Graduate Council Agenda

Friday, February 27, 2015 at 1:00 pm
Library 6th Floor Conference Room 603

The meeting was called to order at 1:00 by Andy Sustich who sat in as chair because Will McLean was absent. Present were: Lauren Schack Clark (proxy for Ed Owen), Debbie Traylor, Brandon Kemp, Al Ontko, Travis Marsico (proxy for Tanja McKay), Gil Fowler, Steve Green, David Holman, Phyllis Skorga (proxy for Angie Schmidt), Juan Juan Li

Andy Sustich (ex officio)
Erik Gilbert (guest)

1. **Minutes from January 16, 2015 Graduate Council meeting**
   Moved to approve Fowler, Second Green. **Passed unanimously**.

2. **Requests for Bulletin Changes**

   Bulletin Change Transmittal Form

   DPEM (Add requirements for Accelerated Admission)
   DPEM (Separating 3 options in Final Project)

   DPEM 665V new course proposal
   DPEM 667V new course proposal
   DPEM 668V new course proposal

   Green moved to accept all DPEM proposals as a group. Fowler, seconded. **Passed unanimously**, with note that there are two different versions of the course description for DPEM 665V in the various proposals.

   DPT (Revision to # of credits)
   Move to approve Fowler, second Ontko. **Passed unanimously**.

   EdS Reading (addition of a 'Conditional' requirement)
   Move to approve Green, second Fowler. **Passed Unanimously**.

   HP 5273 and HP 5293
   Moved to approve Skorga, second Holman. **Passed unanimously**.

   MBA/MAcc Deletion of Formal Admission to Candidacy
   Move to approve Fowler, second Green. **Passed unanimously**.

   Thesis Policy
   Move to approve Fowler, second Holman. **Passed with one abstention**.

   Program and/or Course Deletion Proposal

   Biology Courses (BIO 5023, BIO 5111, BIO 5211, BIO 5353, BIO 5531, BIO 5532, BIO 5612, BIO 6613)
   Move to approve Fowler, second Green. **Passed unanimously**.

   Certificate in Student Affairs – Program Deletion Proposal
   Move to approve Fowler, second Green **Passed unanimously**.

   MSE BTEC Courses (BTEC 5503, 5513, 6523, 6543, 6603, 6613, 6683, 670V, 680V)
   Move to approve Traylor, second Clark. **Passed unanimously**.

3. Requests for Temporary Graduate Faculty

Agriculture and Technology
    Stephanie Pulley
Move to approve Traylor, Fowler second. **Passed unanimously**.

Education & Behavioral Science
    Kami Barkley (Tabled in January GC Meeting)
Move to approve Green, second Clark. **Passed unanimously**.

Nursing and Health Professions
    Jessica Baltz
    Christie Black
    Russell Counce
    Brent Cox
    Wanda Govan-Jenkins
    Lashond Hill
    Rhonda Holcomb
    Brad Holloway
    Matthew Ledden
    Lisa Lucas
    Jonathan Reed
    Christopher Regier
    Connie Ryan
    Lisa Schafer
    Angela Smith
    Armance White
    Lara Zirbel

Movd to approve as a group Green, second Skorga, **Passed unanimously**.

4. Requests for Regular Graduate Faculty

Education & Behavioral Science
    Tom Adams
Move to approve Green, second Fowler. **Passed unanimously**.

Media & Communication
    Gil Fowler
    Mary Jackson-Pitts
    Matthew Thatcher
Move to approve as a group Green, second Clark. **Passed unanimously**.

Nursing & Health Professions
    Darlene Baker
    Shawn Drake
    Susan Hanrahan
    Debbie Shelton
    Phyllis Skorga
    Charlotte Young
Move to approve as a group Fowler, Traylor second. **Passed unanimously**.

5. **Discussion Topics**

- Candidacy Bulletin Change Discussion
  Many of the MSE descriptions include reference to students not being able to advance to candidacy, a status that the bulletin does not recognize for master's students, until they have completed prerequisites related to licensure. The Council thought this could be dealt by requirine that the degree not be awarded until all prerequisites had been completed. The grad school will create a bulletin change for the next meeting that does this.

- Creation of a grade such as "FA" or "FI"
  The general consensus was that having a grade that indicates that a student failed a course for reasons to do with academic integrity would be a useful thing. There was some concern about the legal implications of this and some members suggested that legal should be consulted. Dr. Sustich will meet with AAR and the registrar's office to see what their thoughts are on this subject.

- Sending the following "Passed Proposals Subject to Revision" to the Registrar's Office with the required revisions:

AGST 5003	(With Req Revisions)
AGST 5013	(With Req Revisions)
HIST 5333	(Originally requested to be changed to HIST 6333, but has been switched to HIST 6323 by the Registrar's office)
MAcc	(Addition of Grade Req) (with requested revisions)
MAT MLED	Overview (with requested revisions)

- Spring 2015 Temporary Grad Faculty Forms Needed

- Regular Graduate Faculty Forms Needed

Graduate Council Minutes

Friday, January 16, 2015 at 1:00 pm

Library 6th 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 Barkley 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

Revised 1/17/13

Code # Enter text...

Bulletin Change Transmittal Form

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

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

	1/12/2015			ENTER DATE...
Department Curriculum Committee Chair			**COPE Chair (if applicable)**	
Deborah Persell	1/12/2015			ENTER DATE...
Department Chair:			**General Education Committee Chair (If applicable)**	
Loretta Brewer	1/28/2015			ENTER DATE...
College Curriculum Committee Chair			**Undergraduate Curriculum Council Chair**	
	1/28/15			03-17-15
College Dean			**Graduate Curriculum Committee Chair**	
				ENTER DATE...
			Vice Chancellor for Academic Affairs	

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

2.Proposed Change
The proposed changes are not curricular, but relate to advanced standing and accelerated admissions to the DPEM program in the Admissions Section of the Graduate Bulletin

3.Effective Date
1/12/2015

4.Justification
To add the requirements for accelerated admission to the DPEM program in the Admissions Section of the Graduate Bulletin

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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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Page 25-26 in the Graduate Bulletin

ADMISSION AS AN UNDERGRADUATE INTO THE ACCELERATED MASTERS PROGRAM

The Accelerated Master's degree option provides a transition that enables outstanding Arkansas State University undergraduate students to begin taking graduate course work in their junior or senior year and thus combine components of the undergraduate and graduate curriculum. Students admitted into an approved Accelerated Masters Degree Program may have a limited number of graduate level courses counted toward both the undergraduate and graduate degree. Students must apply and be admitted to the accelerated master's program by the department and the Graduate School before enrolling for any courses to apply to the graduate degree. Graduate programs at Arkansas State University offering an accelerated option are listed:

- Agriculture (MSA) - All Concentrations
- Chemistry (MS)
- Computer Science (MS)

Disaster Preparedness and Emergency Management (MS)

- Political Science (MA)

Special Education-Instructional Specialist Grades P-4 (MSE)

- Special Education-Instructional Specialist Grades 4-12 (MSE)

Depending on the program, up to 12 hours of graduate credits will apply toward completion of the undergraduate degree requirements. Under the Accelerated Master's degree option, a student will be fully admitted to the Graduate School upon completion of the baccalaureate degree. This dual counting of a course for both undergraduate and graduate credit will only occur after the student completes the baccalaureate degree. Only courses with grades B or better will be eligible to count toward graduate credit. Undergraduate students interested in the Accelerated Master's opportunity should contact their department or the Graduate School for admission information.

Revised 1/17/13

Page 221 in the Graduate Bulletin

gency Management degree must have a Bachelor's degree in any discipline. Applicants must meet the admission requirements of the Graduate School. To apply, obtain an application form from the Graduate School. They should send completed application form, required application fee, and official transcripts of all undergraduate and graduate course work to the Graduate School. Applicants must schedule a personal interview with a MSDPEM adviser. Venues for the interview can be face-to-face, telephone or electronic. During this interview, the adviser will outline in detail the requirements of the MSDPEM program. The adviser and the student will analyze the appropriateness of the degree consistent with the student's goals and career objectives, the degree's requirements and the student's academic progress to date. Admission to this degree program is conditional upon completion of prerequisite course(s) required and acceptance by clinical agencies for practicum experiences. Admission to the MSDPEM program is conditional upon completion of prerequisite course(s) required, and acceptance by the Center for Domestic Preparedness into the courses offered by the Center for Domestic Preparedness (Anniston, AL). The Center for Domestic Preparedness has the authority to review applications to ensure eligibility requirements are met for clinical placement prior to program entry, http://cdp.dhs.gov/registration/index.html .

Students pursuing an undergraduate degree at Arkansas State University may be eligible to apply for admission as an undergraduate to the accelerated masters program (See page 25-26). Up to 12 hours of the following courses may be accepted in advance by a DPEM advisor. No more than nine hours may be accepted from the course with an asterisk:

- **DPEM 6133 Ethics and Legal Considerations in Disaster Preparedness and Emergency Management**
- **DPEM 6643 Practicum Experience**
- ***DPEM 5613 Radiological Emergencies**
- ***DPEM 6253 Multi-Agency Response in DPEM**
- ***DPEM 6543 Pandemic Planning**
- ***DPEM 6213 Informatics in DPEM**
- ***DPEM 6553 Leading Hospital Response to Mass Casualties**

Revised 1/17/13

Pre-Requisites

The United States Government has instituted a National Incident Management System to standardize the country's response to disasters and other emergencies. The Incident Command System (ICS) describes the chain-of-command and organizational structure of managing emergencies. Completion of courses in ICS is required by employers and is necessary to receive reimbursement from the Federal Government when a federal declaration of a disaster has been obtained. Courses in the graduate program build on this foundational knowledge. Therefore, students wishing to be admitted to the MSDPEM degree must have completed these four courses prior to admission. They are offered free of charge, on-line, from the Federal Emergency Management Institute: http://www.training.fema.gov/IS/NIMS.asp

The required pre-requisite ICS courses include:

- Introduction to Incident Command System (ICS – 100) There are several discipline specific ICS-100 courses. Students need only complete one and should choose the one most relative to their career goals.
- Incident Command System (ICS – 200) for Single Resources and Initial Action Incidents
- Incident Command System (ICS – 700) Introduction to the National Incident Management System
- Incident Command System (ICS – 800) Introduction to the National Response Framework

In addition to the Incident Command System prerequisites, students must have current Core and Basic Disaster Life Support certifications. Information regarding these certifications can be obtained from the Regional Center for Disaster Life Support in the College of Nursing and Health Professions, American Medical Association or the National Disaster Life Support Foundation.

Revised 1/17/13

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1/12/2015
Department Curriculum Committee Chair

1/12/2015
Department Chair:

3/4/15 ENTER DATE...
College Curriculum Committee Chair

2/25/15 ENTER DATE...
College Dean

ENTER DATE...
COPE Chair (if applicable)

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

ENTER DATE...
Undergraduate Curriculum Council Chair

03-17-15 ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

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

2.Proposed Change
The proposed changes are to separate the three options in DPEM 665V,Final Project in DPEM (Internship, Research Project, or Thesis) into separate courses per insistence from the graduate council.

3.Effective Date
1/12/2015

4.Justification
The Graduate Council insisted that the Thesis option of Final Project be taught separately from 665V.

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Page 221 in 2014-2015 Graduate Bulletin

Arkansas State University Requirements

Completion of MSDPEM Core Courses (~~18~~ 24 hours)
DPEM 6103 Health Care Issues and Policies Related to Disaster Preparedness and Emergency Management
DPEM 6113 Theory Development in Disaster Preparedness and Emergency Management
DPEM 6123 Research Design and Methodologies in Disaster Preparedness and Emergency Management
DPEM 6133 Ethics and Legal Considerations in Disaster Preparedness and Emergency Management
DPEM 6143 Global Perspectives in Disaster Preparedness and Emergency Management222
DPEM 6153 Crisis Communication in Disaster Preparedness and Emergency Management
DPEM 665V Final Project Internship in DPEM
DPEM 667V Final Project Research in DPEM
DPEM 668V Final Project Thesis in DPEM

Completion of MSDPEM Emphasis requirements (~~18~~ 15 hours)
9 hours Emphasis 5000 – 6000 Level--In consultation with their advisor, students select courses within one area of emphasis. See emphasis courses in DPEM listed below. Total of 9 hours required.
3 hours Practicum 6000 level In consultation with their advisor, students select courses within the practicum courses. See practicum courses in DPEM listed below. Total of 3 hours required.
~~6 hours DPEM 665V (1-6 hours) Internship, Thesis or Research Project at the direction and~~
~~with permission of the faculty. Total of 6 hours required.~~
Select 9 hours from these Emphasis Courses in DPEM
DPEM 5513 Incident Command System (ICS) Instructor Course
DPEM 5523 Law Enforcement Protection Instructor Course
DPEM 5533 All Hazards Awareness Instructor Course
DPEM 5543 Teaching Emergency Response
DPEM 5613 Radiological Emergencies

DPEM 6563 Leading Hospital Response to Mass Casualties Instructor Course
DPEM 6573 Complex Radiological Emergencies
DPEM 6213 Informatics in Disaster Preparedness and Emergency Management
DPEM 6223 Epidemiology of Disasters
DPEM 6253 Multi-Agency Response in Disaster Preparedness and Emergency Management
DPEM 6263 Geographical Information Systems in Disaster Preparedness and Emergency Management
DPEM 6273 Vulnerable Populations in Disasters
DPEM 6543 Pandemic Planning
DPEM 6553 Leading Hospital Response to Mass Casualties

Health Information Management

HIM 5123 Healthcare Information Systems A fundamental study of the primary systems used in Healthcare Informatics including: Electronic Health Records (EHRs), Healthcare Information Systems (HIS), Enterprise Systems, Data Repositories, Clinical Informatics, Revenue Cycle Systems, Imaging Systems, Health Information Exchanges (HIEs), Decision Support and Telemedicine. Framework

Revised 3/08/13

Code # Enter text...

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.

1/12/2015
Department Curriculum Committee Chair

1/12/2015
Department Chair:

3/4/15 ENTER DATE...
College Curriculum Committee Chair

2/25/15 ENTER DATE...
College Dean

ENTER DATE...
COPE Chair (if applicable)

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

ENTER DATE...
Undergraduate Curriculum Council Chair

07-17-15 ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
DPEM 665V

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).
Course Title: Final Project Internship in DPEM
Short Title: Final Project Internship

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.
Experiential learning

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.
Final Project Internship is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete 240 contact hours at an approved site related to disaster preparedness and emergency management.

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?
Permission by the faculty.

b. Why?
To determine which of the three Final Project options that best fits the student's needs

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

10. Contact Person (Name, Email Address, Phone Number)
Brad Holloway, Ph.D, LCSW
DPEM Assistant Professor
bholloway@astate.edu
(870)972-3672

11. Proposed Starting Term/Year
Fall 2015

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

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

Has this course number been used in the past? Yes
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.
N/A

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

Students will complete 240 contact hours that equals six credit hours at an approved internship site that will be chosen in consultation with the faculty and mentor. The internship requires an identified project to complete while at the site and objectives for the internship must be accomplished within the six credit hour time frame. Students will attain hands on experience at a disaster related site

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.
The mission of the DPEM program is to bridge practice and academia in the disaster preparedness & emergency management discipline. This course directly addresses this mission by completing 240 contact hours at an approved disaster related site.

c. Student population served.
Target audience will include, but is not limited to, students pursing a Masters Degree in Disaster Preparedness and Emergency Management.

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

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.)
The Final Project Internship consists of 240 contact hours and is divided into six Credit hours

Credit Hour One
  Site Selection
  Internship Contract
  Journal Entry
  Time Sheet

Credit Hour Two
  Identification of the project
  Journal Entry
  Time Sheet

Credit Hour Three
  Project Development
  Journal Entry
  Time Sheet

Credit Hour Four
  Project Implementation
  Journal Entry
  Time Sheet

Credit Hour Five
  Project Analysis/Evaluation
  Journal Entry
  Time Sheet

Credit Hour Six
  Publishable Paper or Poster Presentation to Faculty
  Mentor Presentation/Evaluation
  Portfolio
  Journal Entry
  Time Sheet

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Students are required to complete 240 contact hours at an approved disaster related site and complete and identified project at that site

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Students must conduct a presentation to both faculty and the mentor at the approved site

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
No additional resources will be required for this course.

20. What is the primary intended learning goal for students enrolled in this course?
To gain hands on experience in a disaster related field through completion of the identified project

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
There is no textbook for the course.
b. Number of pages of reading required per week: Per Mentor
c. Number of pages of writing required over the course of the semester: Students are required to complete Journal Entries, weekly time sheets and a Final Paper/Presentation to both Mentor and Faculty

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?)
Objectives and outcomes will be dependent on the approved Internship Site and may vary accordingly

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Learning activities will be determined by the mentor at the approved internship site, however, student will complete weekly time sheet and journal entries.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Will complete according to grading checklist with 100% accuracy.

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
Objectives and outcomes will be dependent on the approved Internship Site and may vary accordingly

Learning Activity:

Learning activities will be determined by the mentor at the approved internship site, however, student will complete weekly time sheet and journal entries

Assessment Tool:
Will complete according to grading checklist with 100% accuracy.

Outcome #3:
Objectives and outcomes will be dependent on the approved Internship Site and may vary accordingly

Learning Activity:
Learning activities will be determined by the mentor at the approved internship site, however, student will complete weekly time sheet and journal entries

Assessment Tool:
Will complete according to grading checklist with 100% accuracy.

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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DPEM 6643 Practicum Experience Students will work with an expert in disaster preparedness or emergency management. The mentor must be approved by the faculty. The student may suggest mentors or the faculty may assign a mentor.
~~**DPEM 665V Internship, Research Project Or Thesis In Disaster Preparedness & Emergency Management** A culminating experience that is one of the following: an internship with a subject matter expert, a research project or a thesis in Disaster Preparedness & Emergency Management. Prerequisite: Permission of the faculty.~~

DPEM 665V Final Project Internship is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete 240 Contact hours at an approved site related to disaster preparedness and emergency management

Health Information Management
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Revised 3/08/13

Code # Enter text...

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Undergraduate Curriculum Council Chair

03-17-15 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.)
DPEM 667V

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).
Course Title: Final Project Research in DPEM
Short Title: Final Project Research

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.
Experiential learning

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.
Final Project Research is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete a research project related to disaster preparedness and emergency management.

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?
DPEM 6123 Research Methodologies and Design in DPEM; Permission by the faculty.

b. Why?
To ensure students have adequate knowledge and preparation to identify a researchable problem, develop a research question, determine the best research design, write a research proposal, submit an IRB application, collect and analyze data and disseminate data.

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

10. Contact Person (Name, Email Address, Phone Number)
Brad Holloway, Ph.D, LCSW
DPEM Assistant Professor
bholloway@astate.edu
(870)972-3672

11. Proposed Starting Term/Year
Fall 2015

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

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

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.
N/A

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
Students who complete a Masters Degree in Disaster Preparedness and Emergency Management are expected to attain a basic knowledge of conducting research in the field and to apply research to the analysis of public and institutional policies related to disaster preparedness and emergency management.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.
The mission of the DPEM program is to bridge practice and academia in the disaster preparedness & emergency management discipline. This course directly addresses this mission by completing a research project in the field. The course will allow students to utilize the research methodologies and designs learned in previous courses. Accreditation is not yet available for graduate emergency management programs; however, work groups within the Foundation for Higher Education Accreditation exist for such accreditation and preliminary accreditation standards include that student experiences must provide the "Ability to incorporate appropriate social science research into an emergency management program."

c. Student population served.
Target audience will include, but is not limited to, students pursing a Masters Degree in Disaster Preparedness and Emergency Management..

d. Rationale for the level of the course (lower, upper, or graduate).
This course requires a synthesis of research methodologies and design appropriate for the Graduate level. Students in the course come from a variety of undergraduate disciplines. Any prior knowledge of research is now required to be understood and synthesized in a disaster context. The disaster context is new to almost all students and the conduct of research is new to most all students. Our undergraduate program requires a statistics class but does not require a research class.

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.)
The Final Project is outlined by Credit Hour and the Research option will be completed in the following manner:

Credit Hour 1: Identification of the researchable problem, Completion of Research on Human Subjects training, Identification of literature to review; first draft of review of literature

Credit Hour 2: Completion of Review of Literature, development of proposal and submission to A State Institutional Review Board (IRB) for approval to proceed

Credit Hour 3 & 4: Data Collection

Credit Hour 4 & 5: Data Analysis

Credit Hour 6: Dissemination of research findings

All progress on the research project is evaluated by the student and supervising faculty. Each supervising faculty will establish with the student the desired mechanism for consultation and evaluation

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
   Completion of Research on Human Subjects Training
   Identification of a researchable problem
   Development of a research question
   Development of the research design
   IRB approval of research proposal

Data collection and analysis
Knowledge dissemination via paper, poster and/or presentation

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Research conducted in the context of disaster preparedness & emergency management

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
No additional resources will be required for this course.

20. What is the primary intended learning goal for students enrolled in this course?
Utilization and creation of research findings in the context of disaster preparedness & emergency management.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
No specific textbook is required. Students may need to purchase resources specific to their research design/method or researchable problem.
b. Number of pages of reading required per week: Depends on student's research
c. Number of pages of writing required over the course of the semester: Writing assignments do not have page limits; rather rubrics are developed to require content development.

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?)
The student will apply relevant academic knowledge when faced with clinical or research complexities.

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

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Will complete the research proposal per rubric guidelines at the "meets or exceeds standard."

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
The student will communicate clearly.

Learning Activity:
Multiple learning activities exist to support this outcome: journal entries, IRB application, knowledge dissimenation.

Assessment Tool:
Will complete learning activities per rubric guidelines at the "meet or exceeds standard."

Outcome #3:
The student will propose ways research findings can be incorporated into an emergency management program.

Learning Activity:
Inclusion of implications of findings and ideas for future research in the knowledge dissemination.

Assessment Tool:
Will complete learning activities per rubric guidelines at the "meet or exceeds standard."

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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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.

Revised 3/08/13

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DPEM 6643 Practicum Experience Students will work with an expert in disaster preparedness or emergency management. The mentor must be approved by the faculty. The student may suggest mentors or the faculty may assign a mentor.

~~**DPEM 665V Internship, Research Project Or Thesis In Disaster Preparedness & Emergency Management** A culminating experience that is one of the following: an internship with a subject matter expert, a research project or a thesis in Disaster Preparedness & Emergency Management. Prerequisite: Permission of the faculty.~~

DPEM 665V Final Project Internship is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete 240 Contact hours at an approved site related to disaster preparedness and emergency management

DPEM 667V Final Project Research is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete a research project related to disaster preparedness and emergency management

Health Information Management

HIM 5123 Healthcare Information Systems A fundamental study of the primary systems used in Healthcare Informatics including: Electronic Health Records (EHRs), Healthcare Information Systems (HIS), Enterprise Systems, Data Repositories, Clinical Informatics, Revenue Cycle Systems, Imaging Systems, Health Information Exchanges (HIEs), Decision Support and Telemedicine..

Revised 3/08/13

Code # Enter text...

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

☒**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.

1/12/2015
Department Curriculum Committee Chair

1/12/2015
Department Chair:

3/4/15 ENTER DATE...
College Curriculum Committee Chair

2/25/15 ENTER DATE...
College Dean

ENTER DATE...
COPE Chair (if applicable)

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

ENTER DATE...
Undergraduate Curriculum Council Chair

03-17-15 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.)
DPEM 668V

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).
Course Title: Final Project Thesis in DPEM
Short Title: Final Project Thesis

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.
Thesis

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.
Final Project Thesis is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete a thesis related to disaster preparedness and emergency management.

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?
DPEM 6123 Research Methodologies and Design in DPEM; Permission by the faculty.

b. Why?
To ensure students have adequate knowledge and preparation to identify a researchable problem, develop a research question, determine the best research design, write a research proposal, submit an IRB application, collect and analyze data and disseminate data. The synthesis and writing process for thesis contributes to preparing the student for doctoral education.

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

10. Contact Person (Name, Email Address, Phone Number)
Brad Holloway, Ph.D., LCSW
DPEM Assistant Professor
bholloway@astate.edu
(870)972-3672

11. Proposed Starting Term/Year
Fall 2015

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

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

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.
N/A

15. Justification should include:

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

Students who complete a Masters Degree in Disaster Preparedness and Emergency Management (DPEM) are expected to attain a basic knowledge of conducting research in the field and to apply research to the analysis of public and institutional policies related to disaster preparedness and emergency management. The ability to write scholarly will impact career development and with publications the body of knowledge in DPEM.

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

The mission of the DPEM program is to bridge practice and academia in the disaster preparedness & emergency management discipline. This course directly addresses this mission by completing a thesis based on research in the field. The course will allow students to utilize the research methodologies and design learned in previous courses. Scholarly writing will be enhanced by thesis completion. Accreditation is not yet available for graduate emergency management programs; however, work groups within the Foundation for Higher Education Accreditation exist for such accreditation and preliminary accreditation standards include that student experiences must provide the "Ability to incorporate appropriate social science research into an emergency management program" and to "communicate clearly [write]."

c. Student population served.

Target audience will include, but is not limited to, students pursing a Masters Degree in Disaster Preparedness and Emergency Management.

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

This course requires a synthesis of research methodologies and design appropriate for the Graduate level. Students in the course come from a variety of undergraduate disciplines. Any prior knowledge of research is now required to be understood and synthesized in a disaster context. The disaster context is new to almost all students and the conduct of research is new to most all students. Our undergraduate program requires a statistics class but does not require a research class.

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.)

The Final Project is outlined by Credit Hour and the Thesis option will be completed in the following manner:

Credit Hour 1: Identification of the researchable problem, Completion of Research on Human Subjects training, Identification of literature to review; first draft of review of literature; Identification of Chapters.

Credit Hour 2: Completion of Review of Literature, development of proposal and submission to A State Institutional Review Board (IRB) for approval to proceed. Completion of Chapter 1 and draft of Chapter 2.

Credit Hour 3 & 4: Data Collection; Completion of Chapter 2 and draft of Chapter 3.

Credit Hour 4 & 5: Data Analysis; Completion of Chapter 3 and remaining chapters.

Credit Hour 6: Dissemination of research findings; Approval of Thesis; Work toward publication.

All progress on the thesis project is evaluated by the student and thesis committee. Each committee member will establish with the student the desired mechanism for consultation and evaluation.

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

Completion of Research on Human Subjects Training
Identification of a researchable problem
Development of a research question

Development of the research design
IRB approval of research proposal
Data collection and analysis
Knowledge dissemination via paper, poster and/or presentation/publication
Approved Thesis

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Research conducted in the context of disaster preparedness & emergency management

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
No additional resources will be required for this course.

20. What is the primary intended learning goal for students enrolled in this course?
Utilization and creation of research findings in the context of disaster preparedness & emergency management demonstrated by scholarly writing for thesis.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
No specific textbook is required. Students may need to purchase resources specific to their research design/method or researchable problem.
b. Number of pages of reading required per week: Depends on student's research
c. Number of pages of writing required over the course of the semester: Writing assignments do not have page limits; rather rubrics are developed to require content development.

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?)
The student will apply relevant academic knowledge when faced with clinical or research complexities.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Develop a research proposal that can be completed and approved within the time frame and written in the thesis format.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Will complete the thesis per rubric guidelines at the "meets or exceeds standard" and meet the graduate school requirements for thesis.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

The student will communicate clearly.

Learning Activity:

Multiple learning activities exist to support this outcome: journal entries, IRB application, and knowledge dissemination.

Assessment Tool:

Will complete learning activities per rubric guidelines at the "meet or exceeds standard" and meet the graduate school requirements for thesis.

Outcome #3:

The student will propose ways research findings can be incorporated into an emergency management program.

Learning Activity:

Inclusion of implications of findings and ideas for future research in the knowledge dissemination; attempt at publication.

Assessment Tool:

Will complete learning activities per rubric guidelines at the "meet or exceeds standard" and meet the graduate school requirements for thesis.

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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DPEM 6643 Practicum Experience Students will work with an expert in disaster preparedness or emergency management. The mentor must be approved by the faculty. The student may suggest mentors or the faculty may assign a mentor.

~~**DPEM 665V Internship, Research Project Or Thesis In Disaster Preparedness & Emergency Management** A culminating experience that is one of the following: an internship with a subject matter expert, a research project or a thesis in Disaster Preparedness & Emergency Management. Prerequisite: Permission of the faculty.~~

DPEM 665V Final Project Internship is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete 240 Contact hours at an approved site related to disaster preparedness and emergency management

DPEM 667V Final Project Research is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete a research project related to disaster preparedness and emergency management

DPEM 668V Final Project Thesis is one of three options students may choose to complete the six credit hours of the Final Project curriculum. Students choosing this option will complete a thesis related to disaster preparedness and emergency management.

Health Information Management

HIM 5123 Healthcare Information Systems A fundamental study of the primary systems used in Healthcare Informatics including: Electronic Health Records (EHRs), Healthcare Information Systems (HIS), Enterprise Systems, Data Repositories, Clinical Informatics, Revenue Cycle Systems, Imaging Systems, Health Information Exchanges (HIEs), Decision Support and Telemedicine..

Revised 1/17/13

Code # Enter text...

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

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

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

3-17-15
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Shawn Drake, PT, PhD
PO Box 910
State University (Jonesboro), AR 72467
870-972-2667

2.Proposed Change
The DPT consists of 108 semester credits, not 109 credits.

3.Effective Date
1/15/2015

4.Justification
The bulletin states that 109 hours are required for the DPT degree. This should be changed to reflect 108 hours.

Revised 1/17/13

Code # Enter text...

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

Kristi Vinson	3/18/15 ENTER DATE...		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
Shawn Drake	3-17-15 ENTER DATE...		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
	ENTER DATE...		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	3/25/15 ENTER DATE...		ENTER DATE...
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Shawn Drake, PT, PhD
PO Box 910
State University (Jonesboro), AR 72467
870-972-2667

2.Proposed Change
The DPT consists of 108 semester credits, not 109 credits.

3.Effective Date
1/15/2015

4.Justification
The bulletin states that 109 hours are required for the DPT degree. This should be changed to reflect 108 hours.

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

COLLEGE OF NURSING AND HEALTH PROFESSIONS

The College of Nursing and Health Professions offers seven graduate level programs: the Graduate Certificate in Aging Studies, the Graduate Certificate in Health Sciences Education, the Master of Communication Disorders (M.C.D.), the Doctor of Physical Therapy (D.P.T.), the Master of Science in Health Sciences (M.S.H.S.), the Master of Science in Nursing (M.S.N.), and the Doctorate of Nursing Practice.

DOCTOR OF PHYSICAL THERAPY

The Doctor of Physical Therapy (DPT) is the preferred degree by the Commission on Accreditation in Physical Therapy Education (CAPTE) and the American Physical Therapy Association's (APTA) and it reflects the current level of study that is required to meet the latest standards for physical therapy education.

Admission Requirements

Admissions requirements include an earned bachelor's degree in a related field, acceptance to ASU, Graduate School and satisfactory completion of pre-requisite courses. Completing admission requirements does not ensure acceptance into the DPT program as students are admitted on a competitive space-available basis.

Application Deadlines

Application deadline is February 1st each year. Students may acquire detailed information about the application process and pre-requisite courses by contacting the Department of Physical Therapy at 870-972-3591 or visiting the department's website at http://www.astate. edu/conhp/pt.

The D.P.T. Degree and Physical Therapy Licensure

The D.P.T. is the entry-level degree for the practice of physical therapy. The Curriculum associated with the degree prepares graduates for physical therapy practice while paying particular to the health and rehabilitation concerns of residents of the Delta region. Licensure to practice physical therapy is granted by the individual states and issued on scores obtained on the National Licensing Examination administered by the Federation of State Boards of Physical Therapy. Graduation from an accredited educational program is a prerequisite to sit for the licensing exam. The DPT program at ASU is accredited by the Commission on Accreditation of Physical Therapy Education.

Course Requirements

The DPT consists of ~~109~~ 108 semester creditS. The courses are a mixture of didactic and clinical learning experiences including several sections of extended weeks of full time clinical education. The sequence of courses appears below.

Revised 1/17/13

Course Sequence

Fall Year 1

PT 7113 Gross Anatomy
PT 7213 Movement Science
PT 7623 Electrotherapy & Physical Agents
PT 7534 Clinical Procedures: Introductory Test, Measures, Interventions
PT 7511 Professional Issues 1: Introduction to PT Practice
PT 7521 Fundamentals of Patient Care
PT 7232 Introduction to Orthopedics & Imaging

Revised 1/17/13

RECEIVED
COLLEGE OF EDUCATION
DEC 02 2014

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

Department Curriculum Committee Chair	11-21-14 ENTER DATE...	**COPE Chair (if applicable)**	1-28-15 ENTER DATE...
Ron Towery - **Department Chair:**	11-21-14 ENTER DATE...	**General Education Committee Chair (If applicable)**	ENTER DATE...
College Curriculum Committee Chair	12-1-14 ENTER DATE...	**Undergraduate Curriculum Council Chair**	ENTER DATE...
College Dean	1/29/15 ENTER DATE...	**Graduate Curriculum Committee Chair**	03-17-15 ENTER DATE...
Head of Unit	Date 1/29/15	**Vice Chancellor for Academic Affairs**	ENTER DATE...

1.Contact Person (Name, Email Address, Phone Number)
Dr. Ron Towery, Interim Chair, Department of Teacher Education
Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. rtowery@astate.edu. 870-972-3059

2.Proposed Change
Addition of a "Conditional" requirement to the Specialist in Education in Reading degree

3.Effective Date
Fall 2015

4.Justification
The mission of the Department of Teacher Education encompasses three areas: teaching, service, and research. This advanced program contributes greatly toward the accomplishment of the department's goal of preparing Professional Educators to meet the challenging demands of the field of education, and to the goal of improving literacy in Northeast Arkansas and beyond.

Specifically, this program empowers licensed educators with a Master's degree in Reading to take their understanding to a deeper theoretical level with a research-emphasis. Additionally, this program's second track can provide licensed educators with the ability to add a K-12 Reading specialization to their existing credentials. The Ed.S. Reading degree and MSE Reading degree both feed into the same licensure process.

Until now, the Ed.S. Reading program has not had guidelines for, or a stated Conditional requirement for admission. The addition of this requirement will allow for more consistent, focused admission decisions, and will allow program faculty to more specifically support early Ed.S. students based upon their academic needs.

Note: the existing Unconditional requirement is consistent with the test score criteria for the MSE Reading degree admission (at the 3.00 GPA or 3.25 on the last 60 hours), as is the proposed Conditional requirement.

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

Graduate Bulletin Pages 92-93:

Admission Requirements

Students seeking admission into the Specialist in Education (Ed.S.) degree with a major in Reading program must meet the admission requirements of the Graduate School. In addition, applicants must meet the following criteria for unconditional admission:

- Have a valid teaching license (Arkansas or other state)
- Have a Master's Degree in Reading or other field in education
- Have a minimum of a 3.25 graduate GPA
- Have documentation of a minimum raw score of at least 380 on the Miller Analogies Test (MAT) or a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE
- Provide official transcripts for all previous undergraduate and graduate course work
- Provide a writing sample (minimum 10 pages, research-driven paper with citations and references)
- Participate in an interview with graduate reading faculty members upon receipt of all documents

Students seeking admission into the Specialist in Education (Ed.S.) degree with a major in Reading program must meet the admission requirements of the Graduate School. In addition, applicants must meet the following criteria for conditional admission:

- Have a valid teaching license (Arkansas or other state)

- Have a Master's Degree in Reading or other field in education
- Have a minimum of a 3.00 graduate GPA
- Have documentation of a minimum raw score of at least 368 on the Miller Analogies Test (MAT) or a minimum scaled score of 146 on the verbal reasoning section of the GRE and a minimum scaled score of 140 on the quantitative reasoning section of the GRE
- Provide official transcripts for all previous undergraduate and graduate course work
- Provide a writing sample (minimum 10 pages, research-driven paper with citations and references)
- Participate in an interview with graduate reading faculty members upon receipt of all documents

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

Program of Study
Part A:
All candidates…

Revised 1/17/13

Code # Enter text...

Bulletin Change Transmittal Form

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

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

Patricia Guy Walls 1/22/2015
Department Curriculum Committee Chair

Loretta Brewer
Loretta Brewer 1/22/2015
Department Chair:

Patricia Guy Walls 1-22-2015 ENTER DATE...
College Curriculum Committee Chair

1/26/15 ENTER DATE...
College Dean

ENTER DATE...
COPE Chair (if applicable)

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

ENTER DATE...
Undergraduate Curriculum Council Chair

03-17-15 ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Loretta Brewer, lbrewer@astate.edu, 972-3169

2.Proposed Change
p. 236; Track C Post-MSW Certificate in Addictions Certificate, HP 5273 and HP 5293 need to be changed to SW 5273 and SW 5293

3.Effective Date
immediate

4.Justification
HP 5273 and HP 5293 do not exist.

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

To copy from the bulletin:

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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.

Track B (Other Majors)
PSY 6533 Psychopathology
SW 5323 Substance Abuse & Dependence Interventions
COUN 6123 Group Dynamics
PSY 6113 Theories & Techniques in Helping Relationships
SW 5273 Seminar in Addiction Studies I
SW 5293 Seminar in Addiction Studies II
Total Hours: 18
Track C (Post-MSW Certificate in Addictions Certificate)
Track C Post-MSW Certificate in Addictions Certificate
SW 6003 Psychopathology for Social Workers
SW 5323 Substance Abuse and Dependence Interventions
SW 6323 Clinical Interventions with Substance Abuse & Dependence
SW 560V Independent Study (Final Project in Addiction Studies)
~~HP~~ SW 5273 Seminar in Addiction Studies I
~~HP~~ SW 5293 Seminar in Addiction Studies II
Total Hours: 18

COLLEGE OF NURSING AND HEALTH PROFESSIONS
GRADUATE COURSE DESCRIPTIONS
DEPARTMENT OF HEALTH PROFESSIONS
Communication Disorders

CD 5103 Fluency Disorders A study of speech as a time related adaptive behavior. Discussion of various types of fluency disorders, their identification, assessment and intervention. Restricted to students in the Communication Disorders graduate program and/or post degree students completing deficiency requirements.

CD 5254 Neurological Bases and Disorders of Human Communication A survey of the normal structure and function of the nervous system in human communication and resulting disorders that occur due to neurological dysfunction.

CD 5303 Language Intervention for Individuals with Mild Disabilities Assessment procedures for evaluating language disorders and language intervention procedures for individuals with mild disabilities.

CD 5403 Aural Rehabilitation Methods of instruction in auditory training, speech reading, and hearing aid orientation.

CD 5502 Advanced Manual Communication An advanced course designed to continue development of basic language skills in American Sign Language and Signing Exact English. Prerequisite: permission of professor. Graduate enrollees will demonstrate research

in communication with the deaf.
CD 5553 Craniofacial Anomalies and Communication Disorders A study of the speech, language, hearing, and swallowing disorders associated with cleft palate

Bulletin Change Transmittal Form

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

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

W. Terry Dancer 8/29/2014
Department Curriculum Committee Chair

John Robertson 8/29/2014
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

✓ 3/17/15
ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Russell Jones, rjones@astate.edu, 870-972-3988

2.Proposed Change
Remove reference to candidacy from bulletin

3.Effective Date
July 1, 2015

4.Justification
There is no longer a formal admission to candidacy within the MBA or MAcct programs. All legacy references should be deleted.

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

On page 72 of the current bulletin, change:

All applicants who enter the program without the necessary foundation courses must complete the foundation courses or their undergraduate equivalent at an IAME accredited institution with a grade of "B" or better. When a student has completed the foundation course(s) in a specific area, she/he may take the core course in that area. All the foundation courses must be taken before a student is admitted to candidacy.

To:

All applicants who enter the program without the necessary foundation courses must complete the foundation courses or their undergraduate equivalent at an IAME accredited institution with a grade of "B" or better. When a student has completed the foundation course(s) in a specific area, she/he may take the core course in that area.

Revised 1/17/13

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Bulletin Change Transmittal Form

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

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

ENTER DATE...
Department Curriculum Committee Chair

ENTER DATE...
Department Chair:

ENTER DATE...
College Curriculum Committee Chair

ENTER DATE... 1/28/15
College Dean

ENTER DATE...
COPE Chair (if applicable)

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

ENTER DATE...
Undergraduate Curriculum Council Chair

ENTER DATE... 3-17-15
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Erik Gilbert, egilbert@astate.edu, 3153

2.Proposed Change
The proposed change will require that students writing theses or dissertations, form committee and defend their proposals at least one semester before they defend and that they not be allowed to register for thesis or dissertation credits until they have completed these steps. Some other language concerning theses and dissertations and some editorial house keeping is included as well.

3.Effective Date
Fall 2015

4.Justification

More students are doing theses and dissertations but advising by departments is uneven. Not allowing students to register for thesis of dissertation credits until they have formed committees and defended their proposals prevents or at least hinders students attempting their theses and dissertations without the guidance and approval of their advisors.

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P. 35

GRADUATE SCHOOL APPEALS AND GRIEVANCE PROCESSES

Graduate student appeals and grievance processes are outlined in the ASU Student Handbook available in the Office of Student Affairs. All grievances should first be taken to the student's graduate adviser, who will inform the student of the correct procedures to follow. Following proper channels for appeals and grievances is essential to obtain a timely and efficient resolution.

APPLICATION FOR THE DEGREE

All candidates are required to submit an intent to graduate notification and pay the graduation fee at the time they enroll for the final registration period before completing all requirements for the degree, except that students who expect to complete the requirements for the degree during the second summer term must submit an intent not later than the registration date for the first summer term. If the student is unable to graduate at the end of the semester for which application has been made, a new intent to graduate notification and fee must be submitted if the degree is not completed in the term within which the original application was filed. Acceptance of candidates' intentions will be determined by the students' advisers and the graduate dean.

THESES AND DISSERTATIONS

Some graduate programs require a thesis or dissertation; in others they are optional. Students who are writing theses or dissertations must form a committee and have their thesis or dissertation proposals approved at least one semester before they defend theses or dissertations. A student will not be permitted to register for thesis or dissertation hours until the Graduate School has received Committee and Proposal Approval forms from the student's department.

APPROVAL OF THESIS OR DISSERTATION RESEARCH BY THE IRB AND OTHER RESEARCH COMPLIANCE COMMITTEES

Under federal regulation, all institutions receiving funds from any of 16 federal agencies, including USDA, NASA, NSF, EPA, Department of Education, and NIH, are required to establish institutional review boards to monitor all funded research involving humans. Human research is defined as any systematic activity involving the collection and/or analysis of data on human subjects for the purpose of advancing generalizable knowledge, unless this activity is specifically exempted by current federal regulations. It is the policy of this university to apply the regulations to all research and research related activities, funded or not, which involve humans. Thesis or dissertation research involving human subjects is included. Copies of the Arkansas State University Institutional Review Board Information Packet are available in the Office of Research and Technology Transfer.

Research involving live animals, hazardous materials, recombinant DNA, or radioactive materials may also require approval by the appropriate compliance committee. Contact the Research Compliance Officer in the Office of Research and Technology Transfer for additional information.

p. 36

fore taking the examination again, students should consult with the committee which may require the completion of additional coursework or other additional study. Students who fail the comprehensive examination the second time will be dropped from eligibility for the degree.

THESIS

A thesis is required for the ~~Master of Arts in Art and~~ the Master of Science in Biology and the Master of Science in Engineering . A thesis is optional in other master's degree programs. Where required or elected, the thesis will carry six hours of credit. Students may not register for thesis credit until they have formed a committee and the committee has approved the proposed topic. Credit is awarded only upon completion and approval of the thesis. The student must be enrolled for Thesis the semester the thesis is completed and approved by committee, even if all required thesis-credit hours have already been met. No letter grade is given. An oral examination over the thesis is required. The thesis must demonstrate the student's capacity for creative expression, research, ability to organize and interpret data, and ability to report research in an acceptable style. The thesis subject is approved by the major professor and by the student's thesis committee no later than the close of the semester preceding that in which the student is planning to complete degree requirements. If degree completion is planned for a summer session, the thesis subject must be approved no later than 60 days after the first day of classes in the spring semester. The thesis shall be in the form prescribed by the Graduate School as presented in the Guide for Writers of Dissertations and Theses, available in the Graduate School. The acceptance of the thesis, including its defense, lies with the student's thesis com37 mittee. The thesis must be in the hands of the major professor at least four weeks before the commencement date. The original, with the Thesis Defense Form signed by all thesis committee members, must be turned in to the Graduate School by the deadline listed in this Graduate Bulletin. The completed thesis will be submitted online through Proquest according to the Thesis/Dissertation guide located on the Graduate School website. The student is required to purchase four copies of their thesis for: Library, Graduate School, their advisor and their department.

THESIS COMMITTEE

The department chair and college dean, upon recommendation of the major professor, will appoint the student's thesis committee. This committee will consist of the major professor as chair, two additional graduate faculty members representing areas of the student's major, and others as deemed appropriate. The Thesis Committee Appointment form should be completed and submitted to the Graduate School for approval by the graduate dean.

~~APPROVAL OF THESIS RESEARCH BY THE IRB~~

~~Under federal regulation, all institutions receiving funds from any of 16 federal agencies, including USDA, NASA, NSF, EPA, Department of Education, and NIH, are required to establish institutional review boards to monitor all funded research involving humans. Human research is defined as any systematic activity involving the collection and/or analysis of data on human subjects for the purpose of advancing generalizable knowledge, unless this activity is specifically exempted by current federal regulations. It is the policy of this university to apply~~

~~the regulations to all research and research related activities, funded or not, which involve humans. Thesis research involving human subjects is included.~~

~~Copies of the Arkansas State University Institutional Review Board Information Packet are available in the Office of Research and Technology Transfer.~~

TIME TO DEGREE

The time allowed for completion of the master's degree is six years, exclusive of time spent in the armed forces of the United States. Graduate work completed prior to six years from the students' date of completion of the degree cannot be used to satisfy degree requirements. Transfer credit taken prior to admission at Arkansas State University will be included

p. 39

GRADUATE SCHOOL DOCTORAL DEGREE POLICIES

DOCTOR OF EDUCATION PROGRAM [center justify title]

Applicants for admission to the Doctor of Education degree program must be in good standing in the graduate school of an accredited institution.

Admission to the Graduate School does not imply admission to the Doctor of Education degree. Students desiring to pursue graduate work for which they have not completed the prerequisites will be required to make up deficiencies. Specific program requirements and details are outlined under the Center for Excellence in Education (CEE) section of this bulletin and on the following pages.

Revised 1/17/13

Code # Enter text...

Program and/or Course Deletion 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

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

2/10/15 ENTER DATE...
Department Curriculum Committee Chair

2/10/15 ENTER DATE...
Department Chair:

2/10/15 ENTER DATE...
College Curriculum Committee Chair

John M. Pratte 2/10/15 ENTER DATE...
College Dean

College of Sciences & Mathematics
Received on
FEB 10 2015
Dean's Office

ENTER DATE...
COPE Chair (if applicable)

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

ENTER DATE...
Undergraduate Curriculum Council Chair

03-17-15 ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Program and/or Course Title, Prefix and Number
Bulk deletion of courses that are no longer being offered.

BIO 5023 History of Biological Ideas
BIO 5111 Immunology Laboratory
BIO 5211 Human Genetics Laboratory
BIO 5353 Field Techniques Marine Mammals
BIO 5531 Aquatic Plants
BIO 5532 Aquatic Plants Laboratory
BIO 5612 Legal Aspects of Environ Mgmt
BIO 6613 Remote Sensing Geog Info Sys

2. Contact Person (Name, Email Address, Phone Number)
David Gilmore, dgilmore@astate.edu, 972-3263

3. Last semester student can graduate with this degree and/or last semester course will be offered
These courses have not been taught in at least 3 years and are not required for any degree program.

4. Student Population
a. The program and/or course was initially created for what student population?
Courses have varied histories, but most were created as electives for Biology students.
b. How will deletion of this program and/or course affect those students?
No effect.

5.
a. How will this affect the department?
None. Classes have not been taught,

b. Does this program and/or course affect another department? No

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

6. (For courses only) Will another course be substituted? No
If yes, what course?
New faculty gradually propose new elective courses that don't specifically replace those being deleted.

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Bulletin pages

Biology
BIO 5001 Laboratory Techniques in Electron Microscopy An introduction to the preparation of biological materials for viewing with the transmission-and-scanning electron microscope. Emphasis will be placed on preparative techniques that are commonly used in the laboratory. Lecture one hour per week. Prerequisites: eight hours upper-level biology

coursework and permission of professor.
BIO 5003 Laboratory for Laboratory Techniques in Electron Microscopy Six hours per week. To be taken concurrently with BIO 5001. (Course fee, $20)
BIO 5013 Population Genetics This course will investigate the theories describing the genetic structure of populations. There will be an emphasis on problem solving applying statistical tools. Intended for graduate students entering the disciplines of preprofessional, conservation, agriculture, and wildlife and fisheries sciences. Prerequisites: BIO 3013, BIO 3011.
~~**BIO 5023 History of Biological Ideas** This course analyzes the history of biological ideas such as evolution, heredity, spontaneous generation, and molecular biology,~~

Page 277
~~aimed at a better understanding not only of historical background of current research but also on how science proceeds. Prerequisites will be at least two of the following courses: BIO 3023, BIO 3013, BIO 3033, or permission of the instructor.~~

BIO 5033 Bioinformatics and Applications Providesabasicunderstandingof computational methods used in bioinformatics, including hands on training to access and use biological data sources to analyze nucleotide amino acid sequences and three dimensional atomic structures of proteins, nucleic acids allowing interpretations of biological processes. Lecture three hours per week. Prerequisites, BIO 3013 or permission of instructor.
BIO 5053 Applications in Biotechnology Focuses on real world applications of biotechnology presented as case studies and utilizing current literature reviews. Medical, agricultural, environmental and industrial biotechnology and their ethical, legal and social implications covered. Prerequisites, BIO 3013.
BIO 5063 Biosafety and Ethics in Research Biosafety in the workplace, including chemical and radiation safety. Examination of moral and ethical issues in the laboratory and in research, including the concepts of transgenics, intellectual property and writing n research. Lecture three hours per week. Prerequisites, BIO 3013.
BIO 5103 Virology The structure, function, and classification of viruses, and their impact on modern society and the biological world. Lecture three hours per week. Prerequisites: BIOL 2103 or BIO 3013 or BIO 4104 or BIO 4133.
BIO 5104 Microbiology Morphology, physiology, taxonomy, and cultivation of bacteria and other microorganisms with an emphasis on medically relevant bacteria. Two hours of lecture and four hours of lab per week.
~~**BIO 5111 Laboratory for Immunology** Study of classical and current immunology techniques such as ELISA, immuno-electrophoresis and Western Blot analysis. Laboratory 3 hours per week~~.

~~**BIO 5353 Field Techniques for Marine Mammals** Field experience in describing and analyzing marine behavior of dolphins and other marine mammals. Prerequisite: Permission of instructor.~~
BIO 5361 Laboratory for Mammalian Neurobiology Two hours per week. To be taken concurrently with BIO 5363. (Course fee, $20)
BIO 5362 Applied Aquaculture Field course in which principles are applied within several aquaculture business settings. Intended for the student interested in wildlife and fisheries biology. Prerequisites: BIO 4311 AND 4312.
BIO 5363 Mammalian Neurobiology A detailed study of the mammalian nervous system with particular emphasis on morphological aspects. Lecture three hours per week. Prerequisites: BIO 1301, 1303, 2201, 2203 or permission of professor.
BIO 5371 Laboratory for Animal Ecology Two hours per week. To be taken concurrently with BIO 5373. (Course fee, $20)
BIO 5372 Applied Fisheries Field course in which principles are applied within several fisheries management settings. Intended for the Wildlife Ecology and Management major. Special course fees may apply. Prerequisite: BIO 4311.

Page 279

~~**BIO 5531 Aquatic Plants** A systematic study of the structure, classification, and ecology of freshwater algae and freshwater aquatic vascular plants. Lecture one hour per week. Prerequisites: BIO 1501, 1503.~~
~~**BIO 5532 Laboratory for Aquatic Plants** Four hours per week. To be taken concurrently with BIO 5531. (Course fee, $20)~~
BIO 5541 Laboratory for Mycology Two hours per week. To be taken concurrently with BIO 5542. (Course fee, $20)
BIO 5542 Mycology Morphology, cytology, genetics, and physiology of fungi. Lecture two hours per week. Prerequisites: BIO 3012, 3022; CHEM 3103, CHEM 3101.

BIO 5611 Radiation Safety Theory and techniques for dealing with radiation and radioactive materials. Required for students wishing to use radioactive materials on campus. Prerequisite: Permission of professor.
~~**BIO 5612 Legal Aspects of Environmental Management** Policy, law and regulations relating to society's use, management and protection of natural resources. The course will present the differences and similarities between environmental regulation and previous social regulation, and examine the logic behind current regulatory programs. Lecture two hours per week.~~
BIO 5633 Environmental Toxicology: Mechanisms and Impacts Understanding the basic principles behind the study of impacts and the mechanisms of physiological disturbances associated with environmental toxicant exposure to natural systems. Prerequisites: BIO 4131, BIO 4133 and CHEM 4232 or permission of professor. Lecture three hours per week.

Page 281

BIO 6603 Environmental Systems Analysis Environmental problem-solving utilizing systems modeling and applied statistical analysis. Use of the microcomputer as an analytical tool will be emphasized. Prerequisites: one semester of calculus, one semester of statistics, BIO 4633,5633, or permission of professor. Lecture three hours per week.
~~**BIO 6613 Remote Sensing and Geographic Information Systems** A study of the principles of computer based Geographic Information Systems (GIS) and the theory and practice of remote sensing for ecosystem analysis. A combination of lecture, reading, and computer work will emphasize the collection and analysis of biological phenomena. Lecture three hours per week. Prerequisites: BIO 5522 or permission of professor.~~
BIO 6621 Laboratory for Case Studies in Ecosystem Management Field and laboratory experiences in evaluation of ecological, economic and sociological aspects of management of water, soil, and air resources. Course will emphasize data collection, analysis and reporting. Prerequisites: BIOL 3023 or 4373,5633 and 6603 or permission of professor. Laboratory three hours per week. (Course fee, $5)

Page 284

Revised 1/17/13

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COLLEGE OF EDUCATION
MAR 9 2015

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

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

ENTER DATE...
Department Curriculum Committee Chair

ENTER DATE...
Department Chair:

3/4/15 ENTER DATE...
College Curriculum Committee Chair

3/6/15 ENTER DATE...
College Dean

N/A ENTER DATE...
COPE Chair (if applicable)

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

ENTER DATE...
Undergraduate Curriculum Council Chair

03-17-15 ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Program and/or Course Title, Prefix and Number
Certificate in Student Affairs

2. Contact Person (Name, Email Address, Phone Number)
Dr. William R. Stripling, ricks@astate.edu, 870-972-2048

3. Last semester student can graduate with this degree and/or last semester course will be offered
Spring 2015

4. Student Population

a. The program and/or course was initially created for what student population?
This certificate was created for individuals working in institutions of higher education to upgrade their knowledge and skills related to working with college students.

b. How will deletion of this program and/or course affect those students?
These individuals have the opportunity to enroll in the online College Student Personnel Services (CSPS) graduate program.

5.

a. How will this affect the department?
No change. There are currently no students enrolled in this certificate program.

b. Does this program and/or course affect another department? No

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

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

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2014-2015 Graduate Bulletin
Pages 134-135

Delete from Bulletin

~~**CERTIFICATE IN STUDENT AFFAIRS**~~

~~The purpose of the Certificate in Student Affairs is to allow individuals currently working in institutions of higher education to upgrade their knowledge and skills related to working with college students. This includes individuals with no prior training in student affairs, and individuals with prior training in student affairs seeking to update their training or to expand their career potential. This certificate program does not fully prepare students for professional level career potential. This certificate program does not fully prepare students for professional level careers in student affairs and should not be considered a substituted for the Master of Science Degree with a major in College Student Personal Services (MS-CSPS). To gain admission to the certificate program, students must meet the requirements for admission to 135 the Graduate School,~~

~~submit a statement of purpose indicating their reasons for seeking the certificate, and submit three professional letter of reference.~~

~~The Certificate in Student Affairs requires 15 semester hours of course work approved for credit in the MS-CSPS program. Hours completed in fulfillment of a prior degree cannot be counted toward certificate requirements. Hours completed in the certificate program, however, can be applied toward the MS-CSPS degree provided a student gains admission to the MS-CSPS program and the courses were completed within the time limits established by the Graduate School. Students transitioning from the certificate program to the MS-CSPS program will be subject to the admissions criteria and degree requirements in effect at the time of application to the degree program.~~

~~Students enrolled in the MS-CSPS program who no longer want to seek completion of this degree may accept a certificate in lieu of the degree. Acceptance of certificate officially terminates a student's enrollment in the MS-CSPS program. Students who accept a certificate and seek to continue pursuit of the MS-CSPS at a later date must reapply for admission to the MS-CSPS program. Such students will be subject to the admissions criteria and degree requirements in effect at the time of reapplication.~~

~~Basic Curriculum~~
~~Core Courses - 9 hrs~~
~~CSPS 6333 Student Personnel Services in Higher Education~~
~~CSPS 6343 College Student Development OR~~
~~COUN 6353 College and the Student~~
~~ELAD 6323 Organization and Governance of Higher Education OR~~
~~ELAD 6333 Organization and Administration of College Student Personnel Services~~
~~Electives - 6 hrs~~
~~Electives from courses approved for credit in the MS-CSPS program as approved by the advisor based upon a student's individual needs.~~

~~Minimum hours required for this program: 15~~

~~Note. The basic curriculum shown above is designed for students with no prior course work in student affairs. If a student has already received degree credit for courses in the basic curriculum, his or her advisor may modify the curriculum by substituting other courses approved for credit in the MS-CSPS program for the courses already completed~~.

Program and/or Course Deletion 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

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

Jollean K. Sinclaire
Jollean Sinclaire 1/21/2015
Department Curriculum Committee Chair

ENTER DATE...
COPE Chair (if applicable)

1/21/15 ENTER DATE...
Department Chair:

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

1/22/15 ENTER DATE...
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

C-William Roe 1-22-15 ENTER DATE...
College Dean

03-17-15 ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Program and/or Course Title, Prefix and Number
Delete BTEC courses associated with MSE BTECH program: BTEC 5503, 5513, 6523, 6543, 6603, 6613, 6683, 670V and 680V

2. Contact Person (Name, Email Address, Phone Number)
J.K. Sinclaire, ASU/CIT Department, Box 130, State University, AR 72467 jsinclaire@astate.edu (870)972-3416

3. Last semester student can graduate with this degree and/or last semester course will be offered
Fall 2014

4. Student Population

a. The program and/or course was initially created for what student population?

b. How will deletion of this program and/or course affect those students? All students in this deleted program have completed these courses and no new students have been admitted.

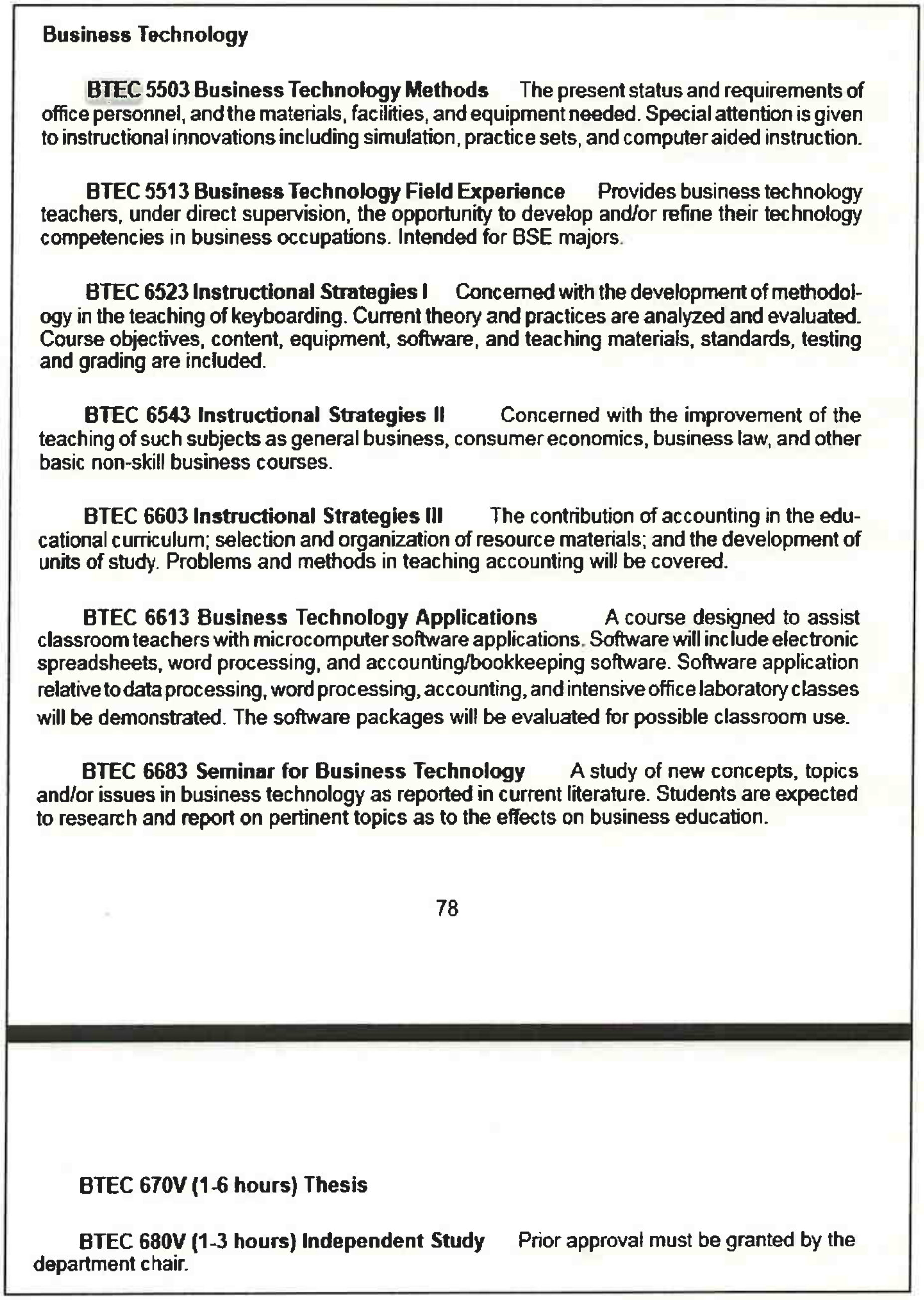
5. a. How will this affect the department? No change

b. Does this program and/or course affect another department? No

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

6. (For courses only) Will another course be substituted? No

Delete from current pages 78 and 79:



Business Technology

BTEC 5503 Business Technology Methods The present status and requirements of office personnel, and the materials, facilities, and equipment needed. Special attention is given to instructional innovations including simulation, practice sets, and computer aided instruction.

BTEC 5513 Business Technology Field Experience Provides business technology teachers, under direct supervision, the opportunity to develop and/or refine their technology competencies in business occupations. Intended for BSE majors.

BTEC 6523 Instructional Strategies I Concerned with the development of methodology in the teaching of keyboarding. Current theory and practices are analyzed and evaluated. Course objectives, content, equipment, software, and teaching materials, standards, testing and grading are included.

BTEC 6543 Instructional Strategies II Concerned with the improvement of the teaching of such subjects as general business, consumer economics, business law, and other basic non-skill business courses.

BTEC 6603 Instructional Strategies III The contribution of accounting in the educational curriculum; selection and organization of resource materials; and the development of units of study. Problems and methods in teaching accounting will be covered.

BTEC 6613 Business Technology Applications A course designed to assist classroom teachers with microcomputer software applications. Software will include electronic spreadsheets, word processing, and accounting/bookkeeping software. Software application relative to data processing, word processing, accounting, and intensive office laboratory classes will be demonstrated. The software packages will be evaluated for possible classroom use.

BTEC 6683 Seminar for Business Technology A study of new concepts, topics and/or issues in business technology as reported in current literature. Students are expected to research and report on pertinent topics as to the effects on business education.

78

BTEC 670V (1-6 hours) Thesis

BTEC 680V (1-3 hours) Independent Study Prior approval must be granted by the department chair.

Revised 3/08/13

AGST 5003
(AST 5003 previously and moved to accept
pending revision of assessment in Jan GC mtg)

Amended

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

☒ **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

02-08-18
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, 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: 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 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 **graded by rubric**, 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, **graded by rubric**.

Outcome #3:
Enter text...

Learning Activity:

Enter text...

Assessment Tool:
Enter text...

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

a. Global Awareness
   - ☐ Minimally
   - ☐ Indirectly
   - ☒ Directly

b. Thinking Critically
   - ☐ Minimally
   - ☐ Indirectly
   - ☒ Directly

c. Using Technology
   - ☐ Minimally
   - ☐ Indirectly
   - ☒ Directly

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

To copy from the bulletin:

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

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.

Revised 3/08/13

AGST 5013
(AST 5013 previously and moved to accept
pending revision of assessment in Jan GC mtg)

Amended

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

☒**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

02-05-18 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, 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: 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 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, **graded by rubric**.

(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, **graded by rubric.**

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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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 heterogeneity 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.

Revised 1/17/13

02/04/2015
Per Jesse in the Registrar's Office, HIST 5333, formerly requested to be HIST 6333 has been changed to HIST 6323 by Registar's Office

Amended

Code # Enter text...

Bulletin Change Transmittal Form

GC Mtg 01/16/15
Moved to accept with understanding that a new course number will be selected because HIST 6333 already exists.(# will be selected by Registrar Office)

☐ **Undergraduate Curriculum C** opy.

☒ **Graduate Council** - Print 1 co ate.edu

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

Gary J. Edwards	12/4/14		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	12/4/14		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
	5 Dec 2014		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
Lauri Umansky	5 Dec 14		02-05-15
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

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

2.Proposed Change
Change the number of "HIST 5333 Historic Preservation" to "~~HIST 6333~~ Historic Preservation"

HIST 6323 - See note at top

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.

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6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Graduate Bulletin 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 tech- nologies 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 manage- ment 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.

MAcc - Addition of Grade Requirement in Any Pre Req Courses Not Taken as Part of UG Coursework (Amended)
(Previously approved pending minor revisions in Sept 26, 2014 GC mtg)

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

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

W. Terry Dancer 8/29/2014
Department Curriculum Committee Chair

John Robertson 8/29/2014
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

02-05-15 ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
John Robertson, jfrobrert@astate.edu, (870) 972-3739

2.Proposed Change
To require a grade of "B" or better from an AACSB accredited college or university in any program prerequisite courses that were not taken as part of the applicant's undergraduate coursework.

3.Effective Date
January 1, 2015

4.Justification
This change is made in response to assessment activities in the spring of 2014. Students who were rated as below expectations in assessment measures had many more passing grades of "C" or "D" in undergraduate prerequisite courses than did those students who were rated as meeting or exceeding expectations.

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

To copy from the bulletin:

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

All applicants who enter the program without the necessary foundation courses must complete the foundation courses or their undergraduate equivalent at an IAME accredited institution with a grade of "B" or better. When a student has completed the foundation course(s) in a specific area, she/he may take the core course in that area. All the foundation courses must be taken before a student is admitted to candidacy.

Non-degree candidates cannot enroll in College of Business graduate courses unless they meet all the admission requirements of the degree candidate. Students who are admitted to Master's degree programs outside the College of Business will not be permitted to take more than nine semester hours of 6000-Level College of Business graduate courses unless they meet all the admission requirements of the degree candidate.

MASTER OF ACCOUNTANCY (MAcc) DEGREE

The Master of Accountancy Program will provide those with undergraduate training in accounting with knowledge and skills needed to advance beyond the entry-level stage in the accounting profession, provide students who have undergraduate training in accounting with the in-depth understanding of accounting issues needed for success on licensure and certification examinations, and serve as foundation work for those who may choose to pursue advanced graduate work.

Special Admission Requirements

Those admitted to the program must possess an undergraduate degree, meet the same GPA and Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) formula as required in the current MBA program, plus have a C or better in the following key undergraduate accounting courses:

Intermediate Accounting I (or equivalent content)
Intermediate Accounting II (or equivalent content)
Intermediate Accounting III (or equivalent content)
Cost or Managerial Accounting at junior level or above
Tax I
Auditing
Accounting Information Systems

All applicants who enter the program without the necessary undergraduate accounting courses must complete the prerequisite courses at an AACSB accredited institution with a grade of "B" or better. When a student has completed the prerequisite course(s) in a specific area, she/he may take the graduate course in that area.

Curriculum Outline

The Master of Accountancy program will require all students to take the following courses in accounting:

ACCT 6023 Ethics and Professional Responsibility

ACCT 6033 Advanced Accounting and Reporting

ACCT 6073, Seminar in Financial Accounting Theory

ACCT 6063, Contemporary Auditing Issues
ACCT 6043, Tax Planning and Research
ACCT 6003, Accounting for Planning and Control
MIS 6543, Business Analytics

Elective Courses

Nine hours of electives may be selected in business or accounting. Students may take two courses at the 5000 level; otherwise elective courses must be taken at the 6000 level. Students who did not take Tax Accounting II (ACCT 4113/5113) and Governmental and Not-For-Profit Accounting (ACCT 4123/5123 as part of their undergraduate program must include these courses in the course of study for the MAcc.

Under special circumstances, a student may substitute a directed individual study for an elective. All directed individual studies must be taken after a student has completed 24 hours of coursework with a GPA of 3.5 or higher. Directed individual studies should be tar-

Revised 1/17/13

MAT MLED Overview (amended)
Previously approved pending minor
editorial changes in Nov 2014 GC mtg

Bulletin Change Transmittal Form

RECEIVED
COLLEGE OF EDUCATION
JAN 26 2015

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

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

	1-19-15		1-26-15
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	1-19-15		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
	1-23-15		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	1/28/15		02-05-15
College Dean/Head of Unit		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. Rtowery@astate.edu . 870-972-3059

2.Proposed Change
Four separate specialty areas have been developed to comply with changes in ADE licensure requirements. Specialty courses have been selected to better prepare candidates for Praxis Content Exams.

Program admission will require passing the Praxis Core or the Graduate Record Exam at the current state acceptance levels.

Removing the Early Childhood Option for the bulletin. The Arkansas Department of Education no longer accepts a PK-4 licensure program. All students enrolled in the PK-4 MAT program have graduated.

3.Effective Date
Fall 2015

4.Justification

The mission of the Department of Teacher Education encompasses three areas: teaching, service, and research. This program contributes significantly toward the accomplishment of the department's goal of preparing Professionally Emerging Teachers and Emerging Professionals in the fields of middle level education. The MAT Program supports that mission by offering an alternative pathway to individuals with an earned bachelor's degree from an accredited college or university with expertise in content subject matter.

This Middle Level Education Program in order to comply with changes in Arkansas Department of Education licensure requirements as well as compliance with the recommendations by the National Council for Accreditation of Teacher Education (NCATE) Blue Ribbon Panel and the new Council for Accreditation of Education Preparation standards. Specialty course requirements were selected to better prepare candidates for Praxis Content Exams.

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Graduate Bulletin Pages 122-124

~~MASTER OF ARTS IN TEACHING~~
~~INITIAL LICENSURE~~

~~Purpose Of The Degree~~

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

~~Admission Requirements~~

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

~~Graduate School Criteria~~

1. ~~Hold a bachelor's degree from a regionally accredited college or university (transcripts for undergraduate and graduate coursework must be submitted from all~~

~~institutions attended).~~

2. ~~Submit a minimum undergraduate GPA of 2.75 overall or a 3.0 on the last 60 hours.~~
3. ~~Complete the ASU graduate school application and qualify for graduate admission.~~

~~Unconditional Admission~~

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

~~A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) AND a raw score of at least 388 on the MAT~~

~~OR~~

~~A minimum of the following scores on the GRE: Verbal Reasoning – 142; Quantitative Reasoning – 142; Analytical Writing – 3.5.~~

~~General Course Requirements~~

~~Teacher Education Core - 9 hrs~~

~~TE 6223 Effective Teaching with Diverse Populations~~

~~TE 6243 Technology as a Tool for Teaching~~

~~TE 6253 Perspectives on Professionalism in Education~~

~~Reading Instruction Block * - 0-6 hrs~~

~~RDNG 6013 Theories, Issues, and Methods of Reading~~

~~RDNG 6493 Advanced Reading Methods and Interventions~~

~~Practicum - 9 hrs~~

~~TE 6299 MAT Internship in Teacher Education~~

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

~~Total Teacher Education Core Hours 12~~

~~Early Childhood Major~~

~~ECH 6513 Developmental Perspectives~~

~~ECH 6423 Documenting Young Children's Learning and Development~~

~~ECH 6503 Early Childhood Curriculum and Environments~~

~~ECH 6783 Leadership in Early Childhood Education~~

~~Total ECH MAT 30-36~~

~~Total Teacher Education Core Hours 12~~

~~Middle Level Education Major~~

~~MLED 5013.Methods & Materials for Teaching Language Arts & Social Studies in the Middle~~

~~Grades~~

~~MLED 5023.Methods & Materials for Teaching Mathematics & Science in the Middle Grades~~

~~MLED 6403 World of the Young Adolescent Child~~

~~MLED 6423 Team, Teach, and Learn in the Middle Grades~~

~~**Total MLED MAT 30-36**~~

~~* Students who have completed RDNG 480V Foundations of Reading and RNDG 480V Methods and Materials of Reading as part of the Arkansas Department of Education's Non-~~

~~Traditional Teacher Licensure Program prior to admission to the MAT program may substitute these two undergraduate Reading courses for the two graduate Reading courses listed as requirements of the MAT program. Students must still complete a minimum of thirty hours of graduate coursework in order to graduate.~~

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

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

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

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

MASTER OF ARTS IN TEACHING
MIDDLE LEVEL INITIAL LICENSURE

Purpose of the Degree

The purpose of this program is to provide an additional quality pathway to Arkansas teacher licensure for our region and state. Individuals seeking to enter public school teaching with bachelor's degrees are eligible to earn initial licensure through the Master of Arts in Teaching (MAT) degree. The MAT includes Teacher Education core courses along with specialized courses to create a Master's Program for initial licensure in Middle Level Education (grades 4-8) with a specialty in two content areas. Under current Arkansas Department of Education Standards for Teacher Licensure, individuals with a standard 4-8 certification may add K-6 or 7-12 licensure.

Admission Requirements

In relation to admission, candidates should contact the graduate office, fill out an application for graduate school with a declared major in Middle Level Education, and process the following items with the ASU Graduate School office.

Graduate School Criteria

1. Hold a bachelor's degree from a regionally accredited college or university (transcripts for undergraduate and graduate coursework must be submitted from all institutions attended.)

2. Complete the ASU graduate school application and qualify for graduate admission.
3. The acceptance of previous graduate work including transfer work is at the discretion of the MAT Program Director.

Unconditional Admission

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

A minimum cumulative undergraduate grade point average of 3.00 on any speciality area content work applied to the MAT Program

And

A minimum of the following scores on the **GRE**: Verbal Reasoning – 142; Quantitative Reasoning – 142; Analytical Writing – 3.5.

OR

Attain minimum passing scores on the **Praxis Core Academic Skills for Educators (Core)** and obtain a minimum score of 156 on reading (test code 5712), 162 on writing (test code 5722), and 150 on mathematics (test code 5732) **prior** to final program admission in the MAT Program and Teacher Education or meet any additional criteria as may be allowed by the Arkansas Department of Education .

Conditional Admission

Conditional admission may be granted to candidates with the appropriate GPA for one semester to complete the GRE or Praxis Core admission testing. Students may make no grade in a graduate class below a B while in conditional status. Students failing to meet the appropriate scores by the end of the first semester must withdraw from the program and seek re-admission after the test criteria are met.

General Course Requirements

Teacher Education Core - 9 hrs
TE 6223 Effective Teaching with Diverse Populations
TE 6243 Technology as a Tool for Teaching
TE 6253 Perspectives on Professionalism in Education
Reading Instruction Block * - 0-6 hrs
RDNG 6013 Theories, Issues, and Methods of Reading

RDNG 6493 Advanced Reading Methods and Interventions

Practicum - 9 hrs

TE 6299 MAT Internship in Teacher Education

(Completion of all teacher education core, reading instruction block, and specialty core courses with no more than nine-ten hours remaining required for enrollment.)

Middle Level Education Major-12

MLED 6403 World of the Young Adolescent

MLED 6423 Team, Teach, and Learn in the Middle Grades

MLED 5042 Theories and Strategies of Middle Grade Classroom Management

Classroom Management

Select two of the following methods classes based on your areas of specialty

MLED 5002 Methods and Materials of Teaching English Language Arts

MLED 5012 Methods and Materials of Teaching Mathematics

MLED 5022 Methods and Materials for Teaching Science

MLED 5032 Methods and Materials for Teaching Social Studies

Total MLED MAT 30-36

* Students who have completed RDNG 480V Foundations of Reading and RNDG 480V Methods and Materials of Reading

* Students who have completed RDNG 480V Foundations of Reading and RNDG 480V Methods and Materials of Reading as part of the Arkansas Department of Education’s Non-Traditional Teacher Licensure Program prior to admission to the MAT program may substitute these two undergraduate Reading courses for the two graduate Reading courses listed as requirements of the MAT program. Students must still complete a minimum of thirty hours of graduate coursework in order to graduate.

Specialized Requirements and Continued Program Participation

Licensure Requirements (subject to change by the Arkansas Department of Education) and including the GPA of 2.70 and the Praxis Core or GRE scores listed above.

Complete a course at the graduate or undergraduate level focused on student exceptionalities

Complete a course in Arkansas History

Complete current Arkansas Department of Education requirements for specialized content area knowledge in any of the following two areas: English/Language Arts, Math, Science, Social Science. Competence in content specialty areas is crucial to candidate performance on specialty area testing. The MAT Program will meet all minimal requirements of the Arkansas Department of Education; however, candidates should work with their academic advisor to develop the needed content expertise to both teach the subject field and pass the required state testing. Arkansas Department of Education requirements are subject to change.

Requirements for Continued Program Participation

Submit all scheduled Teacher Education Program Application and Gateway Check forms.

Submit passing scores on the Praxis II Specialty Content Exams prior to the Internship Semester (TE 6299).

Complete content specialty area course work requirements so that no more than nine hours (ten hours if one class requires a laboratory) remain prior to the Internship)TE 6299)

Complete all Professional education course work.

Maintain a 3.00 average on both professional education course work and specialty area course work.

Make no grade lower than a C in all professional area course work and specialty area course work. Candidates may not apply more than two classes with a grade of C toward graduate professional course work.

Pass the Praxis II Principles of Learning and Teaching licensure exam prior to graduation.