1. Deletions

    Master of Arts in Theatre and courses APPROVED

    POSC 6583 Computer Application in Public Administration APPROVED

2. New Courses

    POSC 6613 APPROVED

    POSC 6623 APPROVED

    POSC 6633 APPROVED

    ECH 6503 Early Childhood Curriculum and Environments APPROVED

    RTV 6223 Broadcasting Seminar-Entertainment Media APPROVED

3. Bulletin Changes

    Master of Public Administration changes APPROVED

    Mental Health Counseling cohort APPROVED

    ELCI 6493 Curriculum Internship APPROVED

    ELAD 7493 Supervised Internship APPROVED

    ELAD 6593 Supervised Internship APPROVED

    ELSE 6813 Laboratory I APPROVED

    ELSE 6853 I Laboratory I APPROVED

Code #

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

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

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

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

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

Department of Theatre – Master of Arts Program

Courses to be deleted: THEA5203-Stage Directing, THEA5213-Acting on Camera, THEA5223-Scene Design, THEA5233- Advanced Makeup, THEA5243-Historic Costume for the Stage, THEA5253-Theatre Management, THEA5263-History of Theatre I, THEA5273-History of Theatre II, THEA5303-Stage Lighting, THEA5313-Fundamentals of Playwriting, THEA5323- Stage Directing II, THEA5343–Musical Theatre, THEA5393-Summer Theatre-Performance, THEA5403-SummerTheatre-Technical, THEA5413-Sound Design and Production for the Theatre, THEA6203-Introduction to Graduate Study, THEA6213-Techniques of Criticism, THEA6223-Problems in Drama, THEA6233-Advanced Directing, THEA6243-Oral Studies in Shakespeare, THEA6253-seminar in Production, THEA6603-Internship in Theatre Arts, THEA6701- Thesis, THEA6801-Independent Study

2. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
Bob Simpson, Chair - Department of Theatre

3. **Last semester student can graduate with this degree and/or last semester course will be offered**
Spring 2012

4. **Student Population** The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?
Two remaining students will graduate in May 2012

5. **How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.**
No effect

6. **(For courses only) Will another course be substituted? If yes, what course?**

None

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.

MAJOR IN COMMUNICATION STUDIES ~~AND THEATRE~~

The Master of Arts in Communication Studies ~~and Theatre~~ is ~~co-~~offered by the Department of Communication Studies, College of Communications. ~~, and the Department of Theatre, College of Fine Arts~~. ~~The graduate student's adviser should come from the Department of Speech Communication. if the student's primary interest is communication, or from the Department of Theatre if the student's primary interest is theatre.~~

The College of Fine Arts offers work leading to the Master of Arts degree in Art ~~and, in combination with the College of Communications, in Speech Communication and Theatre~~, the Master of Music Education degree, the Master of Music degree, and the Specialist in Community College Teaching degree in the teaching field~~s~~ of ~~Speech Communication and Theatre~~, ~~and~~ Music Education. The Master of Arts degree in Art is designed to educate professional artists and to provide a foundation for additional advanced work. The Master of Arts degree in Art is not designed to meet Arkansas Master's degree teacher certification requirements. The Fine Arts graduate curriculum is designed to elevate the student's standards of performance and scholarship.

The Department of Music requires auditions and examinations prior to or soon after the first registration for graduate study. These examinations may be used as placement and/or entrance criteria. Final project requirements for the Master of Music Education degree include passing written and/or aural comprehensive examinations in music history, theory and music education; for the Master of Music degree written and/or aural comprehensive examinations in music theory and music history must be passed. Master of Music candidates in voice must present or achieve proficiency in two foreign languages and keyboard candidates in one.

The Specialist in Community College Teaching is a 60-semester hour, intermediate graduate degree designed to prepare teachers for the community college. All general requirements of the Graduate School apply to these degree programs and the student should refer to these requirements listed elsewhere in this bulletin and the specific program requirements.

~~**DEPARTMENT OF THEATRE**~~
~~**Theatre**~~
~~**THEA 5203 Stage Directing I** Directing techniques for theatrical productions.~~
~~**THEA 5213 Acting on Camera** Developing skills for performance in front of and for the television and fi lm area.~~
~~**THEA 5223 Scene Design** Study of the basic principles of design and lighting.~~
~~**THEA 5233 Advanced Makeup Design** Hair styling and makeup design. Prerequisite: THEA 2233 or permission of professor.~~
~~**THEA 5243 Historic Costume for the Stage** Clothing worn during various historical periods. Prerequisite: THEA 2233 or permission of professor.~~
~~**THEA 5253 Theatre Management** Problem of promotion, finance and crowd control.~~
~~**THEA 5263 History of the Theatre I** A survey of the history of the theatre from the Greek to the Renaissance Period.~~
~~**THEA 5273 History of the Theatre II** A survey of the history of the theatre from the Renaissance to the Modern Period.~~
~~**THEA 5303 Stage Lighting** Principles and practices of stage lighting.~~
~~**THEA 5313 Fundamentals of Playwriting** Writing plays, including readings, exercises and adaptation.~~
~~**THEA 5323 Stage Directing II** Directing techniques for exposition, suspense, surprise, marking of climaxes, and creation of mood.~~
~~**THEA 5343 Musical Theatre** A study of the history and performance technique of musical theatre. Prerequisite: THEA 1213 or permission from instructor.~~

THEA 5393 Summer Children Theatre-Performance

THEA 5403 Summer Children Theatre-Technical

THEA 5413 Sound Design and Production for the Theatre Principles and prac173 tices of sound.

THEA 6203 Introduction to Graduate Study Survey of research methods; evaluation of selected studies; preparation of thesis.

THEA 6213 Techniques of Criticism Study of the nature and function of criticism with emphasis on philosophy and method.

THEA 6223 Problems in Drama A study of the problems in dramatic arts.

THEA 6233 Advanced Directing Original development of direction in the theatre, with study of advanced theories and techniques.

THEA 6243 Oral Studies in Shakespeare Analysis and performance of selected works of William Shakespeare.

THEA 6253 Seminar in Production The study of the play production conceptual process and the application of research skills necessary to be successful.

THEA 6603-6 Internship in Theatre Arts Combines relevant work experience with classroom theory.

THEA 6701-6 Thesis

THEA 6801-3 Independent Study

Code #

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

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

> **Program and/or Course Deletion**
> Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

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

1. **Program and/or Course Title, Prefix and Number**   POSC 6583 Computer Applications in Public Administration
2. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)   William P. McLean, Arkansas State University, P.O. Box 1750, State University, AR, 72467, wmclean@astate.edu, 870-972-3048
3. **Last semester student can graduate with this degree and/or last semester course will be offered**   The last time this course will be accepted is Spring 2012.
4. **Student Population** The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?   The course was created to serve Master of Public Administration (MPA) students when computer technology was a new advancement in the public management field. Currently, computer technology is integrated into every aspect of the MPA program and a stand alone course is no longer needed. This course has not been offered for several semesters and deletion will not negatively impact any current or future students.
5. **How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.**   This course will have no impact on the department. An alternative course in Public Information Management will serve to replace this course and will not result in lost credit hours for the department. Further, this course deletion does not affect another department.
6. **(For courses only) Will another course be substituted? If yes, what course?**   Yes, POSC 6633-Public Information Management.

Graduate Bulletin 2011-2012:

MASTER OF PUBLIC ADMINISTRATION DEGREE

Admissions Requirements

The purpose of the Master of Public Administration degree is to prepare individuals for positions of leadership in governmental and non-governmental public service organizations. Since the scope of public services is wide and highly diverse, we seek to serve a range of students by providing a generalist degree in a compact program taught by professionals contributing to the region and the discipline.

To be considered for admission to the MPA program, in addition to meeting Graduate School admission requirements applicants must provide:

> • Three letters of recommendation;
> • A 2-3 page statement of purpose discussing why they chose the MPA program, what their professional goals are and how the MPA program will enable them to meet those goals. Moreover, an applicant's undergraduate background must include courses with grades of "C" or higher in American national government and principles of economics or their equivalents. If the student is defi cient, these courses must be taken in addition to the graduate course requirements specifi ed below. Such undergraduate defi ciencies must be completed prior to or during the first graduate enrollment period.

For unconditional admission, a student must have a minimum cumulative undergraduate grade point average of 3.0 (or 3.2 in the last 60 hours).

For conditional admission, academic profi ciency must be established by a minimum cumulative undergraduate grade point average of 2.5 or higher plus a score on the Graduate Record Examination (GRE) adequate to indicate the potential to do well at the graduate level.

Courses required of all candidates:

Twenty-one hour core of public administration courses:

> POSC 6003, Techniques of Political and Public Administration Research
> POSC 6533, Public Policy Analysis and Evaluation
> POSC 6543, Administrative Behavior
> POSC 6553, Public Budgeting and Finance
> POSC 6563, Seminar in Public Administration
> POSC 6583, Computer Applications in Public Administration
> POSC 6593, Seminar in Human Resources Management
>
> POSC 6603-6, Internship in Public Administration* OR POSC 6656, Thesis in Public Administration; OR six hours of Public Administration or American Politics electives
>
> Six hours of 6000 level courses in Public Administration or American Politics
>
> Nine hours of electives from Political Science, or electives from any fi eld for which the student meets course prerequisites, to be selected with the approval of the student's adviser.
>
> *Internships are normally undertaken at the end of the academic program and are open only to students with a grade point average of no less than 3.00.

Minimum hours required for this program: 42

Graduate Bulletin 2011-2012:

POSC 6523 Decision Making An examination of decision-making models for individuals, small groups, and large organizations in the public sector.
 POSC 6533 Public Policy Analysis and Evaluation Provides a theoretical and technical framework for understanding the fundamentals of policy analysis and evaluation.
 POSC 6543 Administrative Behavior An examination of administrative structures and patterns of behavior in public sector organizations.
 POSC 6553 Public Budgeting and Finance A study of political processes and administrative methods associated with governmental revenues, expenditures, and fi scal control of public organizations.
 POSC 6563 Seminar in Public Administration An examination of the development of public administration as a profession; its history, political environment, ethics, and its method.
 POSC 6573 Grant Writing and Administration Emphasis is placed on a step-bystep process through all stages of writing successful proposals and on providing technical expertise and knowledge through campus outreach efforts of faculty and students to strengthen the nonprofi t and nongovernmental organizations that serve the local communities.

 POSC 6583 Computer Applications in Public Administration An introduction to programming, office automation systems design and acquisition, and the application of computerized information systems in the management of governmental agencies and programs. Prerequisite: CS 1013, or an equivalent course, or the permission of the professor.

 POSC 6593 Seminar in Human Resources Management An examination of policies, procedures, strategies, laws and regulations implemented in human resources management for public and nonprofi t organizations.

 Political Theory

POSC 5453 Analysis of Contemporary Political Theory An analytical and theoretical examination of one or more theoretical political issues of the 20th and 21st centuries. Topics of analysis may include democracy, justice, community, political ethics, multiculturalism, or the theories of a particular political philosopher or school of political philosophy. Content will vary.
 POSC 6413 Seminar in Political Theory An examination of selected works of one or more major political philosophers.

200

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

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

POSC 6613

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

Administrative Leadership

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

Lecture

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

Standard letter

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

No

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

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

A study of the techniques and practices that successful managers employ to get their work done through politicians, subordinates, and citizens. Emphasis is placed on issues that are faced by first time managers.

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

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

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

William P. McLean, Arkansas State University, P.O. Box 1750, State University, AR 72467, wmclean@astate.edu, 870-972-3048

11. Proposed Starting Term/Year

Fall 2012

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

No

13. Does this course replace a course being deleted?

No

  b.   If yes, what course?

  c.   Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:
  A.   **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**

Students will be expected to develop skills commensurate with a first time manager of a public organization.

  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 MPA program seeks to equip students with sound management skills to lead public institutions with excellence.

  C.   **Student population served.**

MPA students

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

Graduate. The coursework required as part of the MPA competencies is consistent with graduate level studies.

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

PART 1: Leadership Theory
Week 1: August 22, Opening Session
Goal: Orientation, discussion of syllabus, plans for the course, academic integrity, instructor's objectives, and other handouts.

Week 2: September 5, Leadership and Management
Read:
Belker and Topchik (2005). Part 1 Mintzberg (1975). The Manager's Job: Folklore and Fact
Morgan et al, (1996). What Middle Managers Do in Local Government: Stewardship of the Public Trust and the Limits of Reinventing Government,
Behn (1998). What Right Do Public Managers Have to Lead? Zaieznik (2004). Managers and Leaders are they different?
Goleman (2009). What Makes a Leader?
Case 1: A Tale of Two Managers

PART 2: Public Sector Leadership Dimensions

Week 3: September 12, Political Environment
Read:
Ashworth (2001). Foreword, Preface, Working with Politicians, and The Kinds of Pressure and Influence Used on You
Deborah Stone (2002). Introduction, and Chapter 1 Thad Hall. (2002). Congress Guilty of Bureaucrat Bashing
Demir (2008). Is Political Public Administration a Threat to Legislative Supremacy
Case 2: A Change of Management

Week 4: September 19, Public Organizations
Read: Ashworth (2001). Taking the Initiative or Risk Taking Inside Government and Bona Fide Bureaucratic Behavior
Case 3: Dealing with Corruption in the Police Force of La Paz

Week 5: September 26, Subordinates
Read: Ashworth (2001). Delegating, or Working for your Subordinates, Dealing with Unpleasant and Difficult People, and More on Difficult People.
Belker and Topchik (2005). Part 2- 3 Maslow (1943). A theory of human motivation.
Offermann (2004). When Followers Become Toxic
Bright (2009). Why Do Public Employees Desire Intrinsic Workplace Opportunities?

Week 6: October 3, Superiors
Read: Ashworth (2001). Learning from your Boss, Subordinate Leadership, Getting Help From Above, Relations with a Governing Board, and More on Governing Boards

Week 7: October 10, Citizens and the Public Interest
Read: Frederickson (1997). Chapter 1, Finding the Public in Public Administration, Chapter 4, the Question of Administrative Discretion and Chapter 5, Fairness and Equity in Public Administration
Frederickson & Hart (1985). The Public Service and the Patriotism of Benevolence.
Case 4: The New Hampshire Landslide Warning
Due: Literature Review Paper

PART 3: Special Topics in Leadership

Week 8: October 17, Self-Assessment and Development
Read: Ashworth (2001). Walking with Kings,
Belker and Topchik (2005). Part 5- 6
Katz (1955). Skills of an Effective Administrator
Athanasaw (2003). Leadership Styles as Perceived by Career Senior Service Executives.
Case 5: A Tampa town Hall Forum Goes Awry

Week 9: October 24, Morality and Ethics
Read: Ashworth (2001). Ethics and Morality in Public Service
Frederickson & Hart (1985). The Public Service and the Patriotism of Benevolence
Dobel (1990). Integrity in Public Service. Case 6: Office for Civil Rights

Week 10: October 31, Administrative Evil and Ambition
Read: Adams (1998). Unmasking Administrative Evil pp. 64-72
Fredrich (1940). Public Policy and the Nature of Administrative Responsibility
Finer (1941). Administrative Responsibility in Democratic Government.
Terry (2003). Chapter 6, The Administrator as Conservator

Week 11: November 7, Courage and Integrity
Read: Ashworth (2001), A few Thoughts on Leadership Koop (1992), Integrity
Case 7: The Memo Week 12: November 14, Team Projects and Presentations
Week 13: November 21, No Class, Thanksgiving Week
Week 14: November 28, Team presentations
Week 15: Final Exam

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

Case briefings, research papers, group papers, final exam

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

No

19. Required reading

Ashworth, K. (2001). *Caught Between the Dog and the Fireplug or How to Survive in Public Service.*
Belker, L. and Topchik, G. (2005). *First Time Manager.*

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

No

21. What is the primary goal of this course?

Help students develop the skills to analyze and address leadership challenges and opportunities.

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

☐	Communicating effectively	☐	Thinking Critically
☐	Using mathematics	☐	Using Technology
☐	Understanding global issues	☐	Understanding interdependence
☐	Developing a life-long appreciation of the arts and humanities	☐	Developing a strong foundation in the social sciences
☐	Using science to accomplish common goals	☐	Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?

Primary Goal Outcome #1: Students will be able to analyze and solve management problems**.**

Learning Activity: Students will be introduced to the central ideas and frameworks in the field of Public Management that will help them understand how to apply these ideas and frameworks to analyze managerial and organizational situations.

Assessment Tool: Students will take part in a group project that analyzes a public organization. In learning about the key characteristics of the organization the team will address how the performance of the organization can be improved.

Graduate Bulletin 2011-2012:

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POSC 6613 Administrative Leadership   A study of the techniques and practices that successful managers employ to get their work done through politicians, subordinates, and citizens. Emphasis is placed on issues that are faced by first time managers.

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POSC 5453 Analysis of Contemporary Political Theory An analytical and theoretical examination of one or more theoretical political issues of the 20th and 21st centuries. Topics of analysis may include democracy, justice, community, political ethics, multiculturalism, or the theories of a particular political philosopher or school of political philosophy. Content will vary.

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New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

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

POSC 6623

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

Administrative Ethics

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

Lecture

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

Standard Letter

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

No

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

No

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

An analysis of the theoretical, philosophical, and practical tools needed for making appropriate decisions in the role of an administrator in a public or not for profit organization.

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

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

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) William P. McLean, Arkansas State University, P.O. Box 1750, State University, AR 72467, wmclean@astate.edu, 870-972-3048	

11. Proposed Starting Term/Year

Fall 2012

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

No

13. Does this course replace a course being deleted?

No

    b.   If yes, what course?

    c.   Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:
    A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**

     Potential public employees must maintain high levels of ethical decision-making and professional conduct.

    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 MPA program has a stated mission of equipping students to lead public institutions with integrity.

    C. **Student population served.**

    MPA students

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

    Graduate. The coursework required as part of the MPA competencies is consistent with graduate level studies.

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

1
Aug 20
Course Introduction and Overview

2
Aug 27
Empirical Research on Ethics and Integrity
Chapter 1 Menzel /Fredrickson
Menzel Practicum 1.1 Due

3
SEP 3
Developing a Model for Ethical Decision-Making
Chapter 3 Fredrickson
Assigned Reading Journal One Due

4
SEP 10
Moral Reasoning Research and Theory
Chapter 2 Menzel
Chapter 4 Frederickson
Menzel Practicum 2.2 Due

6
SEP 17
Power and Ethics
Chapter 5 Frederickson
Assigned Reading Journal Two Due

7
SEP 24
Public Service Ethics and Administrative Evil
Chapter 3 Menzel
Chapter 6 Frederickson
Menzel Practicum 3.2 Due

8
OCT 1
Moral Agency in Public Service
Chapter 8 Frederickson
Assigned Reading Journal Three Due

9
OCT 8
New Managerialism
Chapter 4 Menzel
Chapter 9 Frederickson
Menzel Practicum 4.1 Due

10
OCT 15
Accountability in Human Services
Chapter 10 Frederickson
Assigned Reading Journal Four Due

11
OCT 22
Cowboys and the New Public Management
Chapter 5 Menzel
Chapter 11 Frederickson
Menzel Practicum 5.1 Due

12
OCT 29
Legal Accountability
Chapter 12 Frederickson
Assigned Reading Journal Five Due

13
NOV 5
Corruption Control
Chapter 6 Menzel
Chapter 13 Frederickson
Menzel Practicum 6.2 Due

14
NOV 12
In Search of Virtue
Chapter 14 Frederickson
Assigned Reading Journal Six Due

15
NOV 19
Ethics in a Transnational World
Chapter 7 Menzel
Chapter 17 Frederickson
Menzel Practicum 7.1 Due

NOVE 26

NO CLASS THANKSGIVING BREAK

16
DEC 3
Globalization and Ethics
Chapter 16 Frederickson

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

Case studies, Case discussion papers, reflective journal, final examination

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

None

19. Required reading

Ethics in Public Management, edited by H. George Frederickson; Richard K. Ghere, ISBN: 978-0-7656-1461-2 (Paperback) or 978-0-7656-1460-5 (Cloth); and *Ethics Management for Public Administrators: Building Organizations of Integrity*, by Donald C. Menzel, ISBN: 978-0-7656-1814-6 (Paperback) or 978-0-7656-1813-9 (Cloth)
20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)   No
21. What is the primary goal of this course?   Development of ethical competencies that uphold the public trust.

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

☐ **Communicating effectively**   ☐ **Thinking Critically**

☐ **Using mathematics**   ☐ **Using Technology**

☐ **Understanding global issues**   ☐ **Understanding interdependence**

☐ **Developing a life-long appreciation of the arts and humanities**   ☐ **Developing a strong foundation in the social sciences**

☐ **Using science to accomplish common goals**   ☐ **Providing foundations necessary to achieve health and wellness**

23. Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?

Primary Goal Outcome #1:

Development of ethical competencies that uphold the public trust

Learning Activity: Discussion of real world cases involving ethical dilemmas.

Assessment Tool: Case discussion papers prepared in memorandum format. The first part summarizes the case as presented in the book, and the second part involves self-reflection about the case.

Graduate Bulletin, 2011-2012

POSC 6523 Decision Making An examination of decision-making models for individuals,
small groups, and large organizations in the public sector.
 POSC 6533 Public Policy Analysis and Evaluation Provides a theoretical and
technical framework for understanding the fundamentals of policy analysis and evaluation.
 POSC 6543 Administrative Behavior An examination of administrative structures
and patterns of behavior in public sector organizations.
 POSC 6553 Public Budgeting and Finance A study of political processes and
administrative methods associated with governmental revenues, expenditures, and fiscal
control of public organizations.
 POSC 6563 Seminar in Public Administration An examination of the development
of public administration as a profession; its history, political environment, ethics, and its method.
 POSC 6573 Grant Writing and Administration Emphasis is placed on a step-by-step
process through all stages of writing successful proposals and on providing technical
expertise and knowledge through campus outreach efforts of faculty and students to strengthen
the nonprofi t and nongovernmental organizations that serve the local communities.
 POSC 6583 Computer Applications in Public Administration An introduction to
programming, office automation systems design and acquisition, and the application of computerized
information systems in the management of governmental agencies and programs.
Prerequisite: CS 1013, or an equivalent course, or the permission of the professor.
 POSC 6593 Seminar in Human Resources Management An examination of policies,
procedures, strategies, laws and regulations implemented in human resources management
for public and nonprofi t organizations.

POSC 6623 Administrative Ethics   An analysis of the theoretical, philosophical, and practical tools needed for making appropriate decisions in the role of an administrator in a public or not for profit organization.

 Political Theory

POSC 5453 Analysis of Contemporary Political Theory An analytical and theoretical
examination of one or more theoretical political issues of the 20th and 21st centuries. Topics
of analysis may include democracy, justice, community, political ethics, multiculturalism, or the
theories of a particular political philosopher or school of political philosophy. Content will vary.
 POSC 6413 Seminar in Political Theory An examination of selected works of one
or more major political philosophers.

Revised 9/25/2008

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

1.   Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) POSC 6633
2.   Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Public Information Management
3.   Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. **Lecture**
4.   What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? **Standard Letter**
1.   Is this course dual listed (undergraduate/graduate)? **No**
6.   Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) **No**
7.   Brief course description (40 words or less) as it should appear in the bulletin. An analysis of how various governmental units juggle the competing demands of sound management and playing politics when devising communication strategies with emphasis placed on crisis management and how information is marketed for maximum impact.
8.   Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).
9.   Course frequency (e.g. Fall, Spring, Summer, or Demand).   Not applicable to Graduate courses.

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

William P. McLean, Arkansas State University, P.O. Box 1750 State University, AR 72467, wmclean@astate.edu, 870-972-3048

11. Proposed Starting Term/Year

Summer 2012

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

No

13. Does this course replace a course being deleted?

    b. If yes, what course? POSC 6583 Computer Applications in Public Administration

    c. Has this course number been used in the past? Yes

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:
    A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**

    Effective government requires good communication with the public and private sector. Students will learn to devise communication strategies that effectively juggle the competing demands of sound management and playing politics when they devise communication strategies.

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

    This course, by developing effective communication skills, fits the MPA mission of equipping students to lead public institutions of the future with integrity, innovation, excellence and professionalism.

    C. **Student population served.**

    MPA Program

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

    Graduate. The coursework required as part of the MPA competencies is consistent with graduate level studies.

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

COURSE OUTLINE

Week 1: Thursday, August 25
INTRODUCTION: The scope and perspectives of the course; the unique problems of information management
    in the public sector.
    Reading Due:
    *Graber xi-24; Curtin 1-16, 129-145

Week 2: Thursday, September 1
GOVERNMENT NEWS MANAGEMENT: A multicultural look at spin control; using words to "sell"
    policy.
    Reading Due:
    *Luntz pp. xi-48
    *On reserve: Pfetsch pp. 71-97
    Assignments Due:
    *Discussion leadership #1 (Pfetsch)
    *Discussion leadership #2 (Luntz)
    *Talking points #1 (Pfetsch)
    *Talking points #2 (Luntz)

Week 3: Thursday, September 8
ORGANIZATIONAL INTELLIGENCE: Building information bases; word-crafting.
      Read:
      *Graber 25-63; Luntz 49-70
      *On reserve: Ignatius, "Obama's communications gap, p. A-4.
      Assignments Due:
      *Discussion Leadership #3 (Graber)
      *Discussion Leadership #4 (Luntz)
      *Talking Points #3 (Graber)
      *Talking Points #4 (Luntz)
      *Journal #1 (by 5 p.m. today)

Week 4: Thursday, September 15
DECISION-MAKING MODELS: Information flows in governmental decision-making; word-crafting.
      Reading Due:
      *Graber 157-192; Luntz 71-80
      Assignments Due:
      *Discussion Leadership #5 (Graber)
      *Discussion Leadership #6 (Luntz)
      *Talking Points #5 (Graber)
      *Talking Points #6 (Luntz)

Week 5: Thursday, September 22
DECISION-MAKING REALITIES: Coping with decision-making problems; policy decisions; problem definition;
      persona-crafting.
      Reading Due:
      *Luntz 81-94 only; 119-126 only
      *On reserve: Jones & Baumgartner, "The Politics of Attention: How Government Prioritizes Problems" – conclusion only, pp. 274-289; Scott, "The Politics of Attention: How Government Prioritizes Problems, pp. 1042-1043; Stone, "Causal Stories and the Formation of Policy Agendas," 281-335
      Assignments Due:
      *Discussion Leadership #7 (Jones & Baumgartner; Scott)
      *Discussion Leadership #8 (Stone)
      *Talking Points #7 (Jones & Baumgartner; Scott)
      *Talking Points #8 (Stone)

Week 6: Thursday, September 29
WORD USE IN POLITICS; IMPORTANCE OF EVALUATION: Case studies in political word-crafting.
      Reading Due:
      *Luntz 149-178
      *On reserve: Lattimore, "Evaluating Public Relations Effectiveness," pp. 154-173
      Assignments Due:
      *Discussion Leadership #9 (Luntz)
      *Discussion Leadership #10 (Lattimore)
      *Talking Points #9 (Luntz)
      *Talking Points #10 (Lattimore)
      *Journal #2 (by 5 p.m. today)

Week 7: Thursday, October 6
NETWORKS and COALITIONS: Constructing networks; myths and realities about language and people.
      Reading Due:
      *Graber 93-123; Luntz 187-204 only
      Assignments Due:
      *Discussion Leadership #11 (Graber)
      *Discussion Leadership #12 (Luntz)

        *Talking Points #11 (Graber)
        *Talking Points #12 (Luntz)

Week 8: Thursday, October 13
STRUCTURE/FUNCTION INTERFACE: Channeling bureaucratic information flows; whistle-blowing; employee
     communications.
     Reading Due:
     *Graber 64-92
     *On reserve: Lattimore, "Employee Communications," pp. 202-23
     Assignments Due:
     *Discussion Leadership #13 (Graber)
     *Discussion Leadership #14 (Lattimore)
     *Talking Points #13 (Graber)
     *Talking Points #14 (Lattimore)

Week 9: Thursday, October 20
CHANGING CULTURE AND WORDS: What we care about; words for the 21st Century
     Reading Due:
     *Luntz 205-228, 241-264 only, 265-266 only
     Assignments Due:
     *Journal #3: including, but not limited to, this week's readings and video (by 5 p.m. today)
     *Video: Wikileaks: view in Bb Learn>Assignments
     *Work on your wiki paper

Week 10: Thursday, October 27
E-GOVERNMENT IMPACT: The impact of technological changes; e-government styles and patterns.
     Reading Due:
     *Curtin pp. 31-49, 213-234, 235-254
     Assignments Due:
     *Discussion Leadership #15 (Curtin 31-49)
     *Discussion Leadership #16 (Curtin 213-234)
     *Discussion Leadership #17 (Curtin 235-254)
     *Talking Points #15 (Curtin 31-49)
     *Talking Points #16 (Curtin 213-234)
     *Talking Points #17 (Curtin 235-254)
     *Wiki Papers Due (5 p.m.)

Week 11: Thursday, November 3
INFORMATION CAMPAIGNS: Theories of persuasion; ethics and performance issues in public information
     campaigns.
     Reading Due:
     *On reserve: Odugbemi, "Transforming Adverse Public Opinion Into Support For Reforms," pp. 265-
     270; Atkin, "Theory and Principles of Media Health Campaigns, pp. 49-68; Wallack, "Putting Policy
     Into Health Communication," pp. 389-401
     Assignments Due:
     *Discussion Leadership #18 (Atkin)
     *Discussion Leadership #19 (Wallack)
     *Talking Points #18 (Atkin)
     *Talking Points #19 (Wallack)
     *Government Web Presentations (6)

Week 12: Thursday, November 10
 PUBLIC RELATIONS: Public information and public relations activities; mass media management; media impact
     on public policy; crisis communication.
     Reading Due:
     *Graber 226-260; Curtin 107-126, 159-181

*On reserve: Odugbemi, "Journalistic Framing and Media Relations for Marginalized Groups," pp. 251-263
Assignments Due:
*Discussion Leadership #20 (Odugbemi)
*Talking Points #20 (Odugbemi)
*Web presentations (6)
*Journal #4 (by 5 p.m. today)

Week 13: Thursday, November 17
CULTURES and MULTI-CULTURALISM: The challenges posed by multiculturalism.
Reading Due:
*Graber 124-156; Curtin 213-233, 255-277
Assignments Due:
*Discussion Leadership #21 (Graber)
*Talking Points #21 (Graber)
*Web Presentations (6)

Fall Break, November 27

Week 14: Thursday, December 1
BUILDING NEW ORGANIZATIONS. Using communication resources to build support and overcome
opposition; citizen roles.
Reading Due:
*Graber: 193-225
*On reserve: Odugbemi, "Governance, Stakeholder Involvement, and New Communication Models," pp. 113-60
Assignments Due:
*Discussion Leadership #22 (Graber)
*Discussion Leadership #23 (Odugbemi)
*Talking Points #22 (Graber)
*Talking Points #23 (Odugbemi)
*Web Presentations (5, or remaining)

Week 15: Thursday, December 8

FINAL EXAM

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

Research paper, projects, presentations

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

Group wiki paper

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19. Required reading

REQUIRED TEXTBOOKS
Gregory G. Curtin, Michael H. Sommer, and Veronika Vis-Sommer, *The World of e -
Government.* Binghamton, NY: The Haworth Press, 2004 (ISBN 0789023067).
Doris A. Graber, *The Power of Communication: Managing Information in Public
Organizations.* Washington, D.C.: CQ Press, 2003 (ISBN 1568022115).
Luntz, Frank. Words That Work: It's Not What You Say, It's What People Hear, Hyperion,
2007 (ISBN 9781401302597).
Materials on reserve at the library

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

No

21. What is the primary goal of this course?

Understand the importance of communication at every level of government.

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

☐	Communicating effectively	☐	Thinking Critically
☐	Using mathematics	☐	Using Technology
☐	Understanding global issues	☐	Understanding interdependence
☐	Developing a life-long appreciation of the arts and humanities	☐	Developing a strong foundation in the social sciences
☐	Using science to accomplish common goals	☐	Providing foundations necessary to achieve health and wellness

23. Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?

Primary Goal Outcome #1:

Understand the importance of communication at every level of government.

Learning Activity:

Web site analysis of various public institutions

Assessment Tool:

Group papers using a rating tool to determine the effectiveness of various public institution websites.

Graduate Bulletin 2011-2012:

POSC 6523 Decision Making An examination of decision-making models for individuals, small groups, and large organizations in the public sector.
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 POSC 6553 Public Budgeting and Finance A study of political processes and administrative methods associated with governmental revenues, expenditures, and fi scal control of public organizations.
 POSC 6563 Seminar in Public Administration An examination of the development of public administration as a profession; its history, political environment, ethics, and its method.
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 POSC 6583 Computer Applications in Public Administration An introduction to programming, offi ce automation systems design and acquisition, and the application of computerized information systems in the management of governmental agencies and programs.
Prerequisite: CS 1013, or an equivalent course, or the permission of the professor.
 POSC 6593 Seminar in Human Resources Management An examination of policies, procedures, strategies, laws and regulations implemented in human resources management for public and nonprofi t organizations.

POSC 6633 Public Information Management   An analysis of how various governmental units juggle the competing demands of sound management and playing politics when devising communication strategies with emphasis placed on crisis management and how information is marketed for maximum impact.

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)   ECH 6503
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).   Early Childhood Curriculum and Environments   Early Chdhd Curr Environment
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.   **Lecture**
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?   **standard**
1. Is this course dual listed (undergraduate/graduate)?   **no**
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)   **No**
7. Brief course description (40 words or less) as it should appear in the bulletin.   Introduction to current best practices in developing and implementing effective learning environments and curriculum in early childhood classrooms.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).   Restricted to Master of Arts in Teaching candidates only   Prerequisites: TE 6223 Effective Teaching with Diverse Populations; ECH 6513 Developmental Perspectives; ECH 6423 Documenting Young Children's Learning and Development; Must be accepted to the Teacher Education program
9. Course frequency (e.g. Fall, Spring, Summer, or Demand).   Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)   Lina L. Owens; Arkansas State University; PO Bo 2350, State University, AR 72467; llowens@astate.edu; 8709723059
11. Proposed Starting Term/Year   Summer 13

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

No

13. Does this course replace a course being deleted?

No. This course will replace ECH 6533 Sources and Models of Early Childhood Curriculum for the Master of Arts in Teaching Early Childhood Education program; ECH 6533 is still taken by candidates in the Early Childhood Services M.S. and Early Childhood Education M.S.E. programs.

    b. If yes, what course?

    c. Has this course number been used in the past?

no

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

no

15. Justification should include:
    A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**

This course will provide Master of Arts in Teaching Early Childhood Education (MAT ECE) candidates with a firm foundation in curriculum development and learning environment development. The course currently taken by the MAT ECE candidates was created for professionals working in the field and does not provide the MAT students sufficient foundation knowledge and skills. Candidates will become competent in planning learning environments and curriculum for young children. The course will address the following standards from the National Association for the Education of Young Children:

        Standard 1. Promoting child development and learning
        1b: Knowing and understanding the multiple influences on early development and learning
        1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
        Standard 3. Observing, documenting, and assessing to support young
        Children and families
        3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
        Standard 4. Using developmentally effective approaches
        4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
        4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
        4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
        4d: Reflecting on own practice to promote positive outcomes for each child
        Standard 5. Using content knowledge to build meaningful curriculum
        5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
        5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
        5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

        The course will also meets additional standards set by the Professional Education Unit for licensure courses.

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

The primary mission of the Department of Teacher Education is to produce well-prepared educators who will have positive impacts on the achievement and development of the children they teach. A primary expectation for teachers is to develop the learning environment and implement an appropriate curriculum for the students being taught. This course will prepare MAT ECE candidates to create appropriate learning environment and curriculum based on current evidence based best practices.

    C. **Student population served.**

This course is developed specifically for Master of Arts in Teaching Early Childhood Education candidates.

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

This course is the early childhood curriculum course to be completed by MAT ECE candidates prior to their internship semester.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)
Summer Offering
Week 1:
- Orientation to course and assignments
- Review of Developmental Characteristics of Children and Implications for Curriculum and Learning Environments
- Introduction to Developmentally Appropriate Practices
- Historical, Theoretical and Research Bases for ECE Curriculum

Week 2:
- Arkansas Framework for Infant and Toddler Care and Arkansas Early Childhood Education Framework
- Infant/Toddler Environment and Curriculum
- Preschool Curriculum
  - Language and Literacy
  - Social and Emotional
  - Science
  - Mathematics
  - Physical
  - Creative/Aesthetic
  - Role of emergent curriculum and integrated curriculum

Week 3
- Planning the Preschool Learning Environment
- Connecting Preschool Curriculum and Assessment
- Differentiating for Preschool Children
- Common Core State Standards and Arkansas Curriculum Frameworks

Week 4:
- Kindergarten/Primary Curriculum
  - Language and Literacy
  - Social and Emotional
  - Science
  - Mathematics
  - Physical
  - Creative Aesthetic
- Planning Effective K4 Learning Environments

Week 5:
- Connecting K4 Curriculum and Assessment
- Differentiating for K4 students
- Project Presentations

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
One midterm exam – 15%
One final exam – 15%
Preschool Activity Implementation – 10%
K/Primary Activity Implementation – 10%
Learning Environments Project – 15%
Preschool Integrated Curriculum Project – 15%
K/Primary Integrated Curriculum Project – 15%
Assessment of Professionalism – 5%

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Students will be required to implement at least two lessons/activities in a program serving children (summer out-of-school time program or child care).

19. Required reading

Copple, C., & Bredekemp, S. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (Rev. ed.). Washington D.C. National Association for the Education of Young Children.
Epstein, A. (2007). *The intentional teacher: Choosing the best strategies for young children's learning.* Washington, DC: National Association for the Education of Young Children.
Wortham, S. (2010*). Early childhood curriculum: Developmental bases for learning and teaching* , 5th Ed. Pearson.
Common Core State Standards http://www.corestandards.org/
Arkansas Early Childhood Framework http://humanservices.arkansas.gov/dccece/dccece_documents/aeceframwork.pdf
Arkansas Framework for Infant and Toddler Care http://humanservices.arkansas.gov/dccece/classroom_docs/infantframework.pdf

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

21. What is the primary goal of this course?
Prepare MAT ECH candidates to develop and implement learning environments and curriculum that reflect current evidence-based best practices.

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

☐	**Communicating effectively**	☐	**Thinking Critically**
☐	**Using mathematics**	☐	**Using Technology**
☐	**Understanding global issues**	☐	**Understanding interdependence**
☐	**Developing a life-long appreciation of the arts and humanities**	☐	**Developing a strong foundation in the social sciences**
☐	**Using science to accomplish common goals**	☐	**Providing foundations necessary to achieve health and wellness**

23. Considering the indicated primary goal, provide *up to three outcomes* that you expect of students after completion of this course. For

example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?

Primary Goal Outcome #1: Students will be able to plan relevant, standards-based preschool curriculum.

Learning Activity: text book readings, class lecture,, discussion, small group work

Assessment Tool: Integrated preschool curriculum project graded with a rubric

Primary Goal Outcome #2: Students will be able to plan relevant, standards=based kindergarten/primary curriculum.

Learning Activity: text book readings, class lecture,, discussion, small group work

Assessment Tool: Integrated curriculum project graded with a rubric

Primary Goal Outcome #3: Students will be able to plan the learning environment for preschool, kindergarten or primary grade

Learning Activity: text book readings, class lecture,, discussion, small group work

Assessment Tool: Learning Environment Project graded with a rubric

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

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.

P 124
Total Teacher Education Core Hours 12
Early Childhood Major
ECH 6513 Developmental Perspectives
ECH 6423 Documenting Young Children's Learning and Development
ECH 6533 Sources and Models of Early Childhood Curriculum
ECH 6503 Early Childhood Curriculum and Environments
ECH 6783 Leadership in Early Childhood Education

p.144
ECH 6423 Documenting Young Children's Learning and Development Creating,
selecting and appropriately using a variety of documentation tools in multiple early childhood
settings, including observational methods and standardized assessments; and partnering with
families and other professionals with reference to assessment issues

ECH 6503 Early Childhood Curriculum and Environments
Introduction to current best practices in developing and implementing effective learning environments and curriculum in early childhood classrooms.   Restricted to Master of Arts in Teaching candidates only. Prerequisites: TE 6223 Effective Teaching with Diverse Populations; ECH 6513 Developmental Perspectives; ECH 6423 Documenting Young Children's Learning and Development; Must be accepted to the Teacher Education program.

ECH 6533 Sources and Models of Early Childhood Curriculum Study and
analysis of curriculum sources and models for the purpose of critiquing and creating appropriate
curriculums.

Code #

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 save 1 electronic copy.

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

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

1.   Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
RTV 6223
2.   Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
Broadcasting Seminar
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
1.   Is this course dual listed (undergraduate/graduate)?
No.
6.   Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No.
7.   Brief course description (40 words or less) as it should appear in the bulletin.
Topics include research in broadcasting, electronic media, or another area appropriate for advanced study and original research. The course topic coincides with the research needs of students and the expertise of the directing faculty members. Depending on the interests of participants and on the topic of the seminar, students may conduct research individually or may work together on research projects.
8.   Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).
No.
9.   Course frequency (e.g. Fall, Spring, Summer, or Demand).   Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
Dr. Mary Jackson-Pitts, ASU Radio-TV Department, P.O. Box 2160, State University, AR 72467   870-972-3361 email: mpitts@astate.edu
11. Proposed Starting Term/Year
Summer 2012
12. Is this course in support of a new program? If yes, what program?
Yes. Online Master of Media Management.
13. Does this course replace a course being deleted? No
b.   If yes, what course?
c.   Has this course number been used in the past? No
Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
No

15. Justification should include:

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

This course is to introduce students to theory and research on entertainment media. The main objectives are to help students:

1. Understand what entertainment is, how it works, and what it does for people;
2. Examine a number of theoretical and practical issues involved in developing theories of entertainment media;
3. Apply entertainment phenomena as a fundamental approach to appeal to diverse audiences and explore their responses in the context of news coverage, health or political campaigns, and even organizational, interpersonal and strategic communication;
4. Analyze complex messages and phenomena to identify overarching patterns of entertainment consumption.

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

The Department of Radio-Television has the mission of educating students to the broad reasoning ability and specialized skills expected by the communications outlets where most will seek employment. The curricula offered by the departments specifically:

1. Provide students with skills and knowledge required for beginning competency and continued achievement in mass communication;
2. Provide students with a basic understanding and knowledge in areas of mass communications, including social and legal rights and responsibilities of mass media;
3. Provide students with a basic 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 write screen related materials. The ability to write a central requirement for possessing the skills and knowledge associated with practitioners of mass communication, of which film is a medium.

    C. **Student population served.**
       The course is aimed at graduate students.

    D. **Rationale for the level of the course (lower, upper, or graduate).**
       The course is positioned at the graduate level so that graduate students can explore speculation, theory and research regarding why media audiences enjoy reading, listening to, and watching all kinds of entertainment media. The course emphasizes effects and appeal of entertainment media with key topics of entertainment research, including mood management and the respective features and social-psychological effects of entertainment genres such as comedy, mystery, thriller, sports, music, horror, and erotica.

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

Week	Topic
1	Introduction to Course
	Part One: Basics of Entertainment Research
2	History of Entertainment & What's Entertainment?
3	Media Characters & Parasocial Interactions/Relationships
4	Mood Management Through Media Choices
5	**EXAM ONE**
	Part Two: Appeal of Entertainment Genres
6	Dramaturgy, Suspense & Excitation Transfer Theory
7	Comedy, Mystery & Horror
8	Tragedy, Reality-TV & Sports News
9	**EXAM TWO**
	Part Three: Impacts of Entertainment
10	Video Game, Erotica, & Music Enjoyment
11	Political Entertainment & Health Education Through Entertainment
12	Cultivation as Media Effects
13	**EXAM THREE**
14	**Research Presentation**
15	**Research Presentation**

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

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Entertainment media screening and group discussion

19. Required reading
Bryant, J., & Vorderer, P. (2006). *Psychology of entertainment*. New York: Routledge.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Not required.

21. What is the primary goal of this course?
Understanding and applying entertainment phenomena as a fundamental approach to appeal to diverse audiences and to involve them strongly with messages, which can be fictional or within news coverage, health or political campaigns, and analyzing complex messages and phenomena to identify overarching patterns.

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

☐	**Communicating effectively**	☐	**Thinking Critically**
☐	**Using mathematics**	☐	**Using Technology**
☐	**Understanding global issues**	☐	**Understanding interdependence**

☐	**Developing a life-long appreciation of the arts and humanities**	☐	**Developing a strong foundation in the social sciences**
☐	**Using science to accomplish common goals**	☐	**Providing foundations necessary to achieve health and wellness**

23. Considering the indicated primary goal, provide _up to three outcomes_ that you expect of students after completion of this course. For example, what will students who meet this goal _know_ or _be able to do_ as a result of this course?

Primary Goal Outcome #1: Understand the role of creativity and independence of thought in producing written materials for the motion picture screen.

Learning Activity: Lectures, assigned screenings, critiques and screenwriting assignments.

Assessment Tool: Embedded assessment questions in written examinations.

Primary Goal Outcome #2: Demonstrate ability to write correctly and clearly in forms and styles appropriate for media writing professions, audiences and purposes they serve.

Learning Activity: Written assignments: Synopsis, Sequence Outline and treatment.

Assessment Tool: Evaluation of outline, treatment and screenplay using rubric developed by the Screen Writers Guild.

Primary Goal Outcome #3: Apply learned concepts to develop original screenplays for potential independent film productions

Learning Activity: Completed screenplay.

Assessment Tool: Evaluations from submission of screenplay to student competitions.

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

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Courses required of all candidates
MCOM 6043, Theory of Mass Communications
MCOM 6053, Quantitative Research Methods in Communications
MCOM 6203, Introduction to Graduate Study
MCOM 6253, Qualitative Research Methods in Communications
Courses required of Journalism majors
Twelve hours selected from the following:
MCOM 5023, Public Opinion, Propaganda and the Mass Media
MCOM 5603, Crisis Communication
MCOM 6023, Advanced Studies in Communications Law
MCOM 6801-3, Independent Study
JOUR 5043, Studies in Newspaper Management
JOUR 5053, Public Affairs Reporting
JOUR 5083, Sports, Business and Opinion Writing
JOUR 5113, Integrated Communications Strategies
JOUR 5323, Race, Gender and Media
JOUR 5373, Internet Communications
JOUR 6013, Specialized Reporting Problems
JOUR 6023, Journalism Seminar
Courses required of Radio-Television majors
Twelve hours selected from the following
MCOM 5023, Public Opinion, Propaganda and the Mass Media
MCOM 6023, Advanced Studies in Communications Law

MCOM 6801-3, Independent Study
RTV 6073, International Communication Seminar
RTV 5323, News Production and Performance
RTV 5333, Special Topics
RTV 5363, Multimedia Storytelling
RTV 5373, Internet Communications
RTV 5473, Advanced Internet Communications
RTV 5553, Multimedia Reporting
RTV 5573, Sportscasting
RTV 6023, Advanced Studies in Broadcast Management
RTV 6033, The Broadcast Documentary
RTV 6223, Broadcasting Seminar

Electives required of all candidates
Six hours of graduate-level electives, subject to approval of student's adviser. The
six hours may include six hours of thesis credit, courses in the college and/or courses
outside the college. The topic of the thesis is subject to approval by the student's thesis
committee. The thesis may be a continuation or extension of research begun in a Communications
graduate class.
Minimum hours required for these programs: 30
CERTIFICATE IN HEALTH COMMUNICATION
The health care industry continues to grow in structure, size, and complexity with the
advent of new technologies and the demands of an aging population. According to the U.S.
Census Bureau's website, the nation's population will increase by 18 percent between 2000
and 2020. Thus, an additional 50 million people will need to have their health care needs met.
Moreover, by 2020, persons 85 years and older will represent the fastest growing segment of
the population. They will be major users of health care facilities and services 88

RTV 5473 Advanced Internet Communications Advanced Internet Communication
provides students with a thorough understanding and practice in interactive and online content
production and/or delivery. The course also explores other new media opportunities available
to communication professionals. Special Course Fees Apply.
RTV 5573 Sportscasting Theory and practical application of sportscasting
for radio and television.
RTV 6023 Advanced Studies in Broadcast Management An advanced study of
the elements, problems, and responsibilities of radio and television station management.
RTV 6223 Broadcasting Seminar Topics include research in broadcasting, electronic media, or
another area appropriate for advanced study and original research. The course topic coincides with
the research needs of students and the expertise of the directing faculty members. Depending on the
interests of participants and on the topic of the seminar, students may conduct research individually
or may work together on research projects.

RTV 6033 The Broadcast Documentary This course provides for the graduate
student in broadcasting an opportunity both to study the broadcast documentary, its structure
and role, and to gain some hands-on practical experience in organizing, structuring, and
producing this broadcast form.
RTV 6073 International Communication Seminar Critical discussion and analyses
of the social, cultural, economic, political, technological and institutional forces governing the
exchange of mediated information across national frontiers.
Communication Studies
SCOM 5203 Small Group Communication Group and conference techniques for
classroom, business, and professional situations.
SCOM 5243 Interpersonal Communication Emphasis on increasing the student's
capacity for openness, sensitivity, and objective appraisal.
SCOM 5253 Intercultural Communication Identifi cation of barriers, and breakdowns
to communication among cultures.
SCOM 5263 Organizational Communication Dynamics and theories of communication
within an organization.
SCOM 5293 History and Criticism of American Public Address Historical background

and signifi cance of leading orators in America.

SCOM 5323 Communication in Personal Relationships The course covers interpersonal communication in the context of personal relationships such as romantic relationships, friendships, professional relationships, and family relationships.

SCOM 5373 Confl ict Resolution The confl ict and communication course examines confl ict as a communication variable created through interpersonal interaction in dyads, small groups, families, and organizations.

SCOM 5383 Computer Mediated Communication This course considers how identities, relationships and communities are created and infl uenced by our use of computers and the internet. We will gain understanding of these processes by engaging new media scholarship and activities involving different forms of new media.

SCOM 5403 Seminar in Health Communication Study of the major cultural, interpersonal, and public communication issues affecting health communication.

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

SCOM 6053 Quantitative Research Methods in Communications Study of the tools and techniques of empirical research as they may be applied to mass

ARKANSAS STATE UNIVERSITY
COLLEGE OF COMMUNICATIONS

RTV 6223— Broadcasting Seminar: Entertainment Media

Summer 2012

Instructor:	**Office Hours:**
Dr. Po-Lin Pan	11:00 a.m.-2:00p.m. (M. W)
Ed/Comm 367	11:00 a.m.-12:00 p.m. (T. R. F)
870-972-2695	or By Appointment
ppan@astate.edu	**Class Time:** TBA

Course Description:

Entertainment is a trillion-dollar-a-year industry worldwide. The modern era increasingly lives up with its label of the entertainment age. As economists begin to recognize that entertainment has become the driving force of the new world economy, media researchers should take entertainment more seriously within the field of communication. Scientific examination of entertainment is long overdue because of the overwhelming portion of American's leisure time dedicated to entertainment consumption. This course is designed to explore speculation, theory and research regarding why media audiences enjoy reading, listening to, and watching all kinds of entertainment media. The course emphasizes effects and appeal of entertainment media with key topics of entertainment research, including mood management and the respective features and social-psychological effects of entertainment genres such as comedy, mystery, thriller, sports, music, horror, and erotica.

Course Objectives:

This course is to introduce students to theory and research on entertainment media. The main objectives are to help students:

1. Understand what entertainment is, how it works, and what it does for people;
2. Examine a number of theoretical and practical issues involved in developing theories of entertainment;
3. Apply entertainment phenomena as a fundamental approach to appeal to diverse audiences and exploring their responses in the context of news coverage, health or political campaigns, and even organizational and interpersonal strategic communication;
4. Analyze complex messages and phenomena to identify overarching patterns of entertainment consumption.

Required Textbook:

Bryant, J., & Vorderer, P. (2006). *Psychology of entertainment*. New York: Routledge.

Final Grade Components:

Final Grade will be based on:	
Class participation & Assignments	20%
Exam 1	20%
Exam 2	20%
Exam 3	20%
Research Proposal	20%
Total	100%
Note: 100-90%= A; 89-80%=B; 79-70%=C; and Below 70%=F	

Attendance:

As with all graduate students, attendance and active participation are expected and required.

Academic Misconduct:

Cheating, plagiarism and falsification represent violations of the fundamental ethic that underlies communication and information profession. Information is expected to be as complete, accurate, fair and original as it is possible for the communication professional to make it. Full credit or attribution will be made for any information or insight that did not originate with the author. Any evidence that this ethic has been violated will be turned over the university for appropriate action, and any individual who violates this ethic will also be failed in this class.

Notice for Students with Special Needs:

Any student who is working with The Office of Disability Services (ODS) and who needs special consideration in assignments should let the instructor know as soon as possible. Additionally, any student who needs this syllabus and/or other materials made available to him/her in a format other than a standard printed format—such as Braille or on tape—should also inform the instructor.

RTV 6023— Broadcasting Seminar: Entertainment Media

Tentative Schedule

Week	Date	Topic	Reading
1		Introduction to Course	
		Part One: Basics of Entertainment Research	
2		History of Entertainment & What's Entertainment?	
3		Media Characters & Parasocial Interactions/Relationships	
4		Mood Management Through Media Choices	
5		**EXAM ONE**	
		Part Two: Appeal of Entertainment Genres	
6		Dramaturgy, Suspense & Excitation Transfer Theory	
7		Comedy, Mystery & Horror	
8		Tragedy, Reality-TV & Sports News	
9		**EXAM TWO**	
		Part Three: Impacts of Entertainment	
10		Video Game, Erotica, & Music Enjoyment	
11		Political Entertainment & Health Education Through Entertainment	
12		Cultivation as Media Effects	
13		**EXAM THREE**	
14		Research Presentation & Proposal Due	

Code #

Bulletin Change Transmittal Form

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

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

_____   _____
Department Curriculum Committee Chair   Date   COPE Chair (if applicable)   Date

_____   _____
Department Chair   Date   General Education Committee Chair (if applicable)   Date

_____   _____
College Curriculum Committee Chair   Date   Undergraduate Curriculum Council Chair   Date

_____   _____
College Dean   Date   Graduate Curriculum Committee Chair   Date

_____
Vice Chancellor for Academic Affairs   Date

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) William P. McLean, Arkansas State University, wmclean@astate.edu, 870-972-3048	
2. Proposed Change Request wholesale change of bulletin. Course additions and deletions are being concurrently submitted to reflect these changes.	
3. Effective Date **February 15, 2012**	
4. Justification The bulletin changes will reflect the current course offerings and changes to admissions procedures in the MPA program. Further, these changes will reflect the changes made allow the program to be offered through traditional and on-line delivery methods.	

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MASTER OF PUBLIC ADMINISTRATION DEGREE

Admissions Requirements

The Master of Public Administration at Arkansas State University exists to enhance individual, organizational, social and governmental capacity in the public and non-profit sectors by equipping pre-service and mid-career students with sound management skills and a public/non-profit philosophy to lead public institutions of the future with integrity, innovation, excellence and professionalism.

To be considered for admission to the MPA program, in addition to meeting Graduate School admission requirements applicants must provide:

•Three letters of recommendation;

Moreover, an applicant's undergraduate background must include courses with grades of "C" or higher in American national government and principles of economics or their equivalents. If the student is deficient, these courses must be taken in addition to the graduate course requirements specified below. Such undergraduate deficiencies must be completed prior to or during the first graduate enrollment period.

For unconditional admission, a student must have a minimum cumulative undergraduate grade point average of 3.0 (or 3.2 in the last 60 hours).

For conditional admission, academic proficiency must be established by a minimum cumulative undergraduate grade point average of 2.75

Courses required all of all candidates:

POSC 6563 Seminar in Public Administration
POSC 6533 Public Policy Analysis & Evaluation
POSC 6553 Public Budgeting & Finance
 POSC 6543 Administrative Behavior
POSC 6003 Techniques of Political & Public Administration
               Research
 POSC 6633 Public Information Management

POSC 6593 Seminar in Human Resources Management

POSC 6573 Grant Writing & Administration

POSC 6613 Administrative Leadership

POSC 6623 Administrative Ethics

Six hours chosen from the three options listed below

POSC 6523 Decision Making

POSC 6503 Managing Local Government

OR

POSC 6603-6, Internship in Public Administration*

OR

POSC 6656, Thesis in Public Administration

*Internships are strongly encouraged for all pre-service students and are normally undertaken after a student has completed 18 credit hours. Internships are open only to students with a grade point average of no less than 3.0.

*All students are required to complete and submit a set of comprehensive case study analyses during their final enrollment period.   Case studies and instructions for completion are provided when students file for graduation.

Minimum hours required for the program: 36

MASTER OF PUBLIC ADMINISTRATION DEGREE

Admissions Requirements

The purpose of the Master of Public Administration degree is to prepare individuals for positions of leadership in governmental and non-governmental public service organizations. Since the scope of public services is wide and highly diverse, we seek to serve a range of students by providing a generalist degree in a compact program taught by professionals contributing to the region and the discipline.

To be considered for admission to the MPA program, in addition to meeting Graduate School admission requirements applicants must provide:

• Three letters of recommendation;

• A 2-3 page statement of purpose discussing why they chose the MPA program, what their professional goals are and how the MPA program will enable them to meet those goals. Moreover, an applicant's undergraduate background must include courses with grades of "C" or higher in American national government and principles of economics or their equivalents. If the student is defi cient, these courses must be taken in addition to the graduate course requirements specifi ed below. Such undergraduate defi ciencies must be completed prior to or during the fi rst graduate enrollment period.

For unconditional admission, a student must have a minimum cumulative undergraduate grade point average of 3.0 (or 3.2 in the last 60 hours).

For conditional admission, academic profi ciency must be established by a minimum cumulative undergraduate grade point average of 2.5 or higher plus a score on the Graduate Record Examination (GRE) adequate to indicate the potential to do well at the graduate level.

Courses required of all candidates:

Twenty-one hour core of public administration courses:

POSC 6003, Techniques of Political and Public Administration Research

POSC 6533, Public Policy Analysis and Evaluation

186

POSC 6543, Administrative Behavior

POSC 6553, Public Budgeting and Finance

POSC 6563, Seminar in Public Administration

POSC 6583, Computer Applications in Public Administration

POSC 6593, Seminar in Human Resources Management

POSC 6603-6, Internship in Public Administration* OR POSC 6656, Thesis in Public Administration; OR six hours of Public Administration or American Politics electives

Six hours of 6000 level courses in Public Administration or American Politics

Nine hours of electives from Political Science, or electives from any fi eld for which the student meets course prerequisites, to be selected with the approval of the student's adviser.

*Internships are normally undertaken at the end of the academic program and are open only to students with a grade point average of no less than 3.00.

Minimum hours required for this program: 42

Code #

Bulletin Change Transmittal Form

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

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1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Patrick L. Peck Arkansas State University P.O. Box 1560 State University, AR 72467 plpeck@astate.edu 972-3064
2. Proposed Change Move the mental health counseling track of the Ed.S. Degree Program in Psychology and Counseling to a cohort model. Add a note concerning cohort admissions on page 101 of the Graduate Bulletin.
3. Effective Date **Spring 2012**
4. Justification Advantages of the cohort model of enrollment include, but are not limited to, more efficient and effective advising, more effective tracking of students through their program of study, more effective recruitment of high quality students, and more efficient course planning and scheduling.

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of the admission status. For applicants who are admitted, the notice also will include
identifi cation of academic adviser and conditions of admission, if any.

Note: The school psychology track only accepts students in the fall semester of each semester

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

The mental health counseling track admits students by cohorts during the fall and spring semesters. Each student is required to commit to a full-time or part-time program of study determined in consultation with an assigned advisor at the time of enrollment. Deadlines for application materials are April 15th for the fall semester and October 1st for the spring semester.

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

Applicants also must present evidence of potential ability to perform academic work at the advanced graduate level. Standardized test profi ciency and past grade performance provide he primary data for judging academic ability; other indicators, such as quality of writing in the applicant's prepared statement and faculty references, also will be considered.

Based on the combination of test profi ciency and past academic performance, an applicant may qualify for either unconditional or conditional admission status.

1. Unconditional Admission Status. Academic profi ciency for unconditional admission may be established through satisfaction of either of the following criteria:
a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours of undergraduate work) and a minimum score of 900 on the combined verbal and quantitative sections of the GRE, or
b. Unconditional admission to the Graduate School, a minimum score of 900 on the combined verbal and quantitative sections of the GRE, and a minimum cumulative graduate grade point average of 3.25 on 12 or more hours with no grade less than a "B."

2. Conditional Admission Status. Academic profi ciency for conditional admission may be established through satisfaction of either of the following criteria:
A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours of undergraduate work) and a minimum score of 800 on the combined verbal and quantitative sections of the GRE, or
Unconditional admission to the Graduate School, a minimum score of 800 on the combined verbal and quantitative sections of the GRE, and a minimum cumulative graduate grade point average of 3.00 on 12 or more semester hours with no more than one course with a grade of "C" and no grade less than a "C."

Eligibility To Continue In The Ed.S. Program
Students admitted in Conditional status must earn a cumulative grade point average of at least 3.25 on the next 12 hours of course requirements and have no grade less than "B" in any course in order to advance to Unconditional status. Students who fail to remove Conditional status in this manner will be dropped from the Ed.S. Program in Psychology and Counseling. Retention checkpoints for students admitted to the Ed.S.

Program in Psychology and Counseling include the following:

1. **Annual Review**. In addition to the academic standards for continuing enrollment, all students admitted to the Ed.S. Program will be subject to annual review by the appropriate Committee. This annual review will be conducted at some time during the spring semester. At this review, the Committee will assess current evidence of each student's personal and interpersonal qualities deemed essential for the chosen area of study. The Committee also will as

Bulletin Change Transmittal Form

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

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

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1. **Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)
Dr. Mitch Holifield, Arkansas State University, P.O. Box 2781, State University 72467 hfield@astate.edu 870-972-3062

2. **Proposed Change**
Add completion of portfolio as a prerequisite to ELCI 6493 Supervised Internship

3. **Effective Date**
June 2012

4. **Justification**
The internship actually starts with the candidate's first course and continues through the duration of the program. Portfolio completion is to be a gate to the final stage of internships course noted in #2 above; this requirement will better ensure that candidates are ready for this final stage and will be successful in completing the internship.

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and criteria for the selection and organization of instructional materials and activities for the elementary school

ELCI 6423 Middle School Curriculum A practical and contemporary study of the organization and development of middle school curricula Emphasis is on the study of subject field content trends, scheduling, curriculum scope and sequence, and student activities.

ELCI 6493 Curriculum Internship This capstone course provides students with practical hands-on clinical experience in a school setting The course will focus on authentic problems and activities that require students to demonstrate dispositions, skills, and practices integral to the performance of the curriculum specialist Prerequisite: Completion of portfolio

ELCI 6523 Secondary School Curriculum Curriculum planning, improvement, and evaluation in the secondary schools Emphasis upon the selection and organization of content, the study of factors affecting curriculum revision, and current issues of curriculum development in the modern secondary school.

ELCI 6533 Theories of Instruction A review of learning theories followed by an intensive study of various models of teaching available to the classroom teacher with emphasis upon mastery of selected models.

ELC16751-6 Thesis

ELCI 6763 National Boards Teacher Certification Experiential Learning This course may be used to provide graduate credit for Candidates receiving recommendations for three hours of graduate credit from the American Council on Education (ACE) for completing the process (i.e. having ten Scorable entries) for National Boards Teacher Certification. https:/1 apps.nbpts.org/ace/begin.cfm

ELCI6766 National Boards Teacher Certification Experimental Learning This course may be used to provide graduate credit for candidates receiving recommendations for six hours of graduate credit from the American council on Education (ACE) for receiving National Boards Teacher Certification. https:/lapps.nbpts.org/ace/begin.cfm

ELCI6773 National Teaching Standards Capstone Experience Capstone experience designed to help teachers develop descriptive, analytical, and reflective thinking and writing skills that demonstrate application of the National Board's five core propositions. ELCI 6773 is the last course students take in the MSE in Educational Theory and Practice. All other courses required for this program are prerequisites for ELCI 6773. This course is limited to students enrolled in the MSE in Educational Theory and Practice.

ELCI 6801-3 Independent Study

ELCI 7523 Curriculum Theory and Practice A study of current curriculum innovations and their underlying theoretical bases Emphasis is given to current research on effective schools and to the translation of effective curriculum designs into practice Prerequisite: completion of an appropriate master's degree in educational administration or curriculum and instruction

ELC17621-6 Special Topics in Curriculum

ELCI 7723 Field Study An intensive study of a selected and approved curriculum problem

ELCI7751-6 Thesis

ELCI 7801-3 Independent Study

ELCI8213 Doctoral Seminar: Curriculum and Instruction This course is a reflective analysis of school curriculum, grades P-12 Presentations and discussion will focus on

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Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
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College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
_____		_____	
College Dean	Date	Graduate Curriculum Committee Chair	Date
		_____	
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3.   Effective Date   **June 2012**
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ELAD 6501-6 Thesis

ELAD 6593 Supervised Internship This capstone course provides students with practical hands-on clinical experience in a school setting The course will focus on authentic problems and activities that require students to demonstrate leadership skills, and practices integral to the performance of the school administrator at the building level.

ELAD 6801-3 Independent Study

ELAD 7013 School Personnel Administration An examination of emerging professional responsibilities and ethical practices; current selection, retention, and promotion practices; and designs for salary schedules and fringe benefits

ELAD 7023 School Business Management A consideration of systems and procedures for accounting, budget planning and preparation, auditing, purchasing, and bonding
Prerequisite: completion of a master's degree in the area of educational administration or curriculum and instruction, and ELAD 6053

ELAD 7033 Contemporary Issues in American Education Analysis of significant contemporary issues confronting American education

ELAD 7043 Management of Operational Systems for Learning A comprehensive study of educational facilities, transportation, and food services programs for school district administrators. Administrators learn to use data logically and systematically to provide effective services and make decisions.

ELAD 7051-3 Special Problems in Educational Administration

ELAD 7073 Schooling in a Pluralistic Society An examination of diverse cultural backgrounds represented in the nation's schools. Emphasis is placed on understanding educational and cultural issues along with identifying agencies and programs that are designed to facilitate and nurture learning environments.

ELAD 7103 School District Administration An examination of the effective performance patterns for school district superintendents with emphasis given to the relationships among the local board of education, superintendent, school personnel, and the community.

ELAD 7473 Field Study An intensive study of a selected and approved administrative problem

ELAD 7493 Supervised Internship A supervised clinical experience in a school district with emphasis on authentic problems and activities that require students to demonstrate leadership, skills, and practices integral to the performance of the school district administrator. Prerequisite: Completion of all required program coursework, **portfolio**, and/or permission of department chair

ELAD 7501-6 Thesis

ELAD 7801-3 Independent Study

ELAD 8043 Advanced Organizational Theory and Inquiry An examination of the theoretical assertions and empirical knowledge claims regarding the behavior of organizations with emphasis on implications of recent developments for leadership practice Prerequisite: Admission to doctoral program

ELAD 8053 Perspectives on an Academic Career in Higher Education A focus on preparing future faculty for balancing various roles in higher education, addressing freedoms and responsibilities associated with teaching, research, and service along with ideas for securing employment and advancing in a professorial career. This course is restricted to PhD students

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3.   Effective Date
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4.   Justification
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Dr. Mitch Holifield, Arkansas State University, P.O. Box 2781, State University 72467 hfield@astate.edu 870-972-3062
2.   Proposed Change
Add completion of portfolio as a prerequisite to ELSE 6813 Laboratory I
3.   Effective Date
June 2012
4.   Justification
The lab actually starts with the candidate's first course and continues through the duration of the program. Portfolio completion is to be a gate to the final lab noted in #2 above; this requirement will better ensure that candidates are ready for this final stage and will be successful in completing the lab.

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in the classroom.

ELSE 6463 Program Evaluation for Special Education This course provides
an introduction to program evaluations in special education Various areas will be explored,
including accountability, needs assessments, evaluation designs, and effects of evaluation

ELSE 6673 Children with Emotional and Behavioral Disorders Concepts,
practices, and trends in the education of children with emotional and behavioral disorders

ELSE 6713 Nature and Needs of Students with Exceptionalities An in-depth study
of young students with exceptionalities with a focus on their developmental needs

ELSE 6801-3 Independent Study

ELSE 6813 Laboratory Experiences I P-4 A series of field-based experiences in a
P-4 special education classroom setting, designed to provide students opportunities to work with
children with disabilities. Emphasis is focused on practical application of theoretical methods
Prerequisites: Successful completion of required Praxis II exams and permission from advisor. Prerequisite: Completion of portfolio

ELSE 6823 Laboratory Experiences II P-4 A series of field-based experiences designed
as a continuation of ELSE 6813 Prerequisites: ELSE 6813 and permission of advisor.

ELSE 6833 Practicum for Gifted, Talented, Creative Learning experiences
are provided which incorporate skills in classroom organization, management, planning, and
teaching in a field setting for gifted, talented, creative. Permission required by program director.

ELSE 6843 Advanced Practicum for Gifted, Talented, Creative A focus on innovative
teaching, research, program evaluation, and collaboration with stakeholders to meet
the needs of gifted, talented, and creative students. Permission of program director required.

ELSE 6853 Laboratory Experiences I 4-12 A series of field-based experiences
in a 4-12 special education classroom setting, designed to provide students opportunities to
work with students with disabilities. Emphasis is focused on practical application of theoretical
methods. Prerequisites: Successful completion of required Praxis II exams.

ELSE: 6863 Laboratory Experiences II 4-12 A series of field-based experiences
designed as a continuation of ELSE 6853. Prerequisites: ELSE 6853 and permission from advisor.

ELSE 6891-6 Thesis

DEPARTMENT OF TEACHER EDUCATION

Early Childhood Education (MSE) - Early Childhood Services (MS)

ECH 5033 Learning and Development in Children A study of relevant child
development data, encompassing development from conception to the middle years of childhood
Practical application of learning theory is provided to the student through a variety of
hands-on experiences and observation

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2.   **Proposed Change**   Add completion of portfolio as a prerequisite to ELSE 6853 Lab I
3.   **Effective Date**   **June 2012**
4.   **Justification**   The lab actually starts with the candidate's first course and continues through the duration of the program. Portfolio completion is to be a gate to the final lab noted in #2 above; this requirement will better ensure that candidates are ready for this final stage and will be successful in completing the lab.

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ELSE 6853 Laboratory Experiences 14-12 A series of field-based experiences
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work with students with disabilities. Emphasis is focused on practical application of theoretical
methods. Prerequisites: Successful completion of required Praxis II exams. Pre-requisite:
Completion of portfolio
ELSE 6863 Laboratory Experiences II 4-12 A series of field-based experiences
designed as a continuation of ELSE 6853. Prerequisites: ELSE 6853 and permission from advisor.
ELSE 6891-6 Thesis
DEPARTMENT OF TEACHER EDUCATION
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Practical application of learning theory is provided to the student through a variety of hands-on experiences and observation