, Law & Social Issues	3
Sub-total	15
Electives:	Sem. Hrs.
Select six hours from the following: PSY 6413, Learning and Cognition in Adulthood SCOM 5403, Seminar in Health Communications SOC 5323, Applied Research SOC 5003, Perspectives on Health & Dying	6
Total Required Hours:	21

DPEM 667V. Final Project Research in DPEM Final Project Research is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete a research project related to disaster preparedness and emergency management. Prerequisites, DPEM 6123 and permission of instructor.

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Health Information Management (HIM)

HIM 5123. Healthcare Information Systems A fundamental study of the primary systems used in Healthcare Informatics including: Electronic Health Records (EHRs), Healthcare Information Systems (HIS), Enterprise Systems, Data Repositories, Clinical Informatics, Revenue Cycle Systems, Imaging Systems, Health Information Exchanges (HIEs), Decision Support and Telemedicine.

HIM 5133. Healthcare Data Standards A review of standard nomenclatures, data standards and national protocols as they relate to Healthcare Information Systems. ICD-10, ICD-9, SNOWMED, CPT, HCPCS, HL-7, ANSI, WEDI, and other nationally and internationally recognized data protocols commonly used in U.S. Healthcare will be covered.

Health Professions (HP)

HP 5103. Patient Education: Teaching and Learning in Health Professions This course provides a framework for understanding the linkage between teaching and learning. Teaching strategies and methodologies that compare and contrast teacher centered versus patient-centered approaches are presented.

HP 5113. Leadership in Health Professions This course examines models of leadership, both historical and contemporary, and how these models can be applied in the health care setting.

HP 5233 Issues in Aging A multi-disciplinary course providing an introduction to the aging experience. We will examine the incidence and prevalence of aging, as well as, explore trends, social policy, economic factors and ageism.

HP 6013. Interdisciplinary Capstone - Aging Studies Provides the learner with an integrated, multidisciplinary approach to the study of aging and the opportunity to apply issues within the field of aging in a collaborative fashion. Topics investigated include the social, psychological, and physical perspectives of aging, administration issues, and health promotion.

HP 6022. Clinical Education Methods Provides the learner with an integrated, multidisciplinary approach to the study of clinical education and the opportunity to apply issues within the field of clinical education in a collaborative fashion.

HP 6023. Health Policy and Economic Issues This course will focus on the principles of health economics essential to understanding current trends in the health care field and the development and implementation of health policy.

HP 6033 Data Analysis in Health Professions This course addresses the theory and mechanics of data analysis related to basic and applied research in the health professions. The course includes the use of statistical analysis using computerized programs such as SPSS. Topics range from basic descriptive statistics to inferential analysis.

HP 6043. Measurement and Evaluation in Health Sciences This course presents the theories of evaluation as related to the student and the various educational activities. Types of evaluation, appropriate application, preparation, and scoring of evaluation instruments are all critical topics included in this course.

HP 6053. **The Professorate** The role and responsibilities of faculty in health education including how to access literature, improving teaching skills, correlate health research information, and maintain a balance between scholarship, service and teaching.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING & HEALTH PROFESSIONS
DEPARTMENT OF NURSING
Fall 2016

Course Number & Title: HP 5233 Issues in Aging

Course Credit & Clock Hours: 3 graduate credit hours, 45 clock hours

Placement: Core Course in the Certificate in Aging Studies

Faculty: Linda M. Tate, PhD, APRN
ASU Jonesboro – CNHP Room 512A
870-972-3074
ltate@astate.edu

Course Description:

A multi-disciplinary course providing an introduction to the aging experience. We will examine the incidence and prevalence of aging as well as explore trends, social policy, economic factors and ageism.

MSHS Program Outcomes (PO)

Upon completion of study for the MSHS, the student is expected to have the ability to:

1. Effectively communicate on topics related to healthcare and acknowledge the impact of the legal, ethical, and political environment on health care policy and delivery.
2. Work independently and collaboratively, demonstrating an understanding of professionalism.
3. Analyze healthcare issues through critical-thinking and decision-making abilities.
4. Critique the design and implementation of research to describe population health, evaluate health programs and policies, and improve healthcare.
5. Describe and demonstrate management / leadership skills and theories that can be applied in preparation to lead or manage effectively in a health care environment.

Student Learning Outcomes (PO 1, 3, 4, 5)

At the end of the course, the student will have been provided an opportunity to:

1. Describe demographic changes occurring in the US and other countries
2. Compare theoretical perspectives on aging
3. Discuss economic and financial transitions related to aging
4. Recognize the human side of aging
5. Identify current issues affecting older adults
6. Describe existing policies and programs that address aging issues
7. Examine ageism and ethical issues related to the aging population

Teaching Strategies:

Guided discussion, independent library research, assigned and self-selected readings, and oral and written assignments

Evaluation Strategies:

Journal	30%
Presentation/paper on current issue in aging	40%
Weekly blog	30%

The grading scale is the same as used throughout the University:
A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; and, F = <60%.

Required Textbooks:

Wilmoth J & Ferraro, K (2013). *Gerontology: Perspectives and Issues*, 4th ed, Springer Publishing.

Optional Textbooks:

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Topical Outline:

Week One:	Introduction/History and Culture
Week Two:	Population Aging
Week Three:	Theories and Methods
Week Four:	Demography and Trends
Week Five:	Effects of Population Aging
Week Six:	Economics and Finances
Week Seven:	Retirement and Work
Week Eight:	Social Policies
Week Nine:	Social Support and Roles
Week Ten:	Housing and Transportation
Week Eleven:	Politics and Advocacy
Week Thirteen:	Ageism
Week Fourteen:	Ethical concerns

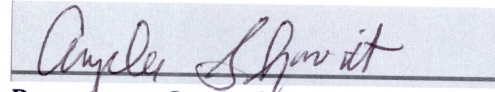
New Course Proposal Form

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

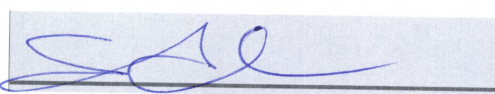
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu

☒ **New Course** or ☐ **Experimental Course (1-time offering)** (Check one box)

Please complete the following and attach a copy of the bulletin 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. Contact Person (Name, Email Address, Phone Number)
 Dr. Angela Schmidt, aschmidt@astate.edu, 870-972-2930

2. Proposed Starting Term and Bulletin Year
 Fall 2016 (Bulletin 2016-17)

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
 HP 6233

4. 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).
 Aging in the Community

5. Brief course description (40 words or fewer) as it should appear in the bulletin.
 Changing demographics will reshape the need, type, and amount of community resources and service delivery. The course highlights key federal, state, and local resources. The course links geriatric assessment, resource identification, eligibility and accessibility that facilitates aging in community.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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**
 - a. If yes, which ones?
 - b. Why or why not?
- b. Is this course restricted to a specific major? **No**
 - a. If yes, which major?

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

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

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

10. Is this course dual listed (undergraduate/graduate)? **No**

11. 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

- a. If yes, please list the prefix and course number of cross listed course.

- b. Are these courses offered for equivalent credit? Choose an item.

Please explain.

12. Is this course in support of a new program? **No** (updated Aging Certificate in MSHS)

- a. If yes, what program?

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

- a. If yes, what course?

14. Will this course be equivalent to a deleted course? **No**

- a. If yes, which course?

15. Has it been confirmed that this course number is available for use? Yes

If no: Contact Registrar's Office for assistance.

16. 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.

Course Details

17. 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.)

Module I:

Week 1

New Era of Aging: The Longevity Revolution and the Implications

Week 2

Historical review of National Policy on Aging and Emergence of the Aging Network

Evolution of Home and Community Based Services (HCBS)

Current trends in policy affecting older adults (ACA, population health, dual eligibility)

Week 3

Predictors of Independence in Old Age

Poverty and Ageism as a Health Disparity in Later Life

Determinants of Service Use and Theories of Help Seeking Behavior

Effects of Decreasing Health literacy on Access to Resources and Services

Week 4

Life transitions: Oscillating Care Needs (non linier)

Transitions of Care: types of service and ability to qualify or payment

Emergence of care coordination, GCMs, and new models of service (PCMH)

Module II

Week 5 -10

Types of services

- Community Resources for Independent Living

 - Health and Wellness

 - Building "Social Capital" for late life

 - Living Arrangements, Changing Family Dynamics, and Need for Services

- Social and Education programs

 - Osher Life Long Learning and other program models of social and civic engagement

 - Formal Educational Opportunities: Going to college for free

 - Travel

 - Volunteerism as a Social Connection

- Employment Options and Training

 - Re-Hirement and Encore Careers for Engagement

 - Work Issues in Late Life

- Senior Centers and Recreational Facilities

- Nutrition and Meal programs

- Mental Health

- Home Care Services

 - Home Health

 - Personal Care

 - Paid In-home caregiving

- Housing Options

 - Aging in Place through Universal Design and Walkable Communities

 - Types of Transitional Housing Arrangements: Where is Home?

 - Senior Communities

 - Independent Living, Assisted Living, Memory care and SNF

 - Accessing Low Income Housing

 - State Regulations Concerning Residential Care

- Mobility and Transportation

Driving Decisions
Transportation Options
Income programs
Accessing Military/VA Benefits

Module III

Week 11

Impact of HIT on Aging Services and New Technologies to Enhance Independence

Concepts of Elder Law

Legal Services

Elder Justice Movement

Financial Considerations for LTC

Advance Directives/Living Wills/POA/ POLST

Competence and Decision Making Capacity

Duel Eligibility

Week 12

Enhanced Care Coordination for Elders with Complex Conditions

Chronic Care resources

EOL Care

Palliative care

Hospice programs and Respite services

PCMH

PACE

Week 13

Future of Patient-Directed Services

Information hubs

Resource centers as a source of help for patients and families

Expectations for care coordination in integrated care

Geriatric Care Managers

Week 14 anything not covered above

Enter text...

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

Investigation, observation, and reflective writing regarding services/agencies serving the older adults.

19. Department staffing and classroom/lab resources

Supported by College of Nursing and Health Professions faculty; no additional classroom space required

a. Will this require additional faculty, supplies, etc.?

No

20. Does this course require course fees? No

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

Future healthcare professionals must possess increased knowledge of health care taking place rendered outside the acute care setting. Nowhere is this more critical than in the care of the older adult. With demographic shifts and the longevity revolution comes the responsibility to care for older adults in home and community based settings. Students completing this course will be uniquely qualified to assist older adults and families to remain in the least restrictive environment throughout late life through advance planning and the aide of community resources.

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.

To prepare future graduate level health professions for the needs of the community, state, and nation.

c. Student population served.

Graduate students enrolled in the Graduate Certificate in Aging Studies program that can lead to a Master of Science in Health Sciences degree.

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

Graduate level course

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

a. ☐ Global Awareness

b. ☒ Thinking Critically

c. ☒ Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

1. Effectively communicate on topics related to healthcare and acknowledge the impact of legal, ethical, and political environment on health care policy and delivery.

3. Analyze healthcare issues through critical-thinking and decision-making abilities.

5. Describe and demonstrate management /leadership skills and theories that can be applied in preparation to lead or manage effectively in a health care environment.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	3. Analyze healthcare issues through critical-thinking and decision-making abilities.
Assessment Measure	Graduate students will satisfactorily complete observation and resources assessment x 4 with cumulative score of at least 80% as measured by

	rubric. All students will be required to score a minimum of 80% to successfully complete the course.
Assessment Timetable	Students will assessed at the midpoint and at the end of the semester. Student actions plans for this activity will be devised at the beginning of the semester using a rubric. The first resource assessment will be evaluated at the midpoint of the semester using the rubric. Student that require remediation will devise an action plans to be approved by the instructor.
Who is responsible for assessing and reporting on the results?	Assigned faculty are responsible for assessing, evaluating, and analyzing results of the observation and resource assessment.

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

Outcome 1	Analyze components of the aging network, including how programs and services are developed, administered, accessed and used.
Which learning activities are responsible for this outcome?	Case studies
Assessment Measure and Benchmark	80% of students will complete a case study with score of 90% based on assignment criteria

(Repeat if needed for additional outcomes)

Outcome 2	Evaluate effects of federal, state, and local policy decisions affecting qualifications for, and delivery of, aging services across the continuum of care.
Which learning activities are responsible for this outcome?	Literature review
Assessment Measure and Benchmark	80% of students will score 90% or higher on comprehensive lit review per Rubric

Outcome 3	Analyze changing demographics that will accelerate demands for patient centered care and home and community based services.
Which learning activities are responsible for this outcome?	Concept paper
Assessment Measure and Benchmark	80% of students will score 85% or higher on concept paper based on scoring Rubric

Outcome 4	Appraise the community support necessary to meet the needs for new generations of aging consumers and families who will create new paradigms of growing old in the U.S. and globally.
Which learning activities are responsible for this outcome?	Observation of local aging network with resource assessment
Assessment Measure and Benchmark	80% of students will complete resource assessments based on each of 4 local aging network sites and score 90% or above as measured by Rubric


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OBJECTIVES

- Understand the variety of contexts in which aging can be examined and their implications for practice;
- Identify how older persons are affected by the person-environment interaction;
- Identify and describe bio/psycho/social concepts and theories used to study aging;
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Aging Studies

Graduate Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 36)	
Core Requirements:	Sem. Hrs.
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HP 6233, Aging in Community	3
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SOC 5353, Sociology of Aging	3

SOC 6123, Seminar: Aging, Law & Social Issues	3
Sub-total	15
Electives:	Sem. Hrs.
Select six hours from the following: PSY 6413, Learning and Cognition in Adulthood SCOM 5403, Seminar in Health Communications SOC 5323, Applied Research SOC 5003, Perspectives on Health & Dying	6
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ARKANSAS STATE UNIVERSITY
College of Nursing and Health Professions
Graduate Certificate in Aging Studies
Spring 2017

COURSE TITLE: HP 6233 Aging in Community
COURSE CREDIT: 3 Semester Credits
CLOCK HOURS: 45 Clock Hours of Lecture
INSTRUCTOR: Beverly Parker, MSN, RN
Assistant Professor of Nursing
Office: CNHP Bldg. 210 C

COURSE DESCRIPTION: Changing demographics will reshape service delivery and the need, type, and amount of community resources. The course links geriatric assessment, resource identification, eligibility and accessibility that facilitates aging in community. Key federal, state, and local resources are highlighted.

PROGRAM LEVEL OUTCOMES: To expand student's knowledge and capacity to enable older adults and families to age well in communities by promoting inclusiveness, sustainability health accessibility, interdependence and engagement.

MSHS Program Outcomes (PO)

Upon completion of study for the MSHS, the student is expected to have the ability to:

1. Effectively communicate on topics related to healthcare and acknowledge the impact of the legal, ethical, and political environment on health care policy and delivery.
2. Work independently and collaboratively, demonstrating an understanding of professionalism.
3. Analyze healthcare issues through critical-thinking and decision-making abilities.
4. Critique the design and implementation of research to describe population health, evaluate health programs and policies, and improve healthcare.
5. Describe and demonstrate management / leadership skills and theories that can be applied in preparation to lead or manage effectively in a health care environment.

Student Learning Outcomes (PO 1, 3, 5)

Upon successful completion of this course the learner will be able to:

- 1). Analyze components of the aging network, including how programs and services are developed, administered, accessed and used.
- 2). Evaluate effects of federal, state, and local policy decisions impacting qualifications for, and delivery of, aging services across the continuum of care.
- 3). Analyze changing demographics that will accelerate demands for patient centered care including home and community based services.
- 4.) Appraise the community support necessary to meet the needs for new generations of aging consumers and families who will create new paradigms of growing old in the U.S. and globally.

COURSE POLICIES:

- Students are expected to attend class meetings. Information missed due to the absence should be obtained by the student. It is the student's responsibility to handle this issue.

- Academic integrity is expected at all times. Students should refer to the CNHP Student Handbook for a discussion of academic integrity.
- Should a student find himself / herself falling behind in the course and at risk of earning a failing grade, it will be the responsibility of the student to seek advice and counseling from the instructor. Remediation is possible, but will be at the discretion of the instructor and based on the student's commitment to the course.
- Incomplete grades will not be given simply to avoid a failing grade. Should circumstances arise where an incomplete grade might be appropriate, the student must work with the instructor to devise a plan, suitable to the program faculty, that ensures the integrity of the program while allowing the student the opportunity to acquire the information and skills intended in this course.

ASSIGNMENTS/GRADED LEARNING ACTIVITIES

Examinations: Midterm and Final	200 points (100 points each)
Literature Review	50 points
Concept Paper	100 points
Observations of local Aging Network & Resources Assessment	200 points (50 points x 4)
Case Studies/Written Assignments	100 points
Discussion Boards	50 points
Total	<hr/> 700 points

Grading Scale:

A = 90% +
 B = 80 – 89%
 C = 70 – 79%
 D = 60 – 69%
 F = Below 60%

Required Textbook:

Wacker, R., and Roberto, K. (2014). *Community Resources for Older Adults: Programs and Services in an Era of Change* 4th Ed. Sage Publications. ISBN 978-1-4522-0246-4

Gawande, A. (2014). *Being Mortal: medicine and what matters in the end*. New York: Metropolitan Books.

Teaching Strategies:

Lecture

Class participation: Learning through role play, case studies, group discussion related to required text readings and literature review

On-line discussion and submission of writing assignment

Review of literature related to patient and community education

Observations and resource assessments of local aging network

Concept Paper

TENTATIVE COURSE OUTLINE

Module 1: Weeks 1-4

A New Era of Aging: The Longevity Revolution and the Implications
Historical Review of National Policy on Aging and Emergence of the Aging Network
Evolution of Home and Community Based Services (HCBS)
Current Trends in Policy Affecting Older adults (ACA, population health, dual eligibility)
Predictors of Independence in Old Age
Poverty and Ageism as a Health Disparity in Later Life
Determinants of Service Use and Theories of Help Seeking Behavior
Effects of Decreasing Health literacy on Access to Resources and Services
Life Transitions & Oscillating Care Needs (non linear)
Transitions of Care: Types of service and ability to qualify/ methods of payment
Emergence of care coordination, GCMs, and new models of service (PCMH)

Module II: Weeks Week 5 -10

Overview of Types of Services
Community Resources for Independent Living
 Health and Wellness
 Building "Social Capital" for Late Life
Living Arrangements, Changing Family Dynamics, and Need for Services
Social and Education programs
 Osher Life Long Learning and other program models of social and civic engagement
 Formal Educational Opportunities for Continued Engagement: Going to college for free
 Travel
 Volunteerism as a Social Connection
Employment Options and Training
 Re-Hirement and Encore Careers
Work Issues in Late Life
Senior Centers and Recreational Facilities
Nutrition and Meal programs
Mental Health
Home Care Services
Home Health
Personal Care
Paid In-home caregiving
Housing Options
 Aging in Place through Universal Design and Walkable Communities
 Types of Transitional Housing Arrangements: Where is Home?
 Senior Communities
 Independent Living, Assisted Living, Memory care and SNF
 Accessing Low Income Housing
 State Regulations Concerning Residential Care
Mobility and Transportation
 Driving Decisions
 Transportation Options
Income programs
Accessing Military/VA Benefits

Module III: Weeks 11- 14

Impact of HIT on Aging Services and New Technologies to Enhance Independence

Concepts of Elder Law

- Legal Services

- Elder Justice Movement

- Financial Considerations for LTC

- Duel Eligibility

- Advance Directives/Living Wills/POA/ POLST

- Competence and Decision Making Capacity

Enhanced Care Coordination for Elders with Complex Conditions

- Geriatric Inter-disciplinary Care for multi morbid conditions

- PCMH

- PACE

Chronic Care resources

EOL Care

- Palliative care

- Hospice Programs and Respite services

Future of Patient-Directed Services

Information hubs

- Resource centers as a source of help for patients and families

New Course Proposal Form

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

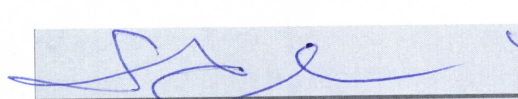
☒ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu

☒ **New Course** or ☐ **Experimental Course (1-time offering)** (Check one box)

Please complete the following and attach a copy of the bulletin 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. Contact Person (Name, Email Address, Phone Number)

M. Tracy Morrison, MMorrison@Astate.edu, PO Box 910 State University, 870-972-2274

2. Proposed Starting Term and Bulletin Year
 Spring 2017

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
 HP 6333

4. 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).

Enrichment in Aging Years

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

Through the study of enriched aging models, students will learn about common physiological, psychological and social evolutions that accompany the advancement of years and the factors that negatively impact or support quality of life and well-being.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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

a. If yes, which ones?

Enter text...

b. Why or why not?

Graduate certificate available to those holding a bachelor's degree

b. Is this course restricted to a specific major? Choose an item.

a. If yes, which major? Enter text...

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

Spring

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only

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

Standard letter

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

No

11. 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

a. If yes, please list the prefix and course number of cross listed course.

Enter text...

b. Are these courses offered for equivalent credit? Choose an item.

Please explain. Enter text...

12. Is this course in support of a new program? **NO** Choose an item.

a. If yes, what program?

Enter text...

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

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? **No** Choose an item.

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? **Yes** Choose an item.

If no: Contact Registrar's Office for assistance.

16. Does this course affect another program? **No** Choose an item.

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

Enter text...

Course Details

17. 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.)

Required Text:

Cole, T., Winkler, M.A. (1994). The Oxford Book of Aging. Philadelphia, PA: Oxford University Press

Week 1	<ul style="list-style-type: none"> • The Fallacy of an Immutable Brain • Psychosocial Stages Associated with Aging (65 years +)
Week 2	Neurotoxic Agents and Neuroprotective Factors
Week 3	<ul style="list-style-type: none"> • The Influence of Cognitive Reserve on Aging • Experience and Structural Brain Changes
Week 4	<ul style="list-style-type: none"> • Cognitive, motor and sensory changes associated with aging • The Fallacies of aging
Week 5	Stress and Connectedness and Brain Changes
Week 6	Engagement and Brain Changes
Week 7	Dynamic Environments: Positive and Negative Influences
Week 8	The Importance of Metacognition and Personal Autonomy
Week 9	The Roles, Routines, Habits, Hobbies and Quality of Life
Week 10	Feeling is Reality: Self-Perceived Quality of Life
Week 11	Enriched Aging Models
Week 12	Enriched Aging Model s
Week 13	Emerging Trends: Intensive Volunteerism
Week 14	Review Session
Week 15	Final

18. Special features (e.g. labs, exhibits, site visitations, etc.) No

19. Department staffing and classroom/lab resources

None

a. Will this require additional faculty, supplies, etc.? No

20. Does this course require course fees? No Choose an item.

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

This course introduces learners to the information about the aging nervous system and the practical steps that can be taken or implemented to support the human nervous system in producing protectants versus destabilizing hormones that serve to damage the nervous system. This information serves to dispel cultural myths surrounding the aging nervous system through practical knowledge that supports quality of life and well-being. Course goals include:

1. Effectively communicate on topics related to healthcare and acknowledge the impact of the legal, ethical, and political environment on health care policy and delivery.
2. Work independently and collaboratively, demonstrating an understanding of professionalism.
3. Analyze healthcare issues through critical-thinking and decision-making abilities.
4. Critique the design and implementation of research to describe population health, evaluate health programs and policies, and improve healthcare.
5. Describe and demonstrate management / leadership skills and theories that can be applied in preparation to lead or manage effectively in a health care environment.

- 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.

Course supports the Graduate Certificate in Aging Studies and can lead to the Master of Science in Health Science degree

- c. Student population served.

Those interested in serving the aging population

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

Part of graduate certificate option

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

a. ☒ Global Awareness

b. ☐ Thinking Critically

c. ☒ Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

1. Effectively communicate on topics related to healthcare and acknowledge the impact of the legal, ethical, and political environment on health care policy and delivery.
2. Analyze healthcare issues through critical-thinking and decision-making abilities.
3. Critique the design and implementation of research to describe population health, evaluate health programs and policies, and improve healthcare.

4. Describe and demonstrate management / leadership skills and theories that can be applied in preparation to lead or manage effectively in a health care environment.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Effectively communicate on topics related to healthcare and acknowledge the impact of the legal, ethical, and political environment on health care policy and delivery.
Assessment Measure	Direct: Assignment IIII. Enriched Aging Models Case Vignettes (50 points). Students will analyze case studies that feature individuals in varied contexts. They will determine the most appropriate aging model to support the enrichment process and communicate about the cultural, contextual, physical and psychosocial issues influencing health and well-being.
Assessment Timetable	Once/semester
Who is responsible for assessing and reporting on the results?	Course Instructor
Program-Level Outcome 1 (from question #23)	Work independently and collaboratively, demonstrating an understanding of professionalism.
Assessment Measure	Assignment I. Psychosocial case vignettes (50 pts.). Students will work in teams to analyze person factors, psychological factors and social factors influencing a series of case-studies and determine the impact of the factors on outcomes including: well-being, quality of life and self-efficacy.
Assessment Timetable	Once/semester
Who is responsible for assessing and reporting on the results?	Course Instructor
Program-Level Outcome 1 (from question #23)	Analyze healthcare issues through critical-thinking and decision-making abilities
Assessment Measure	Assignment I, II, III & Exam I, II and Final
Assessment Timetable	Once/semester/Assignment I, II, III; Exam I, II and Final
Who is responsible for assessing and reporting on the results?	Course Instructor
Program-Level Outcome 1 (from question #23)	Critique the design and implementation of research to describe population health, evaluate health programs and policies, and improve healthcare.
Assessment Measure	Assignment I, II, III & Exam I, II and Final
Assessment Timetable	Once/semester/Assignment I, II, III; Exam I, II and Final
Who is responsible for assessing and reporting on the results?	Course Instructor
Program-Level Outcome 1	Describe and demonstrate management / leadership theories that can be applied

(from question #23)	in preparation to lead or manage effectively in a health care environment
Assessment Measure	Assignment III
Assessment Timetable	Once/Semester
Who is responsible for assessing and reporting on the results?	Course Instructor

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

Outcome 1	Identify the primary cognitive, motor and sensory changes associated with aging.
Which learning activities are responsible for this outcome?	Exam I and Final
Assessment Measure and Benchmark	80% pass rate of 75% or above on all exams

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  **Format Painter**, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Graduate Certificate in Aging Studies

The goal of this program is to provide the foundation and interdisciplinary framework necessary for understanding aging processes and issues. The program enhances the development of an understanding and appreciation for the aging processes through knowledge of physical, psychological and social aspects of aging.

OBJECTIVES

- Understand the variety of contexts in which aging can be examined and their implications for practice;
- Identify how older persons are affected by the person-environment interaction;
- Identify and describe bio/psycho/social concepts and theories used to study aging;
- Recognize the influence of theories of aging on policies and procedures in practice;
- Understand the challenges and opportunities facing individuals, families and societies as members age chronologically and functionally;
- Recognize the relevance of age-related differences and changes over time in processes associated with aging within the context of applied research;
- Understand the ethical, legal, legislative, leisure and educational dimensions important in the field of aging;
- Understand critical thinking, problem-solving, and effective communication techniques relative to life-span development that affect personal awareness and behavior.

ADMISSION REQUIREMENTS

Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. Send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School.

Aging Studies Graduate Certificate

University Requirements:	
See Graduate School Degree Policies for additional information (p. 36)	
Core Requirements:	Sem. Hrs.
COUN 6423, Psychosocial Aspects of Aging	3
HP 6013, Interdisciplinary Capstone-Aging Studies	3
HP 6333, Enrichment in Aging	3
NURS 5013, Physical Health and Aging	3
SOC 5353, Sociology of Aging	3
SOC 6123, Seminar: Aging, Law & Social Issues	3
Sub-total	15
Electives:	Sem. Hrs.
Select six hours from the following:	6
PSY 6413, Learning and Cognition in Adulthood SCOM 5403, Seminar in Health Communications SOC 5323, Applied Research SOC 5003, Perspectives on Health & Dying	
Total Required Hours:	21

226

DPEM 667V. Final Project Research in DPEM Final Project Research is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete a research project related to disaster preparedness and emergency management. Prerequisites, DPEM 6123 and permission of instructor.

DPEM 668V. Final Project Thesis in DPEM Final Project Thesis is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete a thesis related to disaster preparedness and emergency management. Prerequisites, DPEM 6123 and permission of instructor.

Health Information Management (HIM)

HIM 5123. Healthcare Information Systems A fundamental study of the primary systems used in Healthcare Informatics including: Electronic Health Records (EHRs), Healthcare Information Systems (HIS), Enterprise Systems, Data Repositories, Clinical Informatics, Revenue Cycle Systems, Imaging Systems, Health Information Exchanges (HIEs), Decision Support and Telemedicine.

HIM 5133. Healthcare Data Standards A review of standard nomenclatures, data standards and national protocols as they relate to Healthcare Information Systems. ICD-10, ICD-9, SNOWMED, CPT, HCPCS, HL-7, ANSI, WEDI, and other nationally and internationally recognized data protocols commonly used in U.S. Healthcare will be covered.

Health Professions (HP)

HP 5103. Patient Education: Teaching and Learning in Health Professions This course provides a framework for understanding the linkage between teaching and learning. Teaching strategies and methodologies that compare and contrast teacher centered versus patient-centered approaches are presented.

HP 5113. Leadership in Health Professions This course examines models of leadership, both historical and contemporary, and how these models can be applied in the health care setting.

HP 6013. Interdisciplinary Capstone - Aging Studies Provides the learner with an integrated, multidisciplinary approach to the study of aging and the opportunity to apply issues within the field of aging in a collaborative fashion. Topics investigated include the social, psychological, and physical perspectives of aging, administration issues, and health promotion.

HP 6022. Clinical Education Methods Provides the learner with an integrated, multidisciplinary approach to the study of clinical education and the opportunity to apply issues within the field of clinical education in a collaborative fashion.

HP 6023. Health Policy and Economic Issues This course will focus on the principles of health economics essential to understanding current trends in the health care field and the development and implementation of health policy.

HP 6033 Data Analysis in Health Professions This course addresses the theory and mechanics of data analysis related to basic and applied research in the health professions. The course includes the use of statistical analysis using computerized programs such as SPSS. Topics range from basic descriptive statistics to inferential analysis.

HP 6043. Measurement and Evaluation in Health Sciences This course presents the theories of evaluation as related to the student and the various educational activities. Types of evaluation, appropriate application, preparation, and scoring of evaluation instruments are all critical topics included in this course.

HP 6053. The Professorate The role and responsibilities of faculty in health education including how to access literature, improving teaching skills, correlate health research information, and maintain a balance between scholarship, service and teaching.

HP 6333 Enrichment in Aging Through the study of enriched aging models, students will learn about common physiological, psychological and social evolutions that accompany the advancement of years and the factors that negatively impact or support quality of life and well-being.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING & HEALTH PROFESSIONS
DEPARTMENT OF NURSING
Spring 2016

Course Number & Title: HP 6333 Enrichment in Aging

Course Credit & Clock Hours: 3 graduate credit hours, 45 clock hours

Placement: Core Course in the Certificate in Aging Studies

Faculty: M. Tracy Morrison, OTD R/L
ASU Jonesboro Campus
870-972-2274
mmorrison@astate.edu

Course Description: This course covers the cellular, physiological, skeletal and perceived changes in the nervous system that are associated with the advancement of years, and the common fallacies associated with these changes. Through the study of enriched aging models, students will learn about common psychological and social evolutions that accompany the advancement of years and the factors that negatively impact or support the quality of life and well being of older adults.

MSHS Program Outcomes (PO)

Upon completion of study for the MSHS, the student is expected to have the ability to:

1. Effectively communicate on topics related to healthcare and acknowledge the impact of the legal, ethical, and political environment on health care policy and delivery.
2. Work independently and collaboratively, demonstrating an understanding of professionalism.
3. Analyze healthcare issues through critical-thinking and decision-making abilities.
4. Critique the design and implementation of research to describe population health, evaluate health programs and policies, and improve healthcare.
5. Describe and demonstrate management / leadership skills and theories that can be applied in preparation to lead or manage effectively in a health care environment.

Student Learning Objectives (PO 1, 3, 4, 5)

At the end of the course, the student will have been provided an opportunity to:

1. Identify common psychosocial stages associated with the ages 65 years and up
2. Identify the primary cognitive, motor and sensory changes associated with aging
2. Describe cultural fallacies associated with the aging nervous system
3. Describe factors that negatively advance neurological loss during aging.
4. Describe protectants from neurological loss associated with aging.
5. Describe the Enriched Aging Models

Teaching Strategies:

Guided discussion, independent library research, assigned and self-selected readings, and oral and written assignments

Evaluation:

(2) Assignments	200
(3) Exams	300
Final Exam	100
Total Points	700

The grading scale is the same as used throughout the University:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; and, F = <60%.

Required Readings: TBD

Objectives	Assessment
Identify common psychosocial stages associated with the ages 65 years and up	Exam I. Multiple Choice K-type (100 pts)
Identify the primary cognitive, motor and sensory changes associated with aging	Exam I. Multiple Choice K-type (100 pts)
Describe cultural fallacies associated with the aging nervous system	Exam II. Multiple Choice K-type (100 pts) Assignment I. Case Vignettes with short answer and K-type questions
Describe factors that negatively advance neurological loss during aging.	Exam II. Multiple Choice K-type (100 pts) Assignment I. Case Vignettes with short answer and K-type questions
Describe protectants from neurological loss associated with aging.	Exam II. Multiple Choice K-type (100 pts) Assignment I. Case Vignettes with short answer and K-type questions
Describe the Enriched Aging Models	Exam III. Multiple Choice K-type (100 pts) Assignment II. Case Vignettes with short answer and K-type questions
Comprehensive Final (100 pts): Multiple Choice K-type (100 pts)	

Course Schedule		
Week 1	<ul style="list-style-type: none"> The Fallacy of an Immutable Brain Psychosocial Stages Associated with Aging (65 years +) 	Readings:
Week 2	Neurotoxic Agents and Neuroprotective Factors	
Week 3	<ul style="list-style-type: none"> The Influence of Cognitive Reserve on Aging Experience and Structural Brain Changes 	Readings: Assignment 1. Students will complete case vignettes that require written and K-type responses.
Week 4	<ul style="list-style-type: none"> Cognitive, motor and sensory changes associated with aging The Fallacies of aging 	Exam 1 Readings: Assignment:
Week 5	Stress and Connectedness and Brain Changes	

		Readings: Assignment:
Week 6	Engagement and Brain Changes	Readings: Assignment:
Week 7	Dynamic Environments: Positive and Negative Influences	Readings: Assignment:
Week 8	The Importance of Metacognition and Personal Autonomy	Exam 2 Readings: Assignment:
Week 9	The Roles, Routines, Habits, Hobbies and Quality of Life	Readings: Assignment:
Week 10	Feeling is Reality: Self-Perceived Quality of Life	Readings: Assignment:
Week 11	Enriched Aging Models	Readings: Assignment:
Week 12	Enriched Aging Model s	Exam 3 Readings: Assignment:
Week 13	Emerging Trends: Intensive Volunteerism	Readings: Assignment:
Week 14	Review Session	Readings: Assignment:
Week 15	Final	Comprehensive

Code #

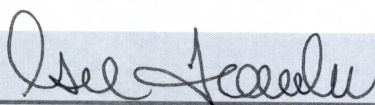
New Course Proposal Form

☐ **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 pheath@astate.edu

☒ **New Course** or ☐ **Experimental Course (1-time offering)** (Check one box)

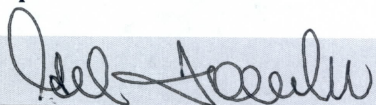
Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.

 3/29/2016
Department Curriculum Committee Chair


ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
Department Chair:

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

 3/29/2016
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

 3/29/2016
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Dr. Gabriel Tait, 870-972-3212

2. Proposed Starting Term and Bulletin Year
Fall 2016

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
MCOM 6263

4. 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).

Ethnographic Research in Vis Com

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

Ethnographic research in Visual Communication focuses on the development and application of visual research methods used in communication. Students will learn through course lectures, readings and discussions as well as hands-on ethnographic fieldwork or survey-based research.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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**

a. If yes, which ones?

b. Why or why not?

b. Is this course restricted to a specific major? Choose an item.

a. If yes, which major? **No**

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

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

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

standard letter

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

No

11. 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

a. If yes, please list the prefix and course number of cross listed course.

b. Are these courses offered for equivalent credit? Choose an item.

Please explain.

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

a. If yes, what program?

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

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? **Yes**

If no: Contact Registrar's Office for assistance.

16. 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...

Course Details

17. 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: Introduction to course and discussion of terms**
- **Week 2: Introduction to Photography**
- **Week 3: History of Visual Methodology and Visual Theory**
- **Week 4: Seeing and Understanding the Visual Culture**
 - **Visual Literacy / Ethics in Visual Research**
- **Week 5: Paper Proposal Presentations**
- **Week 6: Participatory Photography as at Method**
- **Week 7: The Interpretation and Using Images (Semiotics)**
- **Week 8: Digital Ethnography Principles and Practice**
- **Week 9: Researching Relationships Through Digital Ethnography**
- **Week 10: Regulating Photographic Meanings (Media Aesthetics)**
- **Week 11: Looking and Subjectivity**
- **Week 12: Visual Rhetoric**
- **Week 13: Project presentations**

Final Exam

Enter text...

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

NONE

19. Department staffing and classroom/lab resources

n/a

a. Will this require additional faculty, supplies, etc.?

No

20. Does this course require course fees? **No**

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

The advent of the Internet and social media have changed the game for media practitioners – we don't have the time to read in detail but must quickly provide contexts through stereotypical images. Consumers today are spending a lot of time online, where they have more power to seek out, create or share brand messages. Brands need to engage these active consumers through interactive means if the brands want to succeed in today's dynamic marketplace. With this in mind, the class introduces students to the a new means of analyzing visual communication and the methodology and theories that accompany it. This course will: 1) Educate students with a wealth of visual research methodologies in this evolving research climate, 2) Educate students on how to use the camera in research and combine their photographs with their field notes 3) Enhance students' ability to analyze and interpret visual artifacts as data. 4) Enhance students' ability to use photographs to interpret history. 5) Enrich students' knowledge of how visual culture provides a lens to gather and communicate with/in nontraditional contexts.

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 college is to educate students to the broad reasoning ability and specialized skills expected by the organizations where most will seek employment or manage those who are working in media-related organizations. "Students graduating from this program will know and understand how to use advertising, public relations, social media, branding, crisis communication, media relations, research methods and evaluation tools to help organizations communicate with their publics." This course supports the mission by providing students with an opportunity to learn about a new research method dealing with visual communication elements. Communication students are at a disadvantage today if they do not have at least a basic understanding of how an understanding of ethnographic research can help them communicate effectively in this ever-changing technology-rich environment.

c. Student population served.

Graduate students ... particularly those enrolled in the Heritage Studies program and graduate programs in the College of Media & Communication

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

The course can be useful to any student with an interest in visual communication as the course allows them to delve deeper into the transfer of meaning. The course not only allows them to gain a basic understanding how meaning can be transferred and interpreted visually which can be applied to real-world situations throughout their professional careers.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

a. ☒ Global Awareness

b. ☒ Thinking Critically

c. ☐ Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Students will have a working knowledge of all types of research so as to function in the ever-changing media world of today. The course will introduce students to ethnography and visual communication research and theory.

Students should think critically, creatively and independently and be able to apply current tools and technologies appropriate for the communications professions in which they work and to understand the digital world. Student should be able to apply theory and research to evaluate critically the role of media/communication and their performance in a global, ever-changing, multicultural environment.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Graduates should be able to apply theories of communication to problems of today.
Assessment Measure	Comprehensive Exams, Thesis or Projects and CAPSTONE class
Assessment Timetable	Assessment will take place during the student's final enrollment period(s) as the student demonstrates abilities through a comprehensive exam, program thesis or project, or in the CAPSTONE class for MSMM students.
Who is responsible for assessing and reporting on the results?	College Director of Graduate Study, College Graduate Advisory Committee, Members of Comprehensive Exam Committees, Thesis or Project Committees, or CAPSTONE course instructor as appropriate.
Program-Level Outcome 2 (from question #23)	Graduates should be able to apply principles of research to problems and issues in communication
Assessment Measure	Comprehensive Exams, Thesis or Projects and CAPSTONE class
Assessment Timetable	Assessment will take place during the student's final enrollment period(s) as the student demonstrates abilities through a comprehensive exam, program thesis or project, or in the CAPSTONE class for MSMM students.

Who is responsible for assessing and reporting on the results?	College Director of Graduate Study, College Graduate Advisory Committee, Members of Comprehensive Exam Committees, Thesis or Project Committees, or CAPSTONE course instructor as appropriate.
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Program-Level Outcome 3 (from question #23)	Graduates should be able evaluate critically the role of media/communication and their performance and opportunities in a global, ever-changing, multicultural environment.
Assessment Measure	Comprehensive Exams, Thesis or Projects and CAPSTONE class
Assessment Timetable	Assessment will take place during the student's final enrollment period(s) as the student demonstrates abilities through a comprehensive exam, program thesis or project, or in the CAPSTONE class for MSMM students.
Who is responsible for assessing and reporting on the results?	College Director of Graduate Study, College Graduate Advisory Committee, Members of Comprehensive Exam Committees, Thesis or Project Committees, or CAPSTONE course instructor as appropriate.

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

Outcome 1	Student will have a foundational knowledge of ethnographic research and be able to apply it principles at a basic level in evaluating visual communication.
Which learning activities are responsible for this outcome?	Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams).
Assessment Measure and Benchmark	The class will use quizzes and/or assignments and two exams (mid-term and final) to test the students' learning over the course of the semester.

(Repeat if needed for additional outcomes)

Outcome 2	Students will be able to communicate effectively with visual communications to media practitioners using common terminology and jargon.
Which learning activities are responsible for this outcome?	Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams). I will teach them industry jargons that they can use to understand and communicate easily with other industry professionals. I will later use assessment options to test their knowledge on them.
Assessment Measure and Benchmark	The class will use quizzes or assignments and two exams (mid-term and final) to test the students' learning over the course of the semester. I will expect the class average score in all exams to be a

	minimum of B or 80%. I will expect the average class score for all quizzes/assignment to be between C and B, or 70%– 89%.
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Outcome 3	Students will be able to strategize and critically discuss basic tools to use in ethnographic research for ideas for their clients.
Which learning activities are responsible for this outcome?	Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams). This is a critical course outcome in that the students will be asked throughout the course of the semester to think strategically and critically about online/digital interactive campaigns and ideas. They will always be asked to think about how their plans/strategies relate to client goals.
Assessment Measure and Benchmark	The class will use quizzes or assignments/exams (mid-term and final) to test the students' learning over the course of the semester.

Outcome 4	Students will be able to identify areas within the online or interactive advertising industry that interests them professionally.
Which learning activities are responsible for this outcome?	Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams). The lectures and questions I ask (in assessment activities) will incorporate lessons or questions about areas within online or interactive advertising industry that they could work for.
Assessment Measure and Benchmark	The class will use quizzes or assignments and two exams (mid-term and final) to test the students' learning over the course of the semester. I will expect the average class score in all exams to be a minimum of B or 80%. I will expect the class average for all quizzes/assignment to be between C and B, or 70%– 89%.

Outcome 5	Students will be able to understand the basics of integration of ethnographic research in traditional strategic communication campaigns
Which learning activities are responsible for this outcome?	Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams). I will teach the students that they need to integrate the ethnographic tools and techniques they learn in class with offline techniques to serve and promote their brand. I will ensure they do not think that one research technique is sufficient for all situations, and that we do not need to blend our techniques to the needs of the client and their customers. Basically, I want to ensure the students understand that each technique must be integrated with others – both traditional/offline and online – to serve and promote the brand in a combined – and more powerful – way. Just as one does with theory.
Assessment Measure and Benchmark	The class will use quizzes or assignments and exams to test the students' learning over the course of the term.


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red-strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Page 324

Mass Communications (MCOM)

MCOM 5023. Public Opinion Propaganda and the Mass Media Survey of public opinion formation and change, with special attention to the role of the mass media in the creation and use of public opinion and propaganda.

MCOM 5603. Crisis Communication An investigation of communications during crises, focusing on public relations, advertising and other persuasive efforts by institutions, corporations, movement leaders, and citizens to describe, persuade and shape human interactions with their environment during a crisis.

MCOM 6023. Advanced Studies in Communications Law An advanced study of communications law problems, issues, and responsibilities. Selected publications in the field will be examined. Individual projects concerning legal problems in freedom and responsibilities of the mass media.

MCOM 6043. Theory of Mass Communications Study of mass communications models, theory development, mass communications theories and theory relationships to research in mass communications.

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

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

MCOM 6263 Ethnographic Research in Vis Com Ethnographic research in Visual Communication focuses on the development and application of visual research methods used in communication. Students will learn through course lectures, readings and discussions as well as hands-on ethnographic fieldwork or survey-based research.

MCOM 6303. Media, Heritage, and Cultural Identity Course analyzes various forms of media to better understand how media contributes to cultural identity and heritage.

MCOM 670V. Thesis

MCOM 671V. Project

MCOM 680V. Independent Study

Code #

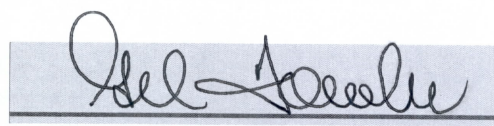
New Course Proposal Form

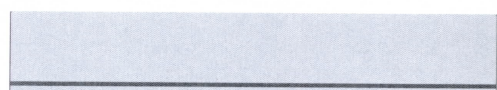
☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.


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


☒ **New Course** or ☐ **Experimental Course (1-time offering)** (Check one box)

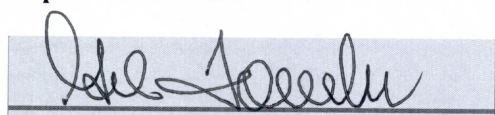
Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.


 3/29/2016
Department Curriculum Committee Chair

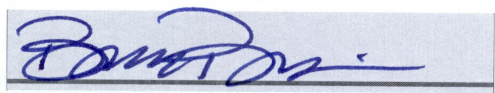
 ENTER DATE...
COPE Chair (if applicable)


 ENTER DATE...
Department Chair:


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

 3/29/2016
College Curriculum Committee Chair

 ENTER DATE...
Undergraduate Curriculum Council Chair

 3/29/2016
College Dean

 ENTER DATE...
Graduate Curriculum Committee Chair

 ENTER DATE...
Vice Chancellor for Academic Affairs

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

Dr. Gil Fowler, gfowler@astate.edu, 870-972-2078

2. Proposed Starting Term and Bulletin Year

Fall 2016

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)

SCOM 5463

4. 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).

Interactive Advertising

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

The course introduces students to the world of online interactive advertising. It surveys a variety of important topics, from integrating social media initiatives into the overall marketing communications plan to online display ads to developing an effective search engine strategy.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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**

a. If yes, which ones?

Enter text...

b. Why or why not?

Enter text...

b. Is this course restricted to a specific major? **? No**

a. If yes, which major? Enter text...

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

Enter text...

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only

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

standard letter

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

No

11. 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

a. If yes, please list the prefix and course number of cross listed course.

Enter text...

b. Are these courses offered for equivalent credit? Choose an item.

Please explain. Enter text...

12. Is this course in support of a new program? Choose an item.

a. If yes, what program?

Master of Science in Media Management Digital Media option

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

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? **Yes**

If no: Contact Registrar's Office for assistance.

16. 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...

Course Details

17. 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: Introduction (To Interactive Advertising) & Online Branding

Week 2: Analytics, Segmentation, Creative Optimization

Week 3: Online Display Advertising, Search Engine Marketing/Search Engine Optimization

Week 4: Personal-Level Advertising (Emails, User-Generated Content/Electronic Word Of Mouth/Viral Advertising), Media Buying And Selling

Week 5: Social Media Advertising, Mobile Advertising, Entertainment (Advertising Within A Gaming Environment, Advergimes)

Week 6: Legal and Ethical Issues In Online Advertising, Global/International Interactive Advertising & wrap-up

Enter text...

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

None

19. Department staffing and classroom/lab resources

Enter text...

a. Will this require additional faculty, supplies, etc.?

No

20. Does this course require course fees? **No**

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

The advent of the Internet and social media have changed the game for advertising and public relations (PR) practitioners. Consumers today are spending a lot of time online, where they have more power to seek out, create or share brand messages. Brands need to engage these active consumers through interactive means if the brands want to succeed in today's dynamic marketplace. With this in mind, the class introduces students to the different interactive advertising types, strategies and techniques to engage and persuade consumers in the online world. Course-Level Outcomes ... 1) Student will have a foundational knowledge of digital/interactive advertising and be able to apply at a basic level various interactive strategies and techniques. 2) Students will be able to communicate with digital or interactive advertising practitioners using common terminology and jargons. 3) Students will be able to strategize and critically discuss basic online/interactive advertising campaigns or ideas for their clients. 4) Students will be able to identify areas within interactive advertising industry that interests them professionally. 5) Students will be able to understand the basics of integrating digital advertising and PR into traditional strategic communication campaigns.

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 college is to educate students to the broad reasoning ability and specialized skills expected by the organizations where most will seek employment or manage those who are working in media-related organizations. "Students graduating from this program will know and understand how to use advertising, public relations, social media, branding, crisis communication, media relations, research methods and evaluation tools to help organizations communicate with their publics." This course supports the mission by providing students with an opportunity to learn about an emerging and growing world of advertising: interactive or online advertising. Strategic communication students are at a disadvantage today if they do not have at least a basic understanding of digital advertising and public relations.

c. Student population served.

ASU graduate students

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

The course may be useful to any student with an interest in strategic communication as the course allows them to delve deeper into the digital advertising/public relations/social media world. The course not only allows them to gain a basic understanding and skills in digital advertising to apply in their strategic campaigns discussions but to apply to real-world situations throughout their professional careers.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

a. ☐ Global Awarenessb. ☒ Thinking Criticallyc. ☐ Information Literacy**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Students will have a working knowledge of interactive advertising and its place in the media world of today. The course will introduce students to the world of interactive advertising by surveying a variety of important topics from integrating social media initiatives into the overall marketing communications plans to online display advertising to developing an effective search engine strategy.

Students should think critically, creatively and independently and be able to apply current tools and technologies appropriate for the communications professions in which they work and to understand the digital world. Student should be able to apply theory and research to evaluate critically the role of media/communication and their performance in a global, ever-changing, multicultural environment.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Graduates should be able to apply theories of communication to problems of today.
Assessment Measure	Comprehensive Exams, Thesis or Projects and CAPSTONE class
Assessment Timetable	Assessment will take place during the student's final enrollment period(s) as the student demonstrates abilities through a comprehensive exam, program thesis or project, or in the CAPSTONE class for MSMM students.
Who is responsible for assessing and reporting on the results?	College Director of Graduate Study, College Graduate Advisory Committee, Members of Comprehensive Exam Committees, Thesis or Project Committees, or CAPSTONE course instructor as appropriate.

(Repeat if this new course will support additional program-level outcomes)

Program-Level Outcome 2 (from question #23)	Graduates should be able to apply principles of research to problems and issues in communication
Assessment Measure	Comprehensive Exams, Thesis or Projects and CAPSTONE class
Assessment Timetable	Assessment will take place during the student's final enrollment period(s) as the student demonstrates abilities through a comprehensive exam, program thesis or project, or in the CAPSTONE class for MSMM students.
Who is responsible for assessing and reporting on the results?	College Director of Graduate Study, College Graduate Advisory Committee, Members of Comprehensive Exam Committees, Thesis or Project Committees, or CAPSTONE course instructor as appropriate.

Program-Level Outcome 3 (from question #23)	Graduates should be able evaluate critically the role of media/communication and their performance and opportunities in a global, ever-changing, multicultural environment.
Assessment Measure	Comprehensive Exams, Thesis or Projects and CAPSTONE class
Assessment Timetable	Assessment will take place during the student's final enrollment period(s) as the student demonstrates abilities through a comprehensive exam, program thesis or project, or in the CAPSTONE class for MSMM students.
Who is responsible for assessing and reporting on the results?	College Director of Graduate Study, College Graduate Advisory Committee, Members of Comprehensive Exam Committees, Thesis or Project Committees, or CAPSTONE course instructor as appropriate.

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

Outcome 1	Student will have a foundational knowledge of digital/interactive advertising and be able to apply at a basic level various interactive strategies and techniques.
Which learning activities are responsible for this outcome?	Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams).
Assessment Measure and Benchmark	The class will use quizzes or assignments and two exams (mid-term and final) to test the students' learning over the course of the semester. I will expect the average class score in all exams to be a minimum of B or 80%. I will expect the class average for all quizzes/assignment be between C and B, or 70%– 89%.

(Repeat if needed for additional outcomes)

Outcome 2	Students will be able to communicate with digital or interactive advertising practitioners using common terminology and jargons.
Which learning activities are responsible for this outcome?	Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams). I will teach them industry jargons that they can use to understand and communicate easily with other industry professionals. I will later use assessment options to test their knowledge on them.
Assessment Measure and Benchmark	The class will use quizzes or assignments and two exams (mid-term and final) to test the students' learning over the course of the semester. I will expect the class average score in all exams to be a minimum of B or 80%. I will expect the average class score for all quizzes/assignment to be between C and B, or 70%– 89%.

Outcome 3	Students will be able to strategize and critically discuss basic online/interactive advertising campaigns or ideas for their clients.
Which learning activities are responsible for this outcome?	Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams). This is a critical course outcome in that the students will be asked throughout the course of the semester to think strategically and critically about online/digital interactive campaigns and ideas. They will always be asked to think about how their plans/strategies relate to client goals. I will test their knowledge through questions, often application-based ones, in quizzes/assignments/exams.
Assessment Measure and Benchmark	The class will use quizzes or assignments and two exams (mid-term and final) to test the students' learning over the course of the semester. I will expect the average class score in all exams to be a

	minimum of B or 80%. I will expect the class average for all quizzes/assignment to be between C and B, or 70%– 89%.
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Outcome 4	Students will be able to identify areas within the online or interactive advertising industry that interests them professionally.
Which learning activities are responsible for this outcome?	Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams). The lectures and questions I ask (in assessment activities) will incorporate lessons or questions about areas within online or interactive advertising industry that they could work for.
Assessment Measure and Benchmark	The class will use quizzes or assignments and two exams (mid-term and final) to test the students' learning over the course of the semester. I will expect the average class score in all exams to be a minimum of B or 80%. I will expect the class average for all quizzes/assignment to be between C and B, or 70%– 89%.

Outcome 5	Students will be able to understand the basics of integrating digital advertising and PR into traditional strategic communication campaigns
Which learning activities are responsible for this outcome?	Lecture, assigned readings, class discussions and assessment (quiz, assignment, exams). I will teach the students that they need to integrate the various techniques and tools they learn in class with offline techniques to serve and promote the brand. I will make sure they do not think that each individual techniques is enough, and that we do not need to care about offline techniques while using online techniques. Basically, I want to make sure the students understand that each technique must be integrated with others – both traditional/offline and online – to serve and promote the brand in a combined – and more powerful – way.
Assessment Measure and Benchmark	The class will use quizzes or assignments and two exams (mid-term and final) to test the students' learning over the course of the semester. I will expect the average class score in all exams to be a minimum of B or 80%. I will expect the class average for all quizzes/assignment to be between C and B, or 70%– 89%.


Bulletin Changes

Instructions

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Page 327

SCOM 5423. Narratives in Health and Healing Explores the social construction of health, illness and healing through the study of narrative.

SCOM 5463 Interactive Advertising An introduction to the world of online interactive advertising. It surveys a variety of important topics, from integrating social media initiatives into the overall marketing communications plan to online display ads to developing an effective search engine strategy.

SCOM 6103. Communication Theory Theories, models, and approaches relevant to the study of human communication.

SCOM 6233. Communication Education A study of the history and philosophy of the pedagogy of communication studies, to include both theoretical and applied aspects of the discipline.

SCOM 6243. Seminar in Interpersonal Communication This course is designed to introduce students to foundational as well as current theory and research in interpersonal communication. Students will examine several interpersonal communication contexts and processes as well as methodologies in interpersonal communication.

SCOM 6303. Seminar in Strategic Communications The role of strategic communications in and for organizations and brands, including communications objective(s), target audience(s), and key messages. Addresses application of communication theory and research related to public relations, advertising, and social media.

SCOM 6363. Advertising, Media, and Society Advanced study of the relationship between media, advertising, and society. Includes an examination of ethical and social ramifications of advertising in global and diverse societies and across multiple media platforms.

SCOM 660V. Internship in Communication Studies Combines relevant work experience with classroom theory.

SCOM 670V. Thesis

SCOM 680V. Independent Study

Code #

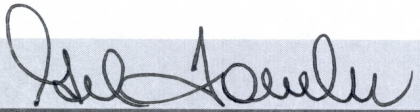
New Course Proposal Form

☐ **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 pheath@astate.edu

☒ **New Course** or ☐ **Experimental Course (1-time offering)** (Check one box)

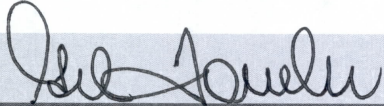
Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.

 3/29/2016
Department Curriculum Committee Chair

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
Department Chair:

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

 3/29/2016
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

 3/29/2016
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

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

Dr. Gil Fowler, gfowler@astate.edu, 870-972-2078

2. Proposed Starting Term and Bulletin Year

Fall 2016

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)

SCOM 5473

4. 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 Media Measurement

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

Measurement and improvement of investment outcomes from use of social media in advertising, public relations, and marketing communications.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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**
 - a. If yes, which ones?
 - b. Why or why not?
- b. Is this course restricted to a specific major? **No**
 - a. If yes, which major?

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

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

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

standard letter

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

No

11. 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

- a. If yes, please list the prefix and course number of cross listed course.
- b. Are these courses offered for equivalent credit? Choose an item.
Please explain.

12. Is this course in support of a new program? Choose an item.

- a. If yes, what program?

Master of Science in Media Management Digital Media option

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

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? **Yes**

If no: Contact Registrar's Office for assistance.

16. 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...

Course Details

17. 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: Exploring what social media add to advertising, public relations, and marketing communications, Measuring return on investment (ROI)

Week 2: Application of big data in social media, Exploring social media monitoring techniques and measurement tools, Social media for brand awareness:

Week 3: Strategies for improving media buys and assisting in message development, Examining lead generation and search engine optimization (SEO), Sales terminologies I: Cost per impression and cost per engagement. Sales terminologies II: Cost per conversion and other cost metrics

Week 4: Developing measurable strategies for customer retention, customer service and referrals, Roles of customer relationships management, and corporate reputation management in social media

Week 5: Social media analytics I: Google Analytics, and Argyle Social Review, Social media analytics II: Expion, Raven, Social Snap, and Tracx.

Week 6: Finding potential influencers in social media measurement for advertising, public relations, and marketing communications on social media

Enter text...

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

None

19. Department staffing and classroom/lab resources

No

a. Will this require additional faculty, supplies, etc.?

No

20. Does this course require course fees? **No**

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

Students learn how to measure outcomes from investments in advertising, public relations, and marketing communications on social media and how to create measurable strategies for return on investment. Through lecture, discussions, and case studies, students determine the best tactic and content for social media management in their specific corporations and industries. Topics are included with the importance of influencers, the benefits of listening, aligning objectives with goals, determining which social media analytics are important and how to track them, and defining and measuring success.

Course Learning Objectives — 1) Students will understand strategic aspects of social media monitoring and measurement. 2) Students will develop measurable strategies for customer impression, engagement, and relationship management. 3) Students will be able to use various metrics and terminologies for assessing return on investment. 4) Students will collect, analyze and report data through social media monitoring techniques and measurement tools to develop social media strategies for target corporations and industries.

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 college is to educate students to the broad reasoning ability and specialized skills expected by the organizations where most will seek employment or manage those who are working in media-related organizations. "Students graduating from this program will know and understand how to use advertising, public relations, social media, branding, crisis communication, media relations, research methods and evaluation tools to help organizations communicate with their publics." This course supports the mission by providing students with an opportunity to learn about an emerging and growing world of advertising and social media. Students are at a disadvantage today if they are not familiar with social media monitoring techniques and measurement tools.

c. Student population served.

All graduate students

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

The course will cultivate basic knowledge of social media monitoring and measurement for those involved in strategic communication. The course will shed light on how to measure outcomes from investments in advertising, public relations, and marketing communications on social media and lead students to apply social media monitoring techniques and measurement tools in their strategic communications campaigns course and later in their professional careers.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

a. ☐ Global Awarenessb. ☒ Thinking Criticallyc. ☐ Information Literacy**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Measurement and improvement of investment outcomes from use of social media in advertising, public relations, and marketing communications is a critical skill for today's media professionals. Students must know how to think critically, creatively and independently. They must be able to apply theories and conduct research and then evaluate information using appropriate methods, including applying basic numerical and statistical concepts so as to understand how to present messages, images and information in today's media-rich environment.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Graduates should be able to apply theories of communication to problems of today.
Assessment Measure	Comprehensive Exams, Thesis or Projects and CAPSTONE class
Assessment Timetable	Assessment will take place during the student's final enrollment period(s) as the student demonstrates abilities through a comprehensive exam, program thesis or project, or in the CAPSTONE class for MSMM students.
Who is responsible for assessing and reporting on the results?	College Director of Graduate Study, College Graduate Advisory Committee, Members of Comprehensive Exam Committees, Thesis or Project Committees, or CAPSTONE course instructor as appropriate.

(Repeat if this new course will support additional program-level outcomes)

Program-Level Outcome 2 (from question #23)	Graduates should be able to apply principles of research to problems and issues in communication
Assessment Measure	Comprehensive Exams, Thesis or Projects and CAPSTONE class
Assessment Timetable	Assessment will take place during the student's final enrollment period(s) as the student demonstrates abilities through a comprehensive exam, program thesis or project, or in the CAPSTONE class for MSMM students.
Who is responsible for assessing/ reporting the results?	College Director of Graduate Study, College Graduate Advisory Committee, Members of Comprehensive Exam Committees, Thesis or Project Committees, or CAPSTONE course instructor as appropriate.

Program-Level Outcome 3 (from question #23)	Graduates should be able evaluate critically the role of media/communication and their performance and opportunities in a global, ever-changing, multicultural environment.
Assessment Measure	Comprehensive Exams, Thesis or Projects and CAPSTONE class
Assessment Timetable	Assessment will take place during the student's final enrollment period(s) as the student demonstrates abilities through a comprehensive exam, program thesis or project, or in the CAPSTONE class for MSMM students.
Who is responsible for assessing and reporting on the results?	College Director of Graduate Study, College Graduate Advisory Committee, Members of Comprehensive Exam Committees, Thesis or Project Committees, or CAPSTONE course instructor as appropriate.

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

Outcome 1	Understanding strategic aspects of social media monitoring and measurement
Which learning activities are responsible for this outcome?	Lecture, assigned readings, and discussions
Assessment Measure and Benchmark	Students need to receive at least required grades to clear the class. The course uses assignments and two to measure this learning outcome.

Outcome 2	Developing measurable strategies for customer impression, engagement, and relationship management
Which learning activities are responsible for this outcome?	Lecture, assigned readings, and discussions
Assessment Measure and Benchmark	Assignments and exams are regularly used to measure this learning outcome.

Outcome 3	Using various metrics and terminologies for assessing return on investment
Which learning activities are responsible for this outcome?	Lecture, assigned readings, and discussions
Assessment Measure and Benchmark	Assignments and exams are regularly used to measure this learning outcome.

Outcome 4	Learning how to collect, analyze and report data through social media monitoring techniques and measurement tools to develop social media strategies for target corporations and industries.
Which learning activities are responsible for this outcome?	Lecture, assigned readings, discussions, and case studies
Assessment Measure and Benchmark	Assignments and exams are regularly used to measure this learning outcome. Moreover, some industry data are applied as case studies for students to practice data collection, analysis and report.


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter , and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Page 327

SCOM 5423. Narratives in Health and Healing Explores the social construction of health, illness and healing through the study of narrative.

SCOM 5473 Social Media Measurement Measurement and improvement of investment outcomes from use of social media in advertising, public relations, and marketing communications

SCOM 6103. Communication Theory Theories, models, and approaches relevant to the study of human communication.

SCOM 6233. Communication Education A study of the history and philosophy of the pedagogy of communication studies, to include both theoretical and applied aspects of the discipline.

SCOM 6243. Seminar in Interpersonal Communication This course is designed to introduce students to foundational as well as current theory and research in interpersonal communication. Students will examine several interpersonal communication contexts and processes as well as methodologies in interpersonal communication.

SCOM 6303. Seminar in Strategic Communications The role of strategic communications in and for organizations and brands, including communications objective(s), target audience(s), and key messages. Addresses application of communication theory and research related to public relations, advertising, and social media.

SCOM 6363. Advertising, Media, and Society Advanced study of the relationship between media, advertising, and society. Includes an examination of ethical and social ramifications of advertising in global and diverse societies and across multiple media platforms.

SCOM 660V. Internship in Communication Studies Combines relevant work experience with classroom theory.

SCOM 670V. Thesis

SCOM 680V. Independent Study

LETTER OF NOTIFICATION - 11D
PROGRAM RECONFIGURATION
Existing Certificate/Degree Reconfigured To Create New Certificate/Degree
Offered on Campus and/or by Distance Technology

Institutions with at least one certificate or degree program approved for distance technology by the Arkansas Higher Education Coordinating Board must submit Letter of Notification-11D to request approval to reconfigure existing certificates or degrees to create a new certificate or degree offered via distance technology.

Definitions

Distance technology (e-learning) – When technology is the primary mode of instruction for the course (50% of the course content is delivered electronically).

Distance instruction – When a course does not have any significant site attendance, but less than 50% of the course is delivered electronically, e.g., correspondence courses.

Distance program – When at least 50% of the major courses are delivered via distance technology.

1. Institution submitting request:
Arkansas State University
2. Contact person/title:
Susan Hanrahan, Dean
College of Nursing and Health Professions
3. Telephone number/e-mail address:
870-972-31112
hanrahan@astate.edu
4. Name of Existing Certificate(s) or Degree(s):
Graduate Certificate in Aging Studies
5. Current CIP Code(s):
30.1101
6. Current Degree Code(s):
5185
7. Proposed Title of Reconfigured Certificate or Degree:
Graduate Certificate in Aging Studies (reconfigured)
(Included as a certificate opting leading to Master of Science in Health Studies degree)
8. Proposed Effective Date:
Fall, 2016
9. Proposed CIP Code:
30.1101

PROGRAM INFORMATION

10. Program Summary/Reason for Program Reconfiguration:
Dr. Gretchen Hill, who was our sociology content expert in aging, left the university. It was a perfect time to "refresh" the degree with more functional content that will be impactful for our regional environment.

11. Provide the organizational chart for the current certificate/degree and the proposed organizational chart for the new certificate/degree program.

Attached

12. Provide the **current** degree plan(s) and the **proposed** curriculum (course number/title) for the proposed certificate/degree program reconfiguration. Mark* courses that will be taught by adjunct faculty.

CURRENT CERTIFICATE PLAN

NURS 5013 Physical Health and Aging
SOC 5003 Perspectives on Death and Dying
SOC 5353 Sociology of Aging
SOC 6123 Seminar: Aging, Law and Social Issues
HP 6013 Interdisciplinary Capstone-Aging Studies
Electives (6 credits):
HP 5103 Teaching and Learning in the Health Professions
SOC 5323 Applied Research
HP 5113 Leadership in the Health Professions

PROPOSED CERTIFICATE PLAN

HP 5233 Issues in Aging
NURS 5013 Health and Aging
HP 6333 Enrichment in Aging
HP 6233 Aging in Community
HP 6013 Interdisciplinary Capstone—Aging Studies

13. Provide the list of courses (course number/title) in the proposed certificate or degree currently offered by distance technology.

Nurs 5013 Physical Health and Aging
HP 6013 Interdisciplinary Capstone—Aging Studies

14. If new courses will be added, provide the list of new courses (proposed course number/title) and the new course descriptions for the proposed certificate/degree.

NURS 5013 Health and Aging (title and description revised)-

A multidisciplinary course addressing basic concepts in aging, both physically and psychologically. Emphasis is on changes associated with aging, cognitive and mental impairment and health promotion.

HP 5233 Issues in Aging

A multidisciplinary course providing an introduction to the aging experience. We will examine the incidence and prevalence of aging as well as explore trends, social policy, economic factors and ageism.

HP 6333 Enrichment in Aging

Through the study of enriched aging models, students will learn about common physiological and social evolutions that accompany the advancement of years and the factors that negatively impact or support quality of life and well-being.

HP 6233 Aging in the Community

Changing demographics will reshape service delivery and the need, type and amount of community resources. The course links geriatric assessment, resource identification, eligibility and accessibility that facilitates aging in community. Key federal, state and local resources are highlighted.

15. For courses currently not offered by distance technology, provide the course syllabus for each of these courses for the proposed program and indicate the maximum class size for each distance course.
Attached—the maximum class size for each course will be 30 students
16. Course delivery mode (check all that apply):
Online X
Compressed-video (CIV)
Audio Conference
Video Conference
Web Conference
Blended delivery (identify components)
17. Class interaction mode (check all that apply):
Electronic bulletin boards X
E-mail X
Telephone
Fax
Chat X
Blog
Other (specify) Blackboard
18. Provide the percentage of the program that is offered via distance (50%, 75%, etc.).
100%
19. Provide a semester-by-semester plan/schedule for student access to all courses necessary to complete the proposed program.
Fall
HP 5233 Issues in Aging
NURS 5013 Health and Aging

Spring
HP 6333 Enrichment in Aging
HP 6233 Aging in the Community

Summer
HP 6013 Interdisciplinary Capstone-Aging Studies
20. Provide a list of services that will be supplied by consortia partners or outsourced to another organization (faculty/instructional support, course materials, course management and delivery, library-related services, bookstore services, services providing information to students, technical services, administrative services, online payment arrangements, student privacy consideration, services related to orientation, advising, counseling or tutoring, etc.) Include the draft contract/MOU for each partner/organization offering faculty/instructional support for the program.

There are no consortial partners and nothing will be outsourced.
21. Provide institutional curriculum committee review/approval date for the proposed program.
April 1, 2016
22. Provide documentation that the proposed program has been approved for distance technology delivery by licensure/certification board/agency, if required.
NA
23. Provide copy of e-mail notification to other institutions in the area of the proposed program.
The former program has already been approved by ADHE. This is a 'refreshed' program which will now be 100% on line.

24. Provide additional program information requested by ADHE staff.

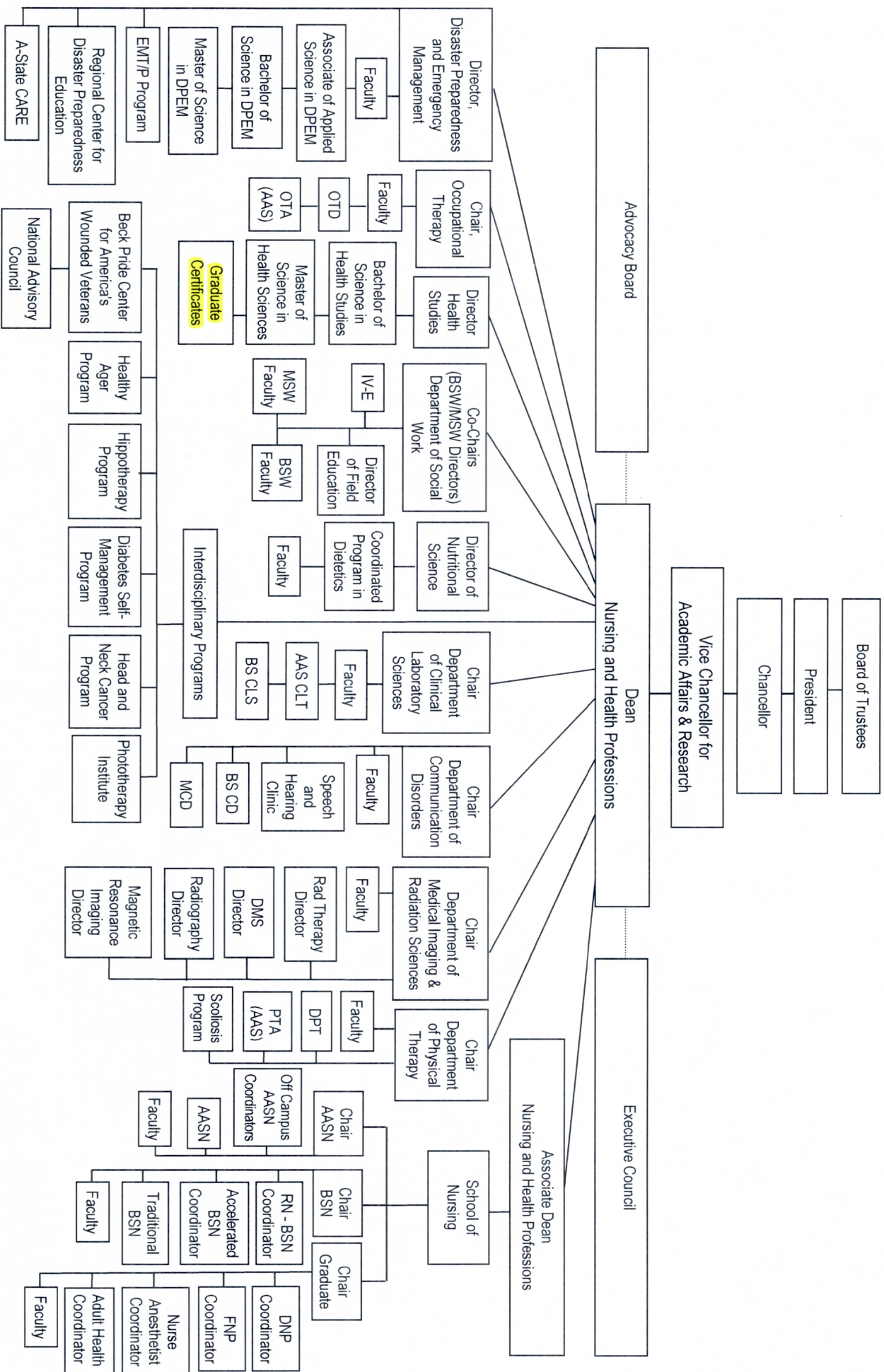
President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

Revised 9/3/15



College of Engineering Graduate Faculty Qualification Standards

April 2016

This document provides the qualification standards for the College of Engineering Graduate Faculty. The standards comply with the Arkansas State University Handbook. 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.

A. Regular Member

1. Qualifications

A Regular Member of the Graduate Faculty must be a full-time, tenure or tenure-track faculty member with a terminal degree. A doctoral degree, such as a Doctor of Philosophy (Ph.D), Doctor of Science (Sc.D), Doctor of Engineering (Eng.D), or equivalent, is considered an appropriate terminal degree in the College of Engineering. Appropriate disciplines for the terminal degree include all areas of engineering (such as civil, electrical, mechanical, chemical, etc.) and applied science.

In exceptional cases, unique experience, specialized training, and professional competence may substitute for a terminal degree. The College of Engineering allows for two exceptional cases options.

- I. The faculty member holds an earned doctoral degree in a discipline or field not listed as appropriate for regular faculty members in engineering. However, due to undergraduate or graduate training in engineering and/or professional practice or research, the faculty member has attained unique experience, specialized training and professional competence appropriate for appointment as a Regular Member of the Graduate Faculty in the College of Engineering.
- II. The faculty member does not hold an earned doctoral degree, but does hold a Master of Science degree in engineering or applied science, and is a registered Professional Engineer or has demonstrated several years of progressive practice in the engineering profession.

Under both options, recommendation to the Graduate Council will be made after approval by the College of Engineering Graduate Committee and Dean of the College of Engineering.

Regular Members must have documented evidence of an appropriate level of scholarly activity. Scholarly activity in the College of Engineering includes presentations to learned forums, engineering technical reports, external consulting activities, accreditation reviews for ABET, peer-reviewed publications, patents, books, book chapters, and other similar work.

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, 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. 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. The College of Engineering appoints Graduate Faculty Regular Members to six year terms.

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 adequate 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. The College of Engineering appoints Graduate Faculty Temporary Members to three year terms. At the end of the specified time period, a Temporary Member of the Graduate Faculty may reapply. Appointments are reserved for individuals who are not in a tenure track appointment.

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 Departmental Graduate Faculty Department of Biological Sciences

April 2016

This document outlines the requirements for graduate faculty in the Department of Biological Sciences.

A. Regular Member

1. Qualifications

A Regular Member of the Graduate Faculty must be a full-time faculty member with a terminal degree in the Biological Sciences or related discipline or an advanced degree in the Medical or Health Sciences.

For appointment as a Regular Member of the Department of Biological Sciences, the applicant should provide evidence of continuing and/or recent scholarly activity within the past six years, which may include the of at least 2 publications of original research or pedagogical results in scientific or educational journals as an author or co-author, and/or the publication at least two of books or chapters in books as an author or co-author, and presentations to at least 3 learned forums as an author or co-author.

2. Appointment requirements and procedure

Applicant must meet the degree requirements of the Department of Biological Sciences. Application must include evidence of professional activities related to graduate education (such as research, publication, membership in professional organizations, and/or participation in regional and national. An appointment is recommended by the College Graduate Faculty Committee and approved by the University Graduate Council. Appointment is for a six-year term at which time the faculty member may reapply. 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 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 six years. Application to become a Regular Graduate Faculty member requires a letter from the faculty member requesting review by the graduate committee. A current curriculum vita of the applicant's professional and scholarly activity should accompany the letter.

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, and doctoral degrees.

B. Temporary Member

1. Qualifications

An individual with a terminal degree or documented knowledge and equivalent experience is 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 Departmental Graduate Student Committee that is chaired by the departmental Graduate Student Coordinator. Recommendations must include specific qualifications as related to the course(s) to be taught or graduate student committee membership. An appointment is approved by the Graduate Council for a specified time period. At the end of the specified time period, a Temporary Member of the Graduate Faculty may reapply. Temporary Graduate Faculty status will be for three years.

3. Privileges and responsibilities

A Temporary Member may teach graduate level courses at the masters, 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.



ARKANSAS STATE
UNIVERSITY

Renewal Form
for
Regular Graduate Faculty Status

Name: Martin J. Huss

Date: April 7, 2016

Program or Department in which the
Applicant seeks renewal of
Regular Graduate Faculty Status:

Department of Biological Science

Signature of Originator:

Hans Rieck

Originator must be a department/program graduate faculty or chair (or program director in the case of interdisciplinary programs)
Please sign, & click here to submit to Graduate Council for Review

From the Faculty Handbook:

Qualifications

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.

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 application 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.

**Do Not Type 'See CV'. Briefly List the Evidence of Compliance with
Program Guidelines Completed Within the Last 6 Years.**

In the space provided, briefly describe how the applicant's scholarly or creative work in the last six years has met the program's particular expectations, as approved by the the Graduate Council (or using the Graduate Council's generic guidelines for programs that do not have Graduate Council approved guidelines) for regular graduate faculty :

(Please contact the Graduate School if you need a copy of your program/department Graduate Faculty guidelines.)

Please attach a copy of applicant's CV to e-mail. Make sure that it is edited to include only activity from last six years to indicate how they met qualifications.

1. Publication of 3 peer-reviewed journal publications based on original research.
2. Member of two scientific societies, serving on an advisory committee in one, and member of two additional relevant organizations in Arkansas.
3. Co-author and/or presenter on multiple poster and oral presentations at scientific and professional meetings.
4. Occasional manuscript reviewer for several journals.
5. Collaborator and consultant for several funded professional development workshops for science teachers and other projects.
6. Major advisor for program completer seeking an M.S. degree in Biology and M.S.E. degree in Biology. Also dissertation and thesis committee member, past and present for multiple students pursuing a Ph.D. in Environmental Science, and M.S. or M.A. degrees in Biology.
7. Leader of A-State Arboretum Campus Initiative.
8. Evidence of continuing personal professional development and service.

☐ **Regular Graduate Faculty Status Renewed**

Appointment is for up to a six year term, at which time the faculty member may reapply. (Individual programs, departments, or colleges may choose to have shorter terms of appointment.)

☐ **Regular Graduate Faculty Status Not Renewed**, see Explanation below

Signature of
Graduate Council Chair:

GC Chair: If approved by Graduate Council, please sign & click here to submit to Graduate School for Processing

Martin Joseph Huss

Contact Information

- Office Phone: (870) 972-3124
- Office Number: LSE 317
- Research Laboratory: LSE 319
- Office Building: Laboratory Sciences Building
- E-mail: mhuss@astate.edu

Education

- Ph.D. Botany: The University of Kansas, Lawrence, Kansas, USA. 1992. *Ph.D. Dissertation*: Population structure of the puffball, *Lycoperdon pyriforme*. *Defended*: April 3, 1992. *Major Advisor*: Dr. R. W. Lichtwardt, The University of Kansas, Lawrence, Kansas, USA.
- M.A. Botany: The University of Kansas, Lawrence, Kansas, USA. 1988. *Master's Thesis*: Investigations on the dispersal of cellular slime molds (Eumycetozoa: Dictyostelia) by soil microfauna. *Defended*: September 23, 1988. *Major Advisor*: Dr. R. W. Lichtwardt, The University of Kansas, Lawrence, Kansas, USA.
- B.A. Biology (Minor: Education), 1983. Benedictine College, Atchison, Kansas.

Work Experience

1997-Present

Associate Professor of Botany, Department of Biological Sciences, Arkansas State University, Jonesboro, Arkansas, USA.

1993-1997

Assistant Professor of Botany, Department of Biological Sciences, Arkansas State University, Jonesboro, Arkansas, USA.

1992-1993

Postdoctoral Research Associate, Department of Plant Pathology, Fungal Genetics Research Laboratory, Kansas State University, Manhattan, Kansas, USA. *Post-doctoral Advisor*: Dr. J. L. Leslie, Kansas State University, Manhattan, Kansas, USA.

1985-1992

Graduate Teaching/Research Assistant, Department of Botany, University of Kansas, Lawrence, Kansas, USA.

1984-1985

High School Science Teacher, Midway High School, Denton, Kansas, USA.

Professional Licensures & Certifications

- High School Teaching License/Certificate for Biology, State of Missouri, 1984-Present.
- Trained and certified as a Regular Citizen Volunteer (RCV) for the Arkansas Department of Corrections, 2011-2016.
- Trained and certified as a Certified Religious Assistant (CRA) Volunteer for the Arkansas Department of Corrections, 2016-Present.

Teaching: List of Courses Taught From Fall 2009 through Spring 2016

- BIOL 1003 – BIOLOGICAL SCIENCE
- BIOL 1001 – BIOLOGICAL SCIENCE LAB
- BIO 1013 – MAKING CONNECTIONS IN BIOLOGY
- BIO 1023 – BIOLOGICAL INQUIRY
- BIO 1503 - BIOLOGY OF PLANTS
- BIO 1503.H – HONORS BIOLOGY OF PLANTS
- BIO 1501 - BIOLOGY OF PLANTS LABORATORY
- BIO 2011 - BIOLOGY OF THE CELL LABORATORY
- BIO 2201 - HUMAN ANATOMY PHYSIOLOGY LABORATORY I
- BIO 2221 - HUMAN ANATOMY PHYSIOLOGY LABORATORY II
- BIO 3033 – EVOLUTION
- BIO 3542 - PLANT PATHOLOGY
- BIO 3541 - PLANT PATHOLOGY LABORATORY
- BIO 4021 - BIOLOGICAL SEMINAR
- BIO 4542 – MYCOLOGY
- BIO 4541 – MYCOLOGY LABORATORY
- BIO 4552 - MEDICAL MYCOLOGY
- BIO 4552.H - HONORS MEDICAL MYCOLOGY
- BIO 4551 - MEDICAL MYCOLOGY LABORATORY
- BIO 403V – SPECIAL PROBLEMS - AEROBIOLOGY (2 credit hours)
- BIO 403V - SPECIAL PROBLEMS - MEDICINAL WILD PLANTS OF THE MISSISSIPPI DELTA (1 credit hour)
- BIO 403V - SPECIAL PROBLEMS - PALEOBIOLOGY IN THE SECONDARY SCIENCE CLASSROOM (1 credit hour)
- BIO 403V - SPECIAL PROBLEMS - VIRTUAL LEARNING ENVIRONMENTS FOR TEACHING BIOLOGY (2 credit hours)
- HNRS 489V - HONORS SENIOR THESIS - STUDENT SUCCESS (3 credit hours)
- BIO 5542– MYCOLOGY
- BIO 5541– MYCOLOGY LABORATORY
- BIO 5552 - MEDICAL MYCOLOGY
- BIO 5551 - MEDICAL MYCOLOGY LABORATORY
- BIO 6001 - BIOLOGICAL SEMINAR
- BIO 680V - INDEPENDENT STUDY – E-LEARNING IN THE BIOLOGY CLASSROOM (3 credit hours)
- BIO 680V - INDEPENDENT STUDY - INTEGRATING GEOCACHING INTO THE HIGH SCHOOL BIOLOGY CURRICULUM (3 credit hour)
- BIO 680V - INDEPENDENT STUDY – PLANT PATHOLOGY (3 credit hours)
- BIO 680V - INDEPENDENT STUDY - URBAN DENDROLOGY (1 credit hour)

Scholarly Contributions and Creative Productions

Journal Publications (peer-reviewed)

- Fong, B., Newhouse, K., Huss, M. J., Roberts, E., Kennon, J. T., and Ali, H. M. (2015). Investigating the effect of stratospheric radiation on seed germination and growth. *Journal of the Arkansas Academy of Science*, 69, 36-40.
- Bednarz, J. C., Huss, M. J., Benson, T. J., and Varland, D. E. (2013). The efficacy of fungal inoculation of live trees to create wood decay and wildlife-use trees in managed forests of western Washington, USA. *Forest Ecology and Management*, 307, 186-195.
- Gaspar, J., McKay, T., and Huss, M. (2012). First report of *Aedes japonicus* (Diptera: Culicidae) in natural and artificial habitats in Northeast Arkansas. *Journal of the American Mosquito Control Association*. 28, 38-42.
- Lee, K.-M., Gilmore, D. F., and Huss, M. J. (2005). Fungal degradation of the bioplastic PHB (poly-3-hydroxybutyric acid). *Journal of Environmental Polymer Degradation*, 13, 213-219.
- Farris, K. L., Huss, M. J., and Zack, S. (2004). The influence of foraging woodpeckers on the decomposition of ponderosa pine. *The Condor* 106, 50-59.
- Huss, M. J., Bednarz, J. C., Juliano, D. M., and Varland, D. E. (2002). The efficacy of inoculating fungi into conifer trees to promote cavity excavation by woodpeckers in managed forests in western Washington. In: *Proceedings of the Symposium on the Ecology and Management of Dead Wood in Western Forests* (technical coordinators: W. F. Laudenslayer, Jr., P. J. Shea, B. E. Valentine, P. C. Weatherspoon, T. E. Lisle), pp. 777-794. 1999 November 2-4; Reno, NV. Gen. Tech. Rep. PSW-GTR-181. Albany, CA: Pacific Southwest Research Station, Forest Service, U.S. Department of Agriculture; 949 p.
- Huss, M. J., Campbell, C. L., Jennings, D. B., and Leslie, J. F. (1996). Isozyme variation among biological species in the *Gibberella fujikuroi* species complex (*Fusarium* section Liseola). *Applied and Environmental Microbiology* 62, 3750-3756.
- Huss, M. J. (1996). Application of a modified Ziehl-Neelsen's carbol-fuchsin stain for observing nuclei in vegetative hyphae of the puffball species *Lycoperdon pyriforme*. *Proceedings of the Arkansas Academy of Sciences* 50, 70-74.
- Huss, M. J. (1996). Isozyme analysis of population structure and diversity in the puffball species *Lycoperdon pyriforme*. *Mycologia* 88, 977-985.
- Huss, M. J. (1993). Spatial distribution among mycelial individuals of *Lycoperdon pyriforme* occurring on decaying logs. *Mycological Research* 97, 1119-1125.
- Lichtwardt, R. W.; Huss, M. J.; Williams, M. C. (1993). Biogeographic studies on trichomycete gut fungi in winter stonefly nymphs of the genus *Allocapnia*. *Mycologia* 85, 535-546.

Lichtwardt, R. W.; Peterson, S. W.; Huss, M. J. (1991). *Orphella hiemalis*: A new and rare Trichomycete occurring in winter-emerging stoneflies (Plecoptera, Capniidae). *Mycologia* 83, 214-219.

Huss, M. J. 1989. Dispersal of cellular slime molds by two soil invertebrates. *Mycologia* 81, 677-682.

Non-Peer-Reviewed Publications

Huss, M. J. (2015). Fungi of Arkansas. *The Encyclopedia of Arkansas History and Culture*. <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=6589>**Recent**

Presentations (Fall 2009 - Spring 2016)

Huss, M. J. (2014, November). Citizen Science in the Classroom. *Arkansas Curriculum Conference 2014*. Little Rock, Arkansas, USA.

Hampton, R., Jason, G., McKay, T., and Huss, M. (2012, April). Behavioral and developmental effects of trichomycete fungi (*Smittium culisis*) on Culicidae (*Culex pipiens*) larvae. *88th Kansas (Central States) Entomological Society Annual Meeting*. Jonesboro, AR: Kansas (Central States) Entomological Society.

Gaspar, J., McKay, T., and Huss, M. J. (2012, March). Trichomycete fungi associated with mosquito larvae (Diptera: Culicidae) in northeastern Arkansas. *Joint Meeting of the Southeastern and Southwestern Branches Entomological Society of America*. Little Rock, AR.

Gaspar, J., McKay, T., and Huss, M. (2011, November). Trichomycete fungi associated with mosquito larvae in northeastern Arkansas, 1st Place President's Award for Graduate Student Poster Display Competition for the Medical, Veterinary and Urban Entomology (MUVE-2) section. *The 59th Annual Meeting of the Entomological Society of America*. Reno, NV.

Kennon, J. T., Ali, H., Huss, M., Bennett, B., and Roberts, E. (2011, February). BalloonSat/Near Space Research. *2011 Arkansas NASA EPSCoR Workshop*. Winthrop Rockefeller Institution: ASGC and NASA.

Huss, M., Johnson-Leslie, N. A., Grady, J. R., Barbara, H.-C., and Tammy, W. (2011, February). Biology Expeditions: Building Content Knowledge through Exploration. *Math and Science Partnerships Regional Conference*. Baltimore, MD: U.S. Department of Education.

Dunn, T. L., Bennett, B., and Huss, M. (2010, August). A Morphological Analysis of the Differences in the Dioecious Tree - *Ginkgo biloba*. *Poster Presentations of Undergraduate Students Completing Summer Research Internships in Science of the Environment - RISE (Funded by NSF)*. ASU: College of Sciences and Mathematics at Arkansas State University.

Gaspar, J., McKay, T., and Huss, M. (2010, December). Trichomycete fungi associated with mosquito larvae in northeastern Arkansas. *58th Annual Meeting of the Entomological Society of America*. San Diego, CA: Entomological Society of America.

Gaspar, J., McKay, T., & Huss, M. (2010, October). Trichomycete fungi associated with mosquito larvae in Northeastern Arkansas. *Arkansas Entomological Society Meeting*. Fayetteville, AR.

Gaspar, J., McKay, T., & Huss, M. (2010, September). Trichomycete fungi associated with mosquito larvae in Northeastern Arkansas. *Arkansas Chapter of the Wildlife Society*. Jonesboro, AR: Arkansas State University.

Pannkuk, E. L., Savary, B., Gilmore, D., Benjamin, E., Huss, M., & Risch, T. (2010, May). Fungal Digestion of Chiropteran Integument. *Midwest Bat Working Group*. Pittsburg, PA: U.S. Fish and Wildlife Service.

Pannkuk, E. L., Savary, B., Gilmore, D., Benjamin, E., Huss, M., & Risch, T. (2010, May). Fungal metabolism of chiropteran integument. *Midwest Bat Working Group*. Terre Haute IN: ISU Center for North American Bat Research and Conservation.

Funding for Research and Creative Activities

GRANTS: (Funded: listed as the principle or a co-principle investigator)

Interactions between fungi and cavity nesters: applications to managing wildlife and forests in western Washington. Submitted to cooperating funding sources including Rayonier, Washington Department of Natural Resources, Weyerhaeuser, Hancock Forest Management, and the Fruitgrowers Supply Company. 2006. \$17,000; with J. C. Bednarz and D. Varland.

Exploring science in the Natural State, K-12. Arkansas Department of Higher Education/ U.S. Department of Education. No Child Left Behind. 2004/2005. This project is one of several funded and provided in part as \$124,354 or 74% federal source (S367B020004); with J. T. Kennon and C. Miller.

Evolution in the science classroom. Arkansas Department of Higher Education/U.S. Department of Education. Teacher Quality Enhancement Grant Program. 2002-2003. \$45,283; with R. Hannigan.

Wood-decay fungi associated with active nesting cavity trees utilized by woodpeckers in western Washington. Rayonier Corporation and the Washington Forest Protection Association. 1998. \$40,800.00; with J. C. Bednarz and D. E. Varland.

Interactions between fungi and cavity nesters: Applications to managing wildlife and forests in western Washington. Rayonier Corporation and the Cooperative Monitoring, Evaluation and Research (CMER) Program. 1996. \$115,800.00; with J. C. Bednarz and D. E. Varland.

Equipment grant for participation in the Arkansas Science Crusade Course at Arkansas State University. Arkansas Departments of Education and Higher Education/National Science Foundation. 1995. \$5,000.

A proposal to establish a task force for the investigation and development of Middle School mathematics and science curricula for in-service and pre-service teachers. Arkansas Departments of Education and Higher Education/National Science Foundation. 1995. \$54,434;

with J. L. Linstaedter, T. D. Bishop, R. W. Abernathy, R. S. Mitchell, C. Vaupel, and M. K. Cramer.

Distribution of mating populations and vegetative compatibility groups of *Gibberella fujikuroi* infecting rice in Arkansas. ASU Faculty Research Grant. 1995. \$5,977.

Research proposal grant related to the interactions between fungi and birds. Rayonier Corporation. 1994. \$1,000; with J. C. Bednarz.

GRANTS: Listed as Contributing Consultant and Collaborator, but not as a Principal Investigator (Fall 2009 - Spring 2016)

- Fungal metabolism of chiropteran integumentation and intracellular transport of metabolites by *Geomyces*. *U.S. Fish and Wildlife Service*. 2010-2012. \$60,387.00; with T. Risch, E. Pannkuk, B. Savary, E. Benjamin, and D. Gilmore.
- Lipid analysis of Arkansas bat integument, fungal fatty acid metabolism, and control of white-nose syndrome in Arkansas. *Arkansas State Wildlife Grant*. 2010-2012. \$42,790; with T. Risch, E. L. Pannkuk, B. Savary, E. Benjamin, and M. C. Dolan.
- Arkansas biology expeditions (BioE). *Arkansas Department of Higher Education/ U.S. Department of Education. Mathematics and Science Partnership Grant through No Child Left Behind*. 2009-2011. Grant recipient: Crowley's Ridge Educational Service Cooperative. \$405,000.00; with N. A. Johnson-Leslie, J. R. Grady, T. Winslow, B. Hunter-Cox, and J. Manning.
- CSI: Classroom Student Investigations. National Science Foundation. 2009-2012. \$1,075,000 with K. Yanowitz, C. Ross, T. McKay, and S. Vanderpool.

Undergraduate Honors Student and Graduate Student Committees (Fall 2009 - Spring 2016)

- (Major Advisor & Committee Member) Graduate Committee for Amanda I. Brewer - Masters of Science in Education in Biology Aspirant; Summer 2015 – Ongoing.
- (Committee Member) Honors Research and Thesis Committee for William Brockway - undergraduate student pursuing a Bachelor of Science degree in Biology; Fall 2014 – Ongoing.
- (Major Advisor & Committee Member) Graduate Committee for Candace L. Campbell - Masters of Science in Education in Biology Aspirant; Fall 2015 – Ongoing.
- (Major Advisor & Committee Member) Graduate Committee for Todd D. Baltz - Masters of Arts in Biology Aspirant; Fall 2014 – Ongoing.
- (Committee Member) Graduate Committee for Rachel M. Hampton - Masters of Science in Biology Aspirant; Fall 2014 – Ongoing.
- (Committee Member) Graduate Committee for Holly A. Sensabaugh - Masters of Arts in Biology Aspirant; Summer 2014 – Ongoing.
- (Committee Member) Graduate Committee for Amber M. McCammon - Ph.D. Aspirant in Environmental Science; Fall 2013 – Ongoing.
- (Committee Member) Graduate Committee for Bradley S. Rogers - Masters of Science in Biology Candidate; Spring 2014 – Ongoing.
- (Major Advisor & Committee Member) Graduate Committee for Haven K. May - Masters of Science in Education in Biology; Summer 2013 - Spring 2015.

- (Major Advisor & Committee Member) Graduate Committee for Lina I. Bagwell - Masters of Science in Education in Biology; Summer 2014 - Fall 2015.
- (Major Advisor & Committee Member) Graduate Committee for Zachary C. Spink - Masters of Science in Education in Biology; Summer 2013 - Fall 2014.
- (Committee Member) Graduate Committee for Evan L. Pannkuk - Ph.D. in Environmental Science; Fall 2009 - Spring 2014.
- (Major Co-Advisor & Committee Member) Graduate Committee for Jason P. Gaspar - Masters of Science in Education in Biology; Fall 2009 - Fall 2013.
- (Major Advisor and Committee Member) Honors Research and Thesis Committee for Hannah B. Wright – Honors Thesis Committee. Bachelor of Science in Education in General Science: Biology emphasis; Fall 2009 – Fall 2013.
- (Committee Member) Graduate Committee for Karl Lamothe - Masters of Science in Biology; Fall 2011 - Spring 2013.
- (Committee Member) Graduate Committee for Erin T. Macchia - Ph.D. in Environmental Science; Spring 2012 - Fall 2012.
- (Committee Member) Honors Thesis Committee for Brittany Wilson - Bachelor of Science degree in Biology; Fall 2009 - Summer 2012.
- (Committee Member) Graduate Committee for Melissa Patrick - Masters of Science in Biology; Summer 2008 - Summer 2012.
- (Committee Member) Graduate Committee for Shuchi Wu - Masters of Science in Biology; Fall 2009 - Summer 2012
- (Committee Member) Honors Thesis Committee for Adam Linn Skarda - Bachelor of Science degree in Biology; Spring 2010 - Spring 2011
- (Committee Member) Graduate Committee for Ryan Allen - Masters of Science in Biology; Fall 2005 - Fall 2009
- (Committee Member) Graduate Committee for Jonathan Stanley - Masters of Science in Biology; Summer 2008 - Fall 2009

Service to Department, College, and University

- BIO 1501 Biology of Plants Lab Coordinator; Fall 1994 – Ongoing.
- (Committee Member) Biology Scholarship Committee; Fall 2006 – Ongoing.
- (Committee Member) Botany Program Committee Fall 1993 – Ongoing.
- (Committee Member) Science Education Screening Committee Fall 1998 – Ongoing.
- (Committee Member) Non-major Biological Sciences Committee; Fall 1999 - Ongoing
- Student Commencement Marshal, Graduating Students from the College of Sciences and Mathematics; Spring 2012 - Fall 2014.
- Faculty presenter at Future Teachers Day for the C.O.E Open House (November 6, 2013); Fall 2013.
- (Committee Chair) Biology Scholarship Committee; Fall 2009 - Fall 2012.
- (Committee Chair) Assessment Committee; Fall 2008 - Summer 2012.
- Science in the Natural State - Radio Program; Fall 2005 - Summer 2012.
- (Committee Member) Faculty Grievance Committee; Fall 2006 - Fall 2010.
- (Committee Member) Curriculum Committee; Fall 2006 - Fall 2009.
- (Committee Chair) Department of Biological Sciences Website Committee; Fall 1995 - Summer 2012.

Service to the Community (Fall 2009 - Spring 2016)

- Coordinator for the Arboretum Working Group, Arkansas State University; Fall 2014 – Ongoing.
- Judge for the Northeast Arkansas Regional Science Fair; Spring 2010 – Ongoing.
- Member of the Lloyd L. and June S. Goff Scholarship Selection Committee; Spring 2014
- SRC Committee Member, Northeast Arkansas Regional Science Fair; Spring 2014- Ongoing.
- Adviser to Tri-Beta - The Biology Honor Society Fall 2007 - Summer 2012.
- BARI Habitat Council; Fall 2004 - Summer 2012
- Faculty Mentor and Instructor, Arkansas State University CSI: Classroom Student Investigations Institute; Summer 2012 - Summer 2015

Service to Professional Organizations (Fall 2009 - Spring 2016)

- Manuscript Reviewer, Ecology and Evolution; Spring 2016.
- Member of Marketing Committee, North American Mycological Society; Spring 2015 – Ongoing.
- Manuscript Reviewer, Journal of Economic Entomology; Fall 2014.
- Manuscript Reviewer, Ecology and Evolution; Fall 2013.
- Team member of the Arkansas BalloonSat Project, The Arkansas Academy for Space Science Education; Summer 2006 – Ongoing.

Membership in Professional Organizations

- American Mycological Society; 1990 - Ongoing.
- Arkansas Science Teachers Association; 2014 - Ongoing
- Arkansas Mycological Society; 1994 - Ongoing
- North American Mycological Society; 2014 - Ongoing

Professional Development (Fall 2009 - Spring 2016)

- Conference Attendee, 34th Annual Conference on The First-Year Experience® held from February 7-10, 2015 in Dallas, Texas. Funding to defray cost for registration, housing, and travel provided by Academic Affairs at Arkansas State University; Spring 2015.
- North American Mycological Association (NAMA) 2013 Foray in the Ozarks (October 24-27, 2013), Harriet, Arkansas; Fall 2013.
- Project: Teach Evolution - Teaching Evolution Workshop (August 9-10, 2013), Columbia, Missouri; Summer 2013.
- Participant in *Second Life* Workshop Summer 2010 Training in virtual reality web design and usage of technology for communicating information in the digital age. Meetings and training sessions were carried out in a computer lab and virtually, using the platform provided by Second Life; Summer 2010.



ARKANSAS STATE
UNIVERSITY

Renewal Form
for
Regular Graduate Faculty Status

Name: C. William Roe

Date:

Program or Department in which the
Applicant seeks renewal of
Regular Graduate Faculty Status:

College of Business MBA Program/Online MBA Program

Signature of Originator:

C. William Roe

Digitally signed by C. William Roe
DN: cn=C. William Roe, o=Arkansas State University, ou=Dean's Office College
of Business, email=broe@astate.edu, c=US
Date: 2016.02.22 16:37:29 -06'00'

Originator must be a department/program graduate faculty or chair (or program director in the case of interdisciplinary programs)
Please sign, & click here to submit to Graduate Council for Review

From the Faculty Handbook:

Qualifications

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.

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 application 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.

**Do Not Type 'See CV'. Briefly List the Evidence of Compliance with
Program Guidelines Completed Within the Last 6 Years.**

In the space provided, briefly describe how the applicant's scholarly or creative work in the last six years has met the program's particular expectations, as approved by the the Graduate Council (or using the Graduate Council's generic guidelines for programs that do not have Graduate Council approved guidelines) for regular graduate faculty:

(Please contact the Graduate School if you need a copy of your program/department Graduate Faculty guidelines.)

Please attach a copy of applicant's CV to e-mail. Make sure that it is edited to include only activity from last six years to indicate how they met qualifications.

Have had 6 refereed journal articles in the last six years while serving as Associate Dean and Graduate Programs Director in the College of Business. Have been active in the Academy of Management serving as a facilitator for New Member Orientation for the Management Consulting Division of the Academy. Have served on the Departmental PRT Committee of the Department of Management and Marketing. Have served on the Executive Committee of the College of Business and Ex-Officio member of the CoB Graduate Programs Committee for past 15 years, Chair of the Middle East Studies Committee for the past 5 years, as well as serving on numerous other committees of the University and College. Have been session chair at the International Business and Economics Research meeting for the past 3 years.

☐ **Regular Graduate Faculty Status Renewed**

Appointment is for up to a six year term, at which time the faculty member may reapply. (Individual programs, departments, or colleges may choose to have shorter terms of appointment.)

☐ **Regular Graduate Faculty Status Not Renewed, see Explanation below**

Signature of
Graduate Council Chair:

GC Chair: If approved by Graduate Council, please sign & click here to submit to Graduate School for Processing

VITA

C. William Roe **Professor of Management**

Education:

Mississippi State University, D.B.A., Management, 1976

Mississippi State University, M.B.A., Management, 1967

Mississippi State University, B.S., Management, 1964

Employment:

Arkansas State University, Professor of Management; Associate Dean and Director of Graduate Business Programs, 2000-Present

University of Louisiana at Lafayette, Professor of Management; Associate Dean and Director of MBA Programs, 1996-2000.

University of Louisiana at Lafayette, Professor of Management; Chair, Department of Management and Quantitative Methods, 1990-1996.

Nicholls State University, Professor of Management; Chair, Department of Management and Marketing, 1975-1990

Nicholls State University, Associate Professor of Management, 1972-1975

Nicholls State University, Assistant Professor of Management, 1970-1972

Mississippi State University, Instructor of Management, 1969-1970

Arthur Andersen & Co., Management Services, 1965-1968

Professional Experience:

Management Consultative Services for Business, Government and Not-For-Profit Organizations, 1970-Present

Administrative Services Specialist, Arthur Andersen & Co., New Orleans, 1965-1968

Publications:

Books

Management of Health Care Organizations. Cincinnati, Ohio: South-

Western Publishing Company, 1994, with Kerry D. Carson and Paula (Phillips) Carson.

Management of Health Care Organizations: Cases and Exercises.
Cincinnati, Ohio: South-Western Publishing Company, 1994, with Kerry D. Carson and Paula (Phillips) Carson.

Journals

Roe, C. W., Toma, A., Yallapragada, R. (2015). "Innovation in Business Education: Developing a High Quality Online MBA". American Journal of Business Education, 8(2), pp. 169-176

Yallapragada, R., Roe E. W., and Toma A. (2014). " SEC's Push Back on Adoption of IFRS in the United States". Journal of Business and Economics Research, 12(3), pp. + 237-244.

Yallapragada, R., Roe, C. W., and Toma, A. (January, 2013) "The Prospects of Replacing GAAP With IFRS in the United States." International Business and Economics Research Journal, Vol. 12 (1), pp. 25-29.

Yallapragada, R., Roe, C. W., and Toma, A. (November, 2011) "Accounting Fraud and White Collar Crimes in the United States." Journal of Business Case Studies, Vol. 8 (2), pp.187-192.

Yallapragada, R., Toma, A., and Roe, C. W. (January 2011) "The Impact of International Financial Reporting Standards on Accounting Curriculum in the United States." American Journal of Business Education, Vol. 4 (1), pp. 61-64.

Yallapragada, R., Toma, A., and Roe, C. W., (February 2010) "Sarbanes-Oxley Act of 2002 and Non-Profit Organizations". Journal of Business and Economic Research, Vol. 8 (2), pp. 89-93.

Nassif, M., and Roe, W., (2009) "Who Moved My Job?" Competitiveness Review, Vol. 19 (1), pp. 36-45.

Yallapragada, R., Toma, A., and Roe, C. W. (February, 2009), "India and China Vying for World Economic Supremacy". International Business and Economic Research Journal, Vol 8 (2), pp. 113-117.

Yallapragada, R., Toma, A., and Roe, C. W. (October, 2008), "One of the Prime Beneficiaries of the Sarbanes-Oxley Act of 2002: The

London Stock Exchange!" International Business and Economic Research Journal, Vol. 7 (10), pp. 67-72.

Yallabragada, R., Toma, A., and Roe, C. W. (First Quarter, 2008), "China: The Next World Super Power?" The American Journal of Business Research, Vol. 1 (1), pp. 35-39.

Yallapragada, R., Toma, A., and Roe, C. W., (February, 2007), "India: The Future Economic and Knowledge Super Power?". International Business and Economic Research Journal, Vol. 6 (2), pp. 83-89.

"In-House Clinical Path Development Guidelines," Home Health Care Nurse, Vol. 19, No. 2 (February, 2001), pp. 69-74, with Michael T. Landry, Heidi T. Landry, and Patricia G. Beare.

"Teamwork or Interdepartmental Cooperation: Which is More Important in the Health Care Setting?" Hospital Topics, Vol. 19, No. 4 (June, 2001), pp. 39-46, with Kerry D. Carson, Paula (Phillips) Carson, and Ram Yallapragada.

"Contract Labor Use in Health Care," Hospital Topics, Vol. 77, No. 4 (Fall, 1999), pp. 15-19, with Greg Rizzuto and Ram Yallapragada.

"Recruitment of Primary Health Care Physicians for Rural Areas," Hospital Topics, Vol. 75, No. 4 (Fall, 1999), pp. 29-33, with Ann Perch, Ram Yallapragada, Betty Birkenmeier, and Joel Authement.

"Four Commitment Profiles and Their Relationships to Empowerment, Service Recovery, and Work-Related Attitudes," Public Personnel Administration, Vol. 28, No. 1 (1999), pp. 1-13, with Kerry D. Carson, Paula (Phillips) Carson, Betty Birkenmeier, and Joyce Phillips.

"Does Empowerment Translate Into Action? An Examination of Service Recovery Initiatives," Journal of Quality Management (1998), pp. 133-146, with Paula (Phillips) Carson, Kerry D. Carson, and William Eden.

"Nursing Supervisors' View Through Rose-Colored Glasses: An Overestimation of Employees' Positive Attitudes," Health Care Supervisor, Vol. 16, No. 4 (1998), pp. 68-74, with Paula (Phillips) Carson, Kerry D. Carson, and Ram Yallapragada.

"Towards Understanding the Patients' Perceptions of Quality," Health Care Supervisor, Vol. 16, No. 3 (1998), pp. 36-42, with Paula (Phillips) Carson and Kerry D. Carson.



Request to Serve on Thesis or Dissertation Advisory Committee

[Print Form](#)

(Submit this form to the Graduate School office using the electronic signature option set up below,
remembering to attach the CV to the generated email)

Date: 16 March 2016

Name: Rima D. Lucardi

Position: Research Ecologist, USDA Forest Service

Student Name: Ashley Schulz

Thesis Advisor: Travis Marsico

Tentative Title of Thesis or Dissertation: Utilizing biological control datasets to better understand mechanisms of invasion and predict high impact invasive species

Briefly State Experience and Qualifications :

Education (B.S. & Ph.D.) specializing in ecology and biological invasions. Current Principle Investigator with USFS examining relationships and impacts between plant, insect, and fungal invasions, and biocontrol success, therein. Previously served on Schulz's M.S. thesis steering committee at Warnell School of Forestry and Natural Resources at the University of Georgia (Athens).

(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)

The Department and College have reviewed this person's credentials and approve him/her to serve on the thesis/dissertation listed above.

Signature of Thesis or Dissertation Advisor:

Travis Marsico

Digitally signed by Travis Marsico
Date: 2016.04.11 10:45:22 -05'00'

Advisor: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)

Signature of Dept. Chair:

Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)

Signature of College Dean:

College Dean: Sign above & click here to forward Form to Grad School Dean for their signature (attach CV)

Signature of GS Dean:

Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)

Rima D. Lucardi, Ph.D.
Insects, Diseases, & Invasive Plants
Southern Research Station, US Forest Service
United States Department of Agriculture
Tel.: 706.559.4278 rlucardi@fs.fed.us

Education

Doctor of Philosophy, December 2012
Department of Biological Sciences
Mississippi State University, MS
Major Area of Study: Population Genetics
Invasion Ecology
Plant Ecology

Bachelor of Science, December 2005
Department of Biology
University of Texas at Arlington, TX
Major: Biology

Professional Experience

Research Ecologist, January 2013-Present

US Dept. of Agriculture, US Forest Service, Southern Research Station, RWU 4552:
Insects, Diseases, and Invasive Plants

Research Intern, September 2011-January 2013

Pathways Program (formerly SCEP), US Dept. of Agriculture, Forest Service, Southern
Research Station, RWU 4552: Insects, Diseases, and Invasive Plants

Graduate Assistant, January 2008-September 2011

Department of Biological Sciences, Mississippi State University

Research Assistant I, May 2007-January 2008

University of Texas-Southwestern Medical Center, Department of Psychiatry and US
Dept. of Veterans Affairs, Research & Development

Research Assistant, August 2002-January 2006

Department of Biology, University of Texas at Arlington

Publications

5. Comer, J.R., **R.D. Lucardi**, W.B. Zomlefer (*in prep*) Genetic diversity and population structure of a rare species of concern in Georgia and Florida, USA: *Veratrum woodii* (Liliales: Melanthiaceae). Target journal: *Systematic Botany*
4. **Lucardi, R.D.**, M. M. Cram, S.F. Covert. (*in prep*) Alternative reproductive strategy supported in a fungal biocontrol agent: the case for homothallism in *Phlebiopsis gigantea* (Fr.) Jul. in Europe and North America. Target journal: *Fungal Genetics and Biology*
3. **Lucardi, R.D.**, L.E. Wallace, G.N. Ervin (2014) Evaluating hybridization as a potential facilitator of successful cogongrass (*Imperata cylindrica*) invasion in Florida, USA. *Biological Invasions*. 16(10):2147-2161.
2. **Lucardi, R.D.**, L.E. Wallace, G.N. Ervin. (2014) Invasion Success in Cogongrass (*Imperata cylindrica*): a Population Genetic Approach Exploring Genetic Diversity and Historical Introductions. *Invasive Plant Science & Management*. 7(1):59-75.
1. **Lucardi, R.D.** (2012) Multi-scale population genetic analysis of invasive cogongrass (*Imperata cylindrica*) in the southeastern United States: introduction history, range expansion, and hybridization. *Dissertation*, Mississippi State University.

Invited Presentations

14. "Cogongrass (*Imperata cylindrica*) in Georgia and the South: what does it mean for forest health and protection?"
Lucardi, R.D. [Oral] Invited Lecture-Forest Health and Protection. Warnell School of Forestry and Natural Resources. University of Georgia. April 2016. Athens, GA.
13. "Cogongrass (*Imperata cylindrica*): the South's most wanted weed"
Lucardi, R.D. [Oral] Invited Seminar. Coweeta Hydrologic Laboratory (USFS) and Coweeta LTER (UGA). January 2016. Otto, NC.
12. "CREEP! The saga of cogongrass (*Imperata cylindrica*) from pest to international invader"
Lucardi, R.D. [Oral] Invited Seminar. Department of Plant Biology, University of Georgia. November 2015. Athens, GA
11. "Unconscious Bias, Attitudes, and Behavior: do race and gender really matter?"
Lucardi, R.D. [Oral] Invited Presenter. 20th Annual Women of Color in STEM Conference. October 2015. Detroit, MI.*
10. "Not all invasives are created equal: Cogongrass (*Imperata* spp.) in the southern US and around the world"
Lucardi, R.D. and G.N. Ervin [Oral] Invited Paper. 13th International Conference Ecology and Management of Alien Plant Invasions (EMAPi) September 2015. Wakiola Village, HI.*
9. "Invasion ecology: propagule pressure and genetic diversity"
Lucardi, R.D. [Oral] Invited Lecture-Invasion Ecology (host: Rieske-Kinney). University of Kentucky. September 2015. Lexington, KY.
8. "The Brave New World of Testing Invasion Theory in Real-Time"
Lucardi, R.D. [Oral] Invited Seminar. Department of Entomology. University of Kentucky. September 2015. Lexington, KY.
7. "Federal Noxious Weed Survey at the Port of Savannah"
Lucardi, R.D. [Oral] Pest Risk Committee Meeting-US Customs and Border Protection, Department of Homeland Security, Operations Center. August 2015. Savannah, GA.
6. "Cogongrass: the South's most wanted weed"
Lucardi, R.D. [Oral] Invited Lecture-Forest Health and Protection. Warnell School of Forestry and Natural Resources. University of Georgia. April 2015. Athens, GA.
5. "Multi-Agency Cooperation Protects our Natural Resources: it's a Win-Win Opportunity"
Lucardi, R.D. [Oral] Savannah Pest Risk Committee Meeting. US Customs and Border Protection, Department of Homeland Security, Operations Center. February 2015. Savannah, GA.
4. "Interdisciplinary Approaches to Detecting and Predicting Potential Forest Pest Insects"
Lucardi, R.D., Y. Zhang, T.D. Marsico [Oral] Invited Plenary, 56th Annual Meeting of the Southern Forest Insect Work Conference. July 2014. Charleston, SC.*
3. "Cogongrass: the South's most wanted weed"
Lucardi, R.D. [Oral] Invited Lecture-Forest Health and Protection. Warnell School of Forestry and Natural Resources. University of Georgia. April 2014. Athens, GA.
2. "Plant Ecology: from Genes to Carhartts"
Lucardi, R.D. [Oral] Invited Presentation, Warnell School of Forestry and Natural Resources, University of Georgia. April 2013. Athens, GA.

1. "Multi-scale population genetic analysis of an invasive grass: the Cogongrass (*Imperata cylindrica* (L.) P. Beauv.) problem in the Southeast"
Lucardi, R.D. [Oral] Unit Seminar, RWU 4552, Insects, Diseases, & Invasive Plants, USDA-Forest Service. April 2012. Athens, GA.

Contributed Presentations

36. "Small herbaria as repositories for invasive species and federal noxious weed vouchers in collaborative research"
Marsico, T.D., J.N. Reed, S. Worthy, L. Whitehurst, K.S. Burgess, and **R.D. Lucardi** [Oral] SPNHC 31st Annual Meeting (The Society for the Preservation of Natural History Collections, Small Collections Symposium). June 2016. Berlin, Germany*
35. "Range-wide dieback of eastern white pine: overview, likely drivers, and future work"
Whitney, T.D., **R.D. Lucardi**, and K.J.K. Gandhi [Oral-invited] Annual meeting of the Northeastern Forest Pest Council. March 2016. Kingston, ON, Canada.*
34. "Increasing the accuracy and efficacy of Federal Noxious Weed interceptions at our nation's ports"
Lucardi, R.D. [Oral] 27th USDA Interagency Research Forum on Invasive Species. January 2016. Annapolis, MD. *
33. "Technology development to increase the efficacy of invasive propagule interceptions in the face of increasing trade volume"
Lucardi, R.D., K.S. Burgess, and T.D Marsico [Poster] 13th International Conference Ecology and Management of Alien Plant Invasions (EMAPi) September 2015. Wakiola Village, HI.
32. "Linkages between a scale insect and eastern white pine dieback: overview and future directions"
Whitney, T.D., A.N. Schulz, C. Asaro, D.R. Coyle, M.M. Cram, A. Mech, **R.D. Lucardi** and K.J.K Gandhi [Oral] 57th Annual Meeting of the Southern Forest Insect Work Conference. July 2015. Fayetteville, AR.*
31. "What is this seed? Increasing the efficacy of invasive species interceptions at our nation's borders"
Lucardi, R.D., C. Bates, K.S. Burgess, and T.D Marsico [Oral] Joint Meeting of the 17th Annual SE-EPPC and NC-IPC. North Carolina Botanical Gardens. May 2015. Chapel Hill, NC.
30. "Genetics and herbicide: the Diverging Tale of Cogongrass in the Southeast"
Lucardi, R.D., G.E. MacDonald, N.J. Loewenstein, and S.F. Enloe [Oral] Joint Meeting of the 17th Annual SE-EPPC and NC-IPC. North Carolina Botanical Gardens. May 2015. Chapel Hill, NC.
29. "Genetic structure and potential coevolution between *Pinus strobus* and an insect Herbivore"
Whitney, T.D., K.J.K. Gandhi, and **R.D. Lucardi** [Poster] Southeastern Ecology & Evolution Conference (SEEC) 2015, University of Georgia, March 2015. Athens, GA.
28. "What's happening to the white pine? An assessment of the eastern white pine-scale insect-canker complex in the Southern Appalachian Mountains"
Schulz, A.N., **R.D. Lucardi**, M.M. Cram, and K.J.K. Gandhi [Poster] Southeastern Ecology & Evolution Conference (SEEC) 2015, University of Georgia, March 2015. Athens, GA.
27. "Genetic characterization of the coevolution between *Pinus strobus* and an associated insect herbivore"
Whitney, T.D., K.J.K. Gandhi, and **R.D. Lucardi** [Oral] Warnell Graduate Student Symposium, University of Georgia. February 2015. Athens, GA.*

26. "Determining the distribution of *Matsucoccus macrocitrices* in the White Pine Forests of the Southern Appalachian Mountains"
Schulz, A., C. Asaro, D.R. Coyle, M. Cram, **R.D. Lucardi**, A.M. Mech, and K.J.K. Gandhi [Oral] Warnell Graduate Student Symposium, University of Georgia. February 2015. Athens, GA.
25. "What's bugging the White Pine? An assessment of the White Pine-scale insect-canker complex in the Southern Appalachian Mountains"
Schulz, A., C. Asaro, D.R. Coyle, M. Cram, **R.D. Lucardi**, A.M. Mech, and K.J.K. Gandhi [Poster] Warnell Graduate Student Symposium, University of Georgia. February 2015. Athens, GA.
24. "Ecology of cogongrass in the southeastern US: Where are the gaps in our understanding?"
Lucardi, R.D. and G.N. Ervin [Poster] 26th USDA Interagency Research Forum on Invasive Species. January 2015. Annapolis, MD.*
23. "Interactions between Eastern White Pine (*Pinus strobus*) and the recently discovered scale insect-pathogen complex in the Southern Appalachians"
Schulz, A., C. Asaro, D.R. Coyle, M. Cram, **R.D. Lucardi**, A.M. Mech, and K.J.K. Gandhi [Poster] 26th USDA Interagency Research Forum on Invasive Species. January 2015. Annapolis, MD.*
22. "Invasion, part two: Patterns of genetic diversity following expansion in the novel range"
Lucardi, R.D. and G.N. Ervin [Poster] A Joint Symposium of the 10th Annual GA-EPPC and 16th Annual SE-EPPC Conference. November 2014. Athens, GA.*
21. "Hybridization Between Wild-Type Cogongrass and the Horticultural Cold-Tolerant Cultivar, Red Baron (*Imperata cylindrica* var. *konegii* [Rubra])"
Lucardi, R.D., D.C. Outlaw, and G.E. MacDonald [Oral] A Joint Symposium of the 10th Annual GA-EPPC and 16th Annual SE-EPPC Conference. November 2014. Athens, GA.*
20. "Mapping the Distribution of a Potentially New Tiny Terror in Southern White Pine Forests"
Schulz, A., C. Asaro, D.R. Coyle, M. Cram, **R.D. Lucardi**, A.M. Mech, and K.J.K. Gandhi [Oral] Entomology 2014, ESA's 62nd Annual Meeting. November 2014. Portland, OR.*
19. "Cryptic Killer or Indulgent Insect? *Matsucoccus macrocitrices* and its Relationship with *Pinus strobus* in the Southern Appalachian Mountains"
Schulz, A., C. Asaro, D.R. Coyle, M. Cram, **R.D. Lucardi**, A.M. Mech, and K.J.K. Gandhi [Poster] Entomology 2014, ESA's 62nd Annual Meeting. November 2014. Portland, OR.*
18. "Invasion, part two: Patterns of genetic diversity following expansion in the novel range"
Lucardi, R.D. and G.N. Ervin [Poster] Invasion Genetics: The Baker & Stebbins Legacy Symposium; 50th Anniversary of *The Genetics of Colonizing Species*, eds. H.G. Baker & G. L. Stebbins. August 2014. Asilomar (Pacific Grove), CA.*
17. "The Enemy of my Enemy is Still Introduced: Genetic Relationships of a Fungal Biological Control Agent"
Lucardi, R.D., M.M. Cram, and S.F. Covert [Poster] Invasion Genetics: The Baker & Stebbins Legacy Symposium; 50th Anniversary of *The Genetics of Colonizing Species*, eds. H.G. Baker & G. L. Stebbins. August 2014. Asilomar (Pacific Grove), CA.*
16. "The BFG Complex: assessing correlations between *Matsucoccus macrocitrices*, *Caliciopsis pinea*, and *Pinus strobus* dieback in North Georgia"
Schulz, A.N., C. Asaro, D.R. Coyle, M.M. Cram, **R.D. Lucardi**, A.M. Mech, K.J.K. Gandhi [Poster] 56th Annual Meeting of the Southern Forest Insect Work Conference. July 2014. Charleston, SC.*
15. "Severity and extent of white pine dieback in the Chattahoochee National Forest in Georgia"

- Schulz, A.N., C. Asaro, D.R. Coyle, M.M. Cram, **R.D. Lucardi**, A.M. Mech, and K.J.K. Gandhi [Oral] 56th Annual Meeting of the Southern Forest Insect Work Conference. July 2014. Charleston, SC.*
14. "Efficacy of *Laricobious nigrinus* egg releases for establishing this HWA predator in North Georgia"
Zhang, Y., C.E. Jones, J. Hanula, **R.D. Lucardi**, G.S. Horn, and R. Rhea [Oral] Exotic Pests, 56th Annual Meeting of the Southern Forest Insect Work Conference. July 2014. Charleston, SC.*
 13. "Introduction history & hybridization modulate propagule pressure in a successful exotic grass invasion: Cogongrass (*Imperata cylindrica*) in the Southeast"
Lucardi, R.D. and G.N. Ervin [Oral] 75th Annual Meeting of the Association of Southeastern Biologists. April 2014. Spartanburg, SC.*
 12. "Assessing the Distribution of Eastern White Pine (*Pinus strobus*) Dieback in the Southern Appalachian Mountains"
Schulz, A.N., **R. Lucardi**, N. Nibbelink, and K.J.K. Gandhi [Oral] Southeastern Ecology and Evolution Conference (SEEC); Georgia Southern University. March 2014. Statesboro, GA.
 11. "Patterns and Causes of White Pine Dieback in the Southern Appalachian Mountains"
Schulz, A.N., A.M. Mech, D.R. Coyle, C. Asaro, M.M. Cram, **R. Lucardi**, and K.J.K. Gandhi [Oral] Southern Appalachian Forest Entomology/Pathology Seminar (SAFEPS); North Carolina Forest Service Training Facility. March 2014. Crossnore, NC.
 10. "Monitoring Eastern White Pine (*Pinus strobus*) Dieback in the Southern Appalachian Mountains"
Schulz, A.N., A.M. Mech, D.R. Coyle, C. Asaro, M.M. Cram, **R. Lucardi**, and K.J.K. Gandhi [Poster] Warnell Graduate Student Association (WGSA) Symposium, Warnell School of Forestry and Natural Resources, University of Georgia. February 2014. Athens, GA.
 9. "Cogongrass invasion in Florida: What does genetic data reveal about population variation and hybridization?"
Lucardi, R.D. and G.N. Ervin [Oral] Joint Annual Symposium of the Florida EPPC & the Southeast EPPC. May 2013. Panama City Beach, FL.*
 8. "Multi-scale population genetic analysis of cogongrass (*Imperata cylindrica*) in the southeastern United States: introduction history, range expansion, and hybridization"
Lucardi, R.D. [Oral] Dissertation Defense Seminar, Department of Biological Sciences, Mississippi State University. July 2012. Mississippi State, MS.
 7. "Partitioning of genetic diversity in Southeastern U.S. states experiencing cogongrass (*Imperata cylindrica* (L.) P. Beauv.) invasion and support for documented introduction history"
Lucardi, R.D., C.T. Bryson, J.T., Walker, and G.N. Ervin [Oral] Joint Meeting of SE-EPPC and ALIPC: Past, Present, and Future of Invasive Plants in the Southeast. May 2012. Auburn, AL.*
 6. "Multi-scale population genetic analysis of an invasive species: Cogongrass (*Imperata cylindrica* [L.] P. Beauv.) in the Southeastern U.S."
Lucardi, R.D. [Oral] Departmental Seminar, Department of Biological Sciences, Mississippi State University. March 2012. Mississippi State, MS.
 5. "Multi-scale ecological understanding of cogongrass: landscape genetics and habitat modeling"
Lucardi, R.D. and G. N. Ervin [Oral] 38th Annual Natural Areas Conference, National EPPC's Conference, and Biology and Control of Cogongrass (*Imperata cylindrica*) Research and Management Updates Workshop. November 2011. Florida State University, Tallahassee, FL.*

4. "Population genetic analysis of cogongrass (*Imperata cylindrica* (L.) P. Beauv.) in Mississippi and Alabama"
Lucardi, R.D., C.T. Bryson, L. Wallace, G. N. Ervin [Oral] 96th Annual Meetings of the Ecological Society of America. August 2011. Austin, TX.*
3. "Population genetic analysis of cogongrass (*Imperata cylindrica*) in Mississippi and Alabama"
Lucardi, R.D., C.T. Bryson, L. Wallace, G. N. Ervin [Oral] Joint Meeting of the Southeast Exotic Pest Plant Council & Kentucky Exotic Pest Plant Council. May 2011. Lexington, KY.*
2. "Assessing genetic diversity in a model invasive species: cogongrass (*Imperata cylindrica*) in the southeastern U.S."
Lucardi, R.D., C.T. Bryson, J.T. Walker, L. Wallace, and G.N. Ervin [Poster] Joint Meeting of the Southeast Exotic Pest Plant Council & Southeast Chapter of the Society for Ecological Restoration Institute International. May 2010. Chattanooga, TN.*
1. "Genetic diversity of Cogongrass (*Imperata cylindrica*) populations and the genus *Imperata* in the southern United States: impacts on invasion dynamics and evolutionary potential."
Lucardi, R.D., L.E. Wallace, and G.N. Ervin [Poster] Southeastern Ecology and Evolution Conference. March 2009. University of Florida. Gainesville, FL.*

*Published Proceedings or Abstract

Mentor Experience

Major (Co-) Advisor

Thomas E.D. Whitney, Ph.D. student, 2014-Present

Warnell School of Forestry and Natural Resources, University of Georgia

2016 Foreign Travel Assistance Award (\$775), Office of the Vice President for Research, UGA

2015 Innovative and Interdisciplinary Research Grant (\$1500) UGA

2015 1st Place Oral Student Presentation (\$100) WGSS, UGA

2014 Excellence in Graduate Recruitment Fund Top-Up Award (\$3000), UGA

Graduate Committee

Ashley N. Schulz, M.S. candidate, 2013-2015.

Graduated: August 2015

Warnell School of Forestry and Natural Resources, University of Georgia

Ashley N. Schulz, Ph.D. student, 2015-Present

Department of Biological Sciences, Arkansas State University

Invited Speaker

Career Panel Discussion, Southeastern Ecology & Evolution Conference at the University of Georgia. March 2015

Networking Panel, *Mapping your path in science: WiSci Careers in Science*

Odum School of Ecology, Women in Science at the University of Georgia.

November 2015.

Invasion Ecology Reading Group

2014-Present, in cooperation with University of Georgia

Academic Experience

Plant Ecology Lab (BIO 4203/6213)

Spring 2011, Department of Biological Sciences

Mississippi State University

Ecology Lab (BIO 3104)

Fall 2008-Spring 2009, Department of Biological Sciences
Mississippi State University

Tissue Culture Lab (Biology 3302)

Fall 2005, Department of Biology
University of Texas at Arlington

Research Experience

Research Ecologist, January 2013-Present

Insects, Diseases, & Invasive Plants (RWU 4552), USDA-Forest Service
Research focus: Invasive Plants of Southern Forests, Invasion Ecology

Research Intern, September 2011-January 2013

Insects, Diseases, & Invasive Plants, USDA-Forest Service
Research focus: Landscape Genetics of Cogongrass (*Imperata cylindrica*)

Graduate Research Assistant, January 2008-September 2011

Dept. of Biological Sciences, Geosystems Research Institute (GRI), High-Powered Computing Collaboratory (HPC²), Mississippi State University
Research Focus: Plant Ecology of Invasive Species, the Invasive Plant Atlas of the Mid-South (IPAMS), Genetic-Geographic Population Structure of Invasive Plant Populations
Mentor: G.N. Ervin, Ph.D.

Research Assistant I, May 2007-January 2008

Dept. of Psychiatry, University of Texas, Southwestern Medical Center, Research
Research focus: Control and function of sleep/wake states and associated deficits in cognition and memory; physiology and receptor associations in the study of schizophrenia.
Mentor: R.W. Greene, M.D., Ph.D.

Undergraduate Research Assistant, January-December 2005

Dept. of Biology, University of Texas at Arlington
Research focus: Microbial Ecology of Freshwater Lakes, Rivers, and Streams
Mentor: T.H. Chrzanowski, Ph.D.

Research Assistant, January 2003-December 2005

Dept. of Biology, University of Texas at Arlington
Research focus: Plant Ecology of the Arctic (Toolik Lake LTER), Invasion by Native and Exotic Species in North Texas Prairies
Research project: Diversity of plant communities after the influence of mowing: *Yucca pallida* and biological soil crust
Mentor: L. Gough, Ph.D.

Selected Media Features

- 2014 *The Natural Inquirer* (USFS), "Think Like a Scientist" Science Fair YouTube Channel
(<https://www.youtube.com/channel/UCNTmMNzezbCJkIA0OrP5aIQ>)
- 2014 *The Natural Inquirer* (USFS), "Meet the Scientist"; A Middle School Science Education Journal
(http://www.naturalinquirer.org/Meet-the-Scientists_Rima-Lucardi-v-128.html)
- 2014 *CompassLive Weekly* (Southern Research Station's Online Magazine; USFS twitter), 17 June 2014
"Why is Cogongrass So Successful at Invading the South?" by Z. Hoyle
(<http://www.srs.fs.usda.gov/compass/2014/06/17/why-is-cogongrass-so-successful-at->

- [invading-the-south/?utm_source=rss&utm_medium=rss&utm_campaign=why-is-cogongrass-so-successful-at-invading-the-south\)](http://blogs.usda.gov/2014/08/05/why-is-cogongrass-so-successful-at-invading-the-south/)
2014 *USDA Blog* Homepage, 05 August 2014
"Why is Cogongrass So Successful at Invading the South?" by Z. Hoyle
(<http://blogs.usda.gov/2014/08/05/why-is-cogongrass-so-successful-at-invading-the-south/>)

Ad-Hoc Reviewer

Evolutionary Applications
Royal Society Open Science
Southeastern Naturalist

Honors, Awards, and Recognitions

Eastern Province-National Middle Leader Program, US Forest Service
Graduate, 2015
Annual Performance Appraisal, Southern Research Station, US Forest Service R&D
(*Spot Cash Award*; FY2012)
(*Spot Cash Award*; FY2013)
(*Spot Cash Award*; FY2014)
(*Spot Cash Award*; FY2015)
Student Award
Recipient (\$150 scholarship)
Southeastern Exotic Pest Plant Council (SE-EPPC)-Auburn, AL, 2012
Phi Kappa Phi Honor Society
Member, Mississippi State University, 2009-2012
Outstanding Graduate Woman of the Year
Nominee, The President's Commission on the Status of Women
Mississippi State University, 2009
Outstanding Student Employee
Recipient (\$300 scholarship)
University of Texas at Arlington, 2005
Citizenship Medal
Recipient
Daughters of the American Revolution, 1999

Service and Memberships

Southern Research Station's Strategic Framework, Planning Committee, US Forest Service
Invited Team Member (2015)
50th Anniversary of *The Genetics of Colonizing Species*: The legacy of Baker and Stebbins. Invasion Genetics Symposium at Asilomar. Pacific Grove, CA.
Attendee (2014)
Published Q&A in Molecular Ecology and accompanying book, *anticipated 2015*
Southern Forest Insect Working Conference
Invited Plenary Speaker (2014)
Session Moderator, State Cooperator Perspectives (2014)
International Society for Pest Information (ISPI; Germany)

Invited (2014), <http://www.pestinfo.org/publications.php?ID=4932>
 Association of Southeastern Biologists
Judge, Eugene P. Odum Award (Southeastern Chapter-ESA 2014)
Session Moderator, Community & Population Ecology (2014)
 Deputy Chief Review, Southern Research Station (USFS)
Panelist, 2014
 Southern Weed Science Society (SWSS)
Member, 2013-Present
 Weed Science Society of America (WSSA)
Member, 2013-Present
 Southern Forest Tree Improvement Conference (SFTIC)
Attendee, 2013
 Ecological Society of America (ESA)
 Southeastern Chapter
Member, 2011-Present
 Southeastern Exotic Pest Plant Council (SE-EPPC)
Member, 2010-Present
 Georgia Chapter (GA-EPPC)
Member, 2013-Present
 Mississippi Chapter (MS-EPPC)
Member, 2010-2012, Mississippi State University
 President's Commission on the Status of Women (PCSW)
Graduate Student Appointment, 2010-2011, Mississippi State University
 Women in Science
Founding Chapter Member, 2010, Mississippi State University
 Mississippi Brawl Stars Roller Derby League, Columbus, MS
Team Member, 2010-2012, *Executive Committee Secretary*, Conflict Resolution Committee,
 Event Planning Committee, Training, Assets, and Recruitment Committee
 Ecology and Evolutionary Biology Discussion Group
Coordinator, Fall 2009, *Member*, 2008-2012, Mississippi State University
 Darwin Day Bicentennial Celebration Organizing Committee
Organizing Member, 2009, Mississippi State University
 American Association for the Advancement of Science (AAAS)
Member, 2008-2012, Mississippi State University
 ({VDAY}) 2008, *The Vagina Monologues*
Cast Member, 2008, Mississippi State University
 Feminist Majority Leadership Alliance
Founding Chapter President, 2003-2005, University of Texas at Arlington
 Mad Science of Tarrant County (After-school Science Education)
Instructor, 2003-2004, Arlington, TX

References:

Albert "Bud" Mayfield, Ph.D., Project Leader
 USDA Forest Service, Southern Research Station RWU 4552
 (e): amayfield02@fs.fed.us

Gary N. Ervin, Ph.D., Professor
Dept. of Biological Sciences, Mississippi State University
(e): GErvin@biology.msstate.edu

Laura Gough, Ph.D., Professor and Chairperson
Dept. of Biological Sciences, Towson University
(e): lgough@towson.edu