

# **Graduate Council Agenda**

**Friday, January 16, 2015 at 1:00 pm**

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

The Chair, William McLean, called the meeting to order at 1:00.

Members present: Will McLean, Russ Jones, Angie Schmidt, Debbie Traylor, Tanja McKay, Ed Owen, Brandon Kemp, Al Ontko, Steve Guffey (proxy for Shawn Drake), Steve Bounds, Steve Green, Chris Harper (proxy for Gil Fowler), Juanjuan Li.

Exofficio: Andy Sustich, Tracy Finch

Guest: Erik Gilbert

## **Minutes from November 20, 2014 Graduate Council meeting**

Moved to accept with the removal of ELSE 6153 a course which was passed but turns out to replicate an existing course with an identical title and thus is not needed by the program, Jones, Schmidt seconded. Passed unanimously.

## **Requests for Bulletin Changes**

### **Bulletin Change Transmittal Form**

HIST 5333 change to HIST 6333 Moved to accept with understanding that a new course number will be selected because HIST 6333 already exists, Jones, seconded by Traylor. Passed unanimously.

ME 5503 revisions

ME 5613 revisions

Moved to approve above two courses together with understanding that references to dual listing and frequency be removed from the proposed Bulletin text, Jones, seconded, Green. Passed unanimously.

MSEngr Revision to application deadline

Move to accept, Bounds. Seconded by Schmidt. Passed unanimously.

### **Bulletin Change Transmittal Form - New/Special Course Proposal**

AGST 5003 (AST 5003 previously)

AGST 5013 (AST 5013 previously)

Moved to accept above two course proposal with revision of assessment to include the use of a rubric, Bounds, Second, Green. Passed unanimously.

HIST 6343

HIST 6363

Moved to accept both of the above proposals with revision of assessment to include the use of a rubric, Traylor, Second, McKay. Passed unanimously.

JOUR 6253 (amended)

Moved to accept, Bounds, Second, Kemp. Passed Unanimously.

MCOM 6303 (amended)

Moved to accept with revision to Box 16 so that course outlines has 14 weeks rather than just 13, Bounds. Second Green. Passed unanimously.

### **Letter of Intent Certificate in Dyslexia**

Moved to accept, Bounds. Second Green. Passed unanimously.

### **Requests for Temporary Graduate Faculty**

Education and Behavioral Science

Sanoya Amienyi

Kami Barkley (amended)

Humanities and Social Sciences

Barbara 'Basia' Combs (amended)

Moved to accept Amienyi and Combs, Jones. Second, Guffey. Passed Unanimously.

Moved to table Barkely pending addition of course titles to the form, Jones. Second Guffey. Passed unanimously.

### **Requests for Regular Graduate Faculty**

Education & Behavioral Science

Brady Banta

Michelle Reba

Moved to accept both, Jones. Second McKay. Passed unanimously.

### **Discussion Topics**

Draft of Renewal Form for Regular Graduate Faculty presented for consideration. The main issue here was whether the relevant passages of the Faculty Handbook should be on the final form and the consensus was that the passages in question should be retained. Green offered minor editorial suggestion.

PSY 6633 (courses approved in May 2014 and program approved in September 2014) had to be changed to PSY 6673 due to number not available

Still Need Fall 2014 Request for Temporary Grad Faculty Forms for:

Carrie Skipper (Tabled in Sept GC mtg)

Christina Akbari

Heather Coleman

Cherie Collins

Sarah Jones-Hayes

Meeting was adjourned at 1:55, 25 minutes later than the 1:30 deadline advocated by Jones.

**Graduate Council Minutes (Amended)**  
**Thursday, November 20, 2014 at 1:00 pm**  
**Library 6<sup>th</sup> Floor Conference Room 603**

**Present:** Steve Bounds, David Holman, Greg Hansen (proxy for Deborah Chapel Traylor), Russ Jones, Tanja McKay, Al Ontko, Shawn Drake, Angie Schmidt, Brandon Kemp, Steve Green, Will McLean, Gil Fowler. Andy Sustich Ex Officio and scribe

**Call to order by Will McLean at 1:00 pm**

1. **Minutes from October 24, 2014 Graduate Council meeting**  
Motion to approve Jones, Second Green, **passed unanimously**
  
2. **Requests for Bulletin Changes**

**Bulletin Change Transmittal Form**

CHSS course prefixes (SOC to CRIM)

Motion to approve Green, second Bounds, **passed unanimously**

Computer Science 5012~5022~5032 Pass-Fail

Motion to approve Hansen, second Green, **passed unanimously**

Computer Science Accelerated Masters Program (Reduction of Hours)

Computer Science MS (Reduction of Hours)

Motion to approve both proposals Green, second McKay, **passed unanimously**

DNP and MSN Editorial Changes

**Motion to approve subject to minor editorial changes** Jones, second Fowler, **passed unanimously.**

MAT MLED Overview

**Motion to approve subject to minor editorial changes** Jones, second Bounds, **passed unanimously.**

MSE Sp Ed Instr Spec P4 and MSE Sp Ed Instr Spec 4-12 Course Revisions

This proposal was determined to be an earlier version of the following one.

MSE Sp Ed Instr Spec K-12

**Motion to approve subject to minor editorial changes** Jones, second Schmidt, **passed unanimously.**

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

Course Deletion      ELSE 5033

Course Deletion      ELSE 5753

Course Deletion      ELSE 6063

Course Deletion      ELSE 6813

Course Deletion ELSE 6823  
Course Deletion ELSE 6853  
Course Deletion ELSE 6863  
Course Deletion MLED 5013  
Course Deletion MLED 5023

Motion to consider deletion proposals as a block by Fowler, second McKay, **passed unanimously.**

**Bulletin Change Transmittal Form – New/Special Course Proposal**

Proposed Course CS 5913

Motion to approve Green, second Schmidt, **passed unanimously.**

Proposed Course ELSE 6163

Proposed Course ELSE 6183

Proposed Course ELSE 6193

Motion to consider ELSE proposals as block Green, second Jones, passed unanimously **subject to minor editorial changes on ELSE 6163, 6183** for assessment to be more complete as in ELSE 6193, and **correction of typo on title of ELSE 6183 – Teaching Students ~~with Students~~ with Autism Spectrum Disorders, passed unanimously.**

Proposed Course MLED 5002

Proposed Course MLED 5012

Proposed Course MLED 5022

Proposed Course MLED 5032

Proposed Course MLED 5042

Motion to consider MLED proposals as block Green, second Ontko, **passed unanimously.**

Syllabus ELSE 6193 Special Education Laboratory Experience

Syllabus MLED 5002 Methods & Materials for Teaching English

Syllabus MLED 5012 Methods & Materials for Teaching  
Mathematics

Syllabus MLED 5022 Methods & Materials for Teaching Science

Syllabus MLED 5032 Methods & Materials of Social Studies

Syllabus MLED 5042 Theories and Strategies of Middle Grades  
Classroom Management



3. **Letter of Notification – 11** Special Education – Instructional Specialist Grades K-12, M.S.E.  
**Letter of Notification – E** Special Education – Instructional Specialist Grades K-12, M.S.E.  
**Letter of Notification – E** MAT Teaching

The Letters of Notification were presented to keep the Graduate Council informed, but no vote was taken. Both reflect changes required by ADE and ADHE new licensure rules.

4. **Requests for Temporary Graduate Faculty**

Nursing and Health Professions

Todd Clements

Motion to approve Jones, second Schmidt, **passed unanimously.**

5. **Graduate Faculty Qualification Standards/Guidelines**

Department of Communication Disorders

Motion to approve Jones, second Bounds, **passed unanimously.**

6. **Discussion Topics**

Discussion of timing of thesis/dissertation committee selection, proposal acceptance compared to thesis/dissertation defense and submission. After discussion, it was decided Graduate School would bring forward a proposal to include in the Graduate Bulletin a requirement that the thesis/dissertation committee be identified and that the thesis/dissertation proposal be accepted by the committee at least one semester prior to the defense of the thesis/dissertation.

Discussion of the deadline requirement for completion of thesis/dissertation defense and submission of final version of thesis/dissertation into ProQuest website. Due to timing related to graduation and staff workload, deadlines for completion of all steps will not be able to be extended. With a firm deadline, Graduate School will consider if the deadline can be moved a week or two closer to graduation for completion.

# Bulletin Change Transmittal Form

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

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

## Bulletin Change

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

**Department Curriculum Committee Chair**

**COPE Chair (if applicable)**

**Department Chair:**

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

**College Curriculum Committee Chair**

**Undergraduate Curriculum Council Chair**

**College Dean**

**Graduate Curriculum Committee Chair**

**Vice Chancellor for Academic Affairs**

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

Edward Salo, PhD; [esalo@astate.edu](mailto:esalo@astate.edu), 870-972-3130

### 2.Proposed Change

Change the number of "HIST 5333 Historic Preservation" to "HIST 6333 Historic Preservation"

### 3.Effective Date

Fall 2015

### 4.Justification

Because of the hiring of a new historic preservation professor in 2014, the A-State History Department has reexamined its Public History courses to ensure that the Public History MA degree program would offer the students the necessary courses in historic preservation to make them competitive upon graduation. The History Department is recommending the addition of two new classes to the catalog, and the renumbering of the current historic preservation course to a 6000-level course. The

renumbering of the course reflects the higher level of instruction that is being offered in the course. This higher level of instruction will include conducting the class in a seminar manner; requiring the students to complete an outside project that will provide service to the community. Finally, the creation of this course makes it possible in the future to cross-list with Heritage Studies and this will help to coordinate the History Department's public history and Historic Preservation programs with Heritage Studies.

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

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**Graduate Bulletin 2014-2015, p. 201**

**Public History**

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

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

~~**HIST 5333 Historic Preservation** Practical introduction to preservation of historic buildings, sites, and districts; surveys the history of the preservation movement, federal and state law and policy, the economics of preservation projects, and a variety of historic sites in the surrounding region.~~

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

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

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

~~**HIST 6333 Historic Preservation** Practical introduction to preservation of historic buildings, sites, and districts; surveys the history of the preservation movement, federal and state law and policy, the economics of preservation projects, and a variety of historic sites in the surrounding region.~~



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ENTER DATE...

**Department Curriculum Committee Chair**

\_\_\_\_\_  
ENTER DATE...

**COPE Chair (if applicable)**

\_\_\_\_\_  
ENTER DATE...

**Department Chair:**

\_\_\_\_\_  
ENTER DATE...

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

*Brandon Kemp* 11/5/2015  
ENTER DATE...

**College Curriculum Committee Chair**

\_\_\_\_\_  
ENTER DATE...

**Undergraduate Curriculum Council Chair**

*Paul Mison* 11/7/15  
ENTER DATE...

**College Dean**

\_\_\_\_\_  
ENTER DATE...

**Graduate Curriculum Committee Chair**

\_\_\_\_\_  
ENTER DATE...

**Vice Chancellor for Academic Affairs**

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

Shivan Haran; [sharan@astate.edu](mailto:sharan@astate.edu); (870) 972-2088

Brandon Kemp; [bkemp@astate.edu](mailto:bkemp@astate.edu); (870) 972-2088

### 2. Proposed Change

Change Pre-requisite and Co-requisite for

ME 5503 Fluid and Thermal Energy Systems

- Pre-requisite:
  - Current: ENGR 3443 Engineering Thermodynamics I, ENGR 3473 Fluid Mechanics
  - Change to: ME 3533 Engineering Thermodynamics II and ME 4553 Heat Transfer
- Co-requisite:

- Current: ME 4553 Heat Transfer
- Change to: **None**

### 3. Effective Date

Fall 2015

### 4. Justification

This course requires ME 3533 Engineering Thermodynamics II instead of ENGR 3443 Engineering Thermodynamics I to apply advanced topics on various engineering cycles for term project. ENGR 3473 Fluid Mechanics is removed because it is already a pre-requisite for ME 4553 Heat Transfer. ME 4553 has been added as a pre-requisite because topics from that course are expanded upon early in the ME 4503 course such that the current co-requisite designation is insufficient for expected student performance.

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Pg. 167, 2014-2015 Graduate Bulletin

### ENGR 689V Thesis

**ME 5503. Fluid and Thermal Energy Systems** Analysis and design of components, systems, and processes using the fundamentals presented in Thermodynamics, Fluid Mechanics, and Heat Transfer. . ~~Corequisite, ME 4553.~~ Prerequisites, C or better in ~~ENGR 3473 and ENGR 3443~~ **ME 3533 and ME 4553.** Dual listed as ME 4503. Fall.

**ME 5523. Introduction to Finite Element Analysis** Theory and application of energy concepts and structural mechanics required for the development of finite element methods are presented. Applications to beams, trusses, torsion, etc. are presented. Prerequisites, C or better in ENGR 2413. Dual listed as ME 4523.

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**Graduate Curriculum Committee Chair**

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ENTER DATE...

**Vice Chancellor for Academic Affairs**

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

Shivan Haran; [sharan@astate.edu](mailto:sharan@astate.edu); (870) 972-2088

Brandon Kemp; [bkemp@astate.edu](mailto:bkemp@astate.edu); (870) 972-2088

**2. Proposed Change**

Change Pre-requisite, change Time of offering, and fix bulletin placement for

ME 5613 Introduction to Mechatronics; Dual listed as ME 4613

- Pre-requisite:
  - Current: ME 3613 Control Systems for ME
  - Change to: **ENGR 3423 Dynamics and ENGR 2403 Statics**
- When it's offered: Spring

- Change to: **Fall**

### **3. Effective Date**

Fall 2015

### **4. Justification**

The proposed change to the pre-requisites will adequately support the topics covered in this course.

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#### **ME 5593. Design of Heating, Ventilating, and Air-Conditioning Systems**

Design of HVAC systems to modify environmental conditions. Prerequisite, C or better in ENGR 3443. Dual listed as ME 4593.

**ME 5613. Introduction to Mechatronics** With an emphasis on modeling, the course focuses on the performance characteristics and application of microprocessors, analog and digital electronics, and modern mechatronic systems and intelligent manufacturing, particularly smart sensors, controllers, and actuators. **Prerequisites, C or better in ENGR 2403 and ENGR 3423.**  
~~ME 3613.~~ Dual listed as ME 4613. **Spring-Fall.**

**ME 529V Special Topics in Mechanical Engineering** Each special topic is selected on the basis of the needs of the graduate class.



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*Brandon Kemp*  
1/5/2015  
ENTER DATE...

**College Curriculum Committee Chair**

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**Undergraduate Curriculum Council Chair**

*Paul Mifon*  
1/7/15  
ENTER DATE...

**College Dean**

*William J...*  
01-22-15  
ENTER DATE...

**Graduate Curriculum Committee Chair**

\_\_\_\_\_  
ENTER DATE...

**Vice Chancellor for Academic Affairs**

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

Brandon Kemp; [bkemp@astate.edu](mailto:bkemp@astate.edu); (870) 972-2088

**2. Proposed Change**

Change application deadline to October 1 for Spring applicants and April 1 for Fall applicants.

**3. Effective Date**

Fall 2015

**4. Justification**

The proposed changes serve three purposes. First, it allows the College of Engineering to better allocate GA and RA resources to incoming students. Second, it allows faculty to make competitive admissions decisions. Third, it provides time to international admits to obtain student visas and travel to Arkansas State University.

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### **Admission Requirements**

Each applicant must have an undergraduate GPA of at least 2.75 on a 4.00 scale and a bachelor's degree in engineering. Applicants that do not have a bachelor's degree in engineering, for example those having a bachelor's degree in physics, or those having an undergraduate GPA below 2.75, will be considered on a case-by-case basis and must show equivalent experience and training and have completed the required pre-requisites for the courses. Applicants must present Graduate Record Examination (GRE) scores for the Verbal, Quantitative, and Analytical tests. The minimum combined Verbal and Quantitative reasoning scores must be 300 for the revised GRE test or equivalent scores for general GRE. Applicant not having completed GRE scores may be admitted conditionally, but must complete this requirement prior to finishing the first semester of course work. Applications submitted throughout the year for the following semester and in accordance to Graduate School deadlines will be considered based on qualification and space availability. All application materials must be received by the College of Engineering during the semester prior to the student's official enrollment in ASU-J courses. Official transcripts, two letters of recommendation, a resume, and a statement of purpose not exceeding three pages are also required for admission. International students require additional proof of English proficiency to meet the admission requirements of the Graduate School.

### **Application Deadlines**

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

### **Degree Requirements**

The number of semester credit hours for the M.S.E. degree is 30.

# New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

**New Course** or  **Special Course (Check one box)**

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

ENTER DATE...

**Department Curriculum Committee Chair**

ENTER DATE...

**Department Chair:**

ENTER DATE...

**College Curriculum Committee Chair**

ENTER DATE...

**College Dean**

ENTER DATE...

**COPE Chair (if applicable)**

ENTER DATE...

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

ENTER DATE...

**Undergraduate Curriculum Council Chair**

ENTER DATE...

**Graduate Curriculum Committee Chair**

ENTER DATE...

**Vice Chancellor for Academic Affairs**

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)  
AGST 5003

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

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

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

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

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 fewer) as it should appear in the bulletin.  
Methods, equipment, current issues and future directions of irrigation, irrigation design and scheduling, drainage systems, irrigation measurements, performance evaluation, and impact on productive and sustainable agriculture. 2 hours lecture and 2 hours lab weekly.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).  
a. Are there any prerequisites?  
No

b. Why?

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

10. Contact Person (Name, Email Address, Phone Number)  
Peter Ako Larbi, [plarbi@astate.edu](mailto:plarbi@astate.edu), 870-972-2263

11. Proposed Starting Term/Year  
Spring 2015

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

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

Has this course number been used in the past? No  
*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

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

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)  
Water is one of the most vital resources for sustainable agricultural production both in crop and animal production. Irrigated agriculture continues to play a significant role in food production, and irrigation practice and technology have improved greatly in recent times. This course will expose students to the underlying principles of irrigation and new developments in

irrigation practice. Students will be able to select the appropriate technologies for different agricultural applications, design and evaluate irrigation systems, and perform a variety of related calculations.

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

One of the college's mission is "to prepare young men and women for entry and career advancement in the food, fiber and natural resources industry, which involves production (farming), agribusiness and value-added processing, public service and rural leadership". In line with this mission, the course will equip students with the requisite skills in irrigation practice and technology and will enrich their preparation and competitive advantage for entry and career advancement.

c. Student population served.

Graduate students in the College of Agriculture and Technology, particularly agricultural systems technology students

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

The course contains advanced level materials which require application of knowledge acquired in lower level courses.

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

1. Development, challenges and future directions of irrigated agriculture
2. Productivity and sustainability related to irrigation
3. Irrigation system planning and selection
4. Environmental considerations
5. Efficiency and uniformity in irrigation applications
6. Soil water relationships
7. Crop and soil water requirements
8. Irrigation water delivery; Mid-semester exams
9. Pumping systems
10. Surface irrigation system hydraulics
11. Design of surface irrigation systems
12. Sprinkler and micro irrigation system hydraulics
13. Sprinkler system design and operation
14. Performance evaluation of irrigation systems
15. Final Exam

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

Quizzes, take-home assignments, Mid Semester exam, **2 term papers** involving intermediate to advanced level irrigation problems, and **final paper submissions** with presentations, graded by rubric

AGST 4003: Quizzes, take-home assignments, Mid Semester exam, and final exam involving basic to intermediate level irrigation problems

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

Labs

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

No additional resources required

20. What is the primary intended learning goal for students enrolled in this course?

To understand the principles of irrigation and be able to apply the knowledge to real life problems in agriculture

21. Reading and writing requirements:

a. Name of book, author, edition, company and year



“Design and Operation of Farm Irrigation Systems”, by G.J. Hoffman, R.G. Evans, M.E. Jensen, D.L. Martin & R.L. Elliott. American Society of Agricultural and Biological Engineers, 2007.

b. Number of pages of reading required per week: 30

c. Number of pages of writing required over the course of the semester: 15 – 25

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)  
Students will be able to select and design an appropriate irrigation system for a given problem.

**Learning Activity:** (For example, what instructional processes do you plan to use to help students reach this outcome?)  
Students will learn about factors to consider in selecting an irrigation system and how to perform basic calculations for an irrigation design through tutorials and case studies.

**Assessment Tool:** (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)  
Students will solve irrigation selection and design problems, correctly using appropriate equations in 3-5 take-home assignments, a mid-semester exam, and a final exam.

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

**Outcome #2:**  
Students will be able to evaluate the performance of irrigation systems and recommend improvements

**Learning Activity:**  
Students will learn how to analyze irrigation problems in agriculture, perform appropriate calculations, evaluate economic and environmental impacts, and practice these during in-class tutorials and take-home assignments.

**Assessment Tool:**  
Students will analyze real and conceptual irrigation systems to identify problems and make appropriate recommendations to improve system efficiency and/or reduce economic and environmental impacts via a term project and term papers.

**Outcome #3:**

**Learning Activity:**

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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7. Minimize the bulletin and maximize this page.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

### **Agricultural Education**

**AGED 4473 / 5473 International Agri. Study Tour** This course is intended to help students develop awareness and perspective of international agricultural enterprises and educational programs, and how world agricultural systems relate to and impact the U.S. agricultural system. Includes a focus on environmental issues related to food and fiber production.

**AGED 6393 Non-Thesis Research Experience** Supervised research project, submitted to and approved in advance by the student's graduate advisory committee, resulting in a project report presented and defended to the student's advisory committee. A member of the committee must agree to serve as supervisor.

### **AGED 6591-6 Thesis**

## **Agricultural Systems Technology (AGST)**

**AGST 5003. Modern Irrigation Systems** Methods, equipment, current issues and future directions of irrigation, irrigation design and scheduling, drainage systems, irrigation measurements, performance evaluation, and impact on productive and sustainable agriculture. 2 hours lecture and 2 hours lab weekly. Spring.

**AGST 5013. Precision Application Technology** Techniques in soil and crop homogeneity detection and variable-rate precision application of crop inputs to increase productivity and enhance environmental sustainability. 2 hours lecture and 2 hours lab weekly. Spring.

## **Animal Science**

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

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



# New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

New Course or  Special Course (Check one box)

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

ENTER DATE...

**Department Curriculum Committee Chair**

ENTER DATE...

**Department Chair:**

ENTER DATE...

**College Curriculum Committee Chair**

ENTER DATE...

**College Dean**

ENTER DATE...

**COPE Chair (if applicable)**

ENTER DATE...

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

ENTER DATE...

**Undergraduate Curriculum Council Chair**

ENTER DATE...

**Graduate Curriculum Committee Chair**

ENTER DATE...

**Vice Chancellor for Academic Affairs**

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)  
AGST 5013

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

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

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

Standard letter

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

Yes (AGST 4013)

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 fewer) as it should appear in the bulletin.

Techniques of soil and crop homogeneity detection and variable-rate precision application of crop inputs to increase productivity and enhance environmental sustainability.

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

a. Are there any prerequisites?

No

b. Why?

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

Spring

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

Peter Ako Larbi, [plarbi@astate.edu](mailto:plarbi@astate.edu), 870-972-2263

11. Proposed Starting Term/Year

Spring 2015

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

If yes, what program?

Enter text...

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

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

Enter text...

15. Justification should include:

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

Crop production inputs help ensure high yield but blanket application rates are not environmentally sustainable. Modern practice combines knowledge about soil and crop conditions to deliver precise site-specific variable-rate application rates. This course will expose students to the concepts, methods, and equipment employed in achieving precision application of fertilizers and pesticides.

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

One of the college's mission is "to prepare young men and women for entry and career advancement in the food, fiber and natural resources industry, which involves production (farming), agribusiness and value-added processing, public service and rural leadership... within environmentally sound and sustainable systems". In line with this mission, the course will equip students with the requisite skills in precision fertilizer and pesticide application in field crops and fruit trees.

c. Student population served.

Graduate students in the College of Agriculture and Technology, particularly agricultural systems technology students;  
Graduate students in Environmental Sciences

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

The course contains advanced level materials which require application of knowledge acquired in lower level courses.

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

1. Spatial heterogeneity of soil, crop, weeds, and pests and their implications
2. Sensing soil and crop properties using spectroscopy and optical remote sensing
3. Remote sensing for weed detection, identification, and precision crop protection;
4. Digital thermography for crop disease control
5. Introduction to decision support systems and spatial data handling and management
6. Modeling plant diseases for decision making in crop protection
7. Mid-semester exam; Decision rules applied to site-specific weed management
8. Model-based decision making in crop protection
9. Application technologies for site-specific crop protection; Mechanical weed control
10. Direct injection sprayer and delivery optimization
11. Autonomous systems for crop protection
12. Variable rate technology for herbicide and fungicide application
13. Precision disease control in bed-grown crops;
14. Economic evaluation of precision crop protection measures
15. Final Exam

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

Quizzes, take-home assignments, Mid Semester exam, and **individual student based project** involving computer programming, a **research paper** and a presentation, graded by rubric

AGST 4013: Quizzes, take-home assignments, Mid Semester exam, and group-based project involving computer programming, and a presentation, graded by rubric

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

Labs

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

No additional resources required

20. What is the primary intended learning goal for students enrolled in this course?

To understand the principles of variable rate application and be able to apply the knowledge to real life problems in agriculture

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

"Precision Crop Protection - the Challenge and Use of Heterogeneity", by E. Oerke, R. Gerhards, G. Menz, R.A. Sikora. Springer 2010.

- b. Number of pages of reading required per week: 30
- c. Number of pages of writing required over the course of the semester: 10 – 15

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)  
Students will be able to analyze soil and crop heterogeneity in an agricultural field and recommend a variable rate application solution.

**Learning Activity:** (For example, what instructional processes do you plan to use to help students reach this outcome?)  
Students will learn about soil and crop heterogeneity in agricultural fields, implications of such phenomena, and possible solutions that will ensure sustainable productivity through case studies and examples.

**Assessment Tool:** (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)  
Students will analyze a remote sensing image of an agricultural field, explain anomalies in the field and their implications in terms of productivity, and provide appropriate solutions.

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

**Outcome #2:**  
Students will be able to develop a computer program that will deliver a variable rate application of a given agricultural input.

**Learning Activity:**  
Students will develop a computer program in Java to make decisions of how much of an agricultural input to apply at a given location based on relevant field parameters.

**Assessment Tool:**  
Students will develop a Java program that will receive relevant field parameters as program input and recommend application rate (of seed, fertilizer, or pesticide according to team's choice) as program output.

**Outcome #3:**

**Learning Activity:**

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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### **Agricultural Education**

**AGED 4473 / 5473 International Agri. Study Tour** This course is intended to help students develop awareness and perspective of international agricultural enterprises and educational programs, and how world agricultural systems relate to and impact the U.S. agricultural system. Includes a focus on environmental issues related to food and fiber production.

**AGED 6393 Non-Thesis Research Experience** Supervised research project, submitted to and approved in advance by the student's graduate advisory committee, resulting in a project report presented and defended to the student's advisory committee. A member of the committee must agree to serve as supervisor.

### **AGED 6591-6 Thesis**

**Agricultural Systems Technology (AGST)**

**AGST 5003. Modern Irrigation Systems** Methods, equipment, current issues and future directions of irrigation, irrigation design and scheduling, drainage systems, irrigation measurements, performance evaluation, and impact on productive and sustainable agriculture. 2 hours lecture and 2 hours lab weekly. Spring.

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# New/Special Course Proposal-Bulletin Change Transmittal Form

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

**New Course** or  **Special Course (Check one box)**

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

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

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

\_\_\_\_\_  
ENTER DATE...  
**Department Chair:**

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

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

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

\_\_\_\_\_  
ENTER DATE...  
**College Dean**

\_\_\_\_\_  
ENTER DATE...  
**Graduate Curriculum Committee Chair**

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

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

HIST 6343

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

Historic Preservation Field School

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.

Practicum



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.)

Creation of this course makes it possible in the future to cross-list with Heritage Studies and this will help to coordinate the History Department's public history and Historic Preservation programs with Heritage Studies.

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

A historic preservation field project that will allow students to gain hands-on experience. The project will include archival research and supervised field investigations to examine a specific type of historic resource.

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

a. Are there any prerequisites?

No

b. Why?

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

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

Dr. Edward Salo, [esalo@astate.edu](mailto:esalo@astate.edu), 870-972-3509

11. Proposed Starting Term/Year

Summer 2015

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

If yes, what program?

Enter text...

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

If yes, what course?

Has this course number been used in the past? **NO**

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? **NO**

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

15. Justification should include:

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



Since fieldwork is a necessary portion of understanding historic preservation, this course will introduce students to the methods of fieldwork, including archival research, photographic documentation, and preparing the proper documents. The class will consist of a few introductory lectures and much active fieldwork.

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 part of a larger program to overhaul the Public History Emphasis because of the addition of new faculty and continued coordination with the Heritage Studies Program. The project will provide students with hands-on experience in the implantation of historic preservation theories and practice. It will also serve as a laboratory for experimentation with new architectural survey techniques and innovative ways to present the findings to the public. These experiences will make the students more marketable in the career market.

c. Student population served.

Graduate students

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

The course is designed for Graduate students to gain experience in the practices of historic preservation in the local context of Northeast Arkansas.

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

Week 1	Introduction and Research on Property Type
Week 2	Fieldwork/Archival Research
Week 3	Fieldwork/Archival Research
Week 4	Preparing Documents
Week 5	Preparing Documents and In-class Presentation

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

One book review, a National Register of Historic Places nomination, and in-class presentation.

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

Conducting architectural studies of historic resources in Jonesboro and the surrounding region.

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

No additional staffing or resources required.

20. What is the primary intended learning goal for students enrolled in this course?

Students will be able, using the knowledge and skills related to the conduct of archival research on historic resources acquired in the class, to prepare documentation of a historic resource, including a National Registry of Historic Places nomination.

21. Reading and writing requirements:

Carter, Thomas, and Elizabeth C. Cromley. *Invitation to Vernacular Architecture: A Guide to the Study of Ordinary Buildings and Landscapes*. Knoxville: University of Tennessee Press, 2005.

Other readings will be determined based on the specific property type examined in each field school.

b. Number of pages of reading required per week: Approximately 120 pages

c. Number of pages of writing required over the course of the semester: Approximately 40 pages. The final product will include a National Register of Historic Places nomination packet that will be submitted to the State Historic Preservation Office for review. The information will also be used for a presentation or paper.

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Demonstrate knowledge of sources necessary to conduct research on historic properties.

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

Lectures and readings

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

Short writing assignment

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

**Outcome #2:**

Demonstrate knowledge of documentary techniques and standards, to document historic properties.

Learning Activity:

Hands-on fieldwork

Assessment Tool:

Compose a National Register of Historic Places nomination

**Outcome #3:**

Gain the ability to conduct professional-quality fieldwork and prepare National Register of Historic Places nominations or professional reports on historic properties.

Learning Activity:

Hands-on fieldwork

Assessment Tool:

Compose a National Register of Historic Places nomination

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

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

**Graduate Bulletin 2014-2015, p. 201**

**Public History**

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

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

**HIST 5333 Historic Preservation** Practical introduction to preservation of historic buildings, sites, and districts; surveys the history of the preservation movement, federal and state law and policy, the economics of preservation projects, and a variety of historic sites in the surrounding region.

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

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

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

**HIST 6343 Historic Preservation Field School** A historic preservation field project that will allow students to gain hands-on experience. The project will include archival research and supervised field investigations to examine a specific type of historic resource.

# 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.

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

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

\_\_\_\_\_  
ENTER DATE...  
**Department Chair:**

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

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

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**Undergraduate Curriculum Council Chair**

\_\_\_\_\_  
ENTER DATE...  
**College Dean**

\_\_\_\_\_  
ENTER DATE...  
**Graduate Curriculum Committee Chair**

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

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

HIST 6363

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

American Architectural History

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.)

Creation of this course makes it possible in the future to cross-list with Heritage Studies and this will help to coordinate the History Department's public history and Historic Preservation programs with Heritage Studies.

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

Examination of the development of American architecture in the context of the social, cultural, and economic history of the nation from pre-European settlement to the present.

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

a. Are there any prerequisites?

No

b. Why?

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

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

Dr. Edward Salo, [esalo@astate.edu](mailto:esalo@astate.edu), 870-972-3509

11. Proposed Starting Term/Year

Spring 2016

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

If yes, what program? Creation of this course makes it possible in the future to cross-list with Heritage Studies and this will help to coordinate the History Department's public history and Historic Preservation programs with Heritage Studies.

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

If yes, what course?

Has this course number been used in the past? NO

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? NO

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

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 examine the history of American Architectural History to assist in training students in the field of historic preservation, in addition to providing them with an overview of the history of the built environment

that has developed in the country. The students will acquire basic knowledge of the design elements and the history of the major American architectural styles, as well as the ability to discuss how the styles were influenced by the historical context of their time.

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 part of a larger program to overhaul the Public History Emphasis because of the addition of new faculty and continued coordination with the Heritage Studies Program. The addition of the course will provide graduate students in the MA program with an understanding of the history of the built environment in the US, that would make them more marketable in the career market.

c. Student population served.

Graduate students in History and Heritage Studies

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

The course is designed for graduate students to gain experience in the architectural styles and forms that will be encountered during historic preservation fieldwork.

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

<b>Week</b>	<b>Topic</b>
Week 1	Introduction to Architectural History
Week 2	The Pre-European Landscape of America
Week 3	American Architecture in the 1600s
Week 4	American Architecture in the 1700s
Week 5	American Architecture in the 1800s
Week 6	American Architecture in the 1800s
Week 7	American Architecture in the 1900s
Week 8	American Architecture in the 1000s
Week 9	American Architecture in the 2000s
Week 10	Engineering History of the US
Week 11	Vernacular Homes of America
Week 12	Roadside Architecture
Week 13	Class Presentations
Week 14	Class Presentations

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

Two exams, class discussion, journal, and a research paper and in-class presentation.

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

None

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

No additional staffing or resources required

20. What is the primary intended learning goal for students enrolled in this course?

Students will be able to understand the historical development of American architecture and identify important styles and examples of that architecture in preparation for carrying out historic preservation fieldwork.

21. Reading and writing requirements:

a. Roth, Leland M. *American Architecture: A History*. Boulder, CO: Westview Press, 2001

McVarish, Douglas C. *American Industrial Archaeology: A Field Guide*. Walnut Creek, CA: Left Coast Press, Inc., 2008.

McAlester, Virginia. *A Field Guide to American Houses: The Definitive Guide to Identifying and Understanding America's Domestic Architecture*. New York: Alfred A. Knopf, 2013.

b. Number of pages of reading required per week: Approximately 120 pages

c. Number of pages of writing required over the course of the semester: Approximately 50 pages

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will demonstrate a knowledge of the history and elements of the major types and styles of architecture in American history.

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

Lectures and readings

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

Exams

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

**Outcome #2:**

Students will be able to analyze topics related to American architectural history through a prism of cultural, social, economic, political, or technological history.

Learning Activity:



Lectures, readings, preparation of research, and a Q&A session after an in-class presentation of their research

Assessment Tool:

Research paper and in-class presentation

**Outcome #3:**

Learning Activity:

Assessment Tool:

Re

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

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

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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.

## Public History

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

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

**HIST 5333 Historic Preservation** Practical introduction to preservation of historic buildings, sites, and districts; surveys the history of the preservation movement, federal and state law and policy, the economics of preservation projects, and a variety of historic sites in the surrounding region.

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

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

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

**HIST 6363 American Architectural History** An examination of the development of American architecture and an examination of that architecture in the social, cultural, and economic history of the nation from pre-European settlement to the present.

.

Code # |Enter text...|

# New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

New Course or  Special Course (Check one box)

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


\_\_\_\_\_|ENTER DATE...|  
Department Curriculum Committee Chair


\_\_\_\_\_|ENTER DATE...|  
COPE Chair (if applicable)

\_\_\_\_\_|ENTER DATE...|  
Department Chair:

\_\_\_\_\_|ENTER DATE...|  
General Education Committee Chair (If applicable)

\_\_\_\_\_|ENTER DATE...|  
College Curriculum Committee Chair

|11-3-14|  
Undergraduate Curriculum Council Chair

|10/14/2014|  
College Dean

|10/14/2014|  
Graduate Curriculum Committee Chair

\_\_\_\_\_|ENTER DATE...|  
Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)  
JOUR 6253

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

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

Revised 3/08/13

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 fewer) as it should appear in the bulletin.

**Using social scientific research methods for audience/consumer analysis, this course provides a survey of applications of research in media industries. Pragmatic task activities will be conducted via Nielsen, Arbitron, SRDS, and related data sources to find audience market insights.**

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

a. Are there any prerequisites?

NA

b. Why?

Enter text...

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

Enter text...

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

Dr. Po-Lin Pan, Arkansas State University, Jonesboro

Department of Communication

State University, AR 72467

Phone: (870) 972-2695

Fax: 870-972-3321

Email: [ppan@astate.edu](mailto:ppan@astate.edu)

11. Proposed Starting Term/Year

Spring 2014-15

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

If yes, what program?

No

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

If yes, what course?

No

Has this course number been used in the past? Yes/No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? Yes/No

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)

1. To learn audience and consumer theories and practice research approaches to examine various audience markets in media industries.
2. To learn different types of research methods and how they are used in various professional settings.
3. To learn different techniques required in collecting and analyzing data for audience market and consumer insights.
4. To understand the role of audience and consumer insights in advertising, programming, financial analysis and social policy decision making.

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

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

1. Provide students with skills and knowledge required for beginning competency and continued achievement in mass communication;
2. Provide students with a basic understanding and knowledge in areas of mass communications, including social and legal rights and responsibilities of mass media;
3. Provide students with a basic understanding and knowledge of the processes, effects, and uses of mass communications.

This course fulfills a central aspect of the department's mission by providing students with the ability and skills to audience analysis by using social scientific research methodologies. The ability to write a central requirement for possessing the skills and knowledge associated with practitioners of mass communication.

c. Student population served.

Graduate Students

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

The course is designed to introduce fundamental techniques for audience and consumer insights and prepare you in a professional career as an audience and consumer analyst in media industries. In-class assignments, homework and class projects will be employed to foster your proficiency in these skills. You are expected to specialize in one type of research approach to audience and consumer insights and are able to complete a research project at the end of the semester. The course would cover the major research methods used for audience and consumer analysis and provides a survey of applications of research methods in media industries. The course would emphasize focus group, in-depth interview, ethnography, survey and sampling practices, data analysis and interpretation of results. Pragmatic task activities would also be conducted via Nielsen, Arbitron, SRDS, and related data sources.

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

Week	Lecture Topic or Activity
1	Introduction and Overview of Audience Market Analysis
2	Finding Audience and Consumer Insights in Media industries
3	Focus Groups
4	In-depth Interviews
5	Surveys and Sampling
6	Ethnographies
7	<b>Exam One</b>
8	Audience and Consumer Analysis for Advertising
9	Audience and Consumer Analysis for Programming
10	Audience and Consumer Analysis for Media Finance
11	Audience and Consumer Analysis for Social Policy
12	Audience Ratings: Gross Measures & Cumulative Measures
13	Audience and Consumer Data Analysis
14	<b>Exam Two</b>
15	<b>Project Presentation</b>

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

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

N

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

No

20. What is the primary intended learning goal for students enrolled in this course?

Students will be able to use an appropriate research method(s) (focus group, content analysis, sampling practices, etc) and media/data resources (Nielsen, Arbitron, SRDS) to provide an appropriate marketing plan for an assigned business based on their unique audiences and products.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Morrison, M., Haley, E., Sheehan, K. (2011). *Using qualitative research in advertising: Strategies, techniques, and applications* (2<sup>nd</sup> ed.). CA, Thousand Oaks: Sage.

Webster, J. G., Patricia P., & Lawrence W. L. (2014). *Ratings analysis: Audience measurement and analytics* (4<sup>nd</sup> ed.). New York: Routledge

b. Number of pages of reading required per week: Enter text...

c. Number of pages of writing required over the course of the semester: Enter text...

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

**Students will acquire a working knowledge of audience analysis techniques and research methods so as to demonstrate ability to assist a client in making smart/justifiable advertising decisions.**

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

Readings and discussions and applications in specific media markets.

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

Advertising Case Study

(Repeat if needed for additional outcomes 2 and 3)

**Outcome #2:**

Enter text...

**Learning Activity:**

Enter text...

**Assessment Tool:**



Enter text...

**Outcome #3:**

Enter text...

**Learning Activity:**

Enter text...

**Assessment Tool:**

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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

**content production and/or delivery. The course also explores other new media opportunities available to communication professionals. Special Course Fees Apply.**

**JOUR 5913 Media Advisers Seminar** To provide an overview of the issues and practices of scholastic journalism, and to enable secondary school journalism advisers to acquire and refine skills in writing, reporting, and design.

**JOUR 6023 Journalism Seminar** Study of the press as an institution; its problems, role, content, effects, and responsibilities as a cultural force in society.

**JOUR 6243 Media Account Management** Advanced study of the principles and practice of media account management. Includes an in-depth analysis of advantages and disadvantages of multiple media platforms in communicating messages to diverse target audiences and a discussion of effective and ethical client relationships.

**JOUR 6543 Audience Market Analysis** Using social scientific research methods for audience/consumer analysis, this course provides a survey of applications of research in media industries. Pragmatic task activities will be conducted via Nielsen, Arbitron, SRDS, and related data sources to find audience market insights.

#### **Radio-Television**

**RTV 5053 Public Affairs Reporting for Electronic Journalism** Coverage of municipal and county government agencies, public school boards, community planning and development agencies, and special events within the local community for the electronic media.



(Amended - wrong form)

Revised 3/11/14

Code #

New/Sr

Used amended old form that had the signatures and copy&pasted information to new form, as instructed by Dr. Gilbert.


Submission Form

Graduate Council - Pr

mcginnis@astate.edu

New Course or  S

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	01-22-15
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)  
 JOUR 6253

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).  
 Audience Market Analysis

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.  
 Using social scientific research methods for audience/consumer analysis, this course provides a survey of applications of research in media industries. Pragmatic task activities will be conducted via Nielsen, Arbitron, SRDS, and related data sources to find audience market insights.

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).  
 NA

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

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)  
 Dr. Po-Lin Pan, Arkansas State University, Jonesboro  
 Department of Communication  
 State University, AR 72467  
 Phone: (870) 972-2695  
 Fax: 870-972-3321  
 Email: ppan@astate.edu

11. Proposed Starting Term/Year  
Spring 2014-15

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

No

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

b. If yes, what course?

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

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

15. Justification should include:

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

1. To learn audience and consumer theories and practice research approaches to examine various audience markets in media industries.
2. To learn different types of research methods and how they are used in various professional settings.
3. To learn different techniques required in collecting and analyzing data for audience market and consumer insights.
4. To understand the role of audience and consumer insights in advertising, programming, financial analysis and social policy decision making.

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.

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1. Provide students with skills and knowledge required for beginning competency and continued achievement in mass communication;
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3. Provide students with a basic understanding and knowledge of the processes, effects, and uses of mass communications.

This course fulfills a central aspect of the department's mission by providing students with the ability and skills to audience analysis by using social scientific research methodologies. The ability to write a central requirement for possessing the skills and knowledge associated with practitioners of mass communication.

C. Student population served.

Graduate Students

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

The course is designed to introduce fundamental techniques for audience and consumer insights and prepare you in a professional career as an audience and consumer analyst in media industries. In-class assignments, homework and class projects will be employed to foster your proficiency in these skills. You are expected to specialize in one type of research approach to audience and consumer insights and are able to complete a research project at the end of the semester. The course would cover the major research methods used for audience and consumer analysis and provides a survey of applications of research methods in media industries. The course would emphasize focus group, in-depth interview, ethnography, survey and sampling practices, data analysis and interpretation of results. Pragmatic task activities would also be conducted via Nielsen, Arbitron, SRDS, and related data sources.

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	Lecture Topic or Activity
1	Introduction and Overview of Audience Market Analysis
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10	Audience and Consumer Analysis for Media Finance
11	Audience and Consumer Analysis for Social Policy
12	Audience Ratings: Gross Measures & Cumulative Measures
13	Audience and Consumer Data Analysis
14	Exam Two
15	Project Presentation

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

**Exams and Research Reports**

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

No

19. **Required reading**

Morrison, M., Haley, E., Sheehan, K. (2011). *Using qualitative research in advertising: Strategies, techniques, and applications* (2<sup>nd</sup> ed.). CA, Thousand Oaks: Sage.

Webster, J. G., Patricia P., & Lawrence W. L. (2014). *Ratings analysis: Audience measurement and analytics* (4<sup>th</sup> ed.). New York: Routledge

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

No

21. **What is the primary goal of this course?**

Students will be able to use an appropriate research method(s) (focus group, content analysis, sampling practices, etc) and media/data resources (Nielsen, Arbitron, Arbitron, SRDS) to provide an appropriate marketing plan for an assigned business based on their unique audiences and products.

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 acquire a working knowledge of audience analysis techniques and research methods so as to demonstrate ability to assist a client in making smart/justifiable advertising decisions.**

**Learning Activity:** Readings and discussions and applications in specific media markets.

**Assessment Tool:** Advertising Case Study

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

**content production and/or delivery. The course also explores other new media opportunities available to communication professionals. Special Course Fees Apply.**

**JOUR 5913 Media Advisers Seminar** To provide an overview of the issues and practices of scholastic journalism, and to enable secondary school journalism advisers to acquire and refine skills in writing, reporting, and design.

**JOUR 6023 Journalism Seminar** Study of the press as an institution; its problems, role, content, effects, and responsibilities as a cultural force in society.

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#### **Radio-Television**

**RTV 5053 Public Affairs Reporting for Electronic Journalism** Coverage of municipal and county government agencies, public school boards, community planning and development agencies, and special events within the local community for the electronic media.



# New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

New Course or  Special Course (Check one box)

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

10/9/2014

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

10/9/2014

Department Chair:

ENTER DATE...


General Education Committee Chair (If applicable)

10/9/2014


College Curriculum Committee Chair

 11-3-14  
ENTER DATE...

Undergraduate Curriculum Council Chair

 10/9/2014

College Dean

 10/9/2014

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

**MCOM6303**

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

**Media, Heritage, and Cultural Identity**

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 Letter**

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

**Graduate**

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 fewer) as it should appear in the bulletin.

**Media, Heritage, and Cultural Identity analyses various forms of media to better understand how media contributes to cultural identity and heritage.**

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

a. Are there any prerequisites?

**Enrollment in the Mass Communication program**

b. Why?

**This course is an elective in the Mass Communication Graduate program**

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

**NA**

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

**Dr. Michael Bowman**

**[mbowman@astate.edu](mailto:mbowman@astate.edu)**

**972-3429**

11. Proposed Starting Term/Year

**Spring 2015**

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

If yes, what program?

**NA**

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

If yes, what course?

**NA**

Has this course number been used in the past? **No**

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? **NO**

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

Yes/No

15. Justification should include:

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

Enter text...

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.

Students enrolled in Mass Communication courses learn to gather, organize, synthesize and communicate information professionally in a democratic, multi-cultural society. Studies learn to think critically about the impact media has on the construction of cultural identity and heritage in a democratic, multi-cultural society. This course is not mandated by accrediting or certifying agency.

c. Student population served.

ASU graduate students

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

Enter text...

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

Week One: Introduction to course and discussion of terms

Week Two: Media Studies and Media Theory

Week Three: Media Organizations

Week Four: The Production of Mediated Reality

Week Five: Paper Proposal Presentations

Week Six: Media Narrative Analysis

Week Seven: The Interpretation of Meaning in the Media

Week Eight: The Production of Identity in the Media

Week Nine: Media Consumption in Society

Week Ten: Media Ideology

Week Eleven: Media Globalization

Week Twelve: Media and Politics

Week Thirteen: Project presentations

Final Exam

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

**Major project : Paper (minimum length 15 pages) analyzing a contemporary example of media as it relates to cultural and heritage identification. This paper must include a theoretical approach relating to media, culture, and heritage. Student must meet with instructor at least twice throughout the semester concerning this project — first, to clear the topic/gain approval and discuss approaches and sources, and second, to report on progress to date. Counts for 30% of grade for course**

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

**NA**

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

**NA**

20. What is the primary intended learning goal for students enrolled in this course?

**This course will explore how media is instrumental in transmitting heritage and cultural identity to individuals, groups, and nations.**

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

**Media Making: Mass Media in Popular Culture, 2<sup>nd</sup> Edition, Sage Publications, 2006**

**Lawrence Grossberg, Ellen Wartella, D. Charles Whitney, J. Macgregor Wise**

**Mass Communication Journal articles - TBA**

b. Number of pages of reading required per week: **25-50 pages per week**

c. Number of pages of writing required over the course of the semester: **50-75 pages per week**

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)



Identify how media representations contribute to identity formation (personal, group, national, global, etc.) and heritage transmission.

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

Media Deconstruction Assignments – Students will select examples of media and identify and analyze elements (words, video, editing, photographs, etc.) that contribute to identity formation and heritage transmission.

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

Students will provide a written summary accompanied by a class discussion of the media deconstruction assignment

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

**Outcome #2:**

Use cultural studies principles, textual analysis and other theoretical approaches to examine the relationship between media representations and the formation of cultural identity and heritage transmission.

Learning Activity:

A major writing project integrating media or cultural studies theory to analyze how media contributes to the formation of cultural identity and heritage transmission.

Assessment Tool:

In addition to grading the major writing project, the student must present his/her research to the class.

**Outcome #3:**

Articulate critical arguments, through written assignments and oral presentations, the role media plays in the formation of cultural identity and heritage transmission.

Learning Activity:

Written summaries and classroom discussions of media deconstruction, a major writing assignment critically analyzing media's role in formation of cultural identity and heritage transmission, and classroom presentations of written major project and media deconstruction assignments.

Assessment Tool:

A final essay exam will be used to measure the student's critical thinking skills regarding the formation of cultural identity and heritage transmission.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

---

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

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Paste bulletin pages here...

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

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

**MCOM 6253 Qualitative Research Methods in Communication** This course is designed to acquaint students with major approaches to qualitative inquiry in the field of communication. Students will gain experience in collecting, analyzing, and interpreting qualitative data as well as writing qualitative research reports.

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

**MCOM 670V (1-6 hours) Thesis**

**MCOM 680V (1-3 hours) Independent Study**

## Journalism

**JOUR 5043 Studies in Newspaper Management** Study of business and editorial management of the print media, including newspaper organization, publishing policies and economics, print media technology, circulation and promotion problems.

**JOUR 5053 Public Affairs Reporting** Instruction and practice in gathering material and writing stories on public affairs; emphasis on courts and government. Requires two hours of laboratory work per week. Prerequisite: JOUR 2013.

**JOUR 5083 Sports, Business and Opinion Writing** Techniques of news-writing and information gathering in business and sports reporting. Techniques of opinion writing. Prerequisite: C or better in JOUR 2013 or permission of professor or chair.

**JOUR 5113 Integrated Communications Strategies** Focuses on the strategic integration of various channels and methods of communication for the purpose of delivering key messages to diverse target audiences in order to elicit responses, create a dialogue and engender relationship-building. Prerequisites: JOUR 3023; PR 3003; or MKTG 3013.

**JOUR 5213 Social Media in Strategic Communication** This course examines concepts and applications of social media within mass communications, news, advertising, and public relations industries. We will explore and apply social media tools, integrating them into an organization's overall communication strategy.

**JOUR 5323 Race, Gender and Media** Survey of the interface between Americans and the mass media in the United States.

# Professional Education Program Proposal

## COVER SHEET

**Institution:** Arkansas State University **Date Submitted:** \_\_\_\_\_

**Program Contact Person:** Dr. Susan Hanrahan **Position/Title:** Interim Dean of COE

**Phone:** 870-972-3112 **Email:** hanrahan@astate.edu

**Name of program:** Graduate Certificate in Dyslexia Therapy **CIP Code** \_\_\_\_\_

**Degree or award level (B.S., M.A.T., post-baccalaureate, etc.):** Post-Baccalaureate

**Is this program intended to prepare candidates for educator licensure?**  Yes  No

If yes, indicate the title and grade range of the license for which candidates will be prepared:

Title:  Grade Range: \_\_\_\_\_

**Proposal is for:**

**New Educator Licensure Program** (Traditional)

(Complete Section A)

**Revision(s) to an Approved Licensure Program**

(Complete Section C)

The attached proposal fits neither of the above listed licensure options. This proposal is designed to provide the appropriate courses (didactic and practicum) to allow persons eligible for teacher licensure in Arkansas to earn an additional endorsement to their license in order to be employed in public schools as dyslexia therapists.

**Proposed starting date for the program:** Fall 2015

**Will this program be offered at more than one site?**  Yes  No

**Note:** Prior approval by AHECB is required to offer programs at off-campus sites for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301.

If yes, list the sites where the program will be offered. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## Needs Summary

### A & B. Purpose and Needs Assessment

This proposed program has been designed to prepare licensed educators with the knowledge and skills necessary to obtain an endorsement as a Dyslexia Therapist to the teaching license in the state of Arkansas. In 2013, the 89<sup>th</sup> General Assembly in the State of Arkansas passed Act 1294 mandating that all teacher education programs offered by state-supported institutions of higher education provide appropriate dyslexia information for educators regarding the identification of students at risk for dyslexia and related disorders. Also stipulated in the law was a mandate requiring public schools to provide dyslexia intervention services to eligible students by the 2015-2016 academic year and that these services would be provided by persons with the appropriate training needed to provide such services. As a result of these legal mandates, the licensure endorsement program explained in this proposal has been developed at Arkansas State University from existing courses, both didactic and practical, and with existing faculty to provide appropriate higher education experiences necessary to address the letter and intent of Act 1294. No formal needs assessment was conducted.

### C. Candidates Estimate

A-STATE anticipates that program enrollment will be quite high in the first year of the program due to the high demand by the public schools for employees with the required training. As those employee needs are met, enrollments are expected to decline, then remain steady to supply public school needs arising from retirements, teaching reassignments, and promotions. The following chart reflects A-STATE's estimate of candidates' who will enter and complete the program over the initial five year period:

2015-2016	60 enter	50 complete
2016-2017	60 enter	50 complete
2017-2018	50 enter	45 complete
2018-2019	40 enter	36 complete
2019-2020	<u>35 enter</u>	<u>32 complete</u>
5 year total	245 enter	213 complete

### D. Other Arkansas Institutions Offering Similar Programs

The following list of Arkansas Institutions have actively participated in planning sessions organized this fall by the Arkansas Department of Education with the intent of offering similar programs:

Arkansas State University  
Harding University  
University of Central Arkansas  
University of Arkansas – Little Rock  
University of Arkansas  
Ouachita Baptist University  
Henderson State University

## **Institutional Approval**

- A. Letter from A-STATE Provost – see Attachment A
- B. Board of Trustees Approval - Approval is in progress.

## **Program Description**

### **a. General Description of Program**

In response to Arkansas Act 1294, this program of study is designed to prepare public school educators to provide competent, evidence-based therapy for public school students who have been diagnosed with dyslexia or who are at-risk for dyslexia. Completion of the program of study will result in an endorsement being added to the traditional teaching license held by teachers. This endorsement will allow these teachers to provide appropriate multisensory reading interventions designed specifically for each child's needs.

The program of study will be delivered as graduate level university credit at Arkansas State University and is comprised of fifteen (15) hours of graduate credits. These five (5) courses constitute a collection of courses already being taught at Arkansas State University by three different academic departments. The departments of Teacher Education, Educational Leadership Administration, and Communication Disorders have collaborated to combine areas of expertise within each faculty necessary to deliver the instruction of appropriate knowledge and skills required by candidates seeking to become dyslexia therapists. The courses will collectively provide academic instruction of the knowledge base associated with the basic structure of language, the interaction between language and literacy, diagnostic principles and practices necessary for evaluating reading skills, multisensory approaches used to remediate reading deficits, and the legal mandates protecting the educational and civil rights of students receiving therapy services in public school environments. These courses will be sequenced to culminate in a capstone experience in which each candidate will complete an extensive clinical practicum that will be supervised by university faculty members.

Candidates seeking this endorsement to teacher licensure will be required to be admitted to the graduate school at Arkansas State University with an academic advisor employed by the department of Teacher Education. These candidates are not required to maintain full-time student enrollment in the program of study. As a result, opportunities for in-service teachers to complete the program of study while maintaining public school employment will be available. Each candidate, in consultation with the academic advisor, must maintain a level of appropriate academic performance (as governed by the rules and regulations of the A-STATE Graduate School) in order to persist in the completion of program requirements.

**b. Plan of Study**

**Arkansas State University**  
**College of Education and Behavioral Sciences**  
**School of Teacher Education and Leadership**

**Program of Study in Dyslexia Therapy**

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Student Phone: \_\_\_\_\_ Student E-mail: \_\_\_\_\_

Student Address: \_\_\_\_\_

Employment Setting: \_\_\_\_\_

Student Advisor: \_\_\_\_\_ Initial Enrollment Date: \_\_\_\_\_

Course number and name	Term completed	Grade
RDNG 6513 - Emergent Literacy: Birth through Primary Grades		
CD 6363 - Language and Learning Disorders		



ELAD 6423 - Special Education Law		
RDNG 5803 – Special Topics in Reading		
RDNG 6333 - Practicum I: Diagnosis and Intervention		

Date program of study completed:	Total practicum hours completed:	Date licensure endorsement received:

**c. & d. Curriculum Matrix and Alignment**

1. Foundation Concepts: Oral and Written Learning IDA: Standard A	1.1	Understand and explain the language processing requirements of proficient reading and writing <ul style="list-style-type: none"> <li>• Phonological (speech sound) processing</li> <li>• Orthographic (print) processing</li> <li>• Semantic (meaning) processing</li> <li>• Syntactic (sentence level) processing</li> <li>• Discourse (connected text level) processing</li> </ul>	CD 6363, RDNG 5803, RDNG 6513
	1.2	Understand and explain other aspects of cognition and behavior that affect reading and writing, such as <ul style="list-style-type: none"> <li>• Attention</li> <li>• Perception</li> <li>• Recognition</li> <li>• Identification</li> </ul>	RDNG 6513

	<ul style="list-style-type: none"> <li>• Memory</li> <li>• Executive Function</li> <li>• Processing Speed</li> <li>• Recall             <ul style="list-style-type: none"> <li>o Graphomotor control</li> <li>o Fluency</li> </ul> </li> </ul>	
1.3	Define and identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).	RDNG 6513
1.4	<p>Know and identify phases in the typical developmental progression of</p> <ul style="list-style-type: none"> <li>• Oral language (semantic, syntactic, pragmatic, morphological)</li> <li>• Phonological skill</li> <li>• Printed word recognition</li> <li>• Decoding</li> <li>• Spelling</li> <li>• Reading fluency</li> <li>• Reading comprehension</li> <li>• Written expression</li> </ul>	RDNG 6513
1.5	Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.	CD 6363 RDNG 6513
1.6	Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies;	CD 6363; RDNG 6513; RDNG 5803

		written expression).	
<b>2. Knowledge of the Structure of Language</b> IDA: Standard B	2.1 Phonology (The Speech Sound System)		
		2.1.1 Identify, pronounce, classify, and compare the consonant and vowel phonemes of English.	RDNG 6513
	2.2. 1	Understand broad outline of hist. influences on Eng spelling patterns, (Anglo-Saxon, Latin [romance], Greek)	CD 6363; RDNG 6513
	2.2 Orthography (The Spelling System)		
	2.2. 2	Define grapheme as a functional correspondence unit or representation of a phoneme.	RDNG 6513
	2.2. 3	Recognize and explain common orthographic rules and patterns in English.	CD 6363; RDNG 6513
	2.2. 4	Know and convey the difference between “high frequency” and “irregular” words.	CD 6363; RDNG 6513
	2.2. 5	Identify, explain, and categorize six basic syllable types in English spelling.	CD 6363; RDNG 6513
	2.3. Morphology		
	2.3. 1	Identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.	CD 6363
	2.4. Semantics		
	2.4. 1	Understand and identify examples of meaningful word relationships or semantic organization.	CD 6363
	2.5. Syntax		
	2.5. 1	Define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure.	Gen Ed courses ENG 1003; ENG 1013
	2.5. 2	Identify and explain the parts of speech and the grammatical role of a word in a sentence.	Gen Ed courses ENG 1003; ENG 1013

	2.6. Discourse Organization		
	2.6.1	Explain the major differences between narrative and expository discourse.	CD 6363
	2.6.2	Identify and construct expository paragraphs of varying logical structures (e.g., classification, reason, sequence).	RDNG 6513
	2.6.3	Analyze text for the purpose of identifying the inferences that students must make to comprehend.	CD 6363; RDNG 5803
<b>3. Knowledge of Dyslexia and Other Learning Disorders</b> IDA: Standard C	3.1	Understand the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological, and linguistic) based on current evidence-based practices.	CD 6363; RDNG 6333
	3.2	Recognize the tenets of the NICHD/IDA definition of dyslexia.	CD 6363; RDNG 6333;
	3.3	Recognize that dyslexia and other reading difficulties exist on a continuum of severity	CD 6363; RDNG 5803
	3.4	Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language disorders, attention deficit hyperactivity disorder, disorders of written expression and / or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.).	CD 6363
	3.5	Identify how symptoms of reading difficulty may change over time in response to development and instruction.	RDNG 6333
	3.6	Understand federal/state laws that pertain to learning disabilities, especially reading disabilities & dyslexia	RDNG 6333; ELAD 6423
<b>4. Interpretation and Admin. of Assessment for Planning Instruction</b> IDA: Standard D	4.1	Understand and apply the differences among screening, diagnostic, outcome, and progress-monitoring assessments.	RDNG 6333; RDNG 5803; CD 6363
	4.2	Understand basic principles of test construction, including reliability, validity, and norm- referencing, and know the most well-validated screening tests designed to identify students at risk for reading difficulties.	RDNG 6333; RDNG 5803
	4.3	Understand and apply the principles of progress-monitoring and the use of graphs to indicate progress.	RDNG 6333;

	4.4	Know the range of skills typically assessed by diagnostic surveys of phonological skills, decoding skills, oral reading skills, spelling, and writing.	CD 6363; RDNG 5803; RDNG 6333
	4.5	Recognize and interpret the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.	CD 6363; RDNG 5803; RDNG 6333
	4.6	Interpret and explain measures of reading comprehension and written expression in relation to an individual child’s component profile.	CD 6363; RDNG 5803; RDNG 6333
5.1 Phonology			
	5.1.1	Design, teach, and adjust the implementation of activities appropriate for a student’s developmental level of phonological skill.	CD 6363; RDNG 6513
	5.1.2	Compare and contrast various phonological manipulations including identifying, matching, blending, segmenting, substituting, and deleting sounds.	CD 6363; RDNG 6333
	5.1.3	Contrast first and second language phonological systems to assist English language learners.	RDNG 6513; RDNG 5803
	5.1.4	Apply the principles of phonological skill instruction: brief, multisensory, conceptual, and auditory-verbal.	CD 6363; RDNG 5803
	5.1.5	Apply the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.	CD 6363; RDNG 6333
	5.1.6	Apply the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.	RDNG 6513
5.2 Phonics and Word Recognition			
	5.2.1	Understand and apply how to order phonic concepts from easier to more difficult: <ul style="list-style-type: none"> <li>• Symbol / sound association</li> <li>• Morphophonemic variations</li> <li>• Syllable types</li> </ul>	CD 6363
	5.2.2	Understand and apply principles of explicit and direct teaching: model, lead, give guided practice, and review.	CD 6363; RDNG 5803;

			RDNG 6333
	5.2. 3	Comprehend, apply, and evaluate multisensory and multimodal techniques.	CD 6363; RDNG 5803
	5.2. 4	Plan and implement complete lesson format from the application in meaningful reading and writing.	CD 6363; RDNG 5803
	5.2. 5	Understand and implement research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.	CD 6363; RDNG 5803; RDNG 6333
5.3 Fluent, Automatic Reading of Text			
	5.3. 1	Design, teach, evaluate, and adjust instructional activities and approaches that are most likely to improve fluency outcomes for students.	Most courses mention except law course
	5.3. 2	Understand and recommend techniques to enhance student’s motivation to read.	CD 6363; RDNG 6513; RDNG 6563
	5.3. 3	Understand and recommend appropriate uses of assistive technology for student with serious limitations in reading fluency.	CD 6363
5.4 Vocabulary			
	5.4. 1	Understand the role of vocabulary development and vocabulary knowledge in comprehension.	CD 6363
	5.4. 2	Understand and demonstrate the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.	CD 6363
	5.4. 3	Know and apply varied techniques for vocabulary instruction before, during, and after reading.	CD 6363
	5.4. 4	Understand that word knowledge is multifaceted.	CD 6363;
	5.4. 5	Accommodate for the sources of wide differences in students’ vocabularies.	RDNG 5803
5.5 Handwriting, Spelling, and Written Expression			

	<u>Handwriting</u>		
	5.5.1	Utilize teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.	RDNG 5803; RDNG 6333
	<u>Spelling</u>		
	5.5.2	Explicitly and effectively teach concepts related to spelling.	CD 6363; RDNG 5803; RDNG 6333
	5.5.3	Analyze a student’s level of spelling development and spelling errors to determine instructional needs.	CD 6363; RDNG 5803
	5.5.4	Recognize and explain the influences of phonological, orthographic, and morphemic knowledge of spelling	CD 6363; RDNG 5803; RDNG 6333
	<u>Written Expression</u>		
	5.5.5	Integrate the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).	RDNG 5803; RDNG 6333
	5.5.6	Design, teach, evaluate and adjust activities to address developmental expectations for student’s writing developments.	CD 6363; RDNG 5803; RDNG 6333
	5.5.7	Recommend appropriate uses of assistive technology in written expression.	RDNG 5803; RDNG 6333
<b>5. Ethics, Professional Learning, and Leadership</b> IDA: Standard F IRA: Standard 6	6.1 Dyslexia Therapist who provide services to individuals with dyslexia and related difficulties must be able to:		
	6.1.1	Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field;	RDNG 6333; RDNG 5803; ELAD 6423
	6.1.2	Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments;	ELAD 6423; RDNG 5803; RDNG 6333
	6.1.3	Respect objectivity by reporting assessment and treatment results accurately, honestly, and truthfully;	ELAD 6423 RDNG 6333;
	6.1.4	Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and	RDNG 6333; ELAD 6423; RDNG 5803;

	degrees of those providing services;	CD 6363
6.1.5	Respect the training requirements of established credentialing and accreditation organizations supported by IDA;	RDNG 6333; ELAD 6423
6.1.6	Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur;	RDNG 6333; CD 6363
6.1.7	Support just treatment of individuals w/ dyslexia and related learning difficulties;	RDNG 6333; ELAD 6423
6.1.8	Respect confidentiality of student and clients, and	RDNG 6333; ELAD 6423; CD6363
6.1.9	Respect the intellectual property of others	RDNG 6333; ELAD 6423
6.2 Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility by:		
6.2.1	Demonstrating foundational knowledge of adult learning theories and related research about organizational change, professional development and school culture	RDG 6333; RDNG 6513
6.2.2	Displaying positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge & behaviors	RDNG 6333; RDNG 5803
6.2.3	Participating in, designing, facilitating, leading, and evaluating effective and differentiated professional development programs	RDNG 5803
6.2.4	Understanding and informing local, state or national policy	RDNG 6333; ELAD 6423



**e. Course Descriptions and Syllabi**

**Arkansas State University  
Communication Disorders Program**

**I. COURSE:**

**CD 6363: Language Learning Disabilities**

**Instructor:**

Joy Good, PhD, CCC-SLP  
Office: 211 B Reynolds Building  
Phone: (870) 972-3147  
Email: jgood@astate.edu

**II. REQUIRED TEXT:**

Ukrainetz, T. (2005). *Contextualized Language Intervention: Scaffolding PreK-12 Literacy Achievement*. Thinking Publications. ISBN 1-9320454-47-2

**III. PURPOSE OF THE COURSE:**

Graduate speech-language pathology students will learn to facilitate children's reading, writing, speaking, and listening development in prekindergarten through middle school grades. Students will demonstrate knowledge of language and literacy development and efficient ways to help children become fluent, flexible, effective users of oral and written language. Theories of language acquisition and use, educational theory, and evidence-based practices in intervention will provide the foundation for this course.

**IV. COMPETENCIES:**

Upon completion of the course, students will be able to:

1. Identify convergences and divergences in language and reading
2. Demonstrate application of the principles of dynamic assessment and curriculum-based language assessment across grades.
3. Describe principles of effective instruction in reading, writing, and spelling.
4. Demonstrate application of intervention strategies for: early literacy, decoding and fluency, word learning and vocabulary, reading comprehension, expressive language, and writing.
5. Write appropriate goals and objectives for intervention strategies.

*In the process of accomplishing these competencies, students are held accountable for knowing, thinking, questioning, analyzing, feeling, reflecting, sharing, and acting.*

***Successful completion of course requirements will demonstrate the student's acquisition of academic knowledge and experiences needed to satisfy the following standards for the Certificate of Clinical Competency in Speech-Language Pathology:***

- ***Standard III-C & Standard III-D***  
III-C 4a-b, e- g; 7a- b, e-g; 8a-b, e-g  
III-D 4a- c; 8c; 9a-b

***It is the student's responsibility to maintain evidence of the knowledge and skills acquired from this course.***

**V. COURSE REQUIREMENTS:**

- A. Clinical Applications: 10%  
These assignments assess the student's ability to apply the information discussed throughout class to clinical situations.
- B. Read-Aloud: 10%  
Each student will select one children's book to read aloud to the class. Evaluation will be based on student's familiarity with the book, use of voice, and manner and effectiveness of story presentation.
- C. Book Share: 10%  
Students will work in pairs to present a book to the class along with a prepared follow-up activity. Book and activity will be graded on preparation, presentation, and opportunity for child learning related to language and literacy.
- D. Literacy Fair: 10%  
Each student will assist with the planning and implementation of literacy fair. More information will be posted on Blackboard related to committee assignments and activities.
- E. Thematic Unit: 20%  
This assignment is to provide students with an opportunity to integrate and apply the theoretical and practical knowledge gained in this course. Students will think through and develop a thematic unit based on a topic given by the instructor. This assignment consists of two components due at different times during the semester. The first component requires students work collaboratively to develop an outline based on objectives for ADE frameworks and while students will coordinate the second part of the assignment, each person will work independently to develop therapy activities for attaining objectives.
- F. Exams: 20%  
Three exams will be given as an opportunity for students to demonstrate knowledge of skills and competencies gained from requirements. Testing style will be multiple-choice, praxis type questions.
- F. Final Exam: 20%  
A comprehensive, practical-application final exam will be given at the end of semester. The exam will require students to draw on knowledge and experiences gained throughout the semester.

**VI. GRADING SCALE:**

Grades will be determined by separately multiplying the number of points earned by the weighted percent stated for each course requirement. Each weighted percentage will then be added together for an assigned letter grade that corresponds to the scale below.

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

**VII. SPECIAL CONSIDERATIONS/FEATURES OF THE COURSE:**

A. Attendance Policy:

It is the student's responsibility to present and on time for classes. Students tardy more than 15 minutes will not be permitted in the classroom.

B. Policy for students with disabilities:

It is the student's responsibility to inform the instructor of a disability that requires accommodations. Arkansas State University's policy for students with disabilities will be adhered to for this course.

C. Make-up Policy:

It is the student's responsibility to inform the instructor in advance of absences and to arrange with the instructor a timeline for completing missed work.

D. Late Submission of assignments:

Late assignments will be accepted; however, a late penalty of 10% will be applied to the grade earned for each day the assignment is late.

E. Academic Integrity:

Arkansas State University's policies regarding plagiarism and cheating found in the student handbook will be adhered to for this course.

F. Blackboard/Email:

Because announcements, class assignments, and emergency notifications may need to be communicated outside of class time, students are automatically enrolled in Bb. Blackboard can be accessed from any computer on campus courtesy of your technology fees. *It is your responsibility to check this site often.*

G. Sick Policy:

Students with severe respiratory or flu-like illness (e.g., H1N1) will be denied admittance to class until 24 hours after your fever has subsided. Students with forced or voluntary absences related to severe respiratory or flu-like illness will be given an opportunity to make-up their assignments and class content without penalty. It is the responsibility of the student to notify the instructor, in advance, when absent due to these circumstances. Faculty are under no obligation to excuse absences related to student concerns of being exposed to H1N1 by coming to class.

All students should utilize the following precautions to prevent H1N1, respiratory, and/or flu exposure:

1. Frequent handwashing – consider carrying a bottle of alcohol cleanser with you at all times;
2. Cough etiquette – cough in the crease of your elbow
3. Place used tissues immediately in the waste basket followed by handwashing
4. Use approved disinfectants on shared surfaces – (e.g., doorknobs, desk tops, etc)
5. Stay home if you have severe respiratory or flu-like illness

Students who are concerned that they may have the flu, respiratory illness, or H1N1 should notify student health. Students should anticipate absences and assure they have access to the Internet and Blackboard. Regardless of a student’s health status, students must complete the requirements of the course to receive a passing grade.

Course Outline:

Dates	Chapter Readings	Journal Readings	Assignments	Test
August 19-21	Introduction to LLD  Intervention Approaches	None	Read Ch. 1  (Aug. 21)	
August 26-28	Early Language and Literacy	Embedded-Explicit Emergent Literacy Intervention I and II  (BB)		
September 2-4	Building Foundations for Early Language and Literacy	Early Identification of Language-Based Reading Difficulties (BB)		
September 9-11	Read-Alouds  Multicultural Literacy	None	Read-Alouds	
September 16- 18	Read-Alouds	None	Read Ch. 9 (Sept. 18)	Test One-Sept. 16

Letter of Intent – A-State Dyslexia Therapist

September 23-25	Literature-Based Units in Intervention	None	Read Ch. 2 (Sept. 23)  Begin Thematic Units (Sept. 25)	
September 30-October 2	Phonemic Awareness		Read Ch. 10 (Sept. 30)	
October 7-9	NO CLASS (10/9)	Matthew Effects in Reading (BB)		Test Two- Oct. 7 ARKSHA
October 14-16	Word Learning and Vocabulary	None	Read Ch. 3 (Oct. 16)	
October 21-23	Reading Instruction	None	Read Ch. 11  Thematic Unit Due October 21	
October 28-30	Reading Comprehension	None	Read Ch. 12 (Oct. 28)	
November 4-6	Spelling	<b>Providing Written Language Services in the Schools: The Time Is Now (BB)</b>		Test Three- Nov. 4
November 11-13	Book Share	None	Book Share	
November 18-20	Wrap-Up NO CLASS (11/20)	None		ASHA
November 25-27	Thanksgiving	Break		
December 9				10:15-12:15





## **ELAD 6423 Special Education Law**

School of Teacher Education and Leadership

### **I. Course Information**

ELAD 6423 Special Education Law

Instructor: Dr. Joe Nichols

Office: 451 Smith Center

Phone: (870) 972-3631

E-mail: [jnichols@astate.edu](mailto:jnichols@astate.edu)

Virtual Office Hours: Wednesdays from 7:00 PM – 9:00 PM

In Office Hours: M, W, and Th – 10:00-11:30 AM; Tue and Friday by appointment

For use as Arkansas professional development hours, access the following website:  
<http://arkansased.org/pd/index.html>

### **II. Textbook(s) Readings**

A. Primary Text:

Bartlett, L, Etcheiedt, S., & Weisenstein, G. (2007). *Special education law and practice in public schools*, (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson, Merrill, Prentice-Hall.  
(Text is available in e-book through publisher.)

B. Supplemental Text: None

### **III. Purpose and Goals of the Course**

- A. Candidates will demonstrate knowledge in the legal aspects of special education with emphasis given to the following six principles of special education law: (1) zero reject, (2) nondiscriminatory classification, (3) individualized and appropriate education, (4) least restrictive placement, (5) due process, and (6) parent participation.
- B. The course objectives are as follows:
1. Demonstrate knowledge of litigation, regulations, and policies that are related to teachers' and school districts' legal rights in relation to programs for students with disabilities.
  2. Demonstrate a professional capacity to interact and collaborate with course peers in regard to the application of special education policy, regulations and legal issues.

#### **IV. Standards Linkage**

##### **A. ELCC Standards**

- 5.3. Candidates make and explain decisions based upon ethical and legal principles.
- 6.1. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.
- 6.3. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
- 6.3. Candidates apply their understanding of the larger political, social, economic, legal and cultural context to develop activities and policies that benefit students and their families.
- 6.3. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
- 7.2. Candidates participate in planned intern activities during the entire course of the program.
- 7.6. Candidates earn graduate credit for their intern experience.

##### **B. Arkansas LEADS Standards**

- 5C Safeguard the values of democracy, equity and diversity
- 6A Advocate for children, families, and caregivers
- 6C Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

##### **C. ELCC Standard Related to Diversity:**

- 5.3 Candidates make and explain decisions based upon ethical and legal principles.

##### **D. CEC Standards**

Standards 1 and 9

##### **E. Strengthening and Enriching Learning Conceptual Framework**

- 2.1 .a Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.
- 2.2. b Promotes and applies ethical and legal standards in decision making.

#### **V. Course Assessment and Performance Measures**

- A. The Laws of Special Education (50 Points). Candidates will demonstrate an understanding of IDEA, Section 504 of the Rehabilitation Act of 1973 (504), and The



Americans with Disabilities Act. Candidates provide an overview of the intents of the IEP and the 504 Plan; Candidates will conduct a building-level census of IDEA students, 504 students, and the individual responsible for ADA compliance.

- B. The Process of Special Education (60 Points): Candidate will demonstrate an understanding of the process of special education by identifying the steps necessary to determine eligibility, including Response to Intervention (RTI) or denial of eligibility for receiving services through IDEA or 504.
- C. Accommodations, Modifications and Assistive Devices (60 Points). Candidates will demonstrate an understanding of the use and need of accommodations, modifications, and assistive devices in the context of the instructional settings and programs for children with disabilities.
- D. Legal Issues in Behavior Management (70 Points); Legal Issues in Instructional and Nonacademic settings (55 Points): Candidates will demonstrate an understanding of the policies that impact the management of behavior for students with IEPs and will demonstrate an understanding of the laws and policies that focus on instructional settings for students with disabilities.
- E. High Impact Laws of Special Education (100 Points). Candidates will demonstrate understanding and interpreting the ramifications of major laws that impact special education.
- F. Staff Development (50 Points). Candidates will prepare, organize, and present a staff development program on special education legal issues that impact classroom teachers.

E. Grading Scale

A= 90-100%	400-445 points
B= 80-89%	356-399 points
C= 70-79%	311-355points
F= 0-59%	0- 310 points

E. Late Submission Policy:

Except in cases of serious extenuating circumstances, tardy work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.”

## VI. Course Outline

- Week 1: Module 1 – The Laws of Special Education (IDEA, 504, and ADA)
  - Complete text based assignments and application
- Week 2: Module 2 – The Process of Special Education
  - Complete text based assignments and application
- Week 3: Module 3 - Accommodations, Modifications, and Assistive Devices
  - Complete text based assignments and application
- Week 4: Module 4 – Legal Issues in Behavior Management
  - Complete text based assignments and application

Week 5: Module 5 – Legal Issues in Instructional and Non-academic Settings

- Complete text based assignments and application

Week 6: Module 6 – The High Impact Laws of Special Education

- Complete text based assignments...No application assignment with this module

Week 7: Module 7 - Staff Development

- Complete the module staff development assignment; complete reflection

**Weeks 1-6 assignments are due by 11:59 PM on Sundays; Week 7 Assignments are due by 11:59 PM on Friday of last week of the course.**

## **VII. Special Considerations and/or Features of the Class**

A. Instructional Methods: Lectures, discussion board, case studies, and field-based activities are employed to increase learning and accommodate a variety of learning styles.

B. Students are required to complete field study activities that are concomitant to course assignments.

D. Students are required to utilize Live-Text for portfolio construction.

E. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

F. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the A-STATE Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

## **VIII. Procedures to Accommodate Students with Disabilities**

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the A-STATE Officer of Disabilities  
<http://www2.astate.edu/disability/> 870-972-3964.

## **IX. References**

Bartlett, L., Etscheidt, S., & Weisenstein, G. (2007). *Special education law and practice in public schools* (2nd ed.). Upper Saddle River, NJ: Pearson, Merrill, Prentice-Hall.

Center for Education and Employment Law. (2007). *Students with disabilities and special education law* (24th ed.). Malvern, PA: Center for Education and Employment Law.

Essex, N. L. (2006). *A teacher's pocket guide to school law*. Boston: Pearson Education.

Latham, P. S., Latham, P. H., & Mandlawitz, M. R. (2008). *Special education law*. Boston: Pearson Education.

Guernsey, T. F., & Klare, K. (2008). *Special education law*. Durham, NC: Carolina Academic Press.

Rothstein, L. F., & Johnson, S. F. (2010). *Special education law*. Thousand Oaks, CA: Sage Publications.

Shapiro, J. & Stefkovich, J. 2001. *Educational leadership and decision making: Applying theoretical perspectives to complex dilemmas*. Nawah, NJ: Lawrence Erlbaum Associates.

Weber, M. C., Mawdsley, R. D., & Redfield, S. E. (2004). *Special education law: cases and materials*. Newark, NJ: LexisNexis.

Yell, Mitchell L. (2012) *The law and special education* (3rd ed.). Upper Saddle River, NJ: Pearson, Prentice-Hall.

Arkansas State University  
Syllabus for:

**RDNG 5803--Special Topics in Reading:**

“Assessing Readers: Qualitative and Quantitative Diagnosis and Instruction”  
Spring 2014

I. Course Information:

- A. RDNG 5803; Assessing Readers: Qualitative and Quantitative Diagnosis and Instruction
- B. Instructor: Dr. Dixie Keyes

C. Contact information: I have arranged my schedule to be available via email throughout the day, and most evenings before 9 pm, at [dkeyes@astate.edu](mailto:dkeyes@astate.edu). If you have an emergency situation and can't wait for an email response, please send me a text message at 870-882-2768 (remember to identify yourself in the text message).

Class Location and time: Online via Blackboard; January 15th – May 7, 2014

II. Readings

Primary Texts:

Flippo, R.F. (2014). *Assessing readers: Qualitative diagnosis and instruction, 2<sup>nd</sup> ed.* New York and London: International Reading Association and Routledge Education.

A. Assigned Readings:

Additional articles and other assigned readings for the class posted on Blackboard or available via A-STATE Library as specified.

III. Purpose:

This course explores effective and purposeful methods of building on quantitative assessment data by also assessing qualitative information such as observations, interviews, portfolios, oral reading samples, miscue analyses, fluency considerations, developmental writing and spelling, and comprehending strategy analysis. Application of qualitative data leads to effective organization and instruction in the classroom.

Major Course Goals
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Students in this course will demonstrate:

1. understanding and analysis of quantitative data and how to build knowledge of students' literacy development with qualitative data collection and analysis;
2. effective methods of assessing affective, linguistic and fluency issues of readers;
3. application of assessing comprehending strategies, prior knowledge, metacognition and schemata;
4. thorough analysis of qualitative literacy information gathered on a student;
5. effective organization of environment for reading development and instruction based on qualitative assessments;
6. development of a plan, focus and model for diagnostic instruction relative to qualitative instruction;

IV. Course Objectives
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Through his or her assignments, a participant will complete:

- A. Readings: Students will read assigned articles, selections from the required text and supplemental texts. The readings are central to the attainment of new knowledge and, therefore, are necessary in order to complete subsequent assignments. Evaluation of readings will be completed in the form of quizzes, reflections, or reading guides provided by the instructor.
- B. Videos: A number of videos are referenced for students to view. These are required viewing and are selected to support course content. It is the student's responsibility to ensure that the computer they use supports the videos. All of the selected videos are available on the world-wide web on forums such as YouTube or Google Videos. Therefore, additional technology should not be necessary. If you have difficulty with your home computer, computers at A-STATE computer labs are available.
- C. Students will demonstrate competency in providing and analyzing a collection of qualitative assessments by visually recording their analysis process and displaying the actual assessments. The video recording will be uploaded for viewing on Blackboard.
- D. Students will complete an analytical essay that supports the literacy assessment approach of building on available quantitative data with qualitative data that completes the picture of literacy development, progress and achievement of students.
- E. A final exam will be given at the end of the course

This course is aligned with the Mission Statement of Arkansas State University's Department of Education:

Our mission 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 following frameworks and standards:

Advanced Programs Conceptual Framework

Strengthening and Enriching Learning

## Central Elements

### Candidate Knowledge, Skills, and Dispositions

Professional Identity: Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.

#### Knowledge

- Understands ethical and legal standards.
- Understands the importance of and strategies for effective advocacy on behalf of the profession.

#### Skills

- Demonstrates competence in applying knowledge of content and research in professional practice.
- Promotes and applies ethical and legal standards in decision-making.
- Demonstrates professionalism in use of digital media.

#### Professional Dispositions

- Values the importance of professional organizations, credentialing standards, and legal and ethical standards as indicators of one's professional identity.
- Demonstrates self-efficacy by effectively reflecting on professional practice.

Diversity: Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.

#### Knowledge

- Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.

#### Skills

- Plans and creates experiences that help all students learn.
- Demonstrates ability to build collaborative relationships among schools, families, and communities.
- Demonstrates acceptance and respect for persons with diverse ideas, values, and behavioral practices.

#### Professional Dispositions

- Values and respects individuals and their differences.
- Believes all students can learn.

Advanced Knowledge and Skills: Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.

Knowledge

- Knows content and concepts of the discipline at an advanced level.
- Understands the interdisciplinary nature of content and pedagogical knowledge.

Skills

- Demonstrates knowledge through inquiry, critical analysis, and synthesis of discipline-specific content.
- Shares content in challenging, clear, and compelling ways using real world contexts and integrating appropriate technologies.
- Selects and develops strategies and technologies, based on research and experience, to help all students learn.
- Reflects to enhance professional practice.

Professional Dispositions

- Values caring and supportive learning environments that encourage self-direction by all students.
- Values life-long learning and mastery of content and pedagogical knowledge.

Ecological Dimensions: Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.

Knowledge

- Understands the complexities of social systems that impact student learning.

Skills

- Demonstrates a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.
- Demonstrates understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.

Professional Dispositions

- Values the intertwining role of family, community, and schools and their impact on student learning.
- Appreciates the uniqueness and worth of each student while recognizing the necessity for interdependent functioning and fairness to promote living together within the common society.

Evidence-Based Practices: Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

Knowledge

- Understands the relevance of research findings and performance data.

Skills

- Collects and analyzes student assessment data and makes data-driven decisions to improve student learning.

- Demonstrates ability to apply research methods and statistical techniques to improve professional practice.
- Demonstrates ability to interpret and apply research findings from professional literature.

Professional Dispositions

- Appreciates the importance of evidence-based practice.

## NCTE/IRA Standards (SPA)

Standard 1 Foundational Knowledge. *Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:*

1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes.

1.2 Demonstrate knowledge of reading research and histories of reading.

1.3 Demonstrate knowledge of language development and reading acquisition and the varieties related to cultural and linguistic diversity.

1.4 Demonstrates knowledge of the major components of reading (phonemic

awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.

Standard 2 Instructional Strategies and Curriculum Materials. *Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction: As a result, candidates:*

2.1 Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.

2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices for learners at differing stages of development and from differing cultural and linguistic backgrounds.

2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Standard 3 Assessment, Diagnosis, and Evaluation. *Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:*

3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom

3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.

3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)



Standard 4 Creating A Literate Environment. *Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:*

- 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
- 4.2 Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
- 4.3 Model reading and writing enthusiastically as valued lifelong activities.
- 4.4 Motivate learners to be lifelong learners.

Standard 5 Professional Development. *Candidates view professional development as a career-long effort and responsibility.*

- 5.1 Display positive dispositions related to reading and the teaching of reading.
- 5.2 Continue to pursue the development of professional knowledge and dispositions.

<b>VI. Course Assessment and Performance Measures</b>
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#### Attendance and Professionalism

1. The decision to offer this course in an online format reflects the desire of the Department of Teacher Education to meet the needs of students who may live a substantial distance from the university and may be balancing a busy professional life with academic endeavors. There are particular challenges, however, presented in teaching and learning in an online format. Students taking face-to-face courses in the summer expect to meet at least 4 times during the week to attend lectures. In an online course you have some flexibility in when you complete your assignments. There are, nonetheless, deadlines and student performance expectations that must be honored. Please expect to dedicate the same amount of time to this course as you would in a face-to-face course and check Blackboard each day during this fast-paced 3 ½ week course for updates and assignments. You should expect to spend a couple of hours each day engaged in reading, watching online videos (this is in place of time spent listening to lectures in a classroom), preparing you qualitative assessments and analysis or writing.
2. Although interaction with the instructor is limited in an online course, the instructor will be as responsive as possible through email. Therefore, based on students' responses to particular assignments and discussion forums, the instructor may exercise professional judgment regarding course delivery. That may mean revisiting particular content for clarification and altering assignments.
3. Failure to complete all assignments may result in course failure.
4. Failure to meet deadlines for assignments will negatively impact your grade; however if there are emergency situations such as a death in the family or a severe health issue accompanied by a doctor's verification, an incomplete for the course may be given. If this occurs, students have one additional term to complete all assignments; otherwise a failing grade will be issued.

5. The platform for this course is Blackboard. You are responsible for knowing how to use Blackboard. Assistance with Blackboard is available through the ITT Center at <http://www2.astate.edu/ittc/>.
6. Tests are to be taken independently. You may be able to use resources such as books and articles; however, your colleagues are not resources for tests.
7. Please exercise caution regarding plagiarism. This includes answers to questions regarding assigned readings. Do not answer questions by merely copying sentences from the book. Questions are designed to assess your understanding of the materials; therefore, you should be able to construct answers without quoting text/article authors.
8. Students will participate in 3 separate online discussions via Blackboard or other designated forum. Details will be supplied by the instructor.
9. Students must have a video recording device that will save a recording that can be uploaded to Blackboard for viewing.

**Performance Measures:**

**Analytical Essay** – The instructor will provide detailed directions. Essays will be synthesized and used as the basis for critical reflection of professional practice. (200 points)

**Online Discussion Postings** – Students will participate in 3 online discussions as directed by instructor. Guidelines will be provided by instructor. (100 points)

**Video recording of qualitative assessment analysis** – Students will use qualitative assessments from one of their students OR a student from another classroom. The student will not be identified; this recording will focus on the analyzing abilities of the teacher focusing on qualitative data. (200 points) **Exams** – Students will take a final exam. A portion of the exam will be multiple choice (on Blackboard). The remainder of the exam will consist of short answer and essay questions. (200 points)

<b>Grading System:</b>
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<b>Assignment</b>	<b>Point Value</b>
Analytical Essay	200 points
Online Discussion Postings	100 points
Video Recording of Qualitative Data Analysis	200 points
Final Exam	200 points
<b>TOTAL POINTS:</b>	<b>700 points*</b>

\*Your final grade for the course will be based on your total earned points divided by the total possible points.

Grading Scale:

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79

D = 60 – 69  
F = below 59

**Flexibility Clause:**

The aforementioned items on this syllabus are subject to change. Modifications in requirements, assignments, and the tentative course outline will be made as needed.

**Cheating and Plagiarism:**

Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the A-STATE academic community. Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. (A-STATE Student Handbook, pp.21-22) Written assignments and test/quizzes and projects must not be copied from papers of other students, from models used by the instructor, or from published material including the internet. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community; result in a failing grade; result in failing the class and or all.

**IX. Procedures to Accommodate Students with Disabilities**

The Department of Teacher Education makes reasonable accommodation for qualified students with medically documented disabilities. “Students who require academic adjustments due to a disability must first register with A-STATE Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.” (Disability Services website).

**X. References**

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing word to life: Robust vocabulary instruction*. New York, NY: The Guildford Press.

Braunger, J. and Lewis, J. (2008). *Building a Knowledge Base in Reading* (2<sup>nd</sup> Ed) IRA [www.reading.org](http://www.reading.org)

Clark, C. H. (1995). Teaching students about reading: A fluency example. *Reading Horizons, 35*, 250-267.

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. Farstrup \* J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 205-242). Newark, DE: International Reading Association.

Fountas, I., & Pinnell, G. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.

- Harvey, S., & Goudvis, A. (2000). *Strategies that work*. Portland, ME: Stenhouse.
- Hindley, J. (1996). *In the company of children*. York, ME: Stenhouse.
- International Reading Association (2008). [www.reading.org](http://www.reading.org)
- Kame'enui, E. J., & Carnine, D. (1998). *Effective teaching strategies that accommodate diverse learners*. Upper SaddleRiver, NJ: Prentice Hall.
- Peterson, R. (1990). *Life in a crowded place*. Portsmouth, NH: Heinemann.
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## **RDNG 6333: Practicum I: Diagnosis and Intervention (MSE Reading)**

*Fall 2014: via Online Delivery*

### **I Instructor Information**

**Dr. Ryan R. Kelly, Assistant Professor of Reading**

Arkansas State University, School of Teacher Education and Leadership

College of Education and Behavioral Science

**Office Location: Education/Communication Building, Room 374**

**Office Hours: Fall 2014: Tuesday-Thursday, 9-11 AM (Tentative)**

Direct Line: (870) 680-8445                      Email: [rkelly@astate.edu](mailto:rkelly@astate.edu) (Preferred)

Main Office: (870) 972-3059                      Fax: (870) 972-3344

### **II. Course Texts and Resources**

Allington, R. L. (2009). *What really matters in response to intervention: Research-based designs*. Boston, MA: Allyn & Bacon ISBN: 0205627544

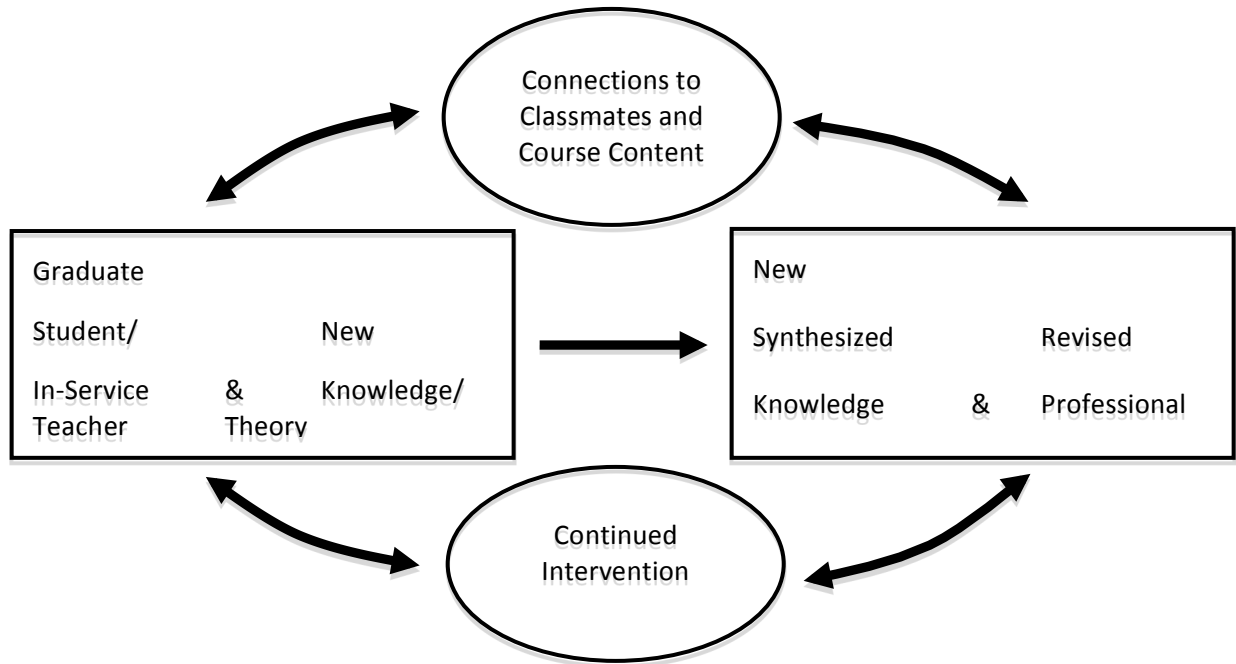
DeVries, B. A. (2007). *Literacy assessment & intervention for K-6 classrooms*. Holcomb Hathaway Publishers. ISBN: 1934432156

*Additional/Weekly Readings in PDF Form or URL* (Available via Blackboard)

### **III. Purpose or Goals of the Course**

This course examines current theory and practice in formal and informal reading assessments. Candidates will administer assessments, develop and implement intervention plans for struggling readers, monitor student progress, document response to intervention, and make recommendations for teachers, parents, and students to promote further growth in reading achievement.

**IV. Course Conceptual Model**



**V. Major Course Goals**

Students in this course will demonstrate:

1. an understanding of the role of assessment in current reading theory and practice;
2. the ability to select and administer appropriate reading assessments to facilitate curriculum decisions and lesson planning;
3. the ability to develop an intervention plan for struggling readers, administer the plan effectively, and monitor student response to intervention;
4. the ability to document student response to intervention effectively;
5. the ability to analyze student assessment data in order to differentiate reading instruction within a heterogeneous class of learners; and
6. an understanding of the role of the teacher as a researcher.

**VI. Course Instructional Objectives**

Through his or her assignments, a participant will:

- A. Demonstrate the ability to select and administer appropriate reading assessments for a group of students;

- B. Analyze assessment data purposefully and meaningfully in order to develop appropriate instructional plans;
- C. Work collaboratively with a colleague to plan reading instruction;
- D. Facilitate the implementation effective instruction with a colleague through modeling of instructional strategies and peer coaching, observations, and evaluations.
- E. Develop, implement, and evaluate a plan of intervention for a struggling reader;
- F. Prepare a case study report for stakeholder’s based on the plan of intervention for a struggling reader.

NOTE: BECAUSE THIS IS A PRACTICUM, THE INSTRUCTOR WILL CONDUCT ON-SITE VISITS AT YOUR PROFESSIONAL SETTING. THESE VISITS WILL BE ARRANGED BY APPOINTMENT AND WILL PROVIDE A FORUM FOR IMPLEMENTATION OF COURSE PROJECTS.

**VII. Course Linkage/Alignment (A-STATE MSE Conceptual Framework and NCTE/IRA)**

**Course is aligned to the following Conceptual Framework (A-STATE Professional Education Advanced Programs Conceptual Framework—Strengthening and Enriching Learning):**

**Professional Identity:** Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.

**Knowledge**

- Understands ethical and legal standards.
- Understands the importance of and strategies for effective advocacy on behalf of the profession.

**Skills**

- Demonstrates competence in applying knowledge of content and research in professional practice.
- Promotes and applies ethical and legal standards in decision-making.
- Demonstrates professionalism in use of digital media.

**Professional Dispositions**

- Values the importance of professional organizations, credentialing standards, and legal and ethical standards as indicators of one’s professional identity.
- Demonstrates self-efficacy by effectively reflecting on professional practice.

**Diversity:** Advanced candidates demonstrate in-depth understanding of and respect for

diversity and its implications for learning.

### **Knowledge**

- Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.

### **Skills**

- Plans and creates experiences that help all students learn.
- Demonstrates ability to build collaborative relationships among schools, families, and communities.
- Demonstrates acceptance and respect for persons with diverse ideas, values, and behavioral practices.

### **Professional Dispositions**

- Values and respects individuals and their differences.
- Believes all students can learn.

**Advanced Knowledge and Skills:** Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.

### **Knowledge**

- Knows content and concepts of the discipline at an advanced level.
- Understands the interdisciplinary nature of content and pedagogical knowledge.

### **Skills**

- Demonstrates knowledge through inquiry, critical analysis, and synthesis of discipline-specific content.
- Shares content in challenging, clear, and compelling ways using real world contexts and integrating appropriate technologies.
- Selects and develops strategies and technologies, based on research and experience, to help all students learn.
- Reflects to enhance professional practice.

### **Professional Dispositions**

- Values caring and supportive learning environments that encourage self-direction by all students.
- Values life-long learning and **mastery of content and pedagogical knowledge.**

**Ecological Dimensions:** Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.



### **Knowledge**

- Understands the complexities of social systems that impact student learning.

### **Skills**

- Demonstrates a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.
- Demonstrates understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.

### **Professional Dispositions**

- Values the intertwining role of family, community, and schools and their impact on student learning.
- Appreciates the uniqueness and worth of each student while recognizing the necessity for interdependent functioning and fairness to promote living together within the common society.

**Evidence-Based Practices:** Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

### **Knowledge**

- Understands the relevance of research findings and performance data.

### **Skills**

- Collects and analyzes student assessment data and makes data-driven decisions to improve student learning.
- Demonstrates ability to apply research methods and statistical techniques to improve professional practice.
- Demonstrates ability to interpret and apply research findings from professional literature.

### **Professional Dispositions**

- Appreciates the importance of evidence-based practice.

**Course is aligned to the following IRA 2010 Standards and Elements:**

### **Standard 1: Foundational Knowledge**

Reading Specialist/Literacy Coach Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.



**Elements:**

1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

**Standard 2: Curriculum and Instruction**

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

**Elements:**

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

**Standard 3: Assessment and Evaluation**

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

**Elements:**

3.1: Understand types of assessments and their purposes, strengths, and limitations.

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

3.3: Use assessment information to plan and evaluate instruction.

3.4: Communicate assessment results and implications to a variety of audiences.

#### **Standard 4: Diversity**

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

##### **Elements:**

4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

4.3: Develop and implement strategies to advocate for equity.

#### **Standard 5: Literate Environment**

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

##### **Elements:**

5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction

#### **Standard 6: Professional Learning and Leadership**

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

##### **Elements:**

6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and

behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]

6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

6.4: Understand and influence local, state, or national policy decisions.

## VIII. General Course Policies and Logistics

- 1) **This is an ONLINE** course. This means that participation will be limited to Blackboard discussions and possible Observations. It is the **student's responsibility to log onto Blackboard Learn frequently** (e.g. daily) to complete reading responses, access course materials, and communicate with classmates/professor.
- 2) **Students are responsible for completing all work** as stated in the Course Schedule, as well as this Syllabus.
- 3) **Students are required to communicate with the Professor**; specifically, responding to the Professor's emails. I will only mass email the course with important announcements/logistics, and I will only email you when necessary to support you in the course.
- 4) **It is the student's responsibility to maintain safe/efficient saving of files and their work.** Due to recent abuse and over extension of flexibility due to computer difficulties, **students are advised to take the following steps:** *1) back up all files related to this course on a second computer location (e.g. personal laptop + home/desktop or work computer); 2) utilize an external hard drive in addition to computer backup; 3) utilize an additional USB stick/jump drive, in addition to computer and external hard drive backups; 4) save all files on some type of "cloud" or at the very least, attached to saved emails within your A-STATE email.*
- 5) **No late work will be accepted** unless arrangements have been made in advance with the instructor or if an unexpected family or medical emergency is formally documented and brought to my attention. **Late work that is accepted due to unexcused absence from online course participation** will result in a one-third letter grade deduction of points for the particular assignment for each course meeting (or 7 day period) the assignment remains late.
- 6) A-STATE email (PREFERRED) or communication through Blackboard Discussion are the primary methods for contacting the instructor. **Do not use any other email address besides you're A-State email** to contact the instructor. Do not assume I received your email unless I have replied personally. Be proactive and don't hesitate to follow-up on communication.

- 7) **Cell phones and other messaging devices should be turned off and stay off** during required class meetings. I don't mind if you use laptops for notes or digital texts; however, if you misuse them, that privilege will be taken away.
- 8) Please **do not bring children or other uninvited guests to class**. Only the instructor may invite a guest to class.
- 9) Publisher's Web Site: the publisher of your textbook may provide several student tools for your use. There may be practice tests, chapter objectives, web links for lesson plans, etc. I suggest you use this. Practice tests may be used as study guides. **The work on the publisher's website will not necessarily be replicated by the instructor.**
- 10) **Plagiarism will not be tolerated.** Written assignments and test/quizzes and projects may not be copied from a student's prior work, the work of other students, from models used by the instructor, or from published material including the Internet. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community, may result in a failing grade for the course, may result in a failing grade for the assignment.

If deemed guilty of plagiarism, Plagiarism on course work/papers/assessments will result in a grade of zero (0%) on the assignment. I will make every attempt to determine if plagiarism was intentional or unintentional and act accordingly, with resubmission options for assignments if I determine plagiarism was unintentional. Intentional plagiarism on multiple course assignments may result in an automatic "F" grade for the course.

- 11) Various course materials may be placed on Blackboard 8. **The student is responsible for acquiring materials placed on Blackboard.** Try to make good use of use your library/technology fees.
- 12) **All written work for the course should be thoroughly proofread/revised/edited** and should use a Times New Roman style font, 12-point size, double-spaced, with one-inch margins.

Works cited and in-text citation **should consistently follow APA format.**

**Assignments accepted via A-STATE email or Blackboard must be in Microsoft Word format (.doc or .docx) only. No exceptions!** There may be opportunities for peer editing or peer review of written work. **Advance drafts of papers for instructor feedback prior to deadlines are encouraged and welcomed.**

**Papers handed in digitally will be returned to students digitally,** with visible feedback comments attached by the instructor and possibly narrative comments

at the end. Remember: **a paper is not “fully” handed in digitally until I have responded to the email to which it was attached.** Material handed in via hard copy is not “fully” handed in until it is stapled and placed in my hands, or until I have acknowledged receipt from my departmental mailbox via email.

- 13) The instructor always welcomes **student effort to revise written work to improve a grade.** If all changes/revisions to the paper are successful, this will typically result in recovery of up to half of the missed points. Revision ideas and deadline must be negotiated and agreed upon with the instructor no later than two weeks after the assignment is returned to the student. Due to the logistics of the semester, this may not be possible for assignments handed in during the final two weeks of class.

The instructor also welcomes discussion with students about disputed paper grades. This must also take place or be scheduled no later than two weeks after the assignment is returned to the student. Due to the logistics of the semester, this may not be possible for assignments handed in during the final two weeks of class.

- 14) **I am committed to your safety in inclement weather.** Class will only be cancelled officially if the university publicizes an official closing. Commuting students should use good judgment always. **If a student decides not to come to campus due to publicized inclement weather,** it is the student’s responsibility to contact the instructor ahead of time to arrange the absence. (Does not apply to Online courses)
- 15) **All items on this syllabus are subject to change (e.g. “Flexibility Clause”).** Modifications in requirements, assignments, and the tentative course outline will be made as necessary with reasonable advance notice given to students in the course via email. Adjustments to the course schedule, including number of required meetings (if held) will be modified as necessary.
- 16) **Always remember that the instructor is committed to your success.** Keep me posted as to your successes, struggles, questions, or comments in the course. The stronger our communication, the greater your chances of success in the course. **We are colleagues!**
- 17) **Remember that you are graduate students in an advanced, Master’s/post-Master’s course.** I expect that you will fully engage with all coursework (readings, discussion, and assignments/assessment) with a professional and academic passion. Grades in a graduate course and program are **earned** and represent your attainment of an intense level of theoretical knowledge and potential for professional practice. Students will not necessarily all reach this level at the same pace. I am committed to your success in this regard and will assist each of you as best I can in successfully completing the course.

## **IX. Course Assessment (Ed.S. Candidates)**

Note: Ed.S. candidates are encouraged to use this semester to further their thesis research. The focus of RDNG 6333 is applying theory to practice and, therefore, the instructor will facilitate candidates as they engage in research activities as applied to the practicum experience. In addition to the assignments associated with RDNG 6333 for MSE-Reading candidates, Ed.S.-Reading candidates will be able to align work in the practicum experience as

related to their thesis research— *if reasonably possible*. At minimum, this will require the following components:

- The candidate provides documentation of IRB approval to conduct research with human subjects and appropriate consent forms (if concurrently working on 3 s.h. of Thesis);
- Or the candidate will develop plans to integrate Practicum I work into the upcoming Thesis;
- If conducting 3 s.h. of Thesis work, the candidate describes his/her use of appropriate instruments for assessing the validity of their research (via Thesis Chapter 3) and discusses preliminary findings associated with his/her research.

This paper will be graded by the RDNG 6333 instructor and will, in addition, be submitted to the chair of the candidate’s thesis committee.

#### **X. Course Online Discussion via Blackboard**

Weekly coursework will take the form of online discussion/discourse on Blackboard. This is intended to increase class discourse in a different form, and offer a venue for students to directly engage with each other’s thinking. It also represents a way to “synthesize and capture” knowledge. **When the course is delivered primarily online, this method is critical.**

Blackboard discussion posting will essentially involve two discussion postings each week, one a Reading Response to any/all of the assigned reading for the week, the other a Peer Response that is more personal, and more about your classmates’ thinking than the course readings.

*A handout will overview Blackboard posting in greater detail and further define the nature of both the Reading Response post and the Peer Response post.*

#### **XI. Major Unit Assessment: Classroom Assessment and Intervention Case Study**

The following unit assessment will be completed in this course, with course credit divided among **various draft stages** of the project:

##### **Classroom Assessment and Intervention Case Study**

##### **UNIT GOALS AND OBJECTIVES**

This unit assessment, **Classroom Assessment and Intervention Case Study**, will reflect candidates’ ability to work in collaboration with teachers and paraprofessionals to determine appropriate assessments to examine students’ abilities in the major reading components, use the data derived from assessments to implement a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction in support of student learning, and report their assessment findings and curricular decisions to appropriate stakeholders. Components of this unit assessment include:

**Introduction and Assessment Administration: The candidate will collaborate with reading professionals (teachers and literacy specialists or coaches) to identify and examine a variety of reading assessments that assess the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension, and motivation). The candidate will administer a minimum of two different reading assessments to one class of students and assist the administration of a minimum of the same reading assessments to a colleague’s class. 100 points**



**Data analysis:** The candidate will collaborate with a peer/colleague in the analysis of the data derived from the assessments for the purposes of: 1) strategically grouping students in order to effectively differentiate reading instruction; 2) develop an instructional plan for all students based on their strengths and weaknesses, reading levels, interests, and cultural and linguistic backgrounds; 3) determine which students may require further assessments to determine more specific information in order to assist them in literacy development. Data analysis will be conducted for both classes. 100 points

**Instructional Planning:** The candidate will work collaboratively with a colleague to plan reading instruction designed to meet the needs of all the students within their two classes using a variety of grouping practices and a wide range of evidence based instructional practices, approaches, and methods, including technology-based practices. 100 points

**Instructional Delivery:** The candidate will implement the instructional plan within his/her class and will facilitate the implementation of the instructional plan within his/her colleague's class through modeling instructional strategies, peer observations, and peer evaluations. 100 points

**Plan of Intervention for a Struggling Reader:** The candidate will collaborate with a peer/colleague to develop a plan of intervention for a struggling reader in another class. This plan will include the administration of a minimum of three assessments (in addition to the two previously administered to the entire class), the analysis of assessment data to determine the student's lowest deficit skill, the implementation of the plan of intervention, and monitoring the student's progress through the duration of the intervention. **The candidate will facilitate implementation of the plan of intervention by assisting in the administration of assessments, analyzing the data, delivering intervention instruction, and monitoring student progress.** The candidate will provide an analysis of the plan of intervention's effect on student learning. 100 points

**Stakeholder's Report:** The candidate will write a case study for the purpose of communicating the results of the plan of intervention for the struggling reader to the student's parents, teachers (current and future), and members of the school's teacher support team. 300 points

Note: The Stakeholder's Report represents the "write up" of the full process in a professional manner, consistent with APA style and conventions of methodology appropriate to the MSE/Ed.S. student's stage of graduate study. It represents the "Final Draft" whereas the earlier stages are intermediate logistical or draft steps.

Additionally, candidates will receive points for engaging in collaborative discussions with colleagues enrolled in RDNG 6333 and the professor regarding progress in the course **and** engagement with the professor during site visits, if possible (100 points), and required Blackboard discussions (100 points).

## **XII. Course Grading**

### **Course Grading Breakdown**

Class/Online/Collegial Participation

100

Blackboard Discussions	100
Introduction and Assessment Administration	100
Data Analysis	100
Instructional Planning	100
Instructional Delivery	100
Plan of Intervention for a Struggling Reader	100
Stakeholder’s Report	300
<b>TOTAL POINTS</b>	<b>1000</b>

**Course Grading Scale (Note: “D” and “+/-” do not apply to grading for the Registrar)**

A	920-1000	B	830-919	C	740-829	F	0-739
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**Incomplete “I” Grades**

An Incomplete (“I”) grade is appropriate when a student fails to meet all course requirements for reasons beyond the student’s control (e.g. legitimately documented illness, bereavement, extended graduate student research). Procrastination, pressure of other courses, or work not connected with the student’s school load, are not acceptable reasons for an “I” grade. All “I” grades must have prior approval of the department chair in which the course is offered, which requires the “Request for Incomplete Grade” form to be on file with the Registrar.

**XIII. Course Schedule**

*\* Course Schedule will be available via Blackboard in addition to this Course Syllabus. Updates to Course Schedule will appear as needed and will follow the following format:*

WEEK	DAY	TOPIC	DUE (on this class meeting)
Week #	#/#	Key concepts requiring student understanding; topics central to Blackboard discussion posting; topics pertaining to major course assessments.	Course text chapters, sections, or supplemental readings. Author “And Title” are clearly indicated.  <b>Major course assignments DUE are listed in Bold text.</b>
<i>Online</i>			

**XIV. Procedures to Accommodate Students with Disabilities**

The Department of Teacher Education makes reasonable accommodation for qualified students with medically documented disabilities. “Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations” (<http://www2.astate.edu/disability> or (870) 972-3964).

## **XV. Diversity**

Diversity will be addressed in but not limited to the areas: assignments, readings, discussions and classroom activities. Additionally, strength and challenges of diversity are throughout all sections of the curriculum. Some of the literature presented and used as examples will be multicultural in nature. In addition, we will be discussing diversity in the literacy classroom and how to adapt instruction for English Language and at-risk learners. Included will be teaching strategies for the learning disabled and the economically disadvantaged students.

In this class, students will have opportunities to draw effectively on their own experiences and cultures when developing their class activities. With the Instructor serving as a model in the classroom, the students are learning to:

- A. Create a climate that promotes fairness to all.
- B. Establish and maintain the appropriate rapport with students.
- C. Communicate challenging learning expectations to each student.
- D. Establish and maintain consistent standards of classroom behavior.
- E. Make the physical environment as safe and conducive to learning as possible.

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- Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann.
- Saunders-Smith, G. (2003). *The ultimate guided reading how-to book: Building literacy through small group instruction*. Tucson. AZ: Zephyr Press.
- Schwartz, S., & Pollishuke, M.(1990). *Creating the child-centered classroom*. Katonah, NY: Richard C. Owens Publishers, Inc.
- Stead, T. (2006). *Reality checks: Teaching reading comprehension with nonfiction, K-5*. Portland, ME: Stenhouse.
- Syzmusiak, K., & Sibberson, F.(2001). *Beyond leveled books: Supporting transitional readers in grades 2-5*. Portland, ME: Stenhouse.

## **RDNG 6513: Emergent Literacy: Birth through Primary Grades**

***Summer I, 2014: Online via Blackboard Learn***

### **I Instructor Information**

**Dr. Ryan R. Kelly, Assistant Professor of Reading**

Arkansas State University, School of Teacher Education and Leadership

College of Education and Behavioral Science

***Office Location: Education/Communication Building, Room 374***

***Office Hours: Summer I (By Appointment); Please email***

Direct Line: (870) 680-8445                      Email: [rkelly@astate.edu](mailto:rkelly@astate.edu) (Preferred)

Main Office: (870) 972-3059                      Fax: (870) 972-3344

*Personal cell phone number available via email request, if necessary, or will be provided.*

### **II. Readings**

B.            Require Primary Texts:

Clay, M. (1991). *Becoming literate: The construction of inner control*.  
Portsmouth, NH: Heinemann.

Nemeth, K. N. (2009). *Many languages, one classroom: Teaching dual and  
English language learners*. Gryphon House, Inc.

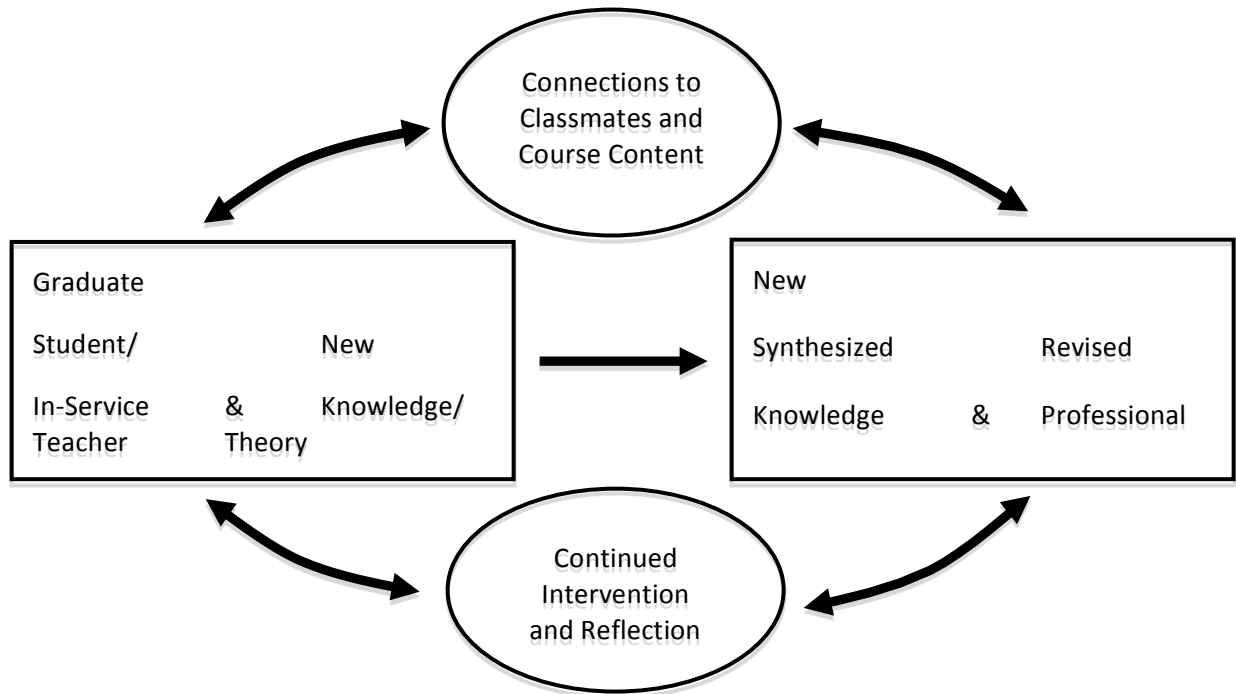
C.            Assigned Readings:

Articles and other assigned readings for the class posted on Blackboard or  
available via A-STATE Library as specified.

### **IV. Purpose:**

This course explores current theories of literacy development from birth through the primary grades. Current practices of promoting literacy development are examined as well as specific issues related to children and their literacy experiences.

**IV. Course Conceptual Model**



**V. Major Course Goals**

Students in this course will demonstrate:

1. A knowledge of theories of language development and stages;
2. The ability to develop and implement a variety of instructional strategies to facilitate the literacy development of children from birth through the primary grades;
3. Acknowledge of methods for assessing, diagnosing, and/or evaluating literacy development;
4. An understanding of how to create a literate environment;
5. The ability to contribute to the field of early literacy development through observational research of current practice; and
6. An understanding of current research and policies regarding emergent literacy instruction and their relevance to instructional practice.



## VI. Course Objectives

Through his or her assignments, a participant will complete:

- A. Readings: Students will read selections from the required texts and possible additional supplemental articles. The readings are foundational to an understanding of emergent literacy and, therefore, are necessary in order to complete subsequent assignments. Evaluation of readings will be completed via Blackboard discussion posting.
- B. Students will have the option to participate in approximately 3 hours of structured observations of the literacy development of young children at the Childhood Development Center on the A-STATE campus or another child care center (as approved by the instructor). Observation reflections will be completed and turned in to the instructor. \*
- C. Students will complete a research paper explaining, comparing, and contrasting two language and reading acquisition theories. Assignment details will be provided. \*
- D. Students will summarize the research contained in the literature review section of their research papers in a format for sharing with fellow students and participate in a critical reflection regarding their professional practice and its alignment with current research, standards, and policies.
- E. Two exams will be given. The first exam will be given at mid-term and the second will be given at the end of the term. \*

\*These assignments are components of the unit assessment for RDNG 6513: Research-Based Observation: Analysis and Reflection (detailed instructions will be provided).

## VII. Course Objectives (A-STATE MSE Conceptual Framework and NCTE/IRA)

**Course is aligned to the following Conceptual Framework (A-STATE Master of Science in Education Programs in Early Childhood Education, Middle Level, and Reading):**

Strengthening Pedagogy

**Strengthening Pedagogy: The master's level candidates engage in strengthening pedagogy by providing leadership in the development, implementation and evaluation of learning experiences.**

***The master's level candidates strengthen pedagogy by:***

- Interpreting and applying appropriate theories and research which capitalize upon the developmental characteristics of all learners and supports instructional choices that will maximize student learning.
- Promoting a wide range of evidence-based instructional practices, including technology resources.
- Understanding the interdisciplinary nature of knowledge and making connections among content area curriculum and prior knowledge.

- Guiding critical dialogue of effective instructional practices which meet the varied needs of all learners.
- Mentoring other teachers through coaching techniques.
- Planning and implementing effective professional development for teachers.
- Sharing the research base, regardless of specialization, for the chosen curriculum and assessment methods.
- Promoting a student-centered, positive learning environment.

### Embracing Diversity

**Diversity: The master's level candidates embrace diversity by creating a positive learning environment that reflects an in-depth understanding of the structural factors that impact the lives of students.**

***The master's level candidates help all students learn by:***

- Understanding and demonstrating sensitivity to structural factors within society that affect the learning environment such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion.
- Developing strategies that build positive and productive relationships between schools, families, and communities.
- Planning, selecting materials, and creating classroom activities that reflect an in-depth understanding of multicultural education.
- Creating a learning environment that facilitates an ongoing discourse on issues of diversity that affect a school culture in order to meet the changing needs of all children.

### Reflective Decision Making

**Reflective Decision Making: The Master's Level Candidates employ reflective decision making to enhance professional performance.**

***The Masters Level Candidates will use reflective decision making by:***

- Determining the effectiveness of instructional practice through the appropriate use and selection of instructional assessments.
- Utilizing the evidence based rational for strategies used to meet the needs of all learners.
- Determining the impact of student developmental and cultural background on readiness to learning.
- Evaluating their teaching practice using current research and theory

- Demonstrating a sense of efficiency through the application of reflection to Practice

### Professional Community Collaboration

**The master’s level candidate demonstrates a commitment to the quality of education while improving skills critical to collaborating in professional communities which include family, school, and the broader community.**

***The master’s level candidates will model appropriate professional community collaboration by:***

- Interpreting and applying appropriate theories and research needed to perform their professional roles and to keep abreast of the field’s changing base.
- Demonstrating a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.
- Understanding the influences derived from family, school, and the broader community and how these contexts affect children’s learning and development.
- Interacting with families and the community to improve the lives of students.
- Demonstrating of flexible varied skills needed to work collaboratively and effectively with stakeholders in professional roles.
- Applying ethical guidelines to public policy and advocacy issues in order to promote more caring, just and equitable communities of service to students and families.
- Using abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

### **Course is aligned to the following Conceptual Framework (A-STATE Professional Education Advanced Programs Conceptual Framework Linkage):**

1. Professional Identity: Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.
2. Diversity: Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.
3. Advanced Knowledge and Skills: Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.
4. Ecological Dimensions: Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.
5. Evidence-Based Practices: Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

**Course is aligned to the following IRA 2010 Standards (and More Specific Elements):**

**Standard 1: Foundational Knowledge**

*Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction*

**Element 1.1:** *Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.*

**Element 1.2:** *Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.*

**Element 1.3:** *Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.*

**Standard 2: Curriculum and Instruction**

*Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.*

**Element 2.1:** *Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.*

**Element 2.2:** *Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.*

**Element 2.3:** *Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.*

**Standard 3: Assessment and Evaluation**

*Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.*

**Element 3.1:** *Candidates understand types of assessments and their purposes, strengths, and limitations.*

**Element 3.2:** *Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.*

**Element 3.3:** *Candidates use assessment information to plan and evaluate instruction.*

**Element 3.4:** *Candidates communicate assessment results and implications to a variety of audiences.*

#### **Standard 4: Diversity**

*Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*

#### **Standard 5: Literate Environment**

*Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*

**Element 3.1:** *Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.*

**Element 3.2:** *Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.*

**Element 3.3:** *Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).*

**Element 3.4:** *Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.*

#### **Standard 6: Professional Learning and Leadership**

*Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.*

**Element 6.2:** *Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.*

**Element 6.3:** *Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.*

**Course is further aligned to the following IRA description of the Reading Specialist/Literacy Coach available at:**

[http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010\\_Role5.aspx](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role5.aspx)

### **VIII. Course Policies and Logistics**

- 1) **This is an ONLINE** course. This means that participation will be limited to Blackboard discussions and possible Observations. It is the **student's**

- responsibility to log onto Blackboard Learn frequently** (e.g. daily) to complete reading responses, access course materials, and communicate with classmates/professor.
- 2) **Students are responsible for completing all work** as stated in this Syllabus.
  - 3) **Students are required to communicate with the Professor**; specifically, responding to the Professor's emails. I will only mass email the course with important announcements/logistics, and I will only email you when necessary to support you in the course.
  - 4) **It is the student's responsibility to maintain safe/efficient saving of files and their work.** Due to recent abuse and over extension of flexibility due to computer difficulties, **students are advised to take the following steps:** *1) back up all files related to this course on a second computer location (e.g. personal laptop + home/desktop or work computer); 2) utilize an external hard drive in addition to computer backup; 3) utilize an additional USB stick/jump drive, in addition to computer and external hard drive backups; 4) save all files on some type of "cloud" or at the very least, attached to saved emails within your A-STATE email.*
  - 5) **No late work will be accepted** unless arrangements have been made in advance with the instructor or if an unexpected family or medical emergency is formally documented and brought to my attention. **Late work that is accepted due to unexcused absence** will result in a one-third letter grade deduction of points for the particular assignment for each course meeting (or 7 day period) the assignment remains late.
  - 6) A-STATE email (PREFERRED) or communication through Blackboard are the only methods for contacting the instructor. **Do not use any other email address besides your A-STATE email** to contact the instructor. *Do not assume I received your email unless I have replied personally.* Be proactive and don't hesitate to follow-up on communication.
  - 7) **Cell phones and other messaging devices should be turned off and stay off** during class. I don't mind if you use laptops for notes or digital texts; however, if you misuse them, that privilege will be taken away. (Does not apply to Online courses)
  - 8) Please **do not bring children or other uninvited guests to class.** Only the instructor may invite a guest to class. (Does not apply to Online courses)
  - 9) Publisher's Web Site: the publisher of your textbook may provide several student tools for your use. There may be practice tests, chapter objectives, web links for lesson plans, etc. **The work on the publisher's website will not necessarily be replicated by the instructor.**

- 10) **Plagiarism will not be tolerated.** Written assignments and test/quizzes and projects may not be copied from a student’s prior work, the work of other students, from models used by the instructor, or from published material including the Internet. According to the Student Handbook, cheating and plagiarism may result in a student being asked to leave the academic community, may result in a failing grade for the course, may result in a failing grade for the assignment.

If deemed guilty of plagiarism, Plagiarism on course work/papers/assessments will result in a grade of zero (0%) on the assignment. I will make every attempt to determine if plagiarism was intentional or unintentional and act accordingly, with resubmission options for assignments if I determine plagiarism was unintentional. Intentional plagiarism on multiple course assignments may result in an automatic “F” grade for the course.

- 11) All course materials (e.g. Syllabus, Assignment Handout, Rubrics, Supplemental Readings, etc.) will be placed on Blackboard 8. **The student is responsible for acquiring materials placed on Blackboard.** Try to make good use of use your library/technology fees.

- 12) **All written work for the course should be thoroughly proofread/revised/edited** and should use a Times New Roman style font, 12-point size, double-spaced, with one-inch margins.

Works cited and in-text citation **should consistently follow APA format.**

**Assignments accepted via A-STATE email or Blackboard must be in Microsoft Word format (.doc or .docx) only. No exceptions!** There may be opportunities for peer editing or peer review of written work. **Advance drafts of papers for instructor feedback prior to deadlines are encouraged and welcomed.**

**Papers handed in digitally will be returned to students digitally,** with visible feedback comments attached by the instructor and possibly narrative comments at the end. Remember: **a paper is not “fully” handed in digitally until I have responded to the email to which it was attached.** Material handed in via hard copy is not “fully” handed in until it is stapled and placed in my hands, or until I have acknowledged receipt from my departmental mailbox via email.

- 13) The instructor always welcomes **student effort to revise written work to improve a grade.** If all changes/revisions to the paper are successful, this will typically result in recovery of up to half of the missed points. Revision ideas and deadline must be negotiated and agreed upon with the instructor no later than two weeks after the assignment is returned to the student. Due to the logistics of the term, this may not be possible for assignments handed in during the final two weeks of class.



The instructor also welcomes discussion with students about disputed paper grades. This must also take place or be scheduled no later than two weeks after the assignment is returned to the student. Due to the logistics of the term, this may not be possible for assignments handed in during the final two weeks of class.

- 14) **I am committed to your safety in inclement weather.** Class will only be cancelled officially if the university publicizes an official closing. Commuting students should use good judgment always. **If a student decides not to come to campus due to publicized inclement weather,** it is the student’s responsibility to contact the instructor ahead of time to arrange the absence. (Does not apply to Online courses)
- 15) **All items on this syllabus are subject to change (e.g. “Flexibility Clause”).** Modifications in requirements, assignments, and the tentative course outline will be made as necessary with reasonable advance notice given to students in the course via email. Adjustments to the course schedule, including number of required meetings will be modified as necessary.
- 16) **Always remember that the instructor is committed to your success.** Keep me posted as to your successes, struggles, questions, or comments in the course. The stronger our communication, the greater your chances of success in the course.
- 17) **Remember that you are graduate students in an advanced course.** I expect that you will fully engage with all coursework (readings, discussion, and assignments/assessment) with a professional and academic passion. Grades in a graduate course and program are **earned** and represent your attainment of a high level of theoretical knowledge and potential for professional practice. Students will not necessarily all reach this level at the same pace. I am committed to your success in this regard.

## **IX. Further Online Course Attendance, Professionalism, and Logistics**

Attendance and Professionalism:

1. The decision to offer this course in an online format reflects the desire of the Department of Teacher Education to meet the needs of students who may live a substantial distance from the university and may be balancing a busy professional life with academic endeavors. There are particular challenges, however, presented in teaching and learning in an online format. Students taking face-to-face courses in the summer expect to meet at least 4 times during the week to attend lectures. In an online course you have some flexibility in when you complete your assignments. There are, nonetheless, deadlines and student performance expectations that must be honored. Please expect to dedicate the same amount of time to this course as you would in a face-to-face course and check Blackboard each day, Monday-Thursday, for updates and assignments. While you will not be sitting in a classroom 4 days a week, you should expect to spend a minimum of two hours each day engaged in reading and/or watching online videos (this is in place of time spent listening to lectures in a classroom). Assignments are in addition to this foundational work.

2. Although interaction with the instructor is limited in an online course, the instructor will be as responsive as possible through email. Therefore, based on students' responses to particular assignments and discussion forums, the instructor may exercise professional judgment regarding course delivery. That may mean revisiting particular content for clarification and altering assignments. While the scope and content of the course is established, students should understand that this is not merely an independent study or correspondence course. You will receive specific information regarding assignments at the appropriate time during the course when prerequisite readings and discussions have been completed. **Please don't ask to complete the assignments ahead of schedule.**
3. Failure to complete all assignments may result in course failure.
4. Failure to meet deadlines for assignments will negatively impact your grade. See Section VIII, item 5.
5. The platform for this course is Blackboard. You are responsible for knowing how to use Blackboard. Assistance with Blackboard is available through the ITT Center at <http://www.astate.edu/ittc/>.
6. Tests are to be taken independently. You may be able to use resources such as books and articles; however, your colleagues are not resources for tests.
7. Please exercise caution regarding plagiarism. This includes answers to questions regarding assigned readings. **Do not answer questions by merely copying sentences from the book.** Questions are designed to assess your understanding of the materials; therefore, you should be able to construct answers without quoting text/article authors.
8. Students will participate in online discussions via Blackboard or other designated forum. Details will be supplied by the instructor.
9. This course has been developed to provide a practical and highly relevant understanding of emergent literacy as foundational to current practice and policies. As you read and work, please maintain a focus on your practice as professional educators and reading practitioners.

## **X. Performance Measures (Assignments)**

**(Note: Specific assignments will be posted weekly. The scope and sequence of this course is carefully designed so that each week's assignments build on the readings,**

**assignments, reflections, etc. of the previous week. Please do not expect to be able to work ahead of schedule.)**

**Online Discussion Postings** – Weekly coursework will take the form of online discussion/discourse on Blackboard. This is intended to increase class discourse in a different form, and offer a venue for students to directly engage with each other’s thinking. It also represents a way to “synthesize and capture” knowledge. Blackboard discussion posting will essentially involve two discussion postings for each reading assignment: one a Reading Response to any/all of the assigned reading, the other a Peer Response that is more personal, and more about your classmates’ thinking than the course readings. *A handout will overview Blackboard posting in greater detail and further define the nature of both the Reading Response post and the Peer Response post.* (100 points)

**Structured Observations** – Students will complete 3 observations at the Child Development Center at Arkansas State University. Students who live more than 30 minutes from Jonesboro may, if they wish, complete observations at another early childhood center, Head Start, or ABC preschool. Prior approval by the instructor is required. Each of the observations will focus on a particular issue. ***This is subject to modification, depending on student location/travel logistics.*** The instructor will provide an observation guide. (100 points each x 3)

**Research and Reflection Paper** – The instructor will provide detailed directions. Research papers will be synthesized and used as the basis for critical reflection of professional practice. A template will be available on Blackboard. (200 points)

**Exams** – Students will take a written midterm and final exam over the course readings; templates will be available on Blackboard. (100 points each)

<b>XI. Course Grading</b>
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**Course Grading Breakdown**

Blackboard Discussions (18 required; points distributed overall)	100 (~5.5 per post)
Structured Observations (100 points each x3)	300
Written Midterm and Final Exams (100 points each)	200
<u>Research and Reflection Paper</u>	<u>200</u>
<b>TOTAL POINTS</b>	<b>800</b>

**Course Grading Scale (Note +/- does not apply to the grade for the Registrar)**

A	736-800	C	608-671
B	672-735	F	<b>0-607</b>

**Incomplete “I” Grades**

An Incomplete (“I”) grade is appropriate when a student fails to meet all course requirements for reasons beyond the student’s control (e.g. legitimately documented illness, bereavement, extended graduate student research). Procrastination, pressure of other courses, or work not connected with the student’s school load, are not acceptable reasons for an “I” grade. **Incomplete grades must be requested by the student.** All “I” grades must have prior approval of the department chair and/or dean in which the course is offered, which requires the “Request for Incomplete Grade” form to be on file with the Registrar.

**XII. Course Schedule**

\* *Course Schedule will be available via Blackboard in addition to this Course Syllabus. Updates to Course Schedule will appear as needed. Course Schedule will follow the following format:*

WEEK	DAY	TOPIC	DUE (on this class meeting)
Week #	#/#	Key concepts requiring student understanding; topics central to Blackboard discussion posting; topics pertaining to major course assessments.	Course text chapters, sections, or supplemental readings. Author “And Title” are clearly indicated.
<i>Online</i>			<b>Major course assignments DUE are listed in Bold text.</b>

**XIII. Procedures to Accommodate Students with Disabilities**

The Department of Teacher Education makes reasonable accommodation for qualified students with medically documented disabilities. “Students who require academic adjustments in the classroom due to a disability must first register with A-STATE Disability Services. Following registration, and within the first two weeks of class, please contact me to discuss appropriate academic accommodations” (<http://www.astate.edu/disability> or (870) 972-3964).

**XIV. Additional References**

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: The Guildford Press.

- Braunger, J. and Lewis, J. (2008). *Building a Knowledge Base in Reading* (2<sup>nd</sup> Ed). IRA  
[www.reading.org](http://www.reading.org)
- Clark, C. H. (1995). Teaching students about reading: A fluency example. *Reading Horizons*, 35, 250-267.
- Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. Farstrup \* J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 205-242). Newark, DE: International Reading Association.
- Fountas, I., & Pinnell, G. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Harvey, S., & Goudvis, A. (2000). *Strategies that work*. Portland, ME: Stenhouse.
- Hindley, J. (1996). *In the company of children*. York, ME: Stenhouse.
- International Reading Association (2008). [www.reading.org](http://www.reading.org)
- Kame'enui, E. J., & Carnine, D. (1998). *Effective teaching strategies that accommodate diverse learners*. Upper SaddleRiver, NJ: Prentice Hall.
- Peterson, R. (1990). *Life in a crowded place*. Portsmouth, NH: Heinemann.
- Pressley, M., & Block, C. C. (Eds.). (2001). *Comprehension instruction: Research-based best practices*. New York, NY: The Guilford Press.
- Rasinski, T. V. (2003). *The fluent reader: Oral reading strategies for building word recognition*. New York, NY: Scholastic.
- Routman, R. (1999). *Conversations*. Portsmouth, NH: Heinemann.
- Routman, R. (2001). *Reading essentials*. Portsmouth, NH: Heinemann.
- Smith, F. (1988). *Joining the literacy club*. Portsmouth, NH: Heinemann.
- Strickland, D. S. (1998). *Teaching phonics today: A primer for educators*. Newark, DE: International Reading Association.
- Torgesen, J. K., & Mathes, P. G. (1998). *What every teacher should know about phonological awareness*. Florida State University, Florida Department of Education.
- Tovonie, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse Publishers.



## **f. Knowledge and Use of Educational Technology**

Program candidates will employ educational technology for a variety of functions that span the diagnosis and correction of learning difficulties as impacted by dyslexia, as well as proper reporting to relevant stakeholders. The ISTE Standards (formerly known as the National Educational Technology Standards for Teachers or NEST) strongly advocate for the use of technology to facilitate creative student learning (Standard 1). Students in this program will be aware of a variety of technology applications in the learning environment that will support a 21st century classroom pedagogical environment. Particularly relevant will be Standard 2 and its emphasis on assessment and the authentic learning experiences that yield measurable results. Another crucial factor in the educational technology experience of candidates will be the essential reporting of assessed needs and resulting support to learners as described in Standard 3c. Candidates in this program will use a variety of classroom technology applications to assess, maintain data, and analyze results to share with relevant stakeholders. Additionally, candidates will grow and advocate strong beliefs in differentiated education and meeting the needs of diverse learners; such views are at the heart of any attempt to diagnose, accommodate, and aid in learning struggles. Standard 4—specifically 4b and 4c—capture the nature of the belief that differentiated education with learner-centered strategies is key to the successful improvement of students who will see improved learning opportunities through program candidates. Ultimately, it is the intersection of educational technology with this program that will give candidates the essential tools they will need for the successful assessment, planning, professional practice, and reporting of results with struggling learners of a dyslexic nature.

## **g & h. Assessments Required in the Program**

Course specific assessments along with scoring procedures, point values, scoring rubrics, and anticipated scoring time frames are listed in detail in each of the syllabi included above. In addition to these course specific assessments, all program students will be required to complete individual self-reflection narratives after the completion of nine (9) semester credit hours of course work in the program of study. Each student's self-reflection narrative will address his/her understanding of 1) the nature of dyslexia and the impact of dyslexia on the public school students' academic performance, 2) the spectrum of assessment tools for diagnosing dyslexia, and 3) the rationale for individualized treatment programs designed to address the learning styles and strengths of each public school student with dyslexia. This self-reflection narrative coupled with each student's grade point average and completion of course requirements will serve as benchmarks for determining the need for individual student remediation and retention in the program of study. All remediation programs must be completed to the satisfaction of program faculty prior to the student being allowed to enroll in supervised off-campus practicum experiences.

The capstone experience for each student in the program of study will involve the completion of a formal practicum experience in an approved public school system or other appropriate clinical site that will provide ample access to students with reading disabilities and their parents/guardians. Since typical students enrolling in this program of study will most likely be persons with degrees and licensure in teacher education, this typical student will have completed a formal, supervised student teaching experience that meets all current state mandates for initial teacher licensure. As a result, the quality and quantity of the practicum experiences in this program of study will be used to provide students with application-based learning experiences that will allow them to develop and demonstrate the competencies required by the program of study and the Arkansas Department of Education. The practicum experiences will be supervised by A-STATE faculty members and will resemble the supervisory practices of observation and evaluation currently being used at Arkansas State University for supervising undergraduate level students completing student teaching experiences. Assessment of student performance in the program of study will be completed at periodic intervals throughout the practicum using accepted scoring forms and practices specified in the courses entitled RDNG 6333 Practicum I: Diagnosis and

Intervention. This practicum experience and the required case study report of the practicum experience will serve as the final evaluation for each student completing the program of study.

In addition to the procedures for assessing individual and collective student performance as explained in the preceding paragraphs, students completing the program of study will be asked to evaluate each course and each instructor providing program instruction during the final weeks of each academic term throughout the program of study. These evaluation protocols currently exist at ASU and are used routinely across disciplines. Students' confidential evaluation of courses and instructors are available to each participating faculty member within weeks of the completion of the academic term.

Individual student assessment data regarding each student's performance with regard to program of study benchmarks will be analyzed and used to assess the efficacy with which program courses and specific learning outcomes accomplish the goal of educating dyslexia therapists for public school employment. Modifications to program courses will be designed and implemented based in the discovery of content and/or practicum gaps discovered in the assessment process. Student evaluation of courses and instructor performance will also be analyzed to determine the need for modification of pedagogical style or specific course content based on student feedback.

Finally, a series of survey instruments will be used to collect alumni and employer feedback regarding their perceptions of the value of the program of study for preparing practicing dyslexia therapists. These surveys will be distributed to alumni on the following schedule: an exit survey at the completion of the program of study followed by other survey's at one year, three years and five years post completion. These will be submitted anonymously and will be used as a metric of program quality. At one, three, and five years post-program completion, alumni will be asked to supply contact information for their immediate supervisor within the school district (i.e., principal, special education supervisor, superintendent, etc.). Employer surveys will be mailed to each supervisor for completion and return. These data will be analyzed and used for program review and support for accreditation.

## **Admission Requirements**

### **a. & b. Admission**

The following admission requirements are minimum standards for unconditional admission to the program of study for Dyslexia Therapists at Arkansas State University:

1. Submit a completed application for admission and the designated nonrefundable application fee to the Office of the Graduate School at least 30 days in advance of registration.
2. Provide evidence of an earned baccalaureate degree from an accredited institution (or its equivalent as designated by the Graduate School).
3. Provide evidence of a minimum cumulative grade point average of 2.75 on a 4.00 scale or a 3.00 on the last 60 hours of credits.
4. Provide evidence of a minimum 3.00 GPA on any previous graduate courses completed at A-STATE or another accredited university.
5. Submit official transcripts from each college or university as requested by the Graduate School. Official transcripts must be submitted directly from the registrar of other institutions to the office of the Graduate School at Arkansas State University.
6. Provide official documentation of teacher licensure in Arkansas or evidence of full compliance with all eligibility requirements for teacher licensure in Arkansas.
7. Upon official notification of admission to the Graduate School at Arkansas State University, the student must contact the School of Teacher Education and Educational Leadership to be assigned a faculty advisor and meet with that advisor in order to be eligible for registration in courses in this program of study.



## **Retention Procedures**

### **a. Mid-Program Benchmarks**

All students will be required to complete individual self-reflection narratives after the completion of nine (9) semester credit hours of course work in the program of study. Each student's self-reflection narrative will address his/her understanding of 1) the nature of dyslexia and the impact of dyslexia on public school students' academic performance, 2) the spectrum of assessment tools for screening and diagnosing dyslexia, and 3) the rationale for individualized treatments programs designed to address the learning styles and strengths of each public school student with dyslexia. This self-reflection narrative coupled with each student's grade point average and completion of course requirements will serve as benchmarks for determining the need for individual student remediation and retention in the program of study. All remediation programs must be completed to the satisfaction of program faculty prior to the student being allowed to enroll in supervised practicum experiences.

### **b. Intervention Strategies**

Students enrolled in this program of study will have access to a number of intervention strategies that are individually designed to assist them in the event that they experience difficulty in meeting the high expectations required for program success. Each student will have an academic advisor who is knowledgeable about the program of study and can assist the student with evidence – based strategies for improving performance. Each faculty member teaching modules, courses, and/or supervising practicum experiences will post available office hours for conferring and counseling with program of study students who need guidance within specific learning modules of program courses. Finally, remediation plans developed by the instructor will be provided for all students who perform below the 70% criterion level on any learning module or activity within a specific course or practicum enrollment. All remediation activities must be completed prior to the final exam in that course or practicum. Consistent failure of the student to meet the expected performance criteria in the course of study will be dealt with using the options specified by the *Graduate Bulletin* including probation and expulsion.

## **Exit Requirements**

Each student will be required to develop a portfolio of evidentiary materials representing the acquisition of knowledge and skills acquired while enrolled in the program of study. The portfolio will provide each student's documentation of completion of the competencies necessary to provide evidence-based diagnostic and intervention practices with public school students who experience reading, spelling, and writing difficulty. The portfolio may contain faculty evaluations of course projects, exams, papers, posters, abstracts and other readings as well as the student's self-reflections and analyses of diagnostic materials and screeners, commercially available intervention programs, and teacher-made materials. This portfolio could be considered to be a comprehensive, summative project for this program of study.

## **Candidate Follow-up Procedures**

A series of survey instruments will be used to collect alumni and employer feedback regarding their perceptions of the value of the program of study for preparing practicing dyslexia therapists. These surveys will be distributed to alumni on the following schedule: an exit survey at the completion of the program of study followed by other survey's at one year, three years and five years post completion. These will be submitted anonymously and will be used as a metric of program quality. At one, three, and five years post-program completion, alumni will be asked to supply contact information for their immediate supervisor within the school district (i.e., principal, special education supervisor,

superintendent, etc.). Employer surveys will be mailed to each supervisor for completion and return. These data will be analyzed and used for program review and support for academic accreditation.

## **Faculty**

### **Bio - Joe Nichols, Ed.D. in Educational Leadership**

Dr. Nichols currently holds the rank of Professor in the Department of Educational Leadership, Curriculum, and Special Education at Arkansas State University. Prior to his appointment at Arkansas State University he was a special education instructor, middle school principal, director of special education, and associate superintendent in the Dexter R-XI School District in Dexter, Missouri. Dr. Nichols is an instructor for courses in special education law, special education administration, and courses in both building-level and district-level educational leadership at Arkansas State University.

### **Bio - Joy Good, Ph.D. in Communication Sciences and Disorders**

Dr. Good has been employed in the Department of Communication Disorders at Arkansas State University for three years. She holds the rank of assistant professor and is on a tenure track appointment. Dr. Good completed her Ph.D. in Communication Sciences and Disorders from the consortium degree program offered collectively by the University of Arkansas for Medical Sciences, the University of Arkansas at Little Rock, and the University of Central Arkansas. Prior to her pursuit of the doctoral degree, Dr. Good served as a speech-language pathologist for the Stuttgart School District. At A-State, Dr. Good teaches graduate courses in Communication Disorders including CD 6603 – Diagnosis in Communication Disorders, CD 6503 – Intervention in Communication Disorders, and CD 6363 – Language and Learning Disorders.

### **Bio – Ryan R. Kelly, Ph.D. in Education**

Dr. Ryan R. Kelly is an Assistant Professor of Reading in the School of Teacher Education and Leadership at Arkansas State University and coordinator of the Graduate Reading Programs. He holds a Ph.D. in Education (Literacy Education; Reading Specialist) from Iowa State University. Prior to his appointment he taught secondary language arts at multiple high schools in Iowa, and also taught courses at Iowa State University and Des Moines Area Community College. Dr. Kelly teaches coursework primarily in the Graduate Reading Programs, as well as other Reading or field coursework.

### **Bio – Patty Murphy, Ed.D. in Curriculum and Development**

Dr. Patty Murphy is an Associate Professor of Teacher Education in the School of Teacher Education and Leadership at Arkansas State University. She holds an Ed.D. in Curriculum and Development (Reading Specialist) from Tennessee State University. Dr. Murphy teaches Reading, as well ELED and MLED coursework in the school of Teacher Education and Leadership, including field supervision and liaison work between ASU and the Valley View

### **Bio – Dixie K. Keyes, Ed.D. in Curriculum and Instruction**

Dr. Dixie K. Keyes is an Associate Professor of Middle Level Education in the School of Teacher Education and Leadership at Arkansas State University. She holds an Ed.D. in Curriculum and Instruction, from the University of Houston. Prior to her appointment she taught secondary language arts and served as a literacy coach in Texas. She is also the Director of the Arkansas Delta Writing Project, a National Writing Project site, and is President of the Arkansas Council of Teachers of English Language Arts (ACTELA), a state affiliate of the National Council of Teachers of English (NCTE). Dr. Keyes teaches Reading and MLED coursework.

### **Bio – Lina L. Owens, Ph.D. in Curriculum and Instruction**

Dr. Lina L. Owens is an Associate Professor of Teacher Education in the School of Teacher Education

and Leadership at Arkansas State University. She holds a Ph.D. in Curriculum and Instruction from the University of Mississippi. She previously served as Chair of the Department of Teacher Education. Prior to her appointment she taught 1<sup>st</sup> and 2<sup>nd</sup> grade for over ten years and has taught extensively at Arkansas State in Early Childhood Education and Elementary Education, in addition to Reading.

**Bio – Kwangok Son, Ph.D. in Curriculum and Instruction**

Dr. Kwangok Song is an Assistant Professor of Teacher Education in the School of Teacher Education and Leadership at Arkansas State University. She holds a Ph.D. in Curriculum and Instruction (Language and Literacy Studies) from The University of Texas at Austin. Prior to her appointment she taught in Korea at Bemidji State University in Minnesota. She has coordinated after school and summer reading clinic service, and teaches coursework primarily in Reading, and the Master of Arts in Teaching programs.

**Bio – LaToshia Woods, Ph.D. in Reading**

Dr. LaToshia Woods is an Assistant Professor of Teacher Education in the School of Teacher Education and Leadership at Arkansas State University. She holds a Ph.D., Reading (Reading Specialist) from the University of Arkansas Little Rock. Prior to her appointment she served as a K-12 literacy specialist and also taught at Arkansas State as an Instructor. She teaches coursework in Reading and also literacy courses with both ELED and MLED programs.

**Institutional Resources Dedicated to Program Support**

a. Since this program is comprised exclusively of existing courses and faculty, no new human, fiscal, or physical resources will be required to support this program of study.

b. No courses or academic support services will be provided by other institutions or organizations.

**Implementation Plan**

a. The program of study is designed to begin accepting students as early as the summer of 2015 with these accepted students enrolling in courses during the fall 2015 term. Students may complete courses in any order with the exception of the CD 6333 – Practicum I: Diagnosis and Intervention, which should be the capstone experience for this program of study.

b. No current program of study is being phased out, so no students will need those types of accommodations.



**OFFICE OF ACADEMIC AFFAIRS & RESEARCH**

P.O. Box 179, State University, AR 72467-0179 | o: 870-972-2030 | f: 870-972-2036

December 17, 2014

Arkansas Department of Education  
Office of Educator Licensure  
Four Capitol Mall, Room 109-B  
Little Rock, AR 72201

RE: Dyslexia Therapist Program

To whom it may concern:

This letter is to serve as a notice of support for the Dyslexia Therapist Program, which has been proposed to be offered at Arkansas State University beginning fall 2015.

Please do not hesitate to contact me with any questions regarding this matter.

Sincerely,

A handwritten signature in black ink, reading "Lynita M Cooksey". The signature is written in a cursive style with a large initial "L".

Dr. Lynita Cooksey

Provost and Vice Chancellor for Academic Affairs and Research

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# Temporary Graduate Faculty Request Form

(Requesting Approval to Teach for Graduate Credit)

Print Form

(You may print off form, collect manual signatures, then submit to Graduate School office or take advantage of the electronic signature option set up below)

**Date:** 12/11/2014       **On Campus**       **Off Campus**

**Instructor Name:** Sanoya Amienyi      **Faculty Position:** F00547

**College:** Education and Behavioral Sciences      **Department:** Educational Leadership

ELAD 6273-001 Legal Aspects of Higher Education

**Course Prefix(es)  
Number and Title:**

RECEIVED  
COLLEGE OF EDUCATION  
DEC 15 2014

**Requested Duration:** 3 Years

**(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)**

**Note: This instructor may NOT be assigned to teach courses other than those approved.**

**Other Experience  
and Qualifications  
(Optional):**

**The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.**

**Signature of  
Originator:**

*Haley Rogers*

**Originator: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)**

**Signature of  
Dept. Chair:**

*Stan Bourd*

**Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)**

**Signature of  
College Dean:**

*[Signature]*

**College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)**

**Signature of  
GS Dean:**

**Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)**

# Sanoya Amienyi

P.O. Box 1837, State University, AR 72467

Phone: 870.273.6078

[samienyi@yahoo.com](mailto:samienyi@yahoo.com)

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## Education

**EdD**, Arkansas State University, Jonesboro, AR, May 2014

Concentrations: Educational Leadership, Community College Teaching

Dissertation: *Perceptions of Institutional Communication for Parents of Undergraduate Students in the United States*

**S.C.C.T.**, Arkansas State University, Jonesboro, AR, August, 2010

Concentrations: Educational Leadership, Community College Teaching

**M.P.A.**, Arkansas State University, Jonesboro, AR, May 2003

Concentrations: Public Administration and Community Development

**B.S.**, Arkansas State University, Jonesboro, AR, December, 1997

Concentrations: Radio-Television

Preferred Teaching Areas

Community College Leadership

Educational Leadership

## Teaching Experience

**Instructor**, Summer 2014

Upward Bound, Arkansas State University

Course: Effective Leadership

**Co-Instructor**, Spring 2014

Center for Excellence in Education, Arkansas State University

Course: Legal Aspects in Higher Education

**Instructor**, Fall 2013

School of Teacher Education and Leadership, Arkansas State University

Course: Social Foundations of Education

**Instructor, Summer 2013**  
Upward Bound, Arkansas State University  
Course: Effective Leadership

**Graduate Assistant, 2010 – 2014**  
Center for Excellence in Education, Arkansas State University  
Provided research and teaching assistance to faculty

**Literary Tutor/Interventionist, 2011 – 2012**  
The Literacy Intensive Tutoring Experience (LITE), Jonesboro, AR  
Provided academic assistance to high school and junior high school students

**Graduate Assistant, 2009 – 2010**  
Educational leadership Department, Arkansas State University  
Provided research and teaching assistance to faculty

## **Professional Experience**

**Director, Nov.2007-Aug. 2009**  
Student Support Services, Arkansas State University  
Designed, coordinated and supervised all project components; Advertised, interviewed, hired, trained, supervised and evaluated employees; Developed, implemented and monitored administrative and professional policies, procedures and standards for the project; Administered the budget, approve expenditures, monitor line items and reconcile with Sponsored Programs Office; Prepared database reports for the U.S. Department of Education and directed development of proposals for federal funding

**Academic Adviser, Oct. 2005- Nov. 2007**  
Student Support Services, Arkansas State University  
Provided participants with academic, career, financial aid and personal counseling; Supervised and evaluated student workers; Developed a Success Plan with assigned advisees and monitored success on a regular basis; Successfully refined and implemented new projects; Consistent management of staff achievement towards work objectives

**Financial Aid Counselor, Oct. 2003- Oct. 2005**  
Financial Aid/Scholarships Department, Arkansas State University  
Assisted students in obtaining financial assistance for their education; Counseled students about their academic status as it related to their financial aid

**Internships, Sept. 2002-March 2003**

Beacons and Bridges, Jonesboro, AR,

Assisted with building Habitat for Humanities housing projects; Assisted in compiling a business directory for small minority businesses in Jonesboro

**Internships, March 2002-Sept. 2002**

Delta Center for Economic Development, ASU,

Created database of economic development organizations in Arkansas;  
Conducted monthly focus groups among senior public officials to identify ways of enhancing community development.

**Internships, Aug. 2001- March 2002**

Jonesboro City Hall, Jonesboro, AR,

Assisted with preparing grants for various community projects; Created database of non-profit organizations to help combat homelessness throughout the Delta

## **Conference Presentations**

Amienyi, S. (2012, May 27-30). *Effective Leadership: Adaptive Challenges vs. Technical Solutions*. *National Institute for Staff and Organizational Development (NISOD)*. Austin, Texas.

Amienyi, S. (2012, April 19-22). *The Need for Incorporating a Media Literacy Course in the Teacher Education Curriculum*. *European Teacher Education Network, Teaching and Learning Technology (ETEN)*, Coimbra, Portugal. (with Osabuohien Amienyi).

## **Conferences Attended**

*Global Conference on Education*, Ontario, California, May 2014

## **Relevant Skills**

Proficient in Blackboard, Windows operating systems,  
Microsoft PowerPoint, Excel, and Publisher;  
Strong oral, written and presentation communication skills;  
Excellent team building and participation skills



## **University Memberships and Services**

Editor, Journal of International Students 2010- present

Member, Pi Sigma Alpha 2005- present

Member, Academic Grievance Committee- 2012- 2014

Member, Graduate Student Council Oct. 2009-2014

Advisor, Nepalese Student Association 2010-2013

Member, Faculty Search Committee, 2010-2012



# Temporary Graduate Faculty Request Form

(Requesting Approval to Teach for Graduate Credit)

Print Form

(You may print off form, collect manual signatures, then submit to Graduate School office or take advantage of the electronic signature option set up below)

Date: 12/01/14  On Campus  Off Campus

Instructor Name: Kami Barkley Faculty Position: Adjunct

College: Education and Behavioral Science Department: Psychology & Counseling

Course Prefix(es) Number and Title: COUN 6223 COUN 6233

RECEIVED  
COLLEGE OF EDUCATION  
DEC 02 2014


Requested Duration: 1 Year


(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)  
Note: This instructor may NOT be assigned to teach courses other than those approved.

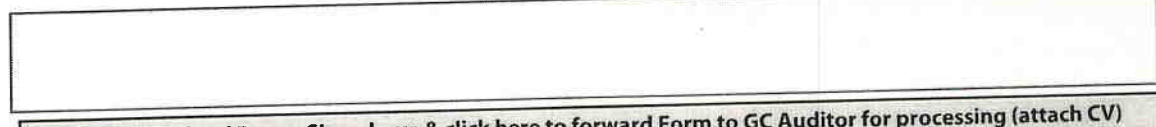
Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Signature of Originator:   
Originator: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)

Signature of Dept. Chair:   
Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)

Signature of College Dean:   
College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)

Signature of GS Dean:   
Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)

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Kami Dawn Barkley  
 9785 Highway 49 B North  
 Brookland, Arkansas 72417  
 (870) 919-3593—phone  
 (866) 775-9408—fax  
 kamibarkley@gmail.com-email

*Education*

December 2009	Program of Study—Physical Education	Arkansas State University-Jonesboro
May 2009	Masters of Science— School Counseling	Arkansas State University-Jonesboro
December 1999	Bachelors of Science-Psychology	Arkansas State University-Jonesboro

*Certifications*

Arkansas Department of Education Educator's License—  
 Content Area—Physical Education P-12, Guidance & Counseling P-12  
 Cardiopulmonary resuscitation (CPR) Certified  
 Automated external defibrillator (AED) Trained Certified

*Experience*

*Work related:*

School Counselor (10-12)	Westside Consolidated, Jonesboro, Arkansas *Out of the Dark Sponsor	August 2011-Nov. 2012
Adjunct Teacher-Counseling	Arkansas State University-Jonesboro	Jan. 2010-August 2011
School Counselor (K-12)	Crowley's Ridge Academy, Paragould, Arkansas * FBLA Advisor *Class Sponsor	August 2007-May 2011

*Coaching related:*

Head Coach	Crowley's Ridge Academy-Varsity Softball team	January 2010-May 2011
Lead Instructor/Owner	NEA Ballet Company, Brookland, Arkansas	January 2009-June 2011
Head Coach	Brookland Baseball Boosters, Brookland, Arkansas	Summer 2008
Lead Instructor/Co-owner	F.M.E. Ballet Company, Jonesboro, Arkansas	August 2007-May 2008
Assistant Coach	Micro-Basketball League, Jonesboro, Arkansas	Winter 2007

*Honors/ Activities:*

Member	Chi Sigma Iota National Honor Society -Local Chapter Treasurer	Fall 2008-present August 2008—May 2009
Member	Physical Education Majors Club	Spring 2008-Fall 2009
Member	Arkansas Alliance for Health, Physical Education, Recreation and Dance	Spring 2008-Fall 2009
Member	Arkansas Counseling Association	Fall 2005-present
Member	Psi Chi National Honor Society	Fall 1998-present

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# Kami Dawn Barkley

## *References*

Freddy Bowen  
High School Principal  
Westside High School  
1630 Hwy 91 West  
Jonesboro, Arkansas 72404  
(870) 935-7501- phone  
fbowen@westsideschools.org- email

SSG Brian Coffell  
Operations NCO  
Arkansas National Guard  
(870) 450-1708—phone  
brian.e.coffell.mil@mail.mil

Dr. Patrick Peck, Ed.D  
Associate Professor of Counseling  
Arkansas State University  
Post Office Box 1560  
State University, Arkansas 72467  
(870) 972-3064 - phone  
(870) 972-3962 - fax  
plpeck@astate.edu - email

Dr. David Saarnio, PhD  
Professor of Psychology  
Arkansas State University  
Post Office Box 1560  
State University, Arkansas 72467  
(870) 972-3064 - phone  
(870) 972-3962 - fax  
dsaarnio@astate.edu - email



# Temporary Graduate Faculty Request Form

## (Requesting Approval to Teach for Graduate Credit)

Print Form

(You may print off form, collect manual signatures, then submit to Graduate School office or take advantage of the electronic signature option set up below)

Date: 12/1/2014                       **On Campus**                       **Off Campus**

Instructor Name: Barbara Combs                      Faculty Position: Instructor

College: Humanities & Social Sciences                      Department: Sociology, Criminology, & Geography

Course Prefix(es) GIS for Social Sciences  
 Number and Title: Social Statistics  
SOC 5343

Requested Duration: 1 Year

**(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)**

**Note: This instructor may NOT be assigned to teach courses other than those approved.**

Certified Crime and Intelligence Analyst

**Other Experience and Qualifications (Optional):**

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Signature of Originator:

Originator: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)

Signature of Dept. Chair:

Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)

Signature of College Dean:

College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)

Signature of GS Dean:

Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)



**BARBARA "BASIA" COMBS**

816 Gloucester Dr • Jonesboro, AR 72401 • phone 870-530-2465 or 931-0285 • email: bcombs@jonesboro.org ; bcombs@astate.edu

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**Education**

**Master of Public Administration (MPA)**  
Political Science (GPA 4.0)

*December 2009*  
Arkansas State University - Jonesboro

**Bachelor of Arts in Criminology**  
**Minors:** German; International Studies; 'Sociology'  
*Magna cum Laude* (GPA 3.98)

*August 2007*  
Arkansas State University - Jonesboro

**Certifications**

**Certified Crime & Intelligence Analyst**

*February 2012*  
California State University - Sacramento

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**Employment**

**City of Jonesboro**  
**Jonesboro Police Department**

*08/2010 - Present*  
Jonesboro, AR

**Crime Analyst**

- Supervising all operations of the Crime Analysis and Criminal Intelligence Office
- Devising solutions to crime problems and assisting in formulating crime prevention strategies through crime analysis process
- Coordinating with CID, DTF, Street Crime Unit, and UPD while providing strategic and tactical analysis
- Crime Analysis; Research; Crime Reporting
- Mapping and statistical analysis of crime occurrences (ArcGIS – ArcMap, Spatial Analyst)
- Intelligence Analysis (PenLink 8.2 , i2 Analyst Notebook)
- Investigative Analysis/Profiling
- Utilizing predictive analysis in crime forecasting (SPSS)
- Communicating findings to Mayor, City Council, & Chief of Police
- Assisting Chief and Administrative Captain in Administrative Planning and ensuring a compliance with professional standards as directed by CALEA

**Arkansas State University**

*01/04 – Present*  
Jonesboro, AR

**Instructor**

- ASU –Dept. of Criminology, Sociology & Geography; Dept. of Political Science; Dept. of Languages
- Courses taught/teaching: GIS for Social Sciences Applied Research, Social Statistics , Intro to US Government, Intro to Politics, Statistics Lab, Accelerated Elementary German
  - Conscientiously passing knowledge and expertise on to the students during lectures and discussions
  - Helping students to think critically as well as imaginatively; providing practical training and advising in students' career goals; assigning, coordinating, and evaluating reading and writing assignments and examinations

**Jonesboro Police Department**

*05/07 – 06/07*  
Jonesboro, AR

**Internship**

- Assisted Criminal Investigation Division in investigation process including crime scene investigation, interrogation/interviews, fingerprinting, booking, and other
- Patrolled, with police officers, areas of the city of Jonesboro and witnessed firsthand situations common to the work of police force

**MB Flix**

*01/01 – 01/03*  
Marble Hill, MO

**Owner/Operator**

- Successfully supervised and operated Payday Loan and movie rental business
  - Conscientiously maintained all aspects of business human resource and finance, including accounting, banking, payroll operations, and hiring; planned and implemented budget together with merchandise orders
- 

**Trainings/Studies Abroad/Conferences**

**National Association of Drug Court Professional**  
*20<sup>th</sup> Annual Training Conference*

*May 2014*  
Anaheim, CA

**U.S. Department of Homeland Security, Arkansas Fusion Center**  
*2014 HSLO Conference*

*May 2014*  
Hot Springs, AR

<b>National Association of Drug Court Professionals, National Center for DWI Courts</b> <i>DWI Court Operational Tune-up</i>	<i>March 2014</i> Little Rock, AR
<b>U.S. Department Of Homeland Security, Arkansas Fusion Center</b> Homeland Security Liaison Officer	<i>October 2013</i> Forth Smith, AR
<b>U.S. Department of Justice, Bureau of Justice Assistance</b> Criminal Intelligence Systems Operating Policies – 28 CFR Part 23	<i>October 2013</i> Online Training
<b>U.S. Department Of Homeland Security</b> <b>Emergency Management Institute, FEMA</b> Independent study course: IS-00100.b, Introduction to Incident Command System – ICS-100 Independent study course IS-00200.b, Initial Action Incident – ICS-200	<i>October 2013</i> Online Training
<b>National Association of Drug Court Professionals, National Center for DWI Courts</b> <i>DWI Court Planning</i>	<i>August 2011; September 2013</i> Harrison, AR; Springfield, MO
<b>The Arkansas Department o Human Services, Division of Youth Services</b> Youth Gang Update & Truth of Youth	<i>April 2013</i> Jonesboro, AR
<b>Pen-Link v. 8.2, Florida Department of Law Enforcement</b> Call Analysis Training School (CATS) Pen-Link Advanced Class (PAC)	<i>September 2012</i> Miami, FL
<b>RUTGERS University, Center on Public Security</b> Risk Terrain Modeling for Spatial Risk Assessment	<i>May/June 2012</i> Newark, NJ
<b>U.S. Department of Justice</b> The 11 <sup>th</sup> Crime Mapping Conference Crime, Social Ills, & Place-based Solutions	<i>October 2011</i> Miami, FL
<b>New Urban Research</b> GIS Essentials – ArcGIS 10	<i>June 2011</i> Tele-class series
<b>Florence University of the Arts</b> Supervision and Leadership History of the Arts with emphasis on Renaissance Era	<i>June/July 2005</i> Florence, Italy
<b>Marine Training Center B.V.</b> Basic Offshore Safety Induction Emergency Training Helicopter Underwater Egress Training	<i>June 1998</i> Rotterdam, Netherlands
<b>Professional Marine Training Center</b> Personal Survival at the Sea Basic Fire Fighting Personal Safety and Social Responsibilities Basic Safety Training in Elementary First Aid	<i>December 1997 – April 1999</i> Szczecin, Poland

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## Programs/Board Membership

<b>Member - Master Street Plan Advisory Committee to the Mayor</b>	<i>March 2014 – Present</i> City of Jonesboro, AR
<b>Member - Joint Master Street Plan and Land Use Plan Committee</b>	<i>April 2013 – February 2014</i> City of Jonesboro, AR
<b>Member – Quality of Life Mayor’s Advisory Board</b>	<i>May 2013 – January 2014</i> City of Jonesboro, AR
<b>Chair – Mayor’s Advisory Housing Committee</b>	<i>May 2012 – June 2013</i> City of Jonesboro, AR
<b>Chair – Hot Spot Reduction and Prevention Program</b>	<i>April 2012 – Present</i> Jonesboro Police Department, AR

**Researcher/Analyst/Evaluator/Grant Writer  
DWI Court**

July 2011 - Present  
Craighead County District Court, Jonesboro, AR

**Skills**

- PC Windows XP, Vista, 7; Microsoft Office (Word, Excel, Outlook, Publisher, Access, Power Point, One Note), ArcGIS, SPSS, PenLink8, i2 Analyst Notebook, Banner, Blackboard, Amos 16, Adobe, Compressed Video Network; typing ~ 80 wpm
- Excel & SPSS graphs, tables and analysis; statistics; research; survey; public policy analysis; advanced Power Point presentations; website design, office equipment
- Foreign languages - Fluent: Polish, English, and German; Limited: Greek and Russian
- Planning; Supervising; Program Coordinator
- Public relations: oral and written communication skills, organizational skills, multitasking
- Event organizer; director; large group management; community project designer
- Grant writing; budgeting (public & small business); human resource (interviewing, hiring, salary negotiation, supervising, training); teaching; investigating; interviewing; pre-sentence investigation; report writing
- Knowledge of CALEA, state, and federal laws (public policies & criminal law); knowledge of Criminal Justice System; familiar with immigration laws
- Able to work with people of various backgrounds; strong cultural sensitivity

**Awards/Honors**

- Outstanding Achievement in the Field of Public Administration Award, ASU, April 2010
- Chancellor Scholar Award, ASU, May 2008
- Outstanding Student in College of Humanities and Social Sciences Award, ASU, May 2008
- Honors Graduate in Criminology Award, ASU, May 2008
- Outstanding Student in German Minor Award, ASU, May 2007
- President's List 2004, 2005, 2006, 2007
- High scholastic achievement 2004-2005 - Honor Society of Phi Kappa Phi

**Memberships**

- International Association of Crime Analysts
- The American Security Council Foundation
- Pi Alpha Alpha: Honor Society of Public Administration (President of ASU Chapter)
- Pi Gamma Mu International Honor Society in Social Sciences (President of ASU Chapter)
- Gamma Theta Upsilon: The International Geographical Honor Society (President of ASU Chapter 2006-2007)
- Model United Nation (former Under-Secretary General of ASU Chapter)

**Achievements**

- Conducted research titled "*Jonesboro Crime Distribution: Spatial Distribution and Contributing Factors,*" and presented results to the City Of Jonesboro Public Safety Committee (June 2012) and to the City Council (July 2012)
- Master Thesis "*A Multivariate Analysis of State Department Travel Warnings,*" (2009). Ann Arbor, MI: ProQuest.
- Presented research titled "*The Role of Islam in Middle Eastern Government: Comparison-Contrast of the Role Islam has played in Sunni Muslim Theocratic Taliban Regime of Afghanistan and in Shia Muslim Post 1979 Government of Iran,*" on October 23-25, 2008, Atlanta, GA, at the International Honor Society of Social Sciences Pi Gamma Mu Convention



November 17, 2014

Dear Dr. Sustich and Dr. McLean,

I am writing to request Regular Graduate Faculty status in Heritage Studies for University Archivist Dr. Brady Banta for a period of three years, beginning as soon as possible. While Dr. Banta has been granted Temporary Graduate Faculty status already, this standing does not afford him the privilege of chairing dissertation committees. It is crucial to the success of the Heritage Studies doctoral program, and to the individual students who work with him already, that Dr. Banta's informal status as a Regular Graduate Faculty member be made formal at the earliest possible date.

As you know, the Heritage Studies program has no free-standing faculty appointments. The program depends on the cooperation of faculty in various other departments for course instructors, dissertation committee members, and dissertation committee chairs. Dr. Banta currently serves in all of these capacities, in point of fact. In addition, he currently serves as Interim Director of the entire Heritage Studies program. As such, he would certainly qualify for Regular Graduate Faculty status if Arkansas State University conferred official full-time faculty status on librarians/archivists; because the University does not, Dr. Banta finds himself in the anomalous situation of serving in a full faculty role without the Graduate School's official sanction.

In light of these contradictions, and in recognition of the invaluable work Dr. Banta currently performs as dissertation committee chair and program director, I request a waiver in this case of the requirement that a Regular Graduate Faculty member "be a full-time faculty member." A three-year appointment to the Regular Graduate Faculty will enable Dr. Banta to complete his service as chair of the dissertation committees to which he has already committed.

Thank you for your consideration.

Sincerely,

Lauri Umansky

Dean, College of Humanities and Social Sciences

# Brady M. Banta

5109 Cayman Place  
Jonesboro, AR 72404  
(870) 935-5409

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## Work Address:

Arkansas State University  
Dean B. Ellis Library  
P.O. Box 2040  
State University, AR 72467

Telephone: (870) 972-2612  
Fax: (870) 972-3199  
E-mail: [bbanta@astate.edu](mailto:bbanta@astate.edu)

## Education:

M.L.I.S.	Louisiana State University, 1991
Ph.D. (history)	Louisiana State University, 1981
M.A. (history)	Louisiana State University, 1972
B.S. (history)	Missouri Valley College, 1969

## Work

### Experience:

April 1997 to present: Archivist, Dean B. Ellis Library at Arkansas State University

July 2001 to present: Associate Professor, History Department at Arkansas State University

July 2003 to present: Associate Director, Heritage Studies Ph.D. Program at Arkansas State University

July 2002 to April 2003: Interim Dean, Dean B. Ellis Library at Arkansas State University

July 2001 through June 2002: Director, Heritage Studies Ph.D. Program at Arkansas State University

July 2000 through June 2001: Interim Dean, Dean B. Ellis Library at Arkansas State University

January 1991 through June 1997: Archivist and Special Collections Librarian at Louisiana State University School of Medicine in Shreveport

July 1979 through December 1990: Employed by the Measurement & Evaluation Center at Louisiana State University, rising in rank from Assistant Supervisor to Associate Director.

## Teaching

## Experience:

2001 to present: Public History and Heritage Studies graduate programs at Arkansas State University. Classes taught include: Management Issues in the Heritage Professions; Regional Cultures: History of the Lower Mississippi River Delta; Heritage Studies Research Seminar; Introduction to Public History; Archives Management and Administration; Oral History; and Seminar in Public History

1982 through 1990: Taught American History Survey and Louisiana History for Louisiana State University's Division of Continuing Education and as a sabbatical leave replacement in the history department at Louisiana State University.

1993 through 1999: Taught graduate courses at distance learning sites or via compressed video for the School of Library and Information Science at Louisiana State University.

## Publications:

"The Pine Island Situation: Petroleum, Politics, and Research Opportunities in Southern History," *Journal of Southern History*, LII, No. 4 (November 1986), 589-610. Reprint in *Agricultural and Economic Development in Louisiana*, Volume 16 of the *Louisiana Purchase Bicentennial Series* (Lafayette: Center for Louisiana Studies, 1998).

Essays on Joseph B. Anderson; James M. Swank; Tredegar Iron Works; Tennessee Coal, Iron & Railroad Company; Henderson Steel Manufacturing Company; and Roane Iron Company appear in *Biographical Encyclopedia of American Business: Iron and Steel in the Nineteenth Century* (New York and Oxford: Brucoli Clark Layman, Inc., and Facts on File, Inc., 1989).

Contributed to *A Cultural Resources Survey of the Belle River Borrow Area, St. Martin Parish, Louisiana* (Baton Rouge: Louisiana State University, Museum of Geoscience, 1990).

"Football, Fiefdoms, and Frustration: The Political Reality of Planning a New Library for Louisiana State University, 1941-1956," *Louisiana Library Bulletin*, LVI, No. 4 (Spring 1994), 187-96.

"Records Management and the Documentary Heritage of the Academic Medical Center," *Proceedings of the ARMA International 41st Annual Conference (Denver)* (October 1996).

"Shreveport Gets a Medical School: Medical Education and Political Reality in Louisiana, 1950-1969," *Louisiana History*, XXXVII, No. 4 (Fall 1996), 435-56, forthcoming in *Louisiana Since the Longs*, Volume 9 of the *Louisiana Purchase Bicentennial Series* (Lafayette: Center for Louisiana Studies).

"Passive Regulation: Carbon Black as a Conservation Issue in Louisiana during the 1920s," in *Agricultural and Economic Development in Louisiana*, Volume 16 of the *Louisiana Purchase Bicentennial Series* (Lafayette: Center for Louisiana Studies, 1998).

"Money, Resources and Gentlemen: Petroleum Severance Taxation, 1910 - 1925," in *Modernization and the Paradoxes of Reaction and Reform, 1877 - 1928*, Volume 7 of the *Louisiana Purchase Bicentennial Series* (Lafayette: Center for Louisiana Studies, 2001).

"*Rising Tide and Beyond: An Interview with John Barry,*" *Arkansas Review: A Journal of Delta Studies*, XXXIV, NO. 2 ( August 2003), 103-110.

## Papers:

"Market Demand Prorationing in Louisiana, 1933-1940," presented at the 60th Annual Meeting, Southwestern Social Science Association, March 17-20, 1982.

"Abuses of the Public Trust: Stewardship of Petroleum Resources in Louisiana during the 1930s," presented at Annual Meeting of the Louisiana Historical Association, March 24-26, 1983.

"An Attempt at Economic Reform: Sam Jones, Natural Gas, and the Industrialization of Louisiana," presented at Annual Meeting of the Louisiana Historical Association, March 28-30, 1985.

"Natural Gas, Petro-Chemicals and Public Policy: Planning Louisiana's Postwar Industrialization, 1942-1947," presented at the 51st Annual Convention of the Southern Historical Association, November 13-16, 1985.

"Exploration of the New Territory," presented at symposium entitled "The Louisiana Purchase: An Interpretation" sponsored by the Louisiana State Archives, November 20, 1987.

"Regulating Abundance: Louisiana's Petroleum Resource Policies, 1920-1940," presented at the Centennial Celebration of the Louisiana Historical Association, March 17, 1989.

"History of Medicine in Health Sciences Libraries," presented at the Annual Meeting of the South Central Chapter/Medical Library Association, October 10, 1990.

"Preserving an Archival Record of Modern Medicine," presented at the Annual Meeting of the South Central Chapter/Medical Library Association, October 14, 1991.

"Building a Local Medical Archives," presented at the Annual Meeting of the South Central Chapter/Medical Library Association, October 27, 1992.

"Origins of the Louisiana State University School of Medicine in Shreveport," presented at Annual Meeting of the Louisiana Historical Association, March 26, 1993.

"Open a Medical School ... Create a Medical Library," presented at Annual Meeting of the South Central Chapter/Medical Library Association, October 16, 1993.

"X-Ray or X-Rated: Access to Patient Records and Case Files in Public and Private Archives," participant in panel discussion presented at Southern Archivists' Conference, April 8, 1994.

"Preventive Medicine, Shreveport Style: Organized Medicine and the Anti-Communist Crusade in the Ark-La-Tex in the early 1960s," presented at the

1996 Annual Meeting of the Organization of American Historians, March 28, 1996.

"Records Management and the Documentary Heritage of the Academic Medical Center," 41st Annual Conference of the Association of Records Managers and Administrators International, October 13, 1996.

"'Charity' Gets a New Name: Confederate Memorial Medical Center Becomes a Reality," presented at the Annual Meeting of the Louisiana Historical Association, March 15, 1997.

Panelist, "Remembering *Rising Tide*: How the Flood that Changed America Changed Arkansas," Ritz Civic Center, Blytheville, AR, November 9, 2002.

"Researching the Louisiana Purchase Exposition at the Missouri Historical Society," presented at Annual Meeting of the Society of Southwest Archivists, New Orleans, LA, May 24, 2003.

With Elizabeth N. Stokes, RN, Ed.D, "Designing Online Tutorials for Assessment of Information Literacy," presented at NLN (National League for Nursing) Education Summit 2003, San Antonio, TX, September 19, 2003.

Moderator and panelist, "Teaching from Local Archives: A Hands-On Workshop," presented at the Annual Meeting of the Louisiana Historical Association, Hammond, LA, March 11, 2004.

"An Elusive Equilibrium: Agricultural Labor in Eastern Cross County, Arkansas, 1949-1970," presented at 70<sup>th</sup> Annual Meeting of The Southern Historical Association, Memphis, TN, November 6, 2004.

"The Mike Beebe Papers," presented at Annual Meeting of the Society of Southwest Archivists," Baton Rouge, LA, May 27, 2005.

"Permanent Loans: Inheriting an Unintended Consequence," presented to Acquisitions and Appraisal Section at 69<sup>th</sup> Annual Meeting of the Society of American Archivists, New Orleans, LA, August 19, 2005.

Moderator and panelist, "To Be or Not To Be: The Whys and Wherefores of Archival Certification," presented at 69<sup>th</sup> Annual Meeting of the Society of American Archivists, New Orleans, LA, August 20, 2005.

Panelist, "Civil Rights Collections in Arkansas," presented at 66<sup>th</sup> Annual Conference of the Arkansas Historical Association, Little Rock, AR, April 27, 2007.

"'Holding the Same Bear by the Same Tail': The Nora Potts Rodman Correspondence with Congressman E.C. 'Took' Gathings," presented at the 67<sup>th</sup> Annual Conference of the Arkansas Historical Association, Eureka Springs, AR, March 28, 2008.

## Dissertations

**Directed:**

Davis-Baltz, Sandy. *The Making of a Monument: Social Implications of Arkansas Case Studies*. Ph.D. diss., Arkansas State University, 2005.

Richter, Wendy. “Swallowed Up in One Gulp”: *Lost Communities of the Upper Ouachita River Valley*. Ph.D. diss., Arkansas State University, 2005.

Clements, Derek Allen. *Preservation and Growth Strategies for the Randolph County Archives of Oral History: Using the Oral History Evaluation Guidelines to Improve a Pre-Existing Program*. Ph.D. diss., Arkansas State University, 2010.

Hosken, Simon Rosewall. *Conversations with West Memphis: A Sense of Place and Heritage*. Ph.D. diss., Arkansas State University, 2011.

Perry, Lisa Renee. *Memory, Identity, and Paternalism: Creating an Appalachian Camelot*. Ph.D. diss., Arkansas State University, 2011.

Bowman, Melany. *Home Away from Home: The Assimilation of the Hispanic Population in Jonesboro, Arkansas*. Ph.D. diss., Arkansas State University, 2011.

Myuhtar-May, Fatme M. *Identity, Nationalism and Cultural Heritage Under Siege: The Case of Pomak (Bulgarian-Speaking Muslims) in Bulgaria*. Ph.D. diss., Arkansas State University, 2011.

Istre, Elista Dawn. “Honey We’s All Creoles”: *Exploring South Louisiana’s Creole Identity, Culture, and Heritage*. Ph.D. diss., Arkansas State University, 2013.

Istre, Moriah Correen. “Music Is the Voice of a Culture”: *Cajun and Creole Musicians Speak about the Power of Music to Preserve, Represent, and Celebrate South Louisiana’s French Heritage*. Ph.D. diss., Arkansas State University, 2013.

Johnson, Antoinette Fiduccia. *Paul Martin Heerwagen, 1883-1938, Southern Interior Decorator: Exploring Architectural, Ornamental, Social, and Cultural Heritage Through Interior Decoration*. Ph.D. diss., Arkansas State University, 2014.

**Professional Activities:**

Manuscript referee and book reviewer for *Arkansas Review: A Journal of Delta Studies*

Book reviewer for *Choice: Current Reviews for Academic Libraries*

Book reviewer for *Agricultural History*

Book reviewer for *The Journal of Southern History*

Challenge Grant Review Panelist [2006] for the National Endowment for the Humanities

Preservation Grant Review Panelist [2008-2011] for the Institute of Museum and Library Services

Served on the Board of Directors [1992-1995] of the Louisiana Archives and Manuscripts Association

Vice-President/President-elect [1995-1996] Louisiana Archives and Manuscripts Association

President [1996-1997] Louisiana Archives and Manuscripts Association

Served on the Committee on Public Information [1993-1994] of the Society of American Archivists

Mentor in Society of American Archivists Mentoring Program [1996-1998]

Key Contact Representative for the Society of American Archivists [1996-1999]

Archivist [1993 -1997] Health Sciences Library Association of Louisiana

Served on Certification Examination Development Committee [1995-1998] of the Academy of Certified Archivists

Served on the Program Committee [1995-1996] of the Louisiana Historical Association

Served on Publications Committee [1997-2000, 2009-2012] of the Louisiana Historical Association

Served on Archives Committee [2010-2012] of the Louisiana Historical Association

Served as Chair of the Archives Committee [2012-2013] of the Louisiana Historical Association

Served as Chair of Publications Committee [2010-2011] of the Louisiana Historical Association

Serve on Editorial Board [1997- ] of the *Arkansas Review: A Journal of Delta Studies*

Served on Executive Board [1998-2000] Society of Southwest Archivists

Served on Colonial Dames Scholarship Committee [1998-2001] of the Society of American Archivists

Served on Awards Committee [1998-2001] of the Society of American Archivists

Consulting Archivist [February 2004] with Witsell, Evans Rasco Architects/Planners on Geyer & Adams Building Renovation Project.

Consulting Archivist [May 2004] with Medical Library, University of Texas Health Sciences Center San Antonio.

Served on Executive Board of Louisiana Historical Association [2005 – 2008]

Served as Membership Committee Chair for the Society of Southwestern Archivists [2007 – 2008]

Served as Membership Committee Chair for the Louisiana Historical Association [2008 - 2010]

Served on Hugh F. Rankin Award Committee for the Louisiana Historical Association [2012 - 2013]

Served on Nomination Committee for the Louisiana Historical Association [2013 - 2014].

**Professional Memberships:**

Society of Southwest Archivists, Southern Historical Association, Organization of American Historians, Louisiana Historical Association, National Council on Public History, Arkansas Historical Association.





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**COLLEGE OF SCIENCES & MATHEMATICS**  
Office of the Dean | P.O. Box 1030, State University, AR 72467 | 870-972-3079

December 19, 2014

To: Dr. Erik Gilbert, Associate Dean of the Graduate School

From: Dr. John M. Pratte, Dean of Sciences and Mathematics

Re: Dr. Michelle Reba's mentorship of doctoral students

Dr. Michelle Reba is a research hydrologist at the USDA's Delta Water Management Research Unit that is stationed on the Arkansas State University campus in ABI. Her expertise and research interests are in areas of science that complement those of our existing faculty without overlapping them. Because of the uniqueness of her expertise on this campus, her presence has opened up several new research initiatives for students and faculty. Over these past four years, she has worked with several EVS Masters and Ph.D. students through her collaborations with several faculty on externally funded projects.

As such, she has served as a member of thesis and dissertation committees as a temporary graduate faculty member. Given the quality of her research and the new opportunities that she brings to our students, we would like to request that she be given regular graduate faculty status so that she can continue to serve A-State in this capacity. Please let me know what additional information would be required to allow the Graduate Council to consider this request.