

# Graduate Council Agenda

(December 10, 2015 at 3:00 pm - Postponed)

**Rescheduled for Monday, December 14, 2015 at 2:30 pm**

Library 6<sup>th</sup> Floor Conference Room 603

Chair Shawn Drake called the meeting to order at 2:30. Present were members: Skorga (proxy for Schmidt), Green, McKay, Shack Clark, Kemp, Koizumi, Drake, Umansky, Traylor, Fowler, Mello, Bowser, Carothers, and Okechukwu

Exofficio: Sustich, Blankenship (for Finch) and Deprow

Guest: Gilbert

## 1. Minutes from October 22, 2015 Graduate Council meeting

**Skorga moved to approve, Traylor second. Sustich noted one correction-that Gilbert should not have been a guest but rather proxy for Sustich who was absent.**

## 2. Requests for Bulletin Changes

### Bulletin/Banner Change Transmittal Form

CE 5223 (Change to PreReqs to CoReqs)

CE 5233 (Change A CoReq to PreReq)

**Green moved to approve both CE proposals, Kemp second. Passed unanimously.**

CHEM 6273 (Corrections)

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

Graduate Assistant Policy

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

HIST 5313 (Change to HIST 6313 Renumbering)

HIST 5763 (Change to HIST 6763 Renumbering)

**Traylor moved to approve the two history re-numberings together, Fowler second. Passed unanimously.**

MA History (Public History Emphasis - Reorganization of Courses)

**Traylor moved to approve, Umansky second. Passed unanimously.**

ME 5583 (Change to PreReqs)

ME 5613 (Change to PreReqs & CoReqs)

**Mello moved to approve the two ME proposals as a group. Green Second. Passed unanimously.**

OTD 5073 (Change Course Name)

**Mello moved to approve, Koizumi second. Passed unanimously, pending modifications to the course description so that it will mention something about pediatrics so as align with the course title.**

OTD 5043 (Change Course Name)

OTD 6164 (Change Course Name)

OTD 7223 (Change Course Name)

**Skorga moved to return for clarification of changes in course sequence and number patterns and requested a unified proposal reflecting all the proposed changes. Green second. Motion passed unanimously.**

#### **New Program/Certificate Proposal Form**

Graduate Certificate in Play Therapy

Letter of Intent (CIP Code 42.2807)

COUN 6143 – New Course Proposal Expressive Arts in Counseling

COUN 6153 – New Course Proposal Advanced Play Therapy

COUN 6163 – New Course Proposal Child-Parent Relationship Therapy

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

#### **New Course Proposal Form**

CD 5063

CD 6063 (deletion)

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

COUN 6133 Amended (Tabled in 09/17/15 GC Mtg for more information)

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

ESCI 6343

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

HIST 623V

**Fowler moved to approve. Kemp second. Mello moves to amend requiring the proposal be resubmitted on the current form. Traylor second. Amended motion passed unanimously.**

MCOM 6423

MCOM 6433

**Fowler moved to approve together. McKay second. Mello offered an amendment asking the proposals be passed pending the addition of program outcomes. Approved unanimously.**

OTD 5183

OTD 5201

**Fowler moved to approve together. Kemp second. Passed unanimously.**

POSC 5163

**Fowler moved to approve. Traylor second. There was some discussion as to the adequacy of the program level outcomes. Motion passed 7-4.**

SCOM 6413

**Fowler moved to approve pending changes to the program level outcomes. Traylor second. Passed unanimously.**

## Course Deletion Proposal Form

OTD 5083

OTD 5101

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

### 3. Requests for Regular Graduate Faculty Status

Ronald Johnson

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

D. Mike McDaniel (With Add'l Information Req in 09/17/15 GC Mtg.)

**Fowler moved to approve. Skorga second. Passed unanimously.**

### 4. Requests for Temporary Graduate Faculty Status

Bethania Baray (With Add'l Information Req in 09/17/15 GC Mtg)

**Schack-Clark moved to approve. Traylor second. Passed unanimously.**

Mitchell Holifield

**Bowser moves to approve for 2 years. Green second. Passed 14-1.**

Jackie McBride

**Bowser moved to approve. Green second. Fowler moves to change period of appointment to 1 year. Mello Second. Motion voted down unanimously. Mello moves to approve for 2 year term rather than the requested 3 year term. Motion passes 13 -2.**

Daniel O'Meara

**Traylor moves approve for the first four requested courses, specifically excluding ELAD 889V Dissertation and ELFN 8473 and limiting the term to 2 years rather than the requested 3. Mello second. Passed unanimously.**

James Les Wyatt

**McKay moves to approve for 2-year term rather than the requested 3-year term. Koizumi second. Passed 14-1**

There was a lengthy discussion about the nature and function of Temporary Graduate Faculty Status and whether it was appropriate for tenured faculty to use temporary graduate faculty status when they cannot meet the standards needed to qualify for regular graduate faculty status. The consensus was that the intended use of temporary grad faculty status was to allow adjuncts and others who were affiliated with the university but not in tenure lines to teach on an occasional basis.

### 5. Requests To Serve on Thesis or Dissertation Advisory Committee

Jim Patchell (Thesis Committee for Ethan Sandusky)

**Approved by the Graduate School.**

### 6. Discussion Topic

- Course Deletion Proposal Form: Dr. David Gilmore's Suggestion to Delete Question #7
- FYI - Executive Council has agreed to move the December 2016 Commencement up a week early to December 10<sup>th</sup> like this year's commencement due to commencement being scheduled so late

## 7. Notice of Activity Since Last Meeting

- MCOM 6033 (Amended with Revisions Requested in 09-17-15 GC Mtg) New Course Proposal
- Information will be shared for the upcoming New Graduate Program in Media Management
- OTD 7224 New Course Proposal  
(Erik Gilbert had talked to Tracy Morrison and Shawn Drake regarding OTD 7224, which was originally thought to be needed to cross list with PT 7224, then Jesse discovered that it already existed, but proposal had not been submitted; thus this proposal.)

Passed by email vote.

- Per Dr. Morrison, Dr. Drake, & Jesse Blankenship: the cross listing of OTD 7113 & OTD 7213 with PT had been shelved, but since the Registrar's Office had already completed the cross listing for Fall 2015, the current cross listing can remain, but the Neuroscience course will not be cross listed.
- Update on **Mass Bulletin Change that clarifies the Comprehensive Exam for all Master's Programs**

### **December 14, 2015 GC Meeting Proxy Notification (as of 12/11/15)**

Serving as Proxy

Dr. Phyllis Skorga served as proxy for Dr. Angela Schmidt  
Jesse Blankenship served as proxy for Tracy Finch

**Graduate Council Minutes**  
October 22, 2015 at 3:00 pm  
Library 6<sup>th</sup> Floor Conference Room 603

Chair Shawn Drake called the meeting to order at 3:00. Present were:

Members: Drake, Kemp, Fowler, Umansky, Chapel-Traylor, Schmidt, Mello, Koizumi (also proxy for McKay), Schack-Clark, Green, Duguri (proxy for Carothers and Okechukwu)

Ex Officio: Deprow, GC Blankenship (for Finch), Gilbert (for Sustich)

**1. Minutes from September 17, 2015 Graduate Council meeting**

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

**2. Requests for Bulletin Changes**

**Bulletin Change Transmittal Form**

COB (Add Req of BCOM 2563 if English is 2<sup>nd</sup> Language)

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

MA Pol Sc (Edits to Mission Statement, Adm Req, & Prog of Study)

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

MBA (Addition of 5000 Level Degree Credit Courses to “Deficient Grades” section)

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

**Program and/or Course Deletion Proposal – Bulletin Change Transmittal Form**

CHEM 5053

CHEM 5254

GEOL 5333

Fowler moved approve all course deletions as a group. Schmidt second. **Passed unanimously**

**3. Requests for Regular Graduate Faculty Status**

Education & Behavioral Science

John Beineke

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

Mitchell Holifield

Fowler moved to approve, Umansky second. **Motion failed**

Jackie McBride

Fowler moved to approve, Schmidt second. **Motion failed**

Daniel O’Meara

Fowler moved to approve, Mello second. **Motion failed**

Amany Saleh

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

Les Wyatt

Mello moved to approve, Umansky second. **Motion failed**


**4. Discussion Topic**


- Newly edited versions to 2 of the new forms by Summer DeProw (New Course Proposal Form and New Program-Certificate Proposal Form), with improved justification and assessment sections

## Bulletin / Banner Change Transmittal Form

- Undergraduate Curriculum Council Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)


 11-19-15  
 ENTER DATE...  
**Department Curriculum Committee Chair**


 ENTER DATE...  
**COPE Chair (if applicable)**

 11-19-15  
 ENTER DATE...  
**Department Chair:**

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

 11/22/15  
 ENTER DATE...  
**College Curriculum Committee Chair**

 ENTER DATE...  
**Undergraduate Curriculum Council Chair**

 11/30/15  
 ENTER DATE...  
**College Dean**

 5/1/16  
 ENTER DATE...  
**Graduate Curriculum Committee Chair**

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

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

Jason Stewart, [jstewart@astate.edu](mailto:jstewart@astate.edu), 972-2088

**2. Proposed Change**

CE 5223 Transportation Engineering II - change prerequisites of CE 4251 Laboratory for Soil Mechanics and CE 4253 Soil Mechanics to co-requisites.

**3. Effective Date**

Fall 2016

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

CE 4253 and CE 4251 are taught in the same semester as CE 4223, and the early material from those courses is needed late in the semester in CE 4223. This change will prevent overrides for students who don't complete CE 4251 or CE 4253 successfully on their first attempt as well.

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


## Bulletin Changes

### Instructions

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

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*Please visit <https://youtu.be/vjdL2n4lZm4> for more detailed instructions.*

From Graduate Bulletin p. 306

**CE 5223. Transportation Engineering** Principles of highway survey and locations, geometric design, highway materials, pavement design, highway drainage, and pavement management. A highway design project is required. Prerequisite, C or better in CE 3223, and CE 4203,. Corequisites CE 4251, and CE 4253. Dual listed as CE 4223.

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

## Bulletin / Banner Change Transmittal Form

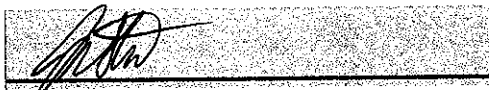
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 11-19-15  
ENTER DATE...

**Department Curriculum Committee Chair**

 ENTER DATE...

**COPE Chair (if applicable)**

 11-19-15  
ENTER DATE...


**Department Chair:**

 ENTER DATE...

**General Education Committee Chair (If applicable)**

 11/23/2015  
ENTER DATE...

**College Curriculum Committee Chair**

 ENTER DATE...

**Undergraduate Curriculum Council Chair**

 11/20/15  
ENTER DATE...

**College Dean**

 5/1/15  
ENTER DATE...

**Graduate Curriculum Committee Chair**

 ENTER DATE...

**Vice Chancellor for Academic Affairs**

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

Jason Stewart, [jstewart@astate.edu](mailto:jstewart@astate.edu), 972-2088

**2. Proposed Change**

CE 5233 Foundation Engineering - change CE 4253 Soil Mechanics from a co-requisite to a prerequisite.

**3. Effective Date**

Fall 2016

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

CE 4253 material is built upon at the beginning of CE 4233, and students need to have completed CE 4253 before starting CE 4233 in order to understand that material. The courses are offered in different semesters, so no conflicts are created. CE 4253 is already in the degree plan ahead of CE 4233.

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




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

From Graduate Bulletin p. 306

**CE 5233. Foundation Engineering** Prediction of soil variation, soil investigations, stress distribution and bearing capacity, settlement analysis and foundation performance. The design and analysis of retaining structures and lateral earth pressures, shallow foundations, pile foundations. Three foundation design projects are required. Prerequisite, C or better in CE 2202. ~~Cerequisite~~, and CE 4253. Dual listed as CE 4233.

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

# Bulletin Change Transmittal Form

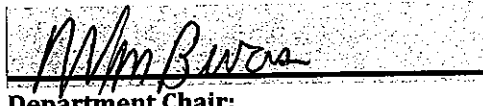
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Graduate Council - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

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

  
10/22/15  
ENTER DATE...  
Department Curriculum Committee Chair

ENTER DATE...  
COPE Chair (if applicable)

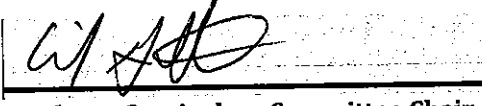
  
10-22-15  
ENTER DATE...  
Department Chair:

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

  
10/27/15  
ENTER DATE...  
College Curriculum Committee Chair

ENTER DATE...  
Undergraduate Curriculum Council Chair

  
10/28/15  
ENTER DATE...  
College Dean

  
5/1/15  
ENTER DATE...  
Graduate Curriculum Committee Chair

ENTER DATE...  
Vice Chancellor for Academic Affairs

**1. Contact Person** (Name, Email Address, Phone Number)  
William Burns, [wburns@astate.edu](mailto:wburns@astate.edu), 870-972-2535

**2. Proposed Change**  
Correct allowed number of hours of Graduate Research in Chemistry (CHEM 6273)

**3. Effective Date**  
Spring 2016

**4. Justification**  
The Graduate Bulletin indicates MS Chemistry (thesis option) students can take Research in Chemistry (CHEM 6273) for six hours credit. This is incorrect. Students are allowed repeat this course twice, for a total of up to nine hours of credit. Additionally, Thesis is being moved from *elective* to the *required* category for the MS Degree Thesis option.



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

**To copy from the bulletin:**

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

Page 270 2014-2015 A-State Graduate Bulletin

**MS Degree (Thesis option)**

**Required ( ~~12~~ 18 hours)\*:**

Advanced Analytical Chemistry

Advanced Inorganic Chemistry

Advanced Organic Chemistry

Advanced Physical Chemistry

**\*\*Thesis (6 hours)**

\*students must take a minimum of 12 hours of class work.

**Electives (~~18~~ 12 hours) as determined by the student's thesis committee:**

**~~\*\*Thesis (6 hours)~~**

**\*\*Graduate Research in Chemistry (6- 9 hours), course can be repeated for up to a total of 9 hours of credit.**

**\*\*Independent Study (3 hours)**

**\*\*Special Topics: Research in (specialty area) Chemistry (3 hours)**

Biochemistry

Pharmacology

Instrumentation

Inorganic Chemistry

Environmental Chemistry

Geochemistry

Special Topics

EVS or MBS courses

**\*\*courses may only be taken once a research advisor has been chosen**

No more than six hours of graduate courses with a prefix other than CHEM may be applied toward the MS degree.

**MS Degree (non-thesis option)**

Students will be required to take 30 hours approved upon by the Graduate Program Committee:

Required (12 hours):

Advanced Analytical Chemistry

Advanced Inorganic Chemistry

Revised 1/17/13

Advanced Organic Chemistry  
Advanced Physical Chemistry

Electives (18 hours)

Biochemistry

Pharmacology

Instrumentation

Inorganic Chemistry

Environmental Chemistry

Geochemistry

Seminar

Special Topics

EVS or MBS courses

Summer Research Internship: A student may apply to a research lab for 6 hours of summer research credit which may count as six of the elective hours. (This course can only be taken once)

No more than six hours of graduate courses with a prefix other than CHEM may be applied toward the 30 hours.

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XGraduate Council - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

	ENTER DATE...
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Department Curriculum Committee Chair

	ENTER DATE...
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COPE Chair (if applicable)

	ENTER DATE...
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Department Chair:

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

	ENTER DATE...
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College Curriculum Committee Chair

	ENTER DATE...
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Undergraduate Curriculum Council Chair

	1 Dec 2015 ENTER DATE...
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College Dean

	5/11/16 ENTER DATE...
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Graduate Curriculum Committee Chair

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

Vice Chancellor for Academic Affairs

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

Erik Gilbert, [egilbert@astate.edu](mailto:egilbert@astate.edu), 2137

**2.Proposed Change**

The proposed change will update the language in the bulletin to reflect new policies regarding the compensation of master's-level Graduate Assistants.

**3.Effective Date**

Fall 2016

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

In order to comply with the NSF's requirement that GAs who serve as research assistants be paid in a consistent manner whether they are paid with grant or university money, we have created a new category of GAs who are exclusively research assistants.

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


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P. 34

### GRADUATE ASSISTANTSHIPS

~~Graduate assistantships are available to a limited number of qualified applicants in all departments offering graduate degrees. Assistantships are available for both regular semesters and summer school. Application for an assistantship must be made through the chair of the department in which the student wishes to major. No application for assistantship will be considered unless the applicant has also applied for admission to the Graduate School.~~

~~A graduate assistantship carries with it a waiver of out-of-state tuition. Doctoral graduate assistantship carries a tuition scholarship covering the cost of tuition.~~

~~To be awarded an assistantship, a graduate student must have been admitted to a graduate degree program at Arkansas State.~~

~~A graduate student whose GPA drops below 3.00 is placed on probation and is not eligible to hold a graduate assistantship. The master and specialist level assistantship will have a maximum time limit of five semesters. An exception is made for students admitted based on a bachelor's degree rather than a master's degree to the Ed.S. in Psychology and Counseling; these students will have a maximum time limit of eight semesters. Ed.D. and Ph.D. assistantships will have a maximum time limit of eight semesters.~~

New description:

### GRADUATE ASSISTANTSHIPS

#### General Information

Students admitted to the Graduate School may be eligible to receive financial support in the form of an assistantship. The primary purpose of graduate assistantships is to promote the student's successful completion of an academic program while giving them experience working in an academic environment. Graduate assistantship assignments provide support

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

of the university's teaching, research or service missions for the benefit of the student in an area closely related to the student's chosen field of study.

### **Types of Graduate Assistantships**

There are three types of graduate assistantships at Arkansas State University: graduate teaching assistants (GTA); graduate research assistants (GRA); and graduate administrative support assistants (GSA).

#### **Graduate Teaching Assistant**

A graduate teaching assistant (GTA) works with a supervising faculty member to gain instructional skills and an increased understanding of the discipline. The GTA's primary responsibilities are to support the university's instructional mission. Services provided by a GTA may include some or all of the following: classroom or laboratory teaching; advising and mentoring of students; proctoring examinations; grading papers, homework, and/or projects; accompanying/coaching musical or vocal performances; providing artistic instruction or assisting with preparation and management of materials and programs that are utilized in imparting knowledge or in the instructional process; or providing other general assistance in the instruction process.

#### **Graduate Research Assistant**

A graduate research assistant (GRA) works with a supervising faculty member to provide general support to the university's research mission. These responsibilities may or may not relate directly to the student's thesis or dissertation. Duties of the GRA primarily involve applying and mastering research concepts, practices, or methods of scholarship. Services provided by a GRA may include some or all of the following: assisting faculty members in a research or creative activity; performing degree-related professional or administrative services that support research, instruction, professional development, or outreach missions of the university; developing and evaluating instructional materials or curricula; or assuming responsibility for designated scholarly endeavors.

#### **Graduate Administrative Support Assistant**

A graduate administrative support assistant (GSA) works with university administrators to gain leadership and administrative/program management skills and an increased understanding of the administrative aspects of the discipline. The GSA's primary responsibilities are to provide general services to administrators in support of the university's mission. These responsibilities may or may not be directly related to the student's chosen field of study. Services provided by a GSA may include some or all of the following: assisting with the development of program materials, planning and co-hosting special events, gathering information and generating reports, office correspondence, program promotion, general public administration duties, and other essential functions of the discipline or program.

#### **Student Workers**

A student worker is different from a graduate assistant. A student worker is an employed student who may not meet some or all of the above criteria pertaining to graduate assistants. Student workers must be paid based on actual time worked as assigned. Documentation of hours worked via a time sheet and an hourly wage of at least the minimum wage are required.

#### **Workload and Appointments**

The Graduate School limits the workload of graduate assistantships in order to ensure that students make adequate satisfactory academic progress and complete their degrees within appropriate time limits. A full graduate assistantship is estimated to be the equivalent of 20 hours of work per week. These guidelines are applicable to all academic terms.

#### **Time Limit on the Use of Graduate School Assistantship Funds**

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

Students in master's programs may not receive assistantship support from Graduate School funds after their fifth semester of enrollment (excluding summer sessions). Students in doctoral programs may not receive assistantship support after their eighth semester of enrollment (excluding summer sessions).

#### **Tuition waivers**

All graduate students employed in a full Graduate Assistantship (20 hours/week) for the entire semester will receive a waiver of the out-of-state/international portion of the tuition and will be responsible for paying the in-state portion of the tuition for that semester. All graduate students employed in a Doctoral Graduate Assistantship position will have the in-state portion of the tuition paid by the Graduate School (if employed on Graduate School funds) or arranged by the student's graduate program (if employed by other than Graduate School funds). All Graduate Research Assistants at the master's and specialist level will have the in-state portion of the tuition paid as arranged by the student's graduate program.

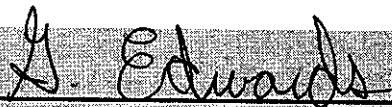


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ENTER DATE... 10/19/15

Department Curriculum Committee Chair

ENTER DATE...  
ENTER DATE...

COPE Chair (if applicable)

  
ENTER DATE... 10/19/15

Department Chair:

ENTER DATE...  
ENTER DATE...

General Education Committee Chair (If applicable)

  
ENTER DATE... 20 Oct 2015


College Curriculum Committee Chair

ENTER DATE...  
ENTER DATE...

Undergraduate Curriculum Council Chair

  
ENTER DATE... 20 Oct 15

College Dean

  
ENTER DATE... 5/1/16

Graduate Curriculum Committee Chair

ENTER DATE...  
ENTER DATE...

Vice Chancellor for Academic Affairs

**1. Contact Person** (Name, Email Address, Phone Number)  
Edward Salo, PhD; [esalo@astate.edu](mailto:esalo@astate.edu); 870-972-3130

**2. Proposed Change**  
Change the number of "HIST 5313 Introduction to Public History" to "HIST 6313 Introduction to Public History"

**3. Effective Date**  
Fall 2016

**4. Justification**  
Because of the hiring of a new Historic Preservation/Public History professor in 2014, the A-State History Department has reexamined its Public History courses to ensure that the Public History MA degree program would offer the students the necessary courses to make them competitive upon graduation. As part of this restructuring of the Public History MA degree program, the History Department is recommending the current Introduction to Public History course (5313) be renumbered

to a 6000-level course. The renumbering of the course reflects a higher level of instruction that is being offered in the course. This higher level of instruction includes conducting the class as a research seminar with the students engaging in experiential learning projects such as the preparation of National Register of Historic Places nominations, architectural surveys, or walking tours, or planning and conducting workshops. Finally, the creation of this course makes it possible in the future to cross-list with Heritage Studies, and this will help to coordinate the History Department's public history and Historic Preservation programs with Heritage Studies.

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

**To copy from the bulletin:**

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

Graduate Bulletin 2015-2016, p. 319

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

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

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

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

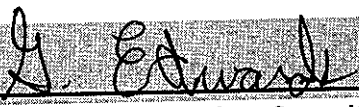
**HIST 622V (3-6 hours) Internship in Public History** Practical experience with public agencies or private businesses in history-related subjects.

**HIST 6313 Introduction to Public History** Introductory overview of the field of public history, including areas of specialization such as archival management, museum work, oral history and folklore, historic preservation, and public parks.

# Bulletin Change Transmittal Form

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


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

  
 \_\_\_\_\_  
 Department Curriculum Committee Chair

10/19/15  
 ENTER DATE...

\_\_\_\_\_  
 COPE Chair (if applicable)


ENTER DATE...

  
 \_\_\_\_\_  
 Department Chair:

10/19/15  
 ENTER DATE...

\_\_\_\_\_  
 General Education Committee Chair (If applicable)


ENTER DATE...

  
 \_\_\_\_\_  
 College Curriculum Committee Chair

26 Oct 2015  
 ENTER DATE...

\_\_\_\_\_  
 Undergraduate Curriculum Council Chair

ENTER DATE...

  
 \_\_\_\_\_  
 College Dean

26 Oct 15  
 ENTER DATE...

  
 \_\_\_\_\_  
 Graduate Curriculum Committee Chair

5/1/16  
 ENTER DATE...

\_\_\_\_\_  
 Vice Chancellor for Academic Affairs

ENTER DATE...

**1. Contact Person** (Name, Email Address, Phone Number)  
 Edward Salo, PhD; [esalo@astate.edu](mailto:esalo@astate.edu); 870-972-3130

**2. Proposed Change**  
 Change the number of "HIST 5763 Public History Seminar" to "HIST 6763 Public History Seminar"

**3. Effective Date**  
 Fall 2016

**4. Justification**  
 Because of the hiring of a new Historic Preservation/Public History professor in 2014, the A-State History Department has reexamined its Public History courses to ensure that the Public History MA degree program would offer the students the necessary courses to make them competitive upon graduation. As part of this restructuring of the Public History MA degree program, the History Department is recommending the current Public History Seminar (5763) be renumbered to a 6000-level

0155-10012615-0112-0036

course. The renumbering of the course reflects a higher level of instruction that is being offered in the course. This higher level of instruction includes conducting the class as a research seminar where the students will develop an understanding and be able to debate critical issues associated with the practice of Public History. Finally, the creation of this course makes it possible in the future to cross-list with Heritage Studies, and this will help to coordinate the History Department's Public History and Historic Preservation programs with Heritage Studies.

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Graduate Bulletin 2015-2016, p. 319

## **Public History**

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

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

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

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

**HIST 622V (3-6 hours) Internship in Public History** Practical experience with public agencies or private businesses in history-related subjects.

**HIST 6763 Public History Seminar** Philosophical, ethical, and practical aspects of applying the historian's craft and training outside the classroom.

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### Bulletin Change

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Department Curriculum Committee Chair


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COPE Chair (if applicable)

 10/19/15  
ENTER DATE...  
Department Chair:

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

 26 Oct 2015  
ENTER DATE...  
College Curriculum Committee Chair

ENTER DATE...  
Undergraduate Curriculum Council Chair

 26 Dec 15  
ENTER DATE...  
College Dean

 5/15  
ENTER DATE...  
Graduate Curriculum Committee Chair

ENTER DATE...  
Vice Chancellor for Academic Affairs

**1. Contact Person** (Name, Email Address, Phone Number)  
Edward Salo, PhD; [esalo@astate.edu](mailto:esalo@astate.edu); 870-972-3130

**2. Proposed Change**  
Reorganization of the courses required for the **MASTER OF ARTS DEGREE WITH A MAJOR IN HISTORY, PUBLIC HISTORY EMPHASIS**

**3. Effective Date**  
Fall 2016

**4. Justification**  
The History Department is recommending the reorganization of the courses required for the MASTER OF ARTS DEGREE WITH A MAJOR IN HISTORY, PUBLIC HISTORY EMPHASIS to make the degree reflect the research and hands-on nature of the degree. The reorganization illustrates the emphasis the degree has on courses conducted as research seminars as well as courses that

will provide the students with hands-on training in Public History. The goal of the degree is to produce historians who are skilled in research, writing, and critical thought, as well as equipped to present that scholarship to the public using nontraditional approaches. The History Department also contends that this reorganization will make our graduates more attractive to public and private employers.

The first major change is the renumbering of the Introduction to Public History course and the Public History Seminar course from 5000-level courses to 6000-level courses. This renumbering reflects the changing nature of the courses to research seminars where the students will be required to produce a public history product. The renumbering will also allow students in the Heritage Studies program to take these courses for credit. The renumbering of these courses is handled under a separate form.

The second major change is making the internship a required class rather than an optional class. The decision to require the internship of all students reflects the importance of hands-on experience in a Public History degree. The internship will be designed to allow students the opportunity to acquire new research and technical skills and complete Public History projects. This will produce students with real-world experience and will make them more competitive in the job market.

Also, the students are now required to complete a thesis or capstone project. Since most Public History jobs require excellent research and writing skills, the completion of the thesis or capstone project will help to hone the students' research and writing skills. Furthermore, the thesis or capstone project and the Public History projects prepared in class will provide the students with a portfolio of writing samples and work examples that will be useful to employers and PhD programs.

Next, the students are required to take nine hours in a U.S. or World History course at the 5000 level or higher. The inclusion of World History courses reflects the broader nature of Public History, as well as the expertise of the department. The students will select the courses with the aid of their advisor to ensure that they can utilize research in the course in their larger research project. For example, if a student is looking at the migrant worker program in Arkansas, it would be helpful to take a graduate-level course on Mexican history.

Finally, the curriculum requires the students to take six hours of Public History electives. Using these classes in addition to the internship and Introduction to Public History and Public History Seminar courses, students will be able to obtain a collection of Public History skills that will give them the ability to present historical scholarship to the public in various ways.

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

Graduate Bulletin 2015-2016, p. 173

## MASTER OF ARTS DEGREE WITH A MAJOR IN HISTORY, PUBLIC HISTORY EMPHASIS

### Admission Requirements

Applicants must have completed a minimum of 18 undergraduate semester hours in history in addition to three semester hours of freshman-level World History and three semester hours of sophomore-level United States History (as general education requirements). Applicants for the M.A. in History, Public History Emphasis, will also be evaluated by the department for academic qualification based upon their undergraduate academic records, GRE score, and letters of reference. In addition to meeting the Graduate School's requirements, applicants must:

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

Holders of the M.A. in history from ASU or another accredited graduate program may apply up to 15 hours of earned credit from a previous degree program to the completion of this degree, provided that those credits were earned within the six-year limit for completion of the second degree.

There is no foreign language requirement for the M.A. in History, Public History Emphasis. Also, students pursuing the M.A. in History, Public History Emphasis will not be required to take comprehensive examinations; however, they will be required to defend their thesis.

p.175

### Courses required of all candidates

## History

### Master of Arts Emphasis in Public History

#### University Requirements:

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

#### Program Requirements:

	Sem. Hrs.
HIST 6003, Introduction to Graduate Study	3
HIST-630V, Thesis OR	6
HIST-662V, Internship in Public History	
U.S. History Electives	12
Public History Electives (excluding HIST-662V)	12

HIST 6313 Introduction to Public History	3
HIST 6763 Public History Seminar	3
HIST 622V Internship in Public History	3
9 hours of U.S. or World	

History at the 5000 level or higher	9
6 hours of Public History (excluding HIST 622V)	6
6 hours of HIST 630V, Thesis or HIST 623V Capstone	6
Sub-total	33
Total Required Hours:	



# Bulletin / Banner Change Transmittal Form

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

Woodcock 11/19/15  
ENTER DATE...  
 Department Curriculum Committee Chair

ENTER DATE...  
 COPE Chair (if applicable)

Shi 11.19.15  
ENTER DATE...  
 Department Chair:

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

Bremder Kemp 11/20/2015  
ENTER DATE...  
 College Curriculum Committee Chair

ENTER DATE...  
 Undergraduate Curriculum Council Chair

Paul Mison 11/20/15  
ENTER DATE...  
 College Dean

[Signature] 11/15  
ENTER DATE...  
 Graduate Curriculum Committee Chair

ENTER DATE...  
 Vice Chancellor for Academic Affairs

**1. Contact Person** (Name, Email Address, Phone Number)  
 Dr. Kwangkook (David) Jeong, [kjeong@astate.edu](mailto:kjeong@astate.edu), 870-680-8593

**2. Proposed Change**  
 Change of prerequisites for ME 5583 Energy Conversion from "ENGR 3443" to "ME 3533 and ME 4553".

**3. Effective Date**  
 Fall 2016

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

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

ME 5583 Energy Conversion is currently listing ENGR 3443 Thermodynamics-I as a prerequisite, which lacks of large amount of knowledge and background required to cover combustion topics at the Senior level. To appropriately master the topics, it requires completion of “ME 3533 Thermodynamics-II and ME 4553 Heat Transfer” as prerequisites.

---


## 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.**

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

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

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

From Graduate Bulletin page 309

**ME 5583. Energy Conversion** Combustion analysis of hydrocarbon fuels. Transmission of energy by mechanical, electrical, and hydraulic means. Selected topics in mass transfer and fluid mechanics. Prerequisites, C or better in ~~ENGR 3443~~. ME 3533 and ME 4553. Dual listed as ME 4583.

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

# Bulletin / Banner Change Transmittal Form

- Undergraduate Curriculum Council Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

Ilwoo Seok 11/19/15  
 ENTER DATE...  
 Department Curriculum Committee Chair

ENTER DATE...  
 COPE Chair (if applicable)

Shi Han 11.19.15  
 ENTER DATE...  
 Department Chair:

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

Brendon King 11/20/15  
 ENTER DATE...  
 College Curriculum Committee Chair

ENTER DATE...  
 Undergraduate Curriculum Council Chair

Paul Nixon 11/20/15  
 ENTER DATE...  
 College Dean

Willett 5/1/16  
 ENTER DATE...  
 Graduate Curriculum Committee Chair

ENTER DATE...  
 Vice Chancellor for Academic Affairs

**1. Contact Person** (Name, Email Address, Phone Number)  
 Dr. Ilwoo Seok, [lseok@astate.edu](mailto:lseok@astate.edu), 870-680-8589

**2. Proposed Change**  
 Change Prerequisites/Co-requisites in ME 5613 Introduction to Mechatronics: Pre-requisite: Current: ENGR 2403 Statics and ENGR 3423 Dynamics Change to: MATH 4403 Differential Equations; Co-requisite: Current: None Change to: ME 3504 Process Monitoring and Control

**3. Effective Date**  
 Fall 2016

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

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

MATH 4403 Differential Equations and ME 3504 Process Monitoring and Control are required to support the class for better understanding of major topics such as mathematical modeling, system dynamics, and sensor and actuator study.

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## Bulletin Changes

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Please visit <https://youtu.be/vjdL2n4lZm4> for more detailed instructions.

From Graduate Bulletin page 309

**ME 5613. Introduction to Mechatronics** With an emphasis on modeling, the course focuses on the performance characteristics and application of microprocessors, analog and digital electronics, and modern mechatronic systems and intelligent manufacturing, particularly smart sensors, controllers, and actuators. Prerequisites, C or better in ~~ENGR 2403 and ENGR 3423~~ **MATH 4403. Corequisite, ME 3504.** Dual listed as ME 4613.

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

01/18/2016

Chris Collins, Assist for Assoc Vice Chancellor for Academic Services, made the corrections to the electronic copy of the Grad Cert in Play Therapy from the corrections marked on the version submitted right before the 12/14/2015 GC Meeting

## **New Program Proposal**

### **Graduate Certificate in Play Therapy**

Proposal Committee:

Dr. Kasie R. Lee

Dr. Lacy C. Overley

Original Proposal Submission October 2015

## New Program / Certificate Proposal Form

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

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

	ENTER DATE...
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**Department Curriculum Committee Chair**

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

**COPE Chair (if applicable)**

	ENTER DATE...
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**Department Chair:**

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

	ENTER DATE...
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**College Curriculum Committee Chair**

	ENTER DATE...
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**Undergraduate Curriculum Council Chair**

	ENTER DATE...
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**College Dean**

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

**Graduate Curriculum Committee Chair**

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

**Vice Chancellor for Academic Affairs**

**i. Proposed Program Title**

Graduate Certificate in Play Therapy

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

Dr. Lacy C. Overley, [lcrumrine@astate.edu](mailto:lcrumrine@astate.edu), (870)680-4843

Dr. Kasie R. Lee, [kalee@astate.edu](mailto:kalee@astate.edu), (870)972-2160

**iii. Proposed Starting Date**

Fall 2016

**iv. Is there differential tuition requested?** *If yes, please fill out the New Program/Tuition and Fees Change Form.*

No


## Bulletin Changes

### Instructions

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

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

***\*For new programs, please insert copy of all sections where this is referenced.\****

### **Page 72 of the 2015-2016 Graduate Bulletin:**

#### DEGREES OFFERED

The College of Education offers work leading to the following graduate degrees with emphasis areas as noted:

- A. Doctor of Education Degree in Educational Leadership
- B. Specialist in Community College Education Degree
  - 1. Physical Education
  - 2. Reading
  - 3. Community College Administration
- C. Specialist in Education Degree
  - 1. Educational Leadership
  - 2. Psychology and Counseling
  - 3. Reading
- D. Master of Arts in Teaching
- E. Master of Rehabilitation Counseling Degree
- F. Master of Science in College Student Personnel Services
- G. Master of Science in Early Childhood Education
- H. Master of Science in Exercise Science
- I. Master of Science in Education Degree
  - 1. School Counseling
  - 2. Early Childhood Education
  - 3. Educational Leadership
  - 4. Curriculum and Instruction
  - 5. Theory and Practice
  - 6. Mid-Level Education

- 7. Physical Education
- 8. Reading
- 9. Special Education
  - a. Instructional Specialist Grades K-12
  - b. Gifted, Talented, and Creative
- J. Master of Science in Psychological Science
- K. Master of Science in Sport Administration
- L. Certificate in Clinical Mental Health Counseling
- M. Graduate Certificate in Play Therapy

All programs listed above are governed by the general requirements for graduate degrees conferred by the Graduate School unless specific requirements are designated.

**Page 98-99 of the 2015-2016 Graduate Bulletin:**

NOTE: If a student has already received degree credit for courses named in the basic curriculum, the student's academic advisor may modify that curriculum by substituting other courses approved for credit in the Ed.S. degree in Psychology and Counseling (Clinical Mental Health Counseling track). Individual student needs may indicate the value of requiring more than 3 hours of elective coursework and clinical experiences, but the total submitted for the Certificate in Clinical Health Counseling should not exceed 24 hours.

### Graduate Certificate in Play Therapy

The Graduate Certificate in Play Therapy has two primary purposes. First, it is intended for graduate students enrolled in Arkansas State University's Master of Science in Education degree with a major in School Counseling, Master of Rehabilitation Counseling degree, or Specialist in Education with a major in Psychology and Counseling enrolled in the clinical mental health or school psychology track who wish to obtain advanced training in play therapy. Second, the certificate is for individuals who already hold a graduate degree in counseling or a closely related field. Specifically, the certificate program allows students in the above degree programs and individuals currently working in mental health settings access to educational course work required by the Association for Play Therapy to obtain the Registered Play Therapist (RPT) credential. As part of gaining the Registered Play Therapist credential, licensed mental health professionals can also add a specialization license available through the Arkansas Board of Examiners in Counseling.

To gain admission to this certificate program, all applicants should submit an application packet to the Registrar's Office. Applicants in Arkansas State University's graduate degree programs noted above must be a student in good standing with a minimum of a 3.0 GPA, have successfully completed COUN 6203 Prepracticum, COUN 6213 Counseling Practicum or COUN 6283 Practicum in Rehabilitation Counseling, and PSY 6113 Theories and Techniques of Counseling with a course grade of "B" or better, and have a recommendation from their primary academic advisor. Post graduate applicants must hold an earned master's degree or higher in counseling or a closely related field from an accredited institution with a minimum 3.0 cumulative grade point average and a "B" or better



in clinical courses. Post graduate applicants must submit three letters of recommendation, a written statement describing their career goals and reason for entering the program, curriculum vitae or resume, and official transcripts of all previous coursework.

Students in this certificate program will complete a minimum of 12 hours from among required courses. Hours completed in fulfillment of a prior degree cannot be counted toward certificate requirements.

### Play Therapy Certificate

University Requirements	
See Graduate School Degree Policies for additional information (p.36)	
Core Courses:	Sem. Hrs.
COUN 6103 Introduction to Play Therapy	3
<i>COUN 6143 Expressive Arts in Counseling</i>	3
<i>COUN 6153 Advanced Play Therapy</i>	3
<i>COUN 6163 Child-Parent Relationship Therapy</i>	3
Total Required Hours:	12

#### **SCHOOL PSYCHOLOGY TRACK**

The School Psychology Track of the Specialist degree program requires a minimum of 33 hours beyond the master's degree or 66 hours beyond the baccalaureate degree. The program of study is....

#### **Page 300 of the 2015-2016 Graduate Bulletin:**

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

COUN 6103. Introduction to Play Therapy A comprehensive overview of counseling children through play. A review of methods, implications for play therapy, and multicultural issues will be addressed. Students will learn basic interpersonal skills with children. Prerequisite: Must be a student admitted to an appropriate graduate program in psychology or counseling, or permission of the instructor.

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

*COUN 6143 Expressive Arts in Counseling A comprehensive overview of using creative expression in counseling with children, adolescents, adults, and families. Historical, theoretical, and therapeutic techniques are addressed including the use of developmentally appropriate art activities.*

*COUN 6153. Advanced Play Therapy: An overview of theoretical foundations, application of treatment, supervision in play therapy, legal and ethical issues, and evidenced-based research.*

*COUN 6163. Child-Parent Relationship Therapy: A focus on training parents to be therapeutic agents through the utilization of child-centered play therapy.*

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

## Program Justification

### 1. Justification for the introduction of the new program. Must include:

- a. Academic rationale (how will this program fit into the mission established by the department for the curriculum?)

The proposed Graduate Certificate in Play Therapy will prepare competent mental health professionals to work with a diverse population of children and their families in a variety of settings. Through this training, students will develop a strong sense of professional identity as play therapists, acquire a comprehensive knowledge base regarding the practice of play therapy, develop advanced clinical skills in play therapy, learn about and perform research applicable to the practice of play therapy, and understand the diversity of views and cultures within the mental health field and the environments in which play therapists practice. Furthermore, students will complete educational requirements needed to obtain certification as Registered Play Therapists through the Association for Play Therapy.

- b. List program goals (faculty or curricular goals.)

It is the goal of the Graduate Certificate in Play Therapy program for students to: 1. Develop and demonstrate advanced clinical skills in the practice of play therapy, 2. Develop an awareness of and adherence to ethical and competency guidelines related to the practice of play therapy, 3. Develop and demonstrate competencies related to the practice of play therapy with diverse clients from multiple cultures, lifestyles, and capabilities, and 4. Develop an awareness of and ability to utilize relevant research and literature related to play therapy.

- c. Will this program be accredited or certified? Yes

If Yes, name the accrediting or certifying agency.

After the Graduate Certificate in Play Therapy program is approved, we will apply to be an Approved Center of Play Therapy Education through the Association for Play Therapy (APT). The program must first be approved by the university before APT will accept an application for consideration to become an Approved Center.

Include agency goals:

According to the Association for Play Therapy, an Approved Center of Play Therapy Education Program will accomplish these objectives: a) Foster the establishment of Approved Centers at institutions of higher education offering Master's or Doctoral mental health degrees in a manner that enhances the credibility of play therapy; b) Generate more play therapy instruction, supervised clinical experience, and supervisor training, and faculty members with play therapy expertise and RPT/S credentials; c) Generate more original play therapy specific research, especially research advancing evidence-based play therapy practice, and the publication of such in professional peer-reviewed publications within and outside of the play therapy community; and d) Contribute to the advancement of play therapy and growth of the play therapy community

- d. Student population served.

Graduate students in the Department of Psychology and Counseling

## Program Assessment

### University Outcomes

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

- a.  Global Awareness      b.  Thinking Critically      c.  Using Technology

### Program Learning Outcomes

3. Provide outcomes that students will accomplish during or at completion of this program. Fill out the following table to develop a 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.*

**Note: Best practices suggest 4-7 outcomes per program; minors would have 1 to 4 outcomes.**

<b>Outcome 1</b>	Distinguish and facilitate the fundamentals of the play therapy process.
Assessment Measure	Counselor Competency Scale evaluation (see Appendix B), exam
Which courses are responsible for this outcome?	COUN 6103 Introduction to Play Therapy
Assessment Timetable	Once per year in the Fall semester
Who is responsible for assessing and reporting on the results?	Drs. Lacy C. Overley and Kasie R. Lee

<b>Outcome 2</b>	Demonstrate professional identity through an ability to evaluate relevant literature and research in play therapy and utilize advocacy methods to encourage the growth of the play therapy field.
Assessment Measure	compare/contrast article critique rubric (see Appendix A), advocacy project presentation rubric (see Appendix A)
Which courses are responsible for this outcome?	COUN 6153 Advanced Play Therapy
Assessment Timetable	Once per year in Spring semester
Who is responsible for assessing and reporting on the results?	Drs. Lacy C. Overley and Kasie R. Lee

<b>Outcome 3</b>	Distinguish and facilitate the fundamentals of incorporating expressive art activities in counseling with children, adolescents, couples, and families
Assessment Measure	group presentation rubric (see Appendix A), Counselor Competency Scale evaluation (see Appendix B)
Which courses are responsible for this outcome?	COUN 6143 Expressive Arts in Counseling
Assessment Timetable	Once per year in Fall semester
Who is responsible for assessing and reporting on the results?	Drs. Lacy C. Overley and Kasie R. Lee

<b>Outcome 4</b>	Distinguish and demonstrate the fundamental clinical skills necessary to facilitate Child-Parent Relationship Therapy
Assessment Measure	Counselor Competency Scale evaluation (see Appendix B), test
Which courses are responsible for this outcome?	COUN 6163 Child-Parent Relationship Therapy
Assessment Timetable	Once per year in Spring semester
Who is responsible for assessing and reporting on the results?	Drs. Lacy C. Overley and Kasie R. Lee

Further information regarding the program learning outcomes and assessment measures can be found in the attached *New Course Proposals*.

**LETTER OF INTENT – 1**  
**(New Certificate or Degree Program)**

1. Institution submitting request:                   Arkansas State University
  
2. Education Program Contact person/title:  
  
    Dr. Lacy C. Overley, Assistant Professor OR Dr. Kasie R. Lee, Assistant Professor  
    Department of Psychology and Counseling
  
3. Telephone number/e-mail address:  
  
    (870)680-4843, lcrumrine@astate.edu OR (870)972-2160, kalee@astate.edu
  
4. Proposed Name of Certificate or Degree Program: Certificate in Play Therapy
  
5. Proposed Effective Date: Fall 2016
  
6. Requested CIP Code: 42.2807

7. Program Description:

The proposed Graduate Certificate in Play Therapy program is a 12 credit hour program totaling four graduate courses in play therapy. The mission of the Graduate Certificate in Play Therapy is to provide mental health professionals with advanced training in play therapy. Furthermore, the curriculum is designed to meet the educational requirements needed by mental health professionals who desire to apply for the national credential of Registered Play Therapist (RPT) offered by the Association for Play Therapy.

8. Mode of Delivery (mark all that apply):

**On-Campus** –

**Off-Campus Location** –

Submit copy of e-mail notification to other Arkansas institutions of the proposed programs and their responses; include your reply to the institutional comments.

Submit copy of written notification to Higher Learning Commission (HLC) if notification required by HLC for a program offered at an off-campus location.

Indicate distance of proposed site from main campus.

**Distance Technology** (50% of program offered by distance technology)

Submit copy of written notification to Higher Learning Commission if notification required by HLC for a program offered by distance technology.

9. List existing certificate or degree programs that support the proposed program:

Students in the existing Clinical Mental Health track of the Ed.S. in Psychology and Counseling program who have been accepted into the Graduate Certificate in Play Therapy can enroll in up to two play therapy courses (for a total of 6 graduate credit hours) to count towards elective credit hours in the Ed.S. degree and also as credit toward the Graduate Certificate in Play Therapy.

10. President/Chancellor Approval Date: 2/26/16

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Chief Academic officer: \_\_\_\_\_ Date: 12/14/2015

Name (printed): Dr. Lynita M. Cooksey

# Proposal - 1

## NEW CERTIFICATE OR DEGREE PROGRAM

*\*Please include the documents to be submitted portions found throughout this proposal at the end of the form.*

### 1. Proposed Program Title

Graduate Certificate in Play Therapy

### 2. CIP Code Requested

42.2807

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

Dr. Lacy C. Overley, lcrumrine@astate.edu, (870)680-4843

Dr. Kasie R. Lee, kalee@astate.edu, (870)972-2160

### 4. Proposed Starting Date

Fall 2016

### 5. Program Summary

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

#### General Description

The proposed Graduate Certificate in Play Therapy program is a 12 credit hour program totaling four graduate courses in play therapy. The mission of the Graduate Certificate in Play Therapy is to provide mental health professionals with advanced training in play therapy. Furthermore, the curriculum is designed to meet the educational requirements needed by mental health professionals who desire to apply for the national credential of Registered Play Therapist (RPT) offered by the Association for Play Therapy.

#### Overview of Curriculum Additions and Modifications

The proposed certificate program requires creating 3 graduate-level courses. In addition, the existing COUN 6103 Introduction to Play Therapy course will need to be moved from Spring semester to Fall semester. Please see item 7 "curriculum outline" for further details.

#### Program Costs

Implementation of the proposed Graduate Certificate in Play Therapy program will require funding to acquire materials needed for the skills-based/practicum portion of the courses. The needed items include: 10 portable play therapy kits, 10 recording devices with stands and cases, and storage cabinet for this new equipment. These items will allow students to borrow the necessary materials to practice clinical skills in play therapy along with the capability to video record their sessions which will be required to fulfill course requirements, receive supervision, and participate in faculty research. Please see item 10 "new program costs" for further details.

#### Faculty Resources

The proposed program will not require additional faculty members. The Department of Psychology and Counseling currently has two faculty members who are proficient to contribute to the program. Please see item 8 "faculty" for further details.

#### Library Resources

The existing Arkansas State University library resources are considered sufficient for carrying out the proposed program. Please see item 9 "description of resources" for further details.



### Facilities and Equipment

No new facility resources are needed beyond those already owned by the university and department. New equipment costs, as described above under “program costs” include: 10 portable play therapy kits, 10 recording devices with stands and cases, and storage cabinet for this new equipment. Please see item 10 “new program costs” for further details.

### Purpose of the Program

The purpose of the Graduate Certificate in Play Therapy is to provide mental health professionals who already hold a masters degree or higher in counseling or a related discipline and current students in the MRC, MSE in School Counseling, and Ed.S. in Psychology and Counseling the opportunity to obtain advanced training in play therapy. Furthermore, the curriculum is designed to meet the educational requirements needed by mental health professionals who desire to apply for the national credential of Registered Play Therapist (RPT) offered by the Association for Play Therapy.

- b. List existing degree programs or emphasis areas offered at the institution that support the proposed program.

Students in the existing Clinical Mental Health track of the Ed.S. in Psychology and Counseling program who have been accepted into the Graduate Certificate in Play Therapy can enroll in up to two play therapy courses (for a total of 6 graduate credit hours) to count towards elective credit hours in the Ed.S. degree and also as credit toward the Graduate Certificate in Play Therapy.

## **6. Need for the program**

### **Documents to be submitted:**

- **Employer Needs Survey Form**
- **Letters of Support**

#### a. Survey Data

- Instructions: Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program. Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate programs.

### Employer Survey

A total of six employer surveys were sent out for response. There were a total of three respondents to the employer survey. Both respondents indicated a need for the proposed program as evidenced by a lack of training in play therapy among their current employees and other perspective employees. In addition to limited training, both employers noted a limited number of Registered Play Therapists available to meet the demand for services to children and their families. Furthermore, both employers noted that they would show a preference for future employees who possessed specialized training in play therapy.

A copy of the employer survey is included at the end of this proposal in the section titled Employer Needs Survey Form.

The following results were obtained;

Q1. List of job titles that require employees to have knowledge and the skills obtained from the proposed degree program.

Response	Frequency
Licensed Professional Counselor/ Licensed Clinical Social Worker/ Mental Health Professional	3

Q2. List the degree required for each job title listed in #1

Response	Frequency
Master's Degree- Social Work, Counseling	3
Doctorate- Ph.D., Psy.D.	1

Q3. Indicate the certification/licensure required for each job title listed in #1

Response	Frequency
LAC, LPC	3
LMSW, LCSW	3

Q4. How many positions do you currently have for each job title listed in #1?

Response	Frequency
38-40 across 7 counties	1
7	1
0	1

Q5. How many positions openings do you currently have for each job title listed in #1?

Response	Frequency
1-2	2
7	1

Q6. How many position openings will you have in 2-5 years for each job title listed in #1?

Response	Frequency
About 20-25	1
About 8	1
3	1

Q7. What is the annual salary for each job title listed in #4 & #5?

Response	Frequency
Approx. \$48,000	1
Approx \$45,000	1
Varies	1

Q8. If no openings now, when do you anticipate on having openings for the job titles listed in #1?

Response	Frequency
(No response)	2
January 2016	1

Q9. Would you give hiring preference to applicants with the proposed degree?

Response	Frequency
Definitely be a strength	1
Yes	2

Q10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program

Response	Frequency
5-10	1
5	1
3	1

Q10a. If yes (to Q10), would you provide tuition assistance?

Response	Frequency
No under current policy but consider	1
CEU only	1
Unsure	1

Q11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends?

Response	Frequency
Yes	3

Q11a. Indicate your preference

Response	Frequency
Evening or Online	1
All	1
Online	1

Q12. Indicate the type of support your company will provide for the proposed degree program, such as start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time or equipment.

Response	Frequency
Internship site	1
CEUs	1
Unsure	1

Q13. Will you or a co-worker serve on an institution's program advisory committee? (Please provide name of employee and email address)

Response	Frequency
(No Response)	3

Q14. Indicate the skills individuals would need for employment for the job titles listed in #1

Skill	Frequency
Interpersonal communications	3
Written/oral communications	3
Team work	3

Independent worker	2
Analytical reasoning	0
Computer programming	0
Supervision/Management	0
Leadership/initiative	1
Planning/Organizing	2
Conflict resolution	2
Problem Solver	3
Computer applications	0
Budgeting	0
Data analysis	0
Public Speaking	0
Marketing	0
Teacher/Trainer	0
PowerPoint Presentations	0
Foreign Language (specify)	1
Other skills not listed (identify)	None

Q15. How would the proposed degree program benefit your local community, the state, region, or nation?

Response	Frequency
Provide opportunity for certification in a treatment modality- one that is rarely available to them	1
Limited Registered Play Therapists in the area; would be beneficial for the children needing therapy through play	1
(No response)	1

Q16. Provide any additional comments about the proposed degree program.

Response	Frequency
(No response)	2

### Current Student Survey

All current first year graduate counseling program students were surveyed along with several advanced graduate counseling students, totaling 38 responses. Of these 38 responses, 60.5% reported they were planning to enroll in one or more play therapy courses while completing their Ed.S. degree. Students were informed they could enroll in up to two play therapy elective courses during their Ed.S. degree, and completing the certificate would require taking an additional two courses post-graduation. For students who enroll in non-play therapy electives, they have the option to enroll in all 4 play therapy courses, post-graduation. Fifty percent of the students reported they would be willing to enroll in additional play therapy courses after completing their Ed.S. degree in order to complete the Graduate Certificate in Play Therapy.

The following results were obtained:

1. Do you plan to or have you already enrolled in play therapy courses as electives? (N=38)

Response	Frequency	Percent
YES	23	60.5%
NO	15	39.5%

2. Are you willing to enroll in additional play therapy courses post-graduation to complete the certificate? (N=38)

Response	Frequency	Percent
YES	19	50.0%
NO	19	50.0%

2a. If you selected "yes" to #2, why?: (N=19)

Response	Frequency	Percent
I want to obtain advanced training in play therapy.	14	73.7%
I want to become a Registered Play Therapist.	14	73.7%

2b. If you selected "no" to #2, why?: (N=19)

Response	Frequency	Percent
I'm not interested in play therapy.	12	63.2%
I'm concerned about the financial commitment.	7	36.8%
I'm concerned about the time commitment.	9	47.4%
I don't plan to live in the area after graduation.	3	15.8%

i. Provide names/types of organizations/businesses surveyed.

Desoto Family Counseling Center PLLC- Behavioral-Mental Health practice  
Mid South Health Systems- Community Mental Health Center agency

b. Is employer tuition assistance or other enrollment incentives provided? No  
If yes, please elaborate.

c. Needs

i. What need will the proposed program address?

The drive for this program comes from a regional, state, and national need for an increased number of highly trained and qualified mental health professionals to meet the needs of children and families. Play therapy is a rapidly growing specialization in the United States and around the world and there is an increasing need for university-based training programs in which mental health professionals can receive comprehensive play therapy training. The Arkansas chapter of the Association for Play Therapy has recently charged local universities to increase play therapy training opportunities in order to increase the number of Registered Play Therapists in the state. In Arkansas, there are currently 43 Registered Play Therapists and Registered Play Therapy-Supervisors. Of these 43, only 9 reside in Northeast Arkansas. The Association for Play Therapy (APT) is the national organization and governing body for the field of play therapy and offers licensed mental health professional the opportunity to obtain the national credential of Registered Play Therapist (RPT) or Registered Play Therapist Supervisor (RPT-S). According to APT, "The practice of play therapy requires extensive specialized education, training, and experience." To become an RPT or RPT-S, APT requires mental

health professionals to achieve comprehensive training and clinical experience in play therapy. Arkansas State University would be the first public university in Arkansas to offer such comprehensive training through a Graduate Certificate in Play Therapy program, joined only by John Brown University, a private institution in Northwest Arkansas.

ii. How did the institution become aware of this need?

In recent years, students enrolled in the counseling programs in the Department of Psychology and Counseling have reported a desire to receive training in play therapy. In addition, a few years ago research was conducted by faculty and administration in the college to determine the needs of the community, and they discovered there was a strong need to Registered Play Therapists in the region. The Arkansas chapter of the Association for Play Therapy has encouraged universities to increase play therapy training opportunities in order to increase the number of Registered Play Therapists in the state.

d. Which employers contacted the institution about offering the proposed program?

N/A

e. Will the proposed program be offered primarily due to faculty interest? No  
If yes, please elaborate.

However, the faculty developing this program were hired by the department based on their training in play therapy.

f. Composition of the program advisory committee.

- Instructions: Please include number of members, professional background, topics to be considered, meeting schedule, institutional representation, etc.

The advisory committee will be put together upon approval of the program and will consist of 5 individuals, including two faculty members and a currently enrolled graduate student. Furthermore, two members of the community (e.g., alumni from the program, stakeholders from local mental health agencies or private practices) will be invited to join the committee. The committee will be primarily responsible for evaluating whether the program is achieving its stated goals and learning outcomes and recommending any changes to the program that could aid in meeting these goals. It is expected that the committee will meet once a year.

g. Projections

i. Projected number of program enrollments: Year 1 through Year 3:

The program is expected to maintain the following number of students:

Year 1: 6 students

Year 2: 10 students

Year 3: 12 students

ii. Projected number of program graduates in 3-5 years:

Over three to five years the faculty expect a total of 30 to 40 students to complete the certificate program.

## 7. Curriculum outline

### Documents to be submitted:

- **8-semester degree plan (Undergraduate degrees)**
- **Course content suggestions from potential employers**
- **Copy of course evaluation to be completed by students**

a. Provide curriculum outline by semester, including course number and title. Identify new courses in italics.

<b>Curriculum Outline by semester</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
COUN 6103 Introduction to Play Therapy	<i>COUN 6153 Advanced Play Therapy</i>
<i>COUN 6143 Expressive Arts in Counseling</i>	<i>COUN 6163 Child-Parent Relationship Therapy</i>

b. Total number of semester credit hours required for the program, including prerequisite courses.

12 credit hours. See section “f” below for information regarding prerequisite courses.

### Please list:

c. New courses. Please provide course descriptions.

**COUN 6143 Expressive Arts in Counseling** A comprehensive overview of using creative expression in counseling with children, adolescents, adults, and families. Historical, theoretical, and therapeutic techniques are addressed including the use of developmentally appropriate art activities.

**COUN 6153 Advanced Play Therapy** An overview of theoretical foundations, application of treatment, supervision in play therapy, legal and ethical issues, and evidenced-based research.

**COUN 6163 Child-Parent Relationship Therapy** A focus on training parents to be therapeutic agents through the utilization of child-centered play therapy.

d. Required general education courses, core courses and major courses.

Four courses are required to complete the proposed certificate program.

COUN 6103 Introduction to Play Therapy (3 credit hours)

COUN 6143 Expressive Arts in Counseling (3 credit hours)

COUN 6153 Advanced Play Therapy (3 credit hours)

COUN 6163 Child-Parent Relationship Therapy (3 credit hours)

e. Courses currently offered via distance technology.

None

f. State program admission requirements

Applicants must meet the admission requirements of the Arkansas State University Graduate School and the specific program requirements.

Applicants must satisfy the following criteria:

- Students currently enrolled in the counseling programs or school psychology are also required to be in good standing with a minimum of a 3.0 GPA and have made a “B” or better in COUN 6203 Prepracticum, COUN 6213 Counseling Practicum or COUN 6283 Practicum in Rehabilitation Counseling, and PSY 6113 Theories and Techniques of Counseling

- Post graduate applicants must hold a master’s degree or higher in counseling or a closely related field, a minimum 3.0 cumulative GPA in their graduate program, and a “B” or better in all clinical courses

Applicants are required to submit the following materials:

- Admissions packet to the Graduate School
- Three letters of recommendation
- Written statement of purpose describing the applicant’s career goals and reason for entering the program
- Curriculum vitae or resume
- Official transcripts of all previous coursework

Applicants who meet the above requirements and show evidence of their potential for effective graduate work and practice in play therapy will be asked to participate in personal interviews. The written statement prepared by the applicant, combined with letters from references and the personal interview, will be used as the basis for committee members’ judgment of the applicant’s personal and interpersonal qualities. All persons admitted to the program are required to meet the same standard in regard to these qualities.

g. Faculty member assigned to program major/specialty area courses

The primary teaching assignments are as follows. However, if circumstances necessitate, Drs. Overley and Lee are qualified to teach any and all courses within the program.

COUN 6103 Introduction to Play Therapy – Dr. Lacy Overley  
 COUN 6143 Expressive Arts in Counseling – Dr. Kasie Lee  
 COUN 6153 Advanced Play Therapy – Dr. Lacy Overley  
 COUN 6163 Child-Parent Relationship Therapy – Dr. Kasie Lee

h. List course-level learning outcomes and course examination procedures.

COUN 6103 Introduction to Play Therapy

<b>Outcome 1</b>	Students will be able to demonstrate competent basic skills in the use of play therapy techniques, and accurately explain how this approach is applied to specific clinical situations.
Which learning activities are responsible for this outcome?	Lecture, assigned reading, analyzing play sessions, and special population presentations
Assessment Measure and Benchmark	Instructor evaluations of in class demonstrations, Test results, and rubric based assessment of presentations

<b>Outcome 2</b>	Students will be able to explain developmental and cultural influences on client’s lives and problems, and will understand ethical and legal standards and guidelines of practice, along with beginning to apply play therapy techniques
Which learning activities are responsible for this outcome?	Lecture, assigned reading, experience with parent interviews and case study, reading exercises, and analyzing play sessions
Assessment Measure and Benchmark	Test results, rubric based assessment of parent interview, rubric based assessment of case study



COUN 6143 Expressive Arts in Counseling

<b>Outcome 1</b>	Students will demonstrate an integrated understanding of the theoretical concepts related to the utilization of expressive arts in counseling including components related to selecting, organizing, implementing, structuring, and facilitating developmentally appropriate expressive art activities.
Which learning activities are responsible for this outcome?	Lecture, reading assignments, and facilitation of counseling sessions utilizing expressive art activities. Group project/presentation: Students will be required to work with a small group of peers (3-4 students) to develop a 12-session group activity therapy curriculum appropriate for pre-adolescents/adolescents. Students will compile these activities into a booklet, present the curriculum to the class, and facilitate one of the included activities with the class.
Assessment Measure and Benchmark	Instructor will utilize a rubric based assessment for grading the presentation and contents of the curriculum booklet. Students are expected to demonstrate a “meets expectations” rating or above on each component assessed.

<b>Outcome 2</b>	Students will demonstrate the ability to select and facilitate developmentally appropriate expressive art activities in counseling.
Which learning activities are responsible for this outcome?	Lecture, reading assignments, and facilitation of counseling sessions utilizing expressive art activities.
Assessment Measure and Benchmark	Instructor will observe video-recorded sessions of students’ facilitation of expressive art activities in counseling and review recordings with the students during supervision sessions. Instructor will provide students with feedback regarding demonstration of their therapeutic skills. Instructor will utilize the Counselor Competency Scale (CCS) (see Appendix B) to guide feedback, facilitate supervision sessions, and for grading purposes. Students are expected to demonstrate a “meets expectations” rating or above on each skill assessed.

COUN 6153 Advanced Play Therapy

<b>Outcome 1</b>	Students will be able to understand, articulate, and incorporate the theoretical foundations of play therapy.
Which learning activities are responsible for this outcome?	Lecture, reading assignments, group supervision discussion, and theory presentation
Assessment Measure and Benchmark	Students will be required to do a comprehensive theoretical presentation and be assessed by a rubric of the presentation.

<b>Outcome 2</b>	Students will demonstrate their professional identity through an understanding and assimilation of relevant literature and research in play therapy
Which learning activities are responsible for this outcome?	Lecture, readings assignments, and comparison/contrast article critique
Assessment Measure and Benchmark	Students will be required to complete a comparison/contrast article critique that will be assessed by a rubric.

<b>Outcome 3</b>	Students will articulate advocacy methods to encourage the growth of the play therapy field.
Which learning activities are responsible for this outcome?	Lecture, reading assignments, and advocacy project presentation
Assessment Measure and Benchmark	Students will be required to complete an advocacy project presentation that will be assessed by a rubric.

<b>Outcome 4</b>	Students will demonstrate the ability to apply advanced play therapy skills for children and families in their respective settings.
Which learning activities are responsible for this outcome?	Lecture, reading assignments, and supervision of work with clientele
Assessment Measure and Benchmark	Instructor will observe video-recorded sessions of students work with their clients and review recordings with the students during supervision. Instructor will provide feedback regarding their basic and advanced skills in play therapy. Instructor will utilize a rubric based assessment to guide feedback and for the purpose of grading. Students are expected to demonstrate a “meets expectations” rating or above on each skill and competency assessed.

COUN 6163 Child-Parent Relationship Therapy

<b>Outcome 1</b>	Students will demonstrate an integrated understanding of the theoretical concepts of child-parent relationship therapy (CPRT) including components related to <u>organizing, implementing, structuring, and facilitating the process of CPRT.</u>
Which learning activities are responsible for this outcome?	Lecture, reading assignments, and facilitation of 10-week Child-Parent Relationship Therapy group
Assessment Measure and Benchmark	Students will be required to complete a multiple-choice exam covering essential components of CPRT. Students are expected to achieve a passing score to demonstrate competency.

<b>Outcome 2</b>	Students will demonstrate the ability to facilitate the learning of basic CPRT skills by parents (reflective listening, empathic understanding, acceptance, caring, structuring of sessions, therapeutic limit-setting, self-esteem building, returning responsibility, and the “do’s and don’ts” of parent-child play times) and provide facilitative feedback to parents regarding their utilization of these skills in parent-child play sessions.
Which learning activities are responsible for this outcome?	Lecture, reading assignments, and facilitation of a 10-week Child-Parent Relationship Therapy group
Assessment Measure and Benchmark	Instructor will observe video-recorded sessions of students’ facilitation of parenting groups and review recordings with the students during supervision sessions. Instructor will provide students with weekly feedback regarding demonstration of their therapeutic skills. Instructor will utilize the Counselor Competency Scale (CCS) (see Appendix B) to guide feedback, facilitate supervision sessions, and for grading purposes. Students are expected to demonstrate a “meets expectations” rating or above on each skill assessed in order to demonstrate competency.

Further information regarding the course-level learning outcomes and assessment measures including copies of syllabi and rubrics can be found in the attached *New Course Proposals*.

i. Please provide curriculum committee review/approval date for proposed program.

Committee: Graduate Council

Approval Date: 12/14/2015

## 8. Faculty

*The HLC Guidelines for determining qualified faculty can be found at the following link:*

<https://www.hlcommission.org/Document-Library/determining-qualified-faculty.html>

### Documents to be submitted:

- **Graduate Programs Only: provide the curriculum vita for faculty teaching in the program**
  - a. List the names and credentials of all faculty teaching courses in the proposed program.
    - Instructions: Include college/university awarding degree; degree level; degree field; and subject area courses faculty is currently teaching or will teach.
      - *For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.*

Dr. Lacy C. Overley (University of Mississippi- Ph.D. Counselor Education)  
Licensed Professional Counselor (MS), National Certified Counselor, Registered Play Therapist  
Counseling- Clinical Mental Health Track, Graduate Certificate in Play Therapy

Dr. Kasie R. Lee (University of North Texas- Ph.D. Counseling)  
Licensed Professional Counselor (TX), National Certified Counselor, Registered Play Therapist  
Counseling- Clinical Mental Health track, Graduate Certificate in Play Therapy

- b. Total number of faculty required (including the number of existing faculty, number of new faculty).
  - Instructions: For new faculty provide the expected credentials/experience and expected hire date

2 existing faculty; 0 new faculty

## 9. Description of resources

### Documents to be submitted:

- **Cost and acquisition plan for new instructional resources required.**

- a. Current library resources in the field.

The Arkansas State University Dean B. Ellis Library houses a collection of over 530,000 books and bound periodical volumes, with nearly 10,000 psychology and counseling titles having been added within the past decade. In addition, the library provides online access to hundreds of psychology and counseling-related journals (including the *International Journal for Play Therapy*), and provides additional resources through the interlibrary loan OCLC network. The Department of Psychology and Counseling also has an annual budget for use in requesting the purchase of new materials for the library. In the last year, the department and library have acquired numerous books and videos pertaining to an array of topics in play therapy.

- b. Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

The Department of Psychology and Counseling has four dedicated classrooms. In addition, we utilize facilities in other departments on campus (e.g., the library). Each of these classrooms has recently undergone renovations, including the installation of current instructional technology. The classrooms contain interactive SMART Boards and projectors, as well as integrated audio/visual presentation systems. In addition, each classroom possesses necessary instructional software such as PowerPoint and SMART Classroom Suite.

c. New instructional resources required, including costs and acquisition plan (include at end)

Implementation of the proposed Graduate Certificate in Play Therapy program will require funding to acquire materials needed for the skills-based/practicum portion of the courses. The needed items include: 10 portable play therapy kits (estimated \$1,000), 10 recording devices with stands and cases (estimated \$5,000), and storage cabinet for this new equipment (estimated \$1,000).

To obtain necessary funding we will be making a proposal to the office of University Advancement with the intent to obtain donor funding. If funding cannot be obtained, the Department of Psychology and Counseling has agreed to help support start-up costs. After the initial start-up, we plan to use student tuition to help maintain recurring costs.

**10. New program costs** – Expenditures for the first 3 years of program operation

Instructions: In this section, please include:

- New administrative costs = N/A
- Number of new faculty (full-time and part-time) and associated costs = N/A
- New library resources and associated costs = N/A
- New/renovated facilities and associated costs = N/A
- New instructional equipment and associated costs = N/A
- Distance delivery costs (if applicable) = N/A
- Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.) = 10 portable play therapy kits (estimated \$1,000), 10 recording devices with stands and cases (estimated \$5,000), and storage cabinet for this new equipment (estimated \$1,000), total ≈ \$7,000.

There are no new costs

\*Required: Please explain

[Click here to enter text.](#)

**11. Sources of funding – Income for the first 3 years of program operation**

Instructions: In this section, please include:

- Reallocation from which department, program, etc.
- Tuition and fees (projected number of students multiplied by tuition/fees)
- State revenues (projected number of students multiplied by state general revenues)
- Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.)

**Planned Funding Sources:**

	1 <sup>st</sup> Year (in dollars)	2 <sup>nd</sup> Year (in dollars)	3 <sup>rd</sup> year (in dollars)
New Student Tuition and Fees	\$ 23,460.00	\$ 40,140.60	\$ 49,458.00
New State General Revenue	\$ 39,000.00	\$ 65,000.00	\$ 78,000.00
Redistribution of State General Revenue	\$ <input type="text" value="Enter amount..."/>	\$ <input type="text" value="Enter amount..."/>	\$ <input type="text" value="Enter amount..."/>
External Grants/Contracts	\$ <input type="text" value="Enter amount..."/>	\$ <input type="text" value="Enter amount..."/>	\$ <input type="text" value="Enter amount..."/>
Other Funding Sources (specify): <input type="text" value="Enter text..."/>	\$ <input type="text" value="Enter amount..."/>	\$ <input type="text" value="Enter amount..."/>	\$ <input type="text" value="Enter amount..."/>
<b>Total</b>	<b>\$ 62,460.00</b>	<b>\$ 105,140.60</b>	<b>\$ 127,458.00</b>

To obtain necessary funding we will be making a proposal to the office of University Advancement with the intent to obtain donor funding. If funding cannot be obtained, the Department of Psychology and Counseling has agreed to help support start-up costs. After the initial start-up, we plan to use student tuition to help maintain recurring costs.

In addition, faculty members in this certificate program will actively pursue external funding in support of research and program development. Support structures exist within the University to help support these actions. Specifically, the Office of Research and Technology's Summer Institute for Research Development has been helping to guide and support faculty efforts to stimulate grant writing since the summer 2011. This stipend-supported program allows time for grant development and proposal drafting. Further support from the ORTT guides grant submission and handover to office of Sponsored Programs Accounting to assist with budget management.

Additional faculty support structures include the Faculty Research Committee, which offers various internal supports (e.g., domestic and international travel for research), and the Faculty Research Fund, which supports seed money for research projects. Additional soliciting of private funds is supported via college representatives and the office of University Advancement dedicated to marketing and corporate sponsorship.

## **12. Organizational chart reflecting new program**

### **Documents to be submitted:**

- **Organizational Chart reflecting new program.**

a. The proposed program will be housed in (department/college)

Department of Psychology and Counseling. For additional information see attached "Organizational Chart."

## **13. Specialized requirements**

### **Documents to be submitted:**

- **If required, provide documentation of Agency/Board approvals**

a. Specialized accreditation requirements for program (name of accrediting agency)

Association for Play Therapy

b. Licensure/certification requirements for student entry into the field

The proposed program will meet the educational requirements required by the Association for Play Therapy for mental health professionals to obtain the national credential of Registered Play Therapist. Additional requirements including licensure (e.g., LPC) and additional supervised clinical experience must be completed outside the program.

## **14. Board of Trustees approval**

### **Documents to be submitted:**

- **Copy of Board Meeting Agenda listing proposed program**
- **Written documentation of program/unit approval**

Board of Trustees Approval Date: 2/26/2016

## 15. Similar Programs

### Documents to be submitted:

- Copy of written notification to other institutions in area of proposed program and responses

#### a. List institutions offering program

Instructions: The following should be included in list:

- Proposed undergraduate program – institutions in Arkansas
- master’s program – institutions in Arkansas and region
- Doctoral program – institutions in Arkansas, region, and nation

John Brown University offers a graduate certificate in play therapy.

#### b. Why is proposed program needed if offered at other institutions in Arkansas or region?

John Brown University (JBU) is the only current institution in the state of Arkansas that offers a certificate in play therapy. JBU is a private university in northwest Arkansas, and mental health professionals in northeast Arkansas and the surrounding region do not have access to comprehensive training in play therapy.

## 16. Desegregation

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs (if applicable)

Department of Psychology and Counseling- Counseling Programs (Fall 2012-June 2015):

Clinical Mental Health Counseling (82 students overall):

African American-11, Hispanic-2, White- 67, International-1, Unknown-1

Rehabilitation Counseling (44 students overall):

American Indian-1, African American-16, White-24, International-1, Multi-Racial-1, Unknown-1

School Counseling (47 students overall):

African American-4, White-43

## 17. Institutional agreements/memorandum of understanding (MOU)

### Documents to be submitted:

- MOU (if required)

Does this program require an MOU? No

MOU’s might be required if the courses or academic support services will be provided by other institutions or organizations.

## 18. Additional information requested by ADHE staff

Enter text...

## Budget Form

### Resource Requirements:

	1 <sup>st</sup> Year (in dollars)	2 <sup>nd</sup> Year (in dollars)	3 <sup>rd</sup> year (in dollars)
<b>Staffing(Number)</b>			
Administrative/Professional	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Full-time Faculty	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Part-time Faculty	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Graduate Assistants	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Clerical	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
<b>Equipment &amp; Instructional Materials</b>	\$ 7,000.00	\$ Enter amount...	\$ Enter amount...
<b>Library</b>	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
<b>Other Support Services</b>			
Supplies/Printing	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Travel	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Distance Technology	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Other Services (specify): Enter text...	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
<b>Total</b>	<b>\$ 7,000.00</b>	<b>\$ 0</b>	<b>\$ 0</b>

### Planned Funding Sources:

	1 <sup>st</sup> Year (in dollars)	2 <sup>nd</sup> Year (in dollars)	3 <sup>rd</sup> year (in dollars)
New Student Tuition and Fees	\$ 23,460.00	\$ 40,140.60	\$ 49,458.00
New State General Revenue	\$ 39,000.00	\$ 65,000.00	\$ 78,000.00
Redistribution of State General Revenue	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
External Grants/Contracts	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Other Funding Sources (specify): Enter text...	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
<b>Total</b>	<b>\$ 62,460.00</b>	<b>\$ 105,140.60</b>	<b>\$ 127,458.00</b>



# Employer Needs Survey Form

(referenced in #6)

Date 9/30/15 Institution Arkansas State  
University \_\_\_\_\_ Return this survey by email  
to lcrumrine@astate.edu by date: 10/9/15

**Proposed Degree Program** Graduate Certificate in Play Therapy

**Brief description of the program** This certificate program will be 12 credit hours, totaling four graduate courses in play therapy. Mental health professionals who complete this certificate program will meet the educational requirements needed to apply for Registered Play Therapist credentials. This certificate program can be completed on a part time or full time basis.

Employer \_\_\_\_\_ Type of company \_\_\_\_\_  
Contact Person \_\_\_\_\_ Position Title \_\_\_\_\_  
Email \_\_\_\_\_ Telephone number \_\_\_\_\_

List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program \_\_\_\_\_

List the degree required for each job title listed in #1 \_\_\_\_\_

Indicate the certification/licensure required for each job title listed in #1? \_\_\_\_\_

How many positions do you currently have for each job title listed in #1? \_\_\_\_\_

How many position openings do you currently have for each job title listed in #1? \_\_\_\_\_

How many position openings will you have the next 2–5 years for each job title listed in #1? \_\_\_\_\_

What is the annual salary for each position listed in #4 & #5? \_\_\_\_\_

If no openings now, when do you anticipate having openings for the positions listed in #1? \_\_\_\_\_

Would you give hiring preference to applicants with the proposed degree? \_\_\_\_\_

Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? \_\_\_\_\_ If yes, would you provide tuition assistance? \_\_\_\_\_

Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? \_\_\_\_\_ Indicate your preference \_\_\_\_\_

Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment? \_\_\_\_\_ Will you or a co-worker serve on the institution's program advisory committee? \_\_\_\_\_ (provide name of employee & email) Indicate the skills

individuals would need for employment in the positions listed in #1. \_\_\_\_\_ Interpersonal communications

- |                             |                               |                                  |
|-----------------------------|-------------------------------|----------------------------------|
| ____ Supervision/Management | ____ Budgeting                | ____ Written/oral communications |
| ____ Leadership/initiative  | ____ Data analysis            | ____ Team work                   |
| ____ Planning/Organizing    | ____ Public Speaking          | ____ Independent worker          |
| ____ Conflict resolution    | ____ Marketing                | ____ Analytical reasoning        |
| ____ Problem Solver         | ____ Teacher/Trainer          | ____ Computer programming        |
| ____ Computer applications  | ____ PowerPoint Presentations |                                  |

\_\_\_\_ Foreign Language (specify) \_\_\_\_\_

\_\_\_\_ Other skills not listed (identify) \_\_\_\_\_

How will this proposed degree program benefit your local community, the state, region or nation?

Provide any additional comments about the proposed degree program.

## **Letters of Support (referenced in # 6)**

Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Enter text...

## Course Evaluation Copy (referenced in # 7)

Course : Course Title

Instructor : Instructor Name

**The course objectives were clearly communicated.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**The design/organization of this course effectively facilitated my learning.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**The learning materials/resources provided were appropriate for understanding course content.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**The technology utilized in the delivery of this course enhanced my learning.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**The instructor demonstrated knowledge of the subject matter.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**The instructor's explanations/examples were appropriate for learning course content.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**Student-to-student interactions effectively contributed to learning course content.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**The assignments were appropriate for learning course content.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**The assignment/grading criteria were clearly communicated.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**The assignments were appropriate for learning course content.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**The assignment/grading criteria were clearly communicated.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**Feedback on work that I submitted assisted me in learning course content.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**I would highly recommend this professor to other students.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**I would highly recommend this course to other students.**

Strongly Agree Agree Neutral Disagree Strongly Disagree

**Comments:**



## Semester Plan

(referenced in #8 – Undergraduate Proposals Only)

*Instructions: Please identify new courses in italics.*

Arkansas State University- Jonesboro Degree: Major: _____ Year: _____							
Students requiring developmental course work based on low entrance exam scores (ACT, SAT, ASSET, COMPASS) may not be able to complete this program of study in eight (8) semesters. Developmental courses do not count toward total degree hours. <b>Students having completed college level courses prior to enrollment will be assisted by their advisor in making appropriate substitutions. In most cases, general education courses may be interchanged between semesters.</b> A minimum of 45 hours of upper division credit (3000-4000 level) is required for this degree.							
Year 1				Year 1			
Fall Semester				Spring Semester			
Course No.	Course Name	Hrs	Gen Ed	Course No.	Course Name	Hrs	Gen Ed
Total Hours				Total Hours			
Year 2				Year 2			
Fall Semester				Spring Semester			
Course No.	Course Name	Hrs	Gen Ed	Course No.	Course Name	Hrs	Gen Ed
Total Hours				Total Hours			
Year 3				Year 3			
Fall Semester				Spring Semester			
Course No.	Course Name	Hrs	Gen Ed	Course No.	Course Name	Hrs	Gen Ed
Total Hours				Total Hours			
Year 4				Year 4			
Fall Semester				Spring Semester			
Course No.	Course Name	Hrs	Gen Ed	Course No.	Course Name	Hrs	Gen Ed
Total Hours				Total Hours			
Total Jr/Sr Hours _____				Total Degree Hours _____			
Graduation Requirements:							

**Curriculum Vita for Faculty Teaching in Program  
(referenced in # 8)**

\*\* This section applies only to Graduate Programs

**Lacy Crumrine Overley, Ph.D., NCC, LPC (MS)**

**Registered Play Therapist**

**PERSONAL INFORMATION**

Office Address: Arkansas State University  
College of Education and Behavioral Science  
Department of Psychology and Counseling  
P.O. Box 1560  
State University, AR 72467

Office Phone: (870)680-4843

Email: lcrumrine@astate.edu

**ACADEMIC PROFESSION**

**Assistant Professor of Psychology and Counseling** August 2013-present  
*Arkansas State University, State University, AR*

Teach graduate courses each semester; actively involved in research on play therapy, autism, and counselor education; actively involved in the Association for Play Therapy as a member of the Leadership Academy and the northeast representative for the Arkansas branch; faculty advisor for graduate student organization; actively involved in the development of a play therapy track for the counseling program; actively involved in development of doctoral counselor education program for Arkansas State University; appointed as clinical site coordinator for counseling program; appointed interim coordinator for school counseling program

**EDUCATION**

**Doctorate of Philosophy in Counselor Education** May 2013  
*The University of Mississippi, University, MS*

Dissertation: My dissertation explores the experiences of Registered Play Therapists and Registered Play Therapist-Supervisors who utilize child-centered play therapy with children diagnosed with autism.

Chair: Dr. Marilyn Snow

**Masters of Education in Leadership and Counselor Education** May 2009  
*The University of Mississippi, University, MS*

**Bachelor of Science in Elementary Education, Minor in Psychology** May 2007  
*Mississippi State University, Mississippi State, MS*

### LICENSES & CERTIFICATIONS

National Certified Counselor August 2009-present  
Licensed Professional Counseling September 2012-present  
Registered Play Therapist October 2012-present

### COUNSELING EXPERIENCE

**Graduate Assistant/Mental Health Counselor** Fall 2011-May 2013  
*The University of Mississippi Child Advocacy and Play Therapy Institute, University, MS*  
Provide play therapy for children, parent consultation and intakes, clerical work, setting up process of a new center, expert witness consultation, helping develop an Educational Specialist (Ed.S.) degree in play therapy, teach in the Ed.S. program, supervise practicum and internship students, speak at funding events

**Graduate Assistant/Mental Health Counselor** 2008-2011  
*The University of Mississippi Center for Excellence in Teaching and Learning, University, MS*  
Individual and group counseling with college students on academic probation, supervise practicum and internship students

**Counseling Intern** 2008-2010  
*Lafayette Lower Elementary, Lafayette Upper Elementary, Lafayette Middle School, Oxford, MS*  
Counseling children through play therapy, parent consultation, and teacher consultation

### TEACHING AND SUPERVISION EXPERIENCE

**Assistant Professor** 2013-present  
*Arkansas State University*  
Taught graduate level classes in the Department of Psychology and Counseling, developed syllabi and lecture, delivered lecture, graded, advised graduate counseling students

- Social and Cultural Foundations of Counseling Spring 2014-present
- Career Development in Counseling Spring 2014
- Internship for Elementary School Counselors Spring 2014-present
- Psycho-social Aspects of Development Fall 2013-present
- Mental Health Counseling Internship I Fall 2013, Summer 2014
- Mental Health Counseling Internship II Fall 2013- present
- Child and Adolescent Counseling Fall 2014-present
- Introduction to Play Therapy Spring 2015-present
- Prepracticum in Counseling Fall 2015

**Co-Instructor** 2010-2013  
*The University of Mississippi*  
Co-taught graduate level classes in Counselor Education, helping develop syllabi and lectures, delivered some lectures, worked with both online and hybrid classes, graded papers.

Courses taught:

- Application of Play Therapy in the Mental Health Setting      Fall 2012
- Counseling Children and Adolescents      Spring 2012
- Multicultural Counseling      Fall 2011
- Advanced Play Therapy      Summer 2011, 2012
- Organizations, Administration, and Consultation      Spring 2011
- Assessment      Fall 2010
- Skills      Summer 2010
- Play Therapy      Summer 2010

**Graduate Assistant/Teacher Assistant**

2007

*The University of Mississippi School of Education- Curriculum and Instruction*

Assisted professor with clerical work, grading, developing examinations and lectures, and taught when needed

**Teacher Intern**

2007

*Lawndale Elementary/ Church Street Elementary, Tupelo, MS*

Assisted and taught fourth grade and second grade

**Blocking Teacher Candidate**

2006

*Southside Elementary, West Point, MS*

Assisted and taught third grade

**Faculty Supervisor**

2013-present

*Arkansas State University*

Faculty supervisor for master's internship students at Arkansas State University

**Site Supervisor**

2011-present

*Child Advocacy and Play Therapy Institute*

Site supervisor for master's practicum and internship student at The University of Mississippi

**Site Supervisor**

2011

*Center of Excellence for Teaching and Learning*

Site supervisor for master's internship students at The University of Mississippi

**Graduate Supervisor**

2010

*The University of Mississippi*

Doctoral student supervisor for master's practicum and internship students as part of my training

SERVICE

**Arkansas State University**

*Committees*

Counseling Program Committee

Fall 2013-present

Counseling Advisory Board

Fall 2013-present

CACREP Accreditation Committee

Fall 2013-present

Dean's Faculty Advisory Board

Spring 2014



	Travel Task Force	Spring 2014
	COPE	Fall 2014-Spring
2015	Professional Education Faculty	Fall 2014-present
	COEBS Faculty Sub Research Committee	Fall 2014-Spring
2015	Counseling Faculty Search Committee	Fall 2014-present
	COEBS Faculty Award Committee	
<i>Recruitment</i>		
	Honors Student Recruitment Event	Spring 2014
	Senior Preview Day	Fall 2014
<i>Other College Service for Students</i>		
	Faculty Advisor for Counseling Graduate Student (CoGS)	Fall 2014-present
	Interim Coordinator for School Counseling Program	Summer 2014-present
	Graduate course proposal approved (Introduction to Play Therapy)	Spring 2014
	Graduate Student Writing Workshop	Spring 2014
<i>Region/State/Community Service</i>		
	Northeast Arkansas representative for Arkansas branch of APT	Fall 2013-present
<i>National Service</i>		
	Leadership Academy for APT	Fall 2013-present
<u>ORGANIZATIONS</u>		
	Kappa Delta Pi	Spring 2007-present
	Chi Sigma Iota	Spring 2008-present
	President Elect (Epsilon Mu)	Spring 2008-Summer
2008	President (Epsilon Mu)	Summer 2008-Spring
2009	American Counseling Association	Spring 2008-present
	Mississippi Counseling Association	Spring 2008-present
	Association for Counselor Education and Supervision	Spring 2010- present
	Association for Play Therapy	Spring 2010- present
	Southern Association for Counselor Education and Supervision	Spring 2010-present
	North Central Association for Counselor Education and Supervision	Fall 2014-present
<u>AWARDS/ RECOGNITIONS</u>		
<i>The University of Mississippi</i>		
	Student of the month for the School of Education	October 2012
	Who's Who Among American University Students	2012-2013
	Outstanding Doctoral Student for Counselor Education	2012-2013

## CONFRENCES/ WORKSHOPS

**Southern Association for Counselor Education and Supervision Conference** Fall 2014

*Birmingham/Jefferson Convention Complex, Birmingham, AL*

*Increasing Cultural Awareness, Competency, and Advocacy: An Identity Development Approach*; presenters: Asher Pimpton, Patrick Peck, Lacy Overley

**Southern Association for Counselor Education and Supervision Conference** Fall 2014

*Birmingham/Jefferson Convention Complex, Birmingham, AL*

*Tolerance o Ambiguity, Empathy Level, and Entitlement in a Technological Driven Society and Its Implication on Counselor Education*; presenters: Lacy Overley and Patrick Peck

**North Central Association for Counselor Education and Supervision Conference** Fall 2014

*Chase Park Place, St. Louis, MO*

*Tolerance o Ambiguity, Empathy Level, and Entitlement in a Technological Driven Society and Its Implication on Counselor Education*; presenters: Lacy Overley and Patrick Peck

**Annual International Play Therapy Conference** Fall 2012

*Renaissance Hotel, Cleveland, OH*

Subject: research forum, family reunification in sexual abuse cases, experiences with Autism Spectrum Disorder families of all ages, play-based interventions for children and adolescents with Autism Spectrum Disorder, play therapy with sexually acting out children, DIR/Floor Time

**Mississippi Counseling Association Annual Conference** Fall 2012

*Beau Rivage Hotel, Biloxi, MS*

Proposal accepted for *Treating the Emotional Needs of Autistic Children through Child-Centered Play Therapy*; co-presenter was Dr. Edward Franc Hudspeth

Proposal accepted for *The iPad Playroom: A Therapeutic Technique*, co-presenters were Amanda Winburn and Dr. Marilyn Snow

**Annual International Play Therapy Conference** Fall 2010

*Galt House Hotel, Louisville, KY*

Subject: autism, play therapy with autism, evidence-based research

**The Play Project** Fall 2009

*North Mississippi Medical Center, Tupelo, MS*

Subject: therapies used with children who have been diagnosed with autism

## GRANTS

*Project LAUNCH Arkansas: Linking Actions for Unmet Needs in Children's Health*

Dates of Funding: 9/30/2014-9/29/2019

Funding Amount: \$1,076,249 (Arkansas State University portion- split between CCE and OBRE)

Contributed assessment component to help determine attachment between child and caregiver

PUBLICATIONS

Snow, M., Winburn, A., Crumrine, L., Jackson, E., & Killian, T. (2012) The iPad playroom: A therapeutic technique. *Play Therapy*, 7(3), 16-19

## **Kasie R. Lee, PhD, LPC (TX), LMHC (NY), NCC, RPT**

Arkansas State University

Department of Psychology and Counseling, College of Education and Behavioral Science  
State University, AR

### **Office Contact Information**

P.O. Box 1560

State University, AR 72467

kalee@astate.edu

(870) 972-2160

## **EDUCATION**

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### **Ph.D., Counseling, 2014**

University of North Texas, College of Education, Denton, Texas

- CACREP-accredited
- Dissertation: *Child-Centered Play Therapy Parent Services: A Q-Methodological Investigation*
  - Advisor: Dee Ray
  - Committee Members: Sue Bratton, Casey Barrio Minton, Leslie De Jones
- Specialty Areas: Counselor Education and Supervision, Play Therapy, Testing and Assessment
- GPA: 3.96/4.0

### **M.Ed., Human Development Counseling, 2009**

Vanderbilt University, Peabody College of Education and Human Development, Nashville, Tennessee

- CACREP-accredited
- Specialty Area: Community Counseling
- GPA: 3.95/4.0

### **B.A., Psychology and Sociology, 2007**

Vanderbilt University, College of Arts and Science, Nashville, Tennessee

- Minor: Women's and Gender Studies
- GPA: 3.65/4.0, *magna cum laude*

## **LICENSES AND CREDENTIALS**

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Licensed Mental Health Counselor (LMHC), New York

License #006257

Licensed Professional Counselor (LPC), Texas

License #65510

National Certified Counselor (NCC)

Certification #252504

Registered Play Therapist (RPT)

Registration #T2338

## PROFESSIONAL POSITIONS

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**Arkansas State University**, State University, AR  
Counseling Program, Department of Psychology and Counseling  
College of Education and Behavioral Science

**Assistant Professor of Counseling**, August 2015-current

**Alfred University**, Alfred, NY  
Counseling Program (CACREP-accredited), Division of Counseling and School Psychology  
College of Professional Studies

**Assistant Professor of Counseling**, October 2014-August 2015

**Instructor of Counseling**, August 2013-October 2014

**University of North Texas**, Denton, TX  
Counseling Program (CACREP-accredited), Department of Counseling and Higher Education  
College of Education

**Assistant Director of Clinical Assessment Services**, May 2011-August 2013  
Child and Family Resource Clinic

**Counselor - Psychoeducational Assessments**, May 2010-August 2013  
Child and Family Resource Clinic

**Counselor - School Setting**, August 2009-August 2013  
Child and Family Resource Clinic through partnership with Denton Independent School District

**Graduate Teaching Assistant**, August 2009-August 2013  
Counseling Program

**Mental Health Counselor**, May 2009-August 2013  
Child and Family Resource Clinic

**Assistant Director of School Services**, May 2010-April 2011  
Child and Family Resource Clinic

**Graduate Research Assistant**, August 2009-May 2010  
Center for Play Therapy

**Mental Health Counselor**, August 2009-May 2010  
Counseling and Human Development Center

**Nashville Children's Alliance Child Advocacy Center**, Nashville, TN

**Counselor Intern**, August 2008-May 2009

**Una Elementary School**, Nashville, TN

**School Counselor Intern**, January 2008-May 2009

**Vanderbilt University**, Nashville, Tennessee  
Department of Human and Organizational Development  
Peabody College of Education and Human Development

**Graduate Teaching Assistant**, August 2007-May 2009

## **TEACHING EXPERIENCE**

---

**Arkansas State University**, State University, AR  
Counseling Program, Department of Psychology and Counseling  
College of Education and Behavioral Science

### ***Instructor***

#### **Fall 2015**

COUN 7473: Mental Health Internship I  
PSY 6543: Psychosocial Aspects of Development

**Alfred University**, Alfred, NY  
Counseling Program (CACREP-accredited), Division of Counseling and School Psychology  
College of Professional Studies

### ***Instructor***

#### **Spring 2015**

COUN 649: Evidence-Based Interventions in Schools  
COUN 657: Practicum in Counseling  
COUN 670: Internship in School Counseling II

#### **Fall 2014**

COUN 606: Human Development: The Lifespan  
COUN 641: Counseling Special Populations  
COUN 668: Internship in School Counseling I  
HONR 186: Why Play Matters (undergraduate honors seminar)

#### **Spring 2014**

COUN 649: Evidence-Based Interventions in Schools  
COUN 657: Practicum in Counseling  
COUN 670: Internship in School Counseling II

#### **Fall 2013**

COUN 602: Professional and Ethical Foundations of Counseling  
COUN 606: Human Development: The Lifespan  
COUN 668: Internship in School Counseling I

### ***Guest Lecturer***

#### **Spring 2015**

PSYC 472: Child Interventions (undergraduate level)  
"What is Play Therapy?"

**Fall 2014**

COUN 636: Principles of Counseling

“Play Therapy” (taught over 3 3-hour class periods)

PSYC 687: Advanced Seminar: Early Childhood Services (doctoral level)

“Play Therapy with 3-5 Year-Olds”

**Spring 2014**

PSYC 472: Child Interventions (undergraduate level)

“What is Play Therapy?”

**Fall 2013**

COUN 636: Principles of Counseling

“Play Therapy” (taught over 4 3-hour class periods)

**University of North Texas**, Denton, TX

Counseling Program (CACREP-accredited), Department of Counseling and Higher Education

College of Education

***Instructor*****Spring 2013**

COUN 3600: Therapeutic Play (undergraduate level)

***Co-Instructor*****Fall 2012**

COUN 5640: Group Play Therapy (master’s/doctoral level)

***Teaching Assistant*****Summer 2012**

COUN 5760: Child and Adolescent Appraisal

**Summer 2011**

COUN 5760: Child and Adolescent Appraisal

**Spring 2011**

COUN 5760: Child and Adolescent Appraisal

**Fall 2010**

COUN 5680: Basic Counseling Skills

COUN 5640: Group Play Therapy (master’s/doctoral level)

**Summer 2010**

COUN 5680: Basic Counseling Skills

**Spring 2010**

COUN 5480: Biopsychosocial Assessment and Wellness

COUN 5770: Guidance and Counseling in Elementary Schools

**Fall 2009**

COUN 5580: Parent and Family Counseling

COUN 5730: Appraisal in Adult Counseling

## ***Guest Lecturer***

### **Summer 2012**

COUN 5760: Child and Adolescent Appraisal  
"Ages and Stages of Child Development"

### **Spring 2012**

PSYC 5580: Introduction to Marriage and Family Therapy  
"Cognitive Behavioral Family Therapy"  
"Solution-Focused Family Therapy"  
"Intergenerational Family Therapy"

ESPY 6290: Multivariate Statistics (doctoral level)  
"Alternate Two-Mode Factor Analyses"

### **Spring 2011**

COUN 5760: Child and Adolescent Appraisal  
"Administering, Scoring and Interpreting the Test of Information Processing Skills"  
"Administering, Scoring and Interpreting the Developmental Test of Visual-Motor Integration"

COUN 5690: Practicum  
"Welcome to Practicum!: Orientation to Clinic Procedures"

### **Fall 2010**

COUN 5680: Basic Counseling Skills  
"The Initial Interview: Taking the First Step into the Client's World"

COUN 5690: Practicum  
"The ABC's of Parent Consultations: What Beginning Play Therapists Need to Know"

### **Summer 2010**

COUN 5680: Basic Counseling Skills  
"Ethics for the Beginning Counselor"

### **Spring 2010**

COUN 5480: Biopsychosocial Assessment and Wellness  
"Introduction to Diagnosis and Treatment of Eating Disorders"

COUN 3600: Therapeutic Play (undergraduate level)  
"Therapeutic Limit-Setting"

### **Fall 2009**

COUN 5580: Parent and Family Counseling  
"Therapeutic Play Activities for the Whole Family"

## ***Small Group Facilitator***

### **Summer 2011**

COUN 5740: Group Counseling

### **Spring 2011**

COUN 3640: Group Process in Helping Relationships (undergraduate level)



**Spring 2010**

COUN 3600: Therapeutic Play (undergraduate level)

COUN 3640: Group Process in Helping Relationships (undergraduate level)

**Fall 2009**

COUN 3600: Therapeutic Play (undergraduate level)

**Vanderbilt University**, Nashville, Tennessee  
Department of Human and Organizational Development  
Peabody College of Education and Human Development

***Teaching Assistant*****Spring 2009**

HOD 1100: Small Group Behavior (undergraduate level)

**Fall 2008**

HOD 1000: Applied Human Development (undergraduate level)

**Spring 2008**

HOD 1100: Small Group Behavior (undergraduate level)

**Fall 2007**

HOD 1000: Applied Human Development (undergraduate level)

**SUPERVISION EXPERIENCE**

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**Arkansas State University**, State University, AR  
Counseling Program, Department of Psychology and Counseling  
College of Education and Behavioral Science

***Faculty Supervisor*****Fall 2015**

COUN 7473: Mental Health Internship I

**Alfred University**, Alfred, NY  
Counseling Program (CACREP-accredited), Division of Counseling and School Psychology  
College of Professional Studies

***Faculty Supervisor*****Spring 2015**

COUN 657: Practicum in Counseling

COUN 670: Internship in School Counseling II

**Fall 2014**

COUN 668: Internship in School Counseling I

**Spring 2014**

COUN 657: Practicum in Counseling

COUN 670: Internship in School Counseling II

**Fall 2013**

COUN 668: Internship in School Counseling I

**University of North Texas, Denton, TX**

Counseling Program (CACREP-accredited), Department of Counseling and Higher Education  
College of Education

***Doctoral Student Supervisor*****Summer 2013**

COUN 6900: Advanced Practice in Child Assessment (doctoral level)

**Spring 2013**

COUN 6900: Advanced Practice in Child Assessment (doctoral level)

**Fall 2012**

COUN 5640: Group Play Therapy (master's/doctoral level)

COUN 6900: Advanced Practice in Child Assessment (doctoral level)

**Summer 2012**

COUN 6210: Counseling Principles and Process I (doctoral level)

COUN 6900: Advanced Practice in Child Assessment (doctoral level)

**Spring 2012**

COUN 6900: Advanced Practice in Child Assessment (doctoral level)

**Fall 2011**

COUN 6900: Advanced Practice in Child Assessment (doctoral level)

**Summer 2011**

COUN 5700: Introduction to Play Therapy

COUN 6210: Counseling Principles and Process I (doctoral level)

COUN 6900: Advanced Practice in Child Assessment (doctoral level)

**Spring 2011**

COUN 5690: Practicum

**Fall 2010**

COUN 5680: Basic Counseling Skills

COUN 5690: Practicum

**Summer 2010**

COUN 5680: Basic Counseling Skills

**Spring 2010**

COUN 3600: Therapeutic Play (undergraduate level)

COUN 5660: Advanced Counseling Skills

COUN 5700: Introduction to Play Therapy

**Fall 2009**

COUN 3600: Therapeutic Play (undergraduate level)

COUN 5700: Introduction to Play Therapy

## PRESENTATIONS

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### ***International***

**Lee, K.** & Ray, D. (October, 2014). *What do parents really want from us? Addressing the needs of parents in child-centered play therapy.* International Association for Play Therapy Conference, Houston, Texas.

Ray, D. & **Lee, K.** (October, 2012). *Repairing attachments: Facilitating empathy and self-regulation through play therapy.* International Association for Play Therapy Conference, Cleveland, Ohio.

### ***National***

**Lee, K.** (October, 2015). *Making time for play: Incorporating play therapy in basic counseling skills courses.* Association for Counselor Education and Supervision Conference, Philadelphia, Pennsylvania.

Curtin, K., Byrne, S., & **Lee, K.** (October, 2015). *Bug-in-the-Eye: Using netbooks for inexpensive and effective live supervision of practicum students.* Association for Counselor Education and Supervision Conference, Philadelphia, Pennsylvania.

**Lee, K.** (September, 2015). *What do I do when he crawls under the table?: Preparing students for the challenges of assessments with children.* Association for Assessment and Research in Counseling National Assessment and Research Conference, Memphis, Tennessee.

Bender, S. & **Lee, K.** (February, 2015). *Uniting with school counselors to enhance student mental health.* National Association of School Psychologists Annual Convention, Orlando, Florida.

**Lee, K.** (October, 2013). *Preparing counselors to meet the needs of children: Integrating child assessment into the core curriculum.* Association for Counselor Education and Supervision Conference, Denver, Colorado.

**Lee, K.,** & Stulmaker, H. (October, 2013). *Increasing experiential learning with clinical micro-practicums.* Association for Counselor Education and Supervision Conference, Denver, Colorado.

**Lee, K.,** Chung, C. & Ballinger, J. (October, 2011). *Creative techniques for addressing the developmental needs of beginning counseling students struggling to learn basic skills.* Association for Counselor Education and Supervision Conference, Nashville, Tennessee.

Ray, D., Sullivan, J., & **Lee, K.,** (October, 2011). *Play therapy supervision: Implementing a practical model for novice and experienced counselors.* Association for Counselor Education and Supervision Conference, Nashville, Tennessee.

**Lee, K.,** Fowlkes-Miller, L., & Chung, C. (September, 2011). *Advocating for children: Using assessments to obtain the services and resources children need to thrive.* Association for Assessment in Counseling and Education National Assessment and Research Conference, Fort Worth, Texas.

**Lee, K.,** & Ray, D. (September, 2011). *Child assessment: How to integrate knowledge and experiences in the counseling core curriculum.* Association for Assessment in Counseling and Education National Assessment and Research Conference, Fort Worth, Texas.

## **Regional**

Byrne, J. S., Curtin, K., & **Lee, K.** (September, 2014). *Counselors seeking counseling: Benefits, obstacles, and lessons learned.* North Atlantic Region for Counselor Education and Supervision Conference, Providence, Rhode Island.

Curtin, K., Byrne, J. S., & **Lee, K.** (September, 2014). *Using netbooks to provide Bug-in-the-Eye Supervision in a counselor education training clinic.* North Atlantic Region for Counselor Education and Supervision Conference, Providence, Rhode Island.

Carlson, S., & **Lee, K.** (October, 2010). *Helping students succeed: Characteristics of facilitative classrooms.* Southern Association for Counselor Education and Supervision Conference, Williamsburg, Virginia.

## **State**

**Lee, K.,** Bergquist, S., & Vossler, K. (October, 2014). *Breaking down barriers to implementing play therapy.* New York State School Counselor Association Conference, Albany, New York.

Jayne, K., Dillman-Taylor, D., & **Lee, K.** (November, 2012). *Coloring outside the lines: Creative approaches to counseling families with children and adolescents.* Texas Counseling Association Professional Growth Conference, Galveston, Texas.

**Lee, K.,** & Ray, D. (November, 2012). *The assessment puzzle: What school counselors need to know.* Texas Counseling Association Professional Growth Conference, Galveston, Texas.

Ray, D., **Lee, K.,** & Stulmaker, H. (April 2012). *Child impairment: The use of play therapy to improve overall functioning.* Texas Association for Play Therapy Conference, Austin, Texas.

**Lee, K.,** Stulmaker, H., & Ray, D. (February, 2012). *Becoming an effective supervisor.* Texas Association for Counselor Education and Supervision Midwinter Conference, Austin, Texas.

**Lee, K.,** & Jayne, K. (February, 2012). *Supervising play therapists effectively across developmental levels.* Texas Association for Counselor Education and Supervision Midwinter Conference, Austin, Texas.

**Lee, K.,** & Jayne, K. (November, 2011). *Harnessing the power of group play therapy: An introduction to the essentials.* Texas Counseling Association Professional Growth Conference, Fort Worth, Texas.

**Lee, K.,** Morganfield, M., & Fowlkes-Miller, L. (February, 2011). *Using expressive arts to cope with divorce.* Texas Counseling Association School Counselor Conference, Arlington, Texas.

**Lee, K.** (January, 2011). *Addressing the unique supervision needs of beginning counseling students.* Texas Association for Counselor Education and Supervision Midwinter Conference, Austin, Texas.

Ray, D., **Lee, K.,** & Morganfield, M. (November, 2010). *Parenting in pop culture: Guide to parent consultation and education.* Texas Counseling Association Professional Growth Conference, Austin, Texas.

Morganfield, M., & **Lee, K.** (November, 2010). *Horrific experiences of immigrant and refugee students; How we reach them.* Texas Counseling Association Professional Growth Conference, Austin, Texas.

Carlson, S., & **Lee, K.** (February, 2010). *Helping students succeed: Characteristics of facilitative classrooms.* Texas Association for Counselor Education and Supervision Midwinter Conference, Austin, Texas.

### ***Invited***

**Lee, K.** (February, 2014). *Why play therapy?: Confronting barriers to practice*. Alfred University's Division of Counseling and School Psychology's Annual Supervisor's Luncheon, Alfred, NY.

**Lee, K.** (December, 2012). *Effectively integrating assessments into clinical practice to enhance treatment planning, advocacy, and counseling with children and adolescents*. Professional Training Academy of the Southwest, El Paso, Texas.

**Lee, K.** (November, 2012). *Introduction to play therapy: Understanding the therapeutic powers of play*. Vanderbilt University's Chi Sigma Iota Professional Development Workshop, Nashville, Tennessee.

### **PUBLICATIONS**

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#### ***Peer-Reviewed***

Ray, D. C., Stulmaker, H. L., **Lee, K. R.** & Silverman, W. K. (2013). Child-centered play therapy and impairment: Exploring relationships and constructs. *International Journal of Play Therapy, 22* (1), 13-27.

Ray, D. C., **Lee, K. R.**, Meany-Walen, K. K., Carlson, S. E., Carnes-Holt, K. L., & Ware, J. N. (2013). Use of toys in child-centered play therapy. *International Journal of Play Therapy, 22* (1), 43-57.

#### ***Peer-Reviewed (in Progress)***

**Lee, K.** & Ray, D. (in progress). Child-centered play therapy parent services: A Q-methodological investigation.

**Lee, K.** & Bender, S. (in progress). A survey of play therapists' knowledge and training in child psychopharmacology.

Ray, D., Stulmaker, H., **Lee, K.**, & Schottelkorb, A. (in progress). Exploring the impact of child-centered play therapy on children's empathy and self-regulation.

#### ***Book Chapters***

**Lee, K.** (In Press). Let's play!: Preparing to lead groups with young children. In M. Luke & K. M. Goodrich (Eds.). *Group Work Experts Share Their Favorite Activities for Supervision: Association for Specialists in Group Work*.

**Lee, K.** (In Press). Understanding the three-year-old. In D. Ray (Ed.). *A Practitioner's Guide to Child Development: Routledge*.

#### ***Newsletter***

**Lee, K.** (Summer, 2012). Presenting at professional counseling conferences: Six easy steps to a successful proposal. *Southern Association for Counselor Education and Supervision Newsletter*.

## RESEARCH EXPERIENCE

---

**Arkansas State University**, State University, AR  
Counseling Program, Department of Psychology and Counseling  
College of Education and Behavioral Science

**Lee, K.** & Bender, S. (in progress). A survey of play therapists' knowledge and training in child psychopharmacology.

**University of North Texas**, Denton, Texas, August 2009-current  
Counseling Program, Department of Counseling and Higher Education  
College of Education

Ray, D., Stulmaker, H., **Lee, K.**, & Schottelkorb, A. (in progress). Exploring the impact of child-centered play therapy on children's empathy and self-regulation. Denton, TX: University of North Texas.

**Lee, K. R.** (2014). Child-centered play therapy parent services: A Q-methodological investigation. Denton, TX: University of North Texas.

Jayne, K. (2013). Emergence of congruence, unconditional positive regard, and empathic understanding in child-centered play therapy. Denton, TX: University of North Texas.

Chung, C. (2013). Confirming the constructs of the Child Interpersonal Relationships and Attitudes Assessment. Denton, TX: University of North Texas.

Ray, D. C., **Lee, K. R.**, Meany-Walen, K. K., Carlson, S. E., Carnes-Holt, K. L., & Ware, J. N. (2013). Use of toys in child-centered play therapy. *International Journal of Play Therapy*, 22 (1), 43-57.

Ray, D. C., Stulmaker, H. L., **Lee, K. R.** & Silverman, W. K. (2013). Child-centered play therapy and impairment: Exploring relationships and constructs. *International Journal of Play Therapy*, 22 (1), 13-27.

Carlson, S. E. (2011). Effects of a play-based teacher consultation (PBTC) program on interpersonal skills of elementary school teachers in the classroom. Denton, TX: University of North Texas.

Carnes-Holt, K. (2010). Child-Parent Relationship Therapy (CPRT) with adoptive families: Effects on child behavior, parent-child relationship stress, and parental empathy. Denton, TX: University of North Texas.

Meany-Walen, K. (2010). Adlerian play therapy: Effectiveness on disruptive behaviors of early elementary-aged children. Denton, TX: University of North Texas.

**Vanderbilt University**, Nashville, Tennessee, January 2006-December 2007  
Department of Sociology, College of Arts and Sciences

*provided research assistance for various projects within the department; assisted in data collecting, organizing, entering, and coding; assisted in preparing presentation of findings*

**Vanderbilt University**, Nashville, Tennessee, August 2005-May 2007  
Department of Psychology and Human Development  
Peabody College of Education and Human Development

*participated in research team; administered assessments; conducted interviews with parent and child participants of numerous studies; collected, coded, and entered data; assisted with administrative tasks as needed*

**Vanderbilt University**, Nashville, Tennessee, January 2005-May 2005

Margaret Cuninggim Women's Center

*investigated potential funding resources for grants provided by the Women's Center in assisting members of the community in escaping domestic violence situations*

## **HONORS, GRANTS, AND SCHOLARSHIPS**

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### ***Honors***

**Emerging Leader**, Association for Counselor Education and Supervision (ACES), 2015-2016

**Emerging Leader**, North Atlantic Region Association for Counselor Education and Supervision (NARACES), 2014-2015

### ***Grants Awarded***

\$250- Bernstein Fund Travel Grant, Alfred University, Fall 2014

\$2,500- Enterprise Holdings Foundation Grant, Awarded on behalf of the Child and Family Resource Clinic, Counseling Program, University of North Texas, 2013-2014

\$500- Texas Counseling Association Educational Endowment Grant, Spring 2013

\$500- UNT Student Government Association B. Craig Raupe Travel Grant, Spring 2013

\$500- UNT College of Education Graduate Student Travel Support Grant, 2012-2013

\$100- UNT Student Government Association B. Craig Raupe Travel Grant, Fall 2012

\$500- Dan E. Homeyer Research Award, Texas Association for Play Therapy, Fall 2012

\$165- UNT Student Government Association B. Craig Raupe Travel Grant, Spring 2012

\$2,500- Enterprise Holdings Foundation Grant, Awarded on behalf of the Child and Family Resource Clinic, Counseling Program, University of North Texas, 2012-2013

\$500- UNT College of Education Graduate Student Travel Support Grant, 2010-2011

\$132- UNT Student Government Association B. Craig Raupe Travel Grant, Fall 2010

### ***Doctoral Level Assistantship and Scholarships***, University of North Texas, Denton, Texas

College of Education Teaching/Research Assistantship, 2009-2013

College of Education Academic Achievement Scholarship, 2009-2013

UNT Academic Achievement Scholarship, 2009-2013

Center for Play Therapy Lisa & Kenny Troutt Scholarship, 2012-2013

Center for Play Therapy William R. Hearst Scholarship, 2010-2011

College of Education Summer Scholarship, Summers 2010-2013

Dr. Cynthia Chandler Professor & Rusty Chandler the Therapy Dog Scholarship, Summer 2009

Dr. Doris Rhea Coy Scholarship, Summer 2009

### ***Master's Level Assistantship***, Vanderbilt University, Nashville, Tennessee

Department of Human and Organizational Development Teaching Assistantship, 2007-2009

## SERVICE AND VOLUNTEER EXPERIENCE

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### *Professional Organizations*

**Registration & Continuing Education Committee Member**, Association for Play Therapy, 2014-2015

**Mining Report Contributor**, Association for Play Therapy, 2015-2016

**University Education Committee Member**, Association for Play Therapy, 2014-2015

**Conference Proposal Reviewer**, Association for Counselor Education and Supervision, 2015

**Key Awards Committee Member**, Association for Play Therapy, 2014-2015

**Conference Committee Member**, Association for Child and Adolescent Counseling, 2013-2014

**Doctoral Graduate Student Representative, Executive Committee Member**, Association for Humanistic Counseling, 2012-2013

**Conference Committee Member**, Association for Assessment in Counseling and Education, 2010-2011

**Crisis Response Volunteer**, American Red Cross, 2007-2009

**Crisis Line Counselor**, Sexual Assault Center, Nashville, Tennessee, 2005

#### **Conference Volunteer**

Texas Counseling Association Annual Conference, 2009

Center for Play Therapy Fall Conference, University of North Texas, 2009

Association for Play Therapy Annual Conference, 2009

Center for Play Therapy Summer Institute, University of North Texas, 2009, 2010, 2011, 2013

Tennessee Chapter of Children's Advocacy Centers Connecting for Children's Justice Conference, 2008

**Arkansas State University**, State University, AR  
Counseling Program, Department of Psychology and Counseling  
College of Education and Behavioral Science

**Counseling Degree Program Committee**, Counseling Program, 2015-current

**CACREP Self-Study Committee Member**, Counseling Program, 2015-current

**Play Therapy Certificate Program Co-Coordinator**, Counseling Program, 2015-current

**Department Library Committee**, Department of Psychology & Counseling, 2015-current

**Alfred University**, Alfred, NY  
Counseling Program (CACREP-accredited), Division of Counseling and School Psychology  
College of Professional Studies

**Campus Coordinator for National Counselor Examination (NCE)**, Counseling Program, 2014-2015



**Faculty Advisor to Peer Mentoring Program**, Counseling Program, 2014-2015

**CACREP Self-Study Committee Member**, Counseling Program, 2013-2015

**Admissions Committee Member**, Counseling Program, 2013-2015

**AU Human Subjects Research Committee Member**, elected as representative of College of Professional Studies, 2014-2015

**Graduate Scholastic Standards Committee Member**, Division of Counseling and School Psychology, 2013-2015

**University of North Texas**, Denton, Texas, August 2009-current  
Counseling Program, Department of Counseling and Higher Education  
College of Education

**Group Co-Facilitator**, Counseling Program Master's Admissions Committee, Summer 2010 & Summer 2011

**Group Co-Facilitator**, Counseling Program Doctoral Admissions Committee, Spring 2011

**"Celebration of Excellence" Committee Co-Chair**, Chi Sigma Iota, Rho Kappa Chapter, 2010-2011

**"Celebration of Excellence" Committee Member**, Chi Sigma Iota, Rho Kappa Chapter, 2009-2010

**Doctoral Student Representative**, Counseling Program Doctoral Admissions Committee, 2009-2010

**Vanderbilt University**, Nashville, Tennessee, August 2005-May 2007  
Department of Psychology and Human Development  
Peabody College of Education and Human Development

**Peer Educator**, M. C. Women's Center, Vanderbilt University, Nashville, Tennessee 2003-2006

## **PROFESSIONAL DEVELOPMENT AND SPECIALIZED TRAINING**

---

### ***Clinical Practice***

**Arkansas State University**, State University, AR  
Department of Psychology and Counseling  
PSY 770V: Physiology & Psychopharmacology

**University of North Texas**, Denton, Texas  
Counseling Program (CACREP-accredited), Department of Counseling and Higher Education  
COUN 5700: Introduction to Play Therapy (audited under Dr. Garry Landreth)  
COUN 5700: Introduction to Play Therapy  
COUN 5640: Group Play Therapy (taught by Dr. Dee Ray)  
COUN 5000: Filial Therapy (taught by Dr. Sue Bratton)  
COUN 6630: Advanced Play Therapy (taught by Dr. Dee Ray)

COUN 5760: Child and Adolescent Appraisal  
COUN 5530: Animal-Assisted Therapy (taught by Dr. Cynthia Chandler)  
COUN 5610: Drug and Addiction Education

Department of Psychology  
PSYC 5580: Introduction to Marriage and Family Therapy

**Vanderbilt University**, Nashville, Tennessee  
Department of Human and Organizational Development (CACREP-accredited)  
HDC 3460: Trauma: Impact and Intervention  
HDC 3550: Developmental Approaches to Personal Loss  
HDC 3660: Developmental Counseling Psychology  
HDC 3670: Advanced Developmental Counseling Psychology

### ***Teaching and Supervision***

**Alfred University**, Alfred, NY  
Tri-College Curriculum Transformation Workshop, Summer 2014

**University of North Texas**, Denton, Texas  
Counseling Program (CACREP-accredited), Department of Counseling and Higher Education  
COUN 6090: Counselor Supervision  
COUN 6652: Teaching Counselor Education  
COUN 6900: Advanced Clinical Skills in Supervision  
COUN 6900: Teaching and Supervising Child Assessment

Toulouse Graduate School  
Teaching Assistant and Teaching Fellows Orientation, 2009

**Vanderbilt University**, Nashville, Tennessee  
Center for Teaching  
Teaching Assistant Orientation, 2007

### ***Research and Statistics***

**University of North Texas**, Denton, Texas  
Counseling Program (CACREP-accredited), Department of Counseling and Higher Education  
COUN 6130: Research in Counseling  
COUN 5800: Quantitative Research in Play Therapy  
COUN 6900: Research in Play Therapy  
COUN 6900: Advanced Qualitative Research in Play Therapy

Department of Educational Psychology  
EPSY 6010: Statistics for Educational Research  
EPSY 6020: Research Methods  
EPSY 6210: Multiple Regression  
EPSY 6290: Multivariate Statistics

## ***Psychoeducational Assessments for Adults and Children***

*experienced in administration and interpretation of the following assessment instruments:*

Adlerian Child Interview  
Adlerian Parent Interview  
Adult Self Report (ASR)  
Attention Deficit Disorder Evaluation Scale (Home and School forms)  
Brown Attention Deficit Disorder Scales (Parent, Teacher, and Child forms)  
Beck Depression Inventory (BDI)  
Child Behavior Checklist (CBCL) for 1 ½- 5 year olds  
Child Behavior Checklist (CBCL) for 6-18 year olds  
Child Depression Inventory (CDI-2)  
Developmental Test of Visual Motor Integration (VMI)  
Gesell Developmental Observation-Revised (GDO-R)  
Harter Pictorial Self-Concept Scale for Young Children  
Harter Self-Perception Profile for Children (SPPC)  
Minnesota Multiphasic Personality Inventory (MMPI)  
Myers-Briggs Type Indicator (MBTI)  
Parenting Stress Index (PSI-4)  
Pervasive Developmental Disorders Behavior Inventory Screening Version (PDDBI-SV)  
Piers-Harris Children's Self-Concept Scale (PHSCS)  
Reynolds Children's Manifest Anxiety Scale (RCMAS-2)  
Social-Emotional Assets and Resiliency Scales (SEARS; Parent and Teacher forms)  
Social Communication Questionnaire (SCQ)  
Social Responsiveness Scale (SRS)  
Stress Index for Parents of Adolescents (SIPA)  
Teacher Report Form (TRF)  
Test of Information Processing Skills (TIPS)  
Wechsler Intelligence Scale for Children-IV (WISC-IV)  
Woodcock-Johnson Tests of Cognitive Abilities (WJ-III)  
Young Children's Achievement Test (YCAT)  
Youth Self Report (YSR)

## **PROFESSIONAL AND HONORARY MEMBERSHIPS**

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### ***Professional Organizations***

American Counseling Association (ACA)  
    Association for Humanistic Counseling (AHC)  
    Association for Child and Adolescent Counseling (ACAC)  
    Association for Assessment and Research in Counseling (AARC)  
    American Counseling Association of Arkansas (AR-ACA)  
Association for Counselor Education and Supervision (ACES)  
    Southern Association for Counselor Education and Supervision (SACES)  
Association for Play Therapy (APT)  
    Arkansas Association for Play Therapy (ARAPT)  
Chi Sigma Iota, International Honor Society in Counseling

### ***Professional Conferences Attended***

New York State School Counselors Association, 2014  
North Atlantic Region Association for Counselor Education and Supervision, 2014  
New York Association for Play Therapy Annual Conference, 2014  
Association for Counselor Education and Supervision Conference, 2011, 2013, 2015  
Association for Assessment in Counseling and Education Conference, 2011, 2015  
American Counseling Association Annual Conference, 2011, 2013  
Texas Counseling Association School Counselor Conference, 2011  
Southern Association for Counselor Education and Supervision Conference, 2010  
Texas Association for Counselor Education and Supervision Midwinter Conference, 2010, 2011, 2012  
Texas Counseling Association Annual Professional Growth Conference, 2009, 2010, 2011, 2012, 2013  
Center for Play Therapy Fall Conference, University of North Texas, 2009, 2011  
Association for Play Therapy Annual Conference, 2009, 2012, 2014  
Center for Play Therapy Summer Institute, University of North Texas, 2008, 2009, 2010, 2011, 2013  
South Georgia Association for Play Therapy Fall Conference, 2008  
Tennessee Commission Mid-Cumberland Council on Children and Youth Holiday Conference, 2008  
Tennessee Chapter of Children's Advocacy Centers Connecting for Children's Justice Conference, 2008

## **Cost and Acquisition Program (referenced in # 9)**

\*\* If new instructional resources required, please list these and their associated cost and acquisition program.

### Start-up Costs:

10 portable play therapy kits ≈ \$1,000.00

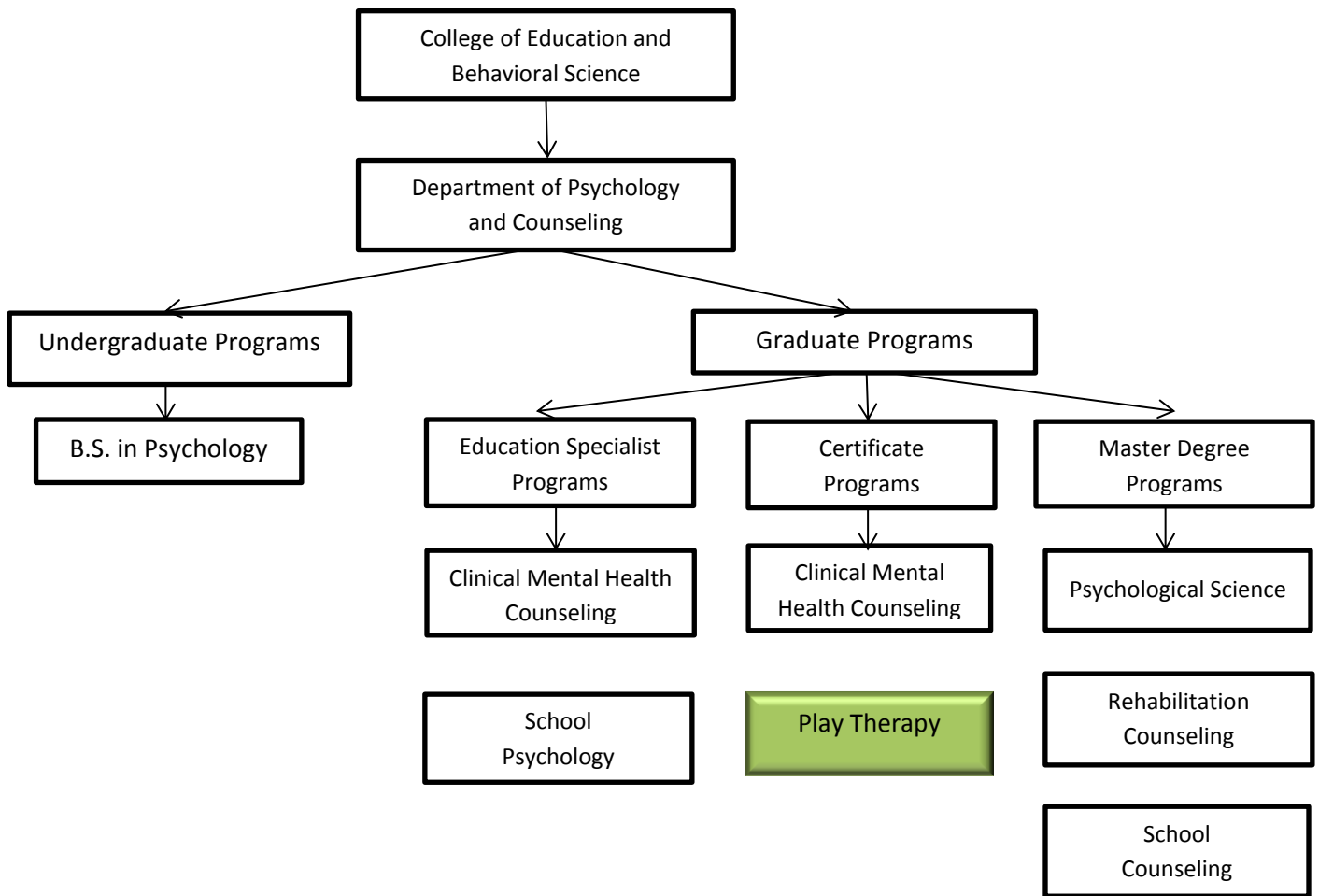
10 portable recording devices and stands ≈ \$5,000.00

Storage cabinet for equipment ≈ \$1,000.00

To obtain necessary funding we will be making a proposal to the office of University Advancement with the intent to obtain donor funding. If funding cannot be obtained, the Department of Psychology and Counseling has agreed to help support start-up costs. After the initial start-up, we plan to use student tuition to help maintain recurring costs.

# Organizational Chart (referenced in # 12)

Include new program and where the proposed program will be housed (department/college).



## **Agency / Board Approval Documentation (referenced in # 13)**

*(education, nursing--initial approval required, health-professions, counseling, etc.)*

Enter text...

## **Board of Trustees**

### **Copy of Board of Trustees Meeting Agenda (referenced in # 14)**

Must list proposed program

Enter text...

### **Documentation of Board of Trustees Approval (referenced in # 14)**

Written documentation of program/unit approval

Enter text...

## **Written Notification to Other Institutions**

**(referenced in # 15)**

This should include a copy of written notification to other institutions in area of proposed program and responses

Enter text...

## **Institutional agreements/memorandum of understanding (MOU) (referenced in # 17)**

If courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

Enter text...

**APPENDIX A**  
**NEW COURSE PROPOSALS**



## New Course Proposal Form

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

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

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

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

**Department Curriculum Committee Chair**

**COPE Chair (if applicable)**

**Department Chair:**

**General Education Committee Chair (If applicable)**

**College Curriculum Committee Chair**

**Undergraduate Curriculum Council Chair**

**College Dean**

**Graduate Curriculum Committee Chair**

**Vice Chancellor for Academic Affairs**

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

Kasie Lee, Ph.D., Department of Psychology & Counseling, [kalee@astate.edu](mailto:kalee@astate.edu), (870) 972-2160

2. Proposed Starting Term and Bulletin Year

Fall 2016

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

COUN 6143

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).

Expressive Arts in Counseling

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

A comprehensive overview of using creative expression in counseling with children, adolescents, adults, and families. Historical, theoretical, and therapeutic techniques are addressed including the use of developmentally appropriate art activities.

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?

Students must be admitted to an appropriate graduate program in counseling or psychology. Current graduate students must have received a "B" or higher in COUN 6203 Counseling Pre-practicum, and COUN 6213 Counseling Practicum OR COUN 6283 Practicum in Rehabilitation Counseling. These courses are prerequisites. Students not currently enrolled in a graduate program in counseling or psychology must be admitted to the Graduate Certificate in Play Therapy program and must hold a master's degree or higher in counseling or a related field.

b. Why or why not?

This course is designed to prepare graduate level mental health practitioners to work with children and families in appropriate counseling settings. It is necessary to be sure the students are properly trained and prepared to work with the specified clientele and more advanced therapeutic skills.

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

a. If yes, which major?

Students must be admitted to an appropriate graduate program in counseling, psychology, certificate program in play therapy, or receive permission of the instructor.

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

Fall

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

Lecture and practicum

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

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

No

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

No

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

Enter text...

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

Please explain. Enter text...

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

- a. If yes, what program?  
Graduate Certificate in Play Therapy

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

- a. If yes, what course?

Enter text...

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

- a. If yes, which course?

Enter text...

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

*If no: Contact Registrar's Office for assistance.*

16. Does this course affect another program? No

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

Enter text...

## Course Details

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

Week 1: Review of the syllabus, course assignments, and instructor expectations. Historical and theoretical foundations for the use of creativity and expressive arts in counseling. Research support for use of expressive arts in counseling.

Week 2: Expressive arts continuum of materials. Identifying clients appropriate for expressive arts and selecting appropriate medium and materials for expression.

Week 3: Developmental and multicultural considerations. Discussion of ACA Code of Ethics. Matching clients with developmentally and culturally appropriate activities.

Week 4: Role of the play therapist. Facilitating structured expressive art activities.

Week 5: Discussion and practice of structured expressive art activity

Week 6: Discussion and practice of structured expressive art activity

Week 7: Discussion and practice of structured expressive art activity. Students will participate in small group supervision sessions with course instructor.

Week 8: Discussion and practice of structured expressive art activity.

Week 9: Discussion and practice of structured expressive art activity. Students will participate in small group supervision sessions with course instructor.

Week 10: Discussion and practice of structured expressive art activity.

Week 11: Discussion and practice of structured expressive art activity. Students will participate in small group supervision sessions with course instructor.

Week 12: Discussion and practice of structured expressive art activity.

Week 13: Discussion and practice of structured expressive art activity. Students will participate in small group supervision sessions with course instructor.

Week 14: Group Presentation & Peer-led expressive art activities

Week 15: Group Presentation & Peer-led expressive art activities

Enter text...

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

Students will be required to facilitate counseling sessions utilizing the therapeutic skills learned in the course. Students will video-record the sessions and participate in supervision with the course instructor.

19. Department staffing and classroom/lab resources

Students will utilize resources from the Department of Psychology and Counseling, primarily the play therapy room, play therapy materials, and recording devices.

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

The Department of Psychology & Counseling plans to purchase recording devices for students to borrow and utilize on an as needed basis. Students may also choose to use their own devices if preferred.

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 be a required course in the Graduate Certificate in Play Therapy program. This content of this course will be devoted to the incorporation of expressive arts in counseling. The course will teach students the philosophy and rationale for use of expressive arts and creativity in counseling with children, adolescents, adults, and families. This course will focus on the goals of creativity and expressive arts, the role of the therapist, screening of clients appropriate for expressive arts, the developmentally responsive use of play, creativity, and expressive art activities, planning and structuring sessions with emphasis on theoretical foundations and application of clinical skills. By fulfilling the learning objectives of this course, students will be able to: a) Describe historical and theoretical foundations for the use of creativity and expressive arts in counseling, b) Discuss developmental appropriate uses of creativity in counseling, c) Demonstrate the ability to assess when and how to appropriately integrate creativity and expressive arts in counseling, d) Demonstrate competent clinical skills necessary to organize, implement, structure, and facilitate expressive art activities in counseling, e) Identify and use relevant American Counseling Association ethical principles, legal considerations, and appropriate multicultural considerations in expressive arts in counseling, and f) Demonstrate an understanding and assimilation of relevant expressive arts and related play therapy research. A practicum component is an integral part of the course. Students will be required to facilitate counseling sessions utilizing the therapeutic skills learned in the course. Students will video-record the sessions and participate in supervision with the course instructor.

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 will provide knowledge and skills that are critical to mental health professionals who intend to facilitate play therapy with children and families; therefore this course is a requirement of the Graduate Certificate in Play Therapy program. This course also meets requirements for the Association for Play Therapy (APT) as a play therapy course requirement for mental health professionals who desire to apply for national credentialing as a Registered Play Therapist (RPT). APT's regulation 0600 mandates RPT applicants complete "150 hours of play therapy specific instruction from institutions of higher education or APT-approved providers."

c. Student population served.

This course will serve as a required course for the Graduate Certificate in Play Therapy program. However, the course may be used as an elective by other graduate programs in counseling and psychology. Students interested in counseling children and families will benefit from this course.

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

This course is offered at the graduate level due to the content and purpose of the course. Students will learn specific therapeutic interventions that should only be implemented by graduate level mental health professionals with appropriate training and credentials.

## Assessment

### University Outcomes

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

- d.  Global Awareness                      e.  Thinking Critically                      f.  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?

The Graduate Certificate in Play Therapy is designed to meet the following program level outcomes:

1. Distinguish and facilitate the fundamentals of the play therapy process
2. Demonstrate professional identity through an ability to evaluate relevant literature and research in play therapy and utilize advocacy methods to encourage the growth of the play therapy field
3. Distinguish and facilitate the fundamentals of incorporating expressive art activities in counseling with children, adolescents, couples, and families
4. Distinguish and demonstrate the fundamental clinical skills necessary to facilitate Child-Parent Relationship Therapy

This course is designed to address program level outcome 3.

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.*

<b>Outcome 3</b>	Distinguish and facilitate the fundamentals of incorporating expressive art activities in counseling with children, adolescents, couples, and families
Assessment Measure	group presentation rubric, Counselor Competency Scale evaluation (see Appendix B)
Which courses are responsible for this outcome?	COUN 6143 Expressive Arts in Counseling
Assessment Timetable	Once per year in Fall semester
Who is responsible for assessing and reporting on the results?	Drs. Lacy C. Overley and Kasie R. Lee

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

## Course-Level Outcomes

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

<b>Outcome 1</b>	Students will demonstrate an integrated understanding of the theoretical concepts related to the utilization of expressive arts in counseling including components related to selecting, organizing, implementing, structuring, and facilitating developmentally appropriate expressive art activities.
Which learning activities are responsible for this outcome?	Lecture, reading assignments, and facilitation of counseling sessions utilizing expressive art activities. Group project/presentation: Students will be required to work with a small group of peers (3-4 students) to develop a 12-session group activity therapy curriculum appropriate for pre-adolescents/adolescents. Students will compile these activities into a booklet, present the curriculum to the class, and facilitate one of the included activities with the class.
Assessment Measure and Benchmark	Instructor will utilize a rubric based assessment for grading the presentation and contents of the curriculum booklet. Students are expected to demonstrate a “meets expectations” rating or above on each component assessed.

<b>Outcome 2</b>	Students will demonstrate the ability to select and facilitate developmentally appropriate expressive art activities in counseling.
Which learning activities are responsible for this outcome?	Lecture, reading assignments, and facilitation of counseling sessions utilizing expressive art activities.
Assessment Measure and Benchmark	Instructor will observe video-recorded sessions of students’ facilitation of expressive art activities in counseling and review recordings with the students during supervision sessions. Instructor will provide students with feedback regarding demonstration of their therapeutic skills. Instructor will utilize the Counselor Competency Scale (CCS) (see Appendix B) to guide feedback, facilitate supervision sessions, and for grading purposes. Students are expected to demonstrate a “meets expectations” rating or above on each skill assessed.

*(Repeat if needed for additional outcomes)*


## Bulletin Changes

### Instructions

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

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

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

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

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

#### Add Description to p.300.

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

***COUN 6143. Expressive Arts in Counseling*** A comprehensive overview of using creative expression in counseling with children, adolescents, adults, and families. Historical, theoretical, and therapeutic techniques are addressed including the use of developmentally appropriate art activities. Prerequisites: The student must receive a "B" or better in COUN 6203 Counseling Prepracticum and COUN 6213 Counseling Practicum OR COUN 6283 Practicum in Rehabilitation Counseling. The student must be admitted into an appropriate graduate counseling or psychology program.

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



**Arkansas State University  
College of Education & Behavioral Science  
Department of Psychology & Counseling**

**COUN 6143: Expressive Arts in Counseling  
SAMPLE SYLLABUS**

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Instructor: Kasie Lee, PhD, LPC(TX), LMHC(NY), NCC, Registered Play Therapist  
Office: EDUC 323  
Email: kalee@astate.edu (*best way to reach me*)  
Office Phone: (870) 680-2106  
Office Hours: TBD  
Other times available by appointment

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**Course Catalog Description**

A comprehensive overview of the utilization of creative expression in counseling with children, adolescents, adults, and families. Selecting and facilitating developmentally appropriate expressive art activities in counseling. History, theoretical foundations, and therapeutic techniques will be addressed. - 3.00 credit hours

**Course Goals and Objectives**

By fulfilling the learning objectives of this course, students will be able to:

1. Describe historical and theoretical foundations for the use of creativity and expressive arts in counseling,
2. Discuss developmental appropriate uses of creativity in counseling,
3. Demonstrate the ability to assess when and how to appropriately integrate creativity and expressive arts in counseling,
4. Demonstrate competent clinical skills necessary to organize, implement, structure, and facilitate expressive art activities in counseling,
5. Identify and use relevant American Counseling Association ethical principles, legal considerations, and appropriate multicultural considerations in expressive arts in counseling, and
6. Demonstrate an understanding and assimilation of relevant expressive arts and related play therapy research.

## Methods of Instruction

Class time will be spent in informal lecture and electronic presentations augmented by class discussions, small group experiential activities, videos, and case-studies in order for students to meet the learning outcomes. Students will be expected to be prepared for class and ready to participate in class discussions and activities through questions, comments, and self-reflection.

A practicum component is an integral part of the course. Students will be required to facilitate counseling sessions utilizing the therapeutic skills learned in the course. Students will video-record the sessions and participate in supervision with the course instructor.

## Required Texts

Armstrong, S. (2008). *Sandtray therapy: A humanistic approach*. Dallas, TX: Ludic Press.

Homeyer, L. E. & Sweeney, D. S. (2010). *Sandtray therapy: A practical manual* (2<sup>nd</sup> ed.). New York, NY: Routledge

Oaklander, V. (1988). *Windows to our children*. Highland, NY: Gestalt Journal Press.

*\*\*Students will also be expected to read additional materials, which will be posted on Blackboard or distributed in class.*

## Course Requirements

- 1. Class Participation, Attendance & Professionalism (15%):** Students are required to attend all classes prepared to actively discuss the relevant points of assigned readings, discussion questions, and experiential activities. Students are responsible for making productive contributions to class, actively participating during in-class activities, and attending respectfully to others when not contributing directly. Students who do not meet expectations regarding professional responsibilities (e.g. unnecessary absences, tardiness, lack of preparation for class) will be evaluated as such.
- 2. Expressive Arts Practicum & Supervision (45%):** Students are required to conduct a minimum of 4 counseling sessions utilizing expressive arts with children, adolescents, adults, or families. Students must video tape all sessions and bring recordings to supervision sessions with the course instructor.
- 3. Group project/presentation (20%):** Students are required to work with a small group of peers (3-4 students) to develop a 12-session group activity therapy curriculum appropriate for pre-adolescents/adolescents. Students will compile these activities into a booklet, present the curriculum to the class, and facilitate one of the included activities with the class.

4. **Significant Learnings Paper (20%):** Students should keep a weekly journal throughout the semester to document your experiences participating in and facilitating expressive art activities. In your journal you should reflect on your total experience including your thoughts, feelings, and new learnings about yourself. You will be given a format for your final paper. *Papers are due on the last day of class; however, students should write in your journal throughout the semester!*

### Methods of Evaluation & Grading Scale

Assignment	Weight	Due Date
Class Participation & Attendance	20 points	TBD
Expressive Arts Practicum & Supervision	45 points	TBD
Group Project/Presentation	15 points	TBD
Significant Learnings Paper	20 points	TBD
<b>TOTAL</b>	<b>100 points</b>	

Grading Scale: 90-100 Points = A    80-89 Points = B    70-79 Points = C    0-69 Points = F

### Class Policies

#### **Accommodations for Students with Disabilities**

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. Students who require academic adjustments in the classroom due to a disability must register with Arkansas State Disability Services. (Campus location: Student Union 2181; Telephone: (870) 972-3964; Website: <http://www2.astate.edu/disability/>)

#### **Inclement Weather Policy**

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the Chancellor of the University. Information on campus closure can be found on the A-State web page, KASU, and local radio and television stations. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather when the campus is not closed. In those cases in which the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her instructors to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the instructor. If inclement weather prevents you from coming to campus and campus is not closed, please email me.

#### **Attendance**

Due to the highly interactive nature of this course, **attendance is critical and required.** Students are expected to attend every class, arrive on time, and stay for the entire class, except when illness, emergency, or university sanctioned activity makes this impossible. **In circumstances in which absences are unavoidable, students must provide an explanation to the instructor in advance.** For any classes which are missed, students are responsible for

obtaining missed information including lecture notes, announcements, or assignments. The *Graduate Bulletin* further addresses class attendance, stating: "Students should attend every lecture, recitation and laboratory session of every course in which they are enrolled. Students who miss a class session should expect to make up missed work or receive a failing grade on missed work. Make-up policy is at the discretion of the instructor." Unnecessary absences and tardiness will negatively impact your participation grade.

### **Due Dates and Deadlines**

Students are responsible for submitting assignments on or before due dates as indicated. Assignments will be considered late if not received by class time on the date expected. In fairness to students who meet the deadlines, the penalty for work turned in after class on the due date will be a 10% drop in the grade for each day the assignment is late (e.g. 3 days late = 30% deduction). Students who anticipate difficulty meeting a deadline for a specific assignment should share their concerns with the instructor *prior to* the due date.

### **Academic Misconduct Policy**

All students are expected to uphold the highest levels of academic integrity. Academic misconduct and scholastic dishonesty are strictly prohibited in this class. Plagiarism (the act of taking and/or using the ideas, work, and/or writings of another person as one's own) is a serious offense against academic integrity which could result in failure for the paper or assignment, failure for the course, and/or expulsion from Arkansas State University. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. For further information, including specifics about what constitutes plagiarism or cheating, see A-State's Academic Integrity Policy at <http://studentconduct.astate.edu/AcademicIntegrity.html>. The *Student Handbook* also addresses academic dishonesty under the Academic Policy for Academic Misconduct and includes examples and the possible discipline and sanctions for engaging in academic misconduct. If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask your instructor.

### **Classroom Conduct**

Due to the nature of this course, there may be times when students share personal information during class discussions. Students are expected to display professional conduct at all times by treating each other with respect, sensitivity, and integrity. Student behavior that interferes with the instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated. As a student, you are responsible for your own learning. Therefore, it is expected that all students will arrive on time and be prepared for class, attend to information and discussion presented in class, and take notes as needed. Students should not engage in inappropriate conversations that do not contribute to the class discussion, as it is disruptive and interferes with the learning of others. Additionally, students are not to use cell phones or other such technology in class without prior approval. Texting and internet communication during class can be very distracting to the instructor and classmates. **Please silence and put away cell phones for the duration of classtime.** Displaying mature and learning-centered behavior is expected.

### **Diversity**

In this class, students will have the opportunity to draw upon their own experiences and cultures. It is expected that all students will respect the views of others. Different perspectives promote critical thinking skills and expand one's knowledge. Further, within the fields of helping professions it is particularly important to consider diversity in all forms to develop self-awareness and become a competent practitioner.

### **Counseling Services**

Due to the level of personal reflection and introspection that this program requires, there may be times when painful psychological or emotional material is uncovered. While this is an uncomfortable part of the process, it is a critical ingredient for both your personal and professional development as a counselor-in-training. Should you need assistance in dealing with these issues, please do not hesitate to contact **the Counseling Center at (870) 972-2318**. All students currently enrolled at Arkansas State University have access to an **unlimited number of sessions at no cost**. Initial appointments are available either through phone scheduling or during walk-in hours (Monday-Thursday: 12:00 p.m. to 3:00 p.m. or Fridays: 9 a.m. to 12:00 p.m.).

**Appointments cannot be scheduled via email.**

### **Flexibility Clause**

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

## **Course Schedule**

*This schedule is tentative and subject to change*

- Week 1: Review of the syllabus, course assignments, and instructor expectations. Historical and theoretical foundations for the use of creativity and expressive arts in counseling. Research support for use of expressive arts in counseling.
- Week 2: Expressive arts continuum of materials. Identifying clients appropriate for expressive arts and selecting appropriate medium and materials for expression.
- Week 3: Developmental and multicultural considerations. Discussion of ACA Code of Ethics. Matching clients with developmentally and culturally appropriate activities.
- Week 4: Role of the play therapist. Facilitating structured expressive art activities.
- Week 5: Discussion and practice of structured expressive art activity
- Week 6: Discussion and practice of structured expressive art activity
- Week 7: Discussion and practice of structured expressive art activity.
- Students will participate in small group supervision sessions with course instructor.
- Week 8: Discussion and practice of structured expressive art activity.
- Week 9: Discussion and practice of structured expressive art activity.
- Students will participate in small group supervision sessions with course instructor.
- Week 10: Discussion and practice of structured expressive art activity.
- Week 11: Discussion and practice of structured expressive art activity.
- Students will participate in small group supervision sessions with course instructor.
- Week 12: Discussion and practice of structured expressive art activity.
- Week 13: Discussion and practice of structured expressive art activity.
- Students will participate in small group supervision sessions with course instructor.

Week 14: Group Presentation & Peer-led expressive art activities

Week 15: Group Presentation & Peer-led expressive art activities

## Group Presentation/Project Rubric

**Group Members:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Presentation Topic:** \_\_\_\_\_

Performance Objective	Exceeds Expectations	Meets Expectations	Needs Improvement
<b>Topic &amp; Outline</b>	N/A	<p>Students confirmed the topic with the instructor prior to planning the presentation. Students submitted a detailed outline of the presentation to the instructor at least one week prior to the presentation.</p> <p style="text-align: center;">(1.5 points)</p>	<p>Students did not confirm the topic with the instructor prior to planning the presentation. Students submitted a weak outline of their presentation or submitted the outline late.</p> <p style="text-align: center;">(0.5 points)</p>
<b>Activities Selection</b>	<p>Students selected excellent activities that appropriately link the chosen population to the specialized topic. Students incorporated the activities into the curriculum in a logical and clinically appropriate manner.</p> <p style="text-align: center;">(3 points)</p>	<p>Students selected activities that appropriately link the chosen population to the specialized topic. Students incorporated the activities into the curriculum in a somewhat logical and clinically appropriate manner.</p> <p style="text-align: center;">(2.5 points)</p>	<p>Students selected activities that may vaguely reflect the chosen population and/or the specialized topic or the activities selected were inappropriate. The incorporation of the activities may have been disorganized and/or were clinically inappropriate.</p> <p style="text-align: center;">(1.5 points)</p>
<b>Research/Literature Support</b>	<p>Students provided information beyond the textbooks and selected appropriate research to support the chosen activities (at least 5 references). The connection to the population and specialized topic was organized, focused, logical, and effective.</p> <p style="text-align: center;">(3 points)</p>	<p>Students provided information beyond the textbook and selected appropriate research (at least 5 peer-reviewed references). The connection to the population and specialized topic was somewhat organized, focused, logical, and effective.</p> <p style="text-align: center;">(2.5 points)</p>	<p>Students may have not provided information beyond the textbook and/or selected inappropriate research. The connection to the population and specialized topic may have been incoherent, unrelated, illogical or ineffective.</p> <p style="text-align: center;">(1.5 points)</p>



<b>Class Discussion</b>	Students successfully facilitated a meaningful activity and class discussion. The group was prepared with several discussion questions and made appropriate connections between comments.  (3 points)	Students were prepared with a few discussion questions and was somewhat able to raise additional questions and make connections between comments.  (2.5 points)	Students did not seem fully prepared to lead a class activity and discussion. The discussion may have been ineffective.  (1.5 points)
<b>Preparation, Organization, &amp; Adherence to Time Limit</b>	Students demonstrated excellent preparation, organization, and execution of the presentation, easily flowing from topic to topic making efficient use of the assigned time limit. Students demonstrated excellent abilities in communicating effectively with the class.  (3 points)	Students demonstrated adequate/average preparation, organization, and execution of the presentation, adequately flowing from topic to topic, and keeping within the assigned time limit. Students demonstrated adequate/average abilities in communicating effectively with the class.  (2.5 points)	Students demonstrated a below average level of preparation and execution of the presentation. The presentation may have been disorganized, inadequately flowing from topic to topic, and making inefficient use of time and/or failing to keep within the assignment time limit. Students demonstrated poor abilities in communicating effectively with the class.  (1.5 points)
<b>Peer &amp; Self-Evaluation</b>	N/A	Student participated appropriately in planning and facilitating the presentation, performing their fair share of the workload. Student completed honest and thoughtful self and peer evaluation. Any group difficulties were discussed with the instructor during the planning of the presentation, if necessary.  (1.5 points)	Student performed too much or too little of the work for the presentation. Student did not complete an honest and/or thoughtful self and peer evaluation. Group difficulties and inequalities in the workload were not discussed with the instructor prior to the presentation.  (0.5 points)

**Additional Comments:**

**Total Score:** \_\_\_\_\_ / 15

## Group Project/Presentation

### Self & Peer Evaluation

**Presentation Age Group & Topic:** \_\_\_\_\_

**Your Name:** \_\_\_\_\_ **Peer 1 Name:** \_\_\_\_\_ **Peer 2 Name:** \_\_\_\_\_

*Instructions:* Rate each person in your group, including yourself, in the following categories. This evaluation should be done anonymously. Although group members will not see the ratings you have given them, these scores will be used to determine 1.5 out of 15 points of your individual presentation grade.

**\*\*You should be honest in your evaluation of yourself and others. Your ability to engage in honest self-reflection and evaluation is very important. Very few people—including yourself—are all “Exceeds Expectations” or all “Does Not Meet Expectations.”\*\***

Category	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations	Your Score (circle one)	Peer 1 Score (circle one)	Peer 2 Score (circle one)
<b>Research</b>	Shared equally & consistently in the research.	Contributed to the research, but could have done a better job.	Rarely if ever contributed or made contributions of little worth.	Meets Partially Meets Does Not Meet	Meets Partially Meets Does Not Meet	Meets Partially Meets Does Not Meet
<b>Preparation</b>	Shared equally and consistently in the preparation of the presentation. Regularly carried out agreed-upon duties, on time or ahead of time.	Contributed to the preparation, but could have done a better job. Carried out agreed upon duties most of the time, mostly on time. Tasks performed late were still of value.	Rarely if ever contributed or made contributions of little worth. Rarely if ever carried out assigned or agreed upon duties. Completed tasks were completed too late to be of value.	Meets Partially Meets Does Not Meet	Meets Partially Meets Does Not Meet	Meets Partially Meets Does Not Meet

<b>Presentation</b>	Shared equally in delivering the presentation in class. Prepared adequately for presenting assigned sections of the presentation.	Presented too little or too much of the presentation in class. May have been poorly prepared for presenting assigned sections.	Took over presentation or did not participate in a meaningful fashion. May have been unprepared for the presentation.	Meets Partially Meets Does Not Meet	Meets Partially Meets Does Not Meet	Meets Partially Meets Does Not Meet
<b>Cooperation</b>	Cooperated well, stayed on task, and contributed in a meaningful way to the group process.	Cooperated fairly well, but could have been more helpful. Actions may have sometimes distracted group from work.	Did not cooperate much with the group process. May have made the group process more difficult than necessary.	Meets Partially Meets Does Not Meet	Meets Partially Meets Does Not Meet	Meets Partially Meets Does Not Meet

**Additional Comments:**

Code #

## New Course Proposal Form

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

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

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

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

**Department Curriculum Committee Chair**

**COPE Chair (if applicable)**

**Department Chair:**

**General Education Committee Chair (If applicable)**

**College Curriculum Committee Chair**

**Undergraduate Curriculum Council Chair**

**College Dean**

**Graduate Curriculum Committee Chair**

**Vice Chancellor for Academic Affairs**

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

Lacy C. Overley, Ph.d., Department of Psychology & Counseling, [lcrumrine@astate.edu](mailto:lcrumrine@astate.edu), (870)680-4843

2. Proposed Starting Term and Bulletin Year

Spring 2017

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

COUN 6153

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).

**Full Title:** Advanced Play Therapy

**Short Title:** Adv Ply Therapy

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

An overview of theoretical foundations, application of treatment, supervision in play therapy, legal and ethical issues, and evidenced-based research.

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

c. Are there any prerequisites? Choose an item.

a. If yes, which ones?

Students must be admitted to an appropriate graduate program in counseling or psychology. Current graduate students must have received a "B" or higher in COUN 6203 Counseling Pre-practicum, COUN 6213 Counseling Practicum OR COUN 6283 Practicum in Rehabilitation Counseling, and COUN 6103 Introduction to Play Therapy. Students not currently enrolled in a graduate program in counseling or psychology must be admitted to the Graduate Certificate in Play Therapy program and must hold a master's degree or higher in counseling or a related field.

b. Why or why not?

This course is designed to prepare graduate level mental health practitioners to work with children and families in appropriate counseling settings. It is necessary to be sure the students are properly trained and prepared to work with the specified clientele and more advanced therapeutic skills.

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

a. If yes, which major? Students must be admitted to an appropriate graduate program in counseling, psychology, certificate program in play therapy, or receive permission of the instructor.

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

Spring

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

Lecture and practicum

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

standard letter

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

No

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

No

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

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

Please explain.

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

- a. If yes, what program?

Graduate Certificate in Play Therapy

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

- a. If yes, what course?

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

- a. If yes, which course?

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

*If no: Contact Registrar's Office for assistance.*

16. Does this course affect another program? No

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

## Course Details

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

Week 1: Introduction to course, review requirements, including site placement and case load for clientele

Week 2: Refresher of Introduction to Play Therapy, which includes reading and discussion of beginning chapters of *Advanced Play Therapy* by Dee Ray, along with a refresher test.

Week 3: Play themes typically seen in play therapy sessions, read chapter 7 in *Advanced Play Therapy* and review the BASK and Benedict's Themes of play. Will review play therapy sessions, conceptualize the case, complete a BASK, and identify themes. Also, prepare to set up clients to begin working with at selected site.

Week 4: Different mental health settings: read chapters 12 and 13 in *Advanced Play Therapy*. Review play sessions in different settings, where students will develop an appropriate treatment plan for the specified setting. Supervision will begin

Week 5: Parent consultation: read chapter 9 in *Advanced Play Therapy*. Review play sessions and prepare parent consultations for specified cases, implement what is learned about parent consultation to clientele and report back on what went well, what should change, and overall experience. Supervision will continue

Week 6: Supervision in play therapy: read chapter 14 in *Advanced Play Therapy* and discuss the role of supervision in play therapy. Discuss progress with clientele through group supervision.

Week 7: Evidenced-based play therapy: read chapter 15 in *Advanced Play Therapy* and find an article on evidenced-based play therapy. Critique the article and compare and contrast with text. Present findings with class. Discuss progress with clientele through group supervision.

Week 8: History of and Ethical issues in play therapy: read chapters 1 through 3 in *Foundations of Play Therapy* by Charles Schaefer, discuss the characters in ethical issues and the history of play therapy. Supervision will continue

Week 9: Theoretical approaches: students will select a theory from *Foundations of Play Therapy* to present to the class. Supervision will continue

Week 10: Continue theoretical presentations. Supervision will continue

Week 11: Discuss progress of clientele, while also discussing cases from all perspectives that have been covered in class to this point: completed BASK, identified themes, treatment plan (appropriate to setting), response/consultation with parents, and theoretical orientation used

Week 12: Continue discussing cases from whole perspective: completed BASK, identified themes, treatment plan (appropriate to setting), response/consultation with parents, and theoretical orientation used

Week 13: Advocacy in play therapy: students will research current issues and trends in play therapy to determine how they may better advocate for the role of play therapy in their current/future setting. Students will either work from the perspective that there is limited or no respect for play therapy at their site so they must advocate for its role with children and families, or they will demonstrate how effective play therapy has been at their site to justify continued support from their site. Then they will present this data/information to the class. Supervision will continue

Week 14: Continue advocacy presentations. Supervision will continue

Week 15: Final Exam- Wrap-up: discuss termination and potentially continued work with clients (depending on students completion of program) and review what has been learned and how it is applied to their work with children and families through group supervision and termination of supervision. Have read *Dibs in Search of Self* by Virginia Axline to aid in synthesis of what has been learned and how it has been applied.

Enter text...

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

Students will be required to work with clients through play therapy and additional skills learned in the course. Students will video record weekly sessions and participate in weekly supervision with the course instructor.

19. Department staffing and classroom/lab resources

Students will utilize resources from the Department of Psychology and Counseling, primarily the play therapy room and materials, portable play therapy kits, and recording devices.

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

The Department of Psychology & Counseling plans to purchase a supply of portable play therapy kits and recording devices for students to borrow and utilize on an as needed basis. Students may also choose to use their own materials if preferred.

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 is a required course in the Graduate Certificate in Play Therapy program. This course is a comprehensive overview of theoretical foundations of play therapy. Student will learn various theories and will be expected to assimilate those theories in their work with children. Students will review case studies and their current clientele and record session notes, treatment plans, and parent consultations. The course will address specific theoretical approaches, and provide an advanced approach to working with children and their families. This course will also provide a better understanding of supervision and evidence-based research in play therapy, along with how to adequately advocate for play therapy in their specific setting. Students will be able to: a) understand and articulate the theoretical foundations of play therapy; b) incorporate a theoretical perspective in their clinical work with children; c) assess, diagnose and address legal and ethical issues in play therapy; and d) understand and articulate how to advocate for the need and effectiveness of play therapy.

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 will provide knowledge and skills that are critical to mental health professionals who intend to facilitate play therapy with children and families; therefore this course is a requirement of the Graduate Certificate in Play Therapy program. This course also meets requirements for the Association for Play Therapy (APT) as a play therapy course requirement for mental health professionals who desire to apply for national credentialing as a Registered Play Therapist (RPT). APT's regulation 0600 mandates RPT applicants complete "150 hours of play therapy specific instruction from institutions of higher education or APT-approved providers."

c. Student population served.

This course will serve as a required course for the Graduate Certificate in Play Therapy program. However, the course may be used as an elective by other graduate programs in counseling and psychology. Students interested in counseling children and families will benefit from this course.

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

This course is offered at the graduate level due to the content and purpose of the course. Students will learn specific therapeutic interventions that should only be implemented by graduate level mental health professionals with appropriate training and credentials.

## **Assessment**

### **University Outcomes**

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

g.  Global Awareness

h.  Thinking Critically

i.  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 professional identity through an understanding and assimilation of relevant literature and research in play therapy and articulate advocacy methods to encourage the growth of the play therapy field.

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.*

<b>Program-Level Outcome 1 (from question #23)</b>	Demonstrate professional identity through an ability to evaluate relevant literature and research in play therapy and utilize advocacy methods to encourage the growth of the play therapy field.
Assessment Measure	Comparison/Contrast article critique rubric, advocacy project presentation rubric
Assessment Timetable	Once per year in Spring semester
Who is responsible for assessing and reporting on the results?	Drs. Lacy C. Overley and Kasie Lee

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

**Course-Level Outcomes**

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

<b>Outcome 1</b>	Students will be able to understand, articulate, and incorporate the theoretical foundations of play therapy.
Which learning activities are responsible for this outcome?	Lecture, reading assignments, group supervision discussion, and theory presentation
Assessment Measure and Benchmark	Students will be required to do a comprehensive theoretical presentation and be assessed by a rubric of the presentation.

*(Repeat if needed for additional outcomes)*

<b>Outcome 2</b>	Students will demonstrate their professional identity through an understanding and assimilation of relevant literature and research in play therapy
Which learning activities are responsible for this outcome?	Lecture, readings assignments, and comparison/contrast article critique
Assessment Measure and Benchmark	Students will be required to complete a comparison/contrast article critique that will be assessed by a rubric.

<b>Outcome 3</b>	Students will articulate advocacy methods to encourage the growth of the play therapy field.
Which learning activities are responsible for this outcome?	Lecture, reading assignments, and advocacy project presentation
Assessment Measure and Benchmark	Students will be required to complete an advocacy project presentation that will be assessed by a rubric.

<b>Outcome 4</b>	Students will demonstrate the ability to apply advanced play therapy skills for children and families in their respective settings.
Which learning activities are responsible for this outcome?	Lecture, reading assignments, and supervision of work with clientele
Assessment Measure and Benchmark	Instructor will observe video-recorded sessions of students work with their clients and review recordings with the students during supervision. Instructor will provide feedback regarding their basic and advanced skills in play therapy. Instructor will utilize a rubric based assessment to guide feedback and for the purpose of grading. Students are expected to demonstrate a "meets expectations" rating or above on each skill and competency assessed.


## 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/yjdL2n4IZm4> for more detailed instructions.

#### Add Description to p.300.

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

***COUN 6153, Advanced Play Therapy: An overview of theoretical foundations, application of treatment, supervision in play therapy, legal and ethical issues, and evidenced-based research.***

COUN 6153. Child-Parent Relationship Therapy Training: A focus on training parents to be therapeutic agents through the utilization of child-centered play therapy.

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

**Arkansas State University  
College of Education and Behavioral Science  
Department of Psychology & Counseling  
Advanced Play Therapy  
CRN:**

**Course:** COUN 6153: **Advanced Play Therapy**

**Credits:** 3 semester hours

**Classroom:**

**Office:** ED 325

**E-mail:** [lcrumrine@astate.edu](mailto:lcrumrine@astate.edu)

**Day/Time:**

**Professor:** Dr. Lacy C. Overley, Ph.D., NCC, LPC, RPT

**Telephone:** (870) 680-4843

**Office Hours:**

**Required Text:**

Axline, V.M. (1964). *Dibs in Search of Self*. New York: Ballantine Books.

Ray, D.C. (2011). *Advanced Play Therapy: Essential Conditions, Knowledge, and Skills for Child Practice*. New York: Routledge

Scheafer, C.E. (2011). *Foundations of Play Therapy*. Hoboken, New Jersey: Wiley

**Supplemental Text:**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.)

**Blackboard** will be utilized for this class.

**Method of Instruction:** Direct Instruction, Online Activities, Role-play/Experiential, Cooperative Learning/group work. Case study, supervision, evaluation, and application approaches will be utilized for understanding the various theoretical approaches to play therapy.

**Course Description:**

Comprehensive, advanced overview of theoretical foundations of play therapy. Application of theory to case studies, treatment plans, and parent/teacher consultation. Provide better understanding of supervision, legal and ethical issues, and evidenced-based research in play therapy.

**Course Goals and Objectives:**

1. Students will be able to understand, articulate, and incorporate the theoretical foundations of play therapy.
2. Students will demonstrate their professional identity through an understanding and assimilation of relevant literature and research in play therapy
3. Students will articulate advocacy methods to encourage the growth of the play therapy field.

4. Students will demonstrate the ability to apply advanced play therapy skills for children and families in their respective settings.

### **Course Outline:**

- A. Refresher of Basic Concepts
- B. Different Settings
- C. Parent Consultation
- D. Supervision
- E. Evidenced-based Play Therapy Research
- F. History and Ethical Issues
- G. Theoretical Approaches
- H. Advocacy in Play Therapy

### **Student Performance Evaluation:**

**Refresher Test:** There will be a test taken in class that covers the basic concepts of play therapy covered in the beginning chapters of *Advanced Play Therapy*.

**BASKS and Themes:** Students will complete BASKs case notes on prerecorded play therapy sessions that will be viewed in class. Students will also identify themes identified in sessions.

**Treatment Plans- Mental Health/School Setting:** Complete treatment plans based on cases in the mental health and school setting

**Parent Consultation Responses:** Develop a parent consultation response and implement in clinical work with clients

**Comparison/Contrast Critique:** Find a peer-reviewed article on evidenced-based play therapy. Critique the article and compare and contrast with what Ray (2011) says about evidenced-based research. Present findings with class. The paper should be APA, 12 point font, times new roman, include title page, abstract, and reference page. The body of the paper should be 2- 2 ½ pages in length.

**Theoretical Approach Presentation:** Select a theory chapter to present in a PowerPoint presentation. You may choose a theory of interest. The presentation should be 15-20 minutes.

**Advocacy Presentation:** Research current issues and trends in play therapy to determine how you may better advocate for the role of play therapy in current/future setting. You will either work from the perspective that there is limited or no respect for play therapy at your site so you must advocate for its role with children and families, or you will demonstrate how effective play therapy has been at your site to justify continued support. Then you will present this data/information to the class.

**Application of Skills in Practice:** As part of this course, you will be working with 1-3 children through play therapy. As part of this clinical practice, I will provide supervision to you and the

rest of the class. As part of the continued supervision, I will provide formal evaluation with the use of the Counselor Competency Scale.

## Grading

Criteria	Points
Test	10
BASKs	10
Treatment Plans	10
Parent Consultation	20
Compare/Contrast Paper	30
Theory Presentation	40
Advocacy Presentation	40
Skill Assessment	40
<b>Total Points Possible</b>	<b>200</b>

90-100%=A	80-89%=B	70-79%=C	60-69%=D	Below 60%=F
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## Policies:

### Attendance and Participation

Class attendance is required. Student attendance consists of arriving to class on time and being prepared. For any classes which are missed, students are responsible for obtaining lecture notes, announcements or assignments. The Graduate Bulletin addresses class attendance. It states: "Students should attend every lecture, recitation and laboratory session of every course in which they are enrolled. Students who miss a class session should expect to make up missed work or receive a failing grade on missed work. Make-up policy is at the discretion of the instructor."

Students are strongly encouraged to actively participate in class in order to increase their comprehension and learning of material. Student participation is requested in all class discussions, activities, and assignments. Participation also includes attentiveness.

### Accommodations

Students who are eligible for reasonable accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, and amendments thereto, are encouraged to contact and register with Disability Services (Campus location: Student Union 2181 Telephone: (870) 972-3964; Fax: (870) 972-3351; Website: <http://www2.astate.edu/disability/>). Please notify the professor if you have approved accommodations.

### Academic Misconduct

All students are expected to uphold the highest levels of academic integrity. Academic misconduct and scholastic dishonesty are strictly prohibited in this class. The *Student Handbook* addresses such dishonesty under the Academic Policy for Academic Misconduct. Academic misconduct includes plagiarism and all forms of cheating, such as dishonesty with the intent to be fraudulent, copying/stealing information, using unauthorized materials, etc. See the Student Handbook Academic Policy for Academic Misconduct for all examples and the possible

discipline and sanctions for engaging in academic misconduct. Please contact the instructor if you have any questions regarding this policy.

### **Instructor Policies**

As a student, you are responsible for your own learning. Therefore, it is expected that all students will arrive on time and be prepared for class, attend to information and discussion presented in class, and take notes as needed.

Students should not engage in inappropriate conversations that do not contribute to the class discussion, as it is disruptive and interferes with the learning of others. Additionally, students are not to use cell phones or other such technology in class without prior approval. Displaying mature and learning-centered behavior is expected and greatly appreciated.

### **Diversity**

In this class, students will have the opportunity to draw upon their own experiences and cultures. It is expected that all students will respect the views of others. Different perspectives promote critical thinking skills and expand one's knowledge. Further, within the fields of helping professions it is particularly important to consider diversity in all forms to develop self-awareness and become a better practitioner.

### **Flexibility Clause**

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.



## Course Schedule

<b>Class Meeting</b>	<b>Date</b>	<b>Class meeting</b>	<b>Reading/Assignments</b>
Week 1		Introduction and Requirements	
Week 2		Refresher	<b>Test</b> <i>Advanced Play Therapy</i> (ch 1-6)
Week 3		Play Themes	<b>BASK, Identified Themes</b> <i>Advanced Play Therapy</i> (ch 7)
Week 4		Different Mental Health Settings	<b>Treatment Plans</b> <i>Advanced Play Therapy</i> (ch 12 and 13)
Week 5		Parent Consultation	<b>Parent Consultation Responses</b> <i>Advanced Play Therapy</i> (ch 9)
Week 6		Supervision in Play Therapy	<i>Advanced Play Therapy</i> (ch 14)
Week 7		Evidenced-based Play Therapy Research	<b>Compare/Contrast Critique</b> <i>Advanced Play Therapy</i> (ch 15)
Week 8		History of Play Therapy and Ethical Issues in Play Therapy	<i>Foundations of Play Therapy</i> (ch 1, 2, 3)
Week 9		<b>Theory Presentations</b>	<b>Presentations</b> <i>Foundations of Play Therapy</i>
Week 10		<b>SPRING BREAK</b>	
Week 11		<b>Theory Presentations continued</b>	<b>Presentations</b> <i>Foundations of Play Therapy</i>
Week 12		Bringing it all together	Treatment plan, BASK, identified theme, consultation, theoretical orientation
Week 13		Bringing it all together	Treatment plan, BASK, identified theme, consultation, theoretical orientation
Week 14		<b>Advocacy Presentation</b>	<b>Presentations</b>
Week 15		<b>Advocacy Presentations continued</b>	<b>Presentations</b>
Week 16		Wrap-up	<i>Dibs in Search of Self</i>

## Advocacy Presentation Rubric

Category	Meets All Criteria 8	Meets Minimal Criteria 4	Needs More Development 0	Category Total
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed	Students is somewhat prepared but might have needed more practice/rehearsal	Student does not seem at all prepared to present	
<b>Description of advocacy issue</b>	Accurately gives a full description depicting full understanding of advocacy issue	Elements of play therapy advocacy are presented with partial understanding	Vague description of play therapy advocacy with little understanding	
<b>Information</b>	“Big Ideas” and key points are presented completely, clearly, and in a well-organized manner.	Presentation is mainly a review/summary of the issues, does not make implications to play therapy, organization does not facilitate good understanding	Information about advocacy is presented, but it is not complete and/or it is not clear	
<b>Thoughts/ideas/data for advocacy</b>	Critical thoughts/ideas/data were posed that make connections between literature, class, and presenter’s experience	Thoughts/ideas/data with some depth were posed	Surface thoughts/ideas were posed	
<b>Reflections in useful knowledge gained and shared</b>	Highly thoughtful reflective summary of knowledge gained was shared in a professional manner	Thoughtful reflective summary of knowledge gained was shared in a consistent manner	Somewhat thoughtful reflective summary of knowledge gained was not shared in a prepared and professional manner	
<b>Total</b>				

## Assessment Rubric for Compare/Contrast Paper

Name: \_\_\_\_\_

	<i>Full Credit:5 pts</i>	<i>Partial Credit: 3 pt</i>	<i>No Credit:0 pts</i>
<b>Follows prompt:</b>	Writing clearly establishes an opinion based on the prompt	Writing attempts to establish opinion about the prompt, but is unclear	Writing does not address the prompt provided
<b>Use of Content</b>	Writing reflects appropriate understanding of content and correctly uses terminology	Writing reflects a general understanding of content, but inappropriately uses some terminology	Writing shows no understanding of the content or terminology
<b>Comparison and Contrasts</b>	Writer provides a clear explanation of the agreements and differences of views of both chapters.	Writer provides an acceptable explanation of the agreements and differences of views of both chapters.	Writer fails to provide either agreements or differences of views of both chapters.
<b>Critique</b>	Provides a clear critique of the article providing both positive and negative aspects of the article	Provides an acceptable critique of the article but does not discuss both negative and positive aspects	Fails to provide a critique of the article
<b>Grammar</b>	Writer makes less than two grammatical errors (including spelling, sentence structure, etc.)	Writer makes 2-5 grammatical errors	Writer exceeds 5 grammatical errors to the point that writing is difficult to read.
<b>Overall Quality</b>	Writing is easy to follow and adequately conveys writer's ideas	Writing is somewhat easy to follow but has some unclear points	Writing is inadequate and does not fulfill the purpose of the assignment
<b>Points</b>			

**Theoretical Presentation Rubric**

Category	Meets All Criteria <b>8</b>	Meets Minimal Criteria <b>4</b>	Needs More Development <b>0</b>	Category Total
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed	Students is somewhat prepared but might have needed more practice/rehearsal	Student does not seem at all prepared to present	
<b>Description of theoretical</b>	Accurately gives a full description depicting	Elements of theoretical orientation are	Vague description of theoretical orientation	

<b>orientation</b>	full understanding of theoretical approach	presented with partial understanding of approach	with little understanding of approach	
<b>Information</b>	“Big Ideas” and key points from the reading was presented completely, clearly, and in a well-organized manner.	Presentation is mainly a review/summary of the information from the reading, does not make implications to play therapy, organization does not facilitate good understanding	Information from the reading is presented, but it is not complete and/or it is not clear	
<b>Questions for thought</b>	Critical questions were posed that make connections between text, class, and presenter’s experience	Questions with some depth were posed	Surface questions were posed	
<b>Reflections in useful knowledge gained</b>	Highly thoughtful reflective summary of knowledge gained	Thoughtful reflective summary of knowledge gained	Somewhat thoughtful reflective summary of knowledge gained	
<b>Total</b>				

Code #

## New Course Proposal Form

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

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

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

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

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

**Department Curriculum Committee Chair**

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

**COPE Chair (if applicable)**

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

**Department Chair:**

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

**General Education Committee Chair (If applicable)**

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

**College Curriculum Committee Chair**

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

**Undergraduate Curriculum Council Chair**

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

**College Dean**

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

**Graduate Curriculum Committee Chair**

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

**Vice Chancellor for Academic Affairs**

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

Kasie Lee, Ph.D., Department of Psychology & Counseling, [kalee@astate.edu](mailto:kalee@astate.edu), (870) 972-2160

2. Proposed Starting Term and Bulletin Year

Spring 2017

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

COUN 6163

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).

**Full Title:** Child Parent Relationship Therapy

**Short Title:** Child Parent Relation Therapy

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

A focus on training parents to be therapeutic agents through the utilization of child-centered play therapy.

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).

e. Are there any prerequisites? Yes

a. If yes, which ones?

Students must be admitted to an appropriate graduate program in counseling or psychology. Current graduate students must have received a "B" or higher in COUN 6203 Counseling Pre-practicum, COUN 6213 Counseling Practicum OR COUN 6283 Practicum in Rehabilitation Counseling, and COUN 6103 Introduction to Play Therapy. Students not currently enrolled in a graduate program in counseling or psychology must be admitted to the Graduate Certificate in Play Therapy program and must hold a master's degree or higher in counseling or a related field.

b. Why or why not?

This course is designed to prepare graduate level mental health practitioners to work with children and families in appropriate counseling settings. It is necessary to be sure the students are properly trained and prepared to work with the specified clientele and more advanced therapeutic skills.

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

a. If yes, which major?

Students must be admitted to an appropriate graduate program in counseling, psychology, certificate program in play therapy, or receive permission of the instructor.

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

Spring

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

Lecture and practicum

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

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

No

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

No

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

Enter text...

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

Please explain. Enter text...

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

a. If yes, what program?

Graduate Certificate in Play Therapy

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

a. If yes, what course?

Enter text...

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

a. If yes, which course?

Enter text...

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

***If no: Contact Registrar's Office for assistance.***

16. Does this course affect another program? No

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

Enter text...

## Course Details

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

Week 1: Review of the syllabus, course assignments, and instructor expectations. History of filial therapy (parent-child play therapy). Introduction to Child-Parent Relationship Therapy, a 10-week group format of filial therapy. Review of outcome-based research support for CPRT. Video examples of CPRT sessions will be shared. Discussion of potential sites to host groups, recruitment for parent participants, and selecting pairs of students as co-facilitators.

Week 2: Importance of play to parent-child relationships, and overview of establishing therapeutic alliances with parents. Overview of CPRT Manual including detailed outline of 10-week group format, including summary of skills to be taught each week. Review of CPRT Therapist Notebook and Parent notebook. Continued discussion of parent recruitment and preparing to start groups.

Week 3: Preparing for and facilitating Session 1. Discussion of Chapter 1 in CPRT Therapist and Parent Notebooks. Beginning groups and helping parents feel supported. Providing overview of CPRT objectives and essential concepts to parents. Facilitating group introductions and teaching parents the skills of identifying feelings and reflective responding.

Week 4: Continued discussion of preparing for and facilitating Session 1, starting groups. Facilitating Session 2. Discussion of Chapter 2 in CPRT Therapist and Parent Notebooks. Teaching parents the basics skills of parent-child play sessions. Demonstration of toys from play therapy kit. Students should be prepared to start co-facilitating groups this week.

Week 5: Facilitating Session 3. Discussion of Chapter 3 in CPRT Therapist and Parent Notebooks. Teaching parents the Do's and Don't's of parent-child play sessions. Students will participate in small group supervision sessions with course instructor.

Week 6: Facilitating Session 4. Discussion of Chapter 4 in CPRT Therapist and Parent Notebooks. Teaching parents therapeutic limit-setting. Students will participate in small group supervision sessions with course instructor.

Week 7: Facilitating Session 5. Discussion of Chapter 5 in CPRT Therapist and Parent Notebooks. Continued discussion of limit-setting. Students will participate in small group supervision sessions with course instructor.

Week 8: Facilitating Session 6. Discussion of Chapter 6 in CPRT Therapist and Parent Notebooks. Teaching parents choice-giving. Students will participate in small group supervision sessions with course instructor.

Week 9: Facilitating Session 7. Discussion of Chapter 7 in CPRT Therapist and Parent Notebooks. Continued discussion of choice-giving and teaching parents self-esteem building responses. Students will participate in small group supervision sessions with course instructor.

Week 10: Facilitating Session 8. Discussion of Chapter 8 in CPRT Therapist and Parent Notebooks. Teaching parents benefits of encouragement vs. praise. Students will participate in small group supervision sessions with course instructor.

Week 11: Facilitating Session 9. Discussion of Chapter 9 in CPRT Therapist and Parent Notebooks. Teaching parents to generalize therapeutic skills and limit-setting outside play sessions. Students will participate in small group supervision sessions with course instructor.



Week 12: Facilitating Session 10. Discussion of Chapter 10 in CPRT Therapist and Parent Notebooks. Discussion of how-to provide closure to parenting group in the final session. Students will participate in small group supervision sessions with course instructor.

Week 13: Student presentations. Continued discussion of parenting groups and preparing for ending. Students will participate in small group supervision sessions with course instructor.

Week 14: Student presentations. Continued discussion of parenting groups and preparing for ending. Students will participate in small group supervision sessions with course instructor.

Week 15: Final Exam. Course wrap-up. Students are expected to have ended their parenting groups and will participate in their final small group supervision sessions with course instructor.

Enter text...

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

Students will be required to co-facilitate a 10 week support group and parenting course for parents during which they implement the therapeutic skills learned in the course. Students will video-record the weekly group sessions and participate in weekly supervision with the course instructor.

19. Department staffing and classroom/lab resources

Students will utilize resources from the Department of Psychology and Counseling, primarily the play therapy room and materials, portable play therapy kits, and recording devices.

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

The Department of Psychology & Counseling plans to purchase a supply of portable play therapy kits and recording devices for students to borrow and utilize on an as needed basis. Students may also choose to use their own materials if preferred.

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 be a required course in the Graduate Certificate in Play Therapy program. This content of this course will be devoted to the incorporation on parents into the process of play therapy, an experience that is vital to the overall success of children in therapy. In this course, students will learn how to train parents to be therapeutic agents in their children's lives through the utilization of play therapy skills in regularly scheduled parent-child structured play sessions in their own homes. Each student will develop an integrated understanding of the theoretical concepts of child-parent relationship therapy (CPRT) and will acquire the skills necessary to organize, implement, structure, and facilitate the process of CPRT. A practicum component is an integral part of the course. Students will be required to facilitate a parenting group following CPRT guidelines and will receive weekly supervision from the course instructor. By fulfilling the learning objectives of this course, students will be able to: a. Explain the role of play as a medium for developing a therapeutic relationship between parent and child; b. Identify the objectives of CPRT; c. Identify the variables to consider in selecting parents appropriate for CPRT; d. Demonstrate an understanding of the group dynamic and group process variables utilized in the CPRT training format; e. Identify the toys and materials recommended for CPRT and explain their purpose; f. Demonstrate the ability to facilitate the learning of basic CPRT skills by parents: reflective listening, empathic understanding, acceptance, caring, structuring of sessions, therapeutic limit-setting, self-esteem building, returning responsibility, and the "do's and don'ts" of parent-child play times; g. Demonstrate the ability to provide facilitative feedback in supervision sessions with parents; h. Identify and use relevant American Counseling Association ethical principles, legal considerations in working with parents and children and appropriate multicultural considerations in CPRT; and i. Demonstrate an understanding and assimilation of relevant CPRT and related play therapy research.

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 will provide knowledge and skills that are critical to mental health professionals who intend to facilitate play therapy with children and families; therefore this course is a requirement of the Graduate Certificate in Play Therapy program. This course also meets requirements for the Association for Play Therapy (APT) as a play therapy course requirement for mental health professionals who desire to apply for national credentialing as a Registered Play Therapist (RPT). APT's regulation 0600 mandates RPT applicants complete "150 hours of play therapy specific instruction from institutions of higher education or APT-approved providers."

c. Student population served.

This course will serve as a required course for the Graduate Certificate in Play Therapy program. However, the course may be used as an elective by other graduate programs in counseling and psychology. Students interested in counseling children and families will benefit from this course.

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

This course is offered at the graduate level due to the content and purpose of the course. Students will learn specific therapeutic interventions that should only be implemented by graduate level mental health professionals with appropriate training and credentials.

## Assessment

### University Outcomes

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

- |   |  |   |
|---|--|---|
| j. <input checked="" type="checkbox"/> Global Awareness | k. <input checked="" type="checkbox"/> Thinking Critically | l. <input checked="" type="checkbox"/> 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?

The Graduate Certificate in Play Therapy is designed to meet the following program level outcomes:

5. Distinguish and facilitate the fundamentals of the play therapy process
6. Demonstrate professional identity through an ability to evaluate relevant literature and research in play therapy and utilize advocacy methods to encourage the growth of the play therapy field
7. Distinguish and facilitate the fundamentals of incorporating expressive art activities in counseling with children, adolescents, couples, and families
8. Distinguish and demonstrate the fundamental clinical skills necessary to facilitate Child-Parent Relationship Therapy

This course is designed to address program level outcome 4.

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.*

<b>Program-Level Outcome 4</b>	Distinguish and demonstrate the fundamental clinical skills necessary to facilitate Child-Parent Relationship Therapy
Assessment Measure	Counselor Competency Scale evaluation (see Appendix B), test
Which courses are responsible for this outcome?	COUN 6153 Child-Parent Relationship Therapy
Assessment Timetable	Once per year in Spring semester
Who is responsible for assessing and reporting on the results?	Drs. Lacy C. Overley and Kasie R. Lee

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

**Course-Level Outcomes**

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

<b>Outcome 1</b>	Students will demonstrate an integrated understanding of the theoretical concepts of child-parent relationship therapy (CPRT) including components related to <u>organizing, implementing, structuring, and facilitating the process of CPRT.</u>
Which learning activities are responsible for this outcome?	Lecture, reading assignments, and facilitation of 10-week Child-Parent Relationship Therapy group
Assessment Measure and Benchmark	Students will be required to complete a multiple-choice exam covering essential components of CPRT. Students are expected to achieve a passing score to demonstrate competency.

<b>Outcome 2</b>	Students will demonstrate the ability to facilitate the learning of basic CPRT skills by parents (reflective listening, empathic understanding, acceptance, caring, structuring of sessions, therapeutic limit-setting, self-esteem building, returning responsibility, and the “do’s and don’ts” of parent-child play times) and provide facilitative feedback to parents regarding their utilization of these skills in parent-child play sessions.
Which learning activities are responsible for this outcome?	Lecture, reading assignments, and facilitation of a 10-week Child-Parent Relationship Therapy group
Assessment Measure and Benchmark	Instructor will observe video-recorded sessions of students’ facilitation of parenting groups and review recordings with the students during supervision sessions. Instructor will provide students with weekly feedback regarding demonstration of their therapeutic skills. Instructor will utilize the Counselor Competency Scale (CCS) (see Appendix B) to guide feedback, facilitate supervision sessions, and for grading purposes. Students are expected to demonstrate a “meets expectations” rating or above on each skill assessed in order to demonstrate competency.

*(Repeat if needed for additional outcomes)*


## Bulletin Changes

### Instructions

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

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

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

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

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

#### Add Description to p.300.

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

***COUN 6153. Child-Parent Relationship Therapy: A focus on training parents to be therapeutic agents through the utilization of child-centered play therapy.***

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

**Arkansas State University  
College of Education & Behavioral Science  
Department of Psychology & Counseling**

**COUN 6163: Child-Parent Relationship Therapy  
SAMPLE SYLLABUS**

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Instructor: Kasia Lee, PhD, LPC(TX), LMHC(NY), NCC, Registered Play Therapist  
Office: EDUC 323  
Email: kalee@astate.edu (*best way to reach me*)  
Office Phone: (870) 680-2106  
Office Hours: TBD  
Other times available by appointment

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**Course Catalog Description**

Training parents to be therapeutic agents in their children's lives through the utilization of play therapy skills. Training parents using the principles and methodology of child-centered play therapy will be addressed. - 3.00 credit hours

**Course Goals and Objectives**

By fulfilling the learning objectives of this course, students will be able to:

1. Explain the role of play as a medium for developing a therapeutic relationship between parent and child;
2. Identify the objectives of CPRT;
3. Identify the variables to consider in selecting parents appropriate for CPRT;
4. Demonstrate an understanding of the group dynamic and group process variables utilized in the CPRT training format;
5. Identify the toys and materials recommended for CPRT and explain their purpose;
6. Demonstrate the ability to facilitate the learning of basic CPRT skills by parents: reflective listening, empathic understanding, acceptance, caring, structuring of sessions, therapeutic limit-setting, self-esteem building, returning responsibility, and the "do's and don'ts" of parent-child play times;
7. Demonstrate the ability to provide facilitative feedback in supervision sessions with parents;
8. Identify and use relevant American Counseling Association ethical principles, legal considerations in working with parents and children and appropriate multicultural considerations in CPRT; and
9. Demonstrate an understanding and assimilation of relevant CPRT and related play therapy research.

### **Methods of Instruction**

Class time will be spent in informal lecture and electronic presentations augmented by class discussions, small group activities, videos, and case-studies in order for students to meet the learning outcomes. Students will be expected to be prepared for class and ready to participate in class discussions and activities through questions and comments.

A practicum component is an integral part of the course. Students will be required to facilitate a parenting group following CPRT guidelines and will receive weekly supervision from the course instructor.

### **Required Texts**

Landreth, G. & Bratton, S. (2006). *Child Parent Relationship Therapy (CPRT): A 10-session Filial Therapy Model*. New York, NY: Routledge.

Bratton, S., Landreth, G., Kellum, T., & Blackard, S. (2006). *Child Parent Relationship Therapy (CPRT) Treatment Manual*. New York, NY: Routledge.

*\*\*Students will also be expected to read additional materials, which will be posted on Blackboard or distributed in class.*

### **Recommended Texts**

Faber, A. & Mazlish, E. (2002). *How to talk so kids will listen and listen so kids will talk*. New York, NY: Avon Books.

Campbell, R. (1992) *How to really love your child*. New York, NY: Avon Books.

Faber, A & Mazlish, E. (2005). *Liberated parents: Liberated children*. New York, NY: Avon Books.

Ginott, H. (2005). *Between parent and child*. New York, NY: Avon Books.

Nelson, J. (1996) *Positive Discipline*. New York, NY: Avon Books.

VanFleet, R. (2005). *Filial therapy: Strengthening parent-child relationships through play*. Sarasota, FL: Professional Resource.

## Course Requirements

1. **Class Participation, Attendance & Professionalism (15%):** Students are required to attend all classes prepared to actively discuss the relevant points of assigned readings, discussion questions, and case studies. Students are responsible for making productive contributions to class, actively participating during in-class activities, and attending respectfully to others when not contributing directly. Students who do not meet expectations regarding professional responsibilities (e.g. unnecessary absences, tardiness, lack of preparation for class) will be evaluated as such.
2. **Child-Parent Relationship Therapy Practicum & Supervision (45%):** Students are required to co-lead a 10-week CPRT/filial therapy group consisting of 5 to 7 parents. Students will conduct parent interviews for the purposes of screening, administer pre & post testing assessments, and participate in supervision with the course instructor. Students must video tape all sessions and bring recordings to supervision weekly.
3. **Exam (20%):** There will be a final exam covering material from the textbook.
4. **Significant Learnings Paper (20%):** Students should keep a weekly journal throughout the semester to document your experiences as CPRT/filial group leaders. In your journal you should reflect on your total experience including your learnings about yourself, parents, children, and the process of filial. You will be given a format for your final paper. *Papers are due on the last day of class; however, students should write in your journal throughout the semester!*

## Methods of Evaluation & Grading Scale

Assignment	Weight	Due Date
Class Participation & Attendance	15 points	TBD
CPRT Practicum & Supervision	45 points	TBD
Exam	20 points	TBD
Significant Learnings Paper	20 points	TBD
<b>TOTAL</b>	<b>100 points</b>	

Grading Scale: 90-100 Points = A    80-89 Points = B    70-79 Points = C    0-69 Points = F



## Class Policies

### **Accommodations for Students with Disabilities**

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. Students who require academic adjustments in the classroom due to a disability must register with Arkansas State Disability Services. (Campus location: Student Union 2181; Telephone: (870) 972-3964; Website: <http://www2.astate.edu/disability/>)

### **Inclement Weather Policy**

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the Chancellor of the University. Information on campus closure can be found on the A-State web page, KASU, and local radio and television stations. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather when the campus is not closed. In those cases in which the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her instructors to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the instructor. If inclement weather prevents you from coming to campus and campus is not closed, please email me.

### **Attendance**

Due to the highly interactive nature of this course, **attendance is critical and required.** Students are expected to attend every class, arrive on time, and stay for the entire class, except when illness, emergency, or university sanctioned activity makes this impossible. **In circumstances in which absences are unavoidable, students must provide an explanation to the instructor in advance.** For any classes which are missed, students are responsible for obtaining missed information including lecture notes, announcements, or assignments. The *Graduate Bulletin* further addresses class attendance, stating: "Students should attend every lecture, recitation and laboratory session of every course in which they are enrolled. Students who miss a class session should expect to make up missed work or receive a failing grade on missed work. Make-up policy is at the discretion of the instructor." Unnecessary absences and tardiness will negatively impact your participation grade.

### **Due Dates and Deadlines**

Students are responsible for submitting assignments on or before due dates as indicated. Assignments will be considered late if not received by class time on the date expected. In fairness to students who meet the deadlines, the penalty for work turned in after class on the due date will be a 10% drop in the grade for each day the assignment is late (e.g. 3 days late = 30% deduction). Students who anticipate difficulty meeting a deadline for a specific assignment should share their concerns with the instructor *prior to* the due date.

### **Academic Misconduct Policy**

All students are expected to uphold the highest levels of academic integrity. Academic misconduct and scholastic dishonesty are strictly prohibited in this class. Plagiarism (the act of taking and/or using the ideas, work, and/or writings of another person as one's own) is a serious

offense against academic integrity which could result in failure for the paper or assignment, failure for the course, and/or expulsion from Arkansas State University. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. For further information, including specifics about what constitutes plagiarism or cheating, see A-State's Academic Integrity Policy at <http://studentconduct.astate.edu/AcademicIntegrity.html>. The *Student Handbook* also addresses academic dishonesty under the Academic Policy for Academic Misconduct and includes examples and the possible discipline and sanctions for engaging in academic misconduct. If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask your instructor.

### **Classroom Conduct**

Due to the nature of this course, there may be times when students share personal information during class discussions. Students are expected to display professional conduct at all times by treating each other with respect, sensitivity, and integrity. Student behavior that interferes with the instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated. As a student, you are responsible for your own learning. Therefore, it is expected that all students will arrive on time and be prepared for class, attend to information and discussion presented in class, and take notes as needed. Students should not engage in inappropriate conversations that do not contribute to the class discussion, as it is disruptive and interferes with the learning of others. Additionally, students are not to use cell phones or other such technology in class without prior approval. Texting and internet communication during class can be very distracting to the instructor and classmates. **Please silence and put away cell phones for the duration of classtime.** Displaying mature and learning-centered behavior is expected.

### **Diversity**

In this class, students will have the opportunity to draw upon their own experiences and cultures. It is expected that all students will respect the views of others. Different perspectives promote critical thinking skills and expand one's knowledge. Further, within the fields of helping professions it is particularly important to consider diversity in all forms to develop self-awareness and become a competent practitioner.

### **Counseling Services**

Due to the level of personal reflection and introspection that this program requires, there may be times when painful psychological or emotional material is uncovered. While this is an uncomfortable part of the process, it is a critical ingredient for both your personal and professional development as a counselor-in-training. Should you need assistance in dealing with these issues, please do not hesitate to contact **the Counseling Center at (870) 972-2318**. All students currently enrolled at Arkansas State University have access to an **unlimited number of sessions at no cost**. Initial appointments are available either through phone scheduling or during walk-in hours (Monday-Thursday: 12:00 p.m. to 3:00 p.m. or Fridays: 9 a.m. to 12:00 p.m.). **Appointments cannot be scheduled via email.**

**Flexibility Clause**

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

## Course Schedule

*This schedule is tentative and subject to change*

- Week 1: Review of the syllabus, course assignments, and instructor expectations. History of filial therapy (parent-child play therapy). Introduction to Child-Parent Relationship Therapy, a 10-week group format of filial therapy. Review of outcome-based research support for CPRT. Video examples of CPRT sessions will be shared.
- Discussion of potential sites to host groups, recruitment for parent participants, and selecting pairs of students as co-facilitators.
- Week 2: Importance of play to parent-child relationships, and overview of establishing therapeutic alliances with parents. Overview of CPRT Manual including detailed outline of 10-week group format, including summary of skills to be taught each week. Review of CPRT Therapist Notebook and Parent notebook.
- Continued discussion of parent recruitment and preparing to start groups.
- Week 3: Preparing for and facilitating Session 1. Discussion of Chapter 1 in CPRT Therapist and Parent Notebooks. Beginning groups and helping parents feel supported. Providing overview of CPRT objectives and essential concepts to parents. Facilitating group introductions and teaching parents the skills of identifying feelings and reflective responding.
- Week 4: Continued discussion of preparing for and facilitating Session 1, starting groups. Facilitating Session 2. Discussion of Chapter 2 in CPRT Therapist and Parent Notebooks. Teaching parents the basics skills of parent-child play sessions. Demonstration of toys from play therapy kit.
- Students should be prepared to start co-facilitating groups this week.
- Week 5: Facilitating Session 3. Discussion of Chapter 3 in CPRT Therapist and Parent Notebooks. Teaching parents the Do's and Don't's of parent-child play sessions.
- Students will participate in small group supervision sessions with course instructor.
- Week 6: Facilitating Session 4. Discussion of Chapter 4 in CPRT Therapist and Parent Notebooks. Teaching parents therapeutic limit-setting.
- Students will participate in small group supervision sessions with course instructor.
- Week 7: Facilitating Session 5. Discussion of Chapter 5 in CPRT Therapist and Parent Notebooks. Continued discussion of limit-setting.

Students will participate in small group supervision sessions with course instructor.

Week 8: Facilitating Session 6. Discussion of Chapter 6 in CPRT Therapist and Parent Notebooks. Teaching parents choice-giving.

Students will participate in small group supervision sessions with course instructor.

Week 9: Facilitating Session 7. Discussion of Chapter 7 in CPRT Therapist and Parent Notebooks. Continued discussion of choice-giving and teaching parents self-esteem building responses.

Students will participate in small group supervision sessions with course instructor.

Week 10: Facilitating Session 8. Discussion of Chapter 8 in CPRT Therapist and Parent Notebooks. Teaching parents benefits of encouragement vs. praise.

Students will participate in small group supervision sessions with course instructor.

Week 11: Facilitating Session 9. Discussion of Chapter 9 in CPRT Therapist and Parent Notebooks. Teaching parents to generalize therapeutic skills and limit-setting outside play sessions.

Students will participate in small group supervision sessions with course instructor.

Week 12: Facilitating Session 10. Discussion of Chapter 10 in CPRT Therapist and Parent Notebooks. Discussion of how-to provide closure to parenting group in the final session.

Students will participate in small group supervision sessions with course instructor.

Week 13: Student presentations. Continued discussion of parenting groups and preparing for ending.

Students will participate in small group supervision sessions with course instructor.

Week 14: Student presentations. Continued discussion of parenting groups and preparing for ending.

Students will participate in small group supervision sessions with course instructor.

Week 15: Final Exam. Course wrap-up.

Students are expected to have ended their parenting groups and will participate in their final small group supervision sessions with course instructor.

## **APPENDIX B**

### **Counseling Competencies Scale (CCS) Grading Rubric**

## Counseling Competencies Scale (CCS)©

*Contributing Authors (2008)*

The *Counseling Competencies Scale (CCS)* assesses counseling students' skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to support their development as effective and ethical professional counselors.

### Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (8)** = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
- **Meets Expectations / Demonstrates Competencies (6)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his or her practicum and/or internship.

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**Counseling students NOT scoring at level Six (6) or Above will NOT be eligible to progress to their next stage of clinical experience.**

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- **Near Expectations / Developing towards Competencies (4)** = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.
- **Below Expectations / Insufficient / Unacceptable (2)** = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

### CACREP (2009) Standards – Section III: Professional Practice:

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

CACREP (2009) Standards – Section III: Professional Practice: Standard F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages of one (1) hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.



## Part I (Primary Counseling Skills – CACREP Standards [2009] #2 [Social &amp; Cultural Diversity], #5 [Helping Relationships] &amp; #7 [Assessment])

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
1.A		Nonverbal Skills	Includes: Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.	Student demonstrates effective nonverbal communication skills, conveying connectiveness & empathy (85%).	Student demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her nonverbal communication skills.	Student demonstrates limited nonverbal communication skills.
1.B		Encouragers	Includes Minimal Encouragers & Door Openers such as "Tell me more about..."	Student demonstrates appropriate use of encourages, which supports the development of a therapeutic relationship (85%).	Student demonstrates appropriate use of encourages for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her use of appropriate encouragers.	Student demonstrates limited ability to use appropriate encouragers.
1.C		Questions	Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)	Student demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Student demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods.	Student uses open-ended questions sparingly & with limited effectiveness.
1.D		Reflecting <sub>a</sub>	Basic Reflection of Content – Paraphrasing, Summarizing, etc.	Student demonstrates appropriate use of paraphrasing & summarizing as the primary therapeutic approach (85%).	Student demonstrates appropriate use of paraphrasing & summarizing, appropriately & consistently (70%).	Student demonstrates paraphrasing & summarizing inconsistently & inaccurately.	Student demonstrated limited proficiency in paraphrasing & summarizing
1.E		Reflecting <sub>b</sub>	Reflection of Feelings	Student demonstrates appropriate use of reflection of feelings as the primary therapeutic approach (85%).	Student demonstrates appropriate use of reflection of feelings appropriately & consistently (70%).	Student demonstrates reflection of feelings inconsistently & inaccurately.	Student demonstrated limited proficiency in reflecting feelings
1.F		Advanced Reflection ("Depth")	Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level)	Student demonstrates consistent use advanced therapeutic skills & promotes discussions of greater depth in counseling sessions (85%).	Student demonstrates ability to appropriately use advanced counseling skills, supporting increased exploration in counseling session (70%).	Student demonstrates inconsistent & inaccurate ability to use advanced counseling skills; sessions appear sluggish.	Student demonstrates limited ability to use advanced counseling skills; sessions appear primarily superficial.
1.G		Confrontation	Counselor challenges client to recognize & evaluate inconsistencies.	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Good balance of challenge & support (85%).	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion (can confront, but appears hesitant) (70%).	Student demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is minimal.	Student demonstrates limited ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is lacking.
1.H		Goal Setting	Counselor collaborates with client to establish realistic, appropriate, & attainable therapeutic goals	Student demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Student demonstrates ability to establish collaborative & appropriate therapeutic goals with client (70%).	Student demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates limited ability to establish collaborative & appropriate therapeutic goals with client.
1.I		Focus of Counseling	Counselor focuses (or refocuses) client on his/her therapeutic goals – i.e., purposeful counseling	Student demonstrates consistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment (85%).	Student demonstrates ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment (70%).	Student demonstrates inconsistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.	Student demonstrates limited ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.
1.J		Facilitate Therapeutic Environment <sub>a</sub>	Counselor expresses appropriate empathy & care. Counselor is "present" and open to client.	Student demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Student demonstrates ability to be empathic & uses appropriate responses (70%).	Student demonstrates inconsistent ability to be empathic & use appropriate responses.	Student demonstrates limited ability to be empathic & use appropriate responses.
1.K		Facilitate Therapeutic Environment <sub>b</sub>	Counselor expresses appropriate respect & unconditional positive regard	Student demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Student demonstrates ability to be respectful, accepting, & caring with clients (70%).	Student demonstrates inconsistent ability to be respectful, accepting, & caring.	Student demonstrates limited ability to be respectful, accepting, & caring.

\_\_\_\_\_ : Total Score (out of a possible 88 points)

**Part 2 (Professional Dispositions – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice] #2 [Social & Cultural Diversity], #3 [Human Growth & Development], & #5 [Helping Relationships])**

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
2.A		Professional Ethics	The student adheres to the ethical guidelines of the ACA, ASCA, & IAMFC.	Student demonstrates consistent & advanced ( <i>i.e., exploration &amp; deliberation</i> ) ethical behavior & judgments.	Student demonstrates consistent ethical behavior & judgments.	Student demonstrates ethical behavior & judgments, but on a concrete level with a basic decision-making process.	Student demonstrates limited ethical behavior & judgment, and a limited decision-making process.
2.B		Professionalism	Student behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes)	Student is consistently respectful, thoughtful, & appropriate within all professional interactions.	Student is respectful, thoughtful, & appropriate within all professional interactions.	Student is inconsistently respectful, thoughtful, & appropriate within professional interactions.	Student is limitedly respectful, thoughtful, & appropriate within professional interactions.
2.C		Self-awareness & Self-understanding	Student demonstrates an awareness of his/her own belief systems, values, needs & limitations (herein called "beliefs") and the effect of "self" on his/her work with clients.	Student demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight.
2.D		Emotional stability & Self-control	Student demonstrates emotional stability ( <i>i.e., congruence between mood &amp; affect</i> ) & self-control ( <i>i.e., impulse control</i> ) in relationships with supervisor, peers, & clients.	Student demonstrates consistent emotional reality & appropriateness in interpersonal interactions.	Student demonstrates emotional stability & appropriateness in interpersonal interactions.	Student demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions.	Student demonstrates limited emotional stability & appropriateness in interpersonal interactions.
2.E		Motivated to Learn & Grow / Initiative	Student is engaged in the learning & development of his/her counseling competencies.	Student demonstrates consistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates enthusiasm for his/her professional and personal growth & development.	Student demonstrates inconsistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates limited enthusiasm for his/her professional and personal growth & development.
2.F		Multicultural Competencies	Student demonstrated awareness, appreciation, & respect of cultural difference ( <i>e.g., races, spirituality, sexual orientation, SES, etc.</i> )	Student demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).
2.G		Openness to Feedback	Student responds non-defensively & alters behavior in accordance with supervisory feedback	Student demonstrates consistent openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback, but does not implement suggested changes.	Student is not open to supervisory feedback & does not implement suggested changes.
2.H		Professional & Personal Boundaries	Student recognizes the boundaries of her/his competencies & maintains appropriate boundaries with supervisors, peers, & clients	Student demonstrates consistently strong & appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries, but has limited appreciation of his/her limitations.	Student demonstrates inappropriate boundaries & has limited appreciation of his/her limitations.
2.I		Flexibility & Adaptability	Student demonstrates ability to flex to changing circumstance, unexpected events, & new situations	Student demonstrates consistently strong ability to adapt & "reads-&-flexes" appropriately.	Student demonstrates ability to adapt & "reads-&-flexes" appropriately.	Student demonstrated an inconsistent ability to adapt & flex to his/her clients.	Student demonstrates a limited ability to adapt & flex to his/her clients.
2.J		Congruence & Genuineness	Student demonstrates self-acceptance ("comfortable in one's own skin") & appropriate self-confidence.	Student demonstrates consistent ability to be genuine & accepting of self & others	Student demonstrates ability to be genuine & accepting of self & others	Student demonstrates inconsistent ability to be genuine & accepting of self & others.	Student demonstrates a limited ability to be genuine & accepting of self & others (incongruent).

\_\_\_\_\_ : Total Score (out of a possible 80 points)

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**Part 3 (Professional Behaviors – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice], #3 [Human Growth & Development], & #5 [Helping Relationships], #7 [Assessment], & #8 [Research & Program Evaluation])**

#	Score	Primary Professional Behavior(s)	Specific Professional Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
3A		Attendance	Student attends all course meetings & clinical practice activities in their entirety (engaged & prompt).	Student attends all class meetings & supervision sessions in their entirety & is engaged in the learning process.	Student misses one class meeting &/or supervision session & is engaged in the learning process.	Student misses two class meetings &/or supervision sessions & is engaged in the learning process.	Student misses more than two class meetings &/or supervision sessions & is not engaged in the learning process.
3.B		Knowledge & Adherence to Site Policies	Student demonstrates an understanding & appreciation for all counseling site policies & procedures	Student demonstrates consistent adherence to all counseling site policies & procedures.	Student demonstrates adherence to all counseling site policies & procedures.	Student demonstrates inconsistent adherence to all counseling site policies & procedures.	Student demonstrates limited adherence to all counseling site policies & procedures.
3.C		Record Keeping	Student completes all weekly record keeping activities correctly & promptly (e.g., case notes, psychological reports, TX plan).	Student completes all required record keeping & documentation in a thorough & comprehensive fashion.	Student completes all required record keeping & documentation in a competent fashion.	Student completes all required record keeping & documentation in an inconsistent & in a questionable fashion.	Student completes required record keeping & documentation inconsistently & in a poor fashion.
3.D		Knowledge of professional literature	Student researches therapeutic intervention strategies that have been supported in the literature & research.	Student demonstrates strong knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates inconsistent knowledge of supported therapeutic approaches grounded in the counseling literature/research.	Student demonstrates limited knowledge of supported therapeutic approaches grounded in the counseling literature & research.
3.E		Application of Theory to Practice	Student demonstrates knowledge of counseling theory & its application in his/her practice.	Student demonstrates a strong understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates an understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates inconsistent understanding of the role of counseling theory in his/her therapeutic work.	Student demonstrates limited understanding of counseling theory & its role in his/her therapeutic work with clients.
3.F		Case Conceptualization	Student is able to effectively present & summarize client history & demonstrates an appreciation of the multiple influences on a client's level of functioning	Student demonstrates a strong & comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates an comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates basic case conceptualization; appreciating only the influences a client presents in session on his/her level of functioning.	Student demonstrates a limited case conceptualization & does not appreciate the influence of systemic factors on the client's level of functioning.
3.G		Seeks Consultation	Student seeks consultation & supervision in appropriate service delivery	Student consistently seeks appropriate consultation & supervision to support the delivery of counseling services.	Student seeks appropriate consultation & supervision to support the delivery of counseling services.	Student inconsistently seeks consultation & supervision to support the delivery of counseling services.	Student seeks limited consultation & supervision to support the delivery of counseling services.
3.H		Psychosocial & Treatment Planning	Student demonstrates ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan (e.g., goals are relevant, attainable, & measurable)	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates an inconsistent ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates a limited ability to construct a comprehensive & appropriate psychosocial report & treatment plan.
3.I		Appraisal	Student demonstrates ability to appropriately administer, score, & interpret clinical assessments	Student demonstrates a strong ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates the ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates an inconsistent ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates a limited ability to appropriately administer, score, & interpret assessment instruments.
3.J		Task Completion	Student completes all assigned tasks in an ethical & effective fashion (e.g., individual & group counseling, supervision, reports)	Student consistently completes all assigned tasks in a comprehensive & through fashion.	Student completes all assigned tasks in a comprehensive fashion.	Student completes assigned tasks in an inconsistent fashion.	Student does not complete all assigned tasks & those tasks that are completed are not done in a competent fashions.

\_\_\_\_\_ : Total Score (out of a possible 80 points)

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**Narrative Feedback from Supervising Instructor**

**Please note the counseling student's areas of strength, which you have observed:**

---

**Please note the counseling student's areas that warrant improvement, which you have observed:**

---

**Please comment on the counseling student's general performance during his/her clinical experience to this point:**

---

\_\_\_\_\_  
*Counseling Student's Name (print)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Supervising Instructor's Name (print)*

\_\_\_\_\_  
*Date*

**Date CCS was reviewed with Counseling Student –**

\_\_\_\_\_

\_\_\_\_\_  
*Counseling Student's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Supervising Instructor's Signature*

\_\_\_\_\_  
*Date*

# New Course Proposal Form

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

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

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

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

Joy Good 11-6-15  
ENTER DATE...  
Department Curriculum Committee Chair

\_\_\_\_\_  
ENTER DATE...  
COPE Chair (if applicable)

ENTER DATE...  
Department Chair: Richard O. Peelay 11-6-15

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

\_\_\_\_\_  
ENTER DATE...  
College Curriculum Committee Chair

\_\_\_\_\_  
ENTER DATE...  
Undergraduate Curriculum Council Chair

Dr. Susan Hanrahan ENTER DATE...  
College Dean

W. J. H. 5/11/16  
ENTER DATE...  
Graduate Curriculum Committee Chair

\_\_\_\_\_  
ENTER DATE...  
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)  
Joy Good, [jgood@astate.edu](mailto:jgood@astate.edu), 972-3147

2. Proposed Starting Term and Bulletin Year  
2016-2017 Academic Year

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.)  
CD 5063

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).  
Multicultural Issues in Communication Disorders

5. Brief course description (40 words or fewer) as it should appear in the bulletin.  
A study of multicultural issues applicable to providing speech-language-hearing services. Nonbiased assessment and culturally relevant intervention procedures and strategies will be offered.

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? Choose an item.
  - a. If yes, which ones?  
No
  - b. Why or why not?
- b. Is this course restricted to a specific major? Yes
  - a. If yes, which major?      Communication Disorders

7. Course frequency (e.g. Fall, Spring, Summer).

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

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

- 10. Is this course dual listed (undergraduate/graduate)?
- Yes
- 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
- If yes, please list the prefix and course number of cross listed course.
  -
- Are these courses offered for equivalent credit? Choose an item.
  - Please explain.

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

- a. If yes, what program?

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

- a. If yes, what course?

Enter text...

4. Will this course be equivalent to a deleted course? Yes

a. If yes, which course?

CD 6063

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.

Enter text...

## Course Details

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

1. Introduction to Multicultural Issues in the profession; cultural sensitivity
2. Impact of immigrant/refugee status and religion: Implications for SLPs
3. Anglo-European culture: Implications for assessment and treatment of diverse clients
4. African American language and culture: Implications for assessment and treatment
5. Hispanic language and culture: Implications for assessment and treatment
6. Asian language and culture: Implications for assessment and treatment
7. Pacific Islander language and culture: Implications for assessment and treatment
8. Middle East language and culture: Implications for assessment and treatment
9. Second language acquisition and bilingual development
10. Strategies for conducting nonbiased assessments
11. Assessment alternatives
12. Service delivery options for multicultural students with communication disorders
13. Service delivery options for multicultural adults with communication disorders
14. Treatment
15. Consideration in providing services for internationally adopted children and other special groups.

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

None

19. Department staffing and classroom/lab resources

Amy Shollenbarger, Ph.D. or other CD faculty

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

No

20. Does this course require course fees? No



**Course Justification**

- 1. 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 students should become more culturally sensitive and able to provide diagnostic and treatment services to clients from culturally and linguistically diverse backgrounds (CLD).
  - 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.  
One mission of the Department of Communication Disorders is to prepare competent speech-language pathologists to provide ethical, professional services to individuals of varying ages, socioeconomic levels, education levels, and culturally diverse backgrounds.
  - c. Student population served.  
Junior or senior undergraduates and graduate students
  - d. Rationale for the level of the course (lower, upper, or graduate).

This course provides a foundational and application framework in the clinical approach to Multicultural and Multilingual Issues in SLP. The main goal is to learn how to practice best known strategies in conducting fair speech and language assessment and service for individuals from diverse linguistic and cultural backgrounds. The results of this process will enable clinicians to plan appropriate intervention strategies to enhance those individuals' communication skills and success in the mainstream educational and work settings.

**Assessment**

**University Outcomes**

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

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

**Relationship with Current Program-Level Assessment Process**

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

The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

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.*

<b>Program-Level Outcome 1 (from question #23)</b>	The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
<b>Assessment Measure</b>	Exams; clinical performance assessment
<b>Assessment Timetable</b>	Semester by semester; course by course basis
<b>Who is responsible for assessing and reporting on the results?</b>	Instructor on record

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

**Course-Level Outcomes**

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

<b>Outcome 1</b>	Identify cultural and linguistic variables that may impact speech-language pathology services to members of specific culturally and linguistically diverse groups.
Assessment Procedure Criterion	Comprehensive examination
Which learning activities are responsible for this outcome?	Cooperative group work, lectures, literature search
Assessment Timetable	Fall semester
Who is responsible for assessing and reporting on the results?	Amy Shollenbarger, PhD or other CD faculty

<b>Outcome 2</b>	Examine and explore one's own culture, and demonstrate understanding of how one's own biases and belief system may subtly influence the provision of speech-language therapy services.
Assessment Procedure Criterion	Oral presentation to class
Which learning activities are responsible for this outcome?	Students will make a genealogical map of their ancestors to three generations. Data requested will include country of origin, family, language spoken, religion, education, occupation, and beliefs regarding health/disease, disability and education. OR Students will create a collage of family pictures across generations and discuss topics related to cultural, ethnic, linguistic, religious, racial background, and living environments. OR Students may make a video of what they think best represents their individual cultural background in their home community.
Assessment Timetable	Fall semester
Who is responsible for assessing and reporting on the results?	Amy Shollenbarger, PhD or other CD faculty

<b>Outcome 3</b>	Contrast communication differences and communication disorders in culturally and linguistically diverse groups.
Assessment Procedure Criterion	Compare/contrast paper
Which learning activities are responsible for this outcome?	Students will interview a recent immigrant to the US on topics related to why the individual came to the US, the process and problems in coming, similarities and differences between the old and new communities in which the individual lives, and views on healthcare, education, and disability. Then, students will interview an

	individual who has been in the United States for 10+ years.
Assessment Timetable	Fall semester
Who is responsible for assessing and reporting on the results?	Amy Shollenbarger, PhD or other CD faculty

<b>Outcome 4</b>	Describe potential limitations of standardized tests with culturally and linguistically diverse clients, and explain how to use alternative, non-standardized methods for nonbiased assessment.
Assessment Procedure Criterion	Oral presentation
Which learning activities are responsible for this outcome?	Students will compare currently published standardized tests to an assigned culture's language structures. Students will design an alternative, non-standardized test appropriate for the culture they are assigned. They will be graded with a rubric.
Assessment Timetable	Fall semester
Who is responsible for assessing and reporting on the results?	Amy Shollenbarger, PhD or other CD faculty

<b>Outcome 5</b>	List and describe appropriate treatment techniques for clinically and linguistically diverse children and adults with speech--language disorders.
Assessment Procedure Criterion	Project
Which learning activities are responsible for this outcome?	Students will interview a speech-language pathologist who works with multicultural populations on their caseloads regarding their academic and clinical preparation for this type of client. How well prepared were they and what have they done post-graduation to improve their cultural competency? What suggestions on cultural diversity do they have for clinicians entering today's profession? What interventions strategies are appropriate for multicultural populations?
Assessment Timetable	Fall semester
Who is responsible for assessing and reporting on the results?	Amy Shollenbarger, PhD or other CD faculty

*(Repeat if needed for additional outcomes)*


## Bulletin Changes

## Instructions

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

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

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

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

Please visit <https://youtu.be/yjdL2n4Zm4> for more detailed instructions.

## Page 237-Graduate Bulletin

**CD 5703 Articulation and Phonological Disorders** Principles and procedures for assessment, treatment, and facilitative techniques in disorders of articulation and phonology affecting various ages and cultures. Restricted to students in the Communication Disorders graduate program and/or post degree students completing deficiency requirements.

**CD 5751 Clinical Practice I** Stresses assessment, report writing, development of IEP and lesson plans. All students must complete this practicum under the supervision of ASU Speech and Hearing Center personnel. A minimum of 50 clock hours of clinical practice is required.

**CD 580V Special Topics Workshop** A specifically designed series of learning experiences to enhance the professional capabilities of speech pathologists. Opportunity for participants to engage in meaningful learning activities and interact with recognized professionals in the field. Course can be repeated for credit.

**CD 6001 Instrumentation in Communication Disorders** "Hands-on" electrophysiological, electroacoustic, and psychoacoustic methods and procedures in the diagnosis, treatment, and research of communication disorders. Summer II.

**CD 6003 Experimental Phonetics** Study of the physical (acoustic), physiologic, and perceptual properties of the speech signal, its production and perception.

**CD 6053 Research in Communication Disorders** Study of problems and methods in communication disorders research. Critical examination of research design, procedures, and reporting of research studies in communication disorders.

**CD 5063 Multicultural Issues in Communication Disorders** A study of multicultural issues applicable to providing speech-language-hearing services. Nonbiased assessment and culturally relevant intervention procedures and strategies will be offered.

**CD 6153 Voice Disorders** Advanced study of voice anatomy and physiology; theories of voice production; voice disorders and pathologies and their treatment.



# New Course Proposal Form

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

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

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

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

ENTER DATE...  
Department Curriculum Committee Chair

ENTER DATE...  
COPE Chair (if applicable)

ENTER DATE...  
Department Chair:

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

ENTER DATE...  
College Curriculum Committee Chair

ENTER DATE...  
Undergraduate Curriculum Council Chair

ENTER DATE...  
College Dean

ENTER DATE...  
Graduate Curriculum Committee Chair

ENTER DATE...  
Vice Chancellor for Academic Affairs

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

Asher M. Pimpleton  
[apimpleton@astate.edu](mailto:apimpleton@astate.edu)  
Office: 870.680.8410

2. Proposed Starting Term and Bulletin Year  
Spring 2016

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

COUN 6133

Signature  
Page

Need More Information

Code # Enter text...

# New/Special Course Proposal-Bulletin Change Transmittal Form

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


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

New Course or  Special Course (Check one box)

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

  
3/31/15  
ENTER DATE...  
Department Curriculum Committee Chair


\_\_\_\_\_  
ENTER DATE...  
COPE Chair (if applicable)

  
3-31-15  
ENTER DATE...  
Department Chair:

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

  
4-12-15  
ENTER DATE...  
College Curriculum Committee Chair

\_\_\_\_\_  
ENTER DATE...  
Undergraduate Curriculum Council Chair

  
4/22/15  
ENTER DATE...  
College Dean

  
5/11/16  
ENTER DATE...  
Graduate Curriculum Committee Chair

\_\_\_\_\_  
ENTER DATE...  
Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)  
COUN 6133

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

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



4. 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).

**Sexuality Issues in Counseling**

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

**Through reviewing literature, course assignments, and multi-media presentations, students will become more aware of how to more ethically and effectively work with clients who present in counseling with issues related to sex and sexuality.**

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? Choose an item.

a. If yes, which ones?

**PSY 6113**

b. Why or why not?

Due the focus on case conceptualization, it is imperative that students already have a strong grasp on general counseling theory.

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

a. If yes, which major? **Must be a student admitted to an appropriate graduate program in psychology or counseling, or have permission from the instructor.**

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)?

**Standard Letter**

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

**No**

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

**No.**

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

Enter text..

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

Please explain. Enter text..

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

a. If yes, what program?

Enter text..

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

a. If yes, what course?

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

a. If yes, which course?

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

*If no: Contact Registrar's Office for assistance.*

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

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

## 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.)

Enter text...

### Tentative Course Schedule:

Week	Topic	Readings/Assignments Due
1	Introduction to course Syllabus review	
2	Introduction to Sexuality Counseling; Theories Applied to Sexuality Counseling	Chapters 1-2 <b>*Sexuality &amp; Values Assignment</b>
3	Assessment, Goal Setting & New Perceptions	Chapters 2-3 <b>Current Events Presenter 1:</b> _____
4	Male & Female Sexuality	<b>*Sexual History Intake</b> Chapters 4-5 <b>Current Events Presenter 2:</b> _____
5	STD's/STI's; Counseling Sexual Minority Couples	Chapters 6-7 <b>Current Events Presenter 3:</b> _____
6	Aging, Illness, Disability and Sexuality	<b>*Ethical Case Application</b> Chapters 8-9 <b>Current Events Presenter 4:</b> _____
7	Sexual Variations and Atypical Sexual Behavior; Counseling Survivors of Rape and Their Partners	Chapters 10-11 <b>Current Events Presenter 1:</b> _____
8	Counseling Survivors of Childhood Sexual Abuse and Their Partners.	Chapter 12-13 <b>Current Events Presenter 2:</b> _____
9	Issues Cyber sexuality and Social Media  Role Play & Processing	Chapter 14 <b>Current Events Presenter 3:</b> _____

10	<b>Mid-Term Exam</b>	
11	Review Exam Substance use/abuse and sexuality. Role Play & Processing	<b>*Treatment Plan</b> Assigned Readings <b>Current Events Presenter 4:</b> _____
12	<b>*Special Population/Issue Paper and Presentations</b> Role Play & Processing	<b>Presenter One:</b> _____ <b>Presenter Two:</b> _____ <b>Presenter Three:</b> _____ <b>Presenter Four:</b> _____
13	Role Play & Processing	<b>*Site Interview</b>
14	<b>FALL BREAK!!!</b>	<b>NO CLASS!!!</b>
15	Theoretical Application Papers will be collected, discussed and processed. Session Role Play & Processing	<b>*Theoretical Application Papers</b>
16	Course wrap-up and evaluations.	

[Enter text..]

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

1.) Site Interview: Visit or call an agency or institution that employs credentialed helping professionals. You are to interview a helper regarding how they include sex/sexuality in the helping process. It is suggested that you write a tentative list of interview questions. You are required to write a three to five-page (narrative) paper describing the interview. Be prepared to make a brief class presentation. It is suggested that you write a tentative list of interview questions. **Discuss the following questions:**

- How does the helper counsel all clients regarding sex/sexuality issues.
- What services are provided by the helper?
- What are the qualifications necessary to perform sex/sexuality services.
- What training has the helper had relative to sex and sexuality?
- Inquire about the level of competence and comfort of the helper with issues of sex/sexuality.
- Identify and discuss the implications for this clinician's practice based on the previously gathered information.
- Include the name of the person interviewed, address, city, purpose of the organization, the role of the person interviewed, and credentials.

19. Department staffing and classroom/lab resources

Enter text...

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

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

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

## Assessment

### University Goals

21. 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.  Using Technology

### Program Goals

22. 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):

During this course, students will learn about sex and sexuality within the confines of counseling and issues that may emerge during the therapeutic process. Students will also learn about ethical practices specific to sex and sexuality counseling. Through reviewing literature, course assignments, multi-media presentations, and role-play counseling sessions, students will become more aware of how to more ethically and effectively work with clients who present in counseling with issues related to sex and sexuality. Students will learn about ethical practices specific to sex and sexuality counseling. Students will also learn about the following: (a) assessment frameworks regarding sexuality counseling, (b) sexual development across the lifespan, (c) appropriate skills and techniques, and (d) current trends and issues in sexuality counseling. This course will also fulfill one of the requirements necessary to be eligible for national certification as a Sex Counselor and/or Therapist as designated by the American Association for Sex Educators, Counselors and Therapists (AASECT).

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

This course provides knowledge and skills that are critical to beginning mental health professions who intend to work with the general population. This course also fits requirements for the American Association for Sex Educators, Counselors and Therapists (AASECT).

c. Student population served.

This course will serve, initially, as a required course for the Clinical Mental Health Counseling Track of the Ed.S. Degree in Psychology and Counseling. However, the course may be used by other graduate programs in psychology and counseling as an elective.

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

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

### Course Goals

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

Through reviewing literature, course assignments, multi-media presentations, and role-play counseling sessions, students will become more aware of how to more ethically and effectively work with clients who present in counseling with issues related to sex and sexuality.

4. Considering the indicated program-level learning outcome (in Box #24), please fill out the following table to develop a continuous improvement assessment process for this 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.

<b>Outcome 1</b>	Students will learn how to apply counseling theory to sex and sexuality counseling.
<b>Assessment Procedure Criterion</b>	Accurate Case Conceptualization, as evidenced by the following: (a) accurate identification of the presenting problem, (b) ability to correctly select corresponding diagnosis, and (c) ability to choose most appropriate therapeutic tools and techniques.
<b>Which learning activities are responsible for this outcome?</b>	<p>a.) Theoretical Application Paper: Students must apply a particular theory of their choosing to the case study provided by the instructor. Students must address the following:</p> <ul style="list-style-type: none"> <li>• Based on your theoretical orientation, what is your conceptualization of the client's primary issue(s)?</li> <li>• Assessment protocol—Decide on an assessment protocol. Select an assessment instrument or procedures that are consistent with your selected theory. Discuss your rationale (including how the selected assessment is consistent with your theory). Anticipate the type of information you expect you would obtain from these procedures.</li> <li>• Treatment plan—Create a treatment plan for the client(s).</li> <li>• Expected outcomes—Describe the outcomes you expect to result from the course of therapy with your family. Consider which outcomes are predicted based on your chosen theory. Also, describe how you would assess these outcomes.</li> <li>• Conclusion—Describe your reaction to completing this paper. Discuss what you enjoyed most and least about this assignment. In what ways, if any, has this assignment enhanced your growth as a therapist?</li> <li>• Reference List—In APA style. You should have <i>at least 3</i> outside references (i.e., not required or recommended readings for the class) in your paper.</li> </ul> <p>b.) Comprehensive Exam: Students must respond to the case studies provided by addressing the following issues:</p> <ul style="list-style-type: none"> <li>• In what phase of the sexual response cycle is the client(s) currently unable to move past? Please provide a rationale for your answer.</li> <li>• What would you identify as being the primary issue causing distress? Please provide a rationale for your answer.</li> <li>• What theoretical approach would you choose in treating this client? Please provide a rationale for your answer.</li> <li>• As a result, please select a minimum of three techniques that you would use with this client.</li> <li>• What role would culture play in how you would choose to implement this approach?</li> </ul>

	<p>c.) Treatment Plan: Students will construct a treatment plan based on a case scenario provided by the instructor, which will—at minimum—address the following issues:</p> <ul style="list-style-type: none"> <li>• Presenting issue: the cause of emotional and psychological distress.</li> <li>• Diagnosis: Determined using the Diagnostic and Statistical Manual of Mental Disorders: Version 5</li> <li>• Treatment Goals: What the client and clinician hope/plan to accomplish during treatment; In what specific ways would the client(s) like to see their lives changed.</li> <li>• Plan of Action (e.g., appropriate techniques, etc.)</li> <li>• Expected length of treatment (i.e., an estimated number of sessions necessary in order to achieve treatment goals).</li> </ul>
Assessment	<p>Rubrics will be used to assess the previous assignments, using a likert-type scale (e.g., poor, fair, good, and excellent) and will address the following issues: (a.) Content—To what degree did the student address all of the necessary elements outlined in the assignment/exam according to the directions provided? (b) Grammar—To what degree is the writing grammatically correct? Is the tenor of the assignment professional and/or academic? (c) APA Style and Formatting—To what degree did the student incorporate APA style throughout the document? (d) Organization—To what degree is the document organized and cohesive?</p>
Timetable	<p>Assessment will take place after assignments have been submitted.</p>
Who is responsible for assessing and reporting on the results?	<p>The instructor is responsible for assessment and results reports.</p>
<b>Outcome 2</b>	<p>Students will learn how to identify and explore personal bias related to sex and sexuality counseling and other relevant issues.</p>
Assessment Procedure Criterion	<p>Students will specifically identify and discuss their personal views and biases relevant to sex and sexuality using provided prompts addressing factors, such as culture, sexual history, what they identify as being “normal” and how these views have shaped their own body image.</p>
Which learning activities are responsible for this outcome?	<p>a.) Values and Sexuality: After reviewing the Hulnick (1977) article, “Counselor: Know Thy Self,” students will critically think and examine their own personal views regarding sexuality by addressing the following prompts/questions below:</p> <ul style="list-style-type: none"> <li>• VALUES. What are values? What values are important to you (List 3). What are your sex/sexuality values (List 3)?</li> <li>• CULTURE. What is the role of the United States culture (or another place of origin) in your sex/sexuality? Explain. What is the role of your cultural group (racial group) in the formation of your sex/sexuality? Explain.</li> <li>• NORMAL. What do you consider to be normal sex/sexuality? Explain.</li> <li>• HISTORY. What are several of the more important events that have shaped your sexuality history?</li> <li>• BODY IMAGE. Think about your body. React to the way you see and image your body. Draw a picture of your body but do not attach to this assignment. React to your drawing.</li> </ul>



Assessment	Rubrics will be used to assess the previous assignments, using a likert-type scale (e.g., poor, fair, good, and excellent) and will address the following issues: (a.) Content—To what degree did the student address all of the necessary elements outlined in the assignment/exam according to the directions provided? (b) Grammar—To what degree is the writing grammatically correct? Is the tenor of the assignment professional and/or academic? (c) APA Style and Formatting—To what degree did the student incorporate APA style throughout the document? (d) Organization—To what degree is the document organized and cohesive?
Timetable	Assessment will take place after assignments have been submitted.
Who is responsible for assessing and reporting on the results?	The instructor is responsible for assessment and results reports.
<b>Outcome 3</b>	Students will be able to identify ethical, legal, professional and current issues relevant to Sexuality Counseling.
Assessment Procedure Criterion	<ol style="list-style-type: none"> <li>1.) Effective application of relevant codes of ethics, as evidenced by the following: (a) accurate identification of all of the ethical issues present in the provided case study scenario, (b) ability to use appropriate ethical codes in the decision-making process, and (c) ability to devise the most appropriate strategy for both the student (clinician) and client(s).</li> <li>2.) Knowledge of current events relevant to sex, sexuality and sexuality counseling as evidenced by a bi-weekly presentation.</li> </ol>
Which learning activities are responsible for this outcome?	<ol style="list-style-type: none"> <li>1.) Ethical Case application: Students will respond to a case scenario provided by the instructor and address the following issue(s): (a.) Identify the root issue based on the information provided. (b.) What is the ethical dilemma(s)? (c.) Explain your strategy for resolving said ethical dilemma(s) using the following: <ul style="list-style-type: none"> <li>• Code of Ethics &amp; Conduct constructed by the American Association of Sexuality Educators, Counselors and Therapists (AASECT).</li> <li>• Another ethical code that is specific to your field.</li> </ul> </li> <li>2.) Current Events Presentation: Students must (a) present and discuss at least one/or more current event item to the class, and (b) explain how the current event relates to counseling and sexuality.</li> </ol>
Assessment	<ol style="list-style-type: none"> <li>1.) <u>Ethical Case Application Assignment</u>: Rubric will be used to assess this assignment, using a likert-type scale (e.g., poor, fair, good, and excellent) and will address the following issues: (a.) Content—To what degree did the student address all of the necessary elements outlined in the assignment/exam according to the directions provided? (b) Grammar—To what degree is the writing grammatically correct? Is the tenor of the assignment professional and/or academic? (c) APA Style and Formatting—To what degree did the student incorporate APA style throughout the document? (d) Organization—To what degree is the document organized and cohesive?</li> <li>2.) <u>Current Events Presentation</u>: Rubric with a likert-type scale will be used to assess students in the following areas: (a) organization, (b) clarity, (c) creativity and (d) content.</li> </ol>

Timetable	Assessment will take place after assignments have been submitted.
Who is responsible for assessing and reporting on the results?	The instructor is responsible for assessing and reporting results.

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

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


## 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/vjdL2n4IZm4> for more detailed instructions.*

Paste bulletin pages here..

Revised 9/15/15

Originally submitted as ESCI 6333, but Jesse shared that number had already been used.

(Revised in December 2015)

Code # [Enter text...]

### New Course Proposal Form

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

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

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

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

[ENTER DATE...]  
Department Curriculum Committee Chair

Tanja McKay 10/13/2015  
Department Chair:

[ENTER DATE...]  
COPE Chair (if applicable)

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

[ENTER DATE...]  
College Curriculum Committee Chair

[ENTER DATE...]  
Undergraduate Curriculum Council Chair

[ENTER DATE...]  
College Dean

[ENTER DATE...]  
Graduate Curriculum Committee Chair

[ENTER DATE...]  
Vice Chancellor for Academic Affairs

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

Anahita Izadyar, [aizadyar@astate.edu](mailto:aizadyar@astate.edu), 870-972-2480

2. Proposed Starting Term and Bulletin Year

Spring 2016,

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

ESCI 6343 Green Chemistry

### New Course Proposal Form

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

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

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

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

*McKay 10-23-15*  
*10-12-15*  
*Wm Bura* | ENTER DATE...  
Department Curriculum Committee Chair

| ENTER DATE... |  
COPE Chair (if applicable)

*McKay 10-23-15*  
*10-12-15*  
*Wm Bura* | ENTER DATE...  
Department Chair:

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

*Dan Gilman 10/23/15*  
*Dan Gilman* | ENTER DATE...  
College Curriculum Committee Chair

| ENTER DATE... |  
Undergraduate Curriculum Council Chair

*John M. Peatte 10/23/15*  
*John M. Peatte* | ENTER DATE...  
College Dean

*W. J. ... 5/11/16*  
| ENTER DATE... |  
Graduate Curriculum Committee Chair

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

1. Contact Person (Name, Email Address, Phone Number)  
Anahita Izadyar, [aizadyar@astate.edu](mailto:aizadyar@astate.edu), 870-972-2480

2. Proposed Starting Term and Bulletin Year  
Spring 2016,

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

ESCI-6333-Green Chemistry  
6343

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).

Green Chemistry

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

Principles of Green Chemistry; Overview of chemistry topics that deal with issues relating to climate change. The science behind the discovery and performance of safer, cleaner, and more efficient chemical processes and products energy systems and the role of biofuels

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?

Chemistry: A first and second semester chemistry course sequence

b. Why or why not?

Enter text...

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

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

7. Course frequency (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*  
Spring on a 2 year cycle

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

Lecture

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

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

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

- No
- a. If yes, please list the prefix and course number of cross listed course.  
[Enter text...]
  - b. Are these courses offered for equivalent credit? No  
Please explain. [Enter text...]
12. Is this course in support of a new program? No
- a. If yes, what program?  
[Enter text...]
13. Does this course replace a course being deleted? No
- a. If yes, what course?  
[Enter text...]
14. Will this course be equivalent to a deleted course? No
- a. If yes, which course?  
[Enter text...]
15. Has it been confirmed that this course number is available for use? No  
*If no: Contact Registrar's Office for assistance*
16. Does this course affect another program? No  
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.  
[Enter text...]

### Course Details

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

Week	Topic
1	Introduction of Green chemistry
2-5	Develop an understanding of the importance of pollution and reflecting on the chemistry, technology issues such as energy use
6-8	Protection of the atmosphere, waterways and land.
9-12	Using more efficient and less hazardous chemicals and process
13-14	Energy systems and the role of biofuels

[Enter text...]

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



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

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.

### Assessment

#### University Goals

21. 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.  Using Technology

#### Program Goals

22. 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 be able to identify the challenges of green chemistry and will evaluate what it will take to resolve environmental issues. Students will propose various solutions by interpreting data associated with various reagents, reactions and technologies that could be replaced by green alternatives. Academic rationale: The original documents that were sent to Arkansas Higher Education when the program was initiated and approved included a chemistry course. This Green Chemistry course would fit that course requirement.

**Comment [SD1]:** Are there any assessment data to give this course additional support? Focus group, field experts, employer surveys, alumni surveys? Other program-level assessment data? Declarations from a professional association? Anything assessment related that could give additional supporting evidence and answer the question "why" do faculty think this course is needed?

- 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 will be a new course for the Environmental Sciences Program and will be a course that will be listed as a course under the Environmental Chemistry/Soil and Water Science (students need to take one course listed under this category to complete their degree). Green chemistry will also provide students the knowledge on new developments of sustainable chemicals to address environmental issues. Students will learn about discovery and implementation of safer, cleaner, and more efficient chemical processes and products. The Graduate Program in Environmental Sciences mission is for students to have a strong emphasis on interdisciplinary approaches, state-of-the-art technologies and innovation to address real world problems. This course will give students that broad base knowledge.

**Comment [SD2]:** Would you please incorporate a statement that ties this course to your mission? How will this course support the mission of the EVS department?

- c. Student population served.

Green Chemistry is an advanced level course designed for graduate students in Environmental Sciences

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

Students will be exposed to advanced concepts in chemistry and environmental sciences and will be expected to have the background from the prerequisite undergraduate courses in chemistry.

**Course Goals**

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

In this course, students will be able to:

- a. identify the challenges of green chemistry and will be exposed to various topics related to resolving environmental problems.
- b. summarize the various strategies associated with pollution prevention (i.e. reducing or eliminating waste and hazardous chemicals and solvents in reactions process).
- c. explain fuel cells and how they are a useful energy source for the earth

These course learning outcomes will fit the Environmental Sciences (EVS) program assessment process. The first Expected Student Learning Outcome for EVS is the following:

Upon completion of the program, students will have demonstrated the following outcomes:

- 1. **Advanced Knowledge of the Field** Students will be able to demonstrate competency in the multi-disciplinary fields of environmental science through course work and field/laboratory studies.

Students will be able to:

- define environmental problems and analyze how humans impact the environment.
- design and evaluate various strategies that are used for sustainable management of environmental systems.

24. Considering the indicated program-level learning outcome (in Box #24), please fill out the following table to develop a continuous improvement assessment process for this 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.

<b>Outcome 1</b>	Students will be able to demonstrate competency in the multi-disciplinary fields of environmental science through course work and field/laboratory studies.
Assessment Procedure Criterion	pre-post test, 40-50 min presentation, quizzes, exams
Which learning activities are responsible for this outcome?	Green Chemistry will be a lecture-based course and student's presentation. We will have discussion in the class on each lecture.

Assessment Timetable	This will be assessed each time the course is taught.
Who is responsible for assessing and reporting on the results?	Dr. Anahita Izadyan will send results to the EVS Program Director who will discuss assessment with the EVS Program Committee, for a final report to be developed.

**Comment [SD3]:** This appears to be a combination of course and program-level assessment. This is an intermediate form that we were beta testing; therefore, it is very confusing to the applicant. Would you please tell us more about the program-level assessment process that will encapsulate this course? The latest forms are much easier to navigate.

<b>Outcome 2</b>	
Assessment Procedure Criterion	
Which learning activities are responsible for this outcome?	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	

<b>Outcome 3</b>	
Assessment Procedure Criterion	
Which learning activities are responsible for this outcome?	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	

*(Repeat if needed for additional outcomes)*

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

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


**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.*

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

Revised 9/15/15

**ESCI 6323 Population Community Ecology** An overview of principles, applications, and modeling of population and community ecology.

***ESCI 6343 Green Chemistry***

*Principles of Green Chemistry; Overview of chemistry topics that deal with issues relating to climate change.*

*The science behind the discovery and performance of safer, cleaner, and more efficient chemical processes and products energy systems and the role of biofuels*

**ESC 689V (1-6 hours) Thesis**  
**ESCI 7111**

# New Course Proposal Form

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

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

<input checked="" type="checkbox"/> New Course or	<input type="checkbox"/> Experimental Course (1-time offering)	(Check one box)
Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.		

Mary Tracy Morrison OTD R/c | 11/10/2015  
 Department Curriculum Committee Chair

\_\_\_\_\_| ENTER DATE...  
 COPE Chair (if applicable)

Mary Tracy Morrison OTD R/c | 11/10/2015  
 Department Chair:

\_\_\_\_\_| ENTER DATE...  
 General Education Committee Chair (If applicable)

T. Bourson | 11/10/15  
 College Curriculum Committee Chair

\_\_\_\_\_| ENTER DATE...  
 Undergraduate Curriculum Council Chair

Angela Spruit | 11/10/15  
 College Dean

W. J. H. | 5/1/16  
 Graduate Curriculum Committee Chair

\_\_\_\_\_| ENTER DATE...  
 Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)  
 Dr. Tracy Morrison, Chair, Occupational Therapy  
 PO Box 910  
 State University, AR 72467  
[mmorrison@astate.edu](mailto:mmorrison@astate.edu)  
 870-972-2274

2. Proposed Starting Term and Bulletin Year  
 Spring 2016

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)  
 OTD 5183

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).

Fundamentals of Occupational Therapy I

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

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.

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?  
Admission to OTD Program
  - b. Why or why not?  
Selective admission
- b. Is this course restricted to a specific major? Yes
  - a. If yes, which major? OTD

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

Spring

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

This is a lab/lecture series.

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

standard letter

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

No

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

No

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

b. Are these courses offered for equivalent credit? No

Please explain. [Enter text..]

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

a. If yes, what program?

[Enter text..]

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

a. If yes, what course?

OTD 5083 Technology 2

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

a. If yes, which course?

[Enter text..]

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

*If no: Contact Registrar's Office for assistance.*

16. Does this course affect another program? No

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

### 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
Week 1	<ul style="list-style-type: none"> <li>• Types of Service Delivery Teams</li> <li>• Learning Activities HIPPA</li> <li>• American's with Disability Act</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• OT Code of Ethics</li> <li>• Client Management Process</li> <li>• OT/OTA Scope of Practice, Roles, &amp; Supervision</li> <li>• Learning Activity Communication</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Clinical Documentation</li> <li>• Assessment of Vital Signs</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Turning &amp; Positioning</li> <li>• Transfers</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Skill Review and Practice</li> <li>• Preparation for Patient Care</li> <li>• Infection Control</li> <li>• Assessment of Vital Signs</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Wheelchair</li> <li>• Learning Activities Wheelchair mobility</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Compensatory Strategies/Techniques</li> <li>• Adaptive Equipment</li> <li>• Introduction to assistive Technology</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• Range of Motion Exercises</li> <li>• Functional Mobility</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• Health Literacy</li> <li>• OT Promotion</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Introduction to splinting</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• Fabrication of splints</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• Clinical case and splint development</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• Introduction to Occupational Analysis</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>• Assessment through Activity Analysis</li> </ul>



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

Splinting labs, Mobility Labs

19. Department staffing and classroom/lab resources

Supported by OT faculty; No additional classroom/lab space is required

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

1 faculty: 15 students for labs.

1 faculty: 30 students for lecture

All resources are currently covered.

20. Does this course require course fees? Yes

*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 name of the course OTD 5083 Technology 2 needs to be changed to OTD 5083 Fundamentals I. to match the overall curriculum design and the philosophy of the program. This course was originally named during the initial planning stages of the OTD program and prior to the inception of the program. The word "technology" in the name does not reflect the course objectives and the overall mission of the program.

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 program mission: to provide quality education to AState occupational therapy students requires coursework that focuses on the development of entry -level clinical competencies. The following competencies are covered in this course and mandated through ACOTE accreditation standards:

B.2.7 Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan.

B.2.8 Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.

B.2.10 Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.

B.4.1 Use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community. ☐

B.5.10. Articulate principles of and be able to design, fabricate, apply, fit, and train in assistive technologies ☐ and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being. ☐

B.5.11 Provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation. Train in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics.

B.5.12 Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.

c. Student population served.

Occupational Therapy Doctorate students

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

Entry level doctoral course

## Assessment

### University Outcomes

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

a.  Global Awareness

b.  Thinking Critically

c.  Information Literacy

### Relationship with Current Program-Level Assessment Process

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

Students will be able to independently administer occupation-based activity analysis for clients of all ages. This course will introduce students to occupation-based activity analysis and evaluate students' knowledge and application of the assessment method called activity analysis.

Students will be able to identify and administer appropriate occupation-based interventions. This course will introduce the principles of occupation-based interventions to students and evaluate students' knowledge and development of occupation-based interventions.

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.*

<b>Program-Level Outcome 1 (from question #23)</b>	Students will be able to independently administer occupation-based activity analysis for clients of all ages.
Assessment Measure	In-Class presentations and clinical check-outs
Assessment Timetable	First year Spring Semester (Semester II); five clinical checkouts will be conducted. Students will present at midterm and final.
Who is responsible for assessing and reporting on the results?	Dr. Marsha Johnson and Dr. Pamela Kipkulei. Both are course instructors and OTD faculty.

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

**Course-Level Outcomes**

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

<b>Outcome 1</b>	Independently administer occupation-based activity analysis for clients of all ages.
Which learning activities are responsible for this outcome?	Experiential learning through problem-based learning (via clinical cases) Graded feedback from instructors during and following in-class presentations. Clinical check-outs
Assessment Measure and Benchmark	100% of students will independently conduct an activity analysis for an assigned case.

<b>Program-Level Outcome 2 (from question #23)</b>	Students will be able to identify and administer appropriate occupation-based interventions.
Assessment Measure	Clinical Check-outs and presentations
Assessment Timetable	First year Spring Semester (Semester II). Five check-outs will conclude each learning module to reflect the learning of five clinical competencies: Fabrication of splints, clinical assessment through activity and task analysis, Wheelchair seating and positioning, transfer training, infection control and safe patient handling, application of OT code of ethics
Who is responsible for assessing and reporting on the results?	Dr. Marsha Johnson and Dr. Pamela Kipkulei. Both are course instructors and OTD faculty.

<b>Outcome 2</b>	Identification and administration of appropriate occupation-based interventions.
Which learning activities are responsible for this outcome?	Experiential learning through problem-based learning (via clinical cases).
Assessment Measure and Benchmark	100% of students will independently identify appropriate occupation-based interventions.


## Bulletin Changes

### Instructions

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

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- Any new courses should be listed in blue bold italics using enlarged font (*blue bold italics using enlarged font*)

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## Occupational Therapy

### Doctor of Occupational Therapy

University Requirements:	
See Graduate School Degree Policies for additional information (p. 36)	
Program Requirements:	
Fall, Year 1	Sem. Hrs.
OTD 5012, History of Occupational Science	2
OTD 5023, Pathology and Disease	3
OTD 5043, Technology I: Skills Training	3
OTD 5092, Research I: Research in Occupational Science	2
OTD 7113, Gross Anatomy	3
OTD 7213, Movement Science	3
<b>Sub-total</b>	<b>16</b>
Spring, Year 1	Sem. Hrs.
OTD 5073, Practice II: Occupational Science	3
OTD 5083, Technology II: Function 5183 Fundamentals of Occupational Therapy I	3
OTD 5101, Level I Fieldwork: Adults	1
OTD 5142, Research II: Descriptive Research	2

OTD 7224, Neuroscience	4
Cognate Elective	3
<b>Sub-total</b>	<b>16</b>
<b>Summer, Year 1</b>	<b>Sem. Hrs.</b>
OTD 5123, Practice III: Pediatrics	3
OTD 5133, Technology III: Environment	3
OTD 6182, Research III: Experimental Research	2
<b>Sub-total</b>	<b>8</b>
<b>Fall, Year 2</b>	<b>Sem. Hrs.</b>
OTD 5151, Level I Fieldwork: Pediatrics	1
OTD 6164, Practice IV: Aging Adults	4
OTD 6173, Technology IV: Electronic Communication	3
OTD 6191, Level I Fieldwork: Aging Adults	1
OTD 6222, Research IV: Qualitative Research	2
Cognate Elective	3
<b>Sub-total</b>	<b>14</b>
<b>Spring, Year 2</b>	<b>Sem. Hrs.</b>
OTD 6203, Practice V: Health & Wellness	3
OTD 6213, Technology V: Informatics	3
OTD 6231, Level I Fieldwork: Interprofessional Practice	1
OTD 6243, Professional Practice Seminar	3
Cognate Elective	3
<b>Sub-total</b>	<b>13</b>

- 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 I: 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 5073. Practice II: Occupational Science** 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 5083. Technology II: Function** Overview of the broad spectrum of technology in occupational therapy related to mobility in the community, at home, in the workplace; use of adaptive equipment to facilitate such mobility and various forms of splinting are covered. Prerequisite, Admission to the OTD Program. Fall.
- OTD 5183** 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.
- 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 5101. Level I Fieldwork: Adults** Integrate and apply knowledge in a clinical setting. Level I experiences will relate to occupational therapy service delivery for adults. Will be under the supervision of related professionals in a variety of practice environments to enhance student understanding. Prerequisite, Admission to the OTD Program. Fall.
- OTD 5123. Practice III: Pediatrics** Focus on types of reasoning used by OTs is continued with pediatric focus. In addition to the clinical reasoning domains investigated in occupational therapy (procedural, conditional interactive), the pervasive use of narrative reasoning across society will be delineated. Prerequisite, Admission to the OTD Program. Spring.

- OTD 5133. Technology III: Environment** Designed around the use of technology and documentation of OT services. Focus on adaption of the environment for given disabilities or limitations, explore the process of adaptation, and build upon the principles of universal design for adaptive processes. Prerequisite, Admission to the OTD Program. Spring.
- 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: Pediatrics** 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 6164. Practice IV: 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 6173. Technology IV: Electronic Communication** This is the fourth in a sequence of courses designed around the use of technology in the practice and documentation of occupational therapy services. Internet/Software resources used for person-task-environment to enhance transactions will be explored. 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 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.

# New Course Proposal Form

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

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

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

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

Mrs. Tracy Morrison OTD R/c 11/9/2015  
Department Curriculum Committee Chair

\_\_\_\_\_  
COPE Chair (if applicable) ENTER DATE...

Mrs. Tracy Morrison OTD R/c 11/9/2015  
Department Chair:

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

[Signature] 11/10/15  
College Curriculum Committee Chair

\_\_\_\_\_  
Undergraduate Curriculum Council Chair ENTER DATE...

[Signature] 11/10/15  
College Dean

[Signature] 5/11/16  
Graduate Curriculum Committee Chair ENTER DATE...

\_\_\_\_\_  
Vice Chancellor for Academic Affairs ENTER DATE...

1. Contact Person (Name, Email Address, Phone Number)  
Dr. Tracy Morrison, Chair, Occupational Therapy  
PO Box 910  
State University, AR 72467  
[mmorrison@astate.edu](mailto:mmorrison@astate.edu)  
870-972-2274

2. Proposed Starting Term and Bulletin Year  
Spring 2016

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)  
OTD 5201



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).

Fieldwork: Pediatrics

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

Clinical fieldwork experience will introduce students to occupational therapy services for children (birth-13th years of age).

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.

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?  
Admission to Occupational Therapy Doctorate Program
  - b. Why or why not?  
Selective admission
- b. Is this course restricted to a specific major? Yes
  - a. If yes, which major? Occupational Therapy Doctorate

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

Spring

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

Experiential learning through a clinical practicum

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

standard letter

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

No

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

No

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

b. Are these courses offered for equivalent credit? No

Please explain. [Enter text..]

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

a. If yes, what program?

[Enter text..]

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

a. If yes, what course?

OTD 5101 – Fieldwork: Adults

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

a. If yes, which course?

[Enter text...]

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

*If no: Contact Registrar's Office for assistance.*

16. Does this course affect another program? No

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

## 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.)

<i>Week</i>	<i>Topic</i>	<i>Reading/Homework Assignments</i>
1-2	Introduction, Review Syllabus Core Values of OT Discussion: Beneficence and Nonmaleficence Standards of Conduct (5 pts)	View online lecture: Autonomy and Justice, Health Literacy Read Code of Ethics and AOTA Standards of Practice (continue to refer to these documents throughout the course!)
2-4	Discussion: Autonomy and Justice Standards of Conduct (5 pts) Health Literacy	View online lecture: Veracity and Fidelity, Supervision in practice Selected resources: AOTA Guidelines for Supervision
4-6	Discussion: Veracity and Fidelity Standards of Conduct (5 pts) Supervision in OT Practice	view online lecture: HIPAA and OTA students, coordinating care Selected resources: HIPAA guidelines, Ethics in Scope of Practice
6-8	Discussion: HIPAA Guidelines and OTA students Review and implications (5 pts) Coordination of Care in traditional and emerging settings	Review and prepare for Fieldwork week
9	<b>No Class: Fieldwork week</b>	Attend online lecture: Quality Improvement Selected Resources
10-12	Discussion: Quality Improvement (5 pts) Fieldwork Reflections - Settings and service delivery options	Review and Study Guide <b>Reflection Journal Due: (100 pts)</b> - Site description with roles and responsibilities - Health Literacy assignment - Identified site Quality improvement metrics and documentation - Ethics reflection - Treatment Vignette with home program and transition recs
13	Professional Development	Read Ch. Napier
14	Discussion	

15	Final Exam	
----	------------	--

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

Site visitation will take place by the AState Clinical Coordinator, Dr. Marsha Johnson

19. Department staffing and classroom/lab resources

Supported by OT faculty; No additional classroom space is required

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

no

20. Does this course require course fees? Choose an item.

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

### **Course Justification**

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

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

The OTD curriculum focuses on lifespan development. Because of the unique Medicaid reimbursement system in Arkansas, there are numerous pediatric clinical sites and a high demand for pediatric therapists. A clinical fieldwork focused in pediatrics provides students with the opportunity to experientially learn about pediatric practices. Additionally, students will be able to apply knowledge from the Practice I. Pediatrics course, which they will be taking during the same Spring semester.

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 OTD program mission: to provide quality education to AState occupational therapy students requires coursework that focuses on pediatric practice through experiential learning. The Practiec I. Pediatric course will compliment the pediatric fieldwork experience per ACOTE standard C.1.8 and C.11. and B.1.1. Clinical fieldworks are required by the AOTA accrediting body, ACOTE, and lifespan development is emphasized in the following standards:

C.1.1 Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.

C.1.8 Ensure that Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.

B.1.1. Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.

c. Student population served.

Occupational Therapy Doctorate Students

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

Doctoral level course

## Assessment

### University Outcomes

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

a.  Global Awareness

b.  Thinking Critically

c.  Information Literacy

### Relationship with Current Program-Level Assessment Process

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

Students will identify occupation-based pediatric interventions and assessment methods in pediatric clinical care settings. This course will introduce students to occupation-based practices applied to pediatric cases through experiential learning.

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.*

<b>Program-Level Outcome 1 (from question #23)</b>	Students will identify occupation-based pediatric interventions and assessment methods in pediatric clinical care settings.
Assessment Measure	Evaluation of skill competencies based on grading rubric.
Assessment Timetable	Second semester, spring 2016. Evaluation takes place at the end of the fieldwork experience and at the end of the semester.
Who is responsible for assessing and reporting on the results?	The Astate OTD Clinical Fieldwork Coordinator, Dr. Marsha Johnson

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

### Course-Level Outcomes

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

<b>Outcome 1</b>	Increased knowledge about occupational therapy pediatric practices
Which learning activities are responsible for this outcome?	Experiential learning Text readings and classroom discussions Journal entries and classroom discussions
Assessment Measure and Benchmark	100% pass rate

*(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.

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- 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*)

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## Occupational Therapy

### Doctor of Occupational Therapy

<b>University Requirements:</b>	
See Graduate School Degree Policies for additional information (p. 36)	
<b>Program Requirements:</b>	
<b>Fall, Year 1</b>	<b>Sem. Hrs.</b>
OTD 5012, History of Occupational Science	2
OTD 5023, Pathology and Disease	3
OTD 5043, Technology I: Skills Training	3
OTD 5092, Research I: Research in Occupational Science	2
OTD 7113, Gross Anatomy	3
OTD 7213, Movement Science	3
<b>Sub-total</b>	<b>16</b>
<b>Spring, Year 1</b>	<b>Sem. Hrs.</b>
OTD 5073, Practice II: Occupational Science	3
OTD 5083, Technology II: Function	3
OTD 5101, Level I Fieldwork: Adults - OTD 5201 Fieldwork: Pediatrics	1
OTD 5142, Research II: Descriptive Research	2
OTD 7224, Neuroscience	4
Cognate Elective	3
<b>Sub-total</b>	<b>16</b>
<b>Summer, Year 1</b>	<b>Sem. Hrs.</b>
OTD 5123, Practice III: Pediatrics	3
OTD 5133, Technology III: Environment	3

OTD 6182, Research III: Experimental Research	2
<b>Sub-total</b>	<b>8</b>
<b>Fall, Year 2</b>	<b>Sem. Hrs.</b>
OTD 5151, Level I Fieldwork: Pediatrics	1
OTD 6164, Practice IV: Aging Adults	4
OTD 6173, Technology IV: Electronic Communication	3
OTD 6191, Level I Fieldwork: Aging Adults	1
OTD 6222, Research IV: Qualitative Research	2
Cognate Elective	3
<b>Sub-total</b>	<b>14</b>
<b>Spring, Year 2</b>	<b>Sem. Hrs.</b>
OTD 6203, Practice V: Health & Wellness	3
OTD 6213, Technology V: Informatics	3
OTD 6231, Level I Fieldwork: Interprofessional Practice	1
OTD 6243, Professional Practice Seminar	3
Cognate Elective	3
<b>Sub-total</b>	<b>13</b>

- 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 I: 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 5073. Practice II: Occupational Science** 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 5083. Technology II: Function** Overview of the broad spectrum of technology in occupational therapy related to mobility in the community, at home, in the workplace; use of adaptive equipment to facilitate such mobility and various forms of splinting are covered. 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 5101. Level I Fieldwork: Adults** Integrate and apply knowledge in a clinical setting. Level I experiences will relate to occupational therapy service delivery for adults. Will be under the supervision of related professionals in a variety of practice environments to enhance student understanding. Prerequisite, Admission to the OTD Program. Fall.~~
- OTD 5123. Practice III: Pediatrics** Focus on types of reasoning used by OTs is continued with pediatric focus. In addition to the clinical reasoning domains investigated in occupational therapy (procedural, conditional interactive), the pervasive use of narrative reasoning across society will be delineated. Prerequisite, Admission to the OTD Program. Spring.
- OTD 5133. Technology III: Environment** Designed around the use of technology and documentation of OT services. Focus on adaption of the environment for given disabilities or limitations, explore the process of adaptation, and build upon the principles of universal design for adaptive processes. Prerequisite, Admission to the OTD Program. Spring.
- 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: Pediatrics** 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 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.
- OTD 6164. Practice IV: 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 6173. Technology IV: Electronic Communication** This is the fourth in a sequence of courses designed around the use of technology in the practice and documentation of occupational therapy services. Internet/Software resources used for person- task-environment to enhance transactions will be explored. 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 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.



# New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

New Course or  Special Course (Check one box)

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

   
ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

   
ENTER DATE...

Department Chair:

ENTER DATE...

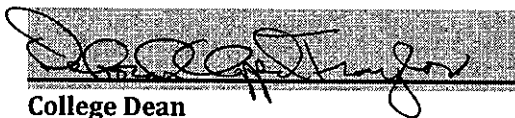
General Education Committee Chair (If applicable)

   
ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

   
ENTER DATE...

College Dean

   
ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

POSC 5163

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

Political Engagement

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

Lecture

knowledge of the literature in a chosen area, a demonstrated ability to formulate a research question and design an appropriate strategy for answering that question, a greater awareness of data resources, experience with quantitative analysis, and enhanced skills in showing results in paper and presentation form.

The course is devoted to mass political behavior in the US. The only other MA course in the curriculum that has a similar focus on micro politics is a course on public opinion and public policy, and half of that course concentrates on how institutions process mass political preferences. Most of the US courses in the MA curriculum cover institutions, and having another course on citizen political behavior will balance the department's offerings.

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 MA program in political science aims to equip "students with substantive knowledge and methodological skills necessary to conduct research" so as to "prepare students for future educational and career opportunities in both the public and private sectors". The proposed course provides both that knowledge and those skills through a study of individual political behavior.

c. Student population served.

Focused on MA students in political science but the course would be accessible to and useful for other graduate students in the social sciences.

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

The research paper expectations assume the orientation and skills of graduate students and provides the learning experiences properly provided to graduate students.

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

1. Overview
2. Modes of participation
3. The Standard Demographic Model
4. The Mobilization Model
5. The Mobilization Model and electoral behavior
6. The Mobilization Model and non-electoral participation
7. Trends in civic engagement
8. Alternative explanations for trends in civic engagement
9. Political socialization
10. Political knowledge
11. Media effects on political engagement
12. Gender and political engagement
13. Personality effects
14. Graduate student presentations and wrap-up

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

Empirical research paper on an aspect of micro political behavior and presentation of results to undergraduates; also tests, reading checks, and class participation.

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

None

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

Current resources are adequate.

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

An ability to formulate, design, implement, and report research on an aspect of mass political behavior.

21. Reading and writing requirements:

Assessment Tool:

Enter text

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

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

---

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

**To copy from the bulletin:**

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

Graduate *Bulletin* 2015-2016, p 321

**DEPARTMENT OF POLITICAL SCIENCE**

Political Science (POSC) POSC 5113. American Legislative Process A study of the structure and organization of legislative bodies and a detailed study of legislative processes.

POSC 5143. Public Opinion and Public Policy The function of public opinion in political systems, and methods for revealing public preferences; with principal focus on the U.S. case.

**POSC 5163. Political Engagement**

The modes and rates of political participation in the United States with an emphasis on the effects of gender, ethnicity, education and other factors.

### Course Deletion Proposal Form

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

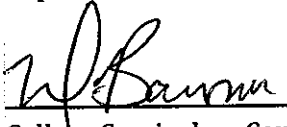
Graduate Council - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

  
Department Curriculum Committee Chair  
10-21-15  
ENTER DATE...


COPE Chair (if applicable)  
ENTER DATE...

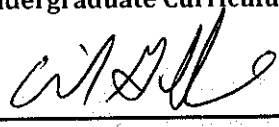
  
Department Chair:  
10-21-15  
ENTER DATE...

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

  
College Curriculum Committee Chair  
11-10-15  
ENTER DATE...

Undergraduate Curriculum Council Chair  
ENTER DATE...

  
College Dean  
11-10-15  
ENTER DATE...

  
Graduate Curriculum Committee Chair  
5/1/16  
ENTER DATE...

Vice Chancellor for Academic Affairs  
ENTER DATE...

**1. Course Title, Prefix and Number**  
CD 6063

**2. Contact Person (Name, Email Address, Phone Number)**  
Joy Good, Ph.D., CCC-SLP

**3. Last semester course will be offered**  
Fall 2015  
Please clarify by selecting one of the following:  
a.  Remove Course from bulletin for Fall 2016  
b.  Other - Please clarify - Click here to enter text.

**4. Student Population**

- a. The course was initially created for what student population?  
Graduate CD students
- b. How will deletion of this course affect those students?  
The students will not be affected because the course will be offered to undergraduates as of next fall and the course will be dual-listed as a 5000 level course for those graduate students in need of it.

**College, Departmental, or Program Changes**

- 5. a. How will this affect the college, department, and/or program?  
The program will not be affected because it will continue to be offered under a different course number.
  - b. Does this program and/or course affect another department? [Click to choose an item.]  
If yes, please provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.  
No
  - c. Please provide a short justification for why this course is being deleted from the program.  
It will be a requirement for CD undergraduate students as of Fall 2016 but graduate students will be able to take it as well under a different course number.
6. **Is there currently a course listed in the bulletin which is equivalent to this one?** [Click to choose an item.]  
If yes, which course(s)?  
No
7. **Will this course be equivalent to a new course?** [Click to choose an item.]  
If yes, what course?  
CD 5063 -Multicultural Issues in Communication Sciences and Disorders


## Bulletin Changes

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Please visit <https://youtu.be/yjdL2n4Izm4> for more detailed instructions.

## Page 237-Graduate Bulletin

**CD 5703 Articulation and Phonological Disorders** Principles and procedures for assessment, treatment, and facilitative techniques in disorders of articulation and phonology affecting various ages and cultures. Restricted to students in the Communication Disorders graduate program and/or post degree students completing deficiency requirements.

**CD 5751 Clinical Practice I** Stresses assessment, report writing, development of IEP and lesson plans. All students must complete this practicum under the supervision of ASU Speech and Hearing Center personnel. A minimum of 50 clock hours of clinical practice is required.

**CD 580V Special Topics Workshop** A specifically designed series of learning experiences to enhance the professional capabilities of speech pathologists. Opportunity for participants to engage in meaningful learning activities and interact with recognized professionals in the field. Course can be repeated for credit.

**CD 6001 Instrumentation in Communication Disorders** "Hands-on" electrophysiological, electroacoustic, and psychoacoustic methods and procedures in the diagnosis, treatment, and research of communication disorders. Summer II.

**CD 6003 Experimental Phonetics** Study of the physical (acoustic), physiologic, and perceptual properties of the speech signal, its production and perception.

**CD 6053 Research in Communication Disorders** Study of problems and methods in communication disorders research. Critical examination of research design, procedures, and reporting of research studies in communication disorders.

~~**CD 6063 Multicultural Issues in Communication Disorders** A study of multicultural issues applicable to providing speech language hearing services. Nonbiased assessment and culturally relevant intervention procedures and strategies will be offered.~~

**CD 6153 Voice Disorders** Advanced study of voice anatomy and physiology; theories

of voice production; voice disorders and pathologies and their treatment.

### Course Deletion Proposal Form

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

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

Mavis Amy Morrison OTD R/L 11/9/2015  
Department Curriculum Committee Chair

\_\_\_\_\_|ENTER DATE...|  
COPE Chair (if applicable)

Mavis Amy Morrison OTD R/L 11/9/2015  
Department Chair:

\_\_\_\_\_|ENTER DATE...|  
General Education Committee Chair (If applicable)

W. Brown 11/10/15  
College Curriculum Committee Chair

\_\_\_\_\_|ENTER DATE...|  
Undergraduate Curriculum Council Chair

Randy Stewart for Henderson 11/10/15  
College Dean

C. J. [Signature] 5/1/16  
Graduate Curriculum Committee Chair

\_\_\_\_\_|ENTER DATE...|  
Vice Chancellor for Academic Affairs

**1. Course Title, Prefix and Number**  
OTD 5083

**2. Contact Person (Name, Email Address, Phone Number)**  
Dr. Tracy Morrison, Chair, Occupational Therapy  
PO Box 910  
State University, AR 72467  
[mmorrison@astate.edu](mailto:mmorrison@astate.edu)  
870-972-2274

**3. Last semester course will be offered**  
Course will not be offered.

Please clarify by selecting one of the following:

- a.  Remove Course from bulletin for Spring 2016
- b.  Other - Please clarify - Click here to enter text.



**4. Student Population**

- a. The course was initially created for what student population?  
Occupational Therapy Doctorate Students
- b. How will deletion of this course affect those students?  
Deletion of this course improves the delivery of quality education because the replacement course includes lifespan focus and fundamental skill development.

**College, Departmental, or Program Changes**

- 5. a. How will this affect the college, department, and/or program?  
No effect.
- b. Does this program and/or course affect another department? No  
If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.  
[Enter text...]
- c. Please provide a short justification for why this course being deleted from program.  
Course will be replaced by one that more accurately fits accreditation guidelines set forth by ACOTE.

**6. Is there currently a course listed in the bulletin which is equivalent to this one? No**

If yes, which course(s)?  
[Enter text...]

**7. Will this course be equivalent to a new course? No**

If yes, what course?  
[Enter text...]


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## Occupational Therapy

Doctor of Occupational Therapy

University Requirements:	
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OTD 5092, Research I: Research in Occupational Science	2
OTD 7113, Gross Anatomy	3
OTD 7213, Movement Science	3
<b>Sub-total</b>	<b>16</b>
Spring, Year 1	Sem. Hrs.
OTD 5073, Practice II: Occupational Science	3
OTD 5083, Technology II: Function	3
OTD 5101, Level I Fieldwork: Adults	1

OTD 5142, Research II: Descriptive Research	2
OTD 7224, Neuroscience	4
Cognate Elective	3
<b>Sub-total</b>	<b>16</b>
<b>Summer, Year 1</b>	<b>Sem. Hrs.</b>
OTD 5123, Practice III: Pediatrics	3
OTD 5133, Technology III: Environment	3
OTD 6182, Research III: Experimental Research	2
<b>Sub-total</b>	<b>8</b>
<b>Fall, Year 2</b>	<b>Sem. Hrs.</b>
OTD 5151, Level I Fieldwork: Pediatrics	1
OTD 6164, Practice IV: Aging Adults	4
OTD 6173, Technology IV: Electronic Communication	3
OTD 6191, Level I Fieldwork: Aging Adults	1
OTD 6222, Research IV: Qualitative Research	2
Cognate Elective	3
<b>Sub-total</b>	<b>14</b>
<b>Spring, Year 2</b>	<b>Sem. Hrs.</b>
OTD 6203, Practice V: Health & Wellness	3
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- 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.

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Mary Tracy Morrison OTD R/c | 11/10/2015  
Department Curriculum Committee Chair

\_\_\_\_\_ | ENTER DATE...  
COPE Chair (if applicable)

Mary Tracy Morrison OTD R/c | 11/10/2015  
Department Chair:

\_\_\_\_\_ | ENTER DATE...  
General Education Committee Chair (If applicable)

W. Barnes | 11/10/15  
College Curriculum Committee Chair

\_\_\_\_\_ | ENTER DATE...  
Undergraduate Curriculum Council Chair

Angela Spindt | 11/10/15  
College Dean

W. Barnes | 5/11/16  
Graduate Curriculum Committee Chair

\_\_\_\_\_ | ENTER DATE...  
Vice Chancellor for Academic Affairs

**1. Course Title, Prefix and Number**

OTD 5101 Fieldwork: Adults

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

Dr. Tracy Morrison, Chair, Occupational Therapy  
PO Box 910  
State University, AR 72467  
[mmorrison@astate.edu](mailto:mmorrison@astate.edu)  
870-972-2274

**3. Last semester course will be offered**

Will not be offered.

Please clarify by selecting one of the following:

- a.  Remove Course from bulletin for Spring 2016
- b.  Other - Please clarify - Click here to enter text.

#### 4. Student Population

- a. The course was initially created for what student population?  
Occupational Therapy Doctorate Students
- b. How will deletion of this course affect those students?  
Deletion of this course improves the delivery of quality education because the replacement course includes lifespan focus and fundamental skill development.

#### College, Departmental, or Program Changes

5. a. How will this affect the college, department, and/or program?  
No effect
- b. Does this program and/or course affect another department? No  
If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.  
[Enter text..]
- c. Please provide a short justification for why this course being deleted from program.  
Course will be replaced by one that more accurately fits accreditation guidelines set forth by ACOTE.

#### 6. Is there currently a course listed in the bulletin which is equivalent to this one? No

If yes, which course(s)?

[Enter text..]

#### 7. Will this course be equivalent to a new course? No

If yes, what course?

[Enter text..]


## 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

### Doctor of Occupational Therapy

University Requirements	
See Graduate School Degree Policies for additional information (p. 36)	
Program Requirements	
Fall, Year 1	Sem. Hrs.
OTD 5012, History of Occupational Science	2
OTD 5023, Pathology and Disease	3
OTD 5043, Technology I: Skills Training	3
OTD 5092, Research I: Research in Occupational Science	2
OTD 7113, Gross Anatomy	3
OTD 7213, Movement Science	3
<b>Sub-total</b>	<b>16</b>
Spring, Year 1	Sem. Hrs.
OTD 5073, Practice II: Occupational Science	3
OTD 5083, Technology II: Function	3
OTD 5101, Level I Fieldwork: Adults	1
OTD 5142, Research II: Descriptive Research	2
OTD 7224, Neuroscience	4
Cognate Elective	3
<b>Sub-total</b>	<b>16</b>
Summer, Year 1	Sem. Hrs.
OTD 5123, Practice III: Pediatrics	3

OTD 5133, Technology III: Environment	3
OTD 6182, Research III: Experimental Research	2
<b>Sub-total</b>	<b>8</b>
<b>Fall, Year 2</b>	<b>Sem. Hrs.</b>
OTD 5151, Level I Fieldwork: Pediatrics	1
OTD 6164, Practice IV: Aging Adults	4
OTD 6173, Technology IV: Electronic Communication	3
OTD 6191, Level I Fieldwork: Aging Adults	1
OTD 6222, Research IV: Qualitative Research	2
Cognate Elective	3
<b>Sub-total</b>	<b>14</b>
<b>Spring, Year 2</b>	<b>Sem. Hrs.</b>
OTD 6203, Practice V: Health & Wellness	3
OTD 6213, Technology V: Informatics	3
OTD 6231, Level I Fieldwork: Interprofessional Practice	1
OTD 6243, Professional Practice Seminar	3
Cognate Elective	3
<b>Sub-total</b>	<b>13</b>

- 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 I: 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 5073. Practice II: Occupational Science** 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 5083. Technology II: Function** Overview of the broad spectrum of technology in occupational therapy related to mobility in the community, at home, in the workplace; use of adaptive equipment to facilitate such mobility and various forms of splinting are covered. 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 5104. Level I Fieldwork: Adults** Integrate and apply knowledge in a clinical setting. Level I experiences will relate to occupational therapy service delivery for adults. Will be under the supervision of related professionals in a variety of practice environments to enhance student understanding. Prerequisite, Admission to the OTD Program. Fall.
- OTD 5123. Practice III: Pediatrics** Focus on types of reasoning used by OTs is continued with pediatric focus. In addition to the clinical reasoning domains investigated in occupational therapy (procedural, conditional interactive), the pervasive use of narrative reasoning across society will be delineated. Prerequisite, Admission to the OTD Program. Spring.
- OTD 5133. Technology III: Environment** Designed around the use of technology and documentation of OT services. Focus on adaption of the environment for given disabilities or limitations, explore the process of adaptation, and build upon the principles of universal design for adaptive processes. Prerequisite, Admission to the OTD Program. Spring.
- 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: Pediatrics** 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 6164. Practice IV: 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 6173. Technology IV: Electronic Communication** This is the fourth in a sequence of courses designed around the use of technology in the practice and documentation of occupational therapy services. Internet/Software resources used for person- task-environment to enhance transactions will be explored. 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 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.



ARKANSAS STATE UNIVERSITY

Renewal Form for Regular Graduate Faculty Status

Name: Dr. Ronald Johnson

Date: 1 November 2015

Program or Department in which the Applicant seeks renewal of Regular Graduate Faculty Status:

Biological Sciences and EVS

Signature of Originator:

Travis Marsico

Digitally signed by Travis Marsico
DN: cn=Travis Marsico, o=Arkansas State University, ou=Dept. of Biological Sciences, email=tmarsico@astate.edu, c=US
Date: 2015.11.01 22:45:16 -0600'

Originator must be a department/program graduate faculty or chair (or program director in the case of interdisciplinary programs) Please sign, & click here to submit to Graduate Council for Review:

From the Faculty Handbook:

Qualifications

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

Appointment Requirements and Procedure

Application must include evidence of professional activity related to graduate education such as research, publication, exhibition or performance, membership in professional organizations, participation in regional and national meetings, excellence in teaching and the application must meet the qualification standards of the program or department. An appointment is recommended by the department/program graduate faculty and chair (or program director in the case of interdisciplinary programs) and approved by the Graduate Council.

Do Not Type 'See CV'. Briefly List the Evidence of Compliance with Program Guidelines Completed Within the Last 6 Years.

In the space provided, briefly describe how the applicant's scholarly or creative work in the last six years has met the program's particular expectations, as approved by the the Graduate Council (or using the Graduate Council's generic guidelines for programs that do not have Graduate Council approved guidelines) for regular graduate faculty :

(Please contact the Graduate School if you need a copy of your program/department Graduate Faculty guidelines.)

Please attach a copy of applicant's CV to e-mail. Make sure that it is edited to include only activity from last six years to indicate how they met qualifications.

Scholarly Publications: 13 over past 6 years; Grants: 5 over past 6 years, ~\$100,000; Presentations: 10 over past 6 years.

Regular Graduate Faculty Status Renewed

Appointment is for up to a six year term, at which time the faculty member may reapply. (Individual programs, departments, or colleges may choose to have shorter terms of appointment.)

Regular Graduate Faculty Status Not Renewed, see Explanation below

Signature of Graduate Council Chair:

[Handwritten signature]

GC Chair: If approved by Graduate Council, please sign & click here to submit to Graduate School for Processing

RONALD L. JOHNSON  
PROFESSOR OF GENETICS  
(870) 972-2366  
rlj@astate.edu

**ACADEMIC TRAINING**

BS	Calif. State Univ., Long Beach	1977	Marine Biology
MA	University of Northern Colorado	1981	Biology
DA	University of Northern Colorado	1985	Biology

**PROFESSIONAL EXPERIENCE**

Assistant Professor of Biology	Sterling College	1981-1985
Associate Professor of Biology	Springfield College	1985-1992
Assistant Professor of Biology	Arkansas State Univ.	1992-1998
Associate Professor of Biology	Arkansas State Univ.	1998-2002
Professor of Biology	Arkansas State Univ.	2002-Present
Interim Chair of Biology	Arkansas State Univ.	2002-2003
Assistant Chair of Biology	Arkansas State Univ.	2003-Present

**SCHOLARLY PUBLICATIONS**

Brockway, W.J. and R.L. Johnson. 2015. Introduction of Florida bass alleles into largemouth bass inhabiting northeast Arkansas stream systems. Arkansas Academy of Sciences in press.

Neupane, D., Johnson, R. L., & T.S. Risch. 2014. Temporal and spatial patterns of human-elephant conflict in Nepal. Pp. 856-888 in 2013 International Elephant & Rhino

Conservation & Research Symposium Proceedings. August 26 -30, 2013. Pittsburgh Zoo & PPG Aquarium.

Chandarana, J, D. J. Reish, and R. L. Johnson. 2013. Genetic structure of the polychaete *Nereis grubei* in the context of current patterns and life history. *Marine Ecology Progress Series* 473:215-224.

Lamothe, K., and R.L. Johnson. 2013. Microsatellite analysis of trophy largemouth bass from Arkansas reservoirs. *Journal of the Arkansas Academy of Science* 67:71-80.

Lamothe, K., R. L. Allen, C. Cato, K. Winningham, C. Dennis, and R.L. Johnson. 2012. Shifting genetic composition of largemouth bass populations in dendritic arms of two large Arkansas reservoirs through stocking of Florida largemouth bass. *Southeastern Association of Fish and Wildlife Agencies* 66:82-87.

R. L. Johnson, S.D. Henry and S.W. Barkley. 2010. Distribution and population characteristics of shadow bass in two Arkansas Ozark streams. *North American Journal of Fisheries Management* 30:1522-1528.

M.R. Weston, R.L. Johnson and A.C. Christian. 2010. Niche partitioning of the sympatric yellowcheek darter *Etheostoma moorei* and rainbow darter *Etheostoma caeruleum* in the Little Red River, Arkansas. *American Midland Naturalist* 164:187-200.

R.L. Johnson. 2009. A comparison of genetic structuring of Yellowcheek Darters (*Etheostoma moorei*) using AFLPs and allozymes. *Biochemical Systematics and Ecology* 37:298-303.

R. Allen, C. Cato, C. Dennis and R.L. Johnson. 2009. Condition relative to phenotype for bass populations in southern Arkansas lakes. *Arkansas Academy of Sciences* 63:20-

27.

R.L. Johnson, S.D. Henry, and S.W. Barkley. 2009. Distribution and population characteristics of walleye in the lower Eleven Point River, Arkansas. *Arkansas Academy of Sciences* 63:1-9.

R. Allen and R.L. Johnson. 2009. Temporal changes of largemouth bass alleles in a northern Arkansas reservoir stocked with Florida bass. *Arkansas Academy of Sciences* 63:28-33.

B. Kaimal, R.L. Johnson, and R. Hannigan. 2009. Distinguishing breeding populations of mallards (*Anas platyrhynchos*) using trace elements. *Journal of Geochemical Exploration* 102:44-48.

R.L. Johnson, A.D. Christian, S.D. Henry and S.W. Barkley. 2009. Distribution, population characteristics, and physical habitat associations of black bass (*Micropterus*) in the lower Eleven Point River, Arkansas. *Southeastern Naturalist* 8(4):653-670.

R.L. Johnson and T. Kennon. 2009. Teaching population genetics and evolution in the biology classroom using *Drosophila*. *American Biology Teacher* 38:14-19.

#### GRANTS FUNDED:

Arkansas Game & Fish Commission. Determination of incorporation of Florida bass (*Micropterus floridanus*) alleles in largemouth bass (*Micropterus salmoides*) populations of several Arkansas reservoirs using microsatellite analysis. 7/1/12- 6/30/13. \$11,000.

Arkansas Game & Fish Commission. Determination of incorporation of Florida bass (*Micropterus floridanus*) alleles in largemouth bass (*Micropterus salmoides*) populations of

several Arkansas reservoirs using microsatellite analysis. 7/1/11- 6/30/12. \$14,130.

US Fish & Wildlife Society. Genetic Study of Asian Elephant (*Elephas maximus*) Herds in Eastern Himalayan Region. Co-PI. 05/10/2012- \$49,997.

Arkansas Game and Fish Commission. Genetic analysis of Florida and largemouth basses of southern Arkansas lakes using microsatellites. 8/1/10-7/31/11. \$14,130.

Arkansas Game and Fish Commission. Genetic analysis of Florida and largemouth basses of southern Arkansas lakes using microsatellites. 8/1/09-7/31/10. \$13,250.

#### PRESENTATIONS TO LEARNED FORUMS

Brockway, W.J. and R.L. Johnson. 2015. Introduction of Florida bass alleles into largemouth bass inhabiting northeast Arkansas stream systems. Arkansas Academy of Sciences April 11, 2015, Arkadelphia, AR.

Lamothe, K. and R.L. Johnson. Microsatellite Analysis of Trophy Largemouth Bass from Arkansas Reservoirs. Arkansas Academy of Sciences, April 5, 2013, Little Rock, AR.

Risch, T., A. Gill, R. Grippo, R. Johnson, and T. Kennon. 2012. National Science Foundation Informal Science Education Program Proposal: Fishing for STEM Literacy 31st Annual Meeting of the Society of Environmental Toxicology and Chemistry, Long Beach, CA.

Lamothe, K. and R.L. Johnson. Shifting Genetic Composition of Largemouth Bass Populations in Dendritic Arms of Two Large Arkansas Reservoirs Through Stocking of Florida Largemouth Bass. Southeastern Association of Fish and Wildlife Agencies October 10, 2012. Hot Springs, AR

J. Richardson, M. Gadbury, C. Cato, R. Allen and R.L. Johnson. Levels of hybridization of largemouth and Florida bass in several Arkansas lakes. Arkansas Academy of Sciences, April 9, 2010, Little Rock, AR.

R. Allen, C. Cato, C. Dennis and R.L. Johnson. Condition Relative to Phenotype for Bass Populations in Southern Arkansas Lakes. Arkansas Academy of Sciences, April 3, 2009, Clarksville, AR

R.L. Johnson, S.D. Henry, and S.W. Barkley. Distribution and Population Characteristics of Walleye in the Lower Eleven Point River, Arkansas. Arkansas Academy of Sciences, April 3, 2009, Clarksville, AR

R. Allen and R.L. Johnson. Temporal changes of largemouth bass alleles in a northern Arkansas reservoir stocked with Florida bass. Arkansas Academy of Sciences, April 3, 2009, Clarksville, AR

C. Cato, R. Allen and R.L. Johnson. Genetic structure of largemouth bass (*Micropterus salmoides*) in several Arkansas lakes as determined by microsatellite analysis following the stocking of Florida bass (*Micropterus floridanus*). American Fisheries Society, Nashville, TN. September 2, 2009

C. Cato, R. Allen, and R.L. Johnson. 2009. Genetic structure of largemouth bass (*Micropterus salmoides*) populations in several Arkansas lakes following the stocking of Florida bass (*Micropterus floridanus*): insight to the extent and effects of hybridization. American Fisheries Society, Arkansas Chapter, February 6; Bentonville, AR.



ARKANSAS STATE UNIVERSITY

Renewal Form for Regular Graduate Faculty Status

Name: D. Mike McDaniel

Date: December 1, 2015

Program or Department in which the Applicant seeks renewal of Regular Graduate Faculty Status:

Communication Disorders

Signature of Originator:

D. Mike McDaniel

Digitally signed by D. Mike McDaniel DN: cn=D. Mike McDaniel, o=Arkansas State University, ou=Communication Disorders, email=dmdan@astate.edu, c=US Date: 2015.12.01 16:57:26 -06'00'

Originator must be a department/program graduate faculty or chair (or program director in the case of interdisciplinary programs) Please sign, & click here to submit to Graduate Council for Review

From the Faculty Handbook:

Qualifications

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

Appointment Requirements and Procedure

Application must include evidence of professional activity related to graduate education such as research, publication, exhibition or performance, membership in professional organizations, participation in regional and national meetings, excellence in teaching and the application must meet the qualification standards of the program or department. An appointment is recommended by the department/program graduate faculty and chair (or program director in the case of interdisciplinary programs) and approved by the Graduate Council.

Do Not Type 'See CV'. Briefly List the Evidence of Compliance with Program Guidelines Completed Within the Last 6 Years.

In the space provided, briefly describe how the applicant's scholarly or creative work in the last six years has met the program's particular expectations, as approved by the the Graduate Council (or using the Graduate Council's generic guidelines for programs that do not have Graduate Council approved guidelines) for regular graduate faculty :

(Please contact the Graduate School if you need a copy of your program/department Graduate Faculty guidelines.)

Please attach a copy of applicant's CV to e-mail. Make sure that it is edited to include only activity from last six years to indicate how they met qualifications.

Over the past six years I have had six publications and five presentations at learned forums. Additionally, I have directed eight master's theses and three Honors theses and have served on two dissertation committees and three theses committees.

Regular Graduate Faculty Status Renewed

Appointment is for up to a six year term, at which time the faculty member may reapply. (Individual programs, departments, or colleges may choose to have shorter terms of appointment.)

Regular Graduate Faculty Status Not Renewed, see Explanation below

Signature of Graduate Council Chair:

[Handwritten Signature]

GC Chair: If approved by Graduate Council, please sign & click here to submit to Graduate School for Processing



Five publications  
VITA

Dr. D. Mike McDaniel  
Professor of Communication Disorders  
Department of Communication Disorders  
Arkansas State University

ACADEMIC DEGREES

Ph.D. Memphis State University	Audiology	1988
M.A. Memphis State University	Audiology	1972
B.S.E. Arkansas State University	Speech Pathology	1970

PROFESSIONAL EXPERIENCE

Arkansas State University, Jonesboro, AR  
Professor of Communication Disorders 1999 to present

PUBLICATIONS

Neeley, R.N., Pulliam, M.H., McDaniel, D.M., and Catt, M. (2015). The impact of interrupted use of a speech generating device on the communication acts of a child with autism spectrum disorder: A case study. *Education, (135)3*.

McDaniel, D.M., Neeley, R.A., Isaacson, J.J., and Howard, G.D. (2012). Accent assessment: A preliminary study of scaling validity. *Journal of International Students, 2 (1), 98-93*.

Anderson, B.C., Crader, M.F., Nix, E.S., and McDaniel, D.M. (2012). Nursing behaviors related to vancomycin and aminoglycoside administration. *Mrd. Surg. Nursing (In Press)*.

Krebs, M.L., McDaniel, D.M., and Neeley, R.A. (2010). The effects of peer training on the social interaction of children with autism spectrum disorders. *Education, 131 (2), 393-403*.

Isaacson, J., McDaniel, D.M., Boals, B., and Moore, L. (2010). Developing and implementing a system of shared governance from a faculty perspective. *Proceedings from the 2010 American Institute of Higher Education Conference, 3 (1), 361-369*.

Shotts, L.L., McDaniel, D.M. & Neeley R.A. (2008). The impact of prolonged pacifier use on speech articulation. *Contemporary Issues in Communication Science and Disorders*, 35(1), 72-75.

#### PRESENTATIONS AT LEARNED FORUMS

**Title of Presentation:** The use of speech-in-noise testing as a measure of hearing aid benefit

**Presenter:** Caples, M. and McDaniel, D.M.

**Learned Forum:** Annual meeting of the American Speech-Language Audiology Association

**Date and Place:** November 19, 2015, Denver, CO

**5filearned forums**

**Presenter:** Caples, M. and McDaniel, D.M.

**Learned Forum:** Arkansas Academy of Audiology

**Date and Place:** May, 2014, The Lodge at Mt. Magazine, AR

**Title of Presentation:** Comparison of pragmatic skills in second born and only children.

**Presenter:** Toombs, C. and McDaniel, D.M.

**Learned Forum:** Arkansas Speech-Language Hearing Association

**Date and Place:** October 2012, Little Rock, AR.

**Title of Presentation:** Relationship between listening comprehension and signal-to-noise ratio loss in children.

**Presenter:** Junkersfeld, J. and McDaniel, D.M.

**Learned Forum:** Arkansas Speech-Language Hearing Association

**Date and Place:** October 2012, Little Rock, AR.

**Title of Presentation:** A preliminary investigation of potential subtle middle ear differences in children with reading delays.

**Presenter:** Bailey, B. and McDaniel, D.M.

**Learned Forum:** Arkansas Academy of Audiology

**Date and Place:** May 2012, Petit Jean, AR

#### DISSERTATIONS/THESES/STUDENT RESEARCH ACTIVITIES

**Thesis:** The use of speech-in-noise testing as a measure of hearing aid benefit

**Student:** Morgan Caples

**Defense Date:** October 9, 2015

**Committee Members:** Dr. Mile McDaniel-Chair; Dr. Roy Aldridge; Dr. Christina Akbari; Dr. John Beineke; Dr. Amy Schollenbarger

**Thesis: Aprosodia Therapy: The Impact on Affective Prosody in a Child with High Functioning Autism.**

**Student: Andria Hutchison**

**Defense Date: October 2, 2015**

**Committee Members: Dr. Christina Akbari – Chair; Dr. Richard Neeley; Dr. Mike McDaniel; Dr. Joy Good; Dr. Amy Shollenbarger**

**Dissertation: A model policy for employment, professional development, institutional integration and evaluation of part-time faculty in the public two year college**

**Student: Holly Ayers**

**Defense Date: May, 2014**

**Committee Members: Dr. David Cox - Chair, Dr. Mike McDaniel**

**Dissertation: First grade student's awareness of final consonant clusters in monomorphemic words: Does dialect matter?**

**Student: Amy Schollenbarger**

**Defense Date: March, 2014**

**Committee: Chair, Gregory Robinson (UALR). Member: D. McDaniel**

**Undergraduate Honors Thesis: Fluent communication as a metric of hearing aid benefit**

**Student: Morgan Caples**

**Defense Date: April 28, 2014**

**Committee Members: Dr. Mike McDaniel – Chair; Dr. Richard Neeley; Dr. Susan Snellgrove; Rebecca Oliver**

**Thesis: Behavioral measures of audibility as a measure of hearing aid benefit.**

**Student: Bethany Burkeen**

**Defense Date: October 17, 2014**

**Committee Members: Dr. Mike McDaniel – Chair; Dr. Richard Neeley; Dr. Amy Shollenbarger; Dr. Susan Snellgrove.**

**Honors Thesis: A preliminary investigation of potential subtle middle ear differences in children with reading delays**

**Student: Brittany Bailey**

**Defense Date: April 2012**

**Committee: Chair, D. M. McDaniel, S. Lovelace, R. Neeley, S. Sifford**

**Honors Thesis: Fluent Communication as a Metric of Hearing Aid Benefit**

**Student: Morgan Caples**

**Defense Date: April 28, 2014**

**Committee: Chair, D.M. McDaniel. R. Neeley, S. Snellgrove**

**Thesis: Pragmatic skill differences in second born children and those without siblings**

**Student: Crystal Toombs**

**Defense Date: October 2012**

**Committee: Chair, D. McDaniel, Members – S. Lovelace, S. Sifford, J. Lamb, R. Neeley**

**Thesis: The effect of signal-to-noise ratio hearing loss on phonemic awareness in school age children**

**Student: Juli Junkersfeld**

**Defense Date: November 2012**

**Committee: Chair, D. McDaniel, Members – S. Lovelace, S. Sifford, J. Lamb, R. Neeley**

**Thesis: Are you textually active?**

**Student: Kandace Dyson**

**Defense Date: November 3, 2011**

**Committee: Chair, S. Lovelace, Member: F. Hunter, R Neeley, D.M. McDaniel**

**Thesis: The effects of educational television on the acquisition of basic concepts in young children**

**Student: Brandi Messer**

**Defense Date: November 2010**

**Committee: Chair, D. McDaniel, Members – S. Lovelace, S. Sifford, J. Lamb, R. Neeley**

**Thesis: The initial and renewed impact of an AAC devices using the Lamp Approach on an individual with autism spectrum disorder**

**Student: Mary Hannah Pulliam**

**Defense Date: November 2010**

**Committee: Chair, D. McDaniel, Members – S. Lovelace, S. Sifford, J. Lamb, R. Neeley**

**Thesis: The effects of brief, intensive drill sessions in achieving speech articulation objectives.**

**Student: Kathryn Smith**

**Defense Date: November 3, 2009**

**Committee: Chair, S. Lovelace, Member: F. Hunter, R Neeley, D.M. McDaniel**

**Thesis: The Effects of Peer Training Social Intervention on Social Interactions of Children with Autism**

**Student: Mindy Krebs**

**Defense Date: November 3, 2009**

**Committee: Chair, D. McDaniel, Members – S. Lovelace, S. Sifford, J. Lamb, R. Neel**

**Service to the University**

**Department of Communication Disorders:**

**CD Program Faculty Search Committee (2002-2008) (2011-2013) 2014  
Reaccreditation Committee (1995- Present)**

**College of Nursing and Health Professions:**

**Director MSHS Program (2007-2013)  
College Awards Committee (2012-2014)**

**University:**

**Shared Governance Oversight Committee- Chair and member (2008-  
present)  
Faculty Handbook Committee (2013-present)  
University Reorganization Committee (2014-2015)**

**Service to the Community**

**Member, Abilities Unlimited of Northeast Arkansas Board of  
Directors (1989-2015) Chairman (2003-2004)  
cer Region III (2006-2010)  
Board of Directors, U.S. Youth Soccer (2006-2010)  
Board of Directors, United States Soccer Federation (2006-2010)  
Institutional Review Board, NEA Hospital and Clinic (2011-present)**



# Temporary Graduate Faculty (Requesting Approval to Teach)

Form

Print Form

(Submit this form to the Graduate School office using remembering to attach the CV)

Resubmitted after being sent back in 09/17/2015 GC Meeting, with a request for further information.

Date: 11/20/15  On Campus

Instructor Name: Bethania Baray Faculty Position: Adjunct (Voice, Opera)

College: Fine Arts Department: Music

Course Prefix(es) MUSP 6112-029 Performance Applied Music (Voice) CRN 61045  
Number and Title: MUS 6471-001 Opera Production CRN 64286

Requested Duration: 2 Years

(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)

Note: This instructor may NOT be assigned to teach courses other than those approved.

Other Experience and Qualifications (Optional): When Dr. Marika Kyriakos became the Chair of the Music Department, Ms. Baray was hired to cover part of her teaching load.

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Signature of Originator:

Lauren Schack Clark Digitally signed by Lauren Schack Clark  
Date: 2015.11.20 11:57:43 -06'00'

Originator: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)

Signature of Dept. Chair:

Marika Kyriakos Digitally signed by Marika Kyriakos  
DN: cn=Marika Kyriakos, o=Arkansas State University,  
ou=Department of Music, email=mkyriakos@astate.edu, c=US  
Date: 2015.11.21 13:30:29 -06'00'

Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)

Signature of College Dean:

[Empty signature box]

College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)

Signature of GS Dean:

[Handwritten signature]

Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)



# BETHANIA BARAY, SOPRANO

575.571.7780 | BETHANIABARAY@GMAIL.COM | WWW.BETHANIABARAY.COM

## ROLES

Belinda	<i>Dido and Aeneas</i>	Opera Memphis	2015
Dew Fairy	<i>Hansel &amp; Gretel</i>	Opera Memphis	2015
M. Silberklang(COVER)	<i>Der Schauspieldirektor</i>	Opera Memphis	2014
Philia	<i>A Funny Thing Happened...</i>	Germantown Community Theatre	2014
Miss Havisham	<i>Miss Havisham's Wedding Night</i>	University of Memphis Opera	2014
Lucy	<i>The Telephone</i>	Opera Memphis	2013
Despina	<i>Così fan tutte</i>	University of Memphis Opera	2013
Zerlina	<i>Don Giovanni</i>	University of Memphis Opera	2013
Nellic Ewell	<i>Summer and Smoke</i>	University of Memphis Opera	2012
Anna-Viola	<i>The Confession</i>	U. of Memphis Opera: NATS/NOA	2012
Lucia	<i>The Rape of Lucretia</i>	University of Arizona Opera Theater	2009
Mary Warren	<i>The Crucible</i>	University of Arizona Opera Theater	2009
Guadalca	<i>La Perichole</i>	University of Arizona Opera Theater	2008
High Priestess(COVER)	<i>Aida</i>	El Paso Opera	2007
Gretel	<i>Hänsel und Gretel</i>	Doña Ana Lyric Opera	2007
Rapunzel	<i>Into the Woods</i>	Doña Ana Lyric Opera	2006
Thomas	<i>A Christmas Gift</i>	Las Cruces Friends of Chamber Music	2006

## CONCERTS

Soprano Soloist	Schoenberg: <i>Pierrot Lunaire</i>	Memphis Contemporary Chamber Players	2012
Soprano Soloist	<i>Saarburg International Music Festival</i>	Saarburg, Germany	2010
Soprano Soloist	Mozart: <i>Requiem</i>	El Paso CC/Juarez Symphony	2007
Soprano Soloist	Britten: <i>Hymn to St. Cecilia</i>	El Paso Chamber Choir	2007
Soprano Soloist	L. Richardson: <i>Composition Premier</i>	University of Arizona	2010
Soprano Soloist	<i>Austria Tour 2007</i>	NMSU Choirs	2007

## CHORUS

<i>L'elisir d'amore</i>	Opera Memphis	2012
<i>L'elisir d'amore</i>	Arizona Opera	2009
<i>Il Tritico</i>	El Paso Opera	2008
<i>Aida</i>	El Paso Opera	2007
<i>La Traviata</i>	El Paso Opera	2006

## AWARDS & HONORS

Finalist	NATS Central- Northern Arizona Chapter Auditions (Tucson, AZ)	2010
2nd Place Winner	Quest for the Best Competition (Tucson, AZ)	2009
2nd Place Winner	NATS Central- Northern Arizona Chapter Auditions (Tucson, AZ)	2009
1st Place	Presser Scholar Performance Scholarship	2007

## EDUCATION & TRAINING

University of Memphis	DMA: Vocal Performance	2014
University of Arizona	MM: Vocal Performance	2010
New Mexico State University	BM: Music Education	2008

## COACHES

Mignon Dunn  
Reed Woodhouse  
Claude Webster  
Mark Ensley  
Paula Fan  
Michael Dauphinais

## CONDUCTORS

David Hayes  
Thomas Cockrell  
Joseph Rescigno  
Carlos Garcia-Ruiz  
Raymond Harvey  
Charles Bontrager

## DIRECTORS

Copland Woodruff  
Ned Canty  
Charles Roe

## MASTERCLASSES

Eric Rieger  
Mignon Dunn  
Kathryn Hartgrove  
Claude Webster

## OTHER SKILLS

Salsa dancer  
Spanish: 1st language



# Temporary Graduate Faculty Request Form

(Requesting Approval to Teach for Graduate Credit)

Print Form

(Submit this form to the Graduate School office using the electronic signature option set up below, remembering to attach the CV to the generated email)

Date: 12/3/15                       **On Campus**                       **Off Campus**

Instructor Name: Mitch Holifield                      Faculty Position: Professor

College: Education                      Department: ELCSE

<p>Course Prefix(es) <u>ELAD 6003 SCHOOL AND COMMUNITY RELATIONS</u>          Number and Title: <u>ELAD 6593 SUPERVISED INTERNSHIP</u>  <u>ELCI 6493 CURRICULUM INTERNSHIP</u></p>	<p><u>ELAD 6103 ETHICAL LEADERSHIP</u>  <u>ELAD 7033 CONTEMPORARY ISSUES IN AM. EDU.</u>  <u>ELFN 6763 PHILOSOPHIES OF EDUCATION</u></p>
--	--

Requested Duration: 2 Years

**(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)**

**Note: This instructor may NOT be assigned to teach courses other than those approved.**

**Other Experience and Qualifications (Optional):**

**The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.**

Signature of Originator: 
Steve Bounds

Digitally signed by Steve Bounds  
 DN: cn=Steve Bounds, o=A-State, ou=ELCSE,  
 email=sbounds@astate.edu, c=US  
 Date: 2015.12.02 22:30:03 -06'00'

**Originator: Sign above & click here to forward Form to Dept, Chair for their signature (attach CV)**

Signature of Dept. Chair: 
Steve Bounds

Digitally signed by Steve Bounds  
 DN: cn=Steve Bounds, o=A-State, ou=ELCSE,  
 email=sbounds@astate.edu, c=US  
 Date: 2015.12.02 22:30:35 -06'00'

**Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)**

Signature of College Dean: 
GINA S. HOGUE

Digitally signed by GINA S. HOGUE  
 DN: cn=GINA S. HOGUE, o=Arkansas State University, ou=Academic Affairs, email=ghogue@astate.edu, c=US  
 Date: 2015.12.03 20:15:24 -06'00'

**College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)**

Signature of GS Dean:

**Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)**



**DR. MITCHELL L. HOLIFIELD**

**CURRICULUM VITAE**

Professor of Educational Leadership

Department of Educational Leadership, Curriculum, and Special Education

**ACADEMIC DEGREES**

Ph.D. Southern Illinois University, Major: Educational Leadership

Ed.S. Southeast Missouri State University, Major: Educational Administration

M.A. Arkansas State University, Major: English

B.S.E. Arkansas State University, Major: English, Minor: Philosophy

**PROFESSIONAL EXPERIENCE**

2000-2013. Department Chair Department of Educational Leadership, Curriculum, and Special Education, Arkansas State University, Jonesboro, AR

1992-2012. Doctoral Faculty Member, Center for Excellence in Education, Arkansas State University, Jonesboro, AR

1995-present. Professor, Department of Educational Administration and Secondary Education, Arkansas State University, Jonesboro, AR

1990-1995. Associate Professor, Department of Educational Administration and Secondary Education, Arkansas State University, Jonesboro, AR

1985-1990. Principal, T.S. Hill Middle School and District Testing Coordinator, Dexter Public Schools, Dexter, Missouri

1980-1985. Assistant Principal, T.S. Hill Middle School, , Dexter Public Schools, Dexter, Missouri

1973-1980. English Teacher, T.S. Hill Middle School, , Dexter Public Schools, Dexter, Missouri

1971-1973. English Teacher, Piggott High School, Piggott Public Schools, Piggott, Arkansas

## **PUBLICATIONS**

Bounds, S., Holifield, M., & Nichols, J. (2012). A large-scale online educational leadership program: The good, the bad, and the ugly. *Proceedings of National Council of Professors of Educational Administration 66<sup>th</sup> Annual Conference*.

Bounds, S. & Holifield, M. (2011). Perceptions regarding the purpose of schooling. *Proceedings of AmHighEd 6<sup>th</sup> International Conference on Business and Education*. 4(1), 56-62.

## **Ed.D. DISSERTATION ADVISEMENTS-Major Advisor**

Anderson, Kim. (2011). Developing a Model Wellness Policy.

Jankoviak, Nicholas. (2011). A Comparative Analysis of High Performing and Low Performing Arkansas Three through Eight Schools Utilizing the Arkansas Scholastic Audit Model Indicators.

Kasarie, Noah. (2009). Opencourseware's Impact On and Usage by Higher Education Faculty in the Developing Countries of the Middle East.

McCullough, Merlina (2011). Impact of National Board Certification, Advanced degree, and Socio-Economic Status on Literacy Achievement.

Shaw, Alicia. (2009). The Impact of Preschool Education on the Missouri Assessment Program Scores of Missouri Bootheel Third Grade Students.

## **PRESENTATIONS AT LEARNED FORUMS**

Holifield, M. (2014). *Following the yellow brick road: Criteria guiding peer review of online courses*. Association for the Advancement of Computing in Education. New Orleans, LA.

Holifield, M. (2014). *What to do with online students who are &#%!@?!s* Arkansas Association of Teacher Education. Russellville, AR.

Holifield, M. (2012). *The diplomatic thumb: Dealing with opposition without becoming oppositional*. Forum for Innovative Leadership. Memphis, TN.

Holifield, M. (2012). *School climate: Avoidance of failure or pursuit of success?* SRATE Conference, Little Rock, AR.

Bounds, S., Holifield, M., & Nichols, J. ((2012). *A large-scale Educational Leadership Program: The Good, The Bad, the Ugly*. National Council of Professors of Educational Administration, Kansas City, MO.

Holifield, M. & Bounds, S. (2011, April). *Perceptions regarding the purpose of schooling*. American Institute of Higher Education. Charleston, SC.

Holifield, M. (2011, September). *Assessing and enhancing online courses: Going far beyond the correspondence course*. 3<sup>rd</sup> Annual Online & Distance Education Regional Conference, Jonesboro, AR.

Holifield, M. L., & Bounds, S. (2010, August). *Perceptions of principal preparation candidates regarding the purpose of schooling*. National Association of Professors of Educational Administration, Washington, D. C.

A. State (Examples)

Chair, Ethics Subcommittee of the Arkansas State Professional Licensure Standards Board, 2007-2009, 2012-2013  
Member, Ethics Subcommittee of the Arkansas State Professional Licensure Standards Board, 2007-2013  
Member, Arkansas State Professional Standards Licensure Board, 2007-2013  
Chair, Arkansas State Professional Standards Licensure Board, 2008-2010

B. University (Examples)

Senator, Faculty Senate, 2014-present  
Member, Academic Budget Committee, 2014-present  
Member, Shared Governance Oversight Committee, 2009  
Member, Distance Education Writing Group, *ASU Distance Education Change Request: A Report to the Higher Learning Commission*, 2008  
Member, Faculty Handbook Committee, 2008-present  
Co-Chair, Chairs Council, 2005-2011

C. College (Examples)

Member, Council on Professional Education, 2014-present  
Member, Administrative Council, 2000-2012  
Member, Dean's Search Committee, 2012

D. Center for Excellence in Education (Examples)

Member, Ph.D. Doctoral Program Design Team, 2009

E. Department of Educational Leadership, Curriculum, and Special Education (Examples)

1. Member, ELCSE Curriculum Committee
2. Member, ELCSE PRT Committee

**PROFESSIONAL MEMBERSHIP**

National Council of Professors of Educational Administration  
Arkansas Professors of Educational Administration





# Temporary Graduate Faculty Request Form

## (Requesting Approval to Teach for Graduate Credit)

Print Form

(Submit this form to the Graduate School office using the electronic signature option set up below, remembering to attach the CV to the generated email)

Date: 12/3/15 \_\_\_\_\_

On Campus

Off Campus

Instructor Name: Jackie McBride \_\_\_\_\_

Faculty Position: Professor \_\_\_\_\_

College: College \_\_\_\_\_

Department: ELCSE \_\_\_\_\_

Course Prefix(es) ELAD 6003 SCHOOL COMMUNITY RELATIONS  
 Number and Title: ELAD 6593 SUPERVISED INTERNSHIP  
 ELAD 7493 SUPERVISED INTERNSHIP

ELAD 6053 PLANNING RESOURCE ALLOCATION  
 ELAD 7473 FIELD STUDY

Requested Duration: ~~3~~ years 2 years approved

**(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)**

Note: This instructor may NOT be assigned to teach courses other than those approved.

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Signature of Originator:

**Steve Bounds**

Digitally signed by Steve Bounds  
 DN: cn=Steve Bounds, o=A-State, ou=ELCSE,  
 email=sbounds@astate.edu, c=US  
 Date: 2015.12.02 22:33:21 -06'00'

Originator: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)

Signature of Dept. Chair:

**Steve Bounds**

Digitally signed by Steve Bounds  
 DN: cn=Steve Bounds, o=A-State, ou=ELCSE,  
 email=sbounds@astate.edu, c=US  
 Date: 2015.12.02 22:33:44 -06'00'

Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)

Signature of College Dean:

**GINA S. HOGUE**

Digitally signed by GINA S. HOGUE  
 DN: cn=GINA S. HOGUE, o=Arkansas State University, ou=Academic  
 Affairs, email=ghogue@astate.edu, c=US  
 Date: 2015.12.03 20:16:39 -06'00'

College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)

Signature of GS Dean:

*WJ*

Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)

**Arkansas State University**  
**Professional Education Faculty Vita**  
**HELEN CLAIRE RIVES (JACKIE) MCBRIDE**  
**Professor of Education**

**ACADEMIC DEGREES**

EDD	Educational Leadership	Arkansas State University	1995
EDS	Educational Administration	Arkansas State University	1987
MSE	Reading	Arkansas State University	1978
BSE	Elementary Education	Arkansas State University	1969

**PROFESSIONAL EXPERIENCE**

2006-present	Arkansas State University	Professor of Education
2002-2006	Arkansas State University	Associate Professor of Education
1991-2002	Jonesboro School District	Assistant Superintendent
1995-1997	Arkansas State University	Adjunct Instructor
1987-1991	Jonesboro School District	Elementary Principal
1985-1987	Jonesboro School District	Assistant Principal
1978-1985	Jonesboro School District	Classroom Teacher
1975-1978	Nettleton School District	Classroom Teacher
1969-1975	Harrisburg School District	Classroom Teacher

**LIST OF ALL COURSES TAUGHT (2006-present)**

**Fall 2015**

ELAD 7473 Field Study  
 ELAD 7493 Supervised Internship  
 ELAD 6593 Supervised Internship

**Summer 2015**

ELAD 7473 Field Study  
 ELAD 7493 Supervised Internship  
 ELAD 6593 Supervised Internship  
 ELAD 6053 Planning and Resource Allocation

**Spring 2015**

ELAD 7473 Field Study  
 ELAD 7493 Supervised Internship  
 ELAD 6593 Supervised Internship

**Fall 2014**

ELAD 7473 Field Study  
 ELAD 7493 Supervised Internship  
 ELAD 6593 Supervised Internship

**Summer 2014**

ELAD 7473 Field Study  
 ELAD 7493 Supervised Internship  
 ELAD 6593 Supervised Internship  
 ELAD 6053 Planning and Resource Allocation

**Spring 2014**

ELAD 7473 Field Study

ELAD 7493 Supervised Internship

ELAD 6593 Supervised Internship

**Fall 2013**

ELAD 7473 Field Study

ELAD 7493 Supervised Internship

ELAD 6593 Supervised Internship

**Summer 2013**

ELAD 7473 Field Study

ELAD 7493 Supervised Internship

ELAD 6593 Supervised Internship

ELCI 6493 Curriculum Internship

**Spring 2013**

ELAD 6003 School & Community Relations

ELAD 7473 Field Study

ELAD 7493 Supervised Internship

**Fall 2012**

ELAD 6003 School & Community Relations

ELAD 6593 Supervised Internship

ELCI 6493 Curriculum Internship

**Summer 2012**

ELAD 6003 School & Community Relations

ELAD 6593 Supervised Internship

ELCI 6493 Curriculum Internship

**Spring 2012**

ELAD 7473 Field Study

ELAD 7493 Supervised Internship

ELAD 6593 Supervised Internship

ELCI 6493 Curriculum Internship

**Fall 2011**

ELAD 6003 School & Community Relations

ELAD 6593 Supervised Internship

ELCI 6493 Curriculum Internship

**Summer 2011**

ELAD 7493 Supervised Internship

ELAD 6593 Supervised Internship

ELCI 6493 Curriculum Internship

ELAD 6003 School & Community Relations

**Spring 2011**

ELAD 7493 Supervised Internship

ELAD 6593 Supervised Internship

ELCI 6493 Curriculum Internship

ELAD 705V Special Problems in Educational Administration

**Fall 2010**

ELAD 7493 Supervised Internship

ELAD 6593 Supervised Internship

ELCI 6493 Curriculum Internship

ELAD 705V Special Problems in Educational Administration

ELAD 6003 School & Community Relations

## Summer 2010

ELAD 7493 Supervised Internship

ELAD 6593 Supervised Internship

ELCI 6493 Curriculum Internship

ELAD 6003 School & Community Relations

## PUBLICATIONS (2010-2015)

- **Journal Articles:**

*Designing Practical Field Experiences in Online Programs for Aspiring Principals, Curriculum and Special Education Directors.* In S. Carliner, C. Fulford & N. Ostashevski (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology 2015* (pp. 339-342). Association for the Advancement of Computing in Education (AACE).

*Effectively Organizing and Managing an Electronic Portfolio.* In D. Slykhuis & G. Marks (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 975-980). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

*The Roles of Site-based Mentors in Educational Leadership Programs.* Project Innovation, pp. 280-284, September 2014.

"Social Networking: Developing Guidelines for Bringing Social Media into the School Environment." *Society for Information Technology & Teacher Education International Conference* Vol. 2014, No. 1, pp. 1496-1499, March 2014.

*Cyberslacking in the Classroom: The Reactions of Classroom Teachers.* College Student Journal, Vol. 47, No. 1, pp. 212-218, March 2013.

*Teachers' Reactions to Cyberslacking in the Classroom.* World Conference on Educational Multimedia, Hypermedia and Telecommunications 2013, pp.2169-2174. Chesapeake, VA: AACE.

"Outsiders looking in? Ensuring that teachers of gifted and talented education and teachers of students with disabilities are part of the 'in crowd'." *Journal of Instructional Psychology.* Vol. 37, No. 3. pp. 203-209. September 2010.

- **Other Publications**

NCATE Program Report for the Preparation of Educational Leaders (School Building Leadership Level). Educational Leadership Constituent Council (ELCC). September 2008.

NCATE Program Report for the Preparation of Educational Leaders (School District Leadership Level). Educational Leadership Constituent Council (ELCC). September 2008.



## PRESENTATIONS AT LEARNED FORUMS (2010-2015)

- **National/International**

“Designing Practical Field Experiences in Online Programs for Aspiring Principals, Curriculum and Special Education Directors.” World Conference on Educational Media and Technology. Montreal, Canada, June 2015.

“Incorporating Technology in Early Care and Education Settings: Providing Professional Development to In-Service Staff.” Society for Information Technology & Teacher Education International Conference. Las Vegas, Nevada, March 2015.

“Effectively Organizing and Managing an Electronic Portfolio.” Society for Information Technology & Teacher Education International Conference. Las Vegas, Nevada, March 2015.

“Choosing Developmentally Appropriate Learning Apps for Young Children: Supporting Teachers and Families.” Society for Information Technology & Teacher Education International Conference. Las Vegas, Nevada, March 2015.

“An Analysis of State Pre-Kindergarten Early Learning Guidelines and Technology-Related Content.” Society for Information Technology & Teacher Education International Conference. Las Vegas, Nevada, March 2015.

“Preparing School Administrators for Involving Parents of Young Children with Disabilities.” Division for Early Childhood’s 30<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families. St. Louis, Missouri, September 2014.

“Using Community Demographics to Plan Family engagement: An Exercise for Pre-service Teachers.” Division for Early Childhood’s 30<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families. St. Louis, Missouri, September 2014.

“Social Networking: Developing Guidelines for Bringing Social Media into the School Environment.” Society for Information Technology & Teacher Education International Conference. Jacksonville, Florida, March, 2014.

“Teachers’ Reactions to Cyberslacking in the Classroom”. EdMedia 2013 World Conference on Educational Media & Technology. Victoria, British Columbia, June 2013.

“Quality with quantity – Developing and Maintaining Quality in Online Educational Leadership Programs.” 66<sup>th</sup> Annual Conference of the National Council of Professors of Educational Administration, Kansas City, Missouri, August 2012.

"Internet Ethics: Cyberslacking in the Classroom: The Reactions of Classroom Teachers." 66<sup>th</sup> Annual conference of the National Council of Professors of Educational Administration, Kansas City, Missouri, August 2012.

"Mentoring in the Development of Aspiring Principals and Program Directors." Annual conference of the National Council of Professors of Educational Administration, August 2011, Portland, Oregon.

"Bridging the gap between theory and practice: developing a sustained internship in educational leadership programs". Roundtable presentation at the annual conference of the National Council of Professors of Educational Administration, August, 2010, Washington, D.C

### **SERVICE (2010- 2015)**

- **University**
  - Honorary Doctorate Committee
  - Faculty Senate
  - Quality Programming Committee of Faculty Senate
  - Committee on Committee of Faculty Senate
  - Teaching and Research Ad Hoc Committee
  - ASU Center for Community Engagement PBIS Guidance Committee
  
- **College**
  - CAEP Steering Committee/Writing Team Member – 2015
  - Homecoming Planning Committee – College Outstanding Alumni Recognition - 2015
  - Faculty Grievance Committee – 2014, 2015
  - PRT Task Force- 2014
  - Travel Procedures Task Force - 2014
  - Professional Education Graduate Programs Unit Assessment System Committee
  - Advanced Conceptual Framework Review Committee – 2014
  - COE Advanced Programs Forum
  - COE Grievance Committee
  - Faculty Awards Committee
  - NCATE Writing Committee Standard 3
  - COPE (Council on Professional Education)
  - COPE Field Experiences Committee, Chair
  - Advanced Programs Forum, Chair
  - Public Relations Committee, Chair
  - Professional Education Graduate Program Unit Assessment Committee
  
- **Department**
  - Ad Hoc committee to develop PRT Document for combined departments (Chaired)-2014
  - ELCSE Search Committee – 2014
  - ELCSE Curriculum Committee – 2014
  - ELCSE Department Assessment Committee, Chair

Faculty Awards Committee, Chair  
ELCSE Department Advisory Committee  
ELCSE Faculty Search Committee, Chair  
Public Relations Committee  
PRT Committee  
Assessment Committee  
Grievance Committee

- **Community**

The Learning Center, Board of Directors, 2013- present; Secretary, 2014  
NEA Baptist Memorial Hospital, Board of Directors, 2004-2008; Chair, 2006-2008  
NEA Baptist Memorial Hospital, Community Advisory Board, 2008; Chair, 2008-present  
Jonesboro Public Schools Community Council  
City of Jonesboro Department of Community Development Citizen Advisory Committee,  
Vice-chair  
Jonesboro First Baptist Church - Trustee, Adult Women's Sunday School Teacher, &  
Sanctuary Choir Member  
Jonesboro School District: Community Advisory Committee  
Jonesboro High School Business, Community and Parent Advisory Committee  
Jonesboro School District Millage Campaign Steering Committee

**PROFESSIONAL MEMBERSHIPS (current)**

Society for Information Technology and Teacher Education (SITE)  
National Council of Professors of Educational Administration (NCPEA)  
Arkansas Professors of Educational Administration (ARPEA)

**OTHER**

Chief Reader School Leadership Series: Standards Based Scorer Training and Scoring for  
School Superintendent's Assessment, Princeton, NJ . 2002-2012.\*

Chief Reader for Online Scoring - School Leadership Series: Standards Based Scorer  
Training and Scoring for School Leadership Licensure Assessment Princeton, NJ. 2002-  
2012.\*

\*Provided leadership for teams of readers in scoring the School Superintendent's  
Licensure Assessment and the School Leaders Licensure Assessment administered by  
ETS in Princeton NJ for 50 face-to-face or online scoring sessions over a ten year period.



# Temporary Graduate Faculty Request Form

(Requesting Approval to Teach for Graduate Credit)

Print Form

(Submit this form to the Graduate School office using the electronic signature option set up below, remembering to attach the CV to the generated email)

Date: 12/3/15

On Campus

Off Campus

Instructor Name: Daniel OMeara

Faculty Position: Asst Prof

College: College

Department: CEE/ELCSE

Course Prefix(es) ELAD 7033 CONTEMPORARY ISSUES IN AM EDU  
ELAD 8333 ORGANIZATION DEV IN EDUCATION  
Number and Title: ELFN 6773 INTRO TO STAT AND RESEARCH

ELAD 8313 DOC SEMINAR EDU LEADER PRAC I  
~~ELAD 889V DISSERTATION~~ Not Approved  
~~ELFN 8473 ADV EDUCATIONAL RESEARCH~~ Not Approved

Requested Duration: 3 years - 2 years approved

(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)

Note: This instructor may NOT be assigned to teach courses other than those approved.

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Signature of Originator:

Steve Bounds

Digitally signed by Steve Bounds  
DN: cn=Steve Bounds, o=A-State, ou=ELCSE,  
email=sbounds@astate.edu, c=US  
Date: 2015.12.03 07:50:34 -06'00'

Originator: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)

Signature of Dept. Chair:

Steve Bounds

Digitally signed by Steve Bounds  
DN: cn=Steve Bounds, o=A-State, ou=ELCSE,  
email=sbounds@astate.edu, c=US  
Date: 2015.12.03 07:51:00 -06'00'

Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)

Signature of College Dean:

GINA S. HOGUE

Digitally signed by GINA S. HOGUE  
DN: cn=GINA S. HOGUE, o=Arkansas State University, ou=Academic  
Affairs, email=ghogue@astate.edu, c=US  
Date: 2015.12.03 20:17:29 -06'00'

College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)

Signature of GS Dean:

*[Handwritten Signature]*

Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)

**DANIEL J. O'MEARA, Ed.D.**  
Post Office Box 16973  
Jonesboro, AR 72403  
870-882-0182 – domeara@astate.edu

## EDUCATION

**Drexel University**, Philadelphia, PA, June 2012  
Doctor of Education in Educational Leadership and Management (Ed.D.)  
Dissertation title: "Mexican American First-Generation/Low-Income Students: A Rural Community College, TRiO Student Support Services Experience"  
Dissertation chairperson: Dr. Jose L. Chavez

**Northern Arizona University**, Flagstaff, AZ, August 2005  
Master of Education in Educational Leadership (M.Ed.)  
Focus on higher education in America, the community college.

**The University of Arizona**, Tucson, AZ, December 1998  
Bachelor of Arts in Latin American Studies (B.A.)  
Focus on Borderland Studies

**Cochise College**, Douglas, AZ 1985  
Associate of Arts in Liberal Arts (A.A.)

## ACADEMIC/TEACHING EXPERIENCE

*Assistant Professor*, Educational Leadership, School of Teacher Education and Leadership – College of Education & Behavioral Science, Arkansas State University, Jonesboro, AR, 07/14-Present

- Taught advanced educational leadership courses in the Doctorate of Education Program.
  - ELAD 8313 - Doctoral Seminar: Educational Leadership Practices (n=11, eval=4.78/5.00)
  - ELAD 8333 - Organization Development In Education (n=9, eval=4.56/5.00)
  - ELFN 8473 - Advanced Educational Research
- Taught all core courses in the Specialist for Community College Teaching/Administration Program.
  - CCED 7003 - The Community College (n=4, eval=3.90/5.00)
  - CCED 7013- Learner Centered Education (n=3, eval=4.20/5.00)
  - CCED 7023 - Field Study
  - CCED 7033 - Special Problems in Community College Teaching (n=2, eval=4.70/5.00)
- Taught Online courses in the Educational Specialist (Ed.S.) program
  - ELAD 7033 – Contemporary Issues in American Education
  - ELAD 7073 – Schooling in a Pluralistic Society
- Advised specialist students and doctoral candidates.
- Committee Membership: Buildings, Grounds and Facilities Committee; Student Research Travel Support Committee; College Technology Committee; CEE Curriculum Committee

*Associate Faculty*, Humanities Department, Cochise College, Douglas, AZ, 09/06-2014

- Taught credit bearing undergraduate courses in Education, Communication, Public Speaking, Counseling and Personal Development, and History of the Holocaust.

- Mentored pre-law and pre-business students in preparing for their interviews, presentations and post college higher education and career choices.
- Advised students in career choices in conjunction with Career Services through assessment tools to include the Myers-Briggs Type Indicator, Strong Interest Inventory, Discover, True Colors, and NACE.

*Affiliate Faculty*, Master of Science in Higher Education Program, Drexel University – Center for Graduate Studies, Sacramento, CA. 01/11-2014

- Taught graduate level credit bearing graduate courses in a blended on-line/on-campus format in Foundations and Governance of Higher Education, Diversity in Higher Education, Strategic Planning and Evaluation, and Law in Higher Education.
  - EDHE 500 - Foundations of Higher Education
  - EDHE 510 - Governance, Management & Administration in Higher Education
  - EDHE 530 - School Law & Politics
  - EDHE 601 - Strategic Planning and Evaluation
  - EDHE 606 - Higher Education Career Development
  - EDHE 714 - Introduction to Research
  - EDHE 715 - Higher Education Graduate Co-op I
  - ORGB 631 - Leading Effective Organizations

### **ADMINISTRATIVE EXPERIENCE**

*Coordinator*, Specialist Degree in Community College Teaching, Arkansas State University, Jonesboro, AR, 07/14-Present

- Administered a sixth-year intermediate degree to prepare teachers and administrators for the Community College.
- In charge of program design, assessment, and modifications to meet current challenges.
- Supervised admission, advising, preparation of program studies, comprehensive exams, exit assessment, and certification for graduation.
- Recruited students for the program.
- Fielded inquiries about teaching program options (fifteen teaching emphasis areas and an admiration area).
- Taught all core courses along with coordinating the individualized study (special problems) and the individualized action research section conducted in a community college setting.

*Director*, TRiO Student Support Services, Cochise College, Douglas, AZ, 10/07-06/2014

- Wrote current Cochise College TRiO SSS grant, funded over a five-year cycle in the amount of \$1.17 Million.
- Directed the day-to-day management and oversight of the Cochise College TRiO Student Support Services Program to include professional staff, exempt staff and student employees.
- Administered programs and services for the personal and academic success of over 1500 first generation, low income and disabled students.
- Managed the preparation and monitoring of fiscal and technical reports relating to the TRiO project for both the College and the U.S. Department of Education.

- Promoted a long-standing collaborative process in conjunction with College Admissions, Recruitment, Disability Services, and Student Life departments for identifying and selecting students eligible to participate in TRiO.
- Developed a series of performance-based Financial Literacy workshops in collaboration with the college's Financial Aid Department that have been attended by over 100 TRiO students since 2010.
- Coordinated with local high schools, College faculty, counselors, and staff in the development and implementation of project activities.
- Developed methods for communicating grant objectives to community members, project staff and other college faculty, staff, and administration.
- Promoted collaboration across academic and administrative boundaries to include organizing events with the College's Career Services, Student Life, Financial Aid, Recruitment, and Instructional units.
- Established a Summer Readiness program modeled on a traditional First Year Experience program for college freshmen.

**Activity Coordinator**, TITLE V, Cochise College, Douglas, AZ, 05/06-10/07

- Coordinated training and development for faculty and staff working with the program.
- Oversaw cohort-based recruitment of 100 at-risk Hispanic students.
- Developed Learning Community transition and support programs as a seamless transition from Cochise College to the University of Arizona South.
- Organized a Study Abroad Program as part of a College First Year Experience Program.
- Coordinated Summer Bridge Programs designed for first generation Hispanic students.
- Conducted academic advising, career counseling and other student support activities for over 100 first generation Hispanic students.

**Program Coordinator**, The Alternative Learning Center, Pima Community College, Tucson, AZ, 03/05-08/05

- Oversaw the day-to-day operations of the Alternative Learning Center.
- Coordinated the reorganization of the Alternative Learning Center in order to develop programs for the non-traditional lifelong learner.
- Coordinated and delegated work responsibilities for all staff and student employees at the Alternative Learning Center.
- Created retention related programs aimed at reducing attrition of non-traditional students.
- Wrote an operations/procedures manual for the Alternative Learning Center, which is currently in use.
- Recommended career pathways to non-traditional students to include technical and certificate degree alternatives.

**Lead Teacher**, PPEP-TEC High School, Tucson, AZ, 09/02-08/04

- Taught American History while also serving as chief administrator of a small charter school for at-risk youth in Tucson, AZ.
- Created a Student Learning Community composed of 100-150 students, faculty, staff, family members and the local business community.
- Improved school Norm-Referenced Achievement test scores, to include tests mandated through *NCLB*, by establishing workshops and proactive student focused study groups.
- Administered state mandated testing instruments, interpreted the resulting data and produced reports aimed at student retention.
- Advised at risk high school students on post public education choices to include college, other higher education choices, and career related training.

- Developed strong relationships with local business community in support of student centered activities to include internships and volunteer opportunities.

## **PROFESSIONAL EXPERIENCE**

*International Sales Manager*, OptiCast International, Lima, OH. 05/2000-06/2001

- Developed marketing and sales opportunities while negotiating distribution contracts for OptiCast International in Latin America, the Middle East, North Africa, Europe, and Canada.

*Translator*, Translators, Inc. Memphis, TN., 06/2001-08/2002.

- Document translator – English/Spanish/Hebrew.
- Occasional Courtroom Interpreter – English/Spanish – Spanish/English

## **SERVICE**

Arkansas State University – Dissertation committee member, Member Curriculum Committee (Center for Excellence in Education; Doctorate of Education Program), Member technology committee (campus wide), Member student travel fund committee (campus wide)

Drexel University - Graduate Co-Op Committee. 2011-Present

Drexel University – Doctoral Dissertation Committee. 2012

Cochise College First Year Experience (FYE) Committee. 2011-Present

Hispanic Association of Colleges and Universities (HACU) Scholarship Committee. 2009-Present

Cochise College Student Services Learning Assessment Steering Committee. 2007-Present

Cochise College Hiring Committees. 2006-Present

Mentored pre-law and pre-business students in preparing for their interviews, presentations and post college higher education and career choices.

Advised students in career choices in conjunction with Career Services through assessment tools to include the Myers-Briggs Type Indicator, Strong Interest Inventory, Discover, and NACE.

## **CONFERENCE PRESENTATIONS**

Invited to attend the Seventh International Conference on Interdisciplinary Social Sciences, Universidad Abat Oliba CEU, Barcelona, Spain, 25-28 June 2012

O'Meara, D.J., Author, "Hispanic First Generation Students: A Rural Community College, TRiO Student Support Services Experience." 34th Annual WESTOP Conference, Sacramento, CA, 5-6 March 2012

O'Meara, D.J., Author, "Hispanic First Generation Students: A Rural Community College, TRiO Student Support Services Experience", WESTOP Arizona Chapter 2012 Professional Development Seminar, Prescott, AZ, 26-27 January 2012

## **TECHNOLOGY SKILLS**

ACCESS/Relational Databases, Accuplacer, BANNER, BlackBoard, Interactive T.V. (ITV), Microsoft Office, Nvivo, Adobe Connect, WebCT, Webstudy, WIMBA Classroom, Xtranormal, and other online course management systems.

## **ADDITIONAL SKILLS & KNOWLEDGE**

Post Graduate coursework in School Law, Governance in Higher Education, and Foundations of Higher Education



Course completion through Drexel University:

- Creating Accessible Online Content. (A course for Instructors, Subject Matter Experts, Instructional Designers — to ensure that their course content is accessible and usable by the greatest possible number of learners.)
- Core Design Elements Checklist Training (In depth training for quality design for online and hybrid courses developed based on research of dozens of assessment tools for online course design, and fully vetted through the Online Learning Council and Drexel University's Faculty Senate.)
- New Online Faculty Training. (An introduction to online teaching at Drexel. Provided an overview of how online teaching differs from face-to-face teaching, providing specific strategies to employ.)
- Fluent in Spanish, Portuguese, and Hebrew.

### **AWARDS AND CERTIFICATION**

Finalist, The Carl "Tobey" Oxholm III Leadership Award, 2012  
Noel-Levitz Advanced Connections, 2011  
Educator of the Year, The Islamic Speakers Bureau of Arizona, 2010  
Appreciative Inquiry, 2008  
Linguistic Certification (Spanish), Defense Language Institute. Monterey, CA., 1998

### **COMMUNITY SERVICE**

American Cancer Society Relay For Life - Team Captain  
American Red Cross - Blood Drive Coordinator  
Locks of Love - Volunteer  
Cochise College Tolerance Week – Organizer  
Cochise County Youth Voter Registration – Organizer  
Rotary International



# Temporary Graduate Faculty Request Form

(Requesting Approval to Teach for Graduate Credit)

Print Form

(Submit this form to the Graduate School office using the electronic signature option set up below, remembering to attach the CV to the generated email)

Date: 12/3/15                       On Campus                       Off Campus

Instructor Name: James Les Wyatt                      Faculty Position: Professor

College: Education                      Department: ELCSE

Course Prefix(es) Number and Title: CSPS 6363 DEV & ADVANCEMENT IN HIGHER ED                      CSPS 6383 PRACTICUM FOR CSPS  
ELAD 6323 ORG GOVERN OF HIGH EDUCATION                      ELAD 6333 ORG AND ADMIN OF CSPS

Requested Duration: ~~3~~ years *2 year approved*

**(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)**  
 Note: This instructor may NOT be assigned to teach courses other than those approved.

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Signature of Originator: **Steve Bounds** Digitally signed by Steve Bounds  
DN: cn=Steve Bounds, o=A-State, ou=ELCSE,  
email=sbounds@astate.edu, c=US  
Date: 2015.12.03 07:36:07 -06'00'

**Originator: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)**

Signature of Dept. Chair: **Steve Bounds** Digitally signed by Steve Bounds  
DN: cn=Steve Bounds, o=A-State, ou=ELCSE,  
email=sbounds@astate.edu, c=US  
Date: 2015.12.03 07:36:46 -06'00'

**Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)**

Signature of College Dean: **GINA S. HOGUE** Digitally signed by GINA S. HOGUE  
DN: cn=GINA S. HOGUE, o=Arkansas State University, ou=Academic Affairs, email=ghogue@astate.edu, c=US  
Date: 2015.12.03 20:18:19 -06'00'

**College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)**

Signature of GS Dean:

**Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)**

**Leslie Wyatt, Ph.D.**

**EDUCATION**

- Ph.D. University of Texas at Austin, 1974.
- M.F.A. University of Texas at Austin, 1971.
- B.F.A. University of Texas at Austin, 1969.
- B.A. Abilene Christian University, 1968.

**PROFESSIONAL EXPERIENCES**

**Professor of Higher Education and Art, Arkansas State University, August 2013-present**

- Academic Advisor for online Masters of Science in Education program, College Student Personnel Services.
- Courses taught:
  - CSPS 6383 College Student Personnel Services Practicum (Graduate)
  - ELAD 6333 Organization and Administration of College Student Personnel Services (Graduate)
  - CSPS 6363 Development and Advancement in Higher Education (Graduate)
  - ELAD 6323 Organization and Governance of Higher Education (Graduate)
  - Art 2503 Fine Arts Visual (Undergraduate)

**Sabbatical Leave granted by Arkansas State University, January-July 2013**

**Senior Consultant, Academic Partnerships, July 2010-December 2012**

Academic Partnerships provides marketing, enrollment, technology, and student-success strategies to public universities and university systems. Detailed information is available at [www.academicpartnerships.com](http://www.academicpartnerships.com).

- Reported directly to Mr. Randy Best, Chairman and CEO, Best Associates LLC.
- Responsibilities included:
  - Provided information to the company and universities about issues, policies, regulations, and practices in higher education.
  - Met with faculty, staff, administrators, and organizations about qualitative issues, marketing, technologies, and success strategies.
  - President, American University System, Washington D.C.

- Collaborative accomplishments:
  - Increased the number of public university and system partners from three to forty, and increased revenues, profits and EBITDA of company.
  - Improved quality of online course offerings by adoption of Quality Matters rubrics and continuous assessment techniques.
  - Met with faculty, staff and executives at 100+ universities and systems.
  - Improved financial support for faculty and campus operations, increased student retention and completion rates, and reduced costs of enrollment.
- Left Academic Partnerships to return to academic appointment as professor, Arkansas State University.

**President, Arkansas State University System, July 2005-June 2010**

The Arkansas State University System was created in 2005 to include a comprehensive residential research university, community colleges, technical colleges, and economic development and research institutes. The system operates in fifteen communities and is the second largest system in the state with 22,000 students and 2,500 faculty and staff. A Board of Trustees appointed by the Governor and approved by the Arkansas Senate governs the system and hires the president. Detailed information is available at [www.asusystem.edu](http://www.asusystem.edu).

- Reported directly to the Board of Trustees, Arkansas State University.
- Responsibilities included:
  - Selection and direction of the campus chancellors.
  - Selection and direction of the system staff including the vice-presidents and directors for operations, internal audit, legal affairs, government relations, and university foundation.
  - Recommendation and implementation of board-approved policies and procedures.
  - Coordination of system and campus planning activities.
  - Coordination of financing, construction, maintenance and operation of new university facilities.
  - Recommendation and implementation of annual and biennial operating budgets.
  - Organization and oversight of regional and discipline-based accreditation activity.
  - Recommendation and implementation of academic and staff professional development, personnel appointments, employment conditions and employee benefit programs.
  - Development and implementation of legislative, governmental and external private support efforts.
  - Internal and external constituent and stakeholder relations.
  - Primary public representative for the university and higher education in the state, region and nationally.
  - Thesis and dissertation committee participation.

- Collaborative accomplishments:
  - Completed successful transition to system president and campus chancellor arrangement.
  - Developed vision for system based on collaboration of campuses to increase access, productivity, quality, and value.
  - Created a system of public higher education with dedicated appropriations and operating authority.
  - Established four campuses with separate accreditation, appropriations and administrations.
  - Merged two independent colleges into the system.
  - Developed statewide formula funding model to address new campuses.
  - Developed workforce partnerships with international and domestic corporations and businesses.
  - Developed technical training and economic development institutes.
  - Completed campus facilities and infrastructure projects detailed in master plans.
  - Completed university centennial celebrations.
  - Achieved research campus designation within state funding plan, and completed provisions for Arkansas Biosciences Institute.
  - Initiated online degree offerings at two and four-year campuses.
  - Created economic development relationships with state that led to international industrial and corporate recruitment, plant location and education programs at several system campuses.
- Named President Emeritus, Arkansas State University.
- Left position of President, Arkansas State University System to become Senior Consultant, Academic Partnerships.

## **PROFESSIONAL AFFILIATIONS**

- Higher Education Organizations
  - Former Member, Higher Education Working Group, American Enterprise Institute, Washington, D. C.
  - Former Chair, Professional Development Committee; Former Member, State Representatives Committee, American Association of State Colleges and Universities, Washington.
  - Former Member, Economic Development Committee, American Public and Land-Grant Universities, Washington.
  - Former Member, American Council for Education, Washington.
  - Former Director, Centro Universitario Jorge Amado, Salvador, Brazil.
- Arts and Cultural Organizations
  - Former Chair, Meadows Scholars Recruitment Committee, Southern Methodist University.
  - Former Member, Executive Committee, Meadows School for the Arts, Southern Methodist University.

- Former Director, Discovery Museum of Arkansas, Little Rock.
- Former Director, Southern Arts Federation, Atlanta, GA.
- Former Director, Mid-America Arts Alliance, Kansas City, MO.
- Former President, Ballet Arkansas, Little Rock.
- Former Director, Arkansas Arts Center, Little Rock.
- Former Director, Arkansas Film Commission, Little Rock.
- Former Director, Yoknapatawpha Arts Council, Oxford, MS.
- Former Director, Arkansas Arts Council, Little Rock.
- Philanthropic Organizations
  - Former Director, Arkansas State University Foundation.
  - Former Chair, United Way Annual Campaigns in Jonesboro, AR., and Oxford, MS.

**PERSONAL INFORMATION**

Home: 7536 Caruth, Dallas, Texas 75225

Phone: 469.463.3333

Email: [leswyatt@astate.edu](mailto:leswyatt@astate.edu)

09/01/15





# Request to Serve on Thesis or Dissertation Advisory Committee

Print Form

(Submit this form to the Graduate School office using the electronic signature option set up below, remembering to attach the CV to the generated email)

Date: 10/27/15

Name: Jim Patchell

Position: Head Track and Field Coach

Student Name: Ethan Sandusky

Thesis Advisor: Amanda Wheeler

Tentative Title of Thesis or Dissertation: The Relative Strength Ratios to Competition Performances in Track and Field Athletes

Briefly State Experience and Qualifications : I have taught in the Exercise Science Department at two other Universities and have served on several thesis committees.

(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)

The Department and College have reviewed this person's credentials and approve him/her to serve on the thesis/dissertation listed above.

Signature of Thesis or Dissertation Advisor: Amanda Wheeler Digitally signed by Amanda Wheeler Date: 2015.10.30 10:32:14 -05'00'

Advisor: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)

Signature of Dept. Chair: Paul Finnicum Digitally signed by Paul Finnicum DN: cn=Paul Finnicum, o=Arkansas State University, ou=Health, Physical Education and Sport Sciences, email=pfinnicu@astate.edu, c=US Date: 2015.11.02 15:28:21 -06'00'

Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)

Signature of College Dean: GINA S. HOGUE Digitally signed by GINA S. HOGUE DN: cn=GINA S. HOGUE, o=Arkansas State University, ou=Academic Affairs, email=ghogue@astate.edu, c=US Date: 2015.11.02 20:30:02 -06'00'

College Dean: Sign above & click here to forward Form to Grad School Dean for their signature (attach CV)

Signature of GS Dean: Erik Gilbert Digitally signed by Erik Gilbert DN: cn=Erik Gilbert, o=Arkansas State University, ou=Graduate School, email=egilbert@astate.edu, c=US Date: 2015.11.03 09:03:27 -06'00'

Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)



# Jim Patchell

2100 Rockwood Cove  
Jonesboro, AR 72404

## EDUCATIONAL BACKGROUND

- Ph.D. in Kinesiology from the University of Arkansas, December 2007  
Dissertation: The Relationship between Team Cohesion and Performance of Division One Track and Field Athletes.
- M.S. in Exercise Science from Arkansas State University (1995)
- B.S. in Physical Education from Arkansas State University (1993)

## PROFESSIONAL EXPERIENCE

ARKANSAS STATE UNIVERSITY HEAD TRACK AND FIELD COACH (2011-Present)

CAMPBELL UNIVERSITY HEAD TRACK AND FIELD COACH MEN AND WOMEN (2003- 2011)

Responsibilities include:

- Recruiting all track and field athletes; men and women
- Scheduling, travel, fund-raising, and budget oversight
- Supervision of assistant coaches
- Supervision of community service program
- Organization of practice schedules and training programs

CAMPBELL UNIVERSITY, INSTRUCTOR, KINESIOLOGY DEPARTMENT (2003- 2011)

- Courses Taught: Applied Sport Physiology, Lifetime Wellness

TULANE UNIVERSITY ASSISTANT MENS AND WOMENS TRACK AND FIELD COACH (2000-2003)

- Responsible for coaching jumpers, hurdlers, Cross country and distance runners
- Responsible for recruiting all track athletes
- Assisted with scheduling, travel, fund-raising, budget oversight, and the conduction of home competitions
- Responsible for the general conditioning and weight training programs for all track athletes

UNIVERSITY OF ARKANSAS ASSISTANT MENS TRACK AND FIELD COACH (1996-1999)

- Responsible for coaching the pole vaulters and multi-event athletes
- Assist with general conditioning and weight training

UNIVERSITY OF ARKANSAS, DEPARTMENT OF HEALTH, KINESIOLOGY, RECREATION, & DANCE

- Graduate Instructor, Physical Education (1996-1999)

Courses Taught: Motor Development, Fitness Concepts, Coaching Track and Field, Beginning and Intermediate Golf, Beginning Racquetball, Teaching Archery/Badminton

## RESEARCH INTERESTS

- Group dynamics and cohesion
- Strength and speed training
- Skill acquisition and motor learning
- Training Transfer

## REFERENCES

Dr. Donna Woolard  
Department Chair- Exercise Science  
Convocation Center  
Campbell University  
Buies Creek, NC 27506  
[woolardd@campbell.edu](mailto:woolardd@campbell.edu) 910-893-1362

Dr. Brian Bergemann  
Associate Professor- Exercise Science  
Convocation Center  
Campbell University  
Buies Creek, NC 27506  
[Bergemann@campbell.edu](mailto:Bergemann@campbell.edu) 910-893-1352

Dr. Cathy Lirgg  
Associate Professor- Kinesiology  
University of Arkansas  
308T HPER Building  
Fayetteville, AR 72701  
[clirgg@uark.edu](mailto:clirgg@uark.edu) 479-575-6667

Dr. Dean Gorman  
Associate Professor- Kinesiology  
University of Arkansas  
308T HPER Building  
Fayetteville, AR 72701  
[dgorman@uark.edu](mailto:dgorman@uark.edu) 479-575-6667

Amended with Revisions Requested  
in 09/17/2015 GC Meeting

Code # [Enter text..]

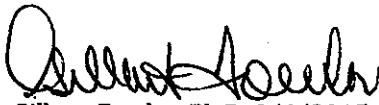
# New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

New Course or  Special Course (Check one box)

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

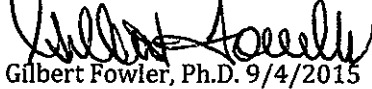


Gilbert Fowler, Ph.D. 9/4/2015  
Department Curriculum Committee Chair

\_\_\_\_\_  
ENTER DATE...  
COPE Chair (if applicable)

\_\_\_\_\_  
ENTER DATE...

Department Chair:




Gilbert Fowler, Ph.D. 9/4/2015  
College Curriculum Committee Chair

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

\_\_\_\_\_  
ENTER DATE...  
Undergraduate Curriculum Council Chair



Brad Rawlins, Ph.D. 9/4/2015  
College Dean

  
ENTER DATE... 5/11/16  
Graduate Curriculum Committee Chair

\_\_\_\_\_  
ENTER DATE...  
Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)  
**MCOM 6033**

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

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

\* Be familiar with recent cases affecting the operation of media businesses and society.

\* Be familiar with the issues surrounding communicating with target audiences in a racially, ethically and culturally diverse environment;

\* Understand legal and ethical issues affecting media operations.

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 College of Media and Communication has the mission of educating students to the broad reasoning ability and specialized skills expected by the communications outlets where most will seek employment or manage those who are working in media outlets. The curricula offered by the departments specifically:**

1. Provide students with skills and knowledge required for competency and continued achievement in mass communication;
2. Provide students with an understanding and knowledge in areas of mass communications, including social and legal rights and responsibilities of mass media;
3. Provide students with an understanding and knowledge of the processes, effects, and uses of mass communications.

**This course fulfills a central aspect of the department's mission by providing students with the ability and skills to function in today's media environment.**

c. Student population served.

**ASU Graduate Students**

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

**The course is designed to introduce fundamental techniques for understanding, applying and utilizing media law and its regulation as a media professional. In-class assignments, homework and class projects will be employed to foster advance one's proficiency in these skills. Students are expected to be able to do basic research in legal assessments of daily situations. The course would cover the major methods used for audience and consumer analysis and provides a survey of applications of research methods in media industries.**

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

**Week #1 -- Systems of law, sources of law and the First Amendment in practice.**

**Week #2 -- FTC, FCC, Courts**

**Week #3 -- Sedition and censorship, libel**

**Week #4 -- Privacy, obscenity and indecency**

**Week #5 -- Web based delivery and social media**

**Week #6 -- Social media continued**

**Week #7 -- The media in the courtroom**

**Week #8 -- Freedom of access, Freedom of Information Act**

**Week #9 -- Broadcast and telecommunication regulation**

**Week #10 -- Advertising laws**

**Week #11 -- Media business law**

**Week #12 -- Intellectual property (copyright, trademark, patent)**

**Week #13 -- Case studies & class presentations**

**Week #14 -- Case studies & class presentations**

**Week #15 -- Case studies & Final Exam**

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)  
**Case Studies, Exams and Research Reports**

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

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)  
**no**

20. What is the primary intended learning goal for students enrolled in this course?  
**Students will have a working knowledge of media law and ethics as well as a working knowledge of the resources available to keep abreast of current legal issues and regulations affecting their workplace. The course would cover the major areas of concern for those working in the communications profession in America today.**

21. Reading and writing requirements:  
a. Name of book, author, edition, company and year  
**Trager, Robert (2013). *The Law of Journalism and Mass Communication* (5<sup>th</sup> ed.). CA, Thousand Oaks: Sage.  
**Patterson, Philip, & Wilkins, Lee (2013). *Media Ethics: Issues and Cases* (8<sup>th</sup> ed.). New York: McGraw-Hill.****

b. Number of pages of reading required per week: **60**  
c. Number of pages of writing required over the course of the semester: **40**

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

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

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

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)  
**Students will acquire a working knowledge of media law so as to demonstrate ability to work in the communications profession in making smart/justifiable decisions when legal matters are of concern.**

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)  
**Readings and discussions with applications in specific media markets**

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)  
**Class exams and case studies.**

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Students will acquire a working knowledge of media law so as to demonstrate ability to assist the newsroom in making smart/justifiable decisions when ethical issues are of concern.

Learning Activity:

Utilize current and historical events to discuss broad relevant media ethics policies and issues

Assessment Tool:

Case studies concerning ethical issues.

**Outcome #3:**

[Enter text...]

Learning Activity:

[Enter text...]

Assessment Tool:

[Enter text...]

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

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.

4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Paste bulletin pages here...

2015-16 Bulletin page 325

### **Mass Communications**

**MCOM 5023 Public Opinion** Propaganda and the Mass Media Survey of public opinion formation and change, with special attention to the role of the mass media in the creation and use of public opinion and propaganda. (Also listed as PR 4023.)

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

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

**MCOM 6033 Media Regulation, Public Interest & the Law—Course provides an introduction to media laws and regulations, addressing how they impact media managers, how to allocate necessary resources, and how to remain current as to media policies and regulations.**

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

**MCOM 6053 Quantitative Research Methods in Communications** Study of the tools and techniques of empirical research as they may be applied to mass communications.





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).

**Neuroscience**

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

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

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?  
Admission to the OTD program.
  - b. Why or why not?  
Selective admissions process
  
- b. Is this course restricted to a specific major? Yes
  - a. If yes, which major? Occupational therapy

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

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

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

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.)  
Yes

- a. If yes, please list the prefix and course number of cross listed course.  
PT 7224
- b. Are these courses offered for equivalent credit? Yes  
[Enter text...]

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

Occupational Therapy Doctorate Program

13. Does this course replace a course being deleted? No
  - a. If yes, what course?  
[Enter text..]
14. Will this course be equivalent to a deleted course? No
  - a. If yes, which course?  
[Enter text..]
15. Has it been confirmed that this course number is available for use? Yes  
*If no: Contact Registrar's Office for assistance.*
16. Does this course affect another program? No  
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

## 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 Chapter 1: Introduction to neuroscience  
Chapter 2: Physical and electrical properties of cells in the nervous system

Week 2 Chapter 2: Physical and electrical properties of cells in the nervous system  
Chapter 3: Synapses and synaptic transmission

Week 3 Chapter 4: Neuroplasticity  
Chapter 5: Development of the nervous system

Week 4 Chapter 18: Blood supply and CSF  
Review

Week 5 **Exam Week**

Week 6 Chapter 6: Somatosensory system  
Chapter 7: Somatosensation – Clinical application

Week 7 Chapter 7: Somatosensation – Clinical application  
Chapter 8: Autonomic nervous system

Week 8 Chapter 9: Motor system

Week 9 Chapter 10: Basal ganglia, cerebellum, and movement  
Chapter 11: Peripheral nervous system  
Review

Week 10 **Exam Week**

Week 11 Chapter 12: Spinal region  
Chapter 13: Cranial nerves

Week 12 Chapter 14: Brain stem region

Week 13 Chapter 15: Vestibular & visual systems

Week 14 Chapter 16: Cerebrum  
Chapter 17: Cerebrum – Clinical applications

Week 15 **Exam Week**

[Enter text...]

18. Special features (e.g. labs, exhibits, site visitations, etc.)  
Pediatric Clinics, Behavioral Clinics, Geriatric Clinics

19. Department staffing and classroom/lab resources  
Dr. Mohammad Ahkter, Dr. M. Tracy Morrison; Lecture hall  
a. Will this require additional faculty, supplies, etc.?

No; Current faculty have expertise to cover the course content

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)

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

Accreditation standards require students to critically examine and treat individuals with neurological disorders using evidence based research.

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.

Neuroscience is a foundational science for occupational therapy. Foundational knowledge about neuroscience is woven throughout the OT doctorate curriculum. By the end of the OT doctoral studies students are expected to apply foundational neuroscience knowledge through the creation of interventions for individuals experiencing disability due to disease or injury to the central nervous system. The Accreditation Council for Occupational Therapy (ACOTE) list the following standards: B.1.1 Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, biology, anatomy, physiology, neuroscience, and kinesiology or biomechanics; B.2.2 Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors. ; B.2.6Analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. B.2.9 Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment; B. 4.4. Evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation.

c. Student population served.

Occupational Therapy Doctorate Students

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

Graduate course required for accrediting body for the Doctoral Degree.

**Assessment**

**University Outcomes**

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

a.  Global Awareness

b.  Thinking Critically

c.  Information Literacy

**Relationship with Current Program-Level Assessment Process**

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

Students will synthesize knowledge to examine, assess and treat individuals with neurological disorders.

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.*

<b>Program-Level Outcome 1 (from question #23)</b>	Students will synthesize knowledge to examine, assess and treat individuals with neurological disorders.
Assessment Measure	Assessed at the end of the Neuroscience course in a capstone case study assignment
Assessment Timetable	Spring
Who is responsible for assessing and reporting on the results?	Dr. Mohammad Ahkter and Dr. M. Tracy Morrison

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

**Course-Level Outcomes**

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

<b>Outcome 1</b>	Students differentiate between signs and symptoms for a given case study to determine a diagnosis and treatment plan for a patient with a neurological condition.
Which learning activities are responsible for this outcome?	Lecture, Discussion and Case study
Assessment Measure and Benchmark	Case Study 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.**

- 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.*

From Page 340

**OTD 6203. Practice V: Health & Wellness** Designed around the core of occupational therapy "occupation based practice," this course will focus on health and wellness and how the use of occupation can prevent injury, disease, malaise and maintain function. Prerequisite, Admission to the OTD Program. Fall.

**OTD 6213. Technology V: Informatics** Course is designed around the use of technology in the practice and documentation of occupational therapy services. Management of databases provide support for OT Research. Prerequisite, Admission to the OTD Program. Fall.

**OTD 6222. Research IV: Qualitative Research** Course continues sequence of research and scholarship classes designed for OT practice and scholarship. Focus will be on qualitative research. Prerequisite, Admission to the OTD Program. Spring.

**OTD 6231. Level I Fieldwork: Interprofessional Practice** Level I fieldwork is essential for allowing the students to integrate and apply knowledge and understanding from coursework. This fieldwork will focus on interprofessional practice in many clinical and community based settings. Prerequisite, Admission to the OTD Program. Fall.

**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 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. Restricted to Occupational Therapy Doctorate majors.

**OTD 7213. Movement Science** Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for therapists will be covered. Restricted to Occupational Therapy Doctorate majors.

**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 VI: 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~~ occupational 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.

Jesse, in the Registrar's Office, is now cross listing this with PT as OTD 7113 with Box 6 = Yes (Modification done on 09/11/15)

Code # Enter text...

# New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum C

Graduate Council - Print 1 copy

Status of Cross Listing of OTD 7113 and OTD 7213 (11/09/15):  
Per Dr. Morrison - Cross Listing Was Shelved  
Per Jesse Blankenship - They have already been cross listed for Fall 2015  
Per Dr. Drake - Keep the current courses cross listed, but the Neuroscience course will not be cross listed.

[ate.edu](http://ate.edu)

New Course or  Special C

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

Mary Joey Morrison OTD R/c 7/27/2015  
Department Curriculum Committee Chair

ENTER DATE...  
COPE Chair (if applicable)

Mary Joey Morrison OTD R/c 7/27/2015  
Department Chair:

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

Angela Schmit 7/27/15  
ENTER DATE...  
College Curriculum Committee Chair

ENTER DATE...  
Undergraduate Curriculum Council Chair

[Signature] 7/2015  
ENTER DATE...  
College Dean

ENTER DATE...  
Graduate Curriculum Committee Chair

ENTER DATE...  
Vice Chancellor for Academic Affairs

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

~~OTD 6223~~ OTD 7113

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

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



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

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

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

~~No~~ Yes

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

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

a. Are there any prerequisites?

Restricted to Occupational Therapy Doctorate majors.

b. Why?

Selective OTD Program admission.

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

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

Dr. Tracy Morrison, OT Chair  
PO Box 910  
State University, AR 72467  
[mmorrison@astate.edu](mailto:mmorrison@astate.edu)  
870-972-3112

11. Proposed Starting Term/Year  
Fall 2015

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

13. Does this course replace a course being deleted? Yes  
If yes, what course?  
OTD 5034 - Practice I: Primary Care

Has this course number been used in the past? No  
*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No  
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.  
Enter text...

15. Justification should include:

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

Occupational Therapists are required by the occupational therapy national accrediting board to apply knowledge about body function/body structure during clinical evaluations and to translate knowledge into treatment plans. Gross anatomy provides learners with in-depth understanding about the insertions and origins of the muscular and nervous system; a necessary component of their learning. Following completion of this course learners will be able to:

1. Identify surface anatomy locations on the posterior trunk, upper quarter, lower quarter, head and neck (Cognitive - Knowledge).
  2. Identify the osteology of the spine, upper extremity, lower extremity, head and neck.
  3. Identify the joint anatomy and construction of the vertebral articulations and the articulations of the upper extremity, lower extremity, spine, head and neck.
  4. Identify the primary, nerves, arteries, veins and lymphatic drainage of the back and upper extremity, lower extremity, head and neck.
    - a. dissect these vessels on a human body (Psychomotor-Complex overt response)
    - b. locate the position and relationship of each vessel compared to other anatomical structures in the region (Psychomotor-Set)
    - c. categorize these vessels based on their significance in the etiology of neuromusculoskeletal impairments (Cognitive-Analysis)
    - d. correlate the structure and function of the lymphatic system (Psychomotor-Complex overt response)
    - e. recognize the role of the lymphatic system in development of the lymphedema (Affective-Receiving)
  5. Identify origin, insertion, action, nerve supply of all the skeletal muscles of the back, upper quarter, lower quarter, head and neck
    - a. dissect these muscles on a human body (Psychomotor-Complex over response)
    - b. locate the innervation of the extremity and large trunk muscles (Psychomotor-Set)
    - c. distinguish between one-joint muscle and multiple joint muscles (Cognitive-Analysis)
    - d. differentiate between unipennate, bipennate, and multipennate muscle systems by visual and manual inspection (Cognitive-Analysis)
    - e. apply classroom knowledge to examine the function of each individual muscle (Cognitive-Application)
  6. Identify the Brachial, and Lumbosacral plexuses on the human cadaver (Cognitive-Comprehension)
    - a. describe the formation of the plexuses (Cognitive-Comprehension)
    - b. explain the functional implications of the nerve plexuses (Cognitive-Comprehension)
    - c. determine their contributions to major nerves of the upper quarter, lower quarter, head and neck (Psychomotor- Guided response)
    - d. discuss the clinical picture of injuries to the brachial plexus (Cognitive-Comprehension)
  7. Identify the anatomical structures related to respiratory, cardiovascular, gastro-intestinal, and urinary systems. (Cognitive-Comprehension)
- 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.  
Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013)
- c. Student population served.  
Students admitted to Occupational Therapy Doctorate Program
- d. Rationale for the level of the course (lower, upper, or graduate).  
Doctoral entry level course as per accreditation guidelines
16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**COURSE SCHEDULE:**

Week	Date and Day	Topic
1		Course introduction (lecture and lab practical) Introduction to clinical anatomy (book page 1 to page 42) Bones of upper limb (book chapter 6, atlas chapter 21, 22, 23, 24)
2		Joints of upper limb (book chapter 6, atlas chapter 21, 22, 23, 24) Shoulder and axilla (book chapter 6, atlas chapter 21, 24) Dissection: shoulder and axilla (guide chapter 1, 2, 3)
3		<b>Labor Day Holiday</b> Arm (book chapter 6, atlas chapter 21, 24) Dissection: anterior and posterior arm (guide chapter 4, 7)
4		Forearm (book chapter 6, atlas chapter 22, 24) Hand (book chapter 6, atlas chapter 23, 24) Dissection: anterior and posterior forearm (guide chapter 5, 8)
5		Dissection (group A): hand, joints of upper limb (guide chapter 6, 9, 10, 11) Dissection (group B): hand, joints of upper limb (guide chapter 6, 9, 10, 11) <b>Exam 1 (lectures and lab practical of upper limb and introduction)</b>
6		Bones of low limb (book chapter 5, atlas chapter 25, 26) Gluteal region, anterior and medial thigh (book chapter 5, atlas chapter 26, 29) Dissection: lumbar plexus, anterior and medial thigh (guide chapter 16, 17)
7		Joints of low limb (book chapter 5, atlas chapter 25, 26) Gluteal region, posterior thigh, popliteal fossa (book chapter 5, atlas chapter 26, 27, 29) Dissection: posterior hip, posterior thigh, popliteal fossa (guide chapter 18, 19, 22)
8		Leg (book chapter 5, atlas chapter 27, 29) foot (book chapter 5, atlas chapter 28, 29) Dissection: leg and foot (guide chapter 20, 21, 22, 23)
9		Back (book chapter 4, atlas chapter 1, 2, 3, 4) Back (book chapter 4, atlas chapter 1, 2, 3, 4) Dissection: back (guide chapter 13, 15)
10		Dissection (group A): joints of lower limb (guide chapter 24, 25) Dissection (group B): joints of lower limb (guide chapter 24, 25) <b>Exam 2 (lectures and lab practical of lower limb and back)</b>
11		Thorax (book chapter 1, atlas chapter 5, 6, 7, 8, 9) Thorax (book chapter 1, atlas chapter 5, 6, 7, 8, 9) Dissection: thorax (guide chapter 34, 35)
12		Abdomen (book chapter 2, atlas chapter 10, 11, 12, 13, 14) Abdomen (book chapter 2, atlas chapter 10, 11, 12, 13, 14) Dissection: abdomen and autonomic nervous system (guide chapter 12, 36, 33, 43)
13		Head and neck (book chapter 7, 8, atlas chapter 14, 30, 31, 32, 34, 35, 36, 37, 38, 39) Head and neck (book chapter 7, 8, atlas chapter 14, 30, 31, 32, 34, 35, 36, 37, 38, 39) Dissection: head and neck (guide chapter 26, 27, 28, 29, 30, 31, 32)
14		Brain and cranial nerves (book chapter 7, 9, atlas chapter 33, 40, 41, 42) Brain and cranial nerves (book chapter 7, 9, atlas chapter 33, 40, 41, 42) Dissection: brain and cranial nerves
15		<b>Fall Break and Thanksgiving Holiday</b>
16		<b>Exam 3 (Comprehensive lectures) TBA</b> <b>Exam 3 (Comprehensive lab practical) TBA</b>

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

**COURSE REQUIREMENTS:**

Students are required to attend all lectures and assigned laboratory meetings. Students are expected to notify the instructor prior to the class meeting if the need for an absence is anticipated. If it is not possible to notify the instructor prior to the absence, notification and explanation must be given in a timely manner. It is the responsibility of the student to make up any missed class work as soon as possible. The students are expected to take all examinations (lecture and lab practical) on the scheduled dates and times. Lecture exams are composed of multiple-choice questions aiming to test the knowledge from required textbook and atlas; these questions emphasize using acquired knowledge to solve related anatomical problems. Lab practical exams are composed of labeling structures on cadavers, diagrams, and models.

Lab participation (including dissection) is an important part of this course and is required to gain and demonstrate competence in this area. Dissection of the specimen will be performed in groups. Students in one group should collaborate with each other and contribute equally to all lab sessions.

Exam 1 lecture	15%
Exam 1 lab practical	15%
Exam 2 lecture	15%
Exam 2 lab practical	15%
Exam 3 comprehensive lecture	20%
Exam 3 comprehensive lab practical	20%
Total	100%

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

labs

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

Supported by OT faculty; No additional classroom space required (CNHP lab available)

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

The use of knowledge about body function/body structure to clinical evaluations including gait, upper extremity and postural control.

21. Reading and writing requirements:

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

**TEXTBOOKS REQUIRED:**

Creek, J. (2010). The core concepts of occupational therapy: A dynamic framework for practical wisdom. London: Kingsley

Freedland, J (2011). Restoring the spirit: Beginnings of occupational therapy in Canada. 1980-1930. Montreal: MQVP

Gritzer, G. (1989). The making of rehabilitation political economy of medical specializations, 1980-1980. Berkeley: University of California Press.

Padilla, R. (2011). Eleanor Clarke Slagle Lecturers. A compendium. Washington, DC: AOTA Press

Pierce, D. (2013). Research in Occupational Science. Thorfare, NJ: Slack.

Freedland, J (2011). Restoring the spirit: Beginnings of occupational therapy in Canada. 1980-1930. Montreal: MQVP

Gritzer, G. (1989). The making of rehabilitation political economy of medical specializations, 1980-1980. Berkeley: University of California Press.

Padilla, R. (2011). Eleanor Clarke Slagle Lecturers. A compendium. Washington, DC: AOTA Press

Pierce, D. (2013). Research in Occupational Science. Thorfare, NJ: Slack.

Quiroga, V.A.M. (1995). Occupational therapy: The first 30 years, 1900-1930. Bethesda, MD: AOTA Press

**Supplemental Textbooks (Optional):**

American Psychological Association. (2012). Publication manual of the American Psychological Association (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

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

c. Number of pages of writing required over the course of the semester: 15

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

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

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

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

Identify surface anatomy locations on the posterior trunk, upper quarter, lower quarter, head and neck (*Cognitive – Knowledge*)

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

Readings, Pro-Section Laboratories, Exam prep., Laboratory check-outs.

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

Exam 1 Lab Practical – 15%

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Identify the joint anatomy and construction of the vertebral articulations and the articulations of the upper extremity, lower extremity, spine, head and neck.

Learning Activity:

Readings, Pro-Section Laboratories, Exam prep., Laboratory check-outs.

Assessment Tool:

Exam 2 – Lab practical 15%

**Outcome #3:**

Enter text...

**Learning Activity:**

Enter text...

**Assessment Tool:**

Enter text...

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

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

---

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

**To copy from the bulletin:**

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

OTD 6223

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.

Jesse, in the Registrar's Office, is now cross listing this with PT as OTD 7213 with Box 6 = Yes (Modification done on 09/11/15)

Code # Enter text...

# New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curric

ronic copy.

Graduate Council - Pri

Status of Cross Listing of OTD 7113 and OTD 7213 (11/09/15):  
Per Dr. Morrison - Cross Listing Was Shelved  
Per Jesse Blankenship - They have already been cross listed for Fall 2015  
Per Dr. Drake - Keep the current courses cross listed, but the Neuroscience course will not be cross listed.

[ginnis@astate.edu](mailto:ginnis@astate.edu)

New Course or  Special Course (Check one box)

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

*Mavis Joyce Morrison OTD R/c*  
7/27/2015  
Department Curriculum Committee Chair

\_\_\_\_\_  
ENTER DATE...  
COPE Chair (if applicable)

*Mavis Joyce Morrison OTD R/c*  
7/27/2015  
Department Chair:

\_\_\_\_\_  
ENTER DATE...  
General Education Committee Chair (if applicable)

*Angela Schriest*  
7/27/15  
ENTER DATE...  
College Curriculum Committee Chair

\_\_\_\_\_  
ENTER DATE...  
Undergraduate Curriculum Council Chair

*[Signature]*  
7/27/15  
ENTER DATE...  
College Dean

\_\_\_\_\_  
ENTER DATE...  
Graduate Curriculum Committee Chair

\_\_\_\_\_  
ENTER DATE...  
Vice Chancellor for Academic Affairs

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

~~OTD 6244~~ OTD 7213

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

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

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

Standard Letter

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

No

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

~~No~~ Yes

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

Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for therapists will be covered.

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

a. Are there any prerequisites?

Restricted to Occupational Therapy Doctorate majors.

b. Why?

Selective OTD Program admission.

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

Fall

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

Dr. Tracy Morrison, OT Chair

PO Box 910

State University, AR 72467

[mmorrison@astate.edu](mailto:mmorrison@astate.edu)

870-972-3112

11. Proposed Starting Term/Year

Fall 2015

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

If yes, what program?

Occupational Therapy Doctorate

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

If yes, what course?

OTD 5034 – Practice I: Primary Care

Has this course number been used in the past? No

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

14. Does this course affect another program? No

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

Enter text...

15. Justification should include:

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



1. Demonstrate knowledge and understanding of the human body to include the biological and physical sciences. Course content must include, but is not limited to, biology, anatomy, physiology, neuroscience, and kinesiology or biomechanics. (B.1.1)
2. Describe joint structure in relation to classification, support, motion and degrees of freedom for all upper extremity, lower extreme, head, and neck and trunk joints.
3. Identify joint motions and the planes an axis about which they occur
4. Describe the osteokinematics and arthrokinematics of each joint discussed.
5. Describe the types of muscle contractions and relate them to the direction and type of muscle fibers, origin and insertion of muscle, and joint motions.
6. Describe normal postural alignment and postural deviations.
7. Explain the biomechanics of gait and identify components of a normal gait patter.
8. Demonstrate ability to locate anatomical landmarks and performance surface palpation.
9. Describe the three classes of levers and discuss their application to the musculoskeletal system.
10. Compare and resolve internal and external focuses on the human body.
11. Describe the effective of friction in selected therapeutic situations.
12. Demonstrate knowledge of muscle attachments, innervations and functions.
13. Identify components of normal gait pattern.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013)

c. Student population served.

Students admitted to Occupational Therapy Doctorate Program

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

Doctoral entry level course as per accreditation guidelines

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

**COURSE SCHEDULE:**

Session 1	Course Introduction
	Basic Structure and Function of Human Joints
Session 2	Muscle: Primary Stabilizers and movers of skeletal system
	Biomechanical principles
Session 3	Shoulder complex
	Shoulder continued
Session 4	Elbow and forearm
	Elbow continued
Session 5	Wrist and Hand
	Wrist and Hand cont.
Session 6	Hip
	Exam
Session 7	Hip cont.
Session 8	Knee
	Knee cont.
Session 9	Ankle and foot
	Ankle and foot
Session 10	Axial Skelton

Session 7	Hip cont.
Session 8	Knee Knee cont.
Session 9	Ankle and foot Ankle and foot
Session 10	Axial Skelton Osteology and arthorology
Session 11	Axial skeleton muscle and joint interactions Cont.
Session 12	Kinesiology of mastication and ventilation Exam
Session 13	Posture Posture
Session 14	Kinesiology of walking Gail analysis
Session 15	Final

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

**COURSE REQUIREMENTS:**

This is a laboratory based course in which all skills are competency based on a pass fail basis. A cumulative practical examination of the basic skills needed in occupational therapy practice will be at the end of the course, with each student reaching competency along the way in the course

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

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)  
Supported by OT faculty; No additional classroom space required (CNHP lab available)

20. What is the primary intended learning goal for students enrolled in this course?  
The application of knowledge about body movements and postural strength and control to clinical evaluations.

21. Reading and writing requirements:

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

Neumann, DA Kinesiology of the Musculoskeletal System: Foundations for Rehabilitation. Mosby Elsevier, 2009. 2nd Ed.  
ISBN: 978-0-323-03989-5

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

c. Number of pages of writing required over the course of the semester: 15

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

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

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

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)  
Demonstrate the ability to perform surface palpation..

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)  
In class modeling by instructor of how to do surface palpation. Students practice surface palpation on each other. Class instructor observes student conducting surface palpation on a subject.

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

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**  
Identify postural deviations while a human is engaged in an occupation.

Learning Activity:  
Observe the classroom of students. Identify any atypical or postural deviations displayed within the classroom setting.

Assessment Tool:  
Exams /Grading Rubric

**GRADE DISTRIBUTION**

Mini-Exam	50 points
Exam 1	100 points
Exam 2	100 points
Final Exam	100 points
10 Quizzes (10 points each)	50 points

**Outcome #3:**  
Compare and resolve internal and external forces on the human body

Learning Activity:  
Student Readings and Lecture

Assessment Tool:  
Grading Rubric

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

- a. Global Awareness
  - Minimally
  - Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

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

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
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OTD 6244

Movement Science

Anatomical and biomechanical analysis of normal and abnormal human motion, including posture and gait, and their implications for therapists will be covered.