

Graduate Council Minutes

May 7, 2009 @ 3:30 pm

Present: Drs. Saleh, Sustich, B. Gilbert, E., Gilbert, Maio, McDaniel, Amienyi, Armah, Clifft, Bednzar (Risch), and Mr. Peck
Visiting: Nick Taggart and Carl Lindquist

1. International Programs

Bulleting change IEP 5001 to GIBP 5001 Graduate International Bridge Program - **APPROVED**

Replacement course because IEP 5001 never went through Graduate Council. Course was okayed by Carl Lindquist to change to a one hour course with the recommendation that the board (who previously approved a flat \$1000 fee) lower the fee.

2. Educational Leadership

New Course - ELAD 7043 and ELAD 7073 - **APPROVED**

Deletion - ELAD 7063 - **APPROVED**

Bulletin changes for the program - **APPROVED**

3. Physical Education and Sport Sciences

New Program – Master of Science, Sport Administration - **APPROVED**

New Courses – ESPE 6113, ESPE 6123, ESPE 6133, ESPE 6143, ESPE 6153, ESPE 6163 - **APPROVED**

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

| | | | |
|---------------------------------------|------|---|------|
| Department Curriculum Committee Chair | Date | COPE Chair (if applicable) | Date |
| | | Professional Education Head of Unit (If applicable) | Date |
| Department Chair | Date | General Education Committee Chair (if applicable) | Date |
| College Curriculum Committee Chair | Date | Undergraduate Curriculum Council Chair | Date |
| College Dean | Date | Graduate Curriculum Committee Chair | Date |
| | | Vice Chancellor for Academic Affairs | Date |

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

IEP 5001 (current prefix and number) GIBP 5001 (GIBP = Graduate International Bridge Program)

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

International Bridge Program (current title in system) Graduate International Bridge Program (proposed new course title)
Graduate Intl Bridge Program (Proposed title for transcripts)

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

Lecture only

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

Standard letter grade

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

No

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

No

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

The Graduate International Bridge Program is a course that helps students develop effective academic study skills at the graduate level, such as critical analysis of journal articles, conducting research, citing sources in papers, etc. as well as other skills such as listening and note taking and life skills necessary for adjusting to the academic community. Additionally, this course will provide English language tutoring assistance to students for any of the other classes in which they are enrolled.

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

None

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

Fall, Spring

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

Nicholas R. Taggart, Director
The International Center for English
P.O. Box 2230
State University, AR 72467
ntaggart@astate.edu (870) 972-3504

11. Proposed Starting Term/Year

Fall 2009

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

No

13. Does this course replace a course being deleted?

No

b. If yes, what course?

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

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

No

15. Justification should include:

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

This course supports the further development of the English language, academic, and social skills of international students enrolled in graduate programs of study. The goal of this course is to help students transition smoothly into the new environment of studying and living in a foreign setting so that they may be successful in achieving their goals. The goals of this course are to provide English language assistance as students gain more fluency in and through their interactions both academically and socially; provide academic and social support for the courses in which they are enrolled and their daily lives; and provide training in adjusting and acclimating to their new environment.

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 International Center for English (TICE) is to provide for the linguistic development and support of international students matriculating at ASU. This mission naturally takes on an academic and social component.

C. **Student population served.**

This course serves the international student population who have been admitted to the University as graduate students who would benefit from academic and social support.

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

International graduate students entering graduate programs at ASU may not have been exposed to western standards of education and may find the transition and adjustment phase difficult and, in some instances, traumatizing. This course aims to provide them assistance in adjusting academically and socially.

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

See attached Daily Lesson Plans

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

Graded work for this course will consist of quizzes, exams, presentations, homework, and any additional materials deemed necessary by the instructor.

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

Guest lectures and presentations from the universities departments and services.

19. Required reading

**Guidelines: A cross-cultural reading/writing text, Ruth Spack. Cambridge University Press
 ISBN: 978-0-521-63101-9**

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

Introducing this course into the curriculum will not require additional faculty or additional facilities at the present. As enrollment grows, additional faculty and space will be procured.

21. What is the primary goal of this course?

To assist graduate international students in adjusting both academically and socially to the demands, expectations, and lifestyle of the ASU community.

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

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1:

Students will improve their linguistic ability in the English language skills of listening, speaking, reading, writing, and Grammar.

Learning Activity:

In class discussions, group and pair work, lectures, homework, and activities prepared by instructor.

Assessment Tool:

Quizzes, exams, homework, class participation

Primary Goal Outcome #2:

Students will identify academic and social services available to them in the ASU community which can assist them in better adjusting to the ASU community and thereby increase their chances for success.

Learning Activity:

Guest lectures and presentations from the universities departments and services.

Assessment Tool:

Individual and class participation in events, seminars, lectures, etc.

Primary Goal Outcome #3:

Students will develop effective study skills through assistance provided in class and through help sessions in TICE.

Learning Activity:

Assistance with class assignments and instruction in areas of deficiency.

Assessment Tool:

Attendance and participation in help sessions.

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.

The International Center for English proposes that a separate section be created in the graduate bulletin in which would be included a brief description of the center, its mission (statement), and listings of the course numbers and descriptions for the Graduate Bridge Program. The page content would appear as follows:

The International Center for English

Nick Taggart, TICE Director

Mission Statement

The mission of The International Center for English, through its varied programs and course offerings, is to prepare international students with limited English proficiency for academic studies at Arkansas State University (ASU) and other higher education institutions in the United States by providing quality instruction in English as a second language. Our faculty and staff are committed to fostering students' linguistic and cultural competency, and to developing their critical thinking skills that will enable them to succeed in their academic endeavors and assisting them in having a positive intercultural experience during their matriculation at ASU and their stay in the United States.

Graduate Bridge Course

The International Center for English (ICE) is also dedicated to serving the community of undergraduate and graduate international students matriculating at Arkansas State University. In particular, we are keenly aware of their need for support and assistance in the areas of academics and social adjustment due to cultural and language differences. To this end, TICE has two courses, the Undergraduate Bridge and Graduate Bridge Course, to assist students in making a smooth transition into the academic and social settings of Arkansas State University specifically. These courses will provide students with instruction on a variety of topics and issues such as what is plagiarism and cheating and how to avoid it; what are the paradigms of instruction such as student-centered vs. teacher centered, the teacher as facilitator; working in groups or pairs to complete an assignment, how to give an oral presentation, effective reading and writing skills and how to use resources for writing a research paper, how to interact with fellow classmates and instructors, etc. These are salient concerns that present themselves in a variety of ways and settings that can impede the academic and social progress of students yet provide us with the opportunity to help them adjust and be successful.

All new and transferring graduate international students are required to take the graduate bridge course during their first semester of matriculation at ASU.

GIBP 5001 **International Bridge Program** The International Center for English (TICE) provides instruction and academic support to all first year international students enrolled in graduate programs. The Graduate International Bridge Program is a course that helps students develop effective academic study skills, such as effective speaking, essay and research writing, and listening and note taking, as well as life skills. Additionally, this course will provide English language tutoring assistance to students for any of the other courses in which they are enrolled. In addition to the weekly lecture, students will meet one hour each week for assistance and tutoring in any of the other subjects they are taking and having difficulty.

GIBP 5003 Graduate International Bridge Program

| Daily Lesson Plan | |
|--------------------------|--|
| Week One | Introduction to Course |
| Week Two | Module One: Part one Introducing Cultural values Guidelines: Strategies for Reading Critically pp 1 -16 Q & A: Provide linguistic assistance to students with their coursework in academic classes |
| Week Three | Module One: Part one (cont'd) Guidelines: Writing from Experience pp 21 - 46 Q & A: Provide linguistic assistance to students with their coursework in academic classes |
| Week Four | Module One: Part two Identifying American Core Values Guidelines: Writing from Experience (cont'd) pp 52 - 64 Q & A: Provide linguistic assistance to students with their coursework in academic classes |
| Week Five | Module One: Part two (con'td) Guest speaker(s): TBD Guidelines: Relating Reading to Experience pp 65- 74, pp 96 - 109 Q & A: Provide linguistic assistance to students with their coursework in academic classes |
| Week Six | Module Two: Part one Guidelines: Analyzing an Argumentative Essay pp 111 – 120, pp 128 - 139 Q & A: Provide linguistic assistance to students with their coursework in academic classes |
| Week Seven | Module Two: Part two Guidelines: Writing from Field Research pp 183 - 203 Q & A: Provide linguistic assistance to students with their coursework in academic classes |
| Week Eight | Module Three: Part one Guidelines: Writing from Field Research (cont'd) Q & A: Provide linguistic assistance to students with their coursework in academic classes |
| Week Nine | Module Three: Part two Guidelines: Writing from Library and Web-Based Research pp 205 - 231 Q & A: Provide linguistic assistance to students with their coursework in academic classes |

GIBP 5003 Graduate International Bridge Program

| | |
|----------------------|--|
| Week Ten | Module Three: Part two (cont'd) Guidelines: Writing from Library and Web-Based Research (cont'd) Q & A: Provide linguistic assistance to students with their coursework in academic classes |
| Week Eleven | Module Three: Part three Guidelines: Citing, Incorporating, and Documenting Sources Q & A: Provide linguistic assistance to students with their coursework in academic classes |
| Week Twelve | Guidelines: Drafting, Exchanging Feedback, and Revising Q & A: Provide linguistic assistance to students with their coursework in academic classes |
| Week Thirteen | Guidelines: Locating and Correcting Errors Q & A: Provide linguistic assistance to students with their coursework in academic classes |
| Week Fourteen | Open Schedule Q & A: Provide linguistic assistance to students with their coursework in academic classes |
| | |

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| Code # |
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New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
 ELAD 7043

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

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 Grade

1. Is this course dual listed (undergraduate/graduate)?
 No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
 No

7. Brief course description (40 words or less) as it should appear in the bulletin.
 A comprehensive study of educational facilities, transportation, and food service programs for school district administrators. Administrators learn to use data logically and systematically to provide effective services and make decisions.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).
 None

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

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

11. Proposed Starting Term/Year
 Fall 2009

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

No

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

b. If yes, what course? ELAD 7063 Educational Facilities

c. Has this course number been used in the past? No

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.**14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.**

No

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

The course is a revision and expansion of an existing course (see 13.b. above) in order to more adequately meet the national NCATE standards and the newly state-adopted 2008 ISSLC standards. The course is tools-oriented with practical applications. Students are expected to become knowledgeable about operational management of a school district and are required to obtain and evaluate data and make effective decisions.

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 course is a revision and expansion of an existing course. It is required of all students who wish to obtain the Specialist in Education (Ed. S.) degree with an emphasis in educational leadership.

C. Student population served.

The student population served is predominantly graduate students seeking the Ed. S. degree in Educational Leadership.

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

The course is a requirement of all graduate students in order to obtain the Specialist in Education degree with an emphasis in educational leadership.

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

Week 1 History and evolution of educational facilities; Specifications and trends in the design of school buildings

- >Changes that have occurred in educational design
- >Emerging and future trends in educational design theories
- >Issues surrounding the overall design of an educational facility
- >Policies and politics surrounding the overall design of an educational facility

Planning and utilizing school buildings for diverse student needs; Facility audits; Planning for technology

- >Strategic Assessment Model (SAM)
- >Facility audit checklists & samples

Week 2 Models – Student population forecasting; Community growth models

- >Cohort Survival Technique
- >Crowding and Density Models
- >Techniques for projecting community growth

Financing school facilities; Site selection; Bidding, construction management, inspection, warranties

- >basic concepts, compact growth, growth of facilities on site, athletics & land, outdoor education (various sorts)
- > site size
- > transportation, orientation, storm water drainage, solar access, etc.
- > proximities
- > ties to local government goals & planning
- > landscape design

Week 3 Maintaining facilities and grounds

- >Preventive/predictive maintenance systems
- >Priorities and checklists for preventive maintenance
- >Electrical Service Condition

>Landscape and site maintenance

2. trees
3. shrubs
4. chemicals

Safety and security issues - providing a safe environment

- >Playgrounds
- >Buildings
- >Emergency management plans
- >Earthquake and seismic risks
- >Fire engineering, detection, and suppression
- >Lab safety planning and design
- >Planning and training

Week 4 Staffing needs

- >Omaha Custodial Staffing Formula
- >Maintenance staffing formulas
- >Food service staffing formulas
- >Transportation staffing issues

Transportation services

- >Laws & regulations
- >Scheduling & route determinations
- >Driver training
- >School bus purchasing
- >Vehicle maintenance

Week 5 Food services

- >Laws & regulations
- >National School Lunch Act
- >Self-operating or contracting?
- >Centralized or decentralized?
- >Menu planning
- >Purchasing – local or coop?
- >Commodity inventory
- >Accounting for food service funds

Outsourcing services and issues

- >Transportation
- >Food Services

- >Custodial services

- >Maintenance services

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

- A. Online Class Discussion: Session questions or discussion topics will be posted related to the assigned readings. The goal is to respond to the questions/topics and to engage other students in a reflection practice and allow each student to be actively involved in the class. (20 points)
- B. Field-Based Activities: The student must complete at least 30 clock hours on internship activities and maintain a log accounting for the time actually spent to perform the field-based activities.
 1. The student will survey the outdoor playground equipment and grounds on an elementary school site and evaluate the condition of the playground according to the U.S. Product Safety Commission Handbook for Public Playground Safety & the CFA/PIRG Playground Safety Survey. The survey must include an assessment of the availability of appropriate equipment and activities for children with physical disabilities. The student will prepare a PowerPoint presentation with digital photos for the Board of Education to report findings and make recommendations for improvements to the playground area according to the U.S. Product Safety Commission guidelines and other appropriate district, state, and federal guidelines and laws. (10 points)
 2. The student will select a school site (elementary or middle school) for an on-site visit in order to assess the design and function of the school according to the Design Appraisal Scale for Elementary Schools or the Assessment Scale for Middle Schools. The student will arrange a visit to the school and will rate the school using the appropriate Design Appraisal Scale. The student will provide a written description of the experience using the Design Appraisal Scale and a PowerPoint presentation that incorporates digital photographs of the school to support the conclusions of the student. In addition, the student will recommend steps for the district to implement to improve the facility to meet the curriculum needs of the diverse students attending the facility, with particular emphasis on students with special and exceptional needs. (10 points)
 3. The student will conduct a utility-usage survey of an instructional building (elementary, middle school, or high school) and will develop a spreadsheet to track the number of kilowatts of electricity used per month (per meter) and the cost, the amount of heating

fuel used and cost, the gallons of water used and cost, and the telephone costs (all per month, except possibly in the situation where a school uses propane that is purchased on an as-needed basis, in which case the data should be on a yearly basis.) What types of energy conservation measures has the district implemented in the past five years? What measures would you recommend be implemented? (10 points)

4. The student will evaluate vehicular traffic patterns and parking on school property and either write or revise a plan for an individual school (elementary, middle school, high school) for vehicular traffic control and parking on school property. The plan should emphasize safe and prompt movement of students, staff, and visitors. If such a plan exists, evaluate the plan and make recommendations for change, if needed. Provide a diagram illustrating traffic patterns entering and leaving the school property, staff parking, student parking (if applicable), visitor parking, and handicap parking. How many parking spaces are designated for visitor parking? Staff parking? Student parking (if applicable)? How many steps do you as a visitor have to take to get from a visitor parking space to the building office? (10 points)
5. The student will meet with the transportation supervisor and review the procedure for tracking the number of activity and athletic trip miles traveled during the school year. Develop a spreadsheet to record the number of miles traveled for each trip. Include information such as the destination, driver, bus used, miles traveled, etc. Review state and federal laws and regulations for transporting students. What are the local procedures for developing and verifying school bus routes and riders. Develop a spreadsheet that lists the riders of a bus, their pickup time in the morning, their drop-off time in the afternoon, and the stop number (1st, 2nd, 3rd, etc). Evaluate the local procedures used in the event of a bus accident. How is communication handled? Are parents allowed to pick up their child at the scene of the accident? If so, under what circumstances? Are parents contacted in the event of an accident? Make recommendations for ensuring student safety in the event of an accident. Evaluate the pre-trip bus inspection process used by the district. How many items are checked before the bus leaves the site? Who performs the inspection? What type of form or checklist is used? Are signatures required? Where is the form kept? For how long? How frequently are bus evacuation drills conducted? Where are they conducted? How much training is provided to bus drivers during the school year? How is it documented? (10 points)
6. The student will review the district's emergency management systems and make recommendations for improving the procedures in place for handling emergencies to provide for a safe learning environment for students and faculty. The student will evaluate a school's emergency drills; i.e., fire drill, tornado drill, lockdown, including plans for community use of school facilities in emergency situations. Identify potential weaknesses and make recommendations for improvement. (For example, during a fire are students standing under electrical wires that might fall on them?) Answer the following questions: How are the plans clearly communicated to the staff and students? How frequently are drills conducted? Are backup plans in place? (For example, if the power is goes out and there is a tornado headed toward the school, is there an alternative method to ringing the bells in place to notify staff of an emergency?) Who was involved in designing the emergency procedures? Fire, Police, Health services, Social Services, Other? Has a method of communication been established so administrators can communicate with staff and office personnel can communicate with parents? Is there a procedure in place for communicating with the press? (10 points)
7. The student will review or conduct a technology audit of hardware, software, technical support, staff development, instructional and administrative uses of technology, and connectivity, including internal and external networking and filtering. Provide a summary of the findings and make recommendations for improvements. (10 points)
8. The student will determine the custodial needs of a high school in their district using the Omaha Formula for staffing needs. Prepare a written proposal to be included in the school board packet that explains what you are proposing. Justify your proposal by including all pertinent facts and reasoning that support your proposal. How does your proposal compare to the existing staffing configuration at the school? Would you be adding or deleting positions? If so, why? (10 points)

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Included in #17

19. Required reading

- Association of Physical Plant Administrators of Universities and Colleges. (1993). *Facilities audit workbook*. Washington, DC, Author.
- Association of School Business Officials. (2000). *Schoolhouse planning, A school administrators guide to planning construction projects for new facilities, renovations of existing buildings*. Park Ridge, IL, Research Corporation of the Association of School Business Officials.
- Bentley, R. (2008). Is your security technology working? *School Planning & Management*, 47(12), 26-28.
- Cassell, Mark, "Taking Them for a Ride: An Assessment of the Privatization of School Transportation in Ohio's Public School Districts," AFSCME report, available at <http://www.afscme.org/wrkplace/takerdte.htm>
- Chung, E. (2007). Expected time of arrival model for school bus transit using real-time global positioning system-based automatic vehicle location data. *American Journal of Intelligent Transportation Systems*, 11(4), 157-167.

Halliday, S. (2009). Lucrative partnerships. *American School and University*, 81(4), 42-44.

Hutchinson, E. B. & Pratt, L. J. (1999). The comparative cost of privatized public school transportation in Tennessee. *Policy Studies Journal* 27(3), 446-459.

McDaniel, M. C. & Ellis, C. M. (2009). The Besian hostage crisis, A case study for emergency responders. *Journal of Applied Security Research*, 4(1/2), 221-35.

Pierce, R.A. (1990). *What to expect from an architect*. American School Board Journal, 177(6), A6-A7.

Probst, T. (1990). *Case study: Asbestos encapsulation*. American School Board Journal, 177(6), A11-A12.

School Facility Manual – Arkansas Department of Education <http://www.arkansasfacilities.com/SchoolFacManual.aspx>

Sheldon, A. J., Owens, E. W., & Song, H. (2009). An examination of public school safety measures across geographic settings. *Journal of School Health*, 79(1), 24-29.

Snelling, A.M., Dorba, C. & Burke A. (2007). The national school lunch and competitive food offerings and purchasing behaviors of high school students. *Journal of School Health*, 77(10), 701-705.

Swanson, M. (2008). Digital photography as a tool to measure school cafeteria consumption. *Journal of School Health*, 78(8), 432-437.

Tanner, C. Kenneth & Lackey, Jeffery A. 2006. Educational Facilities Planning. Boston, MA: Pearson Education.

Vogel, C. (2009). Alternate transportation routes. *District Administration*. 45(2), 34-37.

Weichel, H.J. & Denel, J. (1990). *Surveying school facilities needs*. American School Board Journal, 177(8), 18-30.

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

21. What is the primary goal of this course?

The purpose of this course is to assist professional educators in their role of providing safe, appropriate, and aesthetic learning environments for students.

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

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1:

Provide a safe learning environment for students

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

The student will review the district's emergency management systems and make recommendations for improving the procedures in place for handling emergencies to provide for a safe learning environment for students and faculty. The student will evaluate a school's emergency drills; i.e., fire drill, tornado drill, lockdown, including plans for community use of school facilities in emergency situations. Identify potential weaknesses and make recommendations for improvement. (For example, during a fire are students standing under electrical wires that might fall on them?) Answer the following questions: How are the plans clearly communicated to the staff and students? How frequently are drills conducted? Are backup plans in place? (For example, if the power is goes out and there is a tornado headed toward the school, is there an alternative method to ringing the bells in place to notify staff of an emergency?) Who was involved in designing the emergency procedures? Fire, Police, Health services, Social Services, Other? Has a method of communication been established so administrators can communicate with staff and office personnel can communicate with parents? Is there a procedure in place for communicating with the press?

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

Students will prepare a written response to the activity. Rubrics are used to score the activity.

Performance Activity
District Emergency Management System

The student will review the district's emergency management systems and make recommendations for improving the procedures in place for handling emergencies to provide for a safe learning environment for students and faculty. The student will evaluate a school's emergency drills; i.e., fire drill, tornado drill, lockdown, including plans for community use of school facilities in emergency situations. Identify potential weaknesses and make recommendations for improvement. (For example, during a fire are students standing under electrical wires that might fall on them?) Answer the following questions: How are the plans clearly communicated to the staff and students? How frequently are drills conducted? Are backup plans in place? (For example, if the power is goes out and there is a tornado headed toward the school, is there an alternative method to ringing the bells in

place to notify staff of an emergency?) Who was involved in designing the emergency procedures? Fire, Police, Health services, Social Services, Other? Has a method of communication been established so administrators can communicate with staff and office personnel can communicate with parents? Is there a procedure in place for communicating with the press?

| ISLLC Elements | Exemplary 3 (8-10 points) | Acceptable 2 (3-7 points) | Unacceptable 1 (0-2 points) |
|--|--|---|---|
| 3A Monitor and Evaluate Systems 3B Allocate Resources 3C Promote Safety and Welfare 4A Analyze Data 4D Build Community Relationships 6C Analyze and Adapt | Demonstrates an understanding of promoting the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment by addressing <u>at least two</u> of the following issues: <ul style="list-style-type: none"> • The need for comprehensive safety plan (ISLLC 3A) • The need to address instruction about disasters / violence and the appropriate response (ISLLC 4A) • The need to involve various stakeholders in addressing the situation (ISLLC 4D) • The need to revise or develop an emergency management system (ISLLC 6C) <p style="text-align: center;"><u>and</u></p> <ul style="list-style-type: none"> • Includes a relatively comprehensive plan that involves multiple stakeholders and addresses the issues (ISLLC 3A, 3B, 3C) | Demonstrates an understanding of promoting the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment by addressing <u>one</u> of the following issues: <ul style="list-style-type: none"> • The need for comprehensive safety plan (ISLLC 3A) • The need to address instruction about disasters / violence and the appropriate response (ISLLC 4A) • The need to involve various stakeholders in addressing the situation (ISLLC 4D) • The need to revise or develop an emergency management system (ISLLC 6C) <p style="text-align: center;"><u>and</u></p> <ul style="list-style-type: none"> • Includes a relatively comprehensive plan that involves multiple stakeholders and addresses the issues (ISLLC 3A, 3B, 3C) | Response is vague or omits reference to any of the essential features, or merely quotes or paraphrases. |

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

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.

ELAD 7013 School Personnel Administration An examination of emerging professional responsibilities and ethical practices; current selection, retention, and promotion practices; and designs for salary schedules and fringe benefits Prerequisite: ELAD 6073

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

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

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

ELAD 7051-3 Special Problems in Educational Administration

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

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

ELAD 7493 Supervised Internship Supervised participation in an approved administrative and supervisory setting Prerequisite: permission of department chair; must be arranged one semester in advance of registration

ELAD 7501-6 Thesis

ELAD 7801-3 Independent Study

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

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

| |
|---|
| <p>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</p> <p>ELAD 7073</p> |
| <p>2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).</p> <p>Schooling in a Pluralistic Society</p> |
| <p>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</p> <p>Experiential Learning</p> |
| <p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</p> <p>Standard Letter Grade</p> |
| <p>1. Is this course dual listed (undergraduate/graduate)?</p> <p>No</p> |
| <p>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</p> <p>No</p> |
| <p>7. Brief course description (40 words or less) as it should appear in the bulletin.</p> <p>An examination of diverse cultural backgrounds represented in the nation's schools. Emphasis is placed on understanding educational and cultural issues along with identifying agencies and programs that are designed to facilitate and nurture learning environments.</p> |
| <p>8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).</p> <p>None</p> |
| <p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Course will be offered in the normal rotation: 1 time in an 18month rotation cycle.</p> |
| <p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</p> <p>Dr. Mitch Holifield, Arkansas State University, P.O. Box 2781, Sate University, R 72467 hfield@astate.edu 870-972-3062</p> |
| <p>11. Proposed Starting Term/Year</p> <p>The proposed starting date for this course is Fall 2010.</p> |

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

No

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

b. If yes, what course?

c. Has this course number been used in the past? No

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

No

15. Justification should include:

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

The rationale for offering this course is to meet the new ISLLC Standards which were announced in 2008. These standards are required to be addressed by the department's accrediting agency.

ISLLC STANDARDS ADDRESSED

- 2.A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- 2.B. Create a comprehensive, rigorous, and coherent curricular program
- 2.D. Supervise instruction
- 4.A. Collect and analyze data and information pertinent to the educational environment
- 4.B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- 4.C. Build and sustain positive relationships with families and caregivers
- 4.D. Build and sustain productive relationships with community partners
- 5.A. Ensure a system of accountability for every student's academic and social success
- 5.C. Safeguard the values of democracy, equity, and diversity
- 5.E. Promote social justice and ensure that individual student needs inform all aspects of schooling
- 6.A. Advocates for children, families, and caregivers

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 course fits into the mission of the department by addressing the need for our candidates to recognize educational and social patterns of nontraditional learners. This need has not been substantially addressed in existing courses.

C. Student population served.

The student population served will be those who are seeking the Ed. S. Degree in Educational Leadership

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

The course is designed only for students seeking licensure in district-level educational leadership and is therefore, proposed as a specialist level graduate course.

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

This course is designed to be delivered in a five-week block with a two week period to follow to accommodate internship activities.

Week 1: Community Involvement Activity

Each participant will choose one of the following activities:

- Design a community activity to engage community members in an ongoing school activity.
- Develop an out-reach activity aimed at corporate, religious, political, and service organizations
- Develop a plan to work with the media as part of the community relations out- reach efforts
- Identify a potential problem with diversity issues in the district and develop a plan for resolving the issue involving the diverse groups of the community

The plan has to be very detailed and in accordance with the most recent related research. The plan also has to adhere to state laws as well as that state and national expectations.

Week 2: Political/Social Activity:

Participants will work in groups to identify a specific law which is affecting the school district and residents. They will work with a local, state, or federal agency to propose a policy or law to improve educational or social opportunities for the district or community. Participants will develop a plan to communicate the development to all segments of the school and community.

Week 3: Special Students Activity:

Participants will identify a specific issue related to students with special and exceptional needs. In pairs, participants will develop a plan that address the issue based on information collected from multiple stakeholders including groups representing conflicting perspectives. Based on the latest research and using the input of involved stakeholders, the group will propose a policy to improve the issue. Course participants will review federal and state laws, rules, and regulations covering children with disabilities served in special education programs. Each participant will evaluate his/her district's compliance and make recommendations for improvements in local policies and procedures.

Week 4: Community Agency Activity

Each course participant will observe in a community agency and meet with the leadership of the agency. He/she will describe how the school and the agency work together to serve the community. He/she will also describe how the agency is engaged in the community and works with children and families. Course participants will make recommendations as to how the school could strengthen the partnership with the agency.

Week 5: Federal Programs Focus

Candidates will review the following federally funded programs that provide millions of dollars to school districts annually. Detailed information regarding each of these programs may be accessed by going to the websites below:

Individuals with Disabilities Education Improvement Act (IDEIA): Special Education. IDEIA Part B; IDEIA Part C

<http://idea.ed.gov/>

Title I: Improving Academic Achievement: <http://www.ed.gov/policy/elsec/leg/esea02/pg1.html>

Title IIA: Class Size Reduction

<http://www.ed.gov/policy/elsec/leg/esea02/pg20.html>

Title IID: Enhancing Education Through Technology

<http://www.learning.com/funding/titleiid.htm>

Title III: Limited English Proficiency Students

<http://www.ed.gov/policy/elsec/leg/esea02/pg40.html>

Title IV: Safe and Drug Free Schools and Communities

<http://www.ed.gov/policy/elsec/leg/esea02/pg51.html>

Title V: Innovative Programs

<http://www.ed.gov/policy/elsec/leg/esea02/pg57.html>

Carl Perkins Vocational Grant

<http://www.ed.gov/policy/sectech/leg/perkins/index.html>

<http://www.ed.gov/policy/sectech/leg/perkins/index.html>

In the district where the course participant is employed, he/she will arrange a meeting with the person or persons responsible for the oversight of the various federal programs. In this meeting he/she should determine how each program is implemented. A report containing the following items should be completed for each of the programs mentioned in Section I:

- Program Title
- Program Focus
- Local Allocation and Budget for Program
- Total Number of Children Served
- Program Activities or Instructional Areas
- Number of Children Served Per Activity or Instructional Area
- Description of Each Activity or Instructional Area
- Describe how Program Outcomes are Measured and Reported Annually

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

Course requirements include a combination of field based activities including interviews, on-site observations, and peer discussion through Blackboard.

1. Participants of this course will observe and research issues related to gender in education.
2. Participants will examine and report on the effects of poverty on students' learning.
3. Participants will examine and report on the impact of the different cultures and ethnic backgrounds on students' learning.
4. Participants will conduct school-based on-site investigations of issues related to special education such as laws and funding.
5. Participants will examine issues related to teacher's training to better meet the needs of a diverse population of students.
6. Participants will discuss ways to better reach the community and to engage its members in supporting school' initiatives.

Course participants will construct a portfolio of course artifacts that will include agendas related to the course activities as well as documents containing dialogues from interviews; documents containing school and agency site-based research into programs that address the issues listed in 1-6 above. A

A verification of peer discussion will be required to ensure that peer collaboration has occurred among course participants.

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

This course will feature on-line collaboration among participants and a significant amount of site visitations and interviews.

19. Required reading

Sleeter, Grant, C., & Sleeter, D. (2006). Turning on learning: Five approaches for multicultural teaching plans for race, class, gender, and disability (4th ed.). Hoboken, NJ: Wiley and Sons, Inc.

Johnson, A. G. (2006). Privilege, power, and difference (2nd ed.). NY: McGraw-Hill, Inc.

Internet Sources as Required

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

No

21. What is the primary goal of this course

The primary goal for this course is to prepare district-level educational leaders to equitably address multicultural and multi-social issues that will be in the school environment.

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

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1:

Outcome #1: Students will recognize the structure, purpose, funding, and assessment of federally mandated educational programs designed to address multi-cultural learners.

Learning Activity: Through interviews and site visits students will analyze each of the programs in their district of employment to determine their focus, funding, instructional strategies, pupils served, and program assessment.

Assessment: Students will generate an artifact (report) discussing the following:

Program Title

Program Focus
Local Allocation and Budget for Program
Total Number of Children Served
Program Activities or Instructional Areas
Number of Children Served Per Activity or Instructional Area
Description of Each Activity or Instructional Area
Describe how Program Outcomes are Measured and Reported Annually

Outcome #2: Students will identify a specific issue related to students with special and exceptional needs.

Learning Activity: In pairs, participants will develop a plan that address the issue based on information collected from multiple stakeholders including groups representing conflicting perspectives. Based on the latest research and using the input of involved stakeholders, the group will propose a policy to improve the issue. Course participants will review federal and state laws, rules, and regulations covering children with disabilities served in special education programs. Each participant will evaluate his/her district's compliance and make recommendations for improvements in local policies and procedures.

Assessment: Students will generate an artifact that articulates an evaluation and a proposed policy.

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

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

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

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

ELAD 6501-6 Thesis

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

ELAD 6801-3 Independent Study

ELAD 7013 School Personnel Administration An examination of emerging professional responsibilities and ethical practices; current selection, retention, and promotion practices; and designs for salary schedules and fringe benefits Prerequisite: ELAD 6073

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

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

ELAD 7051-3 Special Problems in Educational Administration

ELAD 7063 Educational Facilities Consideration of the principles of planning, utilization, and maintenance of educational plants, sites, and equipment

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

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

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

ELAD 7493 Supervised Internship Supervised participation in an approved administrative and supervisory setting Prerequisite: permission of department chair; must be arranged one semester in advance of registration

ELAD 7501-6 Thesis

ELAD 7801-3 Independent Study

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

ELAD 8203 Politics of Education This course explores the political perspective of school administration and provides the practitioners with strategies and realizations critical to being a successful political influence in schooling Prerequisite: Admission to doctoral program

ELAD 8211 Integrative Seminar I Synthesizes concepts and knowledge from each corresponding seminar and previous course content to build a systems orientation toward change and an understanding of organizational culture Prerequisite: Admission to doctoral program.

Arkansas State University

Department of Educational Leadership, Curriculum, and Special Education

Schooling in a Pluralistic Society

ELAD 7073

I. Information

Instructor: Amany Saleh, Ph.D.
Office: Smith Hall, 433
Phone: 972-2894
Fax: 972-3945
E-mail: asaleh@astate.edu
Website: <http://myweb.astate.edu/asaleh/>
Course website: <http://blackboard.astate.edu>
Office Hours: M,T 1:00-4:00 pm and By appointment

II. Text

Grant, C., & Sleeter, C. (2006). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender, and disability* (4th ed.). Hoboken, NJ: Wiley & Sons, INC.

Johnson, A. G. (2006). *Privilege, power, and Difference* (2nd ed.). N. Y.: McGraw Hill, INC.

And any additional readings as provided

III. Purpose of the course:

This course will provide its participants with the knowledge and tools to examine the effects of gender, ability, socioeconomic, ethnic, and cultural backgrounds on schools. Participants will discuss the ways to build a school culture that promotes students' learning and teachers' growth in a diverse society.

IV. Course Objectives:

1. Participants of this course will be able to study the issues related to gender in education.
2. Participants will examine the effects of poverty on students' learning.
3. Participants will examine the impact of the different cultures and ethnic backgrounds on students' learning.

4. Participants will study the issues related to special education such as laws and funding.
5. Participants will examine issues related to teacher's training to better meet the needs of a diverse population of students.
6. Participants will discuss ways to better reach the community and to engage its members in supporting school' initiatives.

V. Standards Linkage

A. ISLLC STANDARDS

- 2.A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- 4.A. Collect and analyze data and information pertinent to the educational environment
- 4.B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- 4.C. Build and sustain positive relationships with families and caregivers
- 4.D. Build and sustain productive relationships with community partners
- 5.A. Ensure a system of accountability for every student's academic and social success
- 5.C. Safeguard the values of democracy, equity, and diversity
- 5.E. Promote social justice and ensure that individual student needs inform all aspects of schooling
- 6.A. Advocates for children, families, and caregivers

B. TECHNOLOGY STANDARDS FOR SCHOOL ADMINSTRATORS

- I.A.** facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- II.A.** identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- II. B.** facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- II.C.** provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- II. D.** facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- II. E.** provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.
- III. B.** employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- VI. A.** ensure equity of access to technology resources that enable and empower all learners and educators.

- VI. B.** identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology

VI. Evaluation of Course Objectives/Grade Determination

Participants will meet the objectives stated and demonstrate their competency by completing the following assignments:

| | Assignment | Due Date | Points |
|---|---|-----------------|---------------|
| a | Online Discussion | | 100 |
| b | Community Involvement Activity | | 100 |
| c | Political/Social Activity | | 50 |
| d | Special Students Activity | | 50 |
| e | Special Education Law Compliance Activity | | 50 |
| f | School-Agency Activity | | 50 |
| g | Federal Program Activity | | 50 |
| | Total | | 450 |

a. Online Class Discussion

Participants in the class will log on the course discussion forum and engage in a lively, continuous, interactive exchange of ideas. Each Day (Monday-Thursday) there will be a topic or a question posted on the Discussion Board. The goal is not to answer the question, but to engage all participants in a reflective practice and to allow each person to actively get involved in the class. The discussion will also serve to answer all questions and expand on issues covered in class readings and presentations. All class participants have to read all discussion posts and respond to some of them on continuous bases. The grade will be assigned based on quality and quantity of the reflections evidenced in posted comments.

b. Community Involvement Activity

Each participant will choose one of the following activities:

- a. Design a community activity to engage community members in an ongoing school activity.
- b. Develop an out-reach activity aimed at corporate, religious, political, and service organizations
- c. Develop a plan to work with the media as part of the community relations out- reach efforts

- d. Identify a potential problem with diversity issues in the district and develop a plan for resolving the issue involving the diverse groups of the community

The plan has to be very detailed and in accordance with the most recent related research. The plan also has to adhere to state laws as well as that state and national expectations.

ISLLC Standards: 4.A, B, C, D

c. Political/Social Activity:

Participants will work in groups to identify a specific law which is affecting the school district and residents. They will work with a local, state, or federal agency to propose a policy or law to improve educational or social opportunities for the district or community. Participants will develop a plan to communicate the development to all segments of the school and community.

ISLLC Standards: 5.C, E & 6.A

d. Special Students Activity:

Participants will identify a specific issue related to students with special and exceptional needs. In pairs, participants will develop a plan that address the issue based on information collected from multiple stakeholders including groups representing conflicting perspectives. Based on the latest research and using the input of involved stakeholders, the group will propose a policy to improve the issue.

ISLLC Standards: 4.B, 5.E, 6.A

e. Special Education Law Compliance Activity

Course participants will review federal and state laws, rules, and regulations covering children with disabilities served in special education programs. Each participant will evaluate his/her district's compliance and make recommendations for improvements in local policies and procedures.

ISLLC Standards: 5.A, C.

f. Community Agency Activity

Each course participant will observe in a community agency and meet with the leadership of the agency. He/she will describe how the school and the agency work together to serve the community. He/she will also describe how the agency is engaged in the community and works with children and families. Course participants will make recommendations as to how the school could strengthen the partnership with the agency.

ISLLC Standards: 2.A, 4.A, B,D.

g. Federal Programs Focus

Section I

The following federally funded programs provide millions of dollars to school districts annually. Detailed information regarding each of these programs may be accessed by going to the websites below:

1. Individuals with Disabilities Education Improvement Act (IDEIA): Special Education.
IDEIA Part B; IDEIA Part C
<http://idea.ed.gov/>
2. Title I: Improving Academic Achievement:
<http://www.ed.gov/policy/elsec/leg/esea02/pg1.html>
3. Title IIA: Class Size Reduction
<http://www.ed.gov/policy/elsec/leg/esea02/pg20.html>
4. Title IID: Enhancing Education Through Technology
<http://www.learning.com/funding/titleiid.htm>
5. Title III: Limited English Proficiency Students
<http://www.ed.gov/policy/elsec/leg/esea02/pg40.html>
6. Title IV: Safe and Drug Free Schools and Communities
<http://www.ed.gov/policy/elsec/leg/esea02/pg51.html>
7. Title V: Innovative Programs
<http://www.ed.gov/policy/elsec/leg/esea02/pg57.html>
8. Carl Perkins Vocational Grant
<http://www.ed.gov/policy/sectech/leg/perkins/index.html>
<http://www.ed.gov/policy/sectech/leg/perkins/index.html>

Section II

Each program requires a district initiated application, oversight, assessment, and final report. In the district where the course participant is employed, he/she will arrange a meeting with the person or persons responsible for the oversight of the various federal programs. In this meeting he/she should determine how each program is implemented. A report containing the following items should be completed for each of the programs mentioned in Section I:

1. Program Title
2. Program Focus

3. Local Allocation and Budget for Program
4. Total Number of Children Served
5. Program Activities or Instructional Areas
6. Number of Children Served Per Activity or Instructional Area
7. Description of Each Activity or Instructional Area
8. Describe how Program Outcomes are Measured and Reported Annually

ISLLC Standards: 6.A

VII. Tentative Schedule

| Week | Unit | Topic |
|--------------|---------------------------------------|---|
| One | Diversity within the School | Gender, sexual orientation, and age Race & Ethnicity Religion Poverty Ability |
| Two | School and Community | Socialization within the community Community's role in schools Community agencies and services |
| Three | School and Family | Family structure Multicultural families Socialization within families |
| Four | Teacher Development | Teacher training Developing partnership teams Providing resources for teachers, families, and Community members |
| Five | Developing Leadership for Partnership | Leadership for success State leadership and resources National and Federal programs National and Federal Networks. |

VIII. Grading

| | |
|---------|---|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |

IX. Flexibility Clause

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

X. Academic Conduct

All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the *Student Handbook*, in the event of academic misconduct. All required assignments must be turned in electronically to be screened for plagiarism. **Any work that has been submitted to another class and received credit in that class will result in a zero for the received work, no “make up” will be allowed. Any plagiarized materials will result in a grade of “F” for the course.**

XI. Disability Clause

If you are a person with disability and desire accommodations to complete course requirements, please notify me by e-mail ASAP to discuss your request to best meet your needs.

XII. Quality

All work is to be typed or word-processed in the APA style. The newest edition is the fifth edition, 2001. Use spell check and proofread!!!

XIII. References:

Apple, M. W. (1995). *Education and power*. N.Y: Rutledge.

Bagin, D., Gallagher, D. R., & Moore, E. H. (2007). *School and community relations* (9th ed.). Boston, MA: Allyn & Bacon.

Banks, J. A., & Banks, C. M. (2006). *Multicultural education: Issues and Perspectives*. Hoboken, NJ: Wiley & Sons, INC.

Barbour, C.; Barbour, N.H.; Scully, P.A. (2007). *Families, schools, & Communication* (4th ed.). Lebanon, IN: Prentice Hall.

- Berns, R. M. (2009). *Child, family, community: Socialization and support* (4th ed.). Wadsworth Publishing.
- Chadwick, K. G. (2003). *Improving schools through community engagement: A practical guide for educators*. Thousand Oaks, CA: Corwin Press.
- Epstein, J. L.; Sanders, M. G.; Sheldon, S. B.; Simon, B. S. (2008). *School, family, and community partnerships: Your handbook for action* (3rd ed.). Thousand Oaks, CA: Corwin Press.
- Friere, P. (2007) *Pedagogy of the oppressed* (30th anniversary ed.). N. Y.: Continuum.
- Gargiulo, R. M. (2008). *Special education in contemporary society: An introduction to exceptionality*. Thousand Oaks, CA: Sage Publications.
- Grant, C. & Cooper, J. (2002). *An Educator's guide to diversity in the classroom* (4th ed.). Houghton Mifflin Company.
- Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. N. Y.: Three Rivers Press.
- Lynch, S. J. (2000). *Equity and science education reform*. Mahwah, N. J. : Lawrence Erlbaum Associates, Publishers.
- Pawlas, G. E. (2005). *The administrator's guide to school community relations* (2nd ed.). Larchmont, NY: Eye on Education.
- Shapiro, H. S., & Purple, D. (2004). *Critical Social Issues in American Education: Democracy and meaning in a globalizing world* (3rd ed.) Mahwah, N. J. : Lawrence Erlbaum Associates, Publishers.
- Sleeter, C. E. & Grant, C. A. (2007). *Making choices for multicultural education: Five approaches to race, class, & Gender*. (6th ed.). Hoboken, NJ: Wiley & Sons, INC.
- Sousa, D. (2007). *How the special needs brain learns* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Spring, J. (1997). *Deculturalization and the struggle for equity: A brief history of the education of Dominated Cultures in the United States* (2nd ed.). N. Y.: McGraw Hill, INC.
- Spring, J. (1995). *The Intersection of cultures: Multicultural education in the United States*. N. Y.: McGraw Hill, INC.
- Wright, D. (2007). *Wright's law: Special Education Law* (2nd Ed.). Harbor House Law Press, Inc.

Code #

Bulletin Change Transmittal Form

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

Bulletin Change

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

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

| |
|---|
| 1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Mitch Holifield, Arkansas State University, P.O. Box 2781, State University, AR 72467 hfield@astate.edu 870-972-3062 |
| 2. Proposed Change See attachment. |
| 3. Effective Date Fall 2009 |
| 4. Justification To update the Graduate Bulletin to reflect recent changes in Arkansas state standards for educational leadership programs that required the replacement of six hours of electives with two new courses. |

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

To copy from the bulletin:

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

PROPOSED CHANGES TO BULLETIN

<~~deletions~~ indicated by strikethrough and lighter text>
<additions indicated by Bold, Italic, Times New Roman font>
Pages 94-95

PROGRAM OF STUDY FOR THE SPECIALIST IN EDUCATION DEGREE WITH A MAJOR IN EDUCATIONAL LEADERSHIP

Purpose Of The Degree

The Specialist in Education degree (Ed.S.) with a major in Educational Leadership offers educators a ~~planned but flexible~~ program ~~of studies~~ designed to improve their general educational and specific professional competencies as leaders in the public school systems. The Specialist ~~D~~egree program is designed to provide study beyond the Master's degree and is based on recommendations from professional organizations and accrediting associations. *Candidates complete performance-based activities in P-12 school sites and related settings.*

~~Programs will be individually designed for students who wish to attain greater depth and breadth for professional development especially in central office administration. The design of each candidate's program will be based on previous academic preparation, professional experiences, and career aspirations.~~

Admission Requirements

To be considered for the Specialist degree program, each candidate must have, in addition to the admission requirements of the Graduate School, the following:

1. At least a 3.25 GPA in a master's degree from an accredited institution and program.
2. *At least* three years of experience as a certified teacher in an educational institution.
3. A current teaching license.
4. A written commitment from a practicing central office administrator who will serve as a mentor during this program.

Residence Requirement

Candidates for the Specialist degree are required to complete a minimum of 30 semester hours of graduate work. Candidates must complete a minimum of 18 semester hours of resident credit from Arkansas State University. Twelve semester hours may be earned in approved non-resident classes offered by Arkansas State University. A maximum of nine semester hours of graduate credit may be transferred from other approved institutions.

Program Of Study

~~The Specialist degree program is a sixth-year program of study consisting of a minimum of 30 hours beyond the Master's degree. Each candidate's program will be planned during the initial enrollment period with the adviser to ensure that professional requirements are met.~~

Course Requirements

General Requirements (21 hours):

ELAD 7013 School Personnel Administration
ELAD 7023 School Business Management
ELAD 7033 Contemporary Issues

ELAD 7043 Management of Operational Systems for Learning

ELAD 7073 Schooling in a Pluralistic Society

Revised 9/25/2008

~~ELAD 7063 Educational Facilities~~

ELAD 7103 School District Administration

ELCI 7523 Curriculum Theory and Practice

ELFN 7583 Evaluation of Educational Programs and System

~~Core Courses in Educational Foundations (0-6 hours):~~

~~ELFN 7783 Advanced Educational Statistics~~

~~ELFN 7773 Advanced Educational Research~~

~~Elective Courses (0-6 hours):~~

~~Elective courses may be courses offered within the College of Education.~~

~~Internship~~

ELAD 7051-3 Special Problems in Educational Administration

ELAD 7493 Supervised Internship

(*The internship* must be completed during the semester in which a candidate completes the degree.)

Assessment

(Each candidate is required to compile a portfolio while completing the degree. This portfolio constitutes the exit assessment.) *All candidates for the Ed.S. degree in Educational Leadership seeking district administrator licensure must have a standard building-level administrator license or a standard program administrator license and must pass the appropriate examination(s) required by the state(s) in which licensure is sought. A copy of the scores should be sent to Arkansas State University.*

Total Required Hours: 30

New Program Proposal-Bulletin Change Transmittal Form **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.**XX** **Graduate Council** - 14 copies plus 1 original

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

Department Curriculum Committee Chair_____
Date_____
COPE Chair (if applicable)_____
Date_____
Department Chair_____
Date_____
General Education Committee Chair (if applicable)_____
Date_____
College Curriculum Committee Chair_____
Date_____
Undergraduate Curriculum Council Chair_____
Date_____
College Dean_____
Date_____
Graduate Curriculum Committee Chair_____
Date_____
Vice Chancellor for Academic Affairs_____
Date**1. Proposed Program Title**

Master of Science, Sport Administration

2. CIP Code Requested**3. Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)

David LaVetter, Ph.D.
 Arkansas State University
 Department of Health, Physical Education and Sport Sciences
 P.O. Box 240
 State University, AR 72467
 lavetter@astate.edu
 870-680-8154

4. Proposed Starting Date

Fall 2009

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

The Sport Administration is a Master of Science Program in the Department of Health, Physical Education & Sport Sciences at Arkansas State University. It is designed as a full-time, 30-credit hour program that can also serve today's working professional or student. The program serves graduate students interested in professional management or administrative opportunities in professional sports, intercollegiate administration, public assembly facilities, media, and sports marketing and management agencies.

The goal of this program to balance theory and practice in order to best prepare each graduate for employment in the field of sport administration. Each student will acquire a comprehensive understanding of the management, business, cultural, ethical and legal applications in the administrative capacities within amateur and professional sports environments. Future employment for sports Administration graduates would most likely be in positions within intercollegiate athletics (including athletic departments, conferences, and national organizations), professional sport organizations (teams and leagues) public assembly facilities, sports tours, motor sports, corporate sports organizations, sports media, and the entertainment industries.

The Sport Administration graduate program will allow students and professionals to receive an advanced level degree that will develop their knowledge and skills to successfully prepare them in their chosen careers. As an applied field of administration, it is essential that students be able to incorporate information learned through this program, their own work experience, and cultural backgrounds and apply these to current or future employment. Both theory and practice will be incorporated into the curriculum in which instruction is enhanced by sport administration professionals, site visitations, research, and group projects designed to learn competent and applicable sport administrative practices.

Students will be immersed in a required core of ten (10) courses (30 total credits), the last of which will be a capstone seminar (graduate project) course. Students will also be required to successfully complete comprehensive exams.

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

Market Demand

In the new and emerging field of sport administration, there has arisen a need for qualified managers at every level, from recreational youth programs to world-class professional organizations. This program will focus on sport administration at the interscholastic, intercollegiate and professional levels. This proposed curriculum meets the challenge of the rapidly changing world of sports. The growth of professional sports, college athletics, facility management, media and marketing organizations has created a need for specialized professional preparation. The complex nature of today's sports programs is increasing the need for professionally prepared sports managers. The need of graduate degrees in sport management/administration field is documented by the attached job announcements. A master's degree in sport administration or sport management is regarded as in many entry-level positions, a minimum requirement for job placement. At very least, a master's degree will be preferred in most administrative positions within this field.

While sport management is a quickly growing field, until recently there has been a dearth of qualified programs able to produce sport managers. Competition from both the private and public job markets and a strong push for international students, women, older adults and minorities adds to the recruitment strain facing the sport industry. Thus, although the sport industry is relatively new and emerging, steps must be taken to insure that students of mature academic standing are admitted to the ASU Sport Administration Master's degree program. The ASU Sport Administration program strives to focus on preparing students to work within a sport environment that increasingly demands employees acquire graduate degree training.

Market Pool

There are currently more than 200 undergraduate sport management majors in Arkansas (including ASU) that are potential graduate students. College and university athletic department staff seeking to advance their careers through graduate education is a second pool of potential M.S. candidates. Certified public/private high school coaches seeking an athletic-related graduate degree are a third pool of potential candidates.

In-State Competition

University of Arkansas Little-Rock (UALR) started a M.S. in Sport Management during Fall 2007 and became the first sport management graduate degree focusing on sport business in Arkansas. UALR is comparatively similar to the proposed program; hence it may be the most likely competitor in Arkansas.

University of Arkansas-Fayetteville has a graduate program in Sport & Recreation Management; however, the program's focus is in recreational sports settings.

Uniqueness of Program

Professionals from all areas of sports and athletics will be engaged in lending counsel and instruction through classroom presentations, volunteer opportunities, and graduate projects. Throughout the year, leaders from professional and collegiate sports are invited to be guest speakers regarding specific areas in sports management. The local environment provides an excellent laboratory setting for students to obtain valuable experience while pursuing their degree.

The uniqueness of the Sport Administration programs at Arkansas State University is centered on:

1. Courses that emphasize a practical and theoretical application to amateur and professional sport organization.

2. Experienced faculty who have practiced in the athletic administration profession, as well as published in national and international journals.

3. Our geographic area exposes students to sports industry professionals and organizations (Memphis Redbirds, Memphis Grizzlies, Memphis Riverkings, AllTel Arena, FedEx Forum, St. Louis Rams, St. Louis Cardinals, St. Louis Blues, Arkansas Travelers, Arkansas State University Athletic Department, University of Memphis Athletic Department, Southeast Missouri University Athletics, Sunbelt Conference, and Conference USA) that will provide guest lecturers, volunteer opportunities, graduate projects and field experience, also increasing their networking base.

ASU Student Survey

A survey was conducted in selected ASU HPESS courses during the 2006-07 academic year to ascertain student interest. Table 1 displays the results.

Table 1. **ASU Sport Administration Graduate Program Interest Survey (2006-07)**

This survey was distributed in HPESS classes both Fall and Spring semesters.

Total respondents= 94

Current employment

Full Time

18 (19%)

| | |
|--------------|----------|
| Part Time | 47 (50%) |
| Not Employed | 29 (31%) |

How many hours per week do you work?

| | |
|-------------|----------|
| 1-10 hours | 9 (10%) |
| 11-20 hours | 26 (28%) |
| 21-30 hours | 19 (20%) |
| 31 or more | 19 (20%) |

Interest level in earning a M.S. degree in Athletic Administration/Sport Management

| | |
|---------------|----------|
| Very Likely | 38 (40%) |
| Likely | 24 (25%) |
| Undecided | 12 (12%) |
| Less Likely | 8 (9%) |
| Very Unlikely | 11 (12%) |

If interested in a new M.S. degree, in which semester would you apply?

| | |
|-------------|----------|
| Summer 2008 | 13 (14%) |
| Fall 2008 | 35 (37%) |
| Spring 2009 | 18 (19%) |
| Summer 2009 | 3 (4%) |
| Fall 2009 | 10 (11%) |

Projected enrollment status while in program

| | |
|-----------|----------|
| Full-time | 74 (79%) |
| Part-time | 15 (16%) |

Would you take online coursework if available?

| | |
|-----|----------|
| Yes | 77 (82%) |
| No | 16 (17%) |

What are your sources of funding? Mark all that apply.

| | |
|------------|----------|
| Personal | 53 (56%) |
| University | 51 (54%) |
| Family | 42 (44%) |
| Bank | 29 (31%) |
| Company | 1 (1%) |
| Other | 8 (9%) |

What is the most important quality in choosing a graduate program?

| | |
|--------------------|----------|
| Quality of program | 55 (59%) |
| Cost | 26 (28%) |
| Proximity to home | 22 (23%) |
| Other | 12 (13%) |

("Other" responses included: acceptance, job opportunities near the program, time constraints, graduate assistantship opportunities, and scheduling times)

| | |
|-----------------------|--------|
| Classes close to work | 7 (7%) |
|-----------------------|--------|

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

M.S. Sport Administration (30 cr)

| | |
|---|-------------------|
| (1) ELAD 6103 Ethical Leadership | 3 |
| (2) ESPE 6113 Sport Law | 3 |
| (3) ESPE 6123 Sport Marketing | 3 |
| (4) ESPE 6133 Sport Finance & Budgeting | 3 |
| (5) ESPE 6143 Sport Communications | 3 |
| (6) ESPE 6153 Sport Leadership | 3 |
| (7) ESPE 6163 Sport Governance & Operations | 3 |
| (8) ESPE 6603 Sport in Society | 3 |
| (9) ESPE 6673 Research Design | 3 |
| (10) ESPE 6793 Graduate Project | 3 |
| Total | 30 credits |

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

David LaVetter, Ph.D.
Assistant Professor, Sport Management
Department of Health, Physical Education and Sport Sciences

TBD
New search for tenure-track line (Spring 2009)
Assistant Professor, Sport Management
Department of Health, Physical Education and Sport Sciences

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

Current holdings through ASU Library Database:
Coach & Athletic Director
International Council for Health, Physical Education, Recreation, Sport & Dance (ICHPER-SD)
Journal of Research
International Journal of Applied Sport Science
International Journal of Sport Management
International Journal of Sport Management and Marketing
International Journal of Sports Finance
Journal of Intercollegiate Sport
Journal of Intercollegiate Issues in Sport
Journal of Legal Aspects in Sport
Journal of Sport Management
Journal of Venue & Event Management

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

The proposed master's degree will require no new administrative cost, no additional library resources, or new instructional supplies/equipment. The only expected cost will be for six hours of adjunct salary annually (\$550X6=\$3,300)

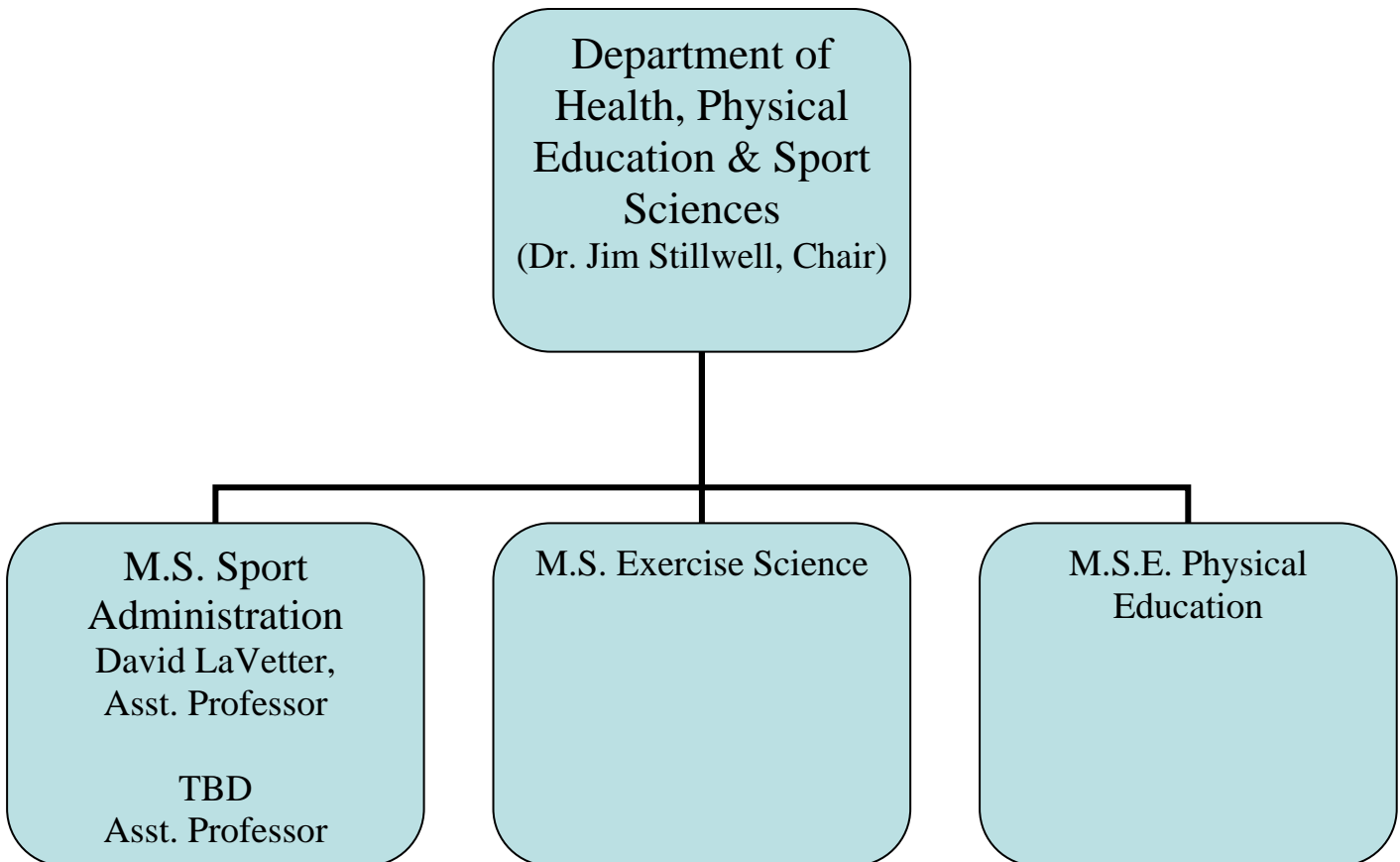
11. Sources of Funding (Reallocation from where? Tuition and fees? Other?)

Office of the Vice Chancellor of Academic Affairs and Research

12. Organizational Chart Reflecting New Program

Department of Health, Physical Education and Sport Sciences
Dr. Jim Stillwell, Chair

Existing Graduate Programs: M.S. Exercise Science, M.S.E Physical Education



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

Accreditation is a goal for the M.S. Sport Administration program.

The M.S. Sport Administration program is designed to meet Commission of Sport Management Accreditation

(COSMA)/National Association of Sport and Physical Education (NASPE) curriculum standards for accreditation.

These are found at <http://iweb.aahperd.org/naspe/cosma/template.cfm?template=main.html>

12 Graduate Program Standards:

Standard 1: Critical Curriculum

Standard 2: Critical Mass- Faculty (Three full-time faculty- one in the home unit with a terminal degree assigned at least half time in sport management, and two in the home unit with at least a master's degree assigned at least half time in sport management)

Standard 3 Content- Socio-cultural dimensions in sport (Sport in Society)

Standard 4 Content- Management and leadership in sport (Sport Leadership, Sport Governance & Operations)

Standard 5 Content- Ethics in sport management (Ethical Leadership & Sport Law)

Standard 6 Content- Marketing in sport (Sport Marketing)

Standard 7 Content- Communication/Technology in sport (Sport Communications)

Standard 8 Content- Finance and budgeting in sport (Sport Finance and Budgeting)

Standard 9 Content- Legal Aspects in sport (Sport Law)

Standard 10 Content- Economics in sport (Sport Finance and Budgeting)

Standard 11 Content- Governance in sport (Sport Governance & Operations)

Standard 12 Content- Field experience in sport management (Graduate Project)

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

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

Current undergraduate ASU Sports Management degree program demographics:

White- 68%

Black- 32%

Many of ASU's Sport Management undergraduate majors have expressed interest in pursuing the M.S. degree in Athletic Administration. Thus, it is anticipated that a comparable percentage of minority students will apply to the new program.

Recruiting strategies:

- Attend minority student recruitment fairs on campus
- Send information packets (e.g. brochures) to sport management undergraduate degree programs in the U.S.
- Place M.S. program information on HPES department and ASU Sport Management Club websites
- International student recruitment (faculty contacts in UK and Europe)

16. How will this program be assessed?

Course evaluations

Program will seek accreditation through Committee on Sport Management Accreditation (COSMA)

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

Potential graduate students will come from 1) the ASU HPES department undergraduate students (mostly Sport Management majors), 2) certified public/private school coaches and 3) undergraduate sport management majors in Arkansas universities. Neither population should impact any existing ASU graduate program.

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

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
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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.

From ASU graduate school website

<http://graduateschool.astate.edu/graduate%5Fbulletin%5F2007%2D08/>

DEGREES OFFERED

Arkansas State University offers work leading to the following degrees with major fields or emphasis areas:

- A. The Doctor of Education (Ed.D.)
Major in Educational Leadership
- B. The Doctor of Philosophy (Ph.D.)
Majors in
1. Environmental Science
2. Heritage Studies
3. Molecular Biosciences
- C. The Specialist in Community College Teaching (SCCT)
Emphasis Areas in
1. Agricultural Education
2. Biology
3. Business Administration
4. Business Technology
5. Chemistry
6. English
7. History
8. Music Education
9. Physical Education
10. Political Science
11. Reading
12. Sociology
13. Speech Communication and Theatre
14. Vocational-Technical Administration
15. Community College Administration
- D. The Specialist in Education (Ed.S.)
Majors in
1. Educational Leadership
2. Psychology and Counseling
- E. The Master of Accountancy (MAcc)
- F. The Master of Arts (MA)
Majors in
1. Art
2. Biology
3. Criminal Justice
4. English

- 5. Heritage Studies
- 6. History
- 7. History-Public History Emphasis
- 8. History-Global History Emphasis
- 9. Political Science
- 10. Sociology
- 11. Communication Studies and Theatre
 - Emphasis Areas in
 - a. Communication Studies
 - b. Theatre

- G. The Master of Business Administration (MBA)
- H. The Master of Communication Disorders (MCD)
- I. The Master of Music (MM)
- J. The Master of Music Education (MME)
- K. The Master of Public Administration (MPA)
- L. The Master of Physical Therapy (MPT)
- M. The Master of Rehabilitation Counseling (MRC)
- N. The Master of Science (MS) Majors in
 - 1. Biology
 - 2. Chemistry
 - 3. College Student Personnel Services
 - 4. Computer Science
 - 5. Early Childhood Services
 - 6. Exercise Science
 - 7. Health Sciences
 - 8. Information Systems & e-Commerce
 - 9. Mathematics

10. Sport Administration

- 10. Vocational-Technical Administration
- O. The Master of Science in Agriculture (MSA)
 - Majors in
 - 1. Agricultural Education
 - 2. Agriculture
- P. The Master of Science in Education (MSE)
 - Majors in
 - 1. Curriculum and Instruction
 - 2. Early Childhood Education
 - 3. Educational Leadership
 - 4. Educational Theory and Practice
 - 5. Mid-Level Education
 - 6. Reading
 - 7. School Counseling
 - 8. Majors in Secondary Education Teaching Fields:
 - a. Biology
 - b. Business Technology
 - c. Chemistry
 - d. English
 - e. Mathematics
 - f. Physical Education
 - g. Social Science
 - 9. Special Education
 - Majors in
 - a. Instructional Specialist
 - Emphasis Areas in

- i. Grades P-4
- ii. Grades 4-12
- b. Emotionally Disturbed
- c. Gifted, Talented, and Creative

Q. The Master of Science in Mass Communications (MSMC)
Majors in

- 1. Journalism
- 2. Radio-Television

R. The Master of Science in Nursing (MSN)
Emphasis Areas in

- 1. Adult Health Nursing
- 2. Family Nurse Practitioner
- 3. Nurse Anesthesia

S. Graduate Certificate
Majors in

- 1. Aging Studies
- 2. Health Sciences Education
- 3. Criminal Justice
- 4. Student Affairs

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

1. Proposed Course Prefix and Number
 ESPE 6113

2. Course Title as it should appear in the bulletin and if title is 32 characters (spaces included) or more, please provide short title to be used on transcripts.
 Sport Law

3. Brief course description (40 words or less) as it should appear in the bulletin, including prerequisites, and semester(s) course will be offered. Do you want the student information system to enforce the prerequisites?
 In-depth understanding on a variety of legal issues pertaining to the amateur and professional sport environment. Tort law, negligence, contract, antitrust, labor, premise operator, exculpatory, and licensing law will be analyzed in the context of sports-related cases.

4. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
 David LaVetter, Arkansas State University, PO Box 240 State University, AR 72467,
lavetter@astate.edu, 680-8154

5. Proposed Starting Term/Year
 Fall 2009

6. Is this course in support of a new program? If yes, what program?
 Yes. Proposed M.S. Sport Administration, Department of Health, Physical Education & Sport Sciences

7. a. Does this course replace a course being deleted?
 No
b. If yes, what course?
 No
c. Has this course number been used in the past?
 No

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

No

9. Justification should include:

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

The development of an advanced knowledge associated with legal concepts, terminology, cases, and national standards within various areas of sport administration. Students will:

- 1) Increase awareness of areas of legal concern for athletic administrators.
- 2) Learn strategies to minimize liability within sport environments.
- 3) Review pertinent legal cases and apply them to practical settings.
- 4) Learn of expected professional standards of conduct within athletics environment.

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.

Commission on Sport Management Accreditation (COSMA) and National Association of Sport & Physical Education (NASPE) identified a knowledge base of legal aspects of sport as a content area requirement for Master's level programs.

C. Student population served.

ASU M.S. Sport Administration students.

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

Students enrolled in this course are graduate level standing. They should have completed a bachelor's degree, preferably in sport management/administration. This course will require students to possess advanced researching, critical analysis, and communication (written and oral) skills. Legal cases related to sports environments are analyzed and summarized. Students are expected to formally present legal analysis of their selected cases as well as provide thorough written analysis. Significant classroom discussion that applies advanced level critical analysis skills is expected of each student. Additionally, students should possess excellent oral and persuasion skills to competently debate various legal cases.

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

Week 1 Introduction to the managerial law approach

Week 2 Conducting legal research

Week 3 Managerial strategies to minimize liability (risk management in sport)

Week 4 Governance in professional and Olympic sport

Week 5 Governance in college athletics

Week 6 Employment relations issues: Discrimination, working conditions, employer liability for employees

Week 7 Labor relations and collective bargaining

Week 8 Law of agency and athlete agents

Week 9 Regulation of participation: Race, gender (Title IX), and disability

Week 10 Sport facility and event legal issues

Week 11 Participant liability issues: Negligence

Week 12 Premises and spectator liability

Week 13 Waivers and exculpatory clauses

Week 14 Promotional and operational issues in marketing

Week 15 Exams

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

| | |
|------------------------|-----|
| Case briefs (4) | 20% |
| Debates (2) | 10% |
| Legal research project | 20% |
| Midterm exam | 25% |
| Final exam | 25% |

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

| |
|---|
| 13. Required reading |
| Sharp, Moorman & Claussen (2007). Sport law: A managerial approach. Holcomb Hathaway: Scottsdale, AZ. |
| 14. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) |
| YES |
| 15. How will this course be assessed? |
| Course evaluations |
| 16. If this course is to be used for general education, how does it fulfill the goals of general education? |
| N/A |

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

Physical Education

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

ESPE 6113 Sport Law. In-depth understanding on a variety of legal issues pertaining to the amateur and professional sport environment. Legal areas, such as tort, negligence, contract, antitrust, labor, premise operator, exculpatory, and licensing law will be analyzed in the context of sports-related cases.

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

New/Special Course Proposal-Bulletin Change Transmittal Form

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

Graduate Council - 14 copies plus 1 original

New Course or Special Course (Check one box)

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

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

| |
|--|
| <p>1. Proposed Course Prefix and Number ESPE 6123</p> |
| <p>2. Course Title as it should appear in the bulletin and if title is 32 characters (spaces included) or more, please provide short title to be used on transcripts. Sport Marketing</p> |
| <p>3. Brief course description (40 words or less) as it should appear in the bulletin, including prerequisites, and semester(s) course will be offered. Do you want the student information system to enforce the prerequisites? Provides students with advanced knowledge, skills and understanding necessary to propose, develop and conduct strategic marketing plans for sport organizations. Also covers essential elements of sport promotions and sport consumer behavior within professional, and amateur sports.</p> |
| <p>4. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) New Tenure-Track Faculty (TBD), Arkansas State University, PO Box 240 State University, AR 72467, 870-680-8107</p> |
| <p>5. Proposed Starting Term/Year Spring 2010</p> |
| <p>6. Is this course in support of a new program? If yes, what program? Yes. Proposed M.S. Sport Administration, Department of Health, Physical Education & Sport Sciences</p> |
| <p>7. a. Does this course replace a course being deleted? No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past? No</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p> |
| <p>8. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No</p> |

9. Justification should include:

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

This course is an advanced level of sport marketing course. It is designed to expand the knowledge background of students in respects to various areas of sport consumer behaviors. Research in sport marketing will be discussed; therefore, the skills and knowledge to analyze research and provide critique is required. For more detail, students will understand the importance of developing and practicing effective marketing strategies for professional and collegiate sport organizations. Advanced level presentation skills are also required. After successful completion of this course, Students will:

- 1) know the importance of sport marketing strategies for the sport organizations
- 2) understand fundamental influence of the sport marketing strategy on sport consumer behaviors
- 3) be able to search, read, and understand scholarly published journal articles relevant to the issues of sport marketing
- 4) be able to develop a sport marketing plan for the sport organizations
- 5) be able to analyze and critique current marketing strategies of mega sporting businesses

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.

Commission on Sport Management Accreditation (COSMA) and National Association of Sport & Physical Education (NASPE) identified sport marketing as a core area for requirement in Master's level programs.

C. Student population served.

ASU M.S. Sport Administration students.

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

Students enrolled in this course are graduate level standing. They should have completed a bachelor's degree, preferably in sport management or administration. This course will require students to possess communication (written and oral) skills as well as critical analysis abilities.

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

- Week 1: Intro to sport marketing and sport industry
- Week 2: Sport marketing research
- Week 3: SWOT analysis of sport organizations
- Week 4: Concept of marketing mix and its application
- Week 5: Place
- Week 6: Price
- Week 7: Promotion
- Week 8: Product
- Week 9: Using advanced technology in marketing
- Week 10: Concepts in sport marketing and consumer behavior
- Week 11: Promotional licensing and sponsorship
- Week 12: Market segmentation
- Week 13: Sales: management and applications
- Week 14: Public relations in Sports
- Week 15: Exams

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

| | |
|--|-----|
| Sport Marketing Research Article Reviews | 15% |
| Sports Sponsorship Evaluation | 15% |
| Sports Marketing Development Plan | 20% |
| Exam I | 25% |
| Exam II | 25% |

| |
|--|
| <p>12. Special features (e.g. labs, exhibits, site visitations, etc.) Auto Zone Park, Memphis Redbirds. Marketing staff, professional guest speaker FedEx Forum, Memphis Grizzlies. Marketing staff, professional guest speaker Alltel Arena, Little Rock. Marketing staff, professional guest speaker</p> |
| <p>13. Required reading Mullin, Hardy, & Sutton (2007). Sport Marketing (3rd Ed.) Human Kinetics: Champagne, IL.</p> |
| <p>14. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) NO</p> |
| <p>15. How will this course be assessed? Course evaluations</p> |
| <p>16. If this course is to be used for general education, how does it fulfill the goals of general education? No</p> |

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

ESPE 6123 Sport Marketing. Provides students with advanced knowledge, skills and understanding necessary to propose, develop and conduct strategic marketing plans for sport organizations. Also covers essential elements of sport promotions and sport consumer behavior within professional and amateur sports.

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

New/Special Course Proposal-Bulletin Change Transmittal Form

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Graduate Council - 14 copies plus 1 original

New Course or Special Course (Check one box)

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

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

| |
|---|
| 1. Proposed Course Prefix and Number ESPE 6133 |
| 2. Course Title as it should appear in the bulletin and if title is 32 characters (spaces included) or more, please provide short title to be used on transcripts. Sport Finance & Budgeting |
| 3. Brief course description (40 words or less) as it should appear in the bulletin, including prerequisites, and semester(s) course will be offered. Do you want the student information system to enforce the prerequisites? Topics as they relate to fiscal and budgetary control of professional and amateur sport organizations. Included are: public sport facility financing, ownership, financial analysis, feasibility and economic impact studies. Analyzes financial challenges and strategies of professional and intercollegiate athletics. |
| 4. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) David LaVetter, Arkansas State University, PO Box 240 State University, AR 72467, lavetter@astate.edu , 680-8154 |
| 5. Proposed Starting Term/Year Spring 2010 |
| 6. Is this course in support of a new program? If yes, what program? Yes. Proposed M.S. Sport Administration, Department of Health, Physical Education & Sport Sciences |
| 7. a. Does this course replace a course being deleted? No b. If yes, what course? c. Has this course number been used in the past? No Attach Course Deletion Proposal-Bulletin Change Transmittal Form. |
| 8. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. |

No

9. Justification should include:

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

Students synthesize advanced financial and budgetary concepts associated with athletic management. Students will:

- 1) Explore the financial challenges in managing amateur and professional sport organizations.
- 2) Research and critically analyze economic impact studies in sport.
- 3) Analyze sport organizations by means of financial SWOT analyses.
- 4) Gain advanced understanding of revenue source trends in professional and intercollegiate sports.
- 5) Investigate conceptual sales and promotional strategies in acquiring sport sponsorships.
- 6) Explore inventory and production management in sport.

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.

Commission on Sport Management Accreditation (COSMA) and National Association of Sport & Physical Education (NASPE) identified fiscal management of sport organizations as a content area requirement for Master's level programs.

C. Student population served.

ASU M.S. Sport Administration students.

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

Students enrolled in this course are graduate level standing. They should have completed a bachelor's degree, preferably in sport management/administration. This course will require students to possess advanced researching, critical analysis, and communication (written and oral) skills. The ability to synthesize financial data of sport organizations and apply strategies to assigned project is vital. Each student is expected to contribute existing literature to classroom discussion. Both amateur and professional sports organizations and associations are explored from a financial perspective (i.e. budgetary challenges, revenue sources, economic impact, fundraising, and corporate investment). The concept of sport sponsorship is thoroughly researched and analyzed. Integrating effective business strategies in acquiring creative revenue sources will be expected in completing assignments accurately. Students are expected to formally present SWOT analyses of instructor-selected sport organizations and associations. Advanced financial and budgetary decision-making skills within sport settings is expected from course written and oral presentation projects.

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

Week 1 Economic magnitude of sport, emerging technology, saturated marketplace

Week 2 Financial challenges facing intercollegiate athletics

Week 3: Financial challenges facing professional sports

Week 4: Sport enterprises' sources of revenue; budget management

Week 5 Sport facility investment

Week 6: Principles of economic impact analysis

Week 7: Public subsidizations of sports facilities

Week 8: Sources of public sector funding

Week 9: Implementation of public-private partnerships

Week 10: Ticket sales and operations

Week 11: Sale of broadcast rights

Week 12: Foodservice and Merchandise concession operations

Week 13: Inventory and production management

Week 14: Soliciting sponsorships from business organizations

Week 15: Fundraising and development in sport

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

| | |
|--|-----|
| Sport organization financial SWOT analysis (2) | 15% |
| Economic impact research paper | 15% |
| Group project | 10% |
| Exam I | 20% |
| Exam II | 20% |
| Exam III | 20% |
| 12. Special features (e.g. labs, exhibits, site visitations, etc.) ASU Athletic Department professional guest speaker- Associate Athletic Director for Finance Memphis Grizzlies (FedEx Forum) site visit and professional guest speaker- VP of Accounting and Finance Memphis Redbirds site visit and professional guest speaker- VP of Finance | |
| 13. Required reading Howard, D. R & Crompton, J.L. (2008). <i>Financing sport (2nd)</i> . Fitness Information Technology: Morgantown, WV. | |
| 14. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) YES | |
| 15. How will this course be assessed? Course evaluations | |
| 16. If this course is to be used for general education, how does it fulfill the goals of general education? No | |

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND SPORT SCIENCES
Physical Education

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

ESPE 6133 Sport Finance and Budgeting. Topics as they relate to fiscal and budgetary control of professional and amateur sport organizations. Included are: public and private sport facility financing, ownership, financial analysis, feasibility and economic impact studies. Analyzes financial challenges and strategies of professional and intercollegiate athletics.

ESPE 6513 Cardiorespiratory Physiology The study and practical applications of cardiovascular

New/Special Course Proposal-Bulletin Change Transmittal Form

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 Graduate Council - 14 copies plus 1 original

New Course or Special Course (Check one box)
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| College Curriculum Committee Chair | Date | Undergraduate Curriculum Council Chair | Date |
| College Dean | Date | Graduate Curriculum Committee Chair | Date |
| | | Vice Chancellor for Academic Affairs | Date |

1. Proposed Course Prefix and Number
 ESPE 6143

2. Course Title as it should appear in the bulletin and if title is 32 characters (spaces included) or more, please provide short title to be used on transcripts.
 Sport Communications

3. Brief course description (40 words or less) as it should appear in the bulletin, including prerequisites, and semester(s) course will be offered. Do you want the student information system to enforce the prerequisites?
 Provides students with advanced knowledge, skills and understanding relating to all aspects of the sport media and communication industry and how each is integral to the management, marketing, and operational goals of sport organizations at all levels. Use of technology in sport communications also covered.

4. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
 New Faculty (TBD), Arkansas State University, PO Box 240 State University, AR 72467, 870-680-8107

5. Proposed Starting Term/Year
 Spring 2010

6. Is this course in support of a new program? If yes, what program?
 Yes. Proposed M.S. Sport Administration, Department of Health, Physical Education & Sport Sciences

7. a. Does this course replace a course being deleted?
 No
b. If yes, what course?
 No
c. Has this course number been used in the past?
 No

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

No

9. Justification should include:

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

This course is an advanced level of communication in sport. It will involve advanced communications research in a sport context. Therefore due to the nature of the course, superior oral and written communication skills are expected. These skills will help enable students to effectively complete the group projects. It is designed to expand the knowledge background of students in respects to various areas of communications strategies and technologies. Upon completion of this course, students will understand:

- The history, development, and definition of sport communication, including the effects of trends, pioneers, and the dynamic growth of the sport industry
- Career options in sport communication and keys to entering the field, including self-evaluation, education, marketability, networking, experiential learning, and job searching
- The intersection of sport communication with sociological and cultural issues related to enjoyment, marketability of violence, gender, race and ethnicity, and nationalism
- The ability of sport communication to reflect, create, shape, reinforce, and sustain myths, values, perceptions, power structures, socialization, social policies, and beliefs within a society
- An analysis of the history and impact of the unique relationship between athletes and the press
- A discussion of the legal rights of those in sport journalism to acquire, report, and publish information relative to athletes and sport entities
- Technology's impact on legal issues in sport communication from real-time scores to fantasy sports leagues

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.

Commission on Sport Management Accreditation (COSMA) and National Association of Sport & Physical Education (NASPE) identified communications and technology in sport a core area for requirement in Master's level programs.

C. Student population served.

ASU M.S. Sport Administration students.

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

Students enrolled in this course are graduate level standing. They should have completed a bachelor's degree, preferably in sport management or administration. This course will require students to possess communication (written and oral) skills as well as critical analysis abilities.

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

Week 1 Study of Sport Management and Sport Communication

Recognizing the Magnitude of the Sport Industry
Focusing on the Study of Sport Management
Focusing on the Study of Sport Communication
Preparing for a Career in Sport Communication
Increasing Your Marketability Through Ancillary Activities

Week 2 Careers in Sport Communication

Careers in Management
Careers in Mass Media
Careers in Support Services
Careers in Entertainment
Careers Through Other Opportunities
Your Keys to Entry Into the Field

Week 3 History and Growth of Sport Communication

Early Eras of Sport Journalism

Golden Age of Sport

Perspective Period

Transition Years

Pete Rozelle and Boone Arledge and Their Pioneering Visions

Today's Sport Communication

Week 4 Sport Communication and the Strategic Sport Communication Model (SSCM)

Defining Sport Communication

Examining the Theoretical Framework of Sport Communication

Identifying the Elements of Sport Communication

Focusing on Theories of Mass Effects

Analyzing the Strategic Sport Communication Model

Week 5 Personal Sport Communication

Highlighting Three Forms of Personal Communication in Sport

Characterizing Interpersonal Communication

Identifying the Elements of the Interpersonal Sport Communication Process

Communicating With Nonverbal Messages

Communicating With Verbal Messages

Improving Your Interpersonal Communication

Week 6 Organizational and Leadership Communication in Sport

Understanding Organizational Sport Communication

Recognizing Three Organizational Features That Affect Communication

Examining Forms of Communication in Sport Organizations

Appreciating Leadership Communication in Sport

Week 7 Sport Publishing and Print Sport Communication

Newspaper Sports Coverage

Sports Books

Wire Services and Technological Advancements

Sports Magazines

Life As a Sport Journalist

Week 8 Electronic and Visual Sport Communication

Experiencing Sport Through Radio

Experiencing Sport Through Television

Recognizing the Influence of Cable Television

Showcasing Sport Through Films and Documentaries

Week 9 Online Sport Communication and the New Sport Media

Surveying the New Sport Media: Interactivity and the Internet

Examining Internet Usage in Sport

Introducing the Model for Online Sport Communication

Exploring New Sport Media and Communication Channels

Week 10 Sport Advertising

Understanding Historical Perspectives

Identifying the Characteristics and Challenges of Sport

Recognizing Value of Sport Sponsorship

Focusing on the Use of Athletes As Endorsers

Week 11 Public Relations and Crisis Communication in Sport

Identifying Historical Perspectives and Trends in Public Relations

Practicing Effective Public Relations

Managing Media Relations

Managing Community Relations

Managing Communication During Crisis

Week 12 Sport Communication Research
 Media Industry's Practical Use of Research
 Academia's Use of Research to Explore Sport Communication

Week 13 Sociological Aspects of Sport Communication
 Race and Ethnicity
 Females and the Sport Media
 Nationalism and the Sport Media
 Current Sociological Issues Affecting Sport Media

Week 14 Legal Issues in Sport Communication
 Examining Player–Media Relations
 Establishing Freedom of the Press in the United States: The First Amendment
 Defining the Limits of the Press
 Assessing Technology's Impact on Legal Issues
 Protecting Reporters' Rights to Locker-Room Access

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

| | |
|--|-----|
| Research Article Reviews (3) | 20% |
| Communication in Sport Organization Projects | 20% |
| Sport Communication Paper | 20% |
| Exam I | 20% |
| Exam II | 20% |

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

Students will also be taught sport communications concepts and principles through use of the Internet in computer labs.

13. **Required reading**

Paul M. Pedersen, Kimberly S. Miloch, Pamela C. Laucella (2007) *Strategic sport communication*. Human Kinetics: Champaign, IL.

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

NO

15. **How will this course be assessed?**

Course evaluations

16. **If this course is to be used for general education, how does it fulfill the goals of general education?**

No

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND SPORT SCIENCES
Physical Education

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

ESPE 6143 Sport Communications. Provides students with advanced knowledge, skills and understanding relating to all aspects of the sport communication industry and how each is integral to the management, marketing, and operational goals of sport organizations at all levels. Use of technology in sport communications also covered.

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

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

| |
|---|
| 1. Proposed Course Prefix and Number ESPE 6153 |
| 2. Course Title as it should appear in the bulletin and if title is 32 characters (spaces included) or more, please provide short title to be used on transcripts. Sport Leadership |
| 3. Brief course description (40 words or less) as it should appear in the bulletin, including prerequisites, and semester(s) course will be offered. Do you want the student information system to enforce the prerequisites? Provides students with advanced knowledge, skills and understanding relating to leadership principles and aspects in sport organizations. Course content includes organizational goals, strategy, environments, culture, power, conflict, leadership, and change affecting sport managers and organizations. |
| 4. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) New Faculty (TBD), Arkansas State University, PO Box 240 State University, AR 72467, 870-680-8107 |
| 5. Proposed Starting Term/Year Summer 2010 |
| 6. Is this course in support of a new program? If yes, what program? Yes. Proposed M.S. Sport Administration, Department of Health, Physical Education & Sport Sciences |
| 7. a. Does this course replace a course being deleted? No b. If yes, what course? c. Has this course number been used in the past? No Attach Course Deletion Proposal-Bulletin Change Transmittal Form. |
| 8. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. |

No

9. Justification should include:

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

Advanced levels of leadership theories are discussed. Skills researching and analyzing literature related to leadership theories and aspects in sport will be enhanced. Excellent oral and written communications skills will be improved as sport organization theory in practical terms are applied in real-world situations. It is designed to expand the knowledge in order to apply these leadership strategies in the sport environment.

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.

Commission on Sport Management Accreditation (COSMA) and National Association of Sport & Physical Education (NASPE) identified communications and technology in sport a core area for requirement in Master's level programs.

C. Student population served.

ASU M.S. Sport Administration students.

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

Students enrolled in this course are graduate level standing. They should have completed a bachelor's degree, preferably in sport management or administration. This course will require students to possess communication (written and oral) skills as well as critical analysis abilities.

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

Week 1 Organization Theory and the Management of Sport Organizations

Week 2 Leadership and Sport Organizations

Week 3 Leadership Research in Sport Management

Week 4 Dimensions of Organizational Structure

Week 5 Design Options in Sport Organizations

Week 6 Organizational Goals and Effectiveness

Week 7 Strategic Alliances

Week 8 Sport Organizations and Their Environments

Week 9 Dynamics of sport organizations

Week 10 Power and Politics in Sport Organizations

Week 11 Managing Organizational Conflict

Week 12 Organizational Change

Week 13 Organizational Decision Making

Week 14 Managing Organizational Culture

Week 15 Exams

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

| | |
|------------------------------|------|
| Research Article Reviews (3) | 20% |
| Leadership in Sport Profile | 20% |
| Leadership in Sport Paper | 20 % |
| Interview | 10% |
| Final Exam | 30% |

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

13. Required reading

Slack, T. S. & Parent, M. (2006). *Understanding Sport Organizations (3rd)*. Human Kinetics: Champagne, IL.

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

NO

15. How will this course be assessed?

Course evaluations

16. If this course is to be used for general education, how does it fulfill the goals of general education?

No

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND SPORT SCIENCES

Physical Education

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

ESPE 6153 Sport Leadership. Provides students with advanced knowledge, skills and understanding relating to leadership principles and aspects in sport organizations. Course content includes organizational goals, strategy, environments, culture, power, conflict, leadership, and change affecting sport managers and organizations.

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

New/Special Course Proposal-Bulletin Change Transmittal Form

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

1. Proposed Course Prefix and Number
 ESPE 6163

2. Course Title as it should appear in the bulletin and if title is 32 characters (spaces included) or more, please provide short title to be used on transcripts.
 Sport Governance and Operations

3. Brief course description (40 words or less) as it should appear in the bulletin, including prerequisites, and semester(s) course will be offered. Do you want the student information system to enforce the prerequisites?
 Provides students with knowledge and understanding of the governance policies and procedures in professional and collegiate sports. Also covers essential elements of facility and game operations within intercollegiate, professional sports, and major sports events.

4. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
 David LaVetter, Arkansas State University, PO Box 240 State University, AR 72467,
lavetter@astate.edu, 680-8154

5. Proposed Starting Term/Year
 Summer 2010

6. Is this course in support of a new program? If yes, what program?
 Yes. Proposed M.S. Sport Administration, Department of Health, Physical Education & Sport Sciences

7. a. Does this course replace a course being deleted?
 No
b. If yes, what course?
 No
c. Has this course number been used in the past?
 No
 Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

9. Justification should include:

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

This course is an advanced level of facility and event operations management. It is designed to gain an understanding of detailed operational strategies and responsibilities to effectively manage professional and collegiate sport facility and game operations. An advanced level of analysis of sport governance of sport policy will be expected. Students will:

- 1) Be exposed to managerial functions and responsibilities as facility and event managers.
- 1) Gain a better understanding of sport facility planning, design, and construction.
- 2) Research sport facility designs.
- 3) Analyze and construct sport event planning models (development, operational planning, implementation, monitoring, and evaluation phases).
- 4) Understand quality concepts and strategies in sport operational management.
- 4) Understand facility and event bidding concepts.

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.

Commission on Sport Management Accreditation (COSMA) and National Association of Sport & Physical Education (NASPE) identified managing sport facilities and events as a content area for requirement in Master's level programs.

C. Student population served.

ASU M.S. Sport Administration students.

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

Students enrolled in this course are graduate level standing. They should have completed a bachelor's degree, preferably in sport management/administration. This course will require students to possess communication (written and oral) skills as well as critical analysis abilities. Each student is required to explore various sports events and analysis of the managerial functions. The various stages of facility design, construction, and management will also be examined from the literature, thus advanced researching and presentation skills will be expected from each student.

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

- Week 1 Sport governance in intercollegiate athletics
- Week 2 Sport governance in professional sports
- Week 3: Policies & procedures in NCAA athletics
- Week 4: Sports agency
- Week 5: Sport site and design
- Week 6: Sport facility construction
- Week 7: Sport facility operations
- Week 8: Facility maintenance
- Week 9: Managing security systems
- Week 10: Event planning model (development phase)
- Week 11: Event planning model (operational planning phase)
- Week 12: Event planning model (implementation, monitoring, and management phase)
- Week 13: Event planning model (evaluation and renewal phase)
- Week 14: Event bidding and marketing
- Week 15: Exams

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

| | |
|--------------------------------------|-----|
| Sport facility design project | 15% |
| Governance evaluation | 15% |
| Event management plan | 10% |
| Operations management research paper | 20% |
| Exam I | 20% |

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| Exam II | 20% |
| 12. Special features (e.g. labs, exhibits, site visitations, etc.) | Auto Zone Park, Memphis Redbirds visit. Game Operations Manager, professional guest speaker Desoto Center, Memphis Riverkings, Operations Director, professional guest speaker Alltel Arena, Little Rock visit. Event Operations Manager, professional guest speaker |
| 13. Required reading | Fried, G (2007). <i>Managing sport facilities and operations</i> . Human Kinetics: Champagne, IL. NCAA Manual |
| 14. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) | NO |
| 15. How will this course be assessed? | Course evaluations |
| 16. If this course is to be used for general education, how does it fulfill the goals of general education? | No |

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND SPORT SCIENCES

Physical Education

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

ESPE 6163 Sport Governance and Operations. Provides students with advanced knowledge and understanding of the governance policies and procedures in professional and collegiate sports. Also covers essential elements of facility and game operations within intercollegiate, professional sports, and major sports events.

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