

Graduate Council Meeting Minutes

November 3, 2009

Present: Drs. Sustich, Traylor, Miao, K. Jones, McDaniel, Christenberry, Amienyi, Clifft, Buchanan, R. Jones and Risch. Also present Ms. Finch. Visiting from College of Education: Drs. Prince and Jupp

1. Business

New Course-IBS 6143 Seminar in International Human Resource Mgmt **APPROVED**
New Course-IBS 6293 Seminar in International Corporate Responsibility **APPROVED**
New Concentration-MBA/Concentration in International Business **APPROVED**

2. Education

New Program-Master of Arts in Teaching **APPROVED**
New Course-MLED 5013 Methods & Material for Teaching Language Arts **APPROVED**
New Course –MLED 5023 Methods & Material for Teaching M & S **APPROVED**
New Course-RDNG 6013 Theories, Issues and Methods of Reading **APPROVED**
New Course-RDNG 6493 Advanced Reading Methods & Intervention **APPROVED**
New Course-TE 6223 Effective Teaching with Diverse Populations **APPROVED**
New Course-TE 6299 MAT Internship in Teacher Education **APPROVED**
Bulletin Changes-Eliminate ELCI 6063 as a prerequisite for ELCI 6423 and ELCI 6523
and eliminate ELAD 6103 as a prerequisite for all ELAD and ELCI courses
listed in the Graduate Catalog. **APPROVED**

3. Nursing

New Course-CD 5873 Research Problems in Communication Disorders **PULLED**

4. Science

New Course-CHEM 5443 Advanced Biochemistry **APPROVED**
New Course-BIO 6313 Medical and Veterinary Entomology **APPROVED**
Course Deletion-BIO 6312 Medical & Veterinary Entomology **APPROVED**

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
 Graduate Council - 14 copies plus 1 original

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.) IBS 6143
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). Seminar in International Human Resource 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. International Human Resource Management provides an introduction to the critical issues facing organizations in simultaneously managing their human resources both at home and abroad. Extensive coverage of preparing expatriates for assignments abroad and the issues they will face as managers in a diverse cultural setting.
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). Admission to the MBA 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) Clint Relyea, College of Business, Arkansas State University, P.O. Box 59, State University, AR 72467. crelyea@astate.edu 870-680-8073
11. Proposed Starting Term/Year Spring 2010
12. Is this course in support of a new program? If yes, what program? Concentration in International Business

Video: "Gandhi." This is a long movie. Kindly plan to stay for an additional hour of class.

Readings:

Gardner, Howard (1995) "Introduction: A Cognitive Approach to Leadership" and "Human Development and Leadership," Leading Minds, An Anatomy of Leadership, New York: Basic Books.

Gardner, Howard (1995) "Jean Monnet and Mahatma Gandhi: Leadership Beyond National Boundaries," Leading Minds, An Anatomy of Leadership, New York: Basic Books.

(4) **Creating a Global Mindset**

Readings:

Adler, Nancy "Pacific Basin Managers: A Gaijin, not a Woman" in Mendenhall, Mark, and Gary Oddou eds. (1995), Readings & Cases in International Human Resource Management, South-Western College Publishing.

Oddou, Gary, Mark Mendenhall, and Bonner Ritchie (Summer/Fall 2000) "Leveraging Travel as a Tool for Global Leadership Development," Human Resource Management, Vol. 37, No.4.

Bingham, Christopher B., Teppo Felin, and J. Stewart Black (Summer/Fall 2000) "An Interview with John Pepper: What it Takes to be a Global Leader," Human Resource Management, Vol. 37, No. 4

Assignment #1: Formal paper assignment of video due today.

(5) **Understanding Culture**

Readings:

Schneider, Susan and Jean Louis Barsoux, (1997) "Culture and Organization," Managing and Cultures, London: Prentice-Hall.

Gannon, Martin J. and Associates (1994) "Understanding Cultural Metaphors." Understanding Global Cultures: Metaphorical Journeys through 17 Countries, Thousand Oaks: Sage Publications.

Abrams, Jeremiah (1994), "Shadow and Culture," The Shadow in America, Nataraj Publishing.

(6 & 7)

Primer on Islam: Lessons from September 11 for IHRM

Readings and exercises to be discussed in class.

(8) **The Basic Building Blocks of IHRM: Framework One**

Readings:

Dowling, Peter J., Denice E. Welch, and Randall S. Schuler (1999), "Introduction and Overview," International Human Resource Management, Cincinnati: ITP, Southwestern College Publishing.

Dowling, Peter J., Denice E. Welch, and Randall S. Schuler (1999), "The Organizational Context," International Human Resource Management, Cincinnati: ITP, Southwestern College Publishing.

Assignment #2: Culture paper due.

(9) **The Basic Building Blocks of IHRM: Framework Two**

Readings:

- Begin, James P. (1999), "National HR Systems: Concepts and Contexts," Dynamic Human Resource Systems: Cross-National Comparisons, DeGruyter Studies in Organization.
- Begin, James P. (1999), "The U.S.A. HRMS," Dynamic Human Resource Systems: Cross-National Comparisons, DeGruyter Studies in Organization.
- Begin, James P. (1999), "The German HRMS," Dynamic Human Resource Systems: Cross-National Comparisons, DeGruyter Studies in Organization.

(10) **Economic/Political Integration and Global Trade**

Readings:

- Hill, Charles W.L. (1998) "Regional Economic Integration," Global Business Today, Boston: Irwin/McGraw Hill Company.
- Ronkainen, Ilkka A. (2001) "The War of the Bananas," in Czinkota, Michael R., Ilkka A. Ronkainen, Michael H. Moffett, and Eugene O. Moynihan, Global Business, Harcourt College Publishers.
- Hill, Charles W.L. (1998) "National Differences in Political Economy," Global Business Today, Boston: Irwin/McGraw Hill Company.

(11) **Staffing and Training**

Readings:

- Harvey, Michael and Milorad, Novicevic (2001) "Selecting Expatriates for Increasingly Complex Global Assignments," Career Development International, 6/2, 69-86.
- Czinkota, Michael R., Ilkka A. Ronkainen, Michael H. Moffett, and Eugene O. Moynihan (2001) "Careers in Global Business" Global Business, Harcourt College Publishers.
- Dowling, Peter J., Denice E. Welch, and Randall S. Schuler (1999), "Training and Development," International Human Resource Management, Cincinnati: ITP, Southwestern College Publishing.
- Adler, Gordon (July/August 1995), "The Case of the Floundering Expatriate," Harvard Business Review.

(12) **Compensating and Motivating**

Readings:

- Dowling, Peter J., Denice E. Welch, and Randall S. Schuler (1999), "Compensation," International Human Resource Management, Cincinnati: ITP, Southwestern College Publishing.
- Parker, Gary and Erwin Janush (June 2001), "Developing Expatriate Remuneration Packages," Employee Benefits Journal.
- Fanning, Sally (March 1996), "International Compensations – The Small Employer's Basic Guidelines for Planning Programs for Employees Abroad," SHRM White Paper.

(13) **Managing Performance and Repatriating****Readings:**

Dowling, Peter J., Denice E. Welch, and Randall S. Schuler (1999), "Performance Management," International Human Resource Management, Cincinnati: ITP, Southwestern College Publishing.

Dowling, Peter J., Denice E. Welch, and Randall S. Schuler (1999), "Repatriation," International Human Resource Management, Cincinnati: ITP, Southwestern College Publishing.

Tahvanainen, Marja (Summer/Fall 2000) "Expatriate Performance Management: The Case of Nokia Telecommunications," Human Resource Management, Vol. 37, No. 4.

(14) **COMPREHENSIVE EXAM**(15) **Recounting the Journeys**

Teamwork Presentations

Assignment due: Global Mindset Portfolio

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

Assignments. You will be asked to submit two formally written papers. These include (a) a paper on global leadership, and (b) a paper on culture.

Class participation. Another component of your grade will be decided by your contribution to the enhanced learning of the class. Half of your grade will be derived from in class exercises and summaries. I expect everyone to come to every class having done the readings and having formulated questions about the readings. The questions that we can raise together can facilitate the "learning community" spirit as much as knowledge gained from the readings and your research. The other half of this grade will be extracted from a class presentation.

Global Mindset Portfolio. A separate handout will describe this requirement.

Exams. We will have one comprehensive exam. It will aim to test your knowledge base and vocabulary of IHRM, and also assess the integration of key concepts discussed throughout the semester. I highly recommend that you retain ALL of your papers and assignments since they can be helpful in preparing you for the final exam.

18. Special features (e.g. labs, exhibits, site visitations, etc.)**19. Required reading**

As listed in the syllabus

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

Not at this time

21. What is the primary goal of this course?

To support the concentration in International Business and to prepare students

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

NA

Communicating effectively

Thinking Critically

Using mathematics

Using Technology

- | | |
|---|---|
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> 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.

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

Lecture: Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) Exam and Global Mindset Portfolio

Primary Goal Outcome #2 to understand the nature of International HRM and appreciate how and why International HRM has become so critical to competitiveness and to our society's well-being, and (2) to develop greater sensitivity and confidence in our own capacity to effectively impact the HRM process when working across cultures

Primary Goal Outcome #3 to foment a global mindset by experiencing, verbalizing, and writing thoughtfully about different cultures and human resource issues impacting diverse environments

International Human Resource Management

Arkansas State University

IBS 6143

Course Overview and Objectives

INTERNATIONAL HUMAN RESOURCE MANAGEMENT (International HRM) provides an introduction to the critical issues facing organizations in simultaneously managing their human resources at home and abroad. It focuses on the connection between corporate strategies and the effective management of human resources, which at times, may require differing policies across countries. The course is based on the notion that competitive firms and economies require appropriate structures, policies, and strategies for managing their employees at every level of the enterprise. This is particularly true of multinational enterprises (MNEs) and transnational corporations (TCs) intricately involved in a global environment.

As we shall see throughout the course, the unique contribution of International HRM is the simultaneous blending of exogenous and endogenous factors in more than one country while planning and coordinating vital human resource policies and practices. In this endeavor, the interaction of different customs and local conditions makes the understanding of culture a pillar of this course. We shall fully explore this key concept before aiming at answering questions like how an organization facilitates a multidomestic response to staffing, appraising, compensating, and developing its personnel in a way that its core goals and values are upheld without sacrificing local customs and traditions. This dance of integration and differentiation, of control and flexibility, will be revisited in different parts of the globe, as we aim to become nimble and agile in keeping two or more different "masters" happy and strategically linked as we seek to develop "a global mindset."

In today's global environment, we need to feel comfortable with uncertainty and diversity, and know how we can inspire trust and commitment from everyone in the organization be they nationals or expatriates. Therefore, we begin the course with an exploration of global leadership and teamwork, in order to help us cope with the unexpected. Then we will become familiar with two International HRM frameworks, noting their advantages and limitations. Because the impact of culture is substantial when working with staff from different countries, we will also dedicate time to an understanding of culture in theoretical and practical terms. We will subsequently turn our attention to a general exploration of the nation state and the economic integration realities that impact policies and activities of corporations worldwide. Then, following a principally functional approach, we will review specific cases of planning, staffing, appraising, training and development, and compensation practices in various countries.

Three basic assumptions guide the structure for this course: (1) that each class member is or will be involved in international exchanges (2) that there is no one single right answer to actions involving international human resource management, and (3) that although people exhibit similar likes and dislikes, we would do well to recognize and appreciate the differences in perceptions and decision-making approaches across cultures, at home and abroad.

The format of this class is highly interactive. We will do research together, read and write extensively, test assumptions, and draw on our own experiences to explore how International HRM unfolds in practice, and how we can refine our managerial skills to successfully meet the global challenges that confront us.

Course Materials

A reading packet will be distributed which will provide the basis of our discussions. Furthermore, additional readings will also be handed out to you throughout the semester. It will be absolutely mandatory that readings be done by the beginning of the class for which they are assigned.

Course Objectives

The three aims of this course are (1) to understand the nature of International HRM and appreciate how and why International HRM has become so critical to competitiveness and to our society's well-being, (2) to develop greater sensitivity and confidence in our own capacity to effectively impact the HRM process when working across cultures, and (3) to foment a global mindset by experiencing, verbalizing, and writing thoughtfully about different cultures and human resource issues impacting diverse environments while maintaining a linkage for mutual benefit.

Course Requirements

Assignments. You will be asked to submit two formally written papers. These include (a) a paper on global leadership, and (b) a paper on culture.

Class participation. Another component of your grade will be decided by your contribution to the enhanced learning of the class. Half of your grade will be derived from in class exercises and summaries. I expect everyone to come to every class having done the readings and having formulated questions about the readings. The questions that we can raise together can facilitate the "learning community" spirit as much as knowledge gained from the readings and your research. The other half of this grade will be extracted from a class presentation.

Global Mindset Portfolio. A separate handout will describe this requirement.

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Grading Distribution

The grading distribution for this course will consist of the following:

Assignments	20%
Class participation	20%
Global Mindset Portfolio	40%
Exam	20%

Assigned Topics and Readings

Sessions

Topic and Assignment

(1)

Introduction

Overview of class and class assignments. Interview of participants, backgrounds, and international interests.

Readings:

Osland, Joyce S. (Summer/Fall 2000) "The Journey Inward: Expatriate Hero Tales and Paradoxes," Human Resource Management, Vol. 39, Nos. 2 & 3.

(2)

Emerging Trends: Global Leadership and Team Development

Readings:

Harvey, Michael, Milorad Novicevic, and Timothy Kiesling (Sept.-Oct. 2001) "Hypercompetition and the Future of Global Management in the Twenty-first Century," Thunderbird International Business Review, Vol. 43 (5) 599-616.

Hitt, Michael A. (Winter 2000) "The New Frontier: Transformation of Management for the New Millennium," Organizational Dynamics, 7-17.

Morrison, Allen J. (Summer/Fall 2000) "Developing a Global Leadership Model," Human Resource Management, Vol. 39, Nos 2 & 3.

Martha Maznevski and Joseph DiStefano (Summer/Fall 2000) "Global Leaders are Team Players: Developing Global Leaders through Membership in Global Teams," Human Resource Management, Vol. 37, No. 4.

(3)

Global Leadership: An Example

Video: "Gandhi." This is a long movie. Kindly plan to stay for an additional hour of class.

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(14) **COMPREHENSIVE EXAM**

(15) **Recounting the Journeys**

Teamwork Presentations

Assignment due: Global Mindset Portfolio

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
 Graduate Council - 14 copies plus 1 original

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.) IB 6293
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). Seminar in International Corporate Social Responsibility
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 Experiential Learning
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. This course consists of on-site examination of organizations, agencies, or locales in a various regions of the world. Students will be required to prepare a project that involves social entrepreneurship and/or social awareness in an expatriate setting. After project is prepared, students will be required to implement their respective projects in a 10 day semester break with the intent of making in a difference in country other than their home country.
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). Admission to the MBA 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) Clint Relyea, College of Business, Arkansas State University, P.O. Box 59, State University, AR 72467. crelyea@astate.edu 870-680-8073
11. Proposed Starting Term/Year

Spring 2010

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

Concentration in International Business

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)**

To provide an opportunity for students to develop a level of awareness of issues facing developing nations of the world and to understand their role in making a difference as a global citizen. Students will enhance their ethno capabilities and their ability to empathize with the world around them.

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 supports the mission of the College of Business and the mandate by AACSB to internationalize the Business school curriculum

C. Student population served. Graduate Business students**D. Rationale for the level of the course (lower, upper, or graduate).**

It will be a graduate level course designed solely to provide a course appropriate to the concentration in International Business.

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.)

See attached syllabi

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

On site International project management in an area of social learning.

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

On site visitation for the International project.

19. Required reading

As listed in the syllabus

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

Not at this time

21. What is the primary goal of this course?

To support the concentration in International Business and to prepare students

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

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> 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. Cultural awareness and understanding of the issues that the world faces in the 21st century

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

Students primary activity will be a service learning project conducted internationally

Lecture: Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) A research paper showing how their project made a difference for the benefactor in the country where the project was completed.

Primary Goal Outcome #2 Increase students comfort level in setting that are unfamiliar to them

Primary Goal Outcome # increase student's entrepreneurial skill in solving problems in another culture.

24.

Proposed Syllabus
IBS 6293
Seminar in International Corporate Social Responsibility
Arkansas State University

Prerequisite:

Admission to the MBA Program

REQUIRED TEXT:

Crane, A., Matten, D. & Spence, L. 2008. (Editors). Corporate Social Responsibility: Readings and cases in a global context. Oxford, UK: Oxford University Press. ISBN: 9780415424295.

(Optional) Freeman, R.E., Harrison, J.S. and Wicks, A.C. 2007. Managing for Stakeholders. New Haven, CT: Yale University Press.

CASES: Purchase cases directly from Harvard Business School Press or CasePlace.org
Enter the case number or search by case name.

GRADING: Exam 30%
Group Project 55%
Class Participation 15%

COURSE OVERVIEW

This course examines the policies and practice of managing organizations in the context of a rapidly changing, global environment. It focuses on the flexibility, resilience, and thinking occurring within organizations. It explores the changing attitudes and relationships between business and its many stakeholders, stressing political and legal, social and ethical, technological and international environments as well as the traditional economic view.

To do well in this course, you must consistently show your ability to work individually as well as be a contributing part of a team. To this end, the assignments are divided between individual memos and a group project as described below. Black Board is an integral part of this course. Black Board is my PRIMARY means of communicating with each of you outside of class.

Course Objectives

1. Examine the interaction between market and civil society institutions in the development of corporate responsibility initiatives.
2. Develop your awareness of changing legal, social, and political environments as they affect organizations.
3. Develop your skills in analyzing organizational situations, identifying key issues, determining causes of system behavior, formulating changes and finding appropriate ways to implement changes.
4. Develop your capacity to listen and communicate accurately and precisely, in small groups and large, both orally and written.
5. Develop empathy for understanding issues in developing and emerging markets as a result of globalization.

I. Introduction

DATE SESSION TOPICS and ASSIGNMENTS

Sept. 8 1 A. Introduction to Corporate Social Responsibility (CSR)

Course policies; Introduction

READINGS:

Bill Gates at Davos World Economic Forum, 2008 (.pdf)

OPTIONAL:

Skapinger, Michael. "Corporate Responsibility is not Quite Dead."

FT.com. 2/11/2008.

http://us.ft.com/ftgateway/superpage.ft?news_id=fto021120081334427749&page=2

McKinsey, 2007. Social Issues and Strategy (.pdf)

McKinsey, 2007. Impact of Social Issues (.pdf)

McKinsey, 2005. What is the Business of Business? (.pdf)

Goldman Sachs, 2007. CSR Study.

www.globalcompact.org/NewsAndEvents/news_archives/2007_07_05d.html

Green is Gold 2007.doc

GreenFleet Press Release, 2006. (.pdf)

CASE: Pop Warner Football (Jan 2007)

http://www.boston.com/sports/schools/football/articles/2007/01/07/if_they_want_to_play_they_have_to_pay?p1=email_to_a_friend

Sept. 15 2* B. Why CSR? Cost cutting or creating advantage?

READINGS:

Crane, Matten & Spence (CMS), 2008. Chapter 1 & 2 (p. 21-32 only)

Milton Friedman, 1970 (.pdf; CMS p. 26-32),

Mackey in Reason Magazine, 2005 (.pdf), <http://www.reason.com/news/show/32239.html>

Porter & Kramer, 2006. HBR. (.pdf)

OPTIONAL:

http://www.businessweek.com/bschools/content/aug2008/bs20080817_557068.htm?chan=top+news_top+news+index_business+schools

DATE SESSION TOPICS and ASSIGNMENTS

ASSIGNMENT DUE: Phase I of Group Project Plan DUE

Sept. 22 3* C. CSR Models and Frameworks

READINGS: CMS, 2008. Chapter 3 (p. 54-106). The Economist, 2008. (.pdf)

OPTIONAL:

<http://www.youtube.com/watch?v=njv0N77gBxM>

Griffin & Vivari, 2008. CSR in America. (.pdf)

CASE: Vodafone, CMS p. 166-173.

Sept. 29 4* D. Global CSR

READINGS:

CMS, 2008. Chapter 4 (p. 111-139).

CMS, 2008. Nike, p. 497-509.

Oct. 6 5 E. CSR Reporting: Policies, Programs and Outcomes

READINGS:

CMS, 2008. Chapter 5 (p. 175-210).

II. Managing Complex Global Issues / Developed Country Perspectives

DATE SESSION TOPICS and ASSIGNMENTS

Oct. 13 6* A. Reporting/Managing Complex Issues

READINGS:

CMS, 2008. Chapter 9 (pp.353-415)

CASE: DeBeers 2007 (HBS #9-706-501)

Oct. 20 7 B. CSR/Stakeholder Engagement in a Global Economy

Oct. 27 8* C. CSR in the EU/OECD along the Supply Chain

READING: CMS, 2008. Ch. 6 (pp. 229-255).

CASE: Charles Veillon, S.A. (A) (HBS #9-307-002)

Midterm Course Review

Nov. 3 9 D. CSR in the United States

MOVIE: The Corporation

III. CSR in Developing Countries and the Role of MNCs

DATE SESSION TOPICS and ASSIGNMENTS

Nov. 10 10* A. CSR in Developing Countries; Role of MNCs

READING: CMS, 2008. Chapter 11 (pp. 456-474)

CASE: Procter & Gamble, PuR Purifier of Water (A):

Developing the Product and Taking it to Market,

2006. (INSEAD 706-05701)

OPTIONAL READINGS:

Prahalad, C.K. 2005. Bottom of the Pyramid

Karnani , 2006. Bottom of the Pyramid critique (.pdf)

"If the world were a village" theme highlighting issues of global poverty and inequalities in income distribution (among otherthings). http://www.youtube.com/watch?v=hfpcYR8G8_8

Nov. 17 11 B. CSR in Developing Countries -- Indonesia

READING: CMS, 2008. Ch. 7 (p. 265-285).

CASE: Unilever/Oxfam Report, 2006 (.pdf) Read pages 8-22

(Forward and Executive Summary)

2007 articles from Risa Bhinekawati—Jakarta Sun,

Jakarta Post (on Blackboard)

Nov. 24 12 C. CSR in Africa; International Development; Public-Private Partnering

CASE: CARE Kenya (A)

(Ivey Case #9B05M056)

OPTIONAL:

Community Investment in Australia (.pdf)--optional

Course REVIEW

IV. Wrap-up

Dec. 1 13 **Group Presentations I**

ALL Group Papers Due

Dec. 8 14 **Group Presentations II (continued)**

Final Comprehensive Exam

Feel free to use your own searches as well as publicly available information from the World Bank:

1. World Bank's doing Business Project: 178 country reports available online

<http://www.doingbusiness.org>. Indicator values and details on starting a business, getting credit, and eight other topics, as well as values for benchmark countries are listed here.

2. World Bank's Business Planet: mapping the business environment.

<http://www.business-planet.org> Business Planet maps flagship online databases of the World Bank Group that support private sector-led growth and financial market development in developing countries. It is an entry point to powerful data sources such as Doing Business, Enterprise Surveys, Financial Indicators, Privatization Database and Private Investment in Infrastructure Projects. It features more than 20 maps that cover over 190 economies across issues like how easy it is to do business, how often firms are expected to bribe tax inspectors, etc.

3. World Bank's Business Environment Snapshots.

<http://www.besnapshots.org>

PHASE I

Preparation of the Service learning project and finalization of travel plans. This project will be completed during the semester break (fall or spring). Teams will be developed in this phase to carry out different parts of the project. For example in Ecuador, teams will be assigned to various micro businesses as consultants. In China or Thailand teams will be assigned to work in different orphanages and schools. *Students are responsible for their travel expenses and accommodation related to this class in addition to the regular graduate tuition.*

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PHASE II

Actual participation in the group project agreed upon by the entire class. The only exception to this "abroad" project will be for International students with visa issues that cannot be resolved. For these students an alternative project will be arranged. The results of your project will be the primary focus of your presentation. You will make the connection between service learning and being socially responsible based upon your readings and the group project that you completed. You will actually come up with the "So what?"

New Program Proposal-Bulletin Change Transmittal Form**X Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Program (The following critical elements are taken directly from the Arkansas Department of Higher Education's "Criteria and Procedures for Preparing Proposals for New Programs".) Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	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 Program Title Master's of Business Administration – Concentration in International Business
2. CIP Code Requested 5580
3. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. C. William Roe, Associate Dean of the College of Business, P.O. Box 970, State University, AR 72467
4. Proposed Starting Date January 2010
5. Program Summary (Provide a general description of the proposed program. Include an overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.) See Attached Letter of Notification.
6. Need for the Program (Provide survey data on student interest, job availability, corporate demands and employment projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.) See Attached Letter of Notification.
7. Curriculum Outline (Identify new courses and state program admission requirements.) See Attached Letter of Notification.
8. Faculty (List names, credentials, and rank of faculty who will be teaching courses in the proposed program.) All members of the ASU Graduate Faculty within the College of Business will continue to teach these existing courses.
9. Description of Resources (Current library resources including relevant holdings, current instructional facilities including classrooms, instructional equipment and technology, laboratories.) Library resources that were obtained to support the MBA will meet the needs of this program.

<p>10. New Program Costs (New administrative costs, new faculty costs, new library resources and costs, new instructional equipment and costs, distance delivery costs, other new costs. If no new program costs, explain.)</p> <p>None</p>
<p>11. Sources of Funding (Reallocation from where? Tuition and fees? Other?)</p> <p>No new funding will be needed.</p>
<p>12. Organizational Chart Reflecting New Program</p> <p>This program will exist within the College of Business at ASU under the direct supervision of the Director of Graduate Programs within the Dean's office.</p>
<p>13. Specialized Requirements (Specialized accreditation requirements for the program, Licensure/certification requirements for student entry into the field.)</p> <p>N/A</p>
<p>14. Board of Trustees Approval (The proposed date the BOT will consider the new program.)</p> <p>If approved, this program will be placed on the earliest BOT agenda for approval before January 2010</p>
<p>15. Desegregation (Describe black student recruitment and retention strategies. State the percentage of black students enrolled in institution and projected percentage in new program.)</p> <p>The COB will continue to advertise its graduate programs at institutions with high minority enrollments as well as to Mid-South delta colleges.</p>
<p>16. How will this program be assessed?</p> <p>This program's assessment will be under the purview of the Association for the Advancement of Collegiate Schools of Business (AACSB) as are the other programs within the COB.</p>
<p>17. Does this affect other programs? If yes, how?</p> <p>Yes. The addition of this concentration within the MBA degree will make the program more attractive to a larger group of students.</p>

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.

AFTER PAGE 191 of the CURRENT BULLETIN (conclusion of the subheading PROGRAM of STUDY for the MASTER of BUSINESS ADMINISTRATION DEGREE, insert the following:

MASTER OF BUSINESS ADMINISTRATION
CONCENTRATION in INTERNATIONAL BUSINESS

The MBA with Concentration in IB program is designed to allow graduate business students the ability to select in-depth coverage of the core components of today's IB field while furthering their business administration academic career. Students will complete the 24 hours within the MBA core and 12 additional hours of graduate level IB coursework.

Admission Requirements

All general admission requirements of the Graduate School are applicable to the program, as are all admission requirements of the Master of Business Administration. These include the requirements for conditional and unconditional admission. In addition, the applicant must have completed the MBA foundation courses at either the graduate or the undergraduate level.

Program of Study

Each student within the program will complete the following 24 hours within the MBA core:

ACCT 6003, Accounting for Planning and Control
ECON 6313, Managerial Economics
FIN 6723, Advanced Management of Finance
MIS 6413, Management Information Systems
MGMT 6403, Seminar in Organizational Behavior and Leadership
MGMT 6423, Strategic Management
MKTG 6223, Marketing Policies
MIS 6543, Business Analytics

In addition, students will complete the following 12 hours of IB courses:

IB 6593, Global Strategic Initiatives
IB 6293, Seminar in International Corporate Social Responsibility
IB 6143, Seminar in International Human Resource Management
IB 6323, Emerging Markets

Total Program Coursework: 36 Hours

LETTER OF NOTIFICATION

NEW OPTION, CONCENTRATION, EMPHASIS

(Maximum 18 semester credit hours of new theory courses and 6 credit hours of new practicum courses)

1. Institution submitting request: **Arkansas State University – State University**
2. Contact person/title: **Bill Roe/Associate Dean of Business**
3. Phone number/e-mail address: **870-972-3035/broe@astate.edu**
4. Proposed effective date: **January 15, 2010**
5. Title of degree program: **Master of Business Administration**
6. CIP Code:
7. Degree Code: **5580**
8. Proposed option/concentration/emphasis name: **Concentration in International Business**
9. Reason for proposed action: **Increased number of graduate business students, both international and non-international, interested in specializing their graduate business education in the area of International Business.**
10. New option/concentration/emphasis objective: **To provide a high-quality graduate management degree with significant classroom exposure to the International Business arena. This program will stress the development of analytical, problem solving and decision making competencies with an emphasis on the ethno capabilities that support and drive today's global business environment.**
11. Provide the following:
Curriculum outline - List of required courses:

ACCT 6003, Accounting for Planning and Control (existing MBA core course)

ECON 6313, Managerial Economics (existing MBA core course)

FIN 6723, Advanced Management of Finance (existing MBA core course)

MIS 6413, Management Information Systems (existing MBA core course)

*** IBS 6593, Global Strategic Initiatives**

*** IBS 6293, Seminar in International Corporate Social Responsibility**

*** IBS 6143, Seminar in International Human Resource Management**

*** IBS 6323, Managing in Developing Countries**

MIS 6543, Business Analytics

MGMT 6403, Seminar in Organizational Behavior and Leadership (existing MBA core course)

MGMT 6423, Strategic Management (existing MBA core course)

MKTG 6223, Strategic Marketing (existing MBA core course)

*** These twelve hours would represent the difference between the existing MBA program and the proposed concentration area in International Business**

a. New course descriptions

IBS 6293, Seminar in International Corporate Social Responsibility This course consists of on-site examination of organizations, agencies, or locales in a various regions of the world. Students will be required to prepare a project that involves social entrepreneurship and/or social awareness in an expatriate setting. After project is prepared, students will be required to travel abroad and implement their respective projects in a 10 day semester break with the intent of making a difference in the host country.

IBS6143 Seminar in International Human Resource Management

This course explains the theory and practice of Human Resource Management (HRM) in global firms. It discusses the HRM functions of employment planning and forecasting, staffing, compensation and benefits, training and management development, union and employee relations and health and safety for multinational corporations. Particular attention is paid to functions which vary from country to country and how Human Resource departments handle them, e.g., employment regulations, benefits and wage taxation, expatriation and repatriation, discrimination, overseas compensation, and labor relations. The emphasis is on case study.

IBS 6323, Managing in Developing Countries

The focus of this course will be on developing a multidisciplinary understanding of the operation of these societies and their economic systems. Although the basic elements of management theory need not be modified, the practice of these principles often requires adaptation and a great deal of insight on the part of managers.

Participants will acquire an understanding of the elements that shape the operation of those societies, the economic environment, and business decision making in those particular circumstances. Effective management action is premised on sound understanding of a problem, rational analysis and interpretation, decision making, and appropriate implementation and follows up. In this course, while studying each aspect in detail, we will emphasize the element of "analysis and interpretation."

In general, the program will start with the development of a solid, integrative framework for understanding the role played by emerging countries in the global economic system. It will then focus on understanding the operation of business organizations and their fundamental role in society, both from a political and anthropological perspective. Global integration is changing the concept of the nation state and, in particular, how the state interfaces with local and foreign corporations. In consequence, influencing the way by which organizations organize resources and competencies to compete in the marketplace.

b. Program goals and objectives

1. To provide skilled, knowledgeable and socially responsive leadership for international business and institutions.
2. To provide an academically rigorous and pragmatic program in international business management.
3. To provide students with the broader skills to recognize the nature, direction and timing of change in the international environment, and to respond to those changes in a manner which fosters international understanding.

a. Expected student learning outcomes

1. To provide graduates with the functional and cross-cultural skills to become effective managers of multinational enterprises and institutions.
2. To enable students to be knowledgeable decision makers within their specific area of responsibility

4. Will the new option be offered via distance delivery? **The courses currently existing in the MBA core are currently being delivered by compress video and/or Internet and the new courses will also be delivered by those options.**

5. Mode of delivery to be used: IBS course will be delivered both face to face and online

6. Explain in detail the distance delivery procedures to be used: **The currently approved method for distance delivery of the core MBA courses will be utilized.**

7. Is the degree approved for distance delivery? **The core MBA is approved for distance delivery.**

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

IBS 6593, Global Strategic Initiatives

IBS 6293, Seminar in International Corporate Social Responsibility

IBS 6143, Seminar in International Human Resource Management

IBS 6323, Managing in Developing Countries

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

Three new courses are proposed. All courses can be offered by existing faculty members. There are no additional costs for this program.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer

Date:

New Program Proposal-Bulletin Change Transmittal Form

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

New Program (The following critical elements are taken directly from the Arkansas Department of Higher Education's "Criteria and Procedures for Preparing Proposals for New Programs".) Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

 Department Curriculum Committee Chair

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 Program Title

Master of Arts in Teaching

2. CIP Code Requested

13.1299

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

Dianne Lawler-Prince, EdD, Professor and Chair
 Arkansas State University
 Department of Teacher Education
 STATE UNIVERSITY AR 72467
 Email: DPRINCE@astate.edu
 Phone: 870/972-3059

4. Proposed Starting Date

Fall 2010

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

The Master of Arts in Teaching (MAT) uses predominantly existing classes in Teacher Education along with six new courses to create a Masters Program for initial licensure in Early Childhood Education or Middle Level Education. The MAT will enhance the use of existing resources in Teacher Education. The purpose of this program is to provide an additional quality pathway to AR teacher licensure for our region and state.

6. Need for the Program (Provide survey data on student interest, job availability, corporate demands and employment projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.)

Increasingly, individuals seek to enter public school teaching through non-traditional licensure. In the United States, there are currently more than 100 non-traditional licensure programs in forty-five states (Reese, 2009), and since 1985, more than 200,000 teachers received their certification through alternative pathways in (Mickulecky, Schkodriani, Wilner, 2009). In Arkansas, there are over 500 individuals who earn public school teaching licenses through non-traditional programs each year, representing approximately one-third new teachers entering the schools (ADE, 2009). At ASU, we received over four-hundred calls regarding non-traditional licensure in the 2008-2009 school year. Presently, non-traditional licensure classes at ASU Jonesboro campus are at maximum capacity with a total of forty-five students. In a survey conducted on 39 of these 45 non-traditional licensure students, 74% indicated a "strong" interest in the MAT, and 97% indicated a "strong" or "moderate" interest in the program. The level of "strong" interest increased to 85% and "strong" or "moderate" interest increased to 100% when the question contained the condition "given you do not find required job placement to complete non-traditional licensure." Since sixty percent of non-traditional licensure students do not find work, and therefore, do not complete the non-traditional licensure program, this "strong" and "moderate" interest in the MAT provides an initial pool of students for the program. This survey supports the need for the MAT program because these non-traditional licensure students provide an initial un-tapped market for ASU Jonesboro.

Moreover, the argument for the MAT supersedes mere expediency of "existing markets." As teachers receive increasing demands for quality, non-traditional licensure programs have come under scrutiny as "missing the boat" (Darling-Hammond & Haselkorn, 2009, p. 1) on serving students' needs. Darling-Hammond & Haselkorn (2009) argue that non-traditional licensure programs, whose licensure candidates' ultimately serve poor students' of color, represent a "race to the bottom" (p. 1) rather than "to the top" (p. 2). Arkansas's non-traditional licensure program presents no exception to this increased scrutiny, and the conspicuous number of teachers it produces coupled with mediocre state test scores only increases this scrutiny. The ASU MAT program, which builds on ASU's expertise and reputation, taps into an existing market and also brings the ASU Teacher Ed Department's substantial talent, creativity, experience, and know-how in preparing quality teachers, especially, for the Delta Region, where shortages are greatest (ADE, 2009).

References

- Arkansas Department of Education. (2009). Non-traditional licensure. <http://arkansased.org/teachers/nontraditional.html>
 Darling-Hammond, L. (2009). Reforming Teaching: Are We Missing the Boat? *Education week* 28(27), pp. 1-3
 Mickulecky, M.; Shkodriani, G; & Wilner, A. (2004). *Alternative certification: A Growing trend to address the teacher shortage*.
<http://www.communitycollegepolicy.org/pdf/5712.pdf>
 Reese, S. (2009). Transition into teaching. *Today's classroom teacher*. March 2009, pp. 16-19

7. Curriculum Outline (Identify new courses and state program admission requirements.)

Core Courses (9 hours)

*TE	6223	Effective Teaching with Diverse Populations
TE	6243	Technology as a Tool for Teaching
TE	6253	Perspectives on Professionalism in Education

Reading Instruction Block (6 hours)

*RDNG	6013	Theories, Issues, and Methods of Reading
*RDNG	6493	Advanced Reading Methods and Interventions

Practicum (9 hours)

*TE	6299	MAT Internship in Teacher Education
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ECH Track (12 hours)

ECH	6513	Developmental Perspectives
ECH	6423	Documenting Young Children's Learning and Development
ECH	6533	Sources and Models of Early Childhood Curriculum
ECH	6783	Leadership in Early Childhood Education

Total ECH hours: 36

MLED Track (12 hours)

*MLED	5013	Methods & Materials for Teaching Language Arts & Social Studies in the Middle Grades
*MLED	5023	Methods & Materials for Teaching Mathematics & Science in the Middle Grades
MLED	6403	World of the Young Adolescent Child
MLED	6423	Team, Teach, and Learn in the Middle Grades

Total MLED hours 36

ADMISSION REQUIREMENTS

Graduate School Criteria

1. Hold a bachelor's degree from a regionally accredited college or university (transcripts for undergraduate and graduate coursework must be submitted from all institutions attended).
2. Submit a minimum undergraduate GPA of 2.75 overall or a 2.5 overall with a 3.0 on the last 60 hours.
3. Complete the ASU Graduate School application and qualify for graduate admission.

Unconditional Admission

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

1. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) and a raw score of at least 380 on the Miller Analogies Test (MAT) or a minimum score of 790 on the combined verbal and quantitative sections of the Graduate Record Examination (GRE); or,
2. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and a raw score of at least 388 on the MAT or a minimum score of 820 on the combined verbal and quantitative sections of the GRE.

Conditional Admission+

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

1. A minimum cumulative undergraduate grade point average of 2.5 and a score of at least 368 on the MAT or a minimum score of 740 on the combined verbal and quantitative sections of the GRE

*New courses

+Conditional admission requires the student to earn a minimum grade of B or better in the first classes of the graduate program.

8. Faculty (List names, credentials, and rank of faculty who will be teaching courses in the proposed program.)

Dr. Ron Towery, Professor of Teacher Education
 Dr. Beverly Gilbert, Professor of Early Childhood Education
 Dr. Dianne L. Prince, Professor of Early Childhood Education
 Dr. Tom Fiala, Associate Professor of Teacher Education
 Dr. Greg Meeks, Associate Professor of Mid Level Education
 Dr. Joanna Grymes, Associate Professor of Early Childhood
 Dr. Zelda McMurtry, Assistant Professor of Early Childhood
 Dr. Diana Williams, Associate Professor of Teacher Education
 Dr. Ann Ross, Associate Professor of Teacher Education
 Dr. Marci Malinsky, Associate Professor of Early Childhood Education

Dr. James Jupp, Assistant Professor of Teacher Education
 Dr. Deborah Owens, Assistant Professor of Reading
 Dr. Mingui Gao, Assistant Professor of Teacher Education
 Dr. Patty Murphy, Assistant Professor of Reading
 Dr. Dixie Keyes, Assistant Professor of Mid Level Education
 Ms. JaneMarie DeWailly, Instructor
 Dr. Tonja Filipino, Assistant Professor of Mid Level Education
 Dr. Paula Steward, Assistant Professor of Mid Level Education
 Dr. Mark McJunkin, Assistant Professor of Mid Level Education
 Dr. Lina Owens, Associate Professor of Reading
 Dr. Audrey Bowser, Assistant Professor of Secondary Education
 Dr. Natalie Johnson-Leslie, Assistant Professor of Secondary Education

9. Description of Resources (Current library resources including relevant holdings, current instructional facilities including classrooms, instructional equipment and technology, laboratories.)

Content covered in this program and the necessary resources to support it already exist to support BSE and MSE programs

10. New Program Costs (New administrative costs, new faculty costs, new library resources and costs, new instructional equipment and costs, distance delivery costs, other new costs. If no new program costs, explain.)

There will be no new administrative, instructional equipment, nor distance delivery costs. We will enhance the use of existing resources. Additional library resources may be needed.

11. Sources of Funding (Reallocation from where? Tuition and fees? Other?)

Tuitions and fees

12. Organizational Chart Reflecting New Program

The current flow chart will be in place which includes the Dean of the Graduate School, the Dean of the College, and the Department Chair of the Teacher Education Department.

13. Specialized Requirements (Specialized accreditation requirements for the program, Licensure/certification requirements for student entry into the field.)

Attain minimum scores on Praxis I for reading, math, and writing tests prior to enrollment in TE 6299. Complete appropriate Principles of Teaching and Learning Praxis II exam prior to graduation. These specialized requirements are the same for all initial teacher licensure programs within the Professional Education unit.

Additionally students must complete ELSE 3643 (Exceptional Student in the Regular Classroom) prior to Principles of Teaching and Learning Praxis II exam. Students must also complete HIST 3038 (History of Arkansas) for state licensure.

Finally, the MAT must meet required program SPA and NCATE standards in relation to ECH and MLED areas.

14. Board of Trustees Approval (The proposed date the BOT will consider the new program.)

December, 2009.

15. Desegregation (Describe black student recruitment and retention strategies. State the percentage of black students enrolled in institution and projected percentage in new program.)

The proposed program provides a pathway for licensure for many minorities holding Bachelor's degrees and currently working as teacher aides. In the same way nontraditional licensure helps under-represented populations gain access to public school teaching, this program facilitates access to the teaching profession for minorities in the region. The proposed degree program is in response to a need stated by school district personnel within these areas for qualified and certified teachers, especially paraprofessionals and teacher aides. The intent is to increase enrollment of black students by offering this new degree. The MAT will be offered through non-traditional methods: evenings, weekends, online, CVN, as well as lecture and practicum field experience means.

16. How will this program be assessed?

The program will be assessed by the number of completers as well as those who are able to successfully pass the required PRAXIS II content and pedagogy exams. The standard departmental exit interview and follow-up plan will be in place to assess students upon completion of the degree and three-years out.

17. Does this affect other programs? If yes, how?

This degree, since it focuses on students who already have a degree, will not have a direct impact on other programs due to the specific nature of licensure planned PK – 8th grade. The Department of Teacher Education is the only department providing courses and plans for the licensure of students at this level.

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.

College of Education

MISSION STATEMENT

The faculty of the College of Education teach, conduct research, and provide community and professional service in the areas of pedagogy, behavioral sciences, physical education and leisure studies, and advanced education-related professional studies. Instructional programs are offered within a student-centered organizational context that values diversity, innovation, and professional reflection; these programs are delivered by a faculty committed to the beliefs that (a) every student can learn, and (b) teachers themselves model commitment to learning by visibly demonstrating their own continuing personal and professional growth.

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

A. Doctor of Education Degree in Educational Leadership

B. Specialist in Community College Teaching Degree

1. Physical Education

2. Reading

3. Community College Administration

C. Specialist in Education Degree

1. Educational Leadership

2. Psychology and Counseling

D. Master of Arts in Teaching Initial Licensure

DE. Master of Rehabilitation Counseling Degree

EF. Master of Science in College Student Personnel Services

FG. Master of Science in Early Childhood Education

GH. Master of Science in Exercise Science

HI. Master of Science in Education Degree

1. School Counseling

2. Early Childhood Education

3. Educational Leadership

4. Curriculum and Instruction

5. Theory and Practice

6. Mid-Level Education

7. Physical Education

8. Reading

9. Special Education

a. Instructional Specialist Grades P-4

b. Instructional Specialist Grades 4-12

c. Emotionally Disturbed

d. Gifted, Talented, and Creative

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

Graduate Courses and Credit

Graduate students enrolled in courses numbered 5000 through 5999 must do special work in addition to that required of undergraduates in the courses numbered 4000 through 4999. Courses numbered 6000 or above are open to fully qualified graduate students only. Except for the introductory courses in Community College Teaching (CCED 7003 and CCED 7013), and the foundation courses in Educational Administration (EDFN 7773 and EDFN 7783), enrollment in 7000 level courses is restricted to those students who have been officially admitted to pursue the Specialist in Education of the Specialist in Community College Teaching degree and will not count toward the master's degree. Exceptions may be made for those holding an appropriate master's degree in a relevant field as accepted by the Department

of Educational Leadership, Curriculum and Special Education. Enrollment in 7000-level courses with COUN and PSY prefixes requires admission to the Ed.S in Psychology and Counseling, unconditional admission to another university's ac

**PROGRAM OF STUDY FOR THE
MASTER OF ARTS IN TEACHING**

Purpose Of The Degree

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

Admission Requirements

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

Graduate School Criteria

1. Hold a bachelor's degree from a regionally accredited college or university (transcripts for undergraduate and graduate coursework must be submitted from all institutions attended).
2. Submit a minimum undergraduate GPA of 2.75 overall or a 2.5 overall with a 3.0 on the last 60 hours.
3. Complete the ASU graduate school application and qualify for graduate admission.

Unconditional Admission

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

1. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) and a raw score of at least 380 on the Miller Analogies Test (MAT) or a minimum score of 790 on the combined verbal and quantitative sections of the Graduate Record Examination (GRE); or,
2. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and a raw score of at least 388 on the MAT or a minimum score of 820 on the combined verbal and quantitative sections of the GRE.

Conditional Admission+

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

A minimum cumulative undergraduate grade point average of 2.5 and a score of at least 368 on the MAT *or* a minimum score of 740 on the combined verbal and quantitative sections of the GRE

+Students who earn conditional admission must make a "B"s in the first semester.

General Course Requirements

Teacher Education Core (9 hours)

TE 6223 Effective Teaching with Diverse Populations

TE 6243 Technology as a Tool for Teaching

TE 6253 Perspectives on Professionalism in Education

Reading Instruction Block (6 hours)

RDNG 6013 Theories, Issues, and Methods of Reading

RDNG 6493 Advanced Reading Methods and Interventions

Practicum (9 hours)

TE 6299 MAT Internship in Teacher Education

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

Total Teacher Education Core Hours 12

Early Childhood Major

ECH 6513 Developmental Perspectives

ECH 6523 Documenting Young Children's Learning and Development
ECH 6533 Sources and Models of Early Childhood Curriculum
ECH 6783 Leadership in Early Childhood Education

Total ECH MAT 36

Total Teacher Education Core Hours 12

Middle Level Education Major

MLED 5013 Methods & Materials for Teaching Language Arts & Social Studies in the Middle Grades
MLED 5023 Methods & Materials for Teaching Mathematics & Science in the Middle Grades
MLED 6403 World of the Young Adolescent Child
MLED 6423 Team, Teach, and Learn in the Middle Grades

Total MLED MAT 36

Specialized Requirements (Specialized accreditation requirements for the program, Licensure/certification requirements for student entry into the field.)

Attain minimum passing scores on the Praxis I (PPST) for reading, math and writing tests and appropriate Praxis II licensure tests prior to enrollment in TE 6299. These specialized requirements mirror those requirements for all initial teacher licensure programs within the Professional Education unit.

Additionally, for Arkansas state licensure, candidates must complete HIST 3038 History of Arkansas, and for Praxis II test, students must complete ELSE 3646 Exceptional Student in the Regular Classroom.

Finally, the MAT must meet required program SPA and NCATE standards in relation to ECH and MLED areas.

**PROGRAM OF STUDY FOR THE
MASTER OF REHABILITATION COUNSELING DEGREE**

Purpose Of The Degree

The Master of Rehabilitation Counseling (M.R.C.) at Arkansas State University is a graduate degree offered through the Department of Psychology and Counseling within the College of Education. The Program is a minimum 48 semester-hour curriculum that is fully accredited by the Council on Rehabilitation Education (CORE).

The M.R.C. Program is designed to meet the growing demand for professionally trained rehabilitation counselors.

Students complete coursework in the areas of (a) foundations of the rehabilitation process that includes an understanding of the philosophy, theory, sociological, environmental, and legal/ethical aspects of persons with disabilities, (b) medical, vocational, and psychosocial aspects of disabling conditions, (c) theories and techniques in individual and group counseling, and (d) care/disability management and career and lifestyle choices of persons with disabilities.

In addition to the required coursework, students must also complete a 100-clock-hour practicum and 600-clock-hours of internship experience in a private or public rehabilitation/health care facility or mental health setting by completing both COUN 6303 and COUN 6323.

Candidates for the M.R.C. degree must also pass a written comprehensive examination which is typically taken during the last semester of the student's program.

Overall, students who complete the M.R.C. degree will be skilled and competent professionals who will be trained to provide rehabilitation counseling services to a diversity of persons with congenital and/or acquired mental/emotional, psychiatric, cognitive/neurological, physical, and psychosocial disabilities.

Upon completion of the M.R.C. degree, students are eligible to sit for the Certified Rehabilitation Counselor (CRC) certification exam. With additional course work, students will be eligible to sit for the NBCC/Licensed Professional Counselor (LPC) examination and/or the Commission on Certification of Work Adjustment and Vocational

Evaluation Specialists (CCWAVES) examination which leads to the Certified Vocational Evaluator (CVE) credential.

Students are strongly encouraged to obtain one or more of these professional certifications. Many students who will enter practice professionally in the field of rehabilitation counseling will be required either before or during their employment to obtain professional certification. Additional information about the M.R.C. program can be obtained at the following website: <http://www.clt.astate.edu/mrc> program.

Admission Requirements

Students seeking admission into the M.R.C. degree program must meet the admission requirements of the Graduate School for unconditional or conditional status and the specific program requirements. Applications to the M.R.C. program are accepted for any enrollment period. Applicants for the M.R.C. degree are expected to complete the program within five years beginning at the point of admission to the program. A completed application packet is due at least four weeks prior to the beginning of the student's first term of enrollment. In addition to the Graduate School application, applicants must complete the M.R.C. application.

Unconditional Admission

Applicants must:

Have a minimum cumulative grade point average of 2.75 based on a four-point scale on all undergraduate work attempted.

Have three letters of recommendation from professionals in the fields of psychology, rehabilitation, or a related discipline sent directly to the Graduate School that will support the student's request for admission and address the student's academic skills, personal attributes, strengths, and/or limitations.

Submit a completed M.R.C application and a letter that requests acceptance into the M.R.C. Program. Students should state their academic goals and interests.

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appropriate sub-titles Course may include intensive study of such subjects to meet the need of professional educators All Special Topics Courses must be approved by the Elementary Education Department Curriculum Committee One (three-hour) Special Topics may be applied as elective credit toward a degree program with the written permission of the academic adviser or department chair prior to enrollment in the course

ELED 6013 Home-School Relationships A study of various techniques of communicating with the home and community All facets of parent involvement, including parent education, will be explored

ELED 6023 Curriculum Construction—Elementary This course stresses principles and criteria for the selection and organization of instructional materials and activities for the elementary school

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

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

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

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

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

ELED 6601-6 Thesis

ELED 6801-3 Independent Study

Mid-Level Education

MLED 5013 Methods and Materials for Teaching Language Arts and Social Studies in the Middle Grades Prepares MAT candidates to develop, plan, enact, and reflect on lessons in middle grades language arts and social studies.

MLED 5023 Methods and Materials for Teaching Mathematics and Science in the Middle Grades Methods, materials, and activities to promote effective instructional strategies in the middle school mathematics and science classrooms. Emphasis on philosophical bases, national standards, assessment, and current problems related to teaching middle school math and science.

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

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

MLED 6423 Teaming, Teaching and learning in the Mid-level Education A study of school and classroom organizational practices that include: grouping for

instruction, scheduling instruction, curricular organization, and classroom management. The leadership and professional role of the teacher will be explored.

Reading

RDNG 5313 Methods and Materials in Reading A course which focuses on techniques and materials for teaching students with different learning styles. Emphasis is on the basal reader, whole language, linguistic, language experience, and individualized approaches.

RDNG 5343 Reading in the Content Areas: Middle and Secondary Schools A course for classroom teachers, reading specialists, and other educators. Emphasis is on the relationship between learning strategies and reading content materials in the subject areas normally taught in grades four through twelve.

RDNG 5803 Special Topics Study of current topics related to literacy / reading.

RDNG 6003 Literature and Book Selection Approaches in building an effective literature program in educational settings.

RDNG 6013 Theories, Issues, and Methods of Reading

Synthesis of theories and models of reading, past and current reading issues, examination of current research that discusses instruction of reading areas, spelling and writing; overview of reading instruction for diverse and struggling learners.

RDNG 6333 Reading Practicum I Diagnosis and Intervention Clinical Experiences in assessment and intervention in reading, and related areas. Prerequisite:

RDNG 6313 Theory and Practice in Teaching Reading A study of reading and the reading process. The symbolic nature of reading is emphasized. Comparisons are made with the traditional presentations of reading and implications for instructional decision-making are suggested.

RDNG 6333 Reading Practicum I—Diagnosis and Intervention Clinical Experiences in assessment and intervention in reading, and related areas. Prerequisite: RDNG 6323, and permission of professor.

RDNG 6353 Reading Practicum II—Leadership in Literacy Clinical Experiences in the correction of reading difficulties with emphasis on utilizing assessment data for professional development as a reading specialist in organizing and supervising school wide reading reform. Prerequisite: RDNG 6333, or permission of professor.

RDNG 6373 Qualitative Methods in Reading Research A research course about qualitative research methods and practices, in which students explore the methods, techniques and reasons for conducting research to support best practices.

RDNG 6383 Reading Issues within a Multicultural and Pluralistic Society A comprehensive survey of multicultural and pluralistic societal issues and their impact on reading as well as on school, teachers, and instructional groupings.

RDNG 6451-6 Thesis

RDNG 6493 Advanced Reading Methods and Interventions Examines latest trends in research based reading instructional methodology and development, implementation, and monitoring of intervention for struggling readers.

RDNG 6513 Emergent Literacy Birth - Primary Grades Focuses on the development of literacy skills, birth through primary grades, including the process of exposure to words, print, and the opportunity to write as a part of the literacy process. This course maintains alignment with state and national standards.

RDNG 6533 Literacy for Diverse Learners Examines literacy issues in the context of multicultural education and culturally responsive pedagogy with a focus on the differentiation of literacy needs among various student cultures and special needs students. Presentation and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE Reading major or permission of instructor.

RDNG 6553 Adolescent Literacy Analyzes current federal initiatives and reform policies related to adolescent literacy. Examines the social and cognitive processes related to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in all curricular areas. Restricted to MSE Reading major or permission of instructor.

EDSS 5603 Methods and Materials for Teaching Social Studies in the Secondary School Historical and current trends in teaching social studies at the secondary school level Major emphasis on content and concept development and their application in the social studies classroom Practice in writing objectives, applying teaching techniques, and formulating student evaluations

EDSS 5663 Methods and Materials in the Teaching of Social Studies in the Middle School This course is intended to promote effective instructional procedures and activity development in the middle school social studies classroom Emphasis will be on identification, demonstration development and evaluation of appropriate activities for the middle school social studies student (These courses cannot be used to establish an undergraduate six-year teaching certificate and for graduate credit also)

Teacher Education

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

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

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

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

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

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

TE 6299 MAT Internship in Teacher Education A supervised internship focused on educational practice and performance for individuals seeking alternative licensure to teach in grades PK-12.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND SPORT SCIENCES

Physical Education

ESPE 5801-6 Special Topics Workshop A specifically designed series of learning experiences to enhance the professional capabilities of teachers Opportunity for participants to engage in meaningful learning activities and to interact with recognized professionals in the field This course may not be used to satisfy any degree requirements Course can be repeated for credit

ESPE 6513 Cardiorespiratory Physiology The study and practical applications of cardiovascular and respiratory physiology and research related to exercise

and sports programs

ESPE 6523 Physical Activity for Special Populations The purpose of the course is to facilitate understanding of specific disease states as they relate to health and fitness and to provide information and practical experience for developing

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.) MLED 5013
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). Methods and Materials for Teaching Language Arts and Social Studies in the Middle Grades. Short Title: Meth Mat LA & SS MLED
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard letter
5. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. Prepares MAT candidates to develop, plan, enact, and reflect on lessons in middle grades language arts and social studies.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). None
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) Dianne Lawler Prince, Arkansas State University, Department of Teacher Education STATE UNIVERSITY AR 72467 Email: DPRINCE@astate.edu Phone: 870/972-3059

11. Proposed Starting Term/Year
FALL 2010

12. Is this course in support of a new program? If yes, what program?
Yes, Master of Arts in Teaching (MAT) initial licensure

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).

This class supports the Teacher Education Department's program for initial licensure. This class, in a practical sense, develops teacher candidates' ability to formulate, plan, enact, and reflect upon the success of lessons they will teach as a public school teacher. After having taken this course, students will be able to adapt Arkansas Department of Education standards in formulating, planning, enacting, and reflecting on the success of lessons that they will teach as public school teachers.

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.

An important part of the ASU Teacher Education framework requires an understanding of content and related materials, delivery methods, and on-going reflection on lesson's outcomes. This course supports the Teacher Education framework.

C. Student population served.

This program serves adult learners who 1) have earned BA or BS degrees and 2) wish to enter the teaching profession.

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

This course supports our MAT program; therefore, it is a graduate level course.

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.)

Weeks 1-6 Teaching in the language arts in the middle grades—

Week 1: Understanding mid-level readers

Week 2: Conducting mid-level readers workshops

Week 3: Teaching the writing process

Week 4: Conducting mid-level writers workshops

Week 5: Designing literary units

Week 6: Designing project instruction in the language arts

Weeks 7-12 Teaching social studies in the middle grades—

Week 7: Review Teaching models for delivering content

Week 8: Finding and understanding primary documents

Week 9: Close reading models

Week 10: Connecting primary documents to present issues

Week 11: Projects for representing social studies knowledge

Week 12: Research in social studies

Weeks 13-14 Integrating language arts and social studies

Week 13: The project approach

Week 14: Overlapping content for language arts and social studies

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

Participation – Reading guides and attendance = 100pts.

Written Midterm test – Assesses materials in weeks one through seven = 50pts.

Written Final test – Assesses materials in weeks eight through fourteen = 50pts.

Integrated LA & SS Unit Plan – Assesses competence in lesson planning and unit creation for integrated language/social studies unit plan = 100pts.

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

none

19. Required reading

Reif, L. (1992). *Seeking diversity*. Portsmouth, NH: Heinemann.

Schmidt, L. (2007). *Social studies that sticks*. Portsmouth, NH: Heinemann.

Various academic articles and books chapters to support main texts such as : J. M. Harmon, K. D. Wood, & K. Kiser. (January, 2009).

Research into Practice: Promoting Vocabulary Learning with the Interactive Word Wall. *Middle School Journal*, 40(3), 58 – 69.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
No new staff or resources are necessary to implement this course.

21. What is the primary goal of this course?
This class will prepare teacher candidates for formulating, developing, enacting, and reflecting on lessons in the language arts and social studies in public school settings.

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

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> 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 develop, plan, and enact lessons in the language arts

Learning Activity: For language arts, students will micro teach to the class and provide the instructor with a lesson.

Primary Goal Outcome #2: Students will develop, plan, and enact lessons for social studies.

Learning Activity: For social studies, students will micro teach to the class and provide the instructor with a lesson plan.

Primary Goal Outcome #3: Students will design a unit plan that successfully integrates language arts and social studies.

Learning Activity: Students compose and hand in a unit plan that integrates language arts skills with social studies content.

Assessment Tool: For all assignments, the instructor develops rubrics and presents them to students for discussion as part of the process.

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.

appropriate sub-titles Course may include intensive study of such subjects to meet the need of professional educators All Special Topics Courses must be approved by the Elementary Education Department Curriculum Committee One (three-hour) Special Topics may be applied as elective credit toward a degree program with the written permission of the academic adviser or department chair prior to enrollment in the course

ELED 6013 Home-School Relationships A study of various techniques of communicating with the home and community All facets of parent involvement, including parent education, will be explored

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ELED 6601-6 Thesis

ELED 6801-3 Independent Study

Mid-Level Education

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

Reading

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

<p>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</p> <p>MLED 5023</p>
<p>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).</p> <p>Methods and Materials for Teaching Mathematics and Science in the Middle Grades; Short name: Meth Mat Tchng Mth Sci MLED</p>
<p>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.</p> <p>Lecture</p>
<p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</p> <p>Standard letter</p>
<p>5. Is this course dual listed (undergraduate/graduate)?</p> <p>No</p>
<p>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.)</p> <p>No</p>
<p>7. Brief course description (40 words or less) as it should appear in the bulletin.</p> <p>Methods, materials, and activities to promote effective instructional strategies in the middle school mathematics and science classrooms. Emphasis on philosophical bases, national standards, assessment, and current problems related to teaching middle school math and science.</p>
<p>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).</p> <p>none</p>
<p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</p>
<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</p> <p>Dianne Lawler Prince, Arkansas State University, Department of Teacher Education</p>

STATE UNIVERSITY AR 72467
Email: DPRINCE@astate.edu
Phone: 870/972-3059

11. Proposed Starting Term/Year

FALL 2010

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

Yes, Master of Arts in Teaching for the Teacher Education Department

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).

This class supports the Teacher Education Department's program for initial licensure. This class, in a practical sense, develops teacher candidates' ability to formulate, plan, enact, and reflect upon the success of lessons they will teach as a public school teacher. After having taken this course, students will be able to adapt Arkansas Department of Education standards in formulating, planning, enacting, and reflecting on the success of lessons that they will teach as public school teachers.

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.

An important part of the ASU Teacher Education framework requires an understanding of content and related materials, delivery methods, and on-going reflection on lesson's outcomes. This course supports the Teacher Education framework.

C. Student population served.

This program serves adult learners who 1) have earned BA or BS degrees and 2) wish to enter the teaching profession.

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

This course supports our MAT program; therefore, it is a graduate level course.

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 One: Identifying students' misconceptions, the nature of science, discrepant events

Week Two: History of science education, trends in science education, national and state science standards

Week Three: Best practices in science teaching, levels of inquiry, modeling, lab safety, use of cooperative learning groups, diversity and inclusion in the math/science classroom

Week Four: Science curricula, Internet resources, AIMS, GEMS, SEPUP, FOSS

Week Five: Labs and demonstrations, science fairs and field trips

Weeks Six – Eight: Hands-on science activities, mid-term exam

Week Nine: Middle school math curricula – trends and historical background

Week Ten: Math content standards

Week Eleven: Use of manipulatives in the math classroom, student presentations

Week Twelve: Using the TI 15, TI 73, probes (Pasco) in the middle school math classroom

Weeks Thirteen – Fourteen: Activities and techniques for teaching NCTM content standards

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

Written Midterm test – Assesses materials in weeks one through seven = 50pts.

Written Final test – Assesses materials in weeks eight through fourteen = 50pts.

Internet sites – Assesses technological competence in synthesizing math and science materials into coherent teaching units = 100pts.

Integrated Mathematics & Science Unit Plan – Assesses competence in lesson planning and unit creation for integrated language/social studies unit

plan = 100pts.

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

19. Required reading

Rubenstein, R., Bechmann, C. & Thompson, D. (2004). *Teaching and Learning Middle Grades Mathematics*. Emeryville, CA: Key College Publishing.

Chiappetta, E., Koballa, T., & Collette, A. (2005). *Science Instruction in the Middle and Secondary Schools*. Upper Saddle river, NJ: Merrill/Prentice Hall

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

No new resources or faculty will be necessary to implement this course.

21. What is the primary goal of this course?

This class will prepare teacher candidates for formulating, developing, enacting, and reflecting on lessons in the language arts and social studies in public school settings.

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

- | | |
|--|--|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> 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 develop, plan, and enact lessons in the math and science.

Learning Activity: For math, students will micro teach to the class and provide the instructor with a lesson.

Primary Goal Outcome #2: Students will develop, plan, and enact lessons for social studies.

Learning Activity: For science, students will micro teach to the class and provide the instructor with a lesson plan.

Primary Goal Outcome #3: Students will design a unit plan the successfully integrates math and science.

Learning Activity: Students compose and hand in a unit plan that integrates math and science content.

Assessment Tool: For all assignments, the instructor develops rubrics and presents them to students for discussion as part of the process.

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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3. This will take you to a list of the bulletins by year, please open the most current bulletin.
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5. Right-click on the highlighted area.
6. Click on "copy".
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

appropriate sub-titles Course may include intensive study of such subjects to meet the need of professional educators All Special Topics Courses must be approved by the Elementary Education Department Curriculum Committee One (three-hour) Special Topics may be applied as elective credit toward a degree program with the written permission of the academic adviser or department chair prior to enrollment in the course

ELED 6013 Home-School Relationships A study of various techniques of communicating with the home and community All facets of parent involvement, including parent education, will be explored

ELED 6023 Curriculum Construction—Elementary This course stresses principles and criteria for the selection and organization of instructional materials and activities for the elementary school

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

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

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

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

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

ELED 6601-6 Thesis

ELED 6801-3 Independent Study

Mid-Level Education

MLED 5023 Methods and Materials for Teaching Mathematics and Science in the Middle Grades Methods, materials, and activities to promote effective instructional strategies in the middle school math and science classrooms. Emphasis on philosophical bases, national standards, assessment, and current problems related to teaching middle school math and science.

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

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

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

Reading

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.) RDNG 6013
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). Theories, Issues, and Methods of Reading Short name: Theories Issues Meth Rdng
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard letter grade
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. Synthesis of theories and models of reading, past and current reading issues, examination of current research that discusses instruction of reading areas, spelling and writing; overview of reading instruction for diverse and struggling learners.
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). Enrollment in Graduate Program within the College of Education
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) Dianne Lawler-Prince, Arkansas State University, Department of Teacher Education, PO Box 2350, State University, AR 72567 870-972-3059
11. Proposed Starting Term/Year Spring 2010

<p>12. Is this course in support of a new program? If yes, what program? Yes, Master's of Art of Teaching ECH/MLED; however students in other graduate programs within the College of Education may enroll in this course</p>
<p>13. Does this course replace a course being deleted? No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p>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</p>
<p>15. Justification should include:</p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). Students will be able to discuss theories and models of reading, past and current reading issues, and research dealing with reading. Students will implement instruction of the different reading areas, spelling and writing and diverse and struggling learners.</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive. The mission of the Department of Teacher Education is "to generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. We accomplish this within student-centered, intellectually challenging environments with faculty and staff dedicated to excellence."</p> <p>This course is aligned with this mission because it broadens the knowledge of students about reading and applies that knowledge to professional practice.</p> <p>The MAT reading class is aligned with International Reading Association standards. As a result of this course, students will be able to::</p> <p>1.1: refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories; 1.2 summarize seminal reading studies and articulate how these studies impacted reading instruction; 1.3 identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read; 2.1 support classroom teachers and paraprofessionals in their use of instructional options and explain the evidence-based rationale for changing configurations; 2.2 support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods; explain the evidence-based rationale for selecting practices; 2.3 support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials; explain evidence base for selecting options and practices.</p> <p>C. Student population served. This program serves adult learners who 1) have earned BA or BS degrees and 2) wish to enter the teaching profession.</p> <p>D. Rationale for the level of the course (lower, upper, or graduate). The course is designed for graduate students pursuing initial licensure in teaching.</p>
<p>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 1 theories and models of reading Week 2 theorists and theories regarding reading Week 3 past and current reading issues Week 4 examination of current research Week 5 phonemic awareness Week 6 phonics and word identification Week 7 advance decoding and fluency Week 8 vocabulary Week 9 spelling Week 10 scaffolding comprehension Week 11 comprehension Week 12 reading in the content areas Week 13 writing process and writing strategies Week 14 reading instruction for diverse and struggling learners.</p>
<p>17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) mini-lessons 100 points each, written tests 200 points each, written quizzes 100 points each, written discussions 50 points each, article critiques 100 points each , reading terminology test 200 points,</p>
<p>18. Special features (e.g. labs, exhibits, site visitations, etc.) None</p>
<p>19. Required reading</p>

Articles retrieved from <http://reading.org/General/Publications/Journals.aspx>
Arkansas Language Arts Frameworks retrieve from http://arkansased.org/teachers/pdf/ela_K-8_2003.pdf
Put Reading First retrieved from <http://www.nifl.gov/>
National Reading Panel retrieve from <http://www.nationalreadingpanel.org/Publications/publications.htm>
Graves, M., Juel, C., and Graves, B. (2007). Teaching reading in the 21st Century. Pearson: Boston. ISBN# 205-49264-9
Richardson, J., Morgan, R. and Fleener, C. (2009). Reading to learn in the content areas. Wadsworth, Cengage Learning: Belmont, CA. ISBN# 0-495-50673-7
What Can Literacy Leaders Do to Improve Student Engagement With Reading and Writing? (2009) From *Meeting the Challenges of Adolescent Literacy: Practical Ideas for Literacy Leaders* by Judith L. Irvin, Julie Meltzer, Martha Jan Mickler, Melvina Phillips, and Nancy Dean. © 2009 by the International Reading Association.
Lane and Wright.(2007) Maximizing the effectiveness of reading aloud. Reading Teacher. International Reading Association (pp. 668–675)

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Resources and faculty are sufficient to support the course.

21. What is the primary goal of this course?
The primary goal of this course is to develop and apply comprehensive knowledge regarding reading and reading instruction.

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

<input type="checkbox"/> Communicating effectively	<input type="checkbox"/> Thinking Critically
<input type="checkbox"/> Using mathematics	<input type="checkbox"/> Using Technology
<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence
<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences
<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> 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: Create and implement mini-lessons in phonemic awareness, phonics, vocabulary, fluency, comprehension, spelling, writing, including modification for diverse learners and struggling readers.
Learning Activity: Students will participate in class discussions, read articles, view videos, and participate in demonstration of instruction in the areas of reading and develop and implement mini-lessons with the different areas of reading
Assessment Tool: Rubric of mini-lesson presentation

Primary Goal Outcome #2: Student will identify and apply terminology related to reading
Learning Activity: class discussions, Arkansas Language Arts K-8 Frameworks,
Assessment Tool: Terminology test

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3. This will take you to a list of the bulletins by year, please open the most current bulletin.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

RDNG 5343 Reading in the Content Areas: Middle and Secondary Schools A course for classroom teachers, reading specialists, and other educators Emphasis is on the relationship between learning strategies and reading content materials in the subject areas normally taught in grades four through twelve

RDNG 5803 Special Topics Study of current topics related to literacy / reading.

RDNG 6003 Literature and Book Selection Approaches in building an effective literature program in educational settings.

RDNG 6013 Theories, Issues, and Methods of Reading Synthesis of theories and models of reading, past and current reading issues, examination of current research that discusses instruction of reading areas, spelling and writing; overview of reading instruction for diverse and struggling learners.

RDNG 6333 Reading Practicum I Diagnosis and Intervention Clinical Experiences in assessment and intervention in reading, and related areas. Prerequisite:

RDNG 6313 Theory and Practice in Teaching Reading A study of reading and the reading process The symbolic nature of reading is emphasized Comparisons are made with the traditional presentations of reading and implications for instructional decision-making are suggested.

RDNG 6333 Reading Practicum I—Diagnosis and Intervention Clinical experiences in assessment and intervention in reading, and related areas. Prerequisite: RDNG 6323, and permission of professor.

RDNG 6353 Reading Practicum II—Leadership in Literacy Clinical experiences in the correction of reading difficulties with emphasis on utilizing assessment data for professional development as a reading specialist in organizing and supervising school wide reading reform. Prerequisite: RDNG 6333, or permission of professor.

RDNG 6373 Qualitative Methods in Reading Research A research course about qualitative research methods and practices, in which students explore the methods, techniques and reasons for conducting research to support best practices.

RDNG 6383 Reading Issues within a Multicultural and Pluralistic Society A comprehensive survey of multicultural and pluralistic societal issues and their impact on reading as well as on school, teachers, and instructional groupings

RDNG 6451-6 Thesis

RDNG 6513 Emergent Literacy Birth - Primary Grades Focuses on the development of literacy skills, birth through primary grades, including the process of exposure to words, print, and the opportunity to write as a part of the literacy process. This course maintains alignment with state and national standards.

RDNG 6533 Literacy for Diverse Learners Examines literacy issues in the context of multicultural education and culturally responsive pedagogy with a focus on the differentiation of literacy needs among various student cultures and special needs students. Presentation and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE Reading major or permission of instructor.

RDNG 6553 Adolescent Literacy Analyzes current federal initiatives and reform policies related to adolescent literacy. Examines the social and cognitive processes related to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in a

New/Special Course Proposal-Bulletin Change Transmittal Form

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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.) RDNG 6493
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). Advanced Reading Methods and Intervention; Short title: Rdng Meth & Inter
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. Examines latest trends in research based reading instructional methodology and development, implementation, and monitoring of intervention for struggling readers.
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). Prerequisite – RDNG 6313 – Theory and Practice in Teaching Reading (or equivalent); and enrollment in a Graduate Program within the College of Education
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) Dianne Lawler-Prince, Arkansas State University, Department of Teacher Education, PO Box 2350, State University, AR 72467; dprince@astate.edu ; 870-972-3059
11. Proposed Starting Term/Year Spring 2010

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

Yes, Master of Arts in Teacher Education (MAT); however other students in a graduate program within the College of Education may take this course

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 examines latest trends in research based reading instructional methodology and the development, implementation, and monitoring of intervention for struggling readers.

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

The mission of the Department of Teacher Education is "to generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. We accomplish this within student-centered, intellectually challenging environments with faculty and staff dedicated to excellence."

This course is aligned with the mission of the Department of Teacher Education because it is designed to improve educational practice.

The MAT's reading block is aligned with the International Reading Association standards. As a result of this course, students will be able to:

- 1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction;
- 1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read;
- 1.4 determine if students are appropriately integrating the components of reading in fluent reading'
- 2.1 support classroom teachers and paraprofessionals in their use of instructional options and explain the evidence-based rationale for changing configurations;
- 2.2 support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods; explain the evidence-based rationale for selecting practices;
- 2.3 support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials; explain evidence base for selecting options and practices
- 3.1 compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices; demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments;
- 3.2 extend assessment to further determine proficiencies and difficulties for appropriate services;
- 3.3 use in-depth assessment information to plan individual instruction for struggling readers; collaborate with other education professionals to implement appropriate reading instruction for individual students;
- 3.4 communicate assessment information to various audiences for both accountability and instructional purposes.

C. Student population served.

Students with a bachelor's degree who wish to enter the teaching profession.

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

For Master of Arts in Teaching from ASU Teacher Education Department

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 1: Overview of current trends and application of reading research to instructional methodologies

Week 2: Web-based resources for reading methodologies

Week 3: Intervention Research

Week 4: Part 1: Differentiated instruction through application of methodologies, assessments, and grouping practices

Week 5: Part 2: Differentiated instruction through application of methodologies, assessments, and grouping practices

Week 6: Formal, informal, teacher-made assessments

Week 7: Assessment driven decisions regarding Tier I, Tier II, and Tier III instruction

Week 8: Reading and Writing as Reciprocal Skills

Week 9: Reading Intervention Development and implementation

Week 10: Progress Monitoring and documenting reading interventions

Week 12: Data Analysis: Individual & Classroom

Week 13: Collaboration/Peer Coaching & Effective Teaching

Week 14: Case Study Development & Reporting

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

Students will:

Assessment #1: Literature Review of current trends in reading methodology and intervention; completed at the conclusion of Week 3; for 20%
 Assessment #2: Describe and demonstrate the effective use of reading methodology reflected in current research; completed in Week 5; for 15%
 Assessment #3: Describe and demonstrate the effective use of assessments in differentiating instruction; completed in Week 7; for 20%
 Assessment #4: Analyze assessment data for the purpose of developing a plan of intervention for a struggling reader; completed in Week 9; for 20%
 Assessment #5: Implement, Document, and Monitor the progress of interventions for a struggling reader; completed in Week 14 as a capstone assignment; for 25%

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

19. Required reading

Devries, B. A. (2008). *Literacy Assessment & Intervention for K-6 Classrooms*. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.;
 Tyner, B. & Green, S. E. (2005). *Small-Group Reading Instruction: A Differentiated Teaching Model for Intermediate Readers, Grades 3-8*. Newark, DE: International Reading Association.
 Tyner, B. (2004). *Small-Group Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers*. Newark, DE: International Reading Association.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
 No additional resources or faculty are necessary to implement this course.

21. What is the primary goal of this course?

The primary goal of this course is to examine the latest trends in research based reading instructional methodology and apply that methodology to the development, implementation, and monitoring of intervention for struggling readers.

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

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> 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 develop an understanding of current trends in reading methodology and intervention.

Primary Goal Outcome #2: Students will demonstrate the use of assessments in differentiating instruction

Primary Goal Outcome #3: Students will analyze assessment data and develop a plan of intervention for a struggling reader

Primary Learning Activity #1: Students will review literature related to current trends in reading methodology and intervention

Primary Learning Activity #2: Students make a presentation regarding an assessment and its use in differentiating instruction

Primary Learning Activity #3: Students will analyze a set of assessments conducted with a struggling reader and create a plan of intervention

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

Assessment Tool #1: A rubric will be used to assess the review of literature

Assessment Tool #2: A rubric will be used to assess the student's presentation regarding assessment and differentiated instruction

Assessment Tool #3: A rubric will be used to assess the plan of intervention for a struggling reader

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RDNG 5343 Reading in the Content Areas: Middle and Secondary Schools A course for classroom teachers, reading specialists, and other educators Emphasis is on the relationship between learning strategies and reading content materials in the subject areas normally taught in grades four through twelve

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RDNG 6353 Reading Practicum II—Leadership in Literacy Clinical experiences in the correction of reading difficulties with emphasis on utilizing assessment data for professional development as a reading specialist in organizing and supervising school wide reading reform. Prerequisite: RDNG 6333, or permission of professor.

RDNG 6373 Qualitative Methods in Reading Research A research course about qualitative research methods and practices, in which students explore the methods, techniques and reasons for conducting research to support best practices.

RDNG 6383 Reading Issues within a Multicultural and Pluralistic Society A comprehensive survey of multicultural and pluralistic societal issues and their impact on reading as well as on school, teachers, and instructional groupings

RDNG 6451-6 Thesis

RDNG 6493 Advanced Reading Methods and Intervention Examines latest trends in research based reading instructional methodology and development, implementation, and monitoring of intervention for struggling readers.

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RDNG 6533 Literacy for Diverse Learners Examines literacy issues in the context of multicultural education and culturally responsive pedagogy with a focus on the differentiation of literacy needs among various student cultures and special needs students. Presentation and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE Reading major or permission of instructor.

RDNG 6553 Adolescent Literacy Analyzes current federal initiatives and reform policies related to adolescent literacy. Examines the social and cognitive processes related to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in a

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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.)

TE 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).

Effective Teaching with Diverse Populations; Short name: Eff Tchng Div Pops

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

Lecture

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

Standard letter

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

No

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

no

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

Theory and practice for effective teaching of diverse students; application through the creation of unit and lesson plans.

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).

none

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)

Dianne Lawler Prince, Arkansas State University, Department of Teacher Education
STATE UNIVERSITY AR 72467
Email: DPRINCE@astate.edu

11. Proposed Starting Term/Year

Summer 2010

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

This course is in support of Teacher Education's new Masters of Arts in Teaching (MAT) for initial licensure.

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).**

This course is designed to provide students with background on teaching and learning with diverse populations. Students who take this course will reach state licensure standards regarding teaching diverse populations.

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.

An important aspect of the Department of Teacher Education conceptual framework is "teaching for diversity." This class, which focuses on effective strategies for teaching diverse students, supports this aspect of the Department of Teacher Education's framework.

C. Student population served.

This course and others in the Master of Arts of Teaching Program for initial licensure serve students with Bachelor's degrees who are seeking to enter the teaching profession. This class might also be offered as an elective class in other Teacher Education masters program given Chair's approval.

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

This course supports our Master of Arts of Teaching; therefore, this is a graduate level class.

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 1: Conceptualizing Teaching and Learning: John Dewey's understanding of education and experience, Joseph Schwab, and Lee Schulman

General considerations on teaching and learning

- a. Beginning inquiry into teaching and learning
- b. Where do models of teaching and learning come from?

Week 2: More general considerations on teaching and learning

- c. Teaching a personal inquiry
- d. Constructions of knowledge, metacognition, and intelligence
- e. Teaching and equity in schools

Teaching models: The social family

- f. Partners in learning
- g. Role playing

Teaching models: The social family part 2

- h. Jurisprudential inquiry
- i. Adapting to individual differences

Week 3: Teaching models: The information processing family

- j. Thinking inductively: collecting, organizing, and analyzing data
- k. Attaining concepts

Teaching models: The information processing family

- l. Scientific inquiry and inquiry training
- m. Memorization

Teaching models: The information processing family

- n. Synectics
- o. Learning from presentations, advance organizers

Week 4: Teaching models: The personal family

- p. Non-directive teaching

q. Individualizing research projects
 Teaching models: Behavioral systems of Learning
 r. Mastery learning
 s. Direct instruction
 Week 5: Culturally relevant teaching – Gloria Ladson Billings Model Teachers, James Jupp’s Reflexive Turns, It’s Just Good Teaching/Connections to Models

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Participation – Reading guides and attendance = 100pts.
Midterm test – Assesses materials in weeks one through seven = 50pts.
Final test – Assesses materials in weeks eight through fourteen = 50pts.
Lesson and unit plans – Assesses competence in lesson planning and unit creation = 100pts.
Research reflection – Written research reflection on materials, unit creation, and diverse populations = 100pts

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

19. Required reading
 TEXTS: Dewey, J. (1997 [1938]). *Education and experience*. New York, NY: Touchstone Books.

 Joyce, B. , Weil, M. (1996). *Models of teaching*. Boston, MA: Allyn and Bacon

 Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.

 Professional articles— The instructor will select more recent readings to support texts, such as: L.S. Santamaria. (2009).Culturally Responsive Differentiated Instruction: Narrowing Gaps Between Best Pedagogical Practices Benefiting All Learners. *Teachers College Record*, 111(1), 214-247.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
 No additional staff or resources required.

21. What is the primary goal of this course?
 Teachers are to become reflective practitioners in relation to effective teaching models as they relate to teaching diverse populations.

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

<input type="checkbox"/> Communicating effectively	<input type="checkbox"/> Thinking Critically
<input type="checkbox"/> Using mathematics	<input type="checkbox"/> Using Technology
<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence
<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences
<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> 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: An understanding of teaching and learning processes
Learning Activity: Lectures, discussions, and readings assigned on this topic
Assessment Tool: Major tests and written reflections will assess these goals

Primary Goal Outcome #2: An understanding and application of teaching models
Learning Activity: Lectures, discussions, and readings assigned on this topic
Assessment Tool: Major tests, student lesson plans, and written reflections

Primary Goal Outcome #3: An understanding and application of teaching models as they relate to diverse populations
Learning Activity: Lectures, discussions, and readings assigned on this topic
Assessment Tool: Major tests, student lesson plans, and written reflections

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

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

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 141

EDSS 5603 Methods and Materials for Teaching Social Studies in the Secondary School

Historical and current trends in teaching social studies at the secondary school level Major emphasis on content and concept development and their application in the social studies classroom Practice in writing objectives, applying teaching techniques, and formulating student evaluations

EDSS 5663 Methods and Materials in the Teaching of Social Studies in the Middle School

This course is intended to promote effective instructional procedures and activity development in the middle school social studies classroom Emphasis will be on identification, demonstration development and evaluation of appropriate activities for the middle school social studies student (These courses cannot be used to establish an undergraduate six-year teaching certificate and for graduate credit also)

Teacher Education

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

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

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

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

TE 6263 Teachers as Professionals; Working Toward National Board of Professional Teaching Standards

Emphasis on the National Board of Teaching Standards (NBPTS) to improve student learning in classrooms. NBPTS provides the framework for the course. Prerequisite: ELFN 6773 Statistics and Research.

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

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND SPORT SCIENCES

Physical Education

ESPE 5801-6 Special Topics Workshop A specifically designed series of learning experiences to enhance the professional capabilities of teachers Opportunity

Revised 9/25/2006

for participants to engage in meaningful learning activities and to interact with recognized professionals in the field This course may not be used to satisfy any degree requirements Course can be repeated for credit

ESPE 6513 Cardiorespiratory Physiology The study and practical applications of cardiovascular and respiratory physiology and research related to exercise and sports programs

ESPE 6523 Physical Activity for Special Populations The purpose of the course is to facilitate understanding of specific disease states as they relate to health and fitness and to provide information and practical experience for developing

New/Special Course Proposal-Bulletin Change Transmittal Form

X Graduate Council - Send 1 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

<p>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</p> <p>TE 6299</p>
<p>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).</p> <p>MAT Internship in Teacher Education; Short title: MAT Internship in T-ED</p>
<p>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.</p> <p>Internship</p>
<p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</p> <p>Letter</p>
<p>1. Is this course dual listed (undergraduate/graduate)?</p> <p>No</p>
<p>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.)</p> <p>No</p>
<p>7. Brief course description (40 words or less) as it should appear in the bulletin.</p> <p>Supervised internship focused on educational practice and performance for individuals seeking alternative licensure to teach in grades PK-12.</p>
<p>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).</p> <p>Restricted to Master of Arts (MAT) in Teacher Education. Students must complete all other MAT coursework and pass Praxis I and Praxis II examinations prior to enrollment.</p>
<p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</p>
<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</p> <p>Dianne Lawler Prince, EdD, Professor and Chair Arkansas State University Department of Teacher Education STATE UNIVERSITY AR 72467 Email: DPRINCE@astate.edu Phone: 870/972-3059</p>
<p>11. Proposed Starting Term/Year</p>

Spring 11

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

Yes, the MAT in the Department of Teacher Education

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 participating in this course will be asked to apply teaching and classroom management theory to real world settings. Students will complete the course after being evaluated on their dispositions, skills, and knowledge of teaching in grades K-8. Students completing any teacher education program (that does not involve on the job training) are expected to demonstrate their competence in a capstone course or experience. The intent is to provide opportunities for students to observe, practice, and perfect instructional skills and strategies necessary to successfully move into a classroom teaching position.

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

This course is designed as the primary means of evaluating skills, dispositions, and knowledge of teaching. This course is congruent with the current requirements of the teacher education program for demonstrated field based performance as measured by student work products and supervisor evaluations of teaching performance.

C. Student population served.

Students holding a baccalaureate degree seeking licensure as a teacher in Arkansas.

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

Placement of this class at the graduate level will allow students with a baccalaureate degree to engage in meaningful training while earning an advanced degree. This is consistent with practices throughout the state by institutions such as UCA and Harding University that already offer the MAT. The inclusion of this degree will allow ASU TE Dept. to serve a population in need of an alternative means of obtaining a teaching licensure at the graduate level.

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 1 Orientation to the practicum and an initial visitation to the practicum site
 Week 2 Observation and collection of data
 Week 3 Working with Parents and Schools: Community Involvement; Observation of Supervising Teacher
 Week 4 Seminar one: Reflection on Practice, Essay Draft
 Week 5 Teach a limited number of classes or topics; Begin Case Study
 Week 6 Teach a limited number of classes or topics; Observation of Special Class
 Week 7 Teach an increased number of classes or topics
 Week 8 Teach an increased number of classes or topics
 Week 9 Seminar 2: Presentation of Classroom Management Plan
 Week 10 Teach an Instructional Unit
 Week 11 Teach and Instructional Unit
 Week 12 Teach an Instructional Unit
 Week 13 Impact on Student Learning
 Week 14 Wrap up
 Week 15 (exam week) Seminar Three: Presentation of Portfolios

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

Students are required to complete observations of teaching performance, develop and deliver lessons, develop a classroom management plan, develop reflective essays and statements concerning their teaching performance, and demonstrate competence in teaching in a public school classroom within the 40 hour per week field experience practicum for a total of 560 hours. In addition, students are required to complete a portfolio of collected materials for documentation of growth, meeting course outcomes and reflection upon personal performance. Students will receive evaluations by both clinical supervisors and university supervisors following procedures similar to those established by the Office of Professional Programs for undergraduate interns and adapted from the MLED or ECH Internship Portfolio requirements and must meet expected levels of performance.

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

This practicum requires full time internship of 40 hours per week for fourteen weeks: a total of 560 hours minimum classroom hours. Additionally, students will receive two formal observations and attend group meetings at intermittent times as planned by the course instructor per need.

19. Required reading

- Arends, Richard. (2004). *Learning to teach*. (6th ed) Boston: McGraw Hill
- Brown, K., Fitzpatrick, T. S., & Morrison, G. S. (2004). Valuing diversity in classrooms through family involvement. *Dimensions of Early Childhood*, 32(3), 11–16.
- Chaille, C. and Britain, L. (2003). *Young child as scientist: A constructivist approach to early childhood science education* (3rd ed.). Boston, MA: Allyn & Bacon.
- Darling-Hammond, L. (2004). *Standards, accountability, and school reform*. New York: Teacher's College Columbia University Record.
- Egan, K. (2003). Start with what the student knows or with what the student can imagine. *Phi Delta Kappan*, 84(6), 443-47.
- Elkind, D. (2005). Early childhood amnesia: Reaffirming children's need for developmentally appropriate programs. *Young Children*, 60(4), 38–40.
- Egertson, H.A. (2004). Achieving high standards and implementing developmentally appropriate practice – Both are possible. *Dimensions of Early Childhood Education*, 32(1) 3 – 9.
- Evertson, C., et al. (2008). *Classroom Management for Elementary Teachers*. Needham Hights, MA: Allyn & Bacon.
- Haberman, M. (2005). *Star teachers: The ideology and best practice of effective teachers of diverse children and youth in poverty*. <URL>www.altcert.lrg/book.asp</URL>.
- Helm, J.H. (2003). Beyond the basics: Using the project approach in standards-based classrooms. *Dimensions of Early Childhood*. 31(3) 6 – 12.
- New, R. (2003). Reggio Emilia: New ways to think about schooling. *Educational Leadership*. 60(7) 34 – 38.
- Kilbane, C.R., & Milman, N.B. (2005). *The digital teaching portfolio workbook: Understanding the digital Teaching portfolio process*. Boston: Allyn and Bacon.
- Llagas, C. (2003). *Status and trends in the education of Hispanics*. Washington, DC: National Center for Education Statistics.
- Lubeck, S., Jessup, P. deVries, M. & Post, J. (2001). The role of culture in program improvement. *Early Childhood Research Quarterly* 16(4), 499-523.
- Marzano, R., Pickering, D., & Pollock, J.. (2001). *Classroom Instruction that Works*. Alexandria, VA: ASCD.
- Rothstein, R. (2004). Class and the classroom. *American School Board Journal*. 191(10) 17 – 21.
- Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the black-white achievement gap*. New York: Teachers College Press.
- Shorall, E. P. (2004). *Pass the Praxis: The principles of learning and teaching*. Upper Saddle River: Merrill Prentice Hall.
- Swick, K. (2004). The dynamics of families who are homeless. *Childhood Education*, 80(3) 116-120.
- Sussna, A. (2006). A quest to ban cute: And make learning truly challenging. *Dimensions of Early Childhood* 28(2) 3 – 7.
- Tiedt, P.L., & Tiedt, I. (2001). *Multicultural teaching: A handbook of activities, information, and resources* (6th ed.). Boston, MA: Allyn & Bacon.
- Tomlinson, C.A. (2003). Deciding to teach them all. *Educational Leadership*, 62(2), 6-11.
- Williams, B. (2003). *Closing the achievement gap: A vision for changing beliefs and practices*. Alexandria, VA: Association for Supervision and Curriculum Development
- Wong, H.K. and Wong R.T. (2004). *The first days of school: How to be an effective teacher*. Sunnyvale, CA: Harry K. Wong Publications.
- Waller, P.L., & Crawford, K. (2001). Education advocacy for the nation's invisible population – The migrant community. *Delta Kappa Gamma Bulletin*, 68 (1), 24-27
- Yoo, S. (2001). Using portfolios to reflect on practice. *Educational Leadership*, 58(8), 78-81.

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

No new faculty or resources are necessary to implement this course.

21. What is the primary goal of this course?

To provide MAT candidates experiences in teaching students in public school classrooms under the supervision of both ASU Instructors and Public School Teachers. It is offered in lieu of an undergraduate teaching internship.

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

- | | |
|---|---|
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> 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:

1. Demonstrate competence to plan, deliver, and evaluate learning experiences appropriate for the specific developmental and learning needs of the students in their grade placement.
2. Develop a reflective attitude of self-evaluation for personal and professional growth which instigates understanding of the complexity of teaching children in grades K-8.
3. Exhibit an understanding of the major concepts and research underlying the philosophical foundations of teaching which will lead to collaborative practices with school staff, peers, parents, and community agencies.

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

Participants will engage in observations of teaching performance, develop and deliver teaching episodes, develop a classroom management plan, develop reflective essays and statements concerning their teaching performance, and demonstrate competence in teaching in a public school classroom.

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

A portfolio of collected materials for documentation of growth, meeting course outcomes and reflection is required. Students will receive evaluations by both clinical supervisors and university supervisors following procedures similar to those established by the Office of Professional Programs for undergraduate interns and adapted from the MLED or ECH Internship Portfolio requirements.

Attendance at formal and informal seminars as established by the university supervisor will be required.

(Repeat if needed for additional outcomes 2 and 3.)

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P 141

EDSS 5603 Methods and Materials for Teaching Social Studies in the Secondary School Historical and current trends in teaching social studies at the secondary school level Major emphasis on content and concept development and their application in the social studies classroom Practice in writing objectives, applying teaching techniques, and formulating student evaluations

EDSS 5663 Methods and Materials in the Teaching of Social Studies in the Middle School This course is intended to promote effective instructional procedures and activity development in the middle school social studies classroom Emphasis will be on identification, demonstration development and evaluation of appropriate activities for the middle school social studies student (These courses cannot be used to establish an undergraduate six-year teaching certificate and for graduate credit also)

Teacher Education

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

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

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

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

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

TE 6299 MAT Internship in Teacher Education Supervised internship focused on educational practice and performance for individuals seeking alternative licensure to teach in grades PK-12.

**DEPARTMENT OF HEALTH,
PHYSICAL EDUCATION, AND SPORT SCIENCES**

Physical Education

ESPE 5801-6 Special Topics Workshop A specifically designed series of learning experiences to enhance the professional capabilities of teachers Opportunity for participants to engage in meaningful learning activities and to interact with recognized professionals in the field This course may not be used to satisfy any degree requirements Course can be repeated for credit

ESPE 6513 Cardiorespiratory Physiology The study and practical applications of cardiovascular and respiratory physiology and research related to exercise and sports programs

ESPE 6523 Physical Activity for Special Populations The purpose of the course is to facilitate understanding of specific disease states as they relate to health and fitness and to provide information and practical experience for developing

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)

Dr. Mitch Holifield, Arkansas State University, P.O. Box 2781, State University, AR 72467 hfield@astate.edu 870-972-3062

2. Proposed Change

Eliminate ELCI 6063 as a prerequisite for ELCI 6423 and ELCI 6523.

3. Effective Date

Spring 2010

4. Justification

MSE degrees for Secondary Teaching Fields provide as options ECI 5523 Middle School Curriculum, ELCI 6523 Secondary School Curriculum, OR ELCI 6063 Curriculum Management. Waivers have been necessary to allow students wanting ELCI 5523 or ELCI 6523 because of the ELCI 6063 prerequisite requirement. These students receiving waivers have been successful in these courses without having the prerequisite ELCI 6063. In addition, removal of this prerequisite allows students seeking the MSE in Educational Leadership and the MSE in Curriculum and Instruction to take ELCI 6523 and ELCI 5523 at any point rather than having to wait until this prerequisite course is completed. This gives the students and the department more flexibility in regard to scheduling.

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PROPOSED CHANGES TO BULLETIN

<deletions indicated by strikethrough and lighter text>

No additions other than periods requested

Pages 128-129

ELCI 6063 Curriculum Management Presents perspectives, skills, and processes necessary for administrators to manage district and building level curriculum and to formalize the curriculum decision-making process. ~~Prerequisite: ELAD-6103~~

ELCI 6083 Supervision and Evaluation of Teaching This course combines attributes of supervising teaching with the formal aspects of teacher evaluation. Emphasis is upon adult development, clinical supervision, and evaluation process and models extant in public schools.

ELCI 6093 Educational Media This course is designed to provide teachers, administrators, supervisors, and librarians with the skills and knowledge required to effectively use instructional media in the classroom and for professional presentations, and to provide them with an understanding of the requirements for an effective multimedia center.

ELCI 6326 Elementary School Curriculum This course stresses principles 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. ~~Prerequisites: ELAD-6103 and ELCI-6063~~

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.

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. ~~Prerequisites: ELCI-6063~~

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. ~~Prerequisite: ELAD-6103~~

Educational Leadership

ELAD 6003 School and Community Relations A study of concepts, programs and procedures for establishing and maintaining positive relations between the school, its constituents, and related agencies. Areas covered include media and public relations, publications, community and parental involvement. Special emphasis is on transitional student support services through interagency collaboration with non-school agencies such as social services, law enforcement, and providers of direct services to persons with disabilities. ~~Prerequisite: ELAD-6103~~

ELAD 6013 Secondary School Administration A study of the organization and

administration of the secondary school Emphasis upon the pertinent research, and discussion of current issues facing the secondary principal. ~~Prerequisite: ELAD 6103~~

ELAD 6023 Elementary School Administration A study of the organization and administration of the elementary school Emphasis upon the pertinent research, and discussion of current issues facing the elementary principal. ~~Prerequisite: ELAD 6103~~

ELAD 6033 Administration and Supervision of Special Education This course will provide an in-depth study of and an exploration into the administrative processes of special education. ~~Prerequisite: ELAD 6103. May be taken concurrently.~~

ELAD 6053 Planning and Resource Allocation This course addresses planning and resource allocation in public schools Special attention is given to site-based management responsibilities of the principal. ~~Prerequisite: ELAD 6103~~

ELAD 6073 School Law A study of the legal aspects of education for the purpose of familiarizing school personnel with the legal features of school organization and administration The course will consider constitutional and statutory provisions, but the major emphasis will be directed to the study of court decisions relating to education. ~~Corequisite or prerequisite: ELAD 6103~~

ELAD 6103 Ethical Leadership This course presents an overview of educational administration for practitioners within the context of ethical and professional behavior. ~~This course is a prerequisite for all ELCI/ELAD coursework~~

ELAD 6273 Legal Aspects of Higher Education A study of the legal aspects of education for the purpose of familiarizing college and university personnel with the legal features of higher education organization and administration. The course will consider constitutional and statutory provisions, but the major emphasis will be directly to the study of court decisions relating to American post-secondary education.

ELAD 6313 Higher Education Finance An examination of the economic principles and fundamental operational financial procedures which affect the American colleges and universities.

ELAD 6323 Organization and Governance of Higher Education The study of leadership in higher education for the purpose of familiarizing college and university personnel with organization and governance in higher education institutions.

ELAD 6333 Organization and Administration of College Student Personnel Services Study of the organization and administration of college student affairs programs and services Organizational and management principles and practices used within college student affairs settings are discussed.

ELAD 6423 Special Education Law A study of the legal aspects of special education with emphasis given to the following six principles of special education law: (1) zero project, (2) nondiscriminatory classification, (3) individualized and appropriate education, (4) least restrictive placement, (5) due process, and (6) parent participation.

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)

Dr. Mitch Holifield, Arkansas State University, P.O. Box 2781, State University, AR 72467 hfield@astate.edu 870-972-3062

2. Proposed Change

Eliminate ELAD 6103 as a prerequisite for all ELAD and ELCI courses listed in the Graduate Bulletin.

3. Effective Date

Spring 2010

4. Justification

Original rationale for this prerequisite is no longer applicable. A program overview in which guidelines for internship and for portfolio construction has been constructed and made available for students. Originally, these were covered in ELAD 6103. Removal of this prerequisite allows students to be admitted to the MSE in Educational Leadership and the MSE in Curriculum and Instruction at any point rather than having to wait until this prerequisite course is scheduled.

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.

PROPOSED CHANGES TO BULLETIN

<deletions indicated by strikethrough and lighter text>

No additions other than periods requested

Pages 128-129

ELCI 6063 Curriculum Management Presents perspectives, skills, and processes necessary for administrators to manage district and building level curriculum and to formalize the curriculum decision-making process. **Prerequisite:**

~~ELAD-6103~~

ELCI 6083 Supervision and Evaluation of Teaching This course combines attributes of supervising teaching with the formal aspects of teacher evaluation. Emphasis is upon adult development, clinical supervision, and evaluation process and models extant in public schools.

ELCI 6093 Educational Media This course is designed to provide teachers, administrators, supervisors, and librarians with the skills and knowledge required to effectively use instructional media in the classroom and for professional presentations, and to provide them with an understanding of the requirements for an effective multimedia center.

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6103

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ELAD 6423 Special Education Law A study of the legal aspects of special education with emphasis given to the following six principles of special education law: (1) zero project, (2) nondiscriminatory classification, (3) individualized and appropriate education, (4) least restrictive placement, (5) due process, and (6) parent participation.

New/Special Course Proposal-Bulletin Change Transmittal Form**X 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.**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
		Professional Education Head of Unit (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.) CHEM 5443
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). Advanced Biochemistry
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 only
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard A-F grading
1. Is this course dual listed (undergraduate/graduate)? Course will be listed as both 4xxx and 5xxx with additional requirements at the 5xxx level.
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 cross listing.
7. Brief course description (40 words or less) as it should appear in the bulletin. The second semester continuation of biochemistry. Topics will focus on anabolic metabolism and bioinformation processes vital in biological systems. Current research in biochemistry and medical correlates will also be discussed.
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). CHEM 4243
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Spring
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Allyn Ontko, Arkansas State University, aontko@astate.edu , 870-972-3472
11. Proposed Starting Term/Year Spring 2010

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

Biochemistry emphasis in the Chemistry major

13. Does this course replace a course being deleted?

b. If yes, what course? No

c. Has this course number been used in the past? No mention of this was made during my discussions with Dr. Pratte

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 be a continuation in the biochemistry sequence for a) entering graduate students with research interests in biochemistry, cell, and molecular biology and b) as an elective option for undergraduates wishing to add depth to their biochemical understanding.

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 meets the criteria set forth in the departmental mission statement. The course will provide students with expertise in biochemistry beyond that offered in the first semester, undergraduate course. The course is designed to provide additional biochemical knowledge to graduate students in chemistry and related disciplines.

C. Student population served.

MS Chemistry students. Also as an elective to MS and PhD students in biological disciplines.

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

Level of the course is demanded by the current level of the prerequisite.

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.)**Topics by Chapter: Lehninger's Principles of Biochemistry, 5th Ed***

Weeks 1-3 : *Brief review of Chapters 3-19 with addition of clinical and research correlates*

Describe Chapters 21-27 in depth adding recent developments, methods, and trends.

Week 4: Chapter 20 Carbohydrate biosynthesis

Week 5: Chapter 21 Biosynthesis of Fatty Acids & Biosynthesis of Cholesterol and Isoprenoids

Week 6: Chapter 22 Biosynthesis of Amino Acids, Molecules Derived From Amino Acids

Week 7: Chapter 24 Chromosomal Elements, DNA Supercoiling, Structure of Chromosomes

Week 8: Chapter 25 DNA Replication, DNA Repair, DNA Recombination

Week 9: Research and Clinical Correlates: DNA processes

Week 10: Chapter 26 DNA-Dependent Synthesis of RNA, RNA Processing, Reverse Transcription, Telomerase

Week 11: Chapter 27 The Genetic Code, Protein Synthesis, Protein Targeting and Degradation

Week 12: Chapter 28 Regulation of gene expression

Week 13: Research and Clinical Correlates - Applications of nutrition, medicine, pharmacology, and clinical toxicology

Week 14: Student-prepared presentations.

*Additional material will come from the current scientific and medical literature.

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

Assessment by examination, classroom participation, literature analysis, and demonstration of knowledge by a brief presentation. Students taking this at the 5xxx level will also be required to complete and defend a peer-reviewed research proposal on a topic related to the course material.

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

External speakers when available

19. Required reading

Text: Principles of Biochemistry, Lehninger, 5th edition. Current articles from the biochemical literature will also be assigned.

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

Classroom requirements will be dictated by enrollment. No additional supplies required beyond normal classroom instruments.

21. What is the primary goal of this course?

This course will be a continuation in the biochemistry sequence and thus will provide additional depth to students' biochemical knowledge/experience.

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

N/A

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: Students should understand the metabolic and catabolic processes for the synthesis and breakdown of fats, proteins, and carbohydrates. Similarly they will be able to describe anabolic and catabolic processes related to DNA, RNA, and proteins. Students will develop an advanced level of understanding for the relationship of the core metabolic processes to ancillary connective pathways in biochemistry. As a result, undergraduates will be better prepared for graduate/professional school.

Learning Activity: Lectures accompanied by literature examples. Demonstration of pathology associated with pathway deficiencies. Alternative metabolism will be addressed. Students will be asked to discuss literature and critically evaluate cutting-edge science related to classroom topics.

Assessment Tool: Assessment of any course requires objective analysis of learning objectives and expectation outcomes. Ideal course review would be conducted using a combination of internal and external peer review. Internal review would utilize interdisciplinary faculty participation to ensure that the course content satisfies not only the needs of Chemistry & Physics, but also services those disciplines connected to and benefitting from an extended biochemistry sequence. External (outside ASU) course review could be conducted by visiting external speakers or through participation in regional and national meetings where course development and course improvement are discussed. Discussion of course benefit with admissions personnel at regional professional and graduate programs is vital and would aid in direction and improvement of course content. Successful course components would be shared and evaluated through publication in peer-reviewed, chemical education journals.

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and laboratory format. Prerequisite enforced: CHEM 3054, CHEM 4224.

CHEM 5263 Radiochemical Techniques A study of radioactivity and nuclear phenomena as related to chemical problems. Lecture two hours, laboratory three hours per week. Prerequisites: CHEM 3131, 3133.

CHEM 5443. Advanced Biochemistry: Thorough analysis of bioenergetics, DNA, RNA, and protein metabolism are discussed. Topics in current laboratory strategies and medical correlates will also be covered. Prerequisite, CHEM 4243.

CHEM 6144 Environmental Instrumentation Principles of operation and applications of modern instrumental techniques used in environmental science. Particular emphasis will be placed on GC, GC/MS, HPLC, AA, UV/VIS, and FTIR. Lecture two hours, laboratory six hours per week. Prerequisite: CHEM 5043.

CHEM 6233 Specialized Biochemistry An advanced study of biochemical pathways leading to biologically active metabolites. Emphasis will be on specialized pathways in plants and their counterparts in animals, and microorganisms. Aspects of metabolic engineering, chemical ecology and applications of specialized metabolites in medicine and agriculture will be discussed. Prerequisite: CHEM 5243 or equivalent; course in plant physiology and molecular biology are advantageous.

CHEM 6343 Special Topics The special topic that comprises the course is selected on the basis of the needs of the graduate class. Typical topics that might be offered are: Molecular Structure, Electrochemistry, Chemicals of Pollution, Quantum Chemistry, Chemical Applications of Computer Programming, Nuclear Chemistry, and Organometallic Chemistry.

CHEM 6353 Advanced Analytical Chemistry A discussion of principles and methods of application of analytical chemistry to problems of analysis and the significance of data. Prerequisite: CHEM 3054.

CHEM 6393 Advanced Organic Chemistry Reactions, mechanisms, and structure in organic chemistry. Prerequisites: CHEM 3111 and 3113.

CHEM 6403 Advanced Inorganic Chemistry A study of the quantum theory of bonding, molecular structure, compound formation, and coordination chemistry. Prerequisites: CHEM 4204 and 3123.

CHEM 6433 Advanced Physical Chemistry A systematic, rigorous investigation

Revised 9/25/2006

of the principles of chemistry via thermodynamics, quantum theory, and chemical dynamics. Molecular and macroscopic models are developed in parallel.

Prerequisite: CHEM 3133.

CHEM 6521-6 Professional Internship The requirements and credits for this course may vary widely from one student to another, involving activities ranging from practice teaching to on-the-job training in industry. Consequently, before admission to the course, a written agreement must be worked out between the student, the student's graduate committee, and any other agency involved.

CHEM 6581 Graduate Seminar Reports on current topics in chemistry. Presentations and discussion by faculty and students.

CHEM 6801-3 Independent Study

CHEM 6891-6 Thesis

Geology

GEOL 5333 Hydrogeology A discussion of the hydrologic cycle with strong emphasis on groundwater occurrence and flow. Topics addressed include precipitation and groundwater recharge, aquifer characteristics, well production and well tests, regional flow, groundwater contamination and monitoring, and groundwater

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
		Professional Education Head of Unit (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

<p>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) BIO 6313</p>
<p>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).</p> <p>Medical and Veterinary Entomology (Short Title: Med./Vet. Entomology)</p>
<p>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.</p> <p>Lecture only</p>
<p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</p> <p>Standard letter</p>
<p>5. Is this course dual listed (undergraduate/graduate)?</p> <p>No</p>
<p>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.)</p> <p>No</p>
<p>7. Brief course description (40 words or less) as it should appear in the bulletin.</p> <p>A study of the taxonomy, biology and control of arthropods associated with human and animal diseases. Lecture three hours per week. Co-requisite: BIO 6311; Prerequisites: BIO 3301, 3303 or 3313 or permission of professor.</p>

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).

Co-requisite: BIO 6311; Prerequisites: BIO 3301, 3303 or 3313 or permission of professor.

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)

Tanja McKay, Department of Biological Sciences, 315 LSE, tmckay@astate.edu, 870-972-3240

11. Proposed Starting Term/Year

Spring 2010

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

No

13. a. Does this course replace a course being deleted?

Yes, it replaces an existing course, expanding it by 1 credit hour.

b. If yes, what course? BIO 6312 Medical and Veterinary Entomology

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, this course does not affect another program.

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 serve as a higher level graduate class (6000 level) in biology. Students will come to understand the importance of insects and related arthropods in relation to disease transmission. Students will study the taxonomy, biology and control of these arthropods that cause discomfort to both humans and animals.

The previous version of the course, with 2 credit hours, did not reflect the amount of material actually covered.

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.

Throughout the course, students will be exposed to scientific inquiry, allowing them to become critical thinkers.

C. Student population served.

This course is designed to attract graduate students interested in: Biological and Environmental Sciences, human / veterinary medicine and wildlife diseases. This course will also attract students pursuing an MS degree in Agriculture with an emphasis in animal science. Many students trained in Medical / Veterinary entomology often enter the medical or veterinary field. This course will also

allow students interested in a specialization in entomology to acquire another class in this field.

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

This course will be offered as a graduate level course. Before taking this course, students should have already taken a general entomology course (BIO 3301, 3303) or Economic Entomology (BIO 3313). Throughout the semesters, students will be exposed to various studies that have been done in the field of Medical/Veterinary Entomology. Students will need to interpret scientific findings. Exposure to data interpretation will develop critical thinking skills appropriate for a graduate class.

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 Medical Veterinary Entomology, Review of arthropods
- 2 Entomology concepts, Epidemiology of vector-borne disease
- 3 Blattaria (Cockroaches), Phthiraptera (Lice)
- 4 Hemiptera (True Bugs: bed bugs), Coleoptera (Beetles)
- 5 Siphonaptera (Fleas)
- 6 Diptera, Psychodidae (Sand Flies), Ceratopogonidae (Biting Midges)
- 7 Simuliidae (Black flies), Culicidae (Mosquitoes)
- 8 Culicidae (Mosquitoes continued...)
- 9 Tabanidae (Horse flies), Muscidae (House flies, Stable flies)
- 10 Glossinidae (Tsetse flies), Myiasis, screwworm
- 11 Hippoboscoidea (Sheep keds), Lepidoptera (Moths, Butterflies)
- 12 Hymenoptera (Wasps, Fire Ants), Scorpions and spiders
- 13 Acari (Mites)
- 14 Ixodida (Ticks)

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

Two exams and a comprehensive final exam will be administered. There will also be a research paper requirement. Students will also be exposed to current topics in Med/Vet entomology. Each student will be required to lead a discussion on a recently published paper in Med/Vet entomology and all students will have to critically review discussed papers.

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

Students will examine pinned insect specimens and slides of various arthropods in BIO 6311 which they have to take concurrently with BIO 6313.

19. Required reading

Medical and Veterinary Entomology, 2nd Edition by Gary R. Mullen and Lance A. Durden [eds.], Elsevier, Inc. 2009. ISBN: 978-0-12-372500-4

Various published manuscripts throughout the semester.

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

This course will be offered Spring semester of even years. No new faculty will be needed to teach this course.

21. What is the primary goal of this course?

The primary goal of this course is to have students understand the importance of insects and related arthropods in relation to disease transmission.

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

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> 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 have an understanding of the importance of insects and related arthropods in relation to disease transmission.

Learning Activity: Lectures

Assessment Tool: Pre and Post tests and a minute paper: In the last week of class, ask the students to take out a piece of paper and ask them: "What was the most important point you learned from this class?"

Primary Goal Outcome #2:

Learning Activity:

Assessment Tool:

Primary Goal Outcome #3:

Learning Activity

Assessment Tool:

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.

aquatic arthropods, with emphasis on freshwater insects. For students in wildlife management, fisheries management, aquatic biology, and advanced entomology. Lecture one hour per week. Prerequisites: BIO 3301, 3303; BIO 3023 OR BIO 4371 AND 4373.

BIO 5302 Laboratory for Aquatic Entomology Four hours per week. To be taken concurrently with BIO 5301. (Course fee, \$5)

BIO 5303 Forensic Entomology The life history, ecology, and behavior of insects and related arthropods and how they affect the interpretation of potential crime scenes.

BIO 6311 Laboratory for Medical and Veterinary Entomology Two hours per week. To be taken concurrently with BIO 6312. (Course fee, \$20)

~~**BIO 6312 Medical and Veterinary Entomology** A study of arthropod borne diseases, with special emphasis on the diseases of man and domestic animals. Lecture two hours per week. Prerequisites: BIO 3301, 3303 or 3313.~~

BIO 6313 Medical and Veterinary Entomology. A study of the taxonomy, biology and control of arthropods associated with human and animal diseases. Lecture three hours per week. Co-requisite: BIO 6312; Prerequisites: BIO 3301, 3303 or 3313 or permission of professor.

BIO 6321 Laboratory for Insect Taxonomy Two hours per week. To be taken concurrently with BIO 6322. (Course fee, \$20)

BIO 6322 Insect Taxonomy A survey of the orders and families of insects designed to familiarize the student with the use of taxonomic literature and keys. Lecture two hours per week. Prerequisites: BIO 3301 and 3303 or permission of professor.

Environmental Biology

BIO 5613 Conservation Biology A study of global and local biological resources, including the diversity of life, the value of biodiversity, the importance of diversity to humans and human cultures, and interdisciplinary strategies to conserve biological resources. Lecture three hours per week. Prerequisites: BIO 3023 or permission of professor.

BIO 5623 Environmental Microbiology A study of the physiology and diversity of microorganisms and their role in cycling of nutrients and mineralization of pollutants in the world. Prerequisites: CHEM 1023 and BIO 2103, or 4014, or 4133.

BIO 5611 Radiation Safety Theory and techniques for dealing with radiation and radioactive materials. Required for students wishing to use radioactive materials on campus. Prerequisite: Permission of professor.

BIO 5612 Legal Aspects of Environmental Management Policy, law and regulations relating to society's use, management and protection of natural resources. The course will present the differences and similarities between environmental regulation and previous social regulation, and examine the logic behind current regulatory programs. Lecture two hours per week.

BIO 5633 Environmental Toxicology: Mechanisms and impacts Understanding the basic principles behind the study of impacts and the mechanisms of physiological disturbances associated with environmental toxicant exposure to natural systems. Prerequisites: BIO 4131, BIO 4133 and CHEM 4232 or permission of professor. Lecture three hours per week.

BIO 6653 Aquatic Ecotoxicology A study of the effects of contaminants in water, their accumulation in the biota, and the functional response of populations to specific contaminants. Lecture three hours per week. Prerequisites: BIO 5603, or BIO 6301, or permission of professor.

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

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

____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 BIO 6312 Medical and Veterinary Entomology
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Tanja McKay, Department of Biological Sciences, LSE 315; tmckay@astate.edu ; 870-972-3240
3. Last semester student can graduate with this degree and/or last semester course will be offered This class was last offered in Spring 2008.
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? This course was mainly offered to graduate students in the following programs: MS Biological Sciences; MS Agriculture; MS and PhD Environmental Sciences. This will be replaced by a 3 credit version of the same course and will not affect these 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. Expanding this course by 1 credit hour will not negatively affect the Department or other programs.
6. (For courses only) Will another course be substituted? If yes, what course? Yes, BIO 6313 Medical and Veterinary Entomology.

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

To copy from the bulletin:

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3. This will take you to a list of the bulletins by year, please open the most current bulletin.
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5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
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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.

aquatic arthropods, with emphasis on freshwater insects. For students in wildlife management, fisheries management, aquatic biology, and advanced entomology. Lecture one hour per week. Prerequisites: BIO 3301, 3303; BIO 3023 OR BIO 4371 AND 4373.

BIO 5302 Laboratory for Aquatic Entomology Four hours per week. To be taken concurrently with BIO 5301. (Course fee, \$5)

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