Graduate Council
November 16, 2017
Library 6th Floor Conference Room 603

Voting Members Present: Ashley Schulz, David Jeong, Debbie Shelton, Deborah Chappel Traylor, Fabricio Medina-Bolivar, Gil Fowler, Hideya Koizumi, Bill Roe for John Mello, Lauren Schack Clark, Rokib Hasan, Shawn Drake, Steve Green, Amanda Wheeler

Non-Voting Members Present: Allyson Myers, Summer DeProw, Karen Wheeler

Members Absent: Lauri Umansky, Steve Bounds, Tracy Finch (NV)

Meeting called to order

1. Approval of October 19, 2017 Minutes [Gil Fowler motion to approve, Deborah Chappel Traylor seconded. Pass.]

    a. Committee requested that attendants be included in future minutes.

2. Graduate Faculty Status Requests

    a. Temporary

        i. 2017G_NC18_Temp_Fac_Donna-Joan-Burcham

           2017G_NC19_Temp_Fac_LaToya-Green

           2017G_NC20_Temp_Fac_Mary-Leveridge

           2017G_NC21_Temp_Fac_Stephen-Percival

           2017G_NC22_Temp_Fac_Wanda-Govan-Jenkins

           2017G_NC23_Temp_Fac_Angela-Ford

           2017G_NC24_Temp_Fac_Angela-Smith

           2017G_NC24_Temp_Fac_Ronald-Sitton

           2017G_NC26_Temp_Fac_Sharon-Travis

               1. NC18-24(1&2) and NC26 considered together.

               2. Motion to approve all: Deborah Chappel Traylor. Second: Hideya Koizumi. Pass

        ii. 2017G_NC10_Temp_Fac_Alexander_Sydorenko

            2017G_NC10b_Temp_Fac_Alexander_Sydorenko

               1. Discussion: CV does not show current research or scholarly activity.

2. Motion to approve with exception of Graduate Research course: Steve Green. Second: Gil Fowler. Pass with exception

iii. 2017G_NC25_Temp_Fac_Sarah-Sumpter

2017G_NC27_Temp_Fac_Tiffany-Felty

2017G_NC28_Temp_Fac_William-Smith

1. NC25, NC27, NC28 considered together

2. NC25 has a Temporary Graduate Faculty Status Form on file from February 2016 for 3 years.

3. Discussion: no duration indicated on the form. Committee discussed whether there is a default duration (could be 1 year or up to 3 years maximum). NC25 needs specific course numbers.

4. Motion to send back NC25, NC27, and NC28 for duration and course number clarifications: Steve Green. Second: Fabricio Medina Bolivar. Pass

b. Regular

i. 2017G_NC30_Reg_Fac_Allyn-Ontko

2017G_NC31_Reg_Fac_Loretta-McGregor

2017G_NC33_Reg_Fac_Hubert-Bill-Stroud

2017G_NC35_Reg_Fac_Ashraf-Elsayed

2017G_NC36_Reg_Fac_Shivan-Haran

1. NC30, NC31, NC33, NC35, NC36 considered together

2. NC36 - Promoted in April 2013 – 6 years = April 2019

3. Motion to approve all: Gil Fowler. Second: Deborah Chappel Traylor. Pass

ii. 2017G_NC29_Reg_Fac_Arianne-Pait

2017G_NC32_Reg_Fac_Christie-Black

2017G_NC38_Reg_Fac_Lee-Todd-Hammon

1. NC29, NC32, NC38 considered together

2. Discussion: these are non-tenure and should be on the Temporary Status forms.

3. Motion to approve as Temporary Graduate Faculty for 3 years: Deborah Chappel Traylor. Second: Fabricio Medina Bolivar. Pass as Temporary for 3 years

iii. 2017G_NC34_Reg_Fac_David-Harding

1. Discussion: There are no Political Science specifications for Graduate Faculty. CV has no publications, which is required for the University specifications.

2. Motion to approve as Temporary Graduate Faculty for 2 years: GF. Second: DJ. Pass as Temporary for 2 years

iv. 2017G_NC37_Reg_Fac_Paul-Mixon

1. Discussion: Was dean and program director for 5-6 years. No recent publications or research on CV.

2. Motion to approve: Gil Fowler. Second: Deborah Chappel Traylor. Committee Opposed

3. Graduate Faculty Status Guidelines

i. None submitted.

4. Course Proposals

a. Subcommittee 1 – Lead by Deborah Chappel Traylor

i. 2017G_AET01_NC_ANSC-5943-EquineReproGrad

2017G_EBS14_CD_MLED-5002-5012-5022-5032

2017G_EBS15_CD_MLED-5042

2017G_EBS16_NC_MLED-6443

2017G_EBS17_NC_TE-6043

2017G_EBS18_NC_TE-6293

1. AET01, EBS14-18 all considered together.

2. Motion to approve: Deborah Chappel Traylor. Second: Gil Fowler. Pass.

ii. 2017G_EBS13_LON11M_MAT-Reconfiguration

2017G_EBS19_LOI_MAT-Special-Ed-K-12

1. Committee passed EBS13, EBS19, NHP15-17 by email vote on 01/08/2018

b. Subcommittee 2 – Lead by David Jeong

    i. 2017G_NHP10_NC_OTD-7353

    ii. 2017G_NHP11_BC_Adult-Gerontology-CNS-MSN

    iii. 2017G_NHP12_CD_NURS-6512

    iv. 2017G_NHP13_CR_NURS-6818

    v. 2017G_NHP14_CR_NURS-6614

    vi. 2017G_SM40_CR_BIO-5152

    vii. 2017G_SM41_CR_BIO-5154

        1. NHP10-14 and SM40-41 all considered together.

        2. Motion to approve: Steve Green. Second: Fabricio Medina Bolivar. Pass.

    viii. 2017G_NHP15_LON10_AGCNS-Cert

    ix. 2017G_NHP16_LON10_NurseAdmin-Cert

    x. 2017G_NHP17_LON10_FNP-Cert

        1. Committee passed EBS13, EBS19, NHP15-17 by email vote on 01/08/2018.

c. Subcommittee 3 – Lead by Debbie Shelton

    i. 2017G_EBS05_NC_ELSE-5003-SPED-Academy-101

      2017G_EBS06_NC_ELSE-6196-SPEDMAT-Internship

      2017G_EBS07_NC_PSY-6423

      2017G_EBS08_BC_PSY-6423-into-program

      2017G_EBS10_CR_ELSE-5633

      2017G_EBS11_NC_ELED-6103

    ii. 2017G_EBS12_NC_ELED-6113

        1. EBS05-8 and EBS10-12 all considered together.

        2. Motion to approve: Hideya Koizumi. Second: Fabricio Medina Bolivar. Pass.

    iii. 2017G_EBS09_BC_PSY-4723-Offering

        1. Removed from consideration – Undergraduate Course

5. Policy Group Follow-Up – Dr. Shawn Drake

    a. Brief explanation of proposed revision to Graduate Faculty Status categories

    b. The proposal is currently being discussed around campus as a draft to expedite the process. We hope the new categories will go into effect in fall 2018.

    c. Committee suggested wordsmithing the language in Professional to allow administrators to get back to Regular status.

6. Thesis / Dissertation Committee Forms and Timing – Dr. Shawn Drake

    a. On the Graduate Programs website, the Thesis/Dissertation form asks for the ID for committee members. Under Thesis & Dissertation website, the form is an old version.

       i. The ID was added to solve illegible writing.

      ii. Committee agreed to include email addresses instead of ID numbers.

    b. To register a student for a Thesis course, they have to send the completed Committee Appointment Form & Proposal Acceptance Form. The form implies *Final Approval* of the thesis, which causes timing issues.

       i. Committee decided to change the name of the form to Submission of Thesis or Dissertation Proposal

7. Special December Meeting – December 5th

Meeting adjourned at 4:47 pm.

Standard Subcommittee Memberships

Subcommittee 1	Subcommittee 2	Subcommittee 3
Gil Fowler	Steve Green	Shawn Drake
Deborah Chappel Traylor	David Jeong	Debbie Shelton
Lauren Schack Clark	Amanda Wheeler	Fabricio Medina Bolivar
Lauri Umansky	Steve Bounds	Hideya Koizumi
John Mello	Ashley Schulz	Rokib Hasan
Can review: AET, EBS, NHP, SM	Can review: BU, LAC, NHP, SM	Can review: AET, BU, EBS, LAC

To access graduate faculty status applications:
http://www.astate.edu/a/shared-governance/shared-governance-committees/undergraduate-curriculum-council/graduate-council/noncurricular

Password: **Grad_Faculty**

To access curricular proposals
https://www.astate.edu/a/shared-governance/shared-governance-committees/undergraduate-curriculum-council/graduate-council/current-documents.dot

New Course Proposal Form

[ ]   **Undergraduate Curriculum Council**

[X]   **Graduate Council**

| [ ]   **New Course or [X] Experimental Course (1-time offering)**   **(Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Steven Green 11/2/2017
Department Curriculum Committee Chair

COPE Chair (if applicable)   ENTER DATE...

Donald Kennedy 11/2/2017
Department Chair:

Head of Unit (If applicable)   ENTER DATE...

Steven Green 11/2/2017
College Curriculum Committee Chair

Undergraduate Curriculum Council Chair   ENTER DATE...

Timothy Burcham 11/2/2017
College Dean

Graduate Curriculum Committee Chair   ENTER DATE...

ENTER DATE
General Education Committee Chair (If applicable)

Vice Chancellor for Academic Affairs   ENTER DATE...

1. Contact Person (Name, Email Address, Phone Number)
William J. McGuire, wmcguire@astate.edu, **(870)972-2686**

2. Proposed Starting Term and Bulletin Year
Spring 2018

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*.)
ANSC 5943

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).
Equine Reproduction and Management, short title Equine Repro and Mgmt.

5. Brief course description (40 words or fewer) as it should appear in the bulletin.
Covers concepts and practices in equine reproduction, including male and female reproductive anatomy, estrous cycles, sperm production, gestation, parturition, and breeding systems.

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. **Yes**   Are there any prerequisites?
      a. If yes, which ones?
         ANSC 1613
      b. Why or why not?
         Insures basic understanding of animal husbandry

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

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Standard letter grade

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

11. **No**   Is this course cross listed?
    (If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

    11.1 – If yes, please list the prefix and course number of cross listed course.
    11.2 –   Are these courses offered for equivalent credit?
                 Please explain.

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

13. No   Does this course replace a course being deleted?
        a.   If yes, what course?
14. **No**   Will this course be equivalent to a deleted course?
        a.   If yes, which course?

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

16. No   Does this course affect another program?
    If yes, provide confirmation of acceptance/approval of changes 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.)

Equine Reproduction and Management

Course Outline

Week One:
> Equine Reproduction: Terms and Facts
> Anatomy and Physiology of the Stallion

Week Two and Three:
> Reproductive Anatomy and Physiology of the Mare

Week Four and Five:
> Manipulation of Estrus in the Mare

Week Six:
> Broodmare Management

Week Seven:
> Estrus Detection and Teasing

Week Eight and Nine:
> Breeding systems: Live cover, AI, and Safety

Week Ten:
> Pregnancy Diagnosis and Management of the Pregnant Mare

Week Eleven:
> Fetal Development, Abortion, Induced Parturition and Dystocia in the Mare

Week Twelve:
> Neonatal Management and Common Neonatal Diseases
> Orphan Foal Management
> Foal Management During the First Six Months

Week Thirteen:
> Weaning and Weanling Management

Week Fourteen:
> Breeding Records and Reports

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

19. Department staffing and classroom/lab resources
    a. Will this require additional faculty, supplies, etc.?
        No

20. **No** Does this course require course fees?
    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 will gain knowledge of the equine estrous cycle, breeding, gestation, and parturition. They will learn how to safely live cover breed mares, collect stallions for artificial insemination, and artificially inseminate a mare. These skills and knowledge will assist the student in finding employment in the equine industry.

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

    It will help to prepare young men and women for entry and career advancement in the food, fiber and natural resources industry. Many good jobs exist in the equine industry that require knowledge of reproduction, breeding, foal and yearling management. Students will conduct problem-solving research related to equine production, natural resource management, and marketing and advertising with private and other public sector entities. The course will provide educational opportunities and experiences for transfer of knowledge in classrooms and adult continuing education, all within environmentally sound and sustainable systems.

    c. Student population served.

    Equine emphasis students, animal science students, and the general student population.

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

    A more in depth understanding of physiology and endocrinology is required for successful completion of this course than could be expected of lower grade level students.

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. [X] Thinking Critically   c. [X] 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 demonstrate depth in a concentration area to support their professional goals.

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)	Students will demonstrate depth in a concentration area to support their professional goals.
Assessment Measure	Successful development of a work plan related to the student's professional goals and interests with input and review by major advisor and instructor
Assessment Timetable	Fall semesters of even years
Who is responsible for assessing and reporting on the results?	Instructor; review by CoAT Graduate Committee and CoAT Assessment Committee

(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 associated assessment measures?

Outcome 1	The students will understand equine reproduction and breeding systems
Which learning activities are responsible for this outcome?	Recording the mares' estrous cycles, breeding, and pregnancy determination.
Assessment Measure	Hands on laboratory demonstrations with rubric grading

(Repeat if needed for additional outcomes)

Bulletin Changes

Animal Science (ANSC)

ANSC 5633. Diseases of Farm Animals The prevention, treatment, and control of common diseases, including problems of hygiene and sanitation. Prerequisite: ANSC 3633.

ANSC 5663. Principles of Breeding The basic principles underlying reproduction and the application of genetic principles to the improvement of farm animals with emphasis on selection, crossbreeding, linebreeding, and inbreeding.

ANSC 5673. Digestive Physiology and Nutrition of Domestic Animals A discussion of the role of nutrients and physiological and metabolic mechanisms involved in nutrient utilization by domestic animals. Emphasis will be placed on food-producing animals, horses, dogs, cats, and catfish. Prerequisite: ANSC 1613.

ANSC 5683. Reproductive Physiology A course that teaches the anatomy, physiology, endocrinology, and biochemistry of reproduction in farm animals. This course also introduces students to methods of manipulating reproduction within livestock systems. Management topics include artificial insemination, estrus synchronization, induction of parturition, embryo transfer and reproductive disease prevention.

ANSC 5691. Laboratory for Advanced Animal Nutrition This laboratory is designed to provide students with theories and skills associated with nutrition-related laboratory analyses.

ANSC 5693. Integrated Poultry Management Production principles and problem solving strategies used by vertically-integrated poultry companies. Prerequisite: ANSC 2703 or permission of professor.

ANSC 5712. Advanced Animal Nutrition Emphasis will be placed on computer-aided formulation of diets and supplements for domestic animals (livestock, poultry, pets, exotics and catfish). Class discussions will focus on industrial feed formulation problems, regulatory policies, and biotechnology in the feed industry. Prerequisite: ANSC 3613.

ANSC 5733. Endocrinology of Farm Animals A study of the endocrinology system and its role in lactation, reproduction, digestion and metabolism.

ANSC 5743. Equine Nutrition Principles of nutrition and their application to feeding horses will be taught. Digestive physiology, sources of nutrients, feeding and grazing programs for various classes of horses and interactions of nutrition, diseases, and environment will be discussed.

ANSC 5943. Equine Reproduction and Management *Covers concepts and practices in equine reproduction, including male and female reproductive anatomy, estrous cycles, sperm production, gestation, parturition, and breeding systems. Prerequisite: ANSC 1613.*

ANSC 6003. Current Issues in Animal Agriculture A discussion of current issues affecting production and human use of animal products for food, fiber, and medicine (D).

ANSC 679V. Thesis

New Course Proposal Form

[ ]   **Undergraduate Curriculum Council**

[X]   **Graduate Council**

[X]   **New Course or [ ] Experimental Course (1-time offering)   (Check one box)**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Gwendolyn L. Neal 10/19/2017
Department Curriculum Committee Chair

RobWilliams 10/25/2017
COPE Chair (if applicable)

Joan Henley 10/23/2017 ENTER DATE...
Department Chair:

Mary Jane Bradley 10/25/2017
Head of Unit (If applicable)

Wayne W. Wilkinson 10/24/2017
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

Mary Jane Bradley ENTER DATE...
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE...
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Dr. Kimberley Davis, kimberleydavis@astate.edu, (870) 972-3607

2. Proposed Starting Term and Bulletin Year
18-19, Summer 2018

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*.)
ELSE 5003

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).
SPED Academy 101: Foundations of Teaching Students with Exceptional Needs
Short Title: SPED Academy: 101
5. Brief course description (40 words or fewer) as it should appear in the bulletin.
An overview of special education that includes the historical foundation of special education, litigation and legislation, characteristics of students with exceptionalities, assessment procedures, the IEP process, and collaboration with families and professionals in the field of education.

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.   NO   Are there any prerequisites?
          a.   If yes, which ones?

          b.   Why or why not?

         YES   Is this course restricted to a specific major?
          c.   If yes, which major?   MAT in Special Education K-12

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 Only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Standard Letter

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

11. NO   Is this course cross listed?
   (If it is, all course entries must be identical including course descriptions. <u>Submit appropriate documentation for requested changes.</u> It is important to check the course description of an existing course when adding a new cross listed course.)

   11.1 – If yes, please list the prefix and course number of cross listed course.
        NA
   11.2 –   Are these courses offered for equivalent credit?
        Please explain.

12. YES Is this course in support of a new program?
     a.   If yes, what program?
          Master of Arts in Teaching in Special Education K-12

13. NO   Does this course replace a course being deleted?
     a.   If yes, what course?
          NA
14. NO   Will this course be equivalent to a deleted course?

    a.   If yes, which course?

        NA

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

    <mark>*If no: Contact Registrar's Office for assistance.*</mark>

16. NO   Does this course affect another program?

    If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

    NA

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	Course Topic
01	Historical Foundations of Special Education
02	Legislation and Litigation-Overview of Laws and Court Cases
03	Special Education Process: Identification, Assessment, and Evaluation
04	Characteristics and Behaviors of Students with Disabilities
05	Collaboration with Families and Other School Professionals

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

19. Department staffing and classroom/lab resources
Current faculty in the SPED program will teach this course.
   a. Will this require additional faculty, supplies, etc.?
      NO

20. No   Does this course require course fees?
   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 SPED Academy 101 course is designed to introduce teacher candidates to special education legislation and the special education process in developing a solid foundation for understanding learning acquisition and behaviors of children with physical, health, and multiple disabilities. In addition, the course is designed to educate, train and prepare teacher candidates for a quick transition into the special education classroom. This course meets the Arkansas Department of Education requirement for the SPED 101 Academy as outlined in the licensure policies.

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

   This course is a required course in Arkansas State University's Master of Arts in Teaching in Special Education K-12 degree and licensure program. The course content has been developed with reference to the licensure and accreditation standards for K-12 Special Education identified by the State of Arkansas, the Council for Exceptional Children, and the National Association for the Education of Young Children. The mission for the School of Teacher Education and Leadership is to "generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society." In addition, the course has been developed to be congruent with the mission of the College of Education and Behavioral Science as a unit. Specifically, the course addresses the college's commitment to families and communities, to research-based practices, and to social justice.

   c. Student population served.

   Graduate teacher candidates enrolled at Arkansas State University who have been formally admitted into the MAT in Special Education K-12 program.

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

The course will be considered for graduate students who demonstrate an appropriate knowledge base of the characteristics of individuals with exceptional learning needs.

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. [X] 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?

CEC Standard 1.0 Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with developmental and learning experiences for individuals with exceptionalities (CEC, 2015).

CEC Standard 2.0. Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (CEC, 2015).

CEC Standard 3.0 Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities (CEC, 2015).

CEC Standard 4.0 Assessment. Beginning special education professionals use multiple methods of assessment and data sources in making instructional decisions (CEC, 2015).
CEC Standard 6.0 Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession (CEC, 2015).
CEC Standard 7.0 Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and their personnel from community agencies in cultural responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (CEC, 2015).

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)	Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with developmental and learning experiences for individuals with exceptionalities (CEC, 2015).
Assessment Measure	Philosophy of Special Education. Candidates are required to write a statement of educational philosophy of special education. The philosophy will include the roles of teachers and students in the learning, purpose of the IEP, effective teaching methods, content knowledge, and assessment, collaboration with families and school professionals, and professional and ethical standards.
Assessment Timetable	Summer
Who is responsible for assessing and reporting on the results?	The special education program faculty which includes Drs. Davis, Neal, Henley, Singleton, and Mrs. Nichols will assess and report results annually through the annual report that is submitted to HLC.

(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 associated assessment measures?

Outcome 1	The teacher candidate will demonstrate knowledge of the overview of laws that govern special education and the role of an educator with Section 504, ADA, and ESEA.
Which learning activities are responsible for this outcome?	Readings, In-Class Activities, Special Education Timeline assignment
Assessment Measure	Praxis Content Exam-5354 and Special Education Timeline assignment

Outcome 2	The teacher candidate will demonstrate knowledge of the definitions, development, and individual differences of individuals with exceptionalities identified by IDEA
Which learning activities are responsible for this outcome?	Readings, In-Class activities, Special Education IDEA Research Project
Assessment Measure	Praxis Content Exam 5354 and Special Education Research Project

Outcome 3	The teacher candidate will demonstrate understanding of creating safe, inclusive, and culturally responsive learning environments for students with exceptionalities.
Which learning activities are responsible for this outcome?	Readings, In-class activities,
Assessment Measure	Praxis Content Exam 5354

Outcome 4	The teacher candidate will demonstrate skills in identifying the role of each participant in the referral, assessment, and IEP process.
Which learning activities are responsible for this outcome?	Readings, In-class activities and Mock IEP Meeting
Assessment Measure	Praxis Content Exam 5354

(Repeat if needed for additional outcomes)

Bulletin Changes

P. 309
Special Education (ELSE)

ELSE 5003. SPED Academy 101: Foundations of Teaching Students with Exceptional Needs. An overview of special education that includes the historical foundation of special education, litigation and legislation, characteristics of students with exceptionalities, assessment procedures, the IEP process, and collaboration with families and professionals in the field of education. Prerequisite, admission to the MAT in Special Education program*.*

New Course Proposal Form

[ ]   **Undergraduate Curriculum Council**

[X]   **Graduate Council**

[X]   New Course or [ ]Experimental Course (1-time offering)   (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Gwendolyn L. Neal 10/19/2017
Department Curriculum Committee Chair

Rob Williams 10/25/2017
COPE Chair (if applicable)

Joan Henley 10/23/2017 ENTER DATE…
Department Chair:

Mary Jane Bradley 10/25/2017
Head of Unit (If applicable)

Wayne W. Wilkinson 10/24/2017
College Curriculum Committee Chair

ENTER DATE…
Undergraduate Curriculum Council Chair

Mary Jane Bradley 10/25/2017
College Dean

ENTER DATE…
Graduate Curriculum Committee Chair

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE…
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Dr. Kimberley Davis, kimberleydavis@astate.edu, (870) 972-3607

2. Proposed Starting Term and Bulletin Year
2018-2019;Fall 2019

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*.)
ELSE 6196

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).
Special Education MAT Internship
Short Title: ELSE 6196

5. Brief course description (40 words or fewer) as it should appear in the bulletin.
The Special Education MAT Internship requires supervised and directed experience in teaching for students with disabilities in grades K-12. Prerequisites, Completion of required courses in the program prior to internship and passage of Special Education Praxis II must be completed.

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.   NO   Are there any prerequisites?
          a.   If yes, which ones?
             Why or why not?

          YES   Is this course restricted to a specific major?
          b.   If yes, which major?   MAT in Special Education K-12

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.
Internship

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Pass/fail

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

11. NO   Is this course cross listed?
   (If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

   11.1 – If yes, please list the prefix and course number of cross listed course.
        NA
   11.2 –   Are these courses offered for equivalent credit?
          Please explain.

12. YES Is this course in support of a new program?
     a.   If yes, what program?
          Master of Arts in Teaching in Special Education K-12

13. NO   Does this course replace a course being deleted?
     a.   If yes, what course?
          NA
14. NO   Will this course be equivalent to a deleted course?
     a.   If yes, which course?

NA

15. YES Has it been confirmed that this course number is available for use?
If no: Contact Registrar's Office for assistance.

16. NO   Does this course affect another program?
If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.
NA

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   The teacher candidate will observe and assist the mentor teacher, become familiar with materials and daily schedules, learn students' names, receive orientation, become familiar with the policies and procedures of the school, and begin practicum assignments.

Week 2   The teacher candidate will identify student with identified social behavior and begin observation using ABC data collection method. The

Week 3   Teacher candidate will begin functional behavior analysis for the identified student.

Week 4   Teacher candidate will use the cooperating teacher's lesson plans to teach 1-2 hours each day.

Week 5-11   Teacher candidate will assume responsibility for planning and teaching for 1-2 hours per day. The teacher candidate will also develop positive behavior intervention plan class-wide while implementing behavior intervention plan for identified student.

Week 12   Teacher candidate will assume responsibility for planning and teaching 1-2 hours per day. The teacher candidate will develop a plan for sustainability of the behavior intervention.

Week 13-14   Teacher candidate will assist the cooperating teacher as he/she takes back full responsibility for planning and teaching. The practicum student may also use time during this week to observe in other classrooms at the school site.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
560 clock hours with students with exceptional learning and behavior needs with a minimum of 8 site visits from the University Supervisor.

19. Department staffing and classroom/lab resources
Current faculty in the SPED program will teach this course.
   a.   Will this require additional faculty, supplies, etc.?
        NO

20. No   Does this course require course fees?
     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 course is designed to provide a directed internship experience for teacher candidates in a K-12 special education classroom. Experiences are not limited to a specific group of students or type of service delivery placement
   b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.
            This course is a required course in Arkansas State University's Master of Arts in Teaching in Special Education K-12 degree and licensure program. The course content has been developed with reference to the licensure and accreditation standards for K-12 Special Education identified by the State of Arkansas, the Council for Exceptional Children, and the National Association for the Education of Young Children. The mission for the School of Teacher Education and Leadership is to "generate and disseminate knowledge through teaching,

research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society." In addition, the course has been developed to be congruent with the mission of the College of Education and Behavioral Science as a unit. Specifically, the course addresses the college's commitment to families and communities, to research-based practices, and to social justice.

c. Student population served.

Graduate teacher candidates enrolled at Arkansas State University who have been formally admitted into the MAT in Special Education K-12 program.

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

The course will be considered for graduate students who demonstrate an appropriate knowledge base of the characteristics of individuals with exceptional learning needs.

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. [X] 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?

CEC Standard 1.0 Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with developmental and learning experiences for individuals with exceptionalities (CEC, 2015).

CEC Standard 2.0. Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (CEC, 2015).

CEC Standard 3.0 Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities (CEC, 2015).

CEC Standard 4.0 Assessment. Beginning special education professionals use multiple methods of assessment and data sources in making instructional decisions (CEC, 2015).

CEC Standard 5.0 Instructional Planning. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

CEC Standard 6.0 Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession (CEC, 2015).

CEC Standard 7.0 Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and their personnel from community agencies in cultural responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (CEC, 2015).

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)	Teacher candidates will demonstrate, synthesize, and apply knowledge of the nature and needs of individuals with exceptionalities
Assessment Measure	PRAXIS 5354, Course Assignment Rubric, Course Evaluation, Survey, Reflection
Assessment Timetable	Fall, Spring; Annually
Who is responsible for assessing and reporting on the results?	The special education program faculty which includes Drs. Davis, Neal, Singleton, and Mrs. Nichols will assess and report results annually through the annual report that is submitted to HLC and every seven years to the Council for Exceptional Children for National Accreditation.
Program-Level Outcome 2 (from question #23)	Teacher candidates will utilize and adapt research-based knowledge, theories, and strategies to promote an appropriate and positive learning environment

Assessment Measure	PRAXIS 5354, Course Assignment Rubric, Course Evaluation, Survey, Reflection
Assessment Timetable	Fall, Spring; Annually
Who is responsible for assessing and reporting on the results?	The special education program faculty which includes Drs. Davis, Neal, Singleton, and Mrs. Nichols will assess and report results annually through the annual report that is submitted to HLC and every seven years to the Council for Exceptional Children for National Accreditation.
Program-Level Outcome 3 (from question #23)	Teacher candidates will plan and implement formal and informal assessments to identify individuals with exceptionalities, develop individual student goals, and monitor student progress.
Assessment Measure	Rubric, Course Evaluation, Survey, Reflection
Assessment Timetable	Fall, Spring, Annually
Who is responsible for assessing and reporting on the results?	The special education program faculty which includes Drs. Davis, Neal, Singleton, and Mrs. Nichols will assess and report results annually through the annual report that is submitted to HLC and every seven years to the Council for Exceptional Children for National Accreditation.

(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 associated assessment measures?

Outcome 1	The teacher candidate monitor all student's activities and modify the learning environment to encourage the development, maintenance, and generalization of knowledge and skills.
Which learning activities are responsible for this outcome?	Instructional Planning Project, Case Study Project, CBM Plan
Assessment Measure	SPA Assessment-Assessment Case Study Project
Outcome 2	The teacher candidate will reflect on the positive behavior supports and classroom management plan used in the classroom.
Which learning activities are responsible for this outcome?	Instructional Planning Project, Assessment Case Study Project, CBM Plan
Assessment Measure	SPA Assessment-Assessment Case Study Project
Outcome 3	The teacher candidate will identify and demonstrate evidence-based instructional practices that support student with exceptionalities or learners struggling with academic content in the general education classroom.
Which learning activities are responsible for this outcome?	Instructional Planning Project, Case Study Project, CBM Plan
Assessment Measure	SPA Assessment-Assessment Case Study Project

(Repeat if needed for additional outcomes)

Bulletin Changes

P. 309
Special Education (ELSE)

ELSE 6196. Special Education MAT Internship. The Special Education MAT Internship requires supervised and directed experience in teaching for students with disabilities in grades K-12. Prerequisites, Completion of required courses in the program prior to internship and passage of Special Education Praxis II must be completed.

Code # Enter text...

New Course Proposal Form

[ ]   **Undergraduate Curriculum Council**

[X]   **Graduate Council**

| [X]   **New Course or [ ] Experimental Course (1-time offering)**   **(Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Wayne W. Wilkinson   10/2/2017
Department Curriculum Committee Chair

COPE Chair (if applicable)   ENTER DATE...

Kris Biondolillo 10/2/2017
Department Chair: 10/2/2017

Head of Unit (If applicable)   ENTER DATE...

Wayne W. Wilkinson 10/9/2017
College Curriculum Committee Chair

Undergraduate Curriculum Council Chair   ENTER DATE...

Mary Jane Bradley 11/2/2017
College Dean

11/2/17

                                                              ENTER DATE
General Education Committee Chair (If applicable)   **Vice Chancellor for Academic Affairs**   ENTER DATE...

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1. Contact Person (Name, Email Address, Phone Number)
Wayne W. Wilkinson, wwilkinson@astate.edu, 870-680-8129

2. Proposed Starting Term and Bulletin Year
First offering: Spring 2018

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.*)
PSY 6423

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).
Professional Writing and Thesis Development

Short title for transcripts: Professional Writing

5. Brief course description (40 words or fewer) as it should appear in the bulletin.
Overview of content, stylistic, and ethical issues related to writing in the psychological sciences.

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? YES
         a.   If yes, which ones?
            Enrollment in the M.S. Psychological Science program or permission of the instructor
         b.   Why or why not?

     b.   Is this course restricted to a specific major? YES
         a.   If yes, which major?   M.S. Psychological Science

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 only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
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?
         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?
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

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.)
Week 1 – Introduction and Overview to the Course
Week 2 – Thesis Overview
Week 3 – The Thesis Process
Week 4 – Topic Development
Week 5 – Work Week
Week 6 – Faculty Advising and Committee Selection
Week 7 – Reviewing the Literature
Week 8 – Writing Ethics
Week 9 – APA Style
Week 10 – SPRING BREAK – NO CLASS
Week 11 – Presentation Skills
Week 12 – Selecting Statistics and Writing about Results
Week 13 – Reviewing Process
Week 14 – Work Week
Week 15 – Class Presentations

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Not applicable

19. Department staffing and classroom/lab resources
The course can be taught with existing faculty and resources
   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)
        Since the initiation of the M.S. Psychological Science program we have noticed the students to be somewhat under-prepared for completing a major research and writing project as required by the thesis. To date, we have addressed this concern in individual research methodology and statistics classes; however, based on student feedback we have decided to create a course specifically dedicated to various writing issues in psychology. This course is similar to those recently implemented in other psychology graduate programs in the region (e.g., Oklahoma State University).

   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 course is directly related to program-level outcome 7: Demonstrate effective communication for multiple purposes.

   c. Student population served.
        Graduate students enrolled in the M.S. Psychological Science program

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

     As the course is intended as a direct precursor to the M.S. Psychological Science master's thesis, including undergraduate students would be inappropriate.

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. [X] Thinking Critically   c. [X] 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?
Program-level learning outcome 7: Demonstrate effective communication for multiple purposes

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.

Assessment of program-level learning outcome 7 is obtained through the final thesis. No program-level assessment will take place in the course.

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)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

     (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 associated assessment measures?

Outcome 1	Demonstrate knowledge content and format requirements of current American Psychological Association writing style.
Which learning activities are responsible for this outcome?	Lecture on APA style
Assessment Measure	Mock journal manuscript review

     (Repeat if needed for additional outcomes)

Outcome 2	Demonstrate knowledge of the ethical issues involved in professional writing.
Which learning activities are responsible for this outcome?	Lecture on ethical issues
Assessment Measure	Introduction section of thesis

Bulletin Changes

Instructions

Please visit <ins>http://www.astate.edu/a/registrar/students/bulletins/index.dot</ins> 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 322:

PSY 6423 Professional Writing and Thesis Development Overview of content, stylistic, and ethical issues related to writing in the psychological sciences. Must be completed during second semester in the Psychological Science program. Prerequisite, Acceptance to the Master of Science in Psychological Science program or permission of the instructor

Bulletin / Banner Change Transmittal Form

[ ]   **Undergraduate Curriculum Council**

[X]   **Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Wayne W. Wilkinson	10/2/2017	
Department Curriculum Committee Chair		**COPE Chair (if applicable)** ENTER DATE
Kris Biondolillo	10/2/2017	
Department Chair:		**Head of Unit (If applicable)** ENTER DATE
Wayne W. Wilkinson	10/9/2017	
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair** ENTER DATE
Mary Jane Bradley	11/2/2017	
College Dean		**Graduate Curriculum Committee Chair** ENTER DATE
General Education Committee Chair (If applicable) ENTER DATE		**Vice Chancellor for Academic Affairs** ENTER DATE

1.Contact Person (Name, Email Address, Phone Number)
Dr. Wayne Wilkinson, wwilkinson@astate.edu, 780-680-8129

2.Proposed Change
Modification of program requirements to incorporate new course (PSY 6423)

3.Effective Date
Spring 2018 (printed in Fall 2018 Bulletin)

4.Justification – *Please provide details as to why this change is necessary.*
A new course (PSY 6423) will required of all students in the program, necessitating a change in the number of seminars/electives required to reach 36 total credit hours.

Please note – any change to course number, course prefix, or course title should utilize the 'Course Revision' form.
Form Revised: 09/05/2017

Bulletin Changes

p. 120

Psychological Science
Master of Science

University Requirements:	
See Graduate Degree Policies for additional information (p. 35)	
Program Requirements:	**Sem. Hrs.**
PSY 5303, Research Methodology	3
PSY 5313, Applied Analysis of Psychological Research I	3
PSY 5623, Program Development, Implementation, and Analysis	3
PSY 6313, Applied Analysis of Psychological Research II	3
PSY 6423, Professional Writing and Thesis Development	**3**
PSY 6633, Foundations of Organizational Psychology	3
PSY 6643, Foundations of Cognitive Psychology	3
PSY 6653, Foundations of Social Psychology	3
PSY 6663, Advanced Psychological Seminar *(Topics vary and can be taken multiple times for credit)* **OR** Electives approved by the Program Coordinator	~~9~~ **6**
PSY 680V, Thesis	6
Sub-total	**36**
Total Required Hours:	**36**

Please note – any change to course number, course prefix, or course title should utilize the 'Course Revision' form.
Form Revised: 09/05/2017

Course Revision Proposal Form

[ ]   **Undergraduate Curriculum Council**

[X]   **Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to <u>curriculum@astate.edu</u> for inclusion in curriculum committee agenda.

Gwendolyn L. Neal 10/19/2017
Department Curriculum Committee Chair

Rob Williams 10/25/2017
COPE Chair (if applicable)

Joan Henley 10/23/2017 ENTER DATE...
Department Chair:

Mary Jane Bradley 10/25/2017
Head of Unit (If applicable)

Wayne W. Wilkinson 10/24/2017
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

Mary Jane Bradley 10/25/2017
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE...
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Dr. Kimberley Davis, <u>kimberleydavis@astate.edu</u>, (870) 972-3607

2. Proposed Starting Term and Bulletin Year for Change to Take Effect
2018-2019;Spring 2019

3. Current Course Prefix and Number
ELSE 5633
    3.1 – **[]**   Request for Course Prefix and Number change
      If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)*
    No
    3.2 –   If yes, has it been confirmed that this course number is available for use?
      If no: Contact Registrar's Office for assistance.

4. Current Course Title
    Diagnostic and Corrective Reading Instruction for Individuals with Mild Disabilities
    4.1 – **[Yes]**   Request for Course Title Change
        If yes, include new Course Title Below.
    Literacy Assessment and Diagnosis of Exceptional Learners
            a.   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).*
                Literacy Assessment and Diagnosis
            b.   Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
                N/A

5. – **[ ]**   Request for Course Description Change.
    If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.
    No

6. – [ ]   Request for prerequisites and major restrictions change.
    (If yes, 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?
                a.   If yes, which ones?
                    No
                b.   Why or why not?
                    No

            b.   Is this course restricted to a specific major?
                a.   If yes, which major?   No

7. – [ ]   Request for Course Frequency Change (e.g. Fall, Spring, Summer).   *Not applicable to Graduate courses.*
        a. If yes, please indicate current and new frequency:
        No

8. – [ ]   Request for Class Mode Change
    If yes, indicate if this course will 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 indicate the current and choose one.
    No

9. – [ ]   Request for grade type change
    If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
    No

10. Is this course dual listed (undergraduate/graduate)?
    a. If yes, indicate course prefix, number and title of dual listed course.
    No

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

   11.1 – If yes, please list the prefix and course number of cross listed course.
       No
   11.2 –   Are these courses offered for equivalent credit?
          Please explain.   No

12. Yes   Is this course change in support of a new program?
       a.   If yes, what program?
          Yes, this course will be used for both the MSE in Special Education and MAT in Special Education in accordance with licensure changes in special education.

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

14. No   Will this course be equivalent to a deleted course or the previous version of the course?
       a.   If yes, which course?
              No

15. NO   Does this course affect another program?
   If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

16. 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.

Revision Details

17. Please outline the proposed revisions to the course.
    Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.

    The name is the only proposed change.

18. Please provide justification to the proposed changes to the course.

    The name of the course is updated based on current legislation in special education in accordance to the Individuals with Disabilities Education Act (IDEA, 2004).

19. Do these revisions result in a change to the assessment plan? No

    *If yes: Please complete the Assessment section of the proposal on the next page.
    *If no: Skip to Bulletin Changes section of the proposal.

Assessment

University Outcomes

20. 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

21. 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?

22. 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)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

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

Course-Level Outcomes

23. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	
Which learning activities are responsible for this outcome?	
Assessment Measure	What will be your assessment measure for this outcome?

(Repeat if needed for additional outcomes)

Bulletin Changes

ELSE 5633. ~~Diagnostic and Corrective Reading Instruction for Individuals with Mild Disabilities.~~ Developing comprehensive understanding of diagnostic and corrective needs of individuals with reading disabilities in special education classrooms

ELSE 5633. Literacy Assessment, and Diagnosis of Exceptional Learners. Developing comprehensive understanding of diagnostic and corrective needs of individuals with reading disabilities in special education classrooms

New Course Proposal Form

[ ]   **Undergraduate Curriculum Council**

[x]   **Graduate Council**

[x]   **New Course or [ ]Experimental Course (1-time offering)   (Check one box)**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name andnter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Joanna Grymes 10/19/2017
Department Curriculum Committee Chair

Rob Williams 10/25/2017
COPE Chair (if applicable)

Ronald Towery 10/19/2017
Department Chair:

Mary Jane Bradley   10/25/2017
Head of Unit (If applicable)

Wayne W. Wilkinson 10/24/2017
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

Mary Jane Bradley 10/25/2017
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE...
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Dr. Ron Towery, rtowery@astate.edu, 870 972 3059

2. Proposed Starting Term and Bulletin Year
18/19, first offered Sum 2019

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*.)
ELED 6103

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).
Elementary Literacy

5. Brief course description (40 words or fewer) as it should appear in the bulletin.
Focus on effective literacy instruction within and across content areas including a comprehensive knowledge base of the
reading and writing process and effective instructional methods for teaching both nonfiction and fiction reading
and writing in the elementary classroom.

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.   NO   Are there any prerequisites?
            a.   If yes, which ones?
            b.   Why or why not?

      b.   NO   Is this course restricted to a specific major?
            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, or other [please elaborate])
Standard letter

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

11. NO   Is this course cross listed?
   (If it is, all course entries must be identical including course descriptions. <u>Submit appropriate documentation for requested changes.</u> It is important to check the course description of an existing course when adding a new cross listed course.)

   11.1 – If yes, please list the prefix and course number of cross listed course.
   11.2 –   Are these courses offered for equivalent credit?
            Please explain.

12. yes   Is this course in support of a new program?
      a.   If yes, what program?
               Master of Arts in Teaching Elementary Track

13. NO   Does this course replace a course being deleted?
      a.   If yes, what course?
14. NO   Will this course be equivalent to a deleted course?
      a.   If yes, which course?

15. YES   Has it been confirmed that this course number is available for use?
    If no: Contact Registrar's Office for assistance.

16. no   Does this course affect another program?
    If yes, provide confirmation of acceptance/approval of changes 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.)
Course Outline

WEEK	CONTENT
1	An inquiry approach to genre study; What is genre study?; What students need to know about the genres of text; A workshop approach to genre study; Learning to process fiction and nonfiction texts
	Set up professional development literature circles; Assign Book award presentations; Schedule topic presentations
2	Understanding fiction texts; Fantasy in fiction texts; Nonfiction texts; Realism in fiction texts; Understanding biography
	Book award presentations; (3) minilessons due; Topic group presentations
3	Reading across genres; Poetry; Interactive read-aloud and literature discussion
	(3) minilessons due; Topic group presentations
4	Reading conferences and independent reading; Writing about reading in a reader's notebook; Guided reading; The reading-writing connection
	Literature circle presentations; (2) minilessons due; Topic group presentations
5	Diversity and Differentiated Instruction; FINAL: Text set presentations

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

19. Department staffing and classroom/lab resources
Course will be offered in the summer; sufficient staffing and classroom space is available
   a.   Will this require additional faculty, supplies, etc.?
        No; sufficient faculty are in place; Library and college resources exist to support the course

20. no   Does this course require course fees?
   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 is designed to provide a deeper knowledge of literacy practices in elementary classrooms beyond the 6 hours already in the MAT program. This course focuses on Arkansas Department of Education (ADE) expectations for Elementary Education teachers to have knowledge of content reading and writing specific for K-6 classrooms. This course further addresses required standards for initial licensure programs. Literacy development and education has received increasing emphasis in the elementary grades. This course supports development of proficiency in several Arkansas Teaching Standards/InTASC including 1, Learner Development; 2, Learning Differences; 4, Content Knowledge; 5 Application of Content; 6, Assessment; 7, Planning for Instruction; 8, Instructional Strategies .

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 course fits into the mission of the department by supporting on of "the department's primary goals: preparing Professionally Emerging Teachers and Emerging Professionals in the fields of early childhood education, elementary education, middle grades education, secondary education, and reading." The focus on literacy education will help prepare these MAT candidates to be more effective in elementary classrooms.

c. Student population served.

Master of Arts in Teaching Elementary track candidates; other graduate students as interested

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

Course is developed specifically for the MAT in Teaching Elementary track.

Assessment

<u>**University Outcomes**</u>

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

a. [x] Global Awareness   b. [x] Thinking Critically   c. [ ] Information Literacy

<u>**Relationship with Current Program-Level Assessment Process**</u>

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?

Primary Standard addressed is Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.;
Supplemental standards include the following; these standards are largely implied while assessing Standard 8.

Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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.

The course does not have a program assessment connected with it but supports candidates in being successful in the program assessments connected to the internship semester.

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)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

(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 associated assessment measures?

Outcome 1	Utilize appropriate instructional practices, based on an understanding of diverse student abilities, cultural backgrounds, and language.
Which learning activities are responsible for this outcome?	Course readings, lecture, discussion, class activities
Assessment Measure	Mini lessons assignment graded with a rubric

Outcome 2	Develop specific teaching strategies for reading instruction in the content areas.
Which learning activities are responsible for this outcome?	Course readings, lecture, discussion, class activities
Assessment Measure	Text Set presentations graded with a rubric

(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.**

Page 313

ELED 6043. Social Studies in the Elementary School Relates human and natural resources to the child as a social being in an interdependent world and includes four or five selected field trips.

ELED 6053. Principles and Practices for Language Arts Instruction A methods course which provides for the development of knowledge, skills, and attitudes necessary for teaching the language arts: listening, speaking, reading, and writing.

ELED 6063. Educational Media This course is designed to provide teachers, administrators, supervisors, and librarians with the skills and knowledge required to effectively use instructional media in the classroom and for professional presentations, and to provide them with an understanding of the requirements for an effective multimedia center.

ELED 6073. Teaching Natural Science in the Elementary School A graduate level methods course which provides an opportunity for the development of effective elementary science instructional procedures and explores current problems relating to elementary science teaching.

ELED 6083. Mathematics in the K-6 Curriculum The course will acquaint K-6 teachers with the curriculum and evaluation standards in mathematics and with ways to implement these standards for elementary classrooms.

ELED 6103 Elementary Literacy   Focus on effective literacy instruction within and across content areas including a comprehensive knowledge base of the reading and writing process and effective instructional methods for teaching both nonfiction and fiction reading and writing in the elementary classroom.

ELED 660V. Thesis
ELED 680V. Independent Study

New Course Proposal Form

[ ]   **Undergraduate Curriculum Council**

[x]   **Graduate Council**

[x]   **New Course or [ ]Experimental Course (1-time offering)   (Check one box)**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name andnter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Joanna Grymes 10/19/2017
Department Curriculum Committee Chair

Ronald Towery 10/19/2017
Department Chair:

Wayne W. Wilkinson 10/24/2017
College Curriculum Committee Chair

Mary Jane Bradley 10/25/2017
College Dean

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Mary Jane Bradley   10/25/2017
Head of Unit (If applicable)

ENTER DATE...
Undergraduate Curriculum Council Chair

ENTER DATE...
Graduate Curriculum Committee Chair

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Vice Chancellor for Academic Affairs

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1. Contact Person (Name, Email Address, Phone Number)
Dr. Ron Towery, rtowery@astate.edu, 870 972 3059

2. Proposed Starting Term and Bulletin Year
18/19, first offered Sum 2019

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*.)
ELED 6103

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).
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5. Brief course description (40 words or fewer) as it should appear in the bulletin.
Focus on effective literacy instruction within and across content areas including a comprehensive knowledge base of the
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     and writing in the elementary classroom.

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. NO   Are there any prerequisites?
            a. If yes, which ones?
            b. Why or why not?

       b. NO   Is this course restricted to a specific major?
            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, or other [please elaborate])
Standard letter

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

11. NO   Is this course cross listed?
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   11.2 –   Are these courses offered for equivalent credit?
           Please explain.

12. yes Is this course in support of a new program?
     a. If yes, what program?
            Master of Arts in Teaching Elementary Track

13. NO   Does this course replace a course being deleted?
     a. If yes, what course?
14. NO   Will this course be equivalent to a deleted course?
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15. YES   Has it been confirmed that this course number is available for use?
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16. no   Does this course affect another program?
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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.)
Course Outline

WEEK	CONTENT
1	An inquiry approach to genre study; What is genre study?; What students need to know about the genres of text; A workshop approach to genre study; Learning to process fiction and nonfiction texts
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4	Reading conferences and independent reading; Writing about reading in a reader's notebook; Guided reading; The reading-writing connection
	Literature circle presentations; (2) minilessons due; Topic group presentations
5	Diversity and Differentiated Instruction; FINAL: Text set presentations

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

19. Department staffing and classroom/lab resources
Course will be offered in the summer; sufficient staffing and classroom space is available
   a.   Will this require additional faculty, supplies, etc.?
        No; sufficient faculty are in place; Library and college resources exist to support the course

20. no   Does this course require course fees?
   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:
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c. Student population served.

Master of Arts in Teaching Elementary track candidates; other graduate students as interested

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

Course is developed specifically for the MAT in Teaching Elementary track.

Assessment

University Outcomes

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

a. [x] Global Awareness   b. [x] 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?

Primary Standard addressed is Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways./TESS Domain #3 Instruction Supplemental standards include the following; these standards are largely implied while assessing Standard 8.

Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

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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.

The course does not have a program assessment connected with it but supports candidates in being successful in the program assessments connected to the internship semester.

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)	ATS #8 Instructional Strategies/TESS Domain #3 Instruction
Assessment Measure	MEASURE ONE: Internship Formative Observation measure (ADE TESS observation rubric)The A-State Educator Preparation Provider (EPP) program is transitioning to new initial licensure EPP-wide (capstone) internship assessments. These final assessments will include the Arkansas Department of Education TESS observation rubric which will be used to assess ATS Outcome #8/TESS Domain #3; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes. MEASURE TWO: the EPP initial programs work sample/portfolio (still in determination for 18/19) will be used to assess ATS Outcome #8/TESS Domain #3
Assessment Timetable	Internship each fall
Who is responsible for assessing and reporting on the results?	Clinical and University supervisors observe/complete observation rubric; university supervisors score work sample/portfolio; university supervisors input data for both into Livetext. MAT Coordinators collects, analyzes, reports data

(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 associated assessment measures?

Outcome 1	Utilize appropriate instructional practices, based on an understanding of diverse student abilities, cultural backgrounds, and language.
Which learning activities are responsible for this outcome?	Course readings, lecture, discussion, class activities
Assessment Measure	Mini lessons assignment graded with a rubric

Outcome 2	Develop specific teaching strategies for reading instruction in the content areas.
Which learning activities are responsible for this outcome?	Course readings, lecture, discussion, class activities
Assessment Measure	Text Set presentations graded with a rubric

(Repeat if needed for additional outcomes)

Bulletin Changes

Instructions

Page 313

ELED 6043. Social Studies in the Elementary School Relates human and natural resources to the child as a social being in an interdependent world and includes four or five selected field trips.

ELED 6053. Principles and Practices for Language Arts Instruction A methods course which provides for the development of knowledge, skills, and attitudes necessary for teaching the language arts: listening, speaking, reading, and writing.

ELED 6063. Educational Media This course is designed to provide teachers, administrators, supervisors, and librarians with the skills and knowledge required to effectively use instructional media in the classroom and for professional presentations, and to provide them with an understanding of the requirements for an effective multimedia center.

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ELED 6103 Elementary Literacy   Focus on effective literacy instruction within and across content areas including a comprehensive knowledge base of the reading and writing process and effective instructional methods for teaching both nonfiction and fiction reading and writing in the elementary classroom.

ELED 660V. Thesis
ELED 680V. Independent Study

New Course Proposal Form

[ ]   **Undergraduate Curriculum Council**

[x]   **Graduate Council**

[x]   **New Course or [ ] Experimental Course (1-time offering)**   **(Check one box)**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Joanna Grymes 10/19/2017
Department Curriculum Committee Chair

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Wayne W Wilkinson 10/24/2017
College Curriculum Committee Chair

ENTER DATE…
Undergraduate Curriculum Council Chair

Mary Jane Bradley 10/25/2017
College Dean

ENTER DATE…
Graduate Curriculum Committee Chair

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE…
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Ron Towery, rtowery@astate.edu, 870-972-3059

2. Proposed Starting Term and Bulletin Year
Summer 2018,

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*.)
ELED 6113

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).
Learning and Developing in the Elementary Years
Learning Developing Elem Yrs

5. Brief course description (40 words or fewer) as it should appear in the bulletin.
Overview of cognitive, social-emotional, and physical developmental domains, including the interdependency of domains, for elementary age children; includes socio-cultural influences impacts on learning and development.

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.   NO   Are there any prerequisites?
           a.   If yes, which ones?
           b.   Why or why not?
               Foundational course for the program

       b.   NO   Is this course restricted to a specific major?
           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 only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Standard letter

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

11. NO   Is this course cross listed?
   (If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

   11.1 – If yes, please list the prefix and course number of cross listed course.
   11.2 –   Are these courses offered for equivalent credit?
           Please explain.

12. YES Is this course in support of a new program?
    a. If yes, what program?
           Master of Arts in Teaching, Elementary track

13. no   Does this course replace a course being deleted?
    a. If yes, what course?
14. NA Will this course be equivalent to a deleted course?
    a. If yes, which course?

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

16. no   Does this course affect another program?
     If yes, provide confirmation of acceptance/approval of changes 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.)

Week	Course Content
1	Introduction to Development, socio-cultural contexts, individual differences and individual nature of development
2	Social emotional, physical, language development, DLL/ELL, Cognitive Development – test 1
3	Cognitive Development, Cognition, Cognitive Processes, Memory and Learning, Social Cognitive Perspectives; test 2
4	Behavioral Perspectives, Motivation; Effective classroom practices; first project due
5	Class case studies, Engaging Families; second project due; test 3

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Child observation and interview/family interview

19. Department staffing and classroom/lab resources
Existing department and university resources will support the course content
   a. Will this require additional faculty, supplies, etc.?
      NO

20. NO   Does this course require course fees?
   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 is designed to be the foundation for the Elementary Education Master of Arts in Teaching program, grounding candidates with a strong knowledge of developmental and learning theory. Candidates will be expected to engage in critical thinking, through applying theory and concepts developed in the course in scenarios and case studies. It primarily addresses Arkansas Teaching Standards Standard #1: Learner Development Standard # 2: Learning Differences Standard # 3: Learning Environments Standard #7: Planning for Instruction

   b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.
      This course provides a foundation knowledge of development and learning for individuals seeking to complete the Master of Arts in Teaching degree, focusing on Elementary Education licensure. The course fits into the mission of the department by supporting on of "the department's primary goals: preparing Professionally Emerging Teachers and Emerging Professionals in the fields of early childhood education,

elementary education, middle grades education, secondary education, and reading." Content in the course includes applying knowledge of how children develop and learn to plan classroom activities, recognizing atypical development/developmental delays, considering the impact of children's socio-cultural contexts on their development and learning, and facilitating families' understanding of children's learning and development. All of these are characteristics of effective teachers.

c. Student population served.
    The course is developed specifically for students pursuing a Master of Arts in Teaching with Elementary Education licensure; however, it would be available to students in other programs interested in child development

d. Rationale for the level of the course (lower, upper, or graduate).
    Part of the coursework and expectations for the Master of Arts in Teaching, Elementary Track

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. [x] 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?

This course will provide a foundation for specific developmental knowledge of elementary learners that is foundational to successful completion of the internship and its assessments (Impact on student learning, TESS observation rubric/Summative Assessment of Internship) ; it primarily supports Arkansas Teaching Standards #1 Learner Development

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.

There are no direct program level assessments associated with this course. The course is developmental in nature. The course contributes to both the TESS Teaching Assessment and the Internship Portfolio.

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)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	

(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 associated assessment measures?

Outcome 1	Candidates describe characteristics of typical development for children ages through young adolescence, and identify child behaviors that indicate atypical and/or delayed development.
Which learning activities are responsible for this outcome?	Text reading, class discussion, videos, observation
Assessment Measure	Course tests

(Repeat if needed for additional outcomes)

Outcome 2	Candidates analyze teaching situations using current theory and research of child development and learning to make recommendations for classroom best practices.
Which learning activities are responsible for this outcome?	Text readings, course discussions, scenarios
Assessment Measure	Course tests
Outcome 3	Candidates describe the interdependence of domains of development and how this impacts learning and development
Which learning activities are responsible for this outcome?	Text readings, course discussions, scenarios
Assessment Measure	Course tests
Outcome 4	Candidates identify various socio-cultural influences on learning and how these may impact individual children's learning and development.
Which learning activities are responsible for this outcome?	Text readings, course discussions, videos, scenarios
Assessment Measure	Course tests
Outcome 5	Candidates identify individual patterns for development, strengths, and areas of growth for children, making appropriate recommendations for supporting these differences in the classroom
Which learning activities are responsible for this outcome?	Text readings, course discussions, scenarios
Assessment Measure	Course project graded with rubric provided to the students
Outcome 6	Candidates create family engagement materials to facilitate families' understanding and supporting the child's learning and development.
Which learning activities are responsible for this outcome?	Text, additional reading, class discussion, videos
Assessment Measure	Course project graded with a rubric provided to the students
Outcome 7	Candidates apply current knowledge and theory related to learning factors such as motivation and mindset to describe appropriate classroom practices.
Which learning activities are responsible for this outcome?	Text, additional reading, class discussion, videos, scenarios
Assessment Measure	Course tests

Bulletin Changes

Page 313
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Relates human and natural resources to the child as a social being in an interdependent world and includes four or five selected field trips.
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Principles and Practices for Language Arts Instruction
A methods course which provides for the development of knowledge, skills, and attitudes necessary for teaching the language arts: listening, speaking, reading, and writing.
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Educational Media
This course is designed to provide teachers, administrators, supervisors, and librarians with the skills and knowledge required to effectively use instructional media in the classroom and for professional presentations, and to provide them with an understanding of the requirements for an effective multimedia center.
ELED 6073.
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A graduate level methods course which provides an opportunity for the development of effective elementary science instructional procedures and explores current problems relating to elementary science teaching.
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Mathematics in the K-6 Curriculum
The course will acquaint K-6 teachers with the curriculum and evaluation standards in mathematics and with ways to implement these standards for elementary classrooms.

ELED 6113 Learning and Developing in the Elementary Years
Overview of cognitive, social-emotional, and physical developmental domains, including the interdependency of domains, for elementary age children; includes socio-cultural influences impacts on learning and development.

ELED 660V.
Thesis
ELED 680V.
Independent Study

New Course Proposal Form

[ ]   **Undergraduate Curriculum Council**

[x]   **Graduate Council**

[x]   **New Course or [ ]Experimental Course (1-time offering)**   **(Check one box)**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Joanna Grymes 10/19/2017
Department Curriculum Committee Chair

Rob Williams 10/25/2017
COPE Chair (if applicable)

Ronald Towery 10/19/2017
Department Chair:

Mary Jane Bradley 10/25/2017
Head of Unit (If applicable)

Wayne W Wilkinson 10/24/2017
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

Mary Jane Bradley 10/25/2017
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE...
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Ron Towery, rtowery@astate.edu, 870-972-3059

2. Proposed Starting Term and Bulletin Year
Summer 2018,

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*.)
ELED 6113

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).
Learning and Developing in the Elementary Years
Learning Developing Elem Yrs

5. Brief course description (40 words or fewer) as it should appear in the bulletin.
Overview of cognitive, social-emotional, and physical developmental domains, including the interdependency of domains, for elementary age children; includes socio-cultural influences impacts on learning and development.

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.   NO   Are there any prerequisites?
          a.   If yes, which ones?
          b.   Why or why not?
             Foundational course for the program

      b.   NO   Is this course restricted to a specific major?
          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 only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Standard letter

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

11. NO   Is this course cross listed?
   (If it is, all course entries must be identical including course descriptions. <u>Submit appropriate documentation for requested changes.</u> It is important to check the course description of an existing course when adding a new cross listed course.)

   11.1 – If yes, please list the prefix and course number of cross listed course.
   11.2 –   Are these courses offered for equivalent credit?
            Please explain.

12. YES Is this course in support of a new program?
     a.   If yes, what program?
            Master of Arts in Teaching, Elementary track

13. no   Does this course replace a course being deleted?
     a.   If yes, what course?
14. NA   Will this course be equivalent to a deleted course?
     a.   If yes, which course?

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

16. no   Does this course affect another program?
    If yes, provide confirmation of acceptance/approval of changes 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.)

Week	Course Content
1	Introduction to Development, socio-cultural contexts, individual differences and individual nature of development
2	Social emotional, physical, language development, DLL/ELL, Cognitive Development – test 1
3	Cognitive Development, Cognition, Cognitive Processes, Memory and Learning, Social Cognitive Perspectives; test 2
4	Behavioral Perspectives, Motivation; Effective classroom practices; first project due
5	Class case studies, Engaging Families; second project due; test 3

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Child observation and interview/family interview

19. Department staffing and classroom/lab resources
Existing department and university resources will support the course content
   a. Will this require additional faculty, supplies, etc.?
      NO

20. NO   Does this course require course fees?
   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 is designed to be the foundation for the Elementary Education Master of Arts in Teaching program, grounding candidates with a strong knowledge of developmental and learning theory. Candidates will be expected to engage in critical thinking, through applying theory and concepts developed in the course in scenarios and case studies. It primarily addresses Arkansas Teaching Standards Standard #1: Learner Development Standard # 2: Learning Differences Standard # 3: Learning Environments Standard #7: Planning for Instruction

   b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.
      This course provides a foundation knowledge of development and learning for individuals seeking to complete the Master of Arts in Teaching degree, focusing on Elementary Education licensure. The course fits into the mission of the department by supporting on of "the department's primary goals: preparing Professionally Emerging Teachers and Emerging Professionals in the fields of early childhood education,

elementary education, middle grades education, secondary education, and reading." Content in the course includes applying knowledge of how children develop and learn to plan classroom activities, recognizing atypical development/developmental delays, considering the impact of children's socio-cultural contexts on their development and learning, and facilitating families' understanding of children's learning and development. All of these are characteristics of effective teachers.

c. Student population served.

   The course is developed specifically for students pursuing a Master of Arts in Teaching with Elementary Education licensure; however, it would be available to students in other programs interested in child development

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

   Part of the coursework and expectations for the Master of Arts in Teaching, Elementary Track

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. [x] 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?

This course will provide a foundation for specific developmental knowledge of elementary learners that is foundational to successful completion of the internship and its assessments (Impact on student learning, TESS observation rubric/Summative Assessment of Internship) ; it primarily supports Arkansas Teaching Standards #1 Learner Development/TESS Domains #1 Planning and Preparation and Domain #3 Instruction

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.

There are no direct program level assessments associated with this course. The course is developmental in nature. The course contributes to both the TESS Teaching Assessment and the Internship Portfolio.

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)	Arkansas Teaching Standards #1 Learner Development/TESS Domains #1 Planning and Preparation and Domain #3 Instruction
Assessment Measure	MEASURE ONE: Internship Formative Observation measure (ADE TESS observation rubric)The A-State Educator Preparation Provider (EPP) program is transitioning to new initial licensure EPP-wide (capstone) internship assessments. These final assessments will include the Arkansas Department of Education TESS observation rubric which will be used to assess ATS Outcome #1/TESS Domains#1 & #3; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes. MEASURE TWO: the EPP initial programs work sample/portfolio (still in determination for 18/19) will be used to assess ATS Outcome #1/TESS Domains #1 and #3
Assessment Timetable	Internship every fall semester
Who is responsible for assessing and reporting on the results?	Clinical and University supervisors observe/complete observation rubric; university supervisors score work sample/portfolio; university supervisors input data for both into Livetext. MAT Coordinators collects, analyzes, reports data

(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 associated assessment measures?

Outcome 1	Candidates describe characteristics of typical development for children ages through young adolescence, and identify child behaviors that indicate atypical and/or delayed development.
Which learning activities are responsible for this outcome?	Text reading, class discussion, videos, observation
Assessment Measure	Course tests

(Repeat if needed for additional outcomes)

Outcome 2	Candidates analyze teaching situations using current theory and research of child development and learning to make recommendations for classroom best practices.
Which learning activities are responsible for this outcome?	Text readings, course discussions, scenarios
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Assessment Measure	Course project graded with a rubric provided to the students
Outcome 7	Candidates apply current knowledge and theory related to learning factors such as motivation and mindset to describe appropriate classroom practices.

Which learning activities are responsible for this outcome?	Text, additional reading, class discussion, videos, scenarios
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Bulletin Changes

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The course will acquaint K-6 teachers with the curriculum and evaluation standards in mathematics and with ways to implement these standards for elementary classrooms.

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ELED 660V.
Thesis
ELED 680V.
Independent Study

Course Deletion Proposal Form

[ ]   **Undergraduate Curriculum Council**

[x]   **Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

| Joanna Grymes | 10/10/2017 |
| **Department Curriculum Committee Chair** | |

| Rob Williams | 10/25/2017 |
| **COPE Chair (if applicable)** | |

| Ronald Towery | 10/10/2017 |
| **Department Chair:** | |

| Mary Jane Bradley | 10/25/2017 |
| **Head of Unit (If applicable)** | |

| Wayne W. Wilkinson | 10/24/2017 |
| **College Curriculum Committee Chair** | |

| | ENTER DATE |
| **Undergraduate Curriculum Council Chair** | |

| Mary Jane Bradley | 10/25/2017 |
| **College Dean** | |

| | ENTER DATE |
| **Graduate Curriculum Committee Chair** | |

| | ENTER DATE |
| **General Education Committee Chair (If applicable)** | |

| | ENTER DATE |
| **Vice Chancellor for Academic Affairs** | |

1. Course Title, Prefix and Number
MLED 5002, Methods and Materials of Teaching English Language Arts
MLED 5012, Methods and Materials of Teaching Mathematics
MLED 5022, Methods and Materials for Teaching Science
MLED 5032, Methods and Materials for Teaching Social Studies

2. Contact Person (Name, Email Address, Phone Number)
Ron Towery, rtowery@astate.edu, 870 972 3059

3. Last semester course will be offered
Summer 2018
Please clarify by selecting one of the following:

a. ［x ］ Remove course from bulletin for Fall   of 2018
b. ［ ］ Other -

4. Student Population
    a. The course was initially created for what student population?
       MLED Master of Arts in Teaching
    b. How will deletion of this course affect those students?
       Currently enrolled students who have met program requirements will not be affected. New students and those not meeting program requirements will move to taking one advanced methods course rather than 2 specialy methods courses..

College, Departmental, or Program Changes

5. a. How will this affect the college, department, and/or program?
      Enrollment in the MLED MAT methods courses was very low, as the program population was split among the methods courses. Providing one advanced methods course that supports all content areas will better ensure appropriate enrollment and is more in line with other MAT programs in the state.

    b. no   Does this program and/or course affect another department?
     If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

    c. Please provide a short justification for why this course being deleted from program.
     Enrollment in the 2 hour MAT specialty methods courses was consistently low.

6. no **Is there currently a course listed in the bulletin which is equivalent to this one?**
     If yes, which course(s)?

7. yes **Will this course be equivalent to a new course?**
     If yes, what course?
     Rather than taking 2 2hour specially courses, MLED MAT students will take one advanced methods course that is being proposed: MLED 6443

Bulletin Changes

<table>
<tr><td colspan="1" align="center">Instructions</td></tr>
</table>

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.

P 313

Middle Level Education (MLED)

~~**MLED 5002. Methods and Materials for Teaching Language Arts** Analysis and rehearsal of teaching grammar in context of the writing process through study of image grammar, syntactic structures and mentor texts; creation of teacher writing models and writing portfolio in both fiction and nonfiction. Dual-listed with MLED 4002. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.~~

~~**MLED 5012. Methods and Materials for Teaching Mathematics** This methods course will acquaint middle level candidates with mathematical processes, diagnosis learner difficulties, and underlying rationale for teaching mathematics. Content includes: Mathematics Common Core Standards, appropriate pedagogy, math manipulatives and the unse of instructional technology. Dual-listed with MLED 4012. Prerequisites, MLED 6413 RDNG 6013, RDNG 6993, TE 6223, Admission to the Teacher Education Program.~~

~~**MLED 5022. Methods and Materials for Teaching Science** This course includes current trends in teaching science at the middle school level, science process skills, teaching techniques, state and national science standards, curriculum development, use of facility resources and equipment. Dual-listed with MLED 4022. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.~~

~~**MLED 5032. Methods and Materials for Teaching Social Studies** This course is based on the National Council for the Social Studies standards. The knowledge base incorporates teaching methodology and teaching tools, including lesson planning, skills development, assessment, multiple intelligences, determining one's personal philosophy of education and utilizing information technology. Dual-listed with MLED 4032. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.~~

Course Deletion Proposal Form

[ ]   **Undergraduate Curriculum Council**

[x]   **Graduate Council**

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Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Joanna Grymes	10/10/2017	Rob Williams	10/25/2017
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
Ronald Towery	10/10/2017	Mary Jane Bradley	10/25/2017
Department Chair:		**Head of Unit (If applicable)**	
Wayne W. Wilkinson	10/24/2017		ENTER DATE
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
Mary Jane Bradley	10/25/2017		ENTER DATE
College Dean		**Graduate Curriculum Committee Chair**	
	ENTER DATE		ENTER DATE
General Education Committee Chair (If applicable)		**Vice Chancellor for Academic Affairs**	

---

1. Course Title, Prefix and Number
MLED 5042, Theories and Strategies of Middle Grade Classroom Management

2. Contact Person (Name, Email Address, Phone Number)
Ron Towery, rtowery@astate.edu, 870 972 3059

3. Last semester course will be offered
Summer 2018
Please clarify by selecting one of the following:
    a. [x] Remove course from bulletin for Fall   of 2018
    b. [ ] Other -

4. Student Population
   a. The course was initially created for what student population?
      MLED Master of Arts in Teaching
   b. How will deletion of this course affect those students?
      Currently enrolled students who have met program requirements will not be affected. New students and those not meeting program requirements will move to taking TE 6293 Theories and Strategies of Classroom Management.

College, Departmental, or Program Changes

5.   a. How will this affect the college, department, and/or program?
          The new course will include enrollment from all MAT programs and should be more sustainable.

   b. no   Does this program and/or course affect another department?
      If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

   c. Please provide a short justification for why this course being deleted from program.
          Classroom management issues continue to be an area of weakness for the MAT students given data from internship assessments; expanding the course by an hour should provide more background knowledge and more opportunities for application of content prior to the internship experience. Including enrollment from all MAT programs should make the course more sustainable.

6. no   **Is there currently a course listed in the bulletin which is equivalent to this one?**
          If yes, which course(s)?

7. yes   **Will this course be equivalent to a new course?**
          If yes, what course?
          TE 6293 Theories and Strategies of Classroom Management

Bulletin Changes

P 313

Middle Level Education (MLED)

MLED 5002. Methods and Materials for Teaching Language Arts Analysis and rehearsal of teaching grammar in context of the writing process through study of image grammar, syntactic structures and mentor texts; creation of teacher writing models and writing portfolio in both fiction and nonfiction. Dual-listed with MLED 4002. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.

MLED 5012. Methods and Materials for Teaching Mathematics This methods course will acquaint middle level candidates with mathematical processes, diagnosis learner difficulties, and underlying rationale for teaching mathematics. Content includes: Mathematics Common Core Standards, appropriate pedagogy, math manipulatives and the unse of instructional technology. Dual-listed with MLED 4012. Prerequisites, MLED 6413 RDNG 6013, RDNG 6993, TE 6223, Admission to the Teacher Education Program.

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MLED 5032. Methods and Materials for Teaching Social Studies This course is based on the National Council for the Social Studies standards. The knowledge base incorporates teaching methodology and teaching tools, including lesson planning, skills development, assessment, multiple intelligences, determining one's personal philosophy of education and utilizing information technology. Dual-listed with MLED 4032. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.

~~MLED 5042.~~
~~Theories and Strategies of Middle Grades Classroom Management Application of classroom management principles to middle grades (4-8) classrooms. Prerequisites, MLED 6403, TE 6233, Admission to the MAT Program.~~

New Course Proposal Form

[ ]   **Undergraduate Curriculum Council**

[x]   **Graduate Council**

[x]   **New Course or [ ] Experimental Course (1-time offering)**   **(Check one box)**

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Ron Towery 10/19/2017
Department Chair:

Mary Jane Bradley 10/25/2017
Head of Unit (If applicable)

Wayne W. Wilkinson 10/24/2017
College Curriculum Committee Chair

ENTER DATE…
Undergraduate Curriculum Council Chair

Mary Jane Bradley 10/25/2017
College Dean

ENTER DATE…
Graduate Curriculum Committee Chair

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE…
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Ron Towery, rtowery@astate.edu. 680-8097

2. Proposed Starting Term and Bulletin Year
Summer 2019 Bulletin Year 2018-2019

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*.)
MLED 6443

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).
Advanced Methods for Teaching in the Middle Grades
Adv Methods Teach Mid Grades

5. Brief course description (40 words or fewer) as it should appear in the bulletin.
   Teaching strategies for the middle grades focusing on the skills necessary to analyze teaching and learning and engage in reflective practices through the use of instructional improvement tools.

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. yes   Are there any prerequisites?
        a. If yes, which ones?
            Admission to the Master of Arts in Teaching Program
            Completion of TE 6223, MLED 6403, TE 6043
        b. Why or why not?
            Content provides a foundation necessary for appropriately applying advanced methods content

   b. yes   Is this course restricted to a specific major?
        a. If yes, which major?   Master of Arts in Teaching: Middle Level Track

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 only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Standard Letter

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

11. no   Is this course cross listed?
    (If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

    11.1 – If yes, please list the prefix and course number of cross listed course.
            NA
    11.2 – no   Are these courses offered for equivalent credit?
            Please explain. NA

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

Revised Masters of Art in Teaching

13. yes   Does this course replace a course being deleted?
    a.   If yes, what course?
        There are 4 individual methods courses that will be replaced. Candidates currently must take 2 of the four.
        MLED 5002 Methods and Materials for Teaching Language Arts
        MLED 5012 Methods and Materials for Teaching Mathematic
        MLED 5022 Methods and Materials for Teaching Science
        MLED 5032 Methods and Materials for Teaching Social Studies

14. no   Will this course be equivalent to a deleted course?
    a.   If yes, which course?
        NA

15. yes   Has it been confirmed that this course number is available for use?
    If no: Contact Registrar's Office for assistance.

16. no   Does this course affect another program?
    If yes, provide confirmation of acceptance/approval of changes 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.)

Course Outline

WEEK	CONTENT
1	Teaching styles; Learning styles; Instructional Design;
2	Concept Attainment; Concept Development, Synectics
3	Inquiry Learning; Mnemonics; Socratic Seminars
4	Cooperative Learning, Direct Instruction, Peer coaching
5	Mentoring; Self reflection

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

19. Department staffing and classroom/lab resources
Department Staffing is more than adequate. Doctors Towery, Fillippino, Meeks, Covey, McJunkin all are highly qualified in general instructional methods.
   a. Will this require additional faculty, supplies, etc.?
      NO

20. no   Does this course require course fees?
   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 is centered on advanced instructional planning to include highly focused instruction with higher order thinking skills, the use of instruction models, and the use of integrated approaches to teaching content. TE 6223, Effective Teaching with Diverse Populations was originally designed to accomplish too many outcomes. Initially that course included management, use of teaching models, and assessment. There was not sufficient time in a three hour course to accomplish all the objectives associated with the course. Feedback for candidates and intern supervisors indicated a need for greater in-depth study in the aforementioned areas. We have created separate courses in classroom management and assessment to meet candidate needs; the proposed course will complete our efforts to add depth to program content. In addition, we expect our candidates to have a greater understanding of the integrated nature of learning not readily attained with separate methods courses.

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

The department mission is to develop competent educators to teach in the classrooms of the public and private schools. The middle grades are a transition point in schooling between the elementary grades and high school. Less emphasis is placed on specific content and greater emphasis on the use of strategies that foster higher order thinking skills and all students to realize the interrelated nature of learning.

c. Student population served.

Masters of Art in Teaching Middle Level track

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

This is a graduate level program leading to initial licensure.

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. [x] 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?

Program Outcomes

InTASC/Arkansas Teaching (ATS) Standards:

- InTASC/ATS Standard 1: Learner Development/TESS Domain #1 Planning and Preparation
- InTASC/ATS Standard 2: Learning Differences/TESS Domain #3 Instruction
- InTASC/ATS Standard 4: Content Knowledge/ TESS Domains #1 planning and Preparation, #3 Instruction
- InTASC/ATS Standard 5: Application of Content/ TESS Domain #3
- InTASC/ATS Standard 6: Assessment/ TESS Domains #1 Planning and Preparation; #3 Instruction
- InTASC/ATS Standard 7: Planning for Instruction/TESS Domain #1 Planning and Preparation
- InTASC/ATS Standard 8: Instructional Strategies/ TESS Domain #3 Instruction

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.

There are no direct program level assessments associated with this course. The course is developmental in nature. The course contributes to both the TESS Teaching Assessment and the Internship Portfolio.

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)	• InTASC/ATS Standard 1: Learner Development/TESS Domain #1 Planning and Preparation
Assessment Measure	MEASURE ONE: Internship Formative Observation measure (ADE TESS observation rubric)The A-State Educator Preparation Provider (EPP) program is transitioning to new initial licensure EPP-wide (capstone) internship assessments. These final assessments will include the Arkansas Department of Education TESS observation rubric which will be used to assess ATS Outcome #1/TESS Domain #1; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes. MEASURE TWO: the EPP initial programs work sample/portfolio (still in determination for 18/19) will be used to assess ATS Outcome #1/TESS Domain #1
Assessment Timetable	Internship every fall
Who is responsible for assessing and reporting on the results?	Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext. MAT Coordinators collects, analyzes, reports data

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

Program-Level Outcome 1 (from question #23)	InTASC/ATS Standard 2: Learning Differences/TESS Domain #3 Instruction
Assessment Measure	MEASURE ONE: Internship Formative Observation measure (ADE TESS observation rubric)The A-State Educator Preparation Provider (EPP) program is transitioning to new initial licensure EPP-wide (capstone) internship assessments. These final assessments will include the Arkansas Department of Education TESS observation rubric which will be used to assess ATS Outcome #2/TESS Domain #3; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes. MEASURE TWO: the EPP initial programs work sample/portfolio (still in determination for 18/19) will be used to assess ATS Outcome #/TESS Domain #3
Assessment Timetable	Internship every fall
Who is responsible for assessing and reporting on the results?	Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext. MAT Coordinators collects, analyzes, reports data

Program-Level Outcome 1 (from question #23)	• InTASC/ATS Standard 4: Content Knowledge/ TESS Domains #1 planning and Preparation, #3 Instruction
Assessment Measure	MEASURE ONE: Internship Formative Observation measure (ADE TESS observation rubric)The A-State Educator Preparation Provider (EPP) program is transitioning to new initial licensure EPP-wide (capstone) internship assessments. These final assessments will include the Arkansas Department of Education TESS observation rubric which will be used to assess ATS Outcome #4/TESS Domains #1 and #3; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes. MEASURE TWO: the EPP initial programs work sample/portfolio (still in determination for 18/19) will be used to assess ATS Outcome #4/TESS Domains #1 and #3
Assessment Timetable	Internship every fall
Who is responsible for assessing and reporting on the results?	Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext. MAT Coordinators collects, analyzes, reports data

Program-Level Outcome 1 (from question #23)	• InTASC/ATS Standard 5: Application of Content/ TESS Domain #3
Assessment Measure	MEASURE ONE: Internship Formative Observation measure (ADE TESS observation rubric)The A-State Educator Preparation Provider (EPP) program is transitioning to new initial licensure EPP-wide (capstone) internship assessments. These final assessments will include the Arkansas Department of Education TESS observation rubric which will be used to assess ATS Outcome #5/TESS Domain #3; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes.

	MEASURE TWO: the EPP initial programs work sample/portfolio (still in determination for 18/19) will be used to assess ATS Outcome #5/TESS Domain #3
Assessment Timetable	Internship every fall
Who is responsible for assessing and reporting on the results?	Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext. MAT Coordinators collects, analyzes, reports data

Program-Level Outcome 1 (from question #23)	InTASC/ATS Standard 6: Assessment/ TESS Domains #1 Planning and Preparation; #3 Instruction
Assessment Measure	MEASURE ONE: Internship Formative Observation measure (ADE TESS observation rubric)The A-State Educator Preparation Provider (EPP) program is transitioning to new initial licensure EPP-wide (capstone) internship assessments. These final assessments will include the Arkansas Department of Education TESS observation rubric which will be used to assess ATS Outcome #6/TESS Domains #1& #3; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes.

MEASURE TWO: the EPP initial programs work sample/portfolio (still in determination for 18/19) will be used to assess ATS Outcome #6/TESS Domains #1 and #3 |
| Assessment Timetable | Internship every fall |
| Who is responsible for assessing and reporting on the results? | Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext. MAT Coordinators collects, analyzes, reports data |

Program-Level Outcome 1 (from question #23)	InTASC/ATS Standard 7: Planning for Instruction/TESS Domain #1 Planning and Preparation
Assessment Measure	MEASURE ONE: Internship Formative Observation measure (ADE TESS observation rubric)The A-State Educator Preparation Provider (EPP) program is transitioning to new initial licensure EPP-wide (capstone) internship assessments. These final assessments will include the Arkansas Department of Education TESS observation rubric which will be used to assess ATS Outcome #7/TESS Domain #1; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes.

MEASURE TWO: the EPP initial programs work sample/portfolio (still in determination for 18/19) will be used to assess ATS Outcome #7/TESS Domain #1 |
| Assessment Timetable | Internship every fall |
| Who is responsible for assessing and reporting on the results? | Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext. MAT Coordinators collects, analyzes, reports data |

Program-Level Outcome 1 (from	• InTASC/ATS Standard 8: Instructional Strategies/ TESS Domain #3 Instruction

	question #23)	
Assessment Measure	MEASURE ONE: Internship Formative Observation measure (ADE TESS observation rubric)The A-State Educator Preparation Provider (EPP) program is transitioning to new initial licensure EPP-wide (capstone) internship assessments. These final assessments will include the Arkansas Department of Education TESS observation rubric which will be used to assess ATS Outcome #8/TESS Domain #3; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes. MEASURE TWO: the EPP initial programs work sample/portfolio (still in determination for 18/19) will be used to assess ATS Outcome #8/TESS Domain #3
Assessment Timetable	Internship every fall
Who is responsible for assessing and reporting on the results?	Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext. MAT Coordinators collects, analyzes, reports data

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	Teacher candidates will be able to create effective lesson plans and unit modules
Which learning activities are responsible for this outcome?	Development of lesson plans. One for each strategy
Assessment Measure	Completion of lesson plan portfolio graded with rubric provided to students with assignment
Outcome 2	Teacher candidates will be able to evaluate the development of their personal teaching styles.
Which learning activities are responsible for this outcome?	Readings and research, class writings
Assessment Measure	Learning/Teaching Styles Paper graded with rubric provided to students with assignment
Outcome 3	Teacher candidates will be able to apply the instructional analysis process to the dimensions of context, learner, characteristics, and learning tasks.
Which learning activities are responsible for this outcome?	Review of class readings, practice developing lesson plans
Assessment Measure	Lesson plan analysis graded with rubric provided to students with assignment
Outcome 4	Teacher candidates will be able demonstrate mastery of four of the following seven instructional models: concept attainment, cooperative learning, synectics, inquiry learning, mnemonics, Socratic seminars, and role playing
Which learning activities are responsible for this outcome?	Readings and class discussions. Small Group activities
Assessment Measure	Micro Teach graded with rubric provided to students with assignment

(Repeat if needed for additional outcomes)

Bulletin Changes

Middle Level Education (MLED)

MLED 5002. Methods and Materials for Teaching Language Arts Analysis and rehearsal of teaching grammar in context of the writing process through study of image grammar, syntactic structures and mentor texts; creation of teacher writing models and writing portfolio in both fiction and nonfiction. Dual-listed with MLED 4002. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.

MLED 5012. Methods and Materials for Teaching Mathematics This methods course will acquaint middle level candidates with mathematical processes, diagnosis learner difficulties, and underlying rationale for teaching mathematics. Content includes: Mathematics Common Core Standards, appropriate pedagogy, math manipulatives and the unse of instructional technology. Dual-listed with MLED 4012. Prerequisites, MLED 6413 RDNG 6013, RDNG 6993, TE 6223, Admission to the Teacher Education Program.

MLED 5022. Methods and Materials for Teaching Science This course includes current trends in teaching science at the middle school level, science process skills, teaching techniques, state and national science standards, curriculum development, use of facility resources and equipment. Dual-listed with MLED 4022. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.

MLED 5032. Methods and Materials for Teaching Social Studies This course is based on the National Council for the Social Studies standards. The knowledge base incorporates teaching methodology and teaching tools, including lesson planning, skills development, assessment, multiple intelligences, determining one's personal philosophy of education and utilizing information technology. Dual-listed with MLED 4032. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.

MLED 5042. Theories and Strategies of Middle Grades Classroom Management Application of classroom management principles to middle grades (4-8) classrooms. Prerequisites, MLED 6403, TE 6233, Admission to the MAT Program.

MLED 6403. The World of the Mid-Level Child A focus on the developmental characteristics of the young adolescent ages (10-14) set against a matrix of racial, ethnic, gender, socioeconomic, family, and community issues in order to create developmentally responsive practices and programs for all mid-level learners.

MLED 6413. Standards Based Instruction Addresses integrated instructional practices; discipline based methodology, using exploratory and mini-courses for mid-level students while maintaining alignment with state and national standards.

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MLED 6423. Teaming, Teaching and Learning in the Mid-Level Education A study of school and classroom organizational practices that include: grouping for instruction, scheduling instruction, curricular organization, and classroom management. The leadership and professional role of the teacher will be explored.

MLED 6443 Advanced Methods for Teaching in the Middle Grades Teaching strategies for the middle grades focusing on the skills necessary to analyze teaching and learning and engage in reflective practices through the use of instructional improvement tools. Prerequisites, admission to MAT program, TE 6043, TE 6223, MLED 6403

New Course Proposal Form

[ ]   **Undergraduate Curriculum Council**

[x]   **Graduate Council**

[x]   **New Course or [ ]Experimental Course (1-time offering)**   **(Check one box)**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Joanna Grymes 10/19/2017
Department Curriculum Committee Chair

Rob Williams 10/25/2017
COPE Chair (if applicable)

Ronald Towery 10/19/2017
Department Chair:

Mary Jane Bradley 10/25/2017
Head of Unit (If applicable)

Wayne W. Wilkinson 10/24/2017
College Curriculum Committee Chair

ENTER DATE…
Undergraduate Curriculum Council Chair

Mary Jane Bradley   10/25/17

ENTER DATE…
Graduate Curriculum Committee Chair

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE…
Vice Chancellor for Academic Affairs

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

2. Proposed Starting Term and Bulletin Year
18-19, Summer 19

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*.)
TE 6043

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).
Effective Assessment

5. Brief course description (40 words or fewer) as it should appear in the bulletin.
Design and analysis of varied formative and summative assessment systems in classroom practice to inform instruction

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.   NO   Are there any prerequisites?
  - a.   If yes, which ones?
  - b.   Why or why not?

- b.   YES   Is this course restricted to a specific major?
  - a.   If yes, which major?   Master of Arts in Teaching

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, or other [please elaborate])
Standard letter

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

11. no   Is this course cross listed?
(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.
11.2 –   Are these courses offered for equivalent credit?
             Please explain.

12. yes   Is this course in support of a new program?
- a.   If yes, what program?
        Expanded Master of Arts in Teaching

13. no   Does this course replace a course being deleted?
- a.   If yes, what course?
14. no   Will this course be equivalent to a deleted course?
- a.   If yes, which course?

15. yes   Has it been confirmed that this course number is available for use?
If no: Contact Registrar's Office for assistance.

16. no   Does this course affect another program?

    If yes, provide confirmation of acceptance/approval of changes 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.)

Week 1: Introduce assessment (assessing for learning & assessing of learning); discuss varying forms and kinds of assessments (high-stakes; standards-based; formative; summative; tests; norm & criterion-referenced; portfolio; alternative); Considering standards-based assessments found in lesson planning; creating both formative and summative standards-based assessments; routine informal assessments for effective development of learning concepts; Examining Universal Design

Week 2: Informal (formative) assessments; reviewing effective models; creating our own connected to a Common Core lesson plan; Formal (summative) assessments; reviewing effective models; creating a unit test and a project rubric; designing effective test questions; validity of test questions; Collecting student classroom data to form small groups for differentiated instruction

Week 3: Midterm Exam; Practicing teachers and how they experience assessments of all kinds; How the state of Arkansas evaluates teacher use and application of student assessments.

Week 4: Professional readings about classroom assessment; Digital and online resources for assessment development and tools; Response to Intervention (RTI) protocols and related assessment systems for struggling or special needs students; collecting data and reporting progress

Week 5: From assessment to grading; grading practices and criteria for assigning grades; Parental roles and responses; communicating with parents about assessment and grading practices; formulate effective ways to involve parental understanding on these topics; Final Exam

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

19. Department staffing and classroom/lab resources
No additional staffing or resources needed – several faculty have the expertise to teach the course
   a.   Will this require additional faculty, supplies, etc.?
        no

20. no   Does this course require course fees?
   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 addition of this course addresses an identified weakness in the MAT program. This course will adequately prepare MAT education candidates to: 1. Recognize and create effective formative and summative assessment tools; 2. Analyze state, district, and school assessment systems and practices; 3. Respond to formative and summative evidence as they plan lessons and provide feedback to students; 4. Collect and disaggregate relevant data to make informed decisions about students through the Response to Intervention (RTI) process.

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

   The mission of the Department of Teacher Education encompasses three areas: teaching, service, and research. This course contributes significantly toward the accomplishment of the department's goal of preparing Professionally Emerging Teachers. This course supports the Arkansas Department of Education's competencies for teacher candidates. Specifically, the course will address the following Arkansas Teaching Standards (ATS)/InTASC Standards **The Learner and Learning** Standard 1: Learner Development, Standard 2: Learning Differences, Standard 3: Learning Environments;

Instructional Practice Standard 6: Assessment, Standard 7: Planning for Instruction, Standard 8: Instructional Strategies; **Professional Responsibilities** Standard 9: Professional Learning and Ethical Practice

c. Student population served.

    MAT Teacher Education candidates

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

    This course is a graduate course designed to help Master of Arts in Teaching candidates to effectively utilize formative and summative assessment

Assessment

University Outcomes

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

       a. [x] Global Awareness | b. [x] 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?

Primary: Arkansas Teaching Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making/TESS Domain #3 Instruction

Secondary:

Standard 1: Learner Development, Standard 2: Learning Differences, Standard 3: Learning Environments; **Instructional Practice** Standard 6: Assessment, Standard 7: Planning for Instruction, Standard 8: Instructional Strategies; **Professional Responsibilities** Standard 9: Professional Learning and Ethical Practice

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.

There is no program level assessment collected in this course. This course supports candidates in successful completion of the Internship TESS Observation assessment and the portfolio.

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)	Primary: Arkansas Teaching Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making/TESS Domain #3 Instruction
Assessment Measure	MEASURE ONE: Internship Formative Observation measure (ADE TESS observation rubric)The A-State Educator Preparation Provider (EPP) program is transitioning to new initial licensure EPP-wide (capstone) internship assessments. These final assessments will include the Arkansas Department of Education TESS observation rubric which will be used to assess ATS Outcome #6/TESS Domain #3; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes. MEASURE TWO: the EPP initial programs work sample/portfolio (still in determination for 18/19) will be used to assess ATS Outcome #6/TESS Domain #3
Assessment Timetable	Internship is offered each Fall
Who is responsible for assessing and reporting on the results?	Clinical and University supervisors observe/complete observation rubric; university supervisors score work sample/portfolio; university supervisors input data for both into Livetext. MAT Coordinators collects, analyzes, reports data

(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 associated assessment measures?

Outcome 1	Create appropriate formative and summative assessment tools. (
Which learning activities are responsible for this outcome?	Class readings, lecture, discussion, review of existing assessments
Assessment Measure	Assessment Project graded with rubric provided to candidates with assignment

(Repeat if needed for additional outcomes)

Bulletin Changes

P 316

Teacher Education (TE)

TE 6043 Effective Assessment Design and analysis of varied formative and summative assessment systems in classroom practice to inform instruction. Prerequisite, admission to MAT program

TE 6223. Effective Teaching with Diverse Populations Theory and practice for effective teaching of diverse students, application through the creation of unit and lesson plans.

New Course Proposal Form

[ ]   **Undergraduate Curriculum Council**

[x]   **Graduate Council**

[x]   New Course or [ ]Experimental Course (1-time offering)   (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Joanna Grymes 10/19/2017
Department Curriculum Committee Chair

Rob Williams 10/25/2017
COPE Chair (if applicable)

Ron Towery 10/19/2017
Department Chair:

Mary Jane Bradley 10/25/2017
Head of Unit (If applicable)

Wayne W. Wilkinson 10/24/2017
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

Mary Jane Bradley 10/25/2017
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE...
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Ron Towery, rtowery@astate.edu. 680-8097

2. Proposed Starting Term and Bulletin Year
Summer 2019 Bulletin Year 2018-2019

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*.)
TE 6293

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).

Theories and Strategies of Classroom Management
Theories Strategies CR Mngment

5. Brief course description (40 words or fewer) as it should appear in the bulletin.
Development of skills needed to make application of classroom management principles to actual classroom
practice prior to participating in an internship in the public schools.

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.   yes   Are there any prerequisites?
        a.   If yes, which ones?
            Admission to the Master of Arts in Teaching Program
            MLED 6403 or ELED 6113
        b.   Why or why not?
            Candidates need an understanding of the developmental issues of the students they will teach.

    b.   yes   Is this course restricted to a specific major?
        a.   If yes, which major?   Master of Arts in Teaching

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 only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Standard Letter

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

11. no   Is this course cross listed?
(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

  11.1 – If yes, please list the prefix and course number of cross listed course.
      NA
  11.2 –   Are these courses offered for equivalent credit?
        Please explain.   NA

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

    a. If yes, what program?
        Revised Masters of Art in Teaching

13. yes Does this course replace a course being deleted?
    a. If yes, what course?
        MLED 5042
    14. no Will this course be equivalent to a deleted course?
    a. If yes, which course?
        NA

15. yes Has it been confirmed that this course number is available for use?
    ==If no: Contact Registrar's Office for assistance.==

16. no Does this course affect another program? NO
    If yes, provide confirmation of acceptance/approval of changes 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.)

WEEK	Topics
1	The Nature of Classroom Management: Philosophical Foundations, Current Practice, Classroom Management Models from Canter to Glasser
2	The Nuts and Bolts of Management: Rules, Procedures, Room Arrangement, Monitoring Student Activities, Managing Groups
3	Teacher Student Relationships: Quality Interactions, Building Trust, Taking Corrective Actions, Teacher Leadership, Communication
4	Correcting Misbehavior and Motivation
5	Working with Exceptional Groups

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

19. Department staffing and classroom/lab resources
Department Staffing is more than adequate. Doctors Towery, Fillippino, Meeks, Covey, Gilbert, Keyes all are highly qualified in management.
   a. Will this require additional faculty, supplies, etc.?
      NO

20. no   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)
      Classroom Management is at the core of effective teaching. A management course was added to the current MLED MAT to assist candidates with a low ranked area (on internship evaluations) management and classroom environment. While classroom management is developed as a skill while teaching, candidates need a foundation in the philosophy and practices needed for effective classroom management.

   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.
   It will assist with the skills needed by candidates to be effective classroom leaders and to create effective learning environments.

   c. Student population served.
      All majors in the Masters of Art in Teaching

   d. Rationale for the level of the course (lower, upper, or graduate).
      This is a graduate level program leading to initial licensure.

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. [x] 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?

Program outcomes addressed related to Arkansas Teaching Standards/InTASC standards:

PRIMARY: ATS #3 Learning Environments; TESS Domain #2 The classroom environment

SECONDARY 2 Learning Differences, 9 Reflections and Continuous Growth

There is no direct assessment

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.

There are no direct program level assessments associated with this course. The course is developmental in nature. The course contributes to both the TESS Teaching Assessment and the Internship Portfolio.

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)	PRIMARY learning outcome: ATS #3 Learning Environments/TESS Domain #2 The classroom environment
Assessment Measure	Internship Formative Observation measure (ADE TESS observation rubric) The A-State Educator Preparation Provider (EPP) program is transitioning to new initial licensure EPP-wide (capstone) internship assessments. These final assessments will include the Arkansas Department of Education TESS observation rubric which will be used to assess ATS Outcome #3/TESS Domain #2; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes.
Assessment Timetable	Internship scheduled for each fall
Who is responsible for assessing and reporting on the results?	Clinical and University supervisors observe/complete rubric; university supervisors input data into Livetext. MAT Coordinators collects, analyzes, reports data

(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 associated assessment measures?

Outcome 1	Students will be able to discuss the philosophical basis and implementation sequence for at least one nationally recognized classroom management theory that provides a basis for classroom interaction, positive learning environments, and student motivation.
Which learning activities are responsible for this outcome?	Readings and discussion of classroom management plans
Assessment Measure	**Research Paper:** Students will research and write a paper on one of the nationally recognized management theories, for example, the work of Canter, Ginott, Kounin, or Glasser; graded with a rubric provided to students.
Outcome 2	Students will develop a classroom management plan that may be modified based on practice and used in their own classroom that provides for the inclusion of student needs and developmental characteristics in developing a positive student centered learning environment.
Which learning activities are responsible for this outcome?	Readings, Article Critiques
Assessment Measure	Classroom Management Plan graded with rubric provided to students with assignment

(Repeat if needed for additional outcomes)

Bulletin Changes

Page 316

RDNG 7643. Social Foundations of Literacy An overview of the social foundations of literacy within the context of sociocultural and sociopolitical theory. Limited to MSE-Reading and Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).

RDNG 7653. Advanced Studies in Reading Comprehension An in-depth examination of the dimensions of understanding in literacy learning, the complexities of comprehension strategy instruction as they pertain to the learning of essential concepts, and how they impact literacy learning environments and professional development for teachers. Restricted to Ed.S Reading Candidates or graduate students with permission of the instructor.

Teacher Education (TE)

TE 6223. Effective Teaching with Diverse Populations Theory and practice for effective teaching of diverse students, application through the creation of unit and lesson plans.

TE 6233. Teaching and Assessment Designed to provide teachers with a broad survey of teaching methodology and student assessments. Instructional decision making will be explored in the context of standards, principles of learning, teaching methodology, student assessment and student development.

TE 6243. Technology as a Tool for Teaching This course will include evaluation of educational software and websites. Students will research instructional design principles and procedures and will utilize their learning to create technology integrated educational materials for their respective areas.

TE 6253. Perspectives on Professionalism in Education This course helps develop perspectives that are essential for educators to understand and fulfill ethical and professional responsibilities in their respective areas, including communication with various audiences, reflection, self assessment and advocacy within the context of cultural diversity and democratic pluralism.

TE 6263. Teachers as Professionals; Working Toward National Board of Professional Teaching Standards Emphasis on the National Board of Teaching Standards (NBPTS) to improve student learning in classrooms. NBPTS provides the framework for the course. Prerequisite: ELFN 6773 Statistics and Research.

TE 6283. Practicum in Teacher Education Practicum serves as a capstone experience in which the student collaborates with faculty to apply knowledge and skills gained in the program. A written proposal must be approved the semester prior to the Practicum and follow published department timelines.

*TE 6293 **Theories and Strategies of Classroom Management** Development of skills needed to make application of classroom management principles to actual classroom practice prior to participating in an internship in the public schools. Prerequisites, MLED 6403 OR ELED 6113*

TE 6299. MAT Internship in Teacher Education Supervised internship focused on educational practice and performance for individuals seeking alternative licensure to teach in grades PK-12. Prerequisite: Restricted to Master of Arts (MAT) in Teacher Education. Students must complete all other MAT coursework and pass Praxis I and Praxis II examinations prior to enrollment.

New Course Proposal Form

[ ]   **Undergraduate Curriculum Council**

[X]   **Graduate Council**

> [X]   **New Course or [ ] Experimental Course (1-time offering)**   **(Check one box)**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Christine Wright, PhD, OTR/L   10/24/2017
Department Curriculum Committee Chair

ENTER DATE...
COPE Chair (if applicable)

Christine Wright, PhD, OTR/L   10/24/2017
Department Chair:

ENTER DATE...
Head of Unit (If applicable)

Deanna Barymon   ENTER DATE...
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

Susan Hanrahan 11/6/2017
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Contact Person (Name, Email Address, Phone Number)
Jessie Bricker, MS, OTR/L
jbricker@astate.edu
870-680-4228

2. Proposed Starting Term and Bulletin Year
Spring 2018

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*.)   **OTD 7353**

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).

Implementing Behavioral Strategies
Short Title: Implementing Behav Strategies

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

Provides foundational knowledge and evidence-based application of behavioral psychology theory and related assessment, treatment and educational strategies for use with individuals with autism and other disorders in educational, health care, and community settings.

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?
                    Required foundational knowledge in psychology to enhance application of theoretical principles

              c.   Is this course restricted to a specific major? **YES**
                 If yes, which major?   OCCUPATIONAL THERAPY

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 only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Standard Letter

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

11. **NO**   Is this course cross listed?
(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

   11.1 – If yes, please list the prefix and course number of cross listed course.
   11.2 –   Are these courses offered for equivalent credit?
            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?
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 confirmation of acceptance/approval of changes 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.)

Session	Topic
1	Introduction to Behavior
2	Health and Social Determinants that impact efficacy
3	Roles and responsibilities in behavioral intervention
4	Functional Behavioral Assessment
5	Tracking and Analyzing Data
6	Midterm
7	Basic Principles of Behavioral Modification
8	Methodology in Verbal Behavior Training.
	BREAK
9	Principles of Pivotal Response Training
10	General strategies in positive reinforcement and group interventions
11	Creating behavior change with adult populations
12	Behavioral strategies in educational settings
13	Behavioral strategies in health care and community settings
14	Punishment and Restraint
15	Finals Week—Date of exam TBD

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

19. Department staffing and classroom/lab resources
Faculty to student ratio 1/30; no 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)

This course will satisfy the need for OTD students to attain skills for intervention with populations that benefit from behavioral intervention, which is a cognate focus area for the OTD program. The course is also appropriate for students studying in other disciplines who may interact with populations that benefit from the use of behaviorally based techniques.

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 course provides the student engaged in the behavioral cognate with a more in-depth exploration of behavioral assessment and intervention strategies that can support occupational performance in specific populations. Content provides core knowledge and foundational skills within the behavioral psychology framework for the purpose of developing students' understanding of related behavioral health disciplines, strategies for intervention, and the ability to exhibit leadership skills within interprofessional teams addressing behavioral health issues in education and healthcare settings.

c. Student population served.

Graduate level occupational therapy students.

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

This course addresses specialty content as part of the behavioral cognate for the graduate level occupational therapy 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. [X] Thinking Critically   c. [X] 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. Graduates will be able to apply core knowledge.

This course will allow for assessment of the student's ability to apply behavioral principles to client cases in a variety of settings in order to maximize the client's occupational performance.

2. Graduates will be able to apply leadership skills in varied professional settings.

Behavioral interventions have been well established as best practice for individuals with autism, in particular. This population is dramatically underserved and suffers from health in terms of access to appropriate and effective health related, work related, and education-related services that impact this population's health and well-being. Co-assessment and intervention between occupational therapy and behavioral analysts is considered an emerging area of practice in both health and educational settings. This course will provide students with the knowledge and skill to work in collaboration with behavioral health specialists in medical, community-based or educational settings.

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 will be able **to apply core knowledge** related to behavioral science in assessing, selecting, and implementing behavioral strategies.
Assessment Measure	Final project (direct) and IDEA survey (indirect)
Assessment Timetable	Direct assessment of application of coure knowledge is assessed at minimum at the end of each semester through case-based projects. Indirect assessment through student survey occurs at the end of semester 9
Who is responsible for assessing and reporting on the results?	Faculty in each respective practice course is responsible for reporting results of final case projects based on scoring rubrics. The program director is responsible for survey data collection, analysis and reporting.
Program-Level Outcome 2 (from question #23)	Graduates will be able **to apply leadership skills** in interprofessional team communication.
Assessment Measure	Final project (direct) and IDEA survey (indirect)
Assessment Timetable	Direct assessment of application of course knowledge is assessed at minimum at the end of each semester through case-based projects. Indirect assessment through student survey occurs at the end of semester 9

Who is responsible for assessing and reporting on the results?	Faculty in each respective practice course is responsible for reporting results of final case projects based on scoring rubrics. The program director is responsible for survey data collection, analysis and reporting.

(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 associated assessment measures?

Outcome 1	Students will demonstrate foundational knowledge related to various evidence-based, behavioral approaches
Which learning activities are responsible for this outcome?	Video lectures, readings, discussion posts
Assessment Measure	Written exam
Outcome 2	Students will be able to select and describe appropriate strategies for modifying behavior, such as shaping, fading, and positive reinforcement schedules, including how and when they should be utilized, given case information.
Which learning activities are responsible for this outcome?	Video lectures, readings, discussion posts
Assessment Measure	Final Case Study Project
Outcome 3	Student will identify and explain social and health determinants that may impact an individual's behavior, and provide rationale for appropriate behavioral intervention strategies, if any.
Which learning activities are responsible for this outcome?	Video lectures, readings, discussion posts
Assessment Measure	Written exam, final project
Outcome 4	Students will compare and contrast various assessment methods, including indirect assessment, direct assessment, functional behavior assessment, and functional analysis of behavior.
Which learning activities are responsible for this outcome?	Video lectures, readings, discussion posts,
Assessment Measure	Written assignment, Written exam
Outcome 5	Student will utilize a functional behavior assessment to accurately identify functions of behavior in a given case example.
Which learning activities are responsible for this outcome?	Video lectures, readings, video case examples, discussion posts
Assessment Measure	Exam, final project
Outcome 6	Students will analyze data to draw conclusions about the progress of an individual through a behavior modification program.
Which learning activities are	Video lectures, readings, case examples, discussion posts

responsible for this outcome?	
Assessment Measure	Written assignment
Outcome 7	Students will review and analyze the evidence provided in scientific literature regarding the safety, effectiveness, and utility of behaviorally-based intervention strategies within their area of practice.
Which learning activities are responsible for this outcome?	Video lectures, readings, discussion posts
Assessment Measure	Written assignment
Outcome 8	Students will explain their role and scope within their specific disciplines regarding designing, implementing and collaborating on behavioral interventions with other professionals within specific settings.
Which learning activities are responsible for this outcome?	Video lecture, readings, discussion posts
Assessment Measure	Written exam

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.*

Occupational Therapy (OTD)

OTD 5012. History of Occupational Science Development of occupational therapy (OT) and occupational science (OS) at beginning of the 1900's/21st century respectively. Development of the profession and the science related to the sociology of professions and disciplinary and professional status related to societal need. Prerequisite, Admission to the OTD Program. Summer.

OTD 5023. Pathology and Disease Provides an overview of clinical conditions commonly seen in the practice of occupational therapy across the lifespan. Students will learn disease epidemiology, signs, symptoms, pathophysiology, psychopathy, disease course and prognosis. Prerequisite, Admission to the OTD Program. Summer.

OTD 5043. Technology and Skills Training First in a series of courses on the domain of technology related to OT practice. Fundamental skills for OT practice across the lifespan will be covered. Prerequisite, Admission to the OTD Program. Summer.

OTD 5074. Practice I: Pediatrics Types of reasoning used by occupational therapists is summarized. The progression from novice to expert reasoning is delineated. Prerequisite, Admission to the OTD Program. Fall.

OTD 5092. Research I: Research in Occupational Science The most commonly used theories in occupational therapy practice will be covered and compared. The relationship of tests, measurements and other data for the purpose of establishing or delivering evidence based practice or theory development will be covered. Prerequisite, Admission to the OTD Program. Fall.

OTD 5142. Research II: Descriptive Research Provides the entry level therapist with the skills necessary for practice. Class will have both didactic and application components. A primary focus will be on descriptive research. Prerequisite, Admission to the OTD Program. Spring.

OTD 5151. Level I Fieldwork: Psychosocial Fieldwork to integrate and apply knowledge and understanding from coursework in a real life setting. Experiences related to OT service delivery in pediatric setting or pediatrics related organizations. Prerequisite, Admission to the OTD Program. Spring.

OTD 5173. Practice II: Adolescence and Adulthood This course introduces learners to the developmental life stages experienced during adolescence and adulthood. Students will develop skills in clinical evaluation and treatment planning and measurement interpretation for adolescent and adult clients. Prerequisite, Admission to the OTD Program. Summer.

OTD 5183. Fundamentals of Occupational Therapy I First in a series of courses focused on the development of practical skills fundamental to best practice. Topics including clinical documentation and the administration of evidenced-based assessments and interventions will be introduced to students in Fundamentals I. Prerequisite, admission to the OTD Program. Spring.

OTD 5201. Fieldwork: Pediatrics Clinical fieldwork experience will introduce students to occupational therapy services for children (birth-13th years of age). This course requires supervision from a licensed occupational therapist and will include learning in pediatric clinical setting to develop the learner's observational skills and analytical processing. Prerequisite, admission to the OTD Program. Spring.

OTD 5283. Fundamentals of Occupational Therapy II This course builds upon Fundamentals I through emphasis on environmental modifications and adaptations to support clients in their achieving optimal occupational performance. Summer. Prerequisite, Admission to the OTD Program. Summer.

OTD 6103. Pratice IV: Psychosocial This course introduces learners to psychosocial clinical theories, models and frames of reference and develops learners' practical skills including the development and implementation of therapeutic groups and the clinical assessment and intervention for individuals experiencing emotional health disabilities. Prerequisite, admission to the OTD Program. Spring.

OTD 6164. Practice III: Aging Adults Designed around the core of OT "occupation based practice." Focus on types of reasoning used by OTs continues. Also focuses on aging adults, building from previous coursework in pediatrics, adults and clinical reasoning. Geriatrics will also be covered. Prerequisite, Admission to the OTD Program. Summer.

OTD 6182. Research III: Experimental Research Provides the entry level occupational therapist with the skills necessary for research practice. The class will have both didactic and application components. A primary focus will be on experimental research. Prerequisite, Admission to the OTD Program. Summer.

OTD 6183. Fundamentals of Occupational Therapy III This course builds upon Fundamentals II through emphasis on the interpretation of clinical data for the purpose of ongoing intervention, treatment planning, treatment discharge and referral. Prerequisites, Admission to the OTD Program. Fall.

OTD 6191. Level I Fieldwork: Aging Adults Level I fieldwork is essential for allowing the students to integrate and apply knowledge and understanding from coursework. This fieldwork will focus upon aging adults. Experiences are integral to the curricular design and support didactic and lab courses. Prerequisites, Admission to the OTD Program. Summer.

OTD 6222. Research IV: Mixed Methods Research Course continues sequence of research and scholarship classes designed for OT practice and scholarship. Focus will be on mixed methods research models. Prerequisite, Admission to the OTD Program. Spring.

OTD 6243. Professional Practice Seminar This is a professional practice seminar designed to develop a student regarding professional values, professional demeanor, professional writing and communication and professional service. It sets the stage for lifelong learning in which an occupational therapist must engage. Prerequisite, Admission to the OTD Program. Fall.

OTD 625V. Level II Fieldwork Level 2 fieldwork allows students to practice skills in various health care environments. Students are responsible for all aspects of OT service delivery. Prerequisite, Admission to the OTD Program. Spring.

OTD 6283. Fundamentals of Occupational Therapy IV This course builds upon Fundamentals III and is the final stage in the fundamental course sequence. Learners will demonstrate knowledge through case-base evaluation, the creation of appropriate and evicencebased clinical interventions and the implementation of clinical interventions. Prerequisite, Admission to the OTD Program. Spring.

OTD 720V. Level II Fieldwork Level 2 fieldwork allows students to practice skills in various health care environments. Students are responsible for all aspects of occupational therapy service delivery. Prerequisite, Admission to the OTD Program. Summer.

OTD 7113. Gross Anatomy Study of the structure and function of the human limbs, spine, head and neck; regional description with emphasis on the muscular, skeletal, nervous, and vascular systems of the limbs and spine. Prerequisite, Admission to the OTD Program. Fall.

OTD 7222. Research V: Scholarship of Application Provides the entry level occupational therapist with skills necessary for practice and scholarship. The class will have both

didactic and application components. A primary focus will be on lifelong learning of the occupational therapist for professional development. Prerequisite, Admission to the OTD Program. Fall.

OTD 7223. Practice V: Population Health Course designed around the core of occupational therapy, "occupation-based practice" with an emphasis on a public health framework with population-based interventions. Prerequisite, Admission to the OTD Program. Fall.

OTD 7224. Neuroscience Analysis of the structure and function of the human nervous system for physical therapy majors. Prerequisite, Admission to the OTD Program. Spring.

OTD 7232. Advocacy and Leadership Course provides a summary review of the most recent literature and trends in areas of advocacy, leadership and management. This course will assist in preparation for these roles in the professional environment. Prerequisite, Admission to the OTD Program. Fall.

OTD 7242. Development & Assessment Provides an overview of the area of development and assessment as it relates to program, personal and professional development. The program may relate to many content areas such as occupational therapy services, societal change and strategic planning. Prerequisite, Admission to the OTD Program. Fall.

OTD 7252. Health Care Delivery Systems Provides an overview of the area of development and assessment as it relates to program, personal and professional development. The program may relate to many content areas such as occupational therapy services, societal change and strategic planning. Prerequisite, Admission to the OTD Program. Fall.

OTD 726V. Level III Fieldwork: Doctoral Rotation In-depth field experience in one or more of the following student selected areas including but not limited to clinical practice, research, theory, leadership, program development, policy development, advocacy and education. Prerequisite, Admission to the OTD Program. Spring.

OTD 7272. Capstone Completion of the culminating doctoral project that relates to practice and demonstrates synthesis of advanced knowledge. Prerequisite, Admission to the OTD Program. Spring.

OTD 7323. From Process to Practice Development of knowledge and skills in the application of the OT process across clinical practice settings. Restricted to Occupational Therapy Doctorate majors.

OTD 7353. Implementing Behavioral Strategies. Provides foundational knowledge and evidence-based application of behavioral psychology theory and related assessment, treatment and educational strategies for use with individuals with autism and other disorders in educational, health care, and community settings. Elective. Online only. Prerequisite, Admission to the OTD Program.

Bulletin / Banner Change Transmittal Form

[ ]   **Undergraduate Curriculum Council**

[X]   **Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Dr. Angela Schmidt, Interim 10/30/2017			ENTER DATE
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
Dr. Angela Schmidt, Interim 10/30/2017			ENTER DATE
Department Chair:		**Head of Unit (If applicable)**	
Deanna Barymon 11/3/2017			ENTER DATE
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
Susan Hanrahan 11/6/2017			ENTER DATE
College Dean		**Graduate Curriculum Committee Chair**	
	ENTER DATE		ENTER DATE
General Education Committee Chair (If applicable)		**Vice Chancellor for Academic Affairs**	

1.Contact Person (Name, Email Address, Phone Number)
Dr. Angela Smith, asmith@astate.edu, 870-972-2403.

2.Proposed Change
There is an error on page 229 of the gradate bulletin. The program name was recently changed from Adult Health to Adult Gerontology Clinical Nurse Specialist. The plan of study text box was not corrected when this change was made. The correct number of hours for NURS 646V Advanced Adult Gerontology Nursing Practicum should be 6 rather than 0-6. The resultant sub-total should be 15. The Adult Health Program had different options allowing for variable clinical (practicum) hours. The AGCNS program requires 540 clinical hours (6 credit hours).

3.Effective Date
10/26/2017

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

Please note – any change to course number, course prefix, or course title should utilize the 'Course Revision' form.
Form Revised: 09/05/2017

1

See above.

Please note – any change to course number, course prefix, or course title should utilize the 'Course Revision' form.
Form Revised: 09/05/2017

2

Bulletin Changes

The change should be made on page 229- the Adult-Gerontology Clinical Nurse Specialist Plan of Study Table- see below

Adult Gerontology Clinical Nurse Specialist

Master of Science in Nursing

University Requirements:	
See Graduate Degree Policies for additional information (p. 35)	
Core Courses:	**Sem. Hrs.**
NURS 6103, Research Design and Methodology	3
NURS 6203, Theory Development in Nursing	3
NURS 6303, Health Care Issues and Policy	3
NURS 6402, Professional Role Development in Advanced Nursing	2
Sub-total	**11**
Support Courses:	**Sem. Hrs.**
NURS 6003, Advanced Clinical Physiology	3
NURS 6013, Advanced Clinical Pharmacology	3
NURS 6023, Advanced Assessment and Diagnostic Evaluation	3
NURS 6762, Applied Clinical Research and Role Seminar	2
NURS 689V, Thesis Option	0-6
Sub-total	**11-17**
Additional Courses:	**Sem. Hrs.**
NURS 6443, Advanced Adult Gerontology Nursing I	3
NURS 6453, Advanced Adult Gerontology Nursing II	3
NURS 646V, Advanced Adult Gerontology Nursing Practicum	~~0-6~~ Should be "6"
NURS 6473, Advanced Adult Gerontology Nursing Clinical Synthesis	3
Sub-total	~~9-15~~ Should be "15"
Electives:	**Sem. Hrs.**
Electives	3
Total Required Hours:	**40**

Course Deletion Proposal Form

[ ]   Undergraduate Curriculum Council

[x]   Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Dr. Angela Schmidt, Interim 10/30/2017	ENTER DATE
Department Curriculum Committee Chair	**COPE Chair (if applicable)**
Dr. Angela Schmidt, Interim 10/30/2017	ENTER DATE
Department Chair:	**Head of Unit (If applicable)**
Deanna Barymon 11/3/2017	ENTER DATE
College Curriculum Committee Chair	**Undergraduate Curriculum Council Chair**
Susan Hanrahan 11/6/2017	ENTER DATE
College Dean	**Graduate Curriculum Committee Chair**
ENTER DATE	ENTER DATE
General Education Committee Chair (If applicable)	**Vice Chancellor for Academic Affairs**

1. Course Title, Prefix and Number
NURS 6512. FNP Clinical Management I Practicum

2. Contact Person (Name, Email Address, Phone Number)
Dr. Mark Foster smfoster@astate.edu 870-372-3612

3. Last semester course will be offered
Fall 2018
Please clarify by selecting one of the following:
    a.   [x] Remove from bulletin for FAll of 2018
    b.   [ ] Other -

4. Student Population
    a. The course was initially created for what student population?
       NA
    b. How will deletion of this course affect those students?
       Will not affect

College, Departmental, or Program Changes

5.   a. How will this affect the college, department, and/or program?
      No record of course being taught

    b. NO   Does this program and/or course affect another department?
    If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program
    Director whose area this affects.
         No will not affect any other course

    c. Please provide a short justification for why this course being deleted from program.
      This course has not been utilized by history as advised by Registar (JBlankenship).

6. NO   **Is there currently a course listed in the bulletin which is equivalent to this one?**
      If yes, which course(s)?
      NA

7. No   **Will this course be equivalent to a new course?**
      If yes, what course?
      NA

Bulletin Changes

~~**NURS 6512. FNP Clinical Management I Practicum** Clinical application of theoretical bases for management of clients and families who are well or have minor health problems. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203; acceptance to FNP track. Pre- or co-requisites: NURS 6103, NURS 6402. Co-requisite: NURS 6513.~~
~~Page 352~~

Course Revision Proposal Form

[ ]   **Undergraduate Curriculum Council**

[x]   **Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Dr. Angela Schmidt, Interim 10/30/2017
Department Curriculum Committee Chair

                          ENTER DATE…
COPE Chair (if applicable)

Dr. Angela Schmidt, Interim 10/30/2017
Department Chair:

                          ENTER DATE…
Head of Unit (If applicable)

Deanna Barymon 11/3/2017
College Curriculum Committee Chair

                          ENTER DATE…
Undergraduate Curriculum Council Chair

Susan Hanrahan 11/6/2017
College Dean

                          ENTER DATE…
Graduate Curriculum Committee Chair

                ENTER DATE
General Education Committee Chair (If applicable)

                          ENTER DATE…
Vice Chancellor for Academic Affairs

---

1. Contact Person (Name, Email Address, Phone Number)
Dr. Mark Foster
smfoster@astate.edu
870-972-3612

2. Proposed Starting Term and Bulletin Year for Change to Take Effect
Fall 2018

3. Current Course Prefix and Number
Nurs 6818
    3.1 – **[Yes]**   Request for Course Prefix and Number change
       If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)*
    Nurs 6815
    3.2 – Yes   If yes, has it been confirmed that this course number is available for use?

4. Current Course Title
   NURS 6818 FNP CLINICAL SYNTHESIS
      4.1 – **[NO]**   Request for Course Title Change
         If yes, include new Course Title Below.
   NA

           a. 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).*
              NA
           b. Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
              NA

5. – **[NO]**   Request for Course Description Change.
   If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.
   NA

6. – [NO]   Request for prerequisites and major restrictions change.
   (If yes, 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?
             a. If yes, which ones?
                No Change ". Final semester of enrollment. Concurrent enrollment in NURS 6753" as stated in Bulletin
             b. Why or why not?
               NA

         b.   Is this course restricted to a specific major?
             a. If yes, which major?   MSN Family Nurse Practitioner

7. – [NO]   Request for Course Frequency Change (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*
      a. If yes, please indicate current and new frequency:
      NA

8. – [NO]   Request for Class Mode Change
   If yes, indicate if this course will 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 indicate the current and choose one.
   NA

9. – [NO]   Request for grade type change
   If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
   NA

10. NO Is this course dual listed (undergraduate/graduate)?
      a. If yes, indicate course prefix, number and title of dual listed course.
      NA

11. NO   Is this course cross listed?
   (If it is, all course entries must be identical including course descriptions. <u>Submit appropriate documentation for requested changes.</u> It is important to check the course description of an existing course when adding a new cross listed course.)

   11.1 – If yes, please list the prefix and course number of cross listed course.
         NA
   11.2 – <mark>NA</mark>   Are these courses offered for equivalent credit?
         Please explain.   NA

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

13. Yes   Does this course replace a course being deleted?
         a.   If yes, what course?
               NURS 6818 FNP Clinical Synthesis .
14. Yes   Will this course be equivalent to a deleted course or the previous version of the course?
         a.   If yes, which course?
               NURS 6818 FNP Clinical Synthesis

15. NO   Does this course affect another program?
   If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.
   NA

16.   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.

Revision Details

17. Please outline the proposed revisions to the course.
    Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.

    The clinical contact hours for this course will decrease from 480 clinical hours to 300 clinical hours. 1:4 ratio, credit hours: clinical contact time

18. Please provide justification to the proposed changes to the course.

    The clinical contact hours are being decreased in this practicum course to be more evenly distributed throughout the Family Nurse Practitioner program of study. The more evenly distributed clinical hours will help students to meet new guidelines set forth by the Arkansas State Board of Nursing. This proposed change will also increase clinical site availability for A-State students. .

19. NO   Do these revisions result in a change to the assessment plan? No

    If yes: Please complete the Assessment section of the proposal on the next page.
    If no: Skip to Bulletin Changes section of the proposal.

Assessment

University Outcomes

20. 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

21. 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?

22. 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)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

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

Course-Level Outcomes

23. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	
Which learning activities are responsible for this outcome?	
Assessment Measure	What will be your assessment measure for this outcome?

(Repeat if needed for additional outcomes)

Bulletin Changes

Instructions

Please visit <u>http://www.astate.edu/a/registrar/students/bulletins/index.dot</u> 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 <u>https://youtu.be/yjdL2n4lZm4</u> for more detailed instructions.*

232 *The bulletin can be accessed at http://www.astate.edu/a/registrar/students/*

Family Nurse Practitioner

Master of Science in Nursing

University Requirements:	
See Graduate Degree Policies for additional information (p. 35)	
Core Courses:	**Sem. Hrs.**
NURS 6103, Research Design and Methodology	3
NURS 6203, Theory Development in Nursing	3
NURS 6303, Health Care Issues and Policy	3
NURS 6402, Professional Role Development in Advanced Nursing	2
Sub-total	**11**
Support Courses:	**Sem. Hrs.**
NURS 6003, Advanced Clinical Physiology	3
NURS 6013, Advanced Clinical Pharmacology	3
NURS 6023, Advanced Assessment and Diagnostic Evaluation	3
NURS 689V, Thesis Option	0-6
Sub-total	**9-15**
Advanced Practice Courses:	**Sem. Hrs.**
NURS 6513, FNP Clinical Management I	3
NURS 6514, FNP Clinical Management I Practicum	4
NURS 6613, FNP Clinical Management II	3
~~NURS 6614, FNP Clinical Management II Practicum~~ *NURS 6615 FNP Clinical Management II Practicum*	~~4~~ *5*
NURS 6753, FNP Synthesis Seminar	3
~~NURS 6818, FNP Clinical Synthesis~~ *NURS 6815 FNP CLINCAL SYNTHESIS*	~~8~~ *5*
Sub-total	~~25~~ 23
Total Required Hours:	~~45-51~~ 43-49

NURS ~~6818~~. *6815* **FNP Clinical Synthesis** Culminating clinical course for family nurse practitioner students. Includes intensive clinical practice with a preceptor. Final semester of enrollment. Concurrent enrollment in NURS 6753.

Course Revision Proposal Form

[ ] **Undergraduate Curriculum Council**

[x] **Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Dr, Angela Schmidt, Interim 10/30/2017
Department Curriculum Committee Chair

Dr. Angela Schmidt, Interim 10/30/2017
Department Chair:

Deanna Barymon 11/3/2017
College Curriculum Committee Chair

Susan Hanrahan 11/6/17 ENTER DATE...
College Dean

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
Head of Unit (If applicable)

ENTER DATE...
Undergraduate Curriculum Council Chair

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Contact Person (Name, Email Address, Phone Number)
Dr. Mark Foster
smfoster@astate.edu

2. Proposed Starting Term and Bulletin Year for Change to Take Effect
Fall 2018

3. Current Course Prefix and Number
Nurs 6614
    3.1 – **[Yes]** Request for Course Prefix and Number change
       If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)*
    Nurs 6615
    3.2 – Yes /T. Finch. If yes, has it been confirmed that this course number is available for use?
       If no: Contact Registrar's Office for assistance.

4. Current Course Title

    NURS 6614 FNP Clinical Management II Practicum

    4.1 – **[NO]**   Request for Course Title Change

        If yes, include new Course Title Below.

    NA

          a.   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).*

             NA

          b.   Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

             NA

5. – **[NO]**   Request for Course Description Change.

    If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.

    NA

6. – [NO]   Request for prerequisites and major restrictions change.

    (If yes, 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?

          a. If yes, which ones?

No change. As stated in Bulletin: " . Pre-requisites: NURS 6402, NURS 6103, NURS 6513, NURS 6512, NURS 6613. Pre- or co-requisite: NURS 6303. " Page 353

          b. Why or why not?

            NA

        b.   Is this course restricted to a specific major?

          a. If yes, which major?   MSN Family Nurse Practitioner

7. – [NO]   Request for Course Frequency Change (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

    a. If yes, please indicate current and new frequency:

    NA

8. – [NO]   Request for Class Mode Change

    If yes, indicate if this course will 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 indicate the current and choose one.

    NA

9. – [NO]   Request for grade type change

    If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

    NA

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

    a. If yes, indicate course prefix, number and title of dual listed course.

    NA

11. NO   Is this course cross listed?
(If it is, all course entries must be identical including course descriptions. <u>Submit appropriate documentation for requested changes.</u> It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.
NA
11.2 – <mark>NA</mark>   Are these courses offered for equivalent credit?
Please explain.

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

13. Yes   Does this course replace a course being deleted?
a. If yes, what course?
NURS 6614 FNP Clinical Management II Practicum .
14. Yes   Will this course be equivalent to a deleted course or the previous version of the course?
a. If yes, which course?
NURS 6614

15. NO   Does this course affect another program?
If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.
NA

16. 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.

Revision Details

17. Please outline the proposed revisions to the course.
    Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.

    The clinical contact hours for this course will be increased from 240 hours to 300 hours. 1:4 Ratio, credit hours: clinical contact time

18. Please provide justification to the proposed changes to the course.

    The clinical contact hours are being increased in this practicum course to be more evenly distributed throughout the MSN Family Nurse Practitioner Option, Program of Study. The more evenly distributed clinical hours will help students to meet new guidelines set forth by the Arkansas State Board of Nursing. This proposed change will also increase clinical site availability for AState students. .

19. NO   Do these revisions result in a change to the assessment plan?

    If yes: Please complete the Assessment section of the proposal on the next page.
    If no: Skip to Bulletin Changes section of the proposal.

Assessment

University Outcomes

20. 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

21. 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?

22. 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)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

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

Course-Level Outcomes

23. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	
Which learning activities are responsible for this outcome?	
Assessment Measure	What will be your assessment measure for this outcome?

(Repeat if needed for additional outcomes)

Bulletin Changes

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232 *The bulletin can be accessed at http://www.astate.edu/a/registrar/students/*

Family Nurse Practitioner

Master of Science in Nursing

	Sem. Hrs.
University Requirements:	
See Graduate Degree Policies for additional information (p. 35)	
Core Courses:	**Sem. Hrs.**
NURS 6103, Research Design and Methodology	3
NURS 6203, Theory Development in Nursing	3
NURS 6303, Health Care Issues and Policy	3
NURS 6402, Professional Role Development in Advanced Nursing	2
Sub-total	**11**
Support Courses:	**Sem. Hrs.**
NURS 6003, Advanced Clinical Physiology	3
NURS 6013, Advanced Clinical Pharmacology	3
NURS 6023, Advanced Assessment and Diagnostic Evaluation	3
NURS 689V, Thesis Option	0-6
Sub-total	**9-15**
Advanced Practice Courses:	**Sem. Hrs.**
NURS 6513, FNP Clinical Management I	3
NURS 6514, FNP Clinical Management I Practicum	4
NURS 6613, FNP Clinical Management II	3
~~NURS 6614, FNP Clinical Management II Practicum~~ *NURS 6615 FNP Clinical Management II Practicum*	~~4~~ 5
NURS 6753, FNP Synthesis Seminar	5
~~NURS 6818, FNP Clinical Synthesis~~ NURS 6815 FNP CLINICAL SYNTHESIS	~~8~~ 5
Sub-total	~~25~~ 23
Total Required Hours:	~~45-51~~ 43-49

~~**NURS 6614.**~~ **NURS 6615** FNP Clinical Management II Practicum The clinical application of theoretical bases for management of clients and families who have minor or chronic health problems. Pre-requisites: NURS 6402, NURS 6103, NURS 6513, NURS 6512, NURS 6613. Pre- or co-requisite: NURS 6303. Page 353

Code # Enter text...

Course Revision Proposal Form

[ ]   **Undergraduate Curriculum Council**

[X]   **Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

David F. Gilmore 10/27/2017
Department Curriculum Committee Chair

ENTER DATE...
COPE Chair (if applicable)

Thomas Risch 10/27/2017
Department Chair:

ENTER DATE...
Head of Unit (If applicable)

David F. Gilmore 10/27/2017
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

Anne A. Grippo 10/27/2017
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE...
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Asela J. Wijeratne
Department of Biological Sciences
Arkansas State University
Phone: 870-972-3311
Email: awijeratne@astate.edu

2. Proposed Starting Term and Bulletin Year for Change to Take Effect
Spring, 2018

3. Current Course Prefix and Number
BIO 5152
　　　3.1 – [Yes] Request for Course Prefix and Number change
　　　　　If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)*

BIO 5153
3.2 – If yes, has it been confirmed that this course number is available for use? Yes
If no: Contact Registrar's Office for assistance.

4. Current Course Title
Laboratory in Biotechniques I

4.1 – [No] Request for Course Title Change
If yes, include new Course Title Below. *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).*

5. – [Yes] Request for Course Description Change.
If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.
Laboratory techniques in DNA/RNA isolation, analysis and applications, including PCR, reverse transcriptase PCR, high-throughput sequencing sample preparation for gene expression products. Laboratory 6 hours per week. Special course fees may apply. Fall.

6. – [NO] Request for prerequisites and major restrictions change.
(If yes, 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?
      a. If yes, which ones?
      b. Why or why not?

   b. Is this course restricted to a specific major?
      a. If yes, which major?

7. – [No] Request for Course Frequency Change (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*
   a. If yes, please indicate new frequency:

8. – [No] Request for Class Mode Change
If yes, indicate if this course will 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.

9. – [No] Request for grade type change
If yes, what is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

10. Is this course dual listed (undergraduate/graduate)?   Yes
   a. If yes, indicate course prefix, number and title of dual listed course.
    Bio 4153   (Please see the justification section to see how undergraduate and graduate versions are different.)

11. Is this course cross listed? No
   (If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

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

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

13. Does this course replace a course being deleted? Yes
   a. If yes, what course?
       Replacing current course listed as BIO 5152 Biotechniques I in the Bulletin.
14. Will this course be equivalent to a deleted course or the previous version of the course?   Yes
   a. If yes, which course?
       Most of the content of this course will be from the current version of BIO 5154 Biotechniques II. The content of these two sequential courses is being reorganized.

15. Does this course affect another program? No

16. Does this course require course fees? Yes, there is an existing course fee, which will not be changed.
   If yes: Please attach the New Program Tuition and Fees form, which is available from the UCC website.

Revision Details

17. Please outline the proposed revisions to the course.
    Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.

1. GOALS OF THE COURSE Upon completing this course students should be able to: Demonstrate good laboratory practice, Be proficient in polymerase chain reaction techniques, Be proficient in genotyping, Be proficient with isolating gene expression products, Maintain an effective laboratory journal

2. Outline

1	Laboratory preparation for experiments
2-3	RNA/DNA extraction
4-7	Genotyping and PCR techniques
8-10	Sample preparation for high-throughput sequencing
11-12	Expression analysis using RT-PCR
13-14	Discussion of data analysis and in-class presentations

18. Please provide justification to the proposed changes to the course.

Two lab courses, BIO 5152 (Biotechniques I) and BIO 5154 (Biotechniques II) are part of a two-semester course that is central to the core curriculum of the Master's Program in Biotechnology. Currently, these courses are assigned two different credit hours (2 and 4). Under the proposed changes, both courses will be designated with the same credit hours (3 each for both BIO 5153 and BIO 5163). This allows equally distributed teaching blocks to provide students adequate time to complete activities during each class session. In addition, instructional content for both courses in this series has been rearranged to improve delivery and logic-flow of this project-based laboratory series.

How undergraduate course is different from the graduate course:

Both undergraduate and graduate students will learn the same techniques. However, graduate students will be required to write research proposals, present literature reviews related to the techniques in the class and perform additional preparatory work. These are aligned with what are expected for a laboratory personnel holding a graduate degree.

19. Do these revisions result in a change to the assessment plan?

[Yes. However, overall contents of both BIO 5153 and BIO 5163 will remain similar to the two existing courses, BIO 5152 (Biotechniques I) and BIO 5154 (Biotechniques II), but they will be rearranged.   Therefore, only Course-Level Outcomes will be changed.]

If yes: Please complete the Assessment section of the proposal on the next page.
If no: Skip to Bulletin Changes section of the proposal.

Assessment

University Outcomes

20. 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

21. 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?

22. 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)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

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

Course-Level Outcomes

23. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	At the end of the BIO 5153 course, students should be able to do the following: • Explain and follow proper safety and laboratory practices in a molecular biology lab.
Which learning activities are responsible for this outcome?	Quiz and take-home assignment
Assessment Measure	Rubrics will be developed to evaluate the assignments.

(Repeat if needed for additional outcomes)

Outcome 2	At the end of the BIO 5153 course, students should be able to do the following: • Formulate a hypothesis and test it using above mentioned molecular biology techniques.
Which learning activities are responsible for this outcome?	• Create a hypothesis and research proposal • Combine results into two project reports.
Assessment Measure	Rubrics will be developed to evaluate the proposals and reports.

Bulletin Changes

Instructions
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GRADUATE CATALOG PAGES 364-365

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BIO 5302. Laboratory for Aquatic Entomology Four hours per week. To be taken concurrently with BIO 5301. Special course fees may apply.

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BIO 5322. Biology of Marine Mammals Laboratory Hands on experience on the classification, anatomy, and behavior of marine mammals. Concurrent enrollment in BIO 5323. Special Course fees may apply. Permission of instructor required.

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BIO 5332. Animal Histology Microscopic survey of cells and tissues of vertebrate organ systems. This is a pre-existing undergraduate course (BIO 4332). The graduate version will require grad students to investigate selected methods/topics beyond what is expected of undergrads. No

Code # Enter text...

Course Revision Proposal Form

[]   **Undergraduate Curriculum Council**

[X]   **Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

David F. Gilmore 10/27/2017
Department Curriculum Committee Chair

ENTER DATE...
COPE Chair (if applicable)

Thomas Risch 10/27/2017
Department Chair:

ENTER DATE...
Head of Unit (If applicable)

David F. Gilmore 10/27/2017
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

Anne A. Grippo 10/27/2017
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE
General Education Committee Chair (If applicable)

ENTER DATE...
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Asela J. Wijeratne
Department of Biological Sciences
Arkansas State University
Phone: 870-972-3082
Email: awijeratne@astate.edu

2. Proposed Starting Term and Bulletin Year for Change to Take Effect
Spring, 2018

3. Current Course Prefix and Number
BIO 5154

3.1 – [Yes] Request for Course Prefix and Number change
    If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)*
BIO 5163
3.2 – If yes, has it been confirmed that this course number is available for use? Yes
    If no: Contact Registrar's Office for assistance.

4. Current Course Title
Laboratory in Biotechniques ll

4.1 – [No] Request for Course Title Change
    If yes, include new Course Title Below. *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).*

5. – [Yes] Request for Course Description Change.
    If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.
    Laboratory techniques in protein expression and functional analysis including recombinant DNA, protein expression systems, protein chemistry, chromatographic methods, and other analytical techniques. Laboratory 6 hours per week. Special course fees may apply. Prerequisites, BIO 5153 or permission of instructor. Spring.

6. – [Yes] Request for prerequisites and major restrictions change.
        (If yes, 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? Yes
            a.   If yes, which ones?
                 BIO 5153
            b.   Why or why not?
                 Biotechniques II is part of a two laboratory course series. Biotechniques II BIO 5163 is the second course in this series. Knowledge and techniques gained in BIO 5153 required for this course. BIO 5153 or permission from instructor is required to enroll in part 2 of this course series.

        b.   Is this course restricted to a specific major? No
            a.   If yes, which major?

7. – [No] Request for Course Frequency Change (e.g. Fall, Spring, Summer).   *Not applicable to Graduate courses.*
        a.   If yes, please indicate new frequency:

8. – [No] Request for Class Mode Change
    If yes, indicate if this course will 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.

9. – [No] Request for grade type change
    If yes, what is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

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

a. If yes, indicate course prefix, number and title of dual listed course.

BIO 4163 (Please see the justification section to see how undergraduate and graduate versions are different.)

11. Is this course cross listed? No
    (If it is, all course entries must be identical including course descriptions. <u>Submit appropriate documentation for requested changes.</u> It is important to check the course description of an existing course when adding a new cross listed course.)

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

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

13. Does this course replace a course being deleted? Yes
    a.   If yes, what course?
           Replacing current course listed as BIO 5154 Biotechniques II in the Bulletin.
14. Will this course be equivalent to a deleted course or the previous version of the course?   Yes
    a.   If yes, which course?
           Most of the content of this course will be from the current version of BIO 5152 Biotechniques I and some of the content will be from the original BIO 5154 Biotechniques II. The content of these two sequential courses is being reorganized.].

15. Does this course affect another program? No

16. Does this course require course fees? Yes, there is an existing course fee, which will not be changed.
    If yes: Please attach the New Program Tuition and Fees form, which is available from the UCC website.

Revision Details

17. Please outline the proposed revisions to the course.
    Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.

    GOALS OF THE COURSE
    o Demonstrate good laboratory practice.
    o Be proficient in preparing buffers and making dilutions
    o Be proficient in protein analytical techniques and understand the theory behind differing protocols
    o Be proficient in blotting protocols
    o Maintain an effective laboratory journal

    Outline

1	Laboratory preparation for experiments
2-3	Restriction digestion and mapping of plasmids
4	Prepare *E.coli* and in silico cloning experiments
5	DNA for cloning including strategy preparation with restriction enzymes
6-7	Transformation of DNA into *E.coli*, amplification and purification of recombinant plasmids, and sequencing reactions.
8	Introduce Pichia expression system, induce protein in yeast and set up a protein assay to demonstrate the presence of the induced protein
9	Grow & Induce Yeast, perform protein, enzyme assays and SDS PAGE
10-11	Introduce protein purification step (chromatography, HPLC, Maldi-Tof MS)
12-13	Perform Affinity Column Chromatography & Western blots
14	Discussion of the results and wrapping up

    Enter text...

18. Please provide justification to the proposed changes to the course.

    Two lab courses, BIO 5152 (Biotechniques I) and BIO 5154 (Biotechniques II) are part of a two-semester course that is central to the core curriculum of the Master's Program in Biotechnology. Currently, these courses are assigned two different credit hours (2 and 4). Under the proposed changes, both courses will be designated with the same credit hours (3 each). This allows equally distributed teaching blocks to provide students adequate time to complete activities during each class session. In addition, instructional content for both courses in this series has been rearranged to improve delivery and logic-flow of this project-based laboratory series.
    How undergraduate course is different from the graduate course:
    Both undergraduate and graduate students will learn the same techniques. However, graduate students will be required to write research proposals, present literature reviews related to the techniques to the class and perform additional preparatory work. These are aligned with what are expected for a laboratory personnel holding a graduate degree.

19. Do these revisions result in a change to the assessment plan?

[Yes. However, overall contents of both BIO 5153 and BIO 5163 will remain similar to the two existing courses, BIO 5152 (Biotechniques I) and BIO 5154 (Biotechniques II), but they will be rearranged.   Therefore, only the Course-Level Outcomes will be changed.]

If yes: Please complete the Assessment section of the proposal on the next page.
If no: Skip to Bulletin Changes section of the proposal.

See question 19 before completing the Assessment portion of this proposal.

Assessment

University Outcomes

20. 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

21. 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?

22. 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)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

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

Course-Level Outcomes

23. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	At the end of BIO 4163, students will be able to do the following: • Formulate a hypothesis and test it molecular biology techniques.
Which learning activities are responsible for this outcome?	• Create a hypothesis and research proposal • Combine results into two project reports.
Assessment Measure	• Rubrics will be developed to evaluate the lab reports and project reports.

(Repeat if needed for additional outcomes)

Outcome 2	At the end of BIO 4163, students will be able to do the following: • Extract information from literature to incorporate them into testing and supporting a hypothesis.
Which learning activities are responsible for this outcome?	• Take-home assignment to show their understanding of the theoretical knowledge
Assessment Measure	• Rubrics will be developed to take-home assignments.

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