

Graduate Council Minutes

November 8, 2010

Present: Drs. Sustich, Schmidt, Humphrey, Foldsey (Holman), Traylor, Owen, Miao, Zeng, Christenberry, Clift, Buchanan, Jones, Risch, Ms. Finch and Ms. Welsh

1. New Courses

BIO 5704 Plant Systematics **APPROVED**

ELAD 8053 Perspectives on an Academic Career in Higher Education **APPROVED**

ELAD 8243 Epistemology and Pedagogy **APPROVED**

ELAD 8343 Comparative Education **APPROVED**

ELAD 8411 Succeeding in the PhD Program **APPROVED**

ELAD 8421 Designing Surveys **APPROVED**

ELAD 8431 Experimental Research Design **APPROVED**

ELFN 8753 Multivariate Analysis **APPROVED**

MKTG 6523 Sourcing and Procurement **APPROVED**

2. Course Deletion

BIO 6501 Advanced Plant Taxonomy and BIO 6502 Lab for Advanced Plant Taxonomy
APPROVED

ELAD 8323 Educational Leadership II **APPROVED**

3. Bulletin Change

Changes to the MBA-Logistics **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 send 1 electronic copy to mmcginnis@astate.edu

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

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) BIO 5704
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). Plant Systematics
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture and lab
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard letter
5. Is this course dual listed (undergraduate/graduate)? Yes, dual listed with BIO 4704
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 study of the systematics, nomenclature, morphology, and identification terminology for vascular plants with an emphasis on dichotomous key-based identification of flowering plants of Arkansas.
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). Prerequisites: BIO 1501 and 1503 (Biology of Plants lab and Biology of Plants)
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Spring (every)
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Travis Marsico, Arkansas State University, Jonesboro, PO Box 599, tmarsico@astate.edu , 870-680-8191
11. Proposed Starting Term/Year Spring 2011

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

No

13. Does this course replace a course being deleted?

Yes

b. If yes, what course?

BIO 6501 and BIO 6502 (Advanced Plant Taxonomy and Laboratory for Advanced Plant Taxonomy)

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

No

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

No.

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

This course may be used to fulfill four hours of elective requirements for MS and MA programs in Biology or in MS or Ph.D. in Environmental Sciences. Also, field biologists of all types (and other types of science majors, too) might benefit from knowing about plant diversity. Goals for the course include understanding the bases of plant classification and nomenclature, understanding current theories of plant evolutionary mechanisms and the sources of variation in plants, identifying fern, gymnosperm, and angiosperm plant families with the aid of dichotomous keys and by sight, using appropriate terminology to describe plants and their morphology, and collecting plants and preparing proper herbarium specimens.

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

This course fits well with the goals of the department of Biological Sciences as the "department's graduate program embraces a broad range of topics from global to local, from general to specific and from highly interdisciplinary to very particular" (<http://biology.astate.edu/prospectgrad.htm>). Additionally, the course develops critical reading, thinking and analytical skills which are essential to being a successful biologist no matter what specific area. The MS and MA programs in biology have 20 and 23 hours of electives, respectively. Additionally, the doctoral program in Environmental Sciences requires 34 hours of electives. The addition of this course will help meet these requirements for our graduate students.

C. Student population served.

This course will primarily serve graduate students in Biological Sciences and Environmental Sciences. It is a course that is designed to emphasize the evolutionary relationships of plant species as well as the use of keys and sight identifications of common native and non-native, naturalized plants in the mid-south. Therefore, the course has components of what would traditionally be considered academic and practical applied pursuits.

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

This course covers a lot of material in three formats at an advanced level: lecture, lab, and independent plant collection. Relative to the undergraduate dual listed course, graduate students will have a larger number of plants involved in their collections and they will become the "plant family specialist" for three plant families, providing a lecture on three of the families covered in this 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.)

DATE	LECTURE TOPIC	LABORATORY TOPIC
WEEK 1	Introduction to plant systematics; nomenclature	Plant collection criteria; ferns and fern allies
WEEK 2	Nomenclature (cont.); identification	Vegetative terminology; Gymnosperms
WEEK 3	Identification (cont.); roots, stems, leaves	Flower terminology
WEEK 4	Flowers, fruits, seeds	ANITA Grade
WEEK 5	Ferns; gymnosperm s	Monocots
WEEK 6	Angiosperms: Magnoliid clade	Monocots (cont.)
WEEK 7	Angiosperms: Monocots	Mid-term lab practical
WEEK 8	Angiosperms: Core Eudicots	Core eudicots
WEEK 9	Angiosperms: Fabids	Fabids
WEEK 10	Angiosperms: Malvids and Asterids	Malvids and Asterids
WEEK 11	Angiosperms: Lamiids and Campanulids	Lamiids and Campanulids
WEEK 12	Angiosperms: Campanulids	Field trip 1
WEEK 13	Classification	Field trip 2
WEEK 14	Evolution and variation	Field trip 3
WEEK 15	Molecular Systematics	Final lab practical

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

The course includes both lecture and lab exams as well as a plant collection which requires collection, preparation, and identification of specimens. Relative to the undergraduate dual-listed course, the graduate course will require two additional components. First, each student must present a set of three plant families to the class in a combined lecture-lab format. Second, the graduate course requires additional specimen collections from an increased number of families.

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

This course includes one four-hour lab component each week, some of which will be used for regional field trips (e.g., to Craighead Forest Park).

19. Required reading

Judd, W.S. et al. 2008. Plant systematics: a phylogenetic approach. 3rd edition. Sinauer Associates, Inc. Sunderland, MA. ISBN: 978-0-87893-407-2 (Lecture).

Smith, E.B. 1994. Keys to the Flora of Arkansas. The University of Arkansas Press. Fayetteville, AR. ISBN: 1-55728-312-5 (Lab)

Harris, J.G. and M.W. Harris. 2001. Plant Identification Terminology. 2nd edition. Spring Lake Publishing. ISBN: 978-0964022164 (Lab)

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

This course needs to be taught in the Biology of Plants Laboratory (LSW 442), where a teaching collection of plants is housed. This course requires a 10x or 20x handlens that should be purchased by each student. Dissecting scopes that are present in LSW 442 will be needed for labs.

21. What is the primary goal of this course?

To teach vascular plant identification, classification, nomenclature, and evolutionary relationships through lecture and through hands-on lab experiences, use of dichotomous keys, and student plant collections.

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: To know the systematics of vascular plants

Learning Activity: Reading and lecture material

Assessment Tool: Entrance exam at beginning of course compared with final exam at end of course.

Primary Goal Outcome #2: To know how to identify vascular plant families

Learning Activity: Laboratory exercises and field trips plus lecture

Assessment Tool: Entrance laboratory practical exam at beginning of course compared with laboratory practicals after material is learned.

Primary Goal Outcome #3: To gain skills in specimen collection, preparation and preservation.

Learning Activity: Independent student plant collection

Assessment Tool: Quality and diversity of collection and accuracy of identifications. Student collections should provide on average at least 5 herbarium quality accessionable specimens per student collection.

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.

BIO 6801-3 Independent Study

BIO 7161 Responsible Conduct in Research A one credit hour course providing training on ethical behavior in sciences.

Botany

BIO 5511 Laboratory for Plant Physiology Three hours per week. To be taken concurrently with BIO 5513. (Course fee, \$20)

BIO 5513 Plant Physiology General principles of conduction, cellular reactions, respiration, growth, photosynthesis, movement, hormones, and metabolism in plants. Lecture three hours per week. Prerequisites: BIO 1501, 1503; CHEM 3103, CHEM 3101.

BIO 5521 Laboratory for Wetlands Plant Ecology Two hours per week.

Revised 9/10/2009

To be taken concurrently with BIO 5522. (Course fee, \$20)

BIO 5522 Wetlands Plant Ecology A study of plant responses to environmental factors during germination, growth, reproduction, and dormancy. Lecture two hours per week. Prerequisites: BIO 3123 or permission of professor or chair.

BIO 5531 Aquatic Plants A systematic study of the structure, classification, and ecology of freshwater algae and freshwater aquatic vascular plants. Lecture one hour per week. Prerequisites: BIO 1501, 1503.

BIO 5532 Laboratory for Aquatic Plants Four hours per week. To be taken concurrently with BIO 5531. (Course fee, \$20)

BIO 5541 Laboratory for Mycology Two hours per week. To be taken concurrently with BIO 5542. (Course fee, \$20)

BIO 5542 Mycology Morphology, cytology, genetics, and physiology of fungi. Lecture two hours per week. Prerequisites: BIO ; CHEM 3103, CHEM 3101.

BIO 5551 Laboratory for Medical Mycology Two hours per week. To be taken concurrently with BIO 5552. (Course fee, \$20)

BIO 5552 Medical Mycology A study of cutaneous, systemic, and opportunistic fungus diseases (mucoses) of man and other animals. Lecture two hours per week. Prerequisites: BOT 1501, 1503.

BIO 5704 Plant systematics A study of the systematics, nomenclature, morphology, and identification terminology for vascular plants with an emphasis on dichotomous key-based identification of flowering plants of Arkansas. Lecture two hours per week; laboratory four hours per week. Prerequisites: BIO 1501, 1503. Spring.

BIO 5714 Dendrology A study of the systematics, nomenclature, morphology, phenology, geographic range, and natural history of woody plants with an emphasis on field recognition throughout the year. Lecture two hours per week; laboratory four hours per week. Prerequisites: BIO 1501, 1503. Fall, even.

BIO 6503 Mechanisms of Speciation A study of genetic, environmental and historical factors which modify all species with emphasis on the effects of mutation, selection, and ploidy upon plant genetic systems. Lecture three hours per week. Prerequisite: BIO 3013.

BIO 6501 Advanced Plant Taxonomy A phylogenetic study of flowering plants with emphasis on principal orders and families and problems in nomenclature, speciation, and literature survey. Lecture one hour per week. Prerequisites: BOT 3531, 3532 or permission of professor or chair.

BIO 6502 Laboratory for Advanced Plant Taxonomy Four hours per week. To be taken concurrently with BOT 6501. (Course fee, \$20)

Entomology

BIO 5301 Aquatic Entomology Identification, life histories, ecology of

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

<p>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</p> <p>ELAD 8053</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>Perspectives on an Academic Career in Higher Education (Perspectives Acad Career Hi Ed)</p>
<p>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</p> <p>Experiential Learning and Seminar</p>
<p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</p> <p>Standard Letter</p>
<p>5. Is this course dual listed (undergraduate/graduate)?</p> <p>No</p>
<p>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</p> <p>No</p>
<p>7. Brief course description (40 words or less) as it should appear in the bulletin.</p> <p>A focus on preparing future faculty for balancing various roles in higher education, addressing freedoms and responsibilities associated with teaching, research, and service along with ideas for securing employment and advancing in a professorial career.</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>This course is restricted to PhD students or with permission of instructor.</p>

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Offered Spring semester once a year.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) George Foldesy, Arkansas State University, P O Box 1270, State University, AR 72467-1270 gfoldesy@astate.edu ; (870) 972-3943
11. Proposed Starting Term/Year Spring 2011
12. Is this course in support of a new program? If yes, what program? PhD in Educational Leadership
13. Does this course replace a course being deleted? No b. If yes, what course? N/A c. Has this course number been used in the past? No Attach Course Deletion Proposal-Bulletin Change Transmittal Form. N/A
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 primary goal is to prepare graduate students for an entry level faculty position and a subsequent successful academic career in higher education. 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. PhD program prepares students for positions in higher education. This course provides information and experience to prepare students for successful careers at the college and university levels. C. Student population served. Students pursuing the PhD in Educational Leadership D. Rationale for the level of the course (lower, upper, or graduate). All doctoral level courses are at 8000 level.
16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.) Week 1 Political Influences on Higher Education (AAUP, Alumni, State Dept, State and Fed Gov) Week 2 Shared Governance Models Week 3 Politics of the University Week 4 Qualities of a Scholar Week 5 Institutional Expectations for Teaching, Research and Service Week 6 Achieving Tenure (teaching, research, and service) Week 7 Academic Freedom and Responsibilities, Professional Ethics Week 8 Faculty Reward Models; Criteria for Tenure, Promotion, and Merit Pay Increases Week 9 Establishing an Early Research Agenda, Getting Published Week 10 Models of Teaching Week 11 Faculty Evaluation Week 12 Characteristics of Successful New Faculty Members Week 13 Maintaining Faculty Vitality Week 14 Time Management

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

1. Engagement and Commitment (60 percent)

A. Class Participation and Leadership (30 percent)

Complete all reading assignments and be prepared to discuss them in class. Be prepared to comment on concepts and issues if called upon. Participate in class discussion. Be a proactive learner by taking responsibility for your learning. Key question: how much and how well did you mobilize learning for yourself and your fellow students?

Part of your responsibilities in preparing for class is to post at least one focus question (discussion question) on Blackboard prior to our class meeting. The question should be one stimulated by the reading or by the class dynamics that can be connected to the reading. We will use your questions to guide our learning conversations.

Powerful focus questions

- Are ambitious
- Are personal
- Invite curiosity
- Thought provoking
- Are not test questions

You will get a chance to practice your collaborative and teaching skills by co-teaching a discussion seminar.

B. Weekly Journal Entries (30 percent)

Maintain a weekly journal (typed, double-spaced) of reflections on what is going on with you as a result of the reading and what is happening in class. Entries will be collected twice during the term. These weekly reflections can comment on concepts and issues uncovered in the reading and/or your observations of class dynamics – that illustrate principles from the reading.

Reflection is learning to look at yourself at the same time you are being yourself. These weekly entries will constitute a running journal of your reflections about what's going on inside of you in relation to the material we are studying and to what's happening in class. Document your ongoing, introspective, reflective thinking about your thoughts. Reflective sounds passive, but I am asking you to reflect in order to become wiser about your leadership interventions. Use these journal entries to communicate with me about your observations, learning, growing, successes and challenges.

2. Final paper: Application paper (40 percent)

Through the act of writing, please clarify, organize, and think through your plans for applying what you learned this term – on the job and in the classroom. What skills do you have and what skills might need to be practiced to implement what you have learned? The purpose of this paper is to help you acquire theoretical and practical insight into what it has meant, means now, and may mean in the future for you to exercise leadership with and without authority.

Craft a typed, double-spaced 10-12 page application paper. This paper could be a synthesis of your weekly journal entries or it could be a comprehensive, summary analysis of your beliefs, commitments, reflections and assumptions you have gained through this class.

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

N/A

19. **Required reading**

Buller, J. (2009). *The Essential College Professor: A Practical Guide to an Academic Career*. San Francisco: Jossey-Bass.

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

No new faculty or resources needed.

21. What is the primary goal of this course?

To prepare graduate students for an entry level faculty position and a subsequent successful academic career in higher education.

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

Teaching – understand how to secure employment and navigate the tenure and promotion process.

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

Identify sources of available positions; prepare an application packet; participate in mock interview process; identify model PRT documents.

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.)

Identification of appropriate position; review of application materials and obtain peer/faculty feedback on mock interview; prepare professional plan for adequate progress to meet PRT criteria.

Primary Goal Outcome #2

Scholarship – understand how to establish a research agenda, write grant proposals, and get published.

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

Locate publication outlets; become familiar with author guidelines for submission and criteria for grants.

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

Develop an outline for the publication process; write grant proposal; prepare an article for publication.

Primary Goal Outcome #3

Become familiar with institutional expectations for service to the department, college, university, and profession.

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

Serve on a university committee; observe shared governance committee meetings; participate in a variety of outreach service activities; join a professional organization and volunteer for service.

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

Reflect on the service activities; record minutes of meetings and reflect on dynamics of decision-making process.

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

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
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6. Click on "copy".
7. Minimize the bulletin and maximize this page.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

102810

See attached REVISED page #124 of the 2009 -2010 Graduate Bulletin

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

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

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

ELAD 7051-3 Special Problems in Educational Administration

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

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

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

ELAD 7493 Supervised Internship 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 8053 Perspectives on an Academic Career in Higher Education A focus on preparing future faculty for balancing various roles in higher education, addressing freedoms and responsibilities associated with teaching, research, and service along with ideas for securing employment and advancing in a professorial career. 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.

ELAD 8221 Integrative Seminar II 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. Corequisites: ELAD 8253 and ELAD 8203.

ELAD 8231 Integrative Seminar III 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. Corequisites: ELFN 8783 and ELFN 8773.

Term: Spring Semester

Arkansas State University
College of Education
Center for Excellence in Education

I. COURSE

ELAD 8053, Perspectives on an Academic Career in Higher Education

Short title for transcripts: Perspectives Aca Career Hi Ed

The course purpose is to prepare faculty for balancing various roles in higher education. The course will address freedoms and responsibilities associated with teaching, research, and service along with ideas for securing employment and advancing in a professorial career.

II. PROFESSOR

George Foldesy
Room 404 Smith Hall
(870) 972-3943 Work
(870) 972-3945 Fax
P. O. Box 1270 State University, AR 72467
Email address: gfoldesy@astate.edu

Textbook: Buller, J. (2009). The Essential College Professor: A Practical Guide to an Academic Career. San Francisco: Jossey-Bass.

III. PRIMARY GOAL

To prepare graduate students for an entry level faculty position and a subsequent successful academic career in higher education.

IV. LEARNING OUTCOMES

Primary Goal Outcome #1 Teaching – understand how to secure employment and navigate the tenure and promotion process.

Learning Activity – identify sources of available positions; prepare an application packet; participate in mock interview process; identify model PRT documents.

Assessment Tool – identification of appropriate position; review of application materials and obtain peer/faculty feedback on mock interview; prepare professional plan for adequate progress to meet PRT criteria.

Primary Goal Outcome #2 Scholarship – understand how to establish a research agenda, write grant proposals, and get published.

Learning Activity – locate publication outlets; become familiar with author guidelines for submission and criteria for grants.

Assessment Tool – develop an outline for the publication process; write grant proposal; prepare an article for publication.

Primary Goal Outcome #3 Service – become familiar with institutional expectations for service to the department, college, university, and profession.

Learning Activity – serve on a university committee; observe shared governance committee meetings; participate in a variety of outreach service activities; join a professional organization and volunteer for service.

Assessment Tool – reflect on the service activities; record minutes of meetings and reflect on dynamics of decision-making process.

V. ASSESSMENT TASKS (Course Requirements)

1. Engagement and Commitment (60 percent)

A. Class Participation and Leadership (30 percent)

Complete all reading assignments and be prepared to discuss them in class. Be prepared to comment on concepts and issues if called upon. Participate in class discussion. Be a proactive learner by taking responsibility for your learning. Key question: how much and how well did you mobilize learning for yourself and your fellow students?

Part of your responsibilities in preparing for class is to post at least one focus question (discussion question) on Blackboard prior to our class meeting. The question should be one stimulated by the reading or by the class dynamics that can be connected to the reading. We will use your questions to guide our learning conversations.

Powerful focus questions
Are ambitious
Are personal
Invite curiosity
Thought provoking
Are not test questions

You will get a chance to practice your collaborative and teaching skills by co-teaching a discussion seminar.

B. Weekly Journal Entries (30 percent)

Maintain a weekly journal (typed, double-spaced) of reflections on what is going on with you as a result of the reading and what is happening in class. Entries will be collected twice during the term. These weekly reflections can comment on concepts and issues uncovered in the reading and /or your observations of class dynamics – that illustrate principles from the reading.

Reflection is learning to look at yourself at the same time you are being yourself. These weekly entries will constitute a running journal of your reflections about what's going on inside of you in relation to the material we are studying and to what's happening in class. Document your ongoing, introspective, reflective thinking about your thoughts. Reflective sounds passive, but I am asking you to reflect in order to become wiser about your leadership interventions. Use these journal entries to communicate with me about your observations, learning, growing, successes and challenges.

2. Final paper: Application paper (40 percent)

Through the act of writing, please clarify, organize, and think through your plans for applying what you learned this term – on the job and in the classroom. What skills do you have and what skills might need to be practiced to implement what you have learned? The purpose of this paper is to help you acquire theoretical and practical insight into what it has meant, means now, and may mean in the future for you to exercise leadership with and without authority.

Craft a typed, double-spaced 10-12 page application paper. This paper could be a synthesis of your weekly journal entries or it could be a comprehensive, summary analysis of your beliefs, commitments, reflections and assumptions you have gained through this class.

VI. REQUIRED READING

Buller, J. (2009). *The essential college professor: A practical guide to an academic career.*

San Francisco: Jossey-Bass.

VII. ASSESSMENT AND GRADING

Task 1, Engagement & Commitment

A. Class Participation and Leadership	30 percent
B. Weekly Journal Entries	30 percent

Task 2, Final Paper 40 percent

An "A" for the course will call for "A" performance on all three components.

A work = excellent (distinguished, outstanding, exemplary)

B work = well done (good, strong, solid performance)

C work = passing (not of high quality, but marginally acceptable)

VIII. COURSE OUTLINE (Topics that will be covered)

Political Influences on Higher Education (AAUP, Alumni, State Dept, State and Fed Gov)

Shared Governance Models

Politics of the university

Qualities of a Scholar

Institutional Expectations for Teaching, Research and Service

Achieving Tenure (teaching, research, and service)

Academic Freedom and Responsibilities, Professional Ethics

Faculty Reward Models; Criteria for Tenure, Promotion, and Merit Pay Increases

Establishing an Early Research Agenda, Getting Published

Models of Teaching

Faculty Evaluation

Characteristics of Successful New Faculty Members

Maintaining Faculty Vitality

Time Management

References

American Association of University Professors (2006). *Navigating faculty appointments: Questions and answers*. Washington, DC.

American Association of University Professors (2006). *Redbook: AAUP policy documents and reports*. Washington, DC.

Association of American Colleges and Universities (2006). *Academic freedom and educational responsibility*. Washington, DC

Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university* (3rd ed.). Berkshire, UK: The Society for Research into Higher Education and Open University Press.

Boice, R. (2000). *Advice for new faculty members*. Boston: Allyn and Bacon.

Boyer, E. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

Bracken, S. J., Allen, J. K., & Dean, D. R. (Eds.). (2006). *The balancing act: Gendered perspectives in faculty roles and work lives*. Sterling, VA: Stylus.

- Buller, J. (2009). *The essential college professor: A practical guide to an academic career*. San Francisco: Jossey-Bass.
- Carlson, J. (2008, August). If I had only known: Challenges experienced by women new to the professoriate. *Advancing Women in Leadership*.
- Colbeck, C., O'Meara, K., & Austin, A. (Eds.)(2008). Educating integrated professionals: Theory and practice on preparation for the professoriate. *New Directions for Teaching and Learning*. No. 113.
- Darley, J. M., Zanna, M. P., & Roediger, H. L. (Eds.). (2004). *The compleat academic: A career guide* (2nd ed.). Washington, DC: American Psychological Association.
- Diamond, R. (Ed.)(2002). *Field guide to academic leadership*. San Francisco: Jossey-Bass.
- Finkin, M., & Post, R. (2009). *For the common good: Principles of American academic freedom*. Yale Univ Press.
- Gappa, J., Austin, A., & Trice, A. (2007). *Rethinking faculty work: Higher education's strategic imperative*. San Francisco: Jossey-Bass.
- Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass.
- Goldsmith, J. A., Komlos, J., & Gold, P. S. (2001). *The Chicago guide to your academic career: A portable mentor for scholars from graduate school through tenure*. Chicago: University of Chicago Press.
- Gray, P., & Drew, D. E. (2008). *What they didn't teach you in graduate school: 199 helpful hints for success in your academic career*. Sterling, VA: Stylus.

- Hamilton, N. W., & Gaff, J. G. (2009). *The future of the professoriate: Academic freedom, peer review, and shared governance*. Washington, DC: Association of American Colleges and Universities.
- Katz, S. (2006). What has happened to the professoriate? *The Chronicle Review*, 53(7), B8.
- Knight, J. (2006). *Navigating faculty appointments: Questions and answers*. Washington, DC: American Association of University Professors.
- Knight, P. T. (2002). *Being a teacher in higher education*. Buckingham, UK: Society for Research into Higher Education and Open University Press.
- Kolodny, A. (2008). Tenure, academic freedom, and the career I once loved. *Academe*, 95(5), 22-26.
- Lang, J. M. (2005). *Life on the tenure track: Lessons from the first year*. Baltimore, MD: Johns Hopkins University Press.
- Nelson, C. (2008). Across the great divide. *Academe*, 94(5), 11-15.
- Perry, R., & Smart, J. (Eds). (2007). *The scholarship of teaching and learning in higher education: An evidence-based perspective*. London: Springer.
- Rhoades, G. (2009). Carnegie, Dupont Circle, and the AAUP: (Re)shaping a cosmopolitan, locally engaged professoriate. *Change*, 41(1), 8-15.
- Ross, A. (2008). Beyond the siege mentality. *Education Research Complete*, 94(5), 8-10.
- Schuster, J. H., & Finkelstein, M. J. (2008). *The American faculty: The restructuring of academic work and careers*. Baltimore, MD: Johns Hopkins University Press.
- Sorcinelli, M. D. (2007). Faculty development: The challenge going forward. *peerReview*, 9(4), 4-8.

Stromquist, N. (Ed.)(2007). *The professoriate in the age of globalization*. Sense Publishers.

Turner, R. C., & Hamilton, S. J. (2007). Faculty work in a changing world. *peerReview*, 9(4), 14-16.

Vick, J. M., & Furlong, J. S. (2008). *The academic job search handbook* (4th ed.). Philadelphia, PA: University of Pennsylvania Press.

Welch, A. (Ed.)(2005). *The professoriate: Profile of a professor*. Springer.

Wulff, D., & Austin, A. (2004). *Paths to the professoriate: Strategies for enriching the preparation of future faculty*. San Francisco: Jossey-Bass.

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

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

ELAD 8243

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).**

Epistemology and Pedagogy

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.**

Seminar Only

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

Standard Letter

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

No

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

No

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

An overview of the major concepts of epistemology and learning with emphasis on understanding research theories and best teaching practices.

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).**

This course is restricted to students in the educational leadership doctorate program (Ph.D.).

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

N/A

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

**Amany Saleh, Ph. D.
Arkansas State University
P. O. box 1450, State University, AR 72467**

asaleh@astate.edu
(870) 972-2894

11. **Proposed Starting Term/Year**

FALL 2011

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

Yes, Ph. D. in Educational Leadership

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 students will:

- 1. Gain a better understanding of the nature of knowledge**
- 2. Explore the extent of our knowledge and its meaning**
- 3. Examine the difference between knowledge and beliefs as they impact our educational system**
- 4. Understand the relationship between theories of philosophies, psychology and instruction**
- 5. Analyze the current educational theories in relation to societal needs**

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 designed to help educators gain a better understanding of how the theories of learning and philosophical foundations impact the educational system.

C. **Student population served.**

Educational leadership doctoral students

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

This course provides an opportunity for doctoral students who are grounded in curriculum and basic philosophy of education to expand these concepts into the realms of critical pedagogy, learning theories and the impact of politics and poverty of critical pedagogy on education.

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

- Week 1** Overview and introductions
- Week 2** The nature and analysis of knowledge
- Week 3** Learning philosophies
- Week 4** Relativism, liberalism, and constructionism in education
- Week 5** Traditional educational beliefs and practices
- Week 6** Societal beliefs and critical pedagogy
- Week 7** Critical pedagogy and teacher education
- Week 8** Empowering teachers through critical pedagogy
- Week 9** Learning theories
- Week 10** Memory and learning
- Week 11** Constructivism
- Week 12** Educational and research issues of the 21st Century
- Week 13** The politics and poverty of critical pedagogy
- Week 14** Future trends for K-16 education

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

Research paper, presentations, discussions

Each student will be assigned a topic from the course content to research, write a paper on, as well as give a presentation to the class on the topic of their research. All students will participate in weekly discussions on the readings and the presentations.

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

None

19. **Required reading**

Boghossian, P. (2007). *Fear of knowledge: Against relativism and constructivism*. N.Y.: Oxford University Press.
 McLaren, P., & Kincheloe, J. L. (Eds.). (2007). *Critical Pedagogy: Where are we now?* N. Y. Peter Lang.
 Moser, P., & vander Nat, A. (Eds.). (2002). *Human knowledge: Classical and contemporary approaches*. N.Y.: Oxford University Press.
 Wink, J. (2004). *Critical pedagogy: Notes from the real world* (3rd ed.). N. Y.: Longman.

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

No new resources are needed

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

An overview of the major concepts of epistemology and learning as they relate to education with emphasis on understanding research theories and best teaching practices.

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

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

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

Primary Goal Outcome #1:

Students will pursue a study of the major concepts of epistemology related to education and acquire knowledge of best pedagogical practices.

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

A seminar format will be used where the students will assume the responsibility for directing and participating in discussions.

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

Each student will be required to read and write reflections on three books which will be shared in the classroom.

(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.

102810

See attached REVISED pages # 89 and #124 of the 2009 -2010 Graduate Bulletin

ELAD 8333 Organizational Development in Education
~~ELAD 8323 Doc Sem: Educational Leadership Practices II~~
ELAD 8323 Comparative Education
ELAD 8211 Integrative Seminar I
ELAD 8221 Integrative Seminar II
ELAD 8231 Integrative Seminar III
ELAD 8891-12 Dissertation

Research Foundations (9 hrs)

ELFN 6773 Introduction to Statistics and Research
ELFN 7773 Advanced Educational Research
ELFN 7783 Advanced Educational Statistics

Socio-Cultural Foundations (choose one [3 hrs])

ELFN 6763 Philosophies of Education
SOC 6213 Sociology of Education
HIST 5623 American Educational History

Psycho-Behavioral Foundations (choose one [3 hrs])

PSY 6513 Advanced Educational Psychology
PSY 7563 Theories of Learning
ELCI 6533 Theories of Instruction

ELAD 8243 Epistemology and Pedagogy

Leadership Foundations (18 hrs)

School Administration OR

ELAD 6073 School Law
ELAD 6053 Planning and Resource Allocation
ELAD 6103 Ethical Leadership
ELAD 6033 Administration & Supervision
of Special Education

choose two below...

ELCI 6083 Supervision & Evaluation of Teaching
ELAD 6063 Curriculum Management
ELAD 6003 School & Comm. Relations
ELAD 6326 Elementary Curriculum
ELCI 6423 Middle School Curriculum
ELCI 6523 Sec. School Curriculum

College Administration

ELAD 6273 Legal Aspects of Higher Education
ELAD 6313 Higher Education Finance
CCED 7003 The Community College
CCED 7013 Comm College Curriculum

CCED 7033 Spec Prob Comm Coll Teaching
ELAD 6323 Org & Governance of H.E.

Cognate/Electives (21 hrs)

ELAD 7063 Educational Facilities
ELAD 7103 School District Admin.
ELAD 6423 Special Education Law
ELAD 6593 Supervised Internship

ELAD 7013 School Personnel Administration
ELAD 7023 School Business Management
ELAD 7033 Contemporary Issues
ELCI 6583 Evaluation of Programs/Systems
ELCI 7523 Curriculum Theory/Practice

Minimum hours required for this program: 99

SPECIALIST IN COMMUNITY COLLEGE TEACHING

PURPOSE OF THE DEGREE

The Specialist in Community College Teaching Program provides a sixth-year intermediate degree to prepare teachers and administrators for the Community College. Because the enrollee in a community college tends to be somewhat different from typical college, university, or trade school students, specialized personnel are needed to ensure that the investments made by students and institutions are maximally and mutually beneficial.

The teaching emphasis program of study will focus mainly upon the major field of specialization with adequate opportunities for breadth of preparation in the specialty area and cognate areas, and a background in research methods. Major fields of specialization are presented under degrees offered in the General Information section of the Bulletin. The

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

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

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

ELAD 7051-3 Special Problems in Educational Administration

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

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

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

ELAD 7493 Supervised Internship 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.

ELAD 8221 Integrative Seminar II 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 Corequisites: ELAD 8253 and ELAD 8203

ELAD 8231 Integrative Seminar III 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 Corequisites: ELFN 8783 and ELFN 8773

ELAD 8243 Epistemology and Pedagogy An overview of the major concepts of epistemology and learning with emphasis on understanding research theories and best teaching practices.

ELAD 8253 Educational Policy and the Law A study of the relationship of law and

Arkansas State University

**Epistemology and Pedagogy
ELAD 8243**

Instructor: Dr. Amany Saleh
Office: 433 Smith Hall
Phone: 972-3062
Direct Line: 972-2894
Fax: 972-3945
E-mail: asaleh@astate.edu
Web-address: <http://myweb.astate.edu/asaleh>
Course Web-address: <http://blackboard.astate.edu>

Office Hours

M 3:00-6:00
T 1:00-6:00
W 2:00-4:00
And by appointment

Texts

Boghossian, P. (2007). *Fear of knowledge: Against relativism and constructivism*. N.Y.: Oxford University Press.
McLaren, P., & Kincheloe, J. L. (Eds.). (2007). *Critical Pedagogy: Where are we now?* N. Y. Peter Lang.
Moser, P., & vander Nat, A. (Eds.). (2002). *Human knowledge: Classical and contemporary approaches*. N.Y.: Oxford University Press.
Wink, J. (2004). *Critical pedagogy: Notes from the real world* (3rd ed.). N. Y.: Longman.

Purpose of the Course

The course provides an overview of the major concepts of epistemology and learning as they relate to education. Through discussions and readings, course participants will explore the nature of knowledge and learning in order to gain better understanding of the research on best teaching practices.

Course Objectives

Participants will be able to:

1. Gain a better understanding of the nature of knowledge
2. Explore the extent of our knowledge and its meaning
3. Examine the difference between knowledge and beliefs as they impact our educational system
4. Understand the relationship between theories of philosophies, psychology and instruction
5. Analyze the current educational theories in relation to societal needs

Evaluation of Objectives/Grade Determination

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

Assignment	Due Date	Points
Classroom Participation	Continuously	100
Reflective Journals	Indicated on the class calendar	150
Book Presentations	Indicated on the class calendar	150
Total		400

Classroom Participation

Class attendance is mandatory. Class members are expected to be **on time** and prepared for each class. Consistent late arrival to class will result in point deduction from participation grade. This grade includes attendance and participation in all class activities. I trust that other obligations will NOT preclude class members from fulfilling their responsibilities in this class. I expect course participants to participate in all class discussions.

Reflective Journals

Each participant is asked to read three books from the provided course reading list. The participants are to choose books that fit their interests and/or field of study/work. Each participant is to write a reflective journal for each book in which he/she synthesizes the book and evaluates the author(s) ideas as they pertain to the journalist's experience, ideas, and the knowledge gained during the cohort experience. The participant should discuss the validity of the ideas presented in the book and how they change or did not change his/her perspective on the issues discussed. The journalist should discuss how the ideas presented in the book relate or compare to the ideas learned in the course. The journal should be about three to five pages in length (double spaced).

Book Presentations

Each class participant will share his/her views of the books he/she read in a class discussion which will be marked on the course calendar. The participant is to read the book and prepare a list of essential points and questions to be the focus of class discussions on the assigned class night.

Grading

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

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.

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.**

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.

Quality

All work is to be typed or word-processed in the APA style. The newest edition is the Sixth edition, 2009. Use spell check and proofread!!!

Tentative Course Calendar

Week 1	Overview and introductions
Week 2	The nature and analysis of knowledge
Week 3	Learning philosophies
Week 4	Relativism, liberalism, and constructionism in education
Week 5	Traditional educational beliefs and practices
Week 6	Societal beliefs and critical pedagogy
Week 7	Critical pedagogy and teacher education
Week 8	Empowering teachers through critical pedagogy
Week 9	Cognitive learning theories
Week 10	Memory and learning
Week 11	Constructivism
Week 12	Educational and research issues of the 21 st Century
Week 13	The politics and poverty of critical pedagogy
Week 14	Future trends for K-16 education

Reading List

- Alcoff, L. M. (Ed). (1998). *Epistemology: The big questions*. Malden, MA: Blackwell Publishers.
- Audi, R. (1998). *Epistemology: A contemporary introduction to the theory of knowledge*. London: Routledge.
- Bruner, J. (1966). *Toward theory of instruction*. New York: W. W. Norton.
- Baxter- Magolda, M. (2004). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus Publishing.
- Bickman, M. (2003). *Minding Education: Reclaiming the tradition of Active learning*. N.Y. :Teachers College Press.

- BrookField, S. D. (2004). *The power of critical theory: Liberating adult learning and teaching*. San Francisco, CA: Jossey-Bass.
- Calvin, W. (1996). *How brains think: Evolving intelligence, then and now*. New York: Basic Books.
- Covey, S. (2005). *The 8th habit: From effectiveness to greatness*. NY: Free Press.
- Crew, R. (2007). *Only Connect: The way to save our schools*. N.Y.: Sarah Crichton Books.
- Crosby, B. (2006). *Smart kids, bad schools: 38 ways to save America's future*. N.Y: Thomas Dunne Books.
- Denning, S. (2007). *The secret language of leadership: How leaders inspire actions through narrative*. San Francisco, CA: Jossey Bass.
- Dewey, J. (1916). *Democracy and education*. New York: McMillan.
- DuFour, R., Eaker, R., & DuFour, R. (Eds.). (2005). *On common ground: The power of professional learning communities*. Bloomington, IN: Solution Tree.
- Egan, K. (1997). *The Educated mind: How cognitive tools shape our understanding*. Chicago, IL: University of Chicago Press.
- Freire, P.C. (2007, 1970). *Pedagogy of the oppressed*. N.Y.: Continuum
- Fullan, M. (2000) *Educational Leadership*. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco, CA: Wiley & Sons, Inc.
- Giroux, H. A. (1988). *Teachers as intellectuals: Towards a critical pedagogy of learning*. N. Y.: Bergin.
- Goodlad, J. I. (2004). *Romances with schools: A life of education*. NY: McGraw Hill.
- Gross, S. J. (1998). *Staying Centered: Curriculum leadership in a turbulent era*. Alexandria, VA: ASCD.
- House, R., Hanges, P. J., Mansour, J., Dorfman, P., Gupta, V. (Eds.). (2004). *Culture, Leadership, & Organization: The Globe Study of 62 societies*. Boston, MA: Sage Publications.
- Howley, A., & Howley, C. (2007). *Thinking about schools: New theories and innovative practice*. Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.
- Jarvis, P., & Parker, S. (Eds.) (2005). *Human learning: An holistic approach*. London: Routledge.
- Kegan, R., & Laskow, L. (2002). *How the way we talk can change the way we work: Seven languages for transformation*. San Francisco, CA: Jossey-Bass.
- Kincheloe, J. L. (2008). *Knowledge and critical pedagogy: An introduction*. Montreal: Springer.
- Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. N.Y.: Three Rivers Press.
- Lewis, H. (1990). *A question of values: Six ways we make the personal choices that shape our lives*. San Francisco, CA: Harper & Row, Publishers.
- Maxwell, J. C. (2007). *Failing forward: turning mistakes into stepping stones for success*. Thomas Nelson.
- Meier, P., Clements, T., Luc Bertrand, J., Mandt, D. (2006). *Blue Genes*. NY: Tyndale Publishing.
- Murray, C. (2008). *Real education: Real simple truths for bringing America's schools back to reality*. N.Y.: Crown Forum.

- Oakes, J. (2005). *Keeping Track: How schools structure inequality*. New Haven, NJ: Yale University Press.
- Olssen, M., Codd, J., & O'Neill, A. M. (2004). *Education Policy: Globalization, Citizenship, & Democracy*. London: Sage Publication.
- Oshry, B. (2007). *Seeing systems: Unlocking the mysteries of organizational life* (2nd ed.). San Francisco, CA: Berrett-Koehler Publishers.
- Pink, D. (2005). *A whole new mind: Moving from the information age to the conceptual age*. NY: Penguin Group.
- Pink, D. (2005). *A whole new mind: Why right brainers will rule the future*. NY: Penguin Group.
- Postman, N. (1995). *The end of Education: Redefining the value of school*. N.Y: Vintage Books.
- Rigoni, D. (2002). *Teaching what can't be taught: The Shaman's strategy*. Oxford: A Scarecrow Education Book.
- Robinson, K. (2001). *Out of our minds: Learning to be creative*. London, UK: Capstone.
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- Shor, I. (1996). *When students have power: Negotiating authority in a critical pedagogy*. Chicago, IL: University of Chicago Press.
- Thernstrom, A., & Thernstrom, S. (2003). *No excuses: Closing the racial gap in learning*. N.Y.: Simon & Schuster.
- Trifonas, P. P. (2002). *Pedagogies of difference: Rethinking education for social change*. N. Y.: Rutledge Falmer.
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- Wagner, T. (2008). *The global achievement gap*. N.Y.: Basic Book.
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- Wagner, T., Kegan, R., Lahey, L., Lemons, R. W., Garnier, J., Helsing, D., Howell, A., & Thurber-Rasussen, H. (2006). *Change leadership: A practical guide to transforming our schools*. San Francisco, CA: Jossey-Bass.
- Williams, J. (2004). *50 facts that should change the world*. NY: Disinformation Company Ltd.

102810

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

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

ELAD 8343 (will replace current course, Educational Leadership II)

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).**

Comparative Education

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.**

Seminar Only

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

Standard Letter

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

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 study of international education with a focus on acquiring knowledge associated with global education practices and their implications in a rapidly changing society.

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).**

This course is restricted to students in the educational leadership doctorate program (Ph.D. & Ed. D.).

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

N/A

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

**Amany Saleh, Ph. D.
Arkansas State University
P. O. Box 1450, State University, AR 72467
asaleh@astate.edu
(870) 972-2894**

11. **Proposed Starting Term/Year**

Spring 2011

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

No

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

Yes

b. **If yes, what course?**

Educational Leadership II, ELAD 8323

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

Yes

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

No

15. **Justification should include:**

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

Course participants will gain better understanding of the different educational systems and their impact on advancing a global world through the following processes:

- 1. Recognizing the importance and contribution of comparative global education to the field of education**
- 2. Understanding the nature of comparative education research**
- 3. Understanding the education systems in different nations**
- 4. Discussing the attributes of the different educational systems**
- 5. Analyzing the roles of education systems within the different cultures and their impact on these societies**
- 6. Evaluating the different educational systems in regard to their role in society**

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 designed to better prepare educators to lead their schools in an ever changing global society by gaining a better understanding of the different educational systems around the world.

C. **Student population served.**

Educational leadership doctoral students (Ph.D. & Ed. D.)

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

This course is appropriate for doctoral students who have acquired knowledge of the educational system indigenous to the United States and desire to expand their horizons to include best practices found worldwide.

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.)

Each week we will cover one or two countries from a different continent and examine this country's educational system in regards to:

- a.) Structure and governance of the educational system; b.) Culture-beliefs; c.) Finance; d.) Curriculum; e.) Reform; f.) Technology; g.) Special education; h.) Diversity and equity; j.) Teaching methods; k.) Class size; l.) Discipline; m.) Higher education; n.) Teacher education; & o.) Assessment

Week One: Introduction to course
Selection of countries for course paper and presentation
Week Two: History of education around the world
Week Three: Education in a global society
Week Four: North America
Week Five: South America
Week Six: Western Europe
Week Seven: Eastern Europe
Week Eight: Central Europe
Week Nine: Middle East
Week Ten: Africa
Week Eleven: Asia
Week Twelve: Asia
Week Thirteen: Educational trends and the future
Week Fourteen: Concluding observations and debriefing

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

Research paper, presentations, discussions.

Each student will choose a country, research all elements mentioned above of this country and prepare a presentation for the class on his/her research. All class members will be engaged in weekly discussions of the elements and the similarities and differences between these countries and the United States' educational systems.

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

N/A

19. **Required reading**

Beauchamp, E. (2002). *The comparative education reader (Reference books in International Education)*. N.Y.: Routledge Falmer.
Bignold, W., & Gayton, L. (Eds.) (2009). *Global issues and comparative education (Perspectives in education studies)*. Southernhay, England: Learning Matters.
Mundy, K., Bickmore, K., Hayhoe, R., Madden, M., & Madjidi, K. (Eds.). (2008). *Comparative and international education: Issues for teachers*. N.Y.: Teachers College Press.
Zhao, Y. (2009). *Catching up/or leading the way: American education in the age of globalization*. Alexandria, VA: ASCD.

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

No additional faculty or resources needed

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

A study of international education with a focus on acquiring knowledge associated with global education practices and their implications in a rapidly changing society.

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

- | | |
|--|--|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |

- | | |
|---|---|
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

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

Primary Goal Outcome #1:

Students will pursue a study of international education to acquire knowledge of the best educational practices found worldwide and their implications in a rapidly changing society

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

A seminar format will be used in which students will assume the responsibility of participating in and taking the lead in classroom discussions.

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

Each student will complete a research paper and be required to prepare a major presentation on an international educational model.

(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.

See attached REVISED pages # 89 and #125 of the 2009-2010 Graduate Bulletin.

ELAD 8333 Organizational Development in Education
~~ELAD 8323 Doc Sem: Educational Leadership Practices II~~
ELAD 8343 Comparative Education
ELAD 8211 Integrative Seminar I
ELAD 8221 Integrative Seminar II
ELAD 8231 Integrative Seminar III
ELAD 8891-12 Dissertation

Research Foundations (9 hrs)

ELFN 6773 Introduction to Statistics and Research
ELFN 7773 Advanced Educational Research
ELFN 7783 Advanced Educational Statistics

Socio-Cultural Foundations (choose one [3 hrs])

ELFN 6763 Philosophies of Education
SOC 6213 Sociology of Education
HIST 5623 American Educational History

Psycho-Behavioral Foundations (choose one [3 hrs])

PSY 6513 Advanced Educational Psychology
PSY 7563 Theories of Learning
ELCI 6533 Theories of Instruction
ELAD 8243 Epistemology, Learning and Pedagogy

**Leadership Foundations (18 hrs)
School Administration OR**

ELAD 6073 School Law
ELAD 6053 Planning and Resource Allocation
ELAD 6103 Ethical Leadership
ELAD 6033 Administration & Supervision
of Special Education

choose two below...

ELCI 6083 Supervision & Evaluation of Teaching
ELAD 6063 Curriculum Management
ELAD 6003 School & Comm. Relations
ELAD 6326 Elementary Curriculum
ELCI 6423 Middle School Curriculum
ELCI 6523 Sec. School Curriculum

Cognate/Electives (21 hrs)

ELAD 7063 Educational Facilities
ELAD 7103 School District Admin.
ELAD 6423 Special Education Law
ELAD 6593 Supervised Internship

College Administration

ELAD 6273 Legal Aspects of Higher Education
ELAD 6313 Higher Education Finance
CCED 7003 The Community College
CCED 7013 Comm College Curriculum

CCED 7033 Spec Prob Comm Coll Teaching
ELAD 6323 Org & Governance of H.E.

ELAD 7013 School Personnel Administration
ELAD 7023 School Business Management
ELAD 7033 Contemporary Issues
ELCI 6583 Evaluation of Programs/Systems
ELCI 7523 Curriculum Theory/Practice

Minimum hours required for this program: 99

SPECIALIST IN COMMUNITY COLLEGE TEACHING

PURPOSE OF THE DEGREE

The Specialist in Community College Teaching Program provides a sixth-year intermediate degree to prepare teachers and administrators for the Community College. Because the enrollee in a community college tends to be somewhat different from typical college, university, or trade school students, specialized personnel are needed to ensure that the investments made by students and institutions are maximally and mutually beneficial.

The teaching emphasis program of study will focus mainly upon the major field of specialization with adequate opportunities for breadth of preparation in the specialty area and cognate areas, and a background in research methods. Major fields of specialization are presented under degrees offered in the General Information section of the Bulletin. The

policy, and legal decision and educational practice among issues addressed are the relationship between schooling and the state, the nature and scope of students' and teachers' substantive and procedural rights, and the many meanings of educational opportunity Emphasis is given to consideration of the tension among political, professional, and legal authority at the local level and the distinctive policy role of the federal government Prerequisite: ELAD 6073 and admission to doctoral program

ELAD 8313 Doctoral Seminar: Educational Leadership Practices I A study of the professional applications of theoretical and empirically-based leadership practices with specific application to administration of educational institutions Prerequisite: Admission to doctoral program and permission of the professor

ELAD 8343 Comparative Education A study of international education with a focus on acquiring knowledge associated with global education practices and their implications in a rapidly changing society.

ELAD 8333 Organization Development in Education Application of research and practice to problems of change and innovation in education Assessment and intervention strategies for school improvement efforts will be examined Prerequisite: Admission to doctoral program

ELAD 8891-12 Dissertation

EDAR 5523 Methods and Materials in the Teaching of Art Emphasis on the practical application of art in the secondary school Techniques and strategies of teaching art, developing an art curriculum, assessing and motivating students Prerequisite: Admission to Teacher Education Program

EDEN 5553 Methods and Materials for Teaching English in the Secondary School The study of models of teaching and instruction and of assumptions underlying current teaching-learning practices for English in secondary schools Opportunities to develop skills and strategies for teaching language, literature, and composition to culturally diverse students

EDLA 5633 Methods and Materials for Teaching Foreign Languages in the Secondary School Knowledge and practice of instructional strategies and techniques associated with a proficiency-based approach to foreign language teaching Study of the theoretical bases of language learning and acquisition, innovations in curricula, resources, materials, technology, and research in foreign language education

EDMA 5563 Methods and Materials for teaching Mathematics in the Secondary School Historical and current trends in teaching mathematics and the secondary school level. Major Emphasis on content and concept development and their application in the mathematics classroom. Practice in use of appropriate technologies, applying teachings techniques, and formulating student evaluations will be emphasized.

EDMU 5573 Methods and Materials for Teaching Music A study of instrumental music programs, with in-depth study of program organization, teaching methods and marching band techniques Includes study of a variety of beginning, intermediate and advanced method books Focuses on ancillary concerns such as fund raising, instrument maintenance and inventory control.

EDMU 5643 Methods and Materials for Teaching Vocal Music An overview of the music curriculum K-12 Emphasis on teaching strategies incorporating cognitive, psychomotor and affective techniques appropriate to secondary school students in vocal music Opportunities to develop behavioral objectives, demonstrations, plan rehearsals, observe public school music students, and more

EDSC 5593 Methods and Materials for Teaching Science in the Secondary School

Arkansas State University

Comparative Education

ELAD 8323

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: T 1:00-4:00 pm
Th 3:00-6:00
and by appointment

II. Texts:

Beauchamp, E. (2002). *The comparative education reader* (Reference books in International Education). N.Y.: Routledge Falmer.

Bignold, W., & Gayton, L. (Eds.) (2009). *Global issues and comparative education (Perspectives in education studies)*. Southernhay, England: Learning Matters.

Mundy, K., Bickmore, K., Hayhoe, R., Madden, M., & Madjidi, K. (Eds.). (2008). *Comparative and international education: Issues for teachers*. N.Y.: Teachers College Press.

Zhao, Y. (2009). *Catching up/or leading the way: American education in the age of globalization*. Alexandria, VA: ASCD.

And any additional readings as provided

III. Purpose of the Course:

This course is a comparative in-depth study of schools systems from around the world. The participants will investigate the different school systems in order to gain better understanding of the global world and to better prepare future educators. The course participants will discuss best educational practices and their implications in a rapidly changing society.

IV. Course Objectives:

Course participants will gain better understanding of the different educational systems and their impact on advancing a global world through the following processes:

1. Recognizing the importance and contribution of comparative global education to the field of education
2. Understanding the nature of comparative education research
3. Understanding the education systems in different nations
4. Discussing the attributes of the different educational systems
5. Analyzing the roles of education systems within the different cultures and their impact on these societies
6. Evaluating the different educational systems in regard to their role in society

V. Course Requirements:

1. Each participant will be asked to choose a country of special interest and become the expert on that nation's educational system. The participant is then to prepare a PowerPoint presentation on this educational system. The content of the presentation must be supported by literature. The presentation should include, but is not limited to, the following information:
 - a. Structure and governance of the educational system
 - b. Culture-beliefs
 - c. Finance
 - d. Curriculum
 - e. Reform
 - f. Technology
 - g. Special education
 - h. Diversity and equity
 - i. Teaching methods
 - j. Class size
 - k. Discipline
 - l. Higher education
 - m. Teacher education
 - n. Assessment
2. Each participant will prepare a written analysis of the chosen country for the class presentation. Papers should cover the same tenets outlined above. However, an in-depth analysis of the implications of the nation's school practices for a global society

should be discussed as well. The analysis should include an explanation of how the educational system relates to or impacts the social structure and vice versa.

- Each participant will prepare two written critiques of two recent research article (last three years) related to comparative education. The written critiques are to be a minimum of three pages each and must include a) a two paragraph description of the author(s) main idea or thesis, b) evaluation of the article components as a research inquiry into a meaningful idea, c) possible impact on instructional practices at this level, and d) questions, at least one, raised by the article

Assignment	Due Date	Possible Points
Class attendance	Continuously	100
Article Reviews	February 9th March 9th	100
Written Paper	April 20th	100
Presentation	Indicated on Class Calendar	25
Total		325

VI. Grading

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

VII. 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.

VIII. 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.**

IX. 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.

X. Quality

All work is to be typed or word-processed in the APA style. The newest edition is the sixth edition, 2009. Use spell check and proofread!!!

XI. Course Calendar:

Week One: Introduction to course

What is comparative education?

The theoretical framework for the course

Selection of countries for course paper and presentation

Readings: Beauchamp Chapter One

Bignold Chapters One & Two

Mundy Chapter One

Week Two: History of education around the world

Readings: Beauchamp Chapters Four & Five

Zhao Chapters One, Two & Three

Week Three: Education in a global society

Readings: Mundy Chapters Two & Eleven

Zhao Chapters Five, Six, & Seven

Week Four: North America

Readings: Beauchamp Chapter Seventeen
Mundy Chapters Seven & Eight
Zhao Chapters Eight & Nine

Week Five: South America

Readings: Beauchamp Chapters Fifteen & Sixteen
Mundy Chapters Four & Five

Week Six: Western Europe

Week Seven: Eastern Europe

Week Eight: Central Europe

Readings: Beauchamp Chapters Six & Seventeen
Bignold Chapters Two through Eight

Week Nine: Middle East

Readings Handouts

Week Ten: Africa

Readings: Beauchamp Chapters Seven & Fourteen
Mundy Chapter Three

Week Eleven: Asia

Readings: Beauchamp Chapters Eight & Eighteen
Zhao Chapter Four

Week Twelve: Asia

Readings: Beauchamp Chapters Twelve, Fourteen, Nineteen & Twenty
Mundy Chapter Six

Week Thirteen: Gender

Readings: Beauchamp Chapters Three & Nine

Mundy Chapter Nine

References:

Alberto Torres, C. (2008). *Globalization and education: Collected essays on class, race, gender, and the state*. N.Y.: Teachers College Press.

Anderson-Levitt, K. (ed.). (2003). *Local meaning, global schooling: Anthropology and world culture theory*. N.Y.: Palgrave MacMillan.

Apple, M. W., & Kenway, J., Singh, M. (2005). *Globalizing education: Policies, pedagogies, & politics* (Counterpoints studies in the postmodern theory of education) N.Y.: Peter Lang publishing Group.

Arnone, R. F. (2007). *Comparative education: The dialectic of the global and the local*. Lanham, MD: Rowman & Littlefield Publishers.

Baker, D., & LeTendre, G. (2005). *National differences, global similarities: World culture and the future of schooling*. Palo Alto, CA: Stanford University Press.

Banks, J. A. (Ed.). (2004). *Diversity and citizenship education: Global perspectives*. San Francisco, CA: Jossey Bass.

Bhagwati, J. (2007). *In defense of globalization: with a new afterword*. Oxford, N.Y.: Oxford University Press.

Burbules, N. (2000). *Globalization and education: Critical Perspectives* (Social theory, education, and cultural change). N.Y.: RoutledgeFalmer.

Crossley, M. (2007). *Changing educational contexts, issues and identities: 40 years of comparative education* (Educational Heritage Series). N.Y.: Routledge.

Gilpin, R., & Gilpin, J. M. (2001). *Global political economy: Understanding the international economic order*. N.J.: Princeton University press.

Gutek, G. (2006). *American education in a global society* (2nd ed.). Long Grove: IL: Waveland Press, Inc.

- Hopson, R. K., Yeakey, C. C., Boakari, F. M. (Eds.). (2008). *Power, voice and the public good: Schooling and education in global societies*. Bingley: UK: Emerald Group Publishing limited.
- Jarvis, P. (2007). *Globalisation, lifelong learning and the learning society: Sociological perspectives*. N.Y: Routledge.
- Kirkwood-Tucker, T. F. (2009). *Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools: Perspectives from Canada, Russia, and the United States*. N.Y.: Peter Lang.
- Kubow, P. K., Fossum, P. R. (2007). *Comparative Education: Exploring issues in international context* (2nd Ed.). NY: Prentice Hall.
- Lauder, H., Brown, P., Dillabough, J. A., & Halsey, A. H. (eds.).(2006). *Education, globalization, and social change*. Oxford, N. Y.: Oxford University Press.
- Mazurek, K. Winzer, M. A. (2005). *Schooling around the world; Debates, Challenges and practices*. Boston, MA: Allyn & Bacon.
- Monkman, K. (2000). *Globalization and education: Integration and contestation across cultures*. Lanham, MD: Rowman & Littlefield Publishers.
- Moran, R. T., Harris, P., Moran, S. V. (2007). *Managing cultural differences: Global leadership strategies for the 21st Century* (7th ed.). Oxford, UK: Elsevier, Inc.
- Mundy, K., Bickmore, K., Hayhoe, R., & Madden, M. (2008). *Comparative and international education; Issues for teachers* (International perspectives on education reform series). N.Y. Teachers College press.
- Noddings, N.(Ed.) (2007). *Educating citizens for global awareness*. N.Y.: Teachers College Press.
- Olssen, M., Codd, J. A., & O'Neill, A.M. (2004). *Education policy: globalization, citizenship and democracy*. Thousand Oaks, CA: Sage Publications.
- Nelles, W. (2003). *Comparative education, terrorism, and human security: From critical pedagogy to peace building*. N.Y.: Palgrave McMillan.
- Paulston, R. (ed.). (2000). *Social cartography: Mapping ways of seeing social and educational change*. N.Y.: Garland.
- Phillips, D., & Schweisfurth, M. (2008) *Comparative and international education: An introduction to theory, method, and practice*. N.Y.: Continuum.

- Ross, A. (2008). *A European education (European issues in children's identity and citizenship)*. Staffordshire, England: Trentham Books.
- Shavit, Y., Arum, R., Gamoran, A. (Eds.). (2007). *Stratification in higher education: A comparative study* (Studies in social inequality), Palo Alto, CA: Stanford University press.
- Scudder, G. E.Jr., & Vincent, J. A. (2007). *Internationalizing the curriculum: Champlain college and the global module project*. A paper presented at the Annual International Conference on learning, Villach, Austria..
- Spring, J. (2008). *Globalization of education* (Sociocultural, political, and historical studies in education). N.Y.: Routledge
- Steiner-Khamsi, G. (Ed.). (2004). *The global politics of educational borrowing and lending*. N.Y.: Teachers' College Press.
- Stigler, J. W., & Hiebert, J. (2009). *The teaching gap: best ideas from the world's teachers for improving education in the classroom* (2nd ed.). N.Y.: Free Press.
- Stiglitz, J. E. (2003). *Globalization and its discontents*. London: W.W. Norton & Company.
- Stromquist, N. P. (2002). *Education in a globalized world: The connectivity of power, technology, and knowledge*. Lanham, MD: Rowman & Littlefield Publishers.
- Suarez-Orozco, M. (2007). *Learning in the global era: International perspectives on globalization and education*. Berkeley, CA: University of California Press.
- Suarez-Orozco, M., Qin-Hilliard, D. B. (eds.). (2004). *Globalization: Culture and education in the new millennium*. Berkeley, CA: University of California Press.
- Swiniarski, L. B., Breitborde, M.L. (2003). *Educating the global village: Including the child in the world* (2nd ed.). Upper Saddle River, N.J: Merrill Prentice Hall.
- Turner, Y.,& Robson, S. (2008). *Internationalizing the university*. London, UK: Continuum International Publishing Group.
- Wagner, T. (2008). *The global achievement*. N.Y.: Basic Books.
- Zhao, Y., Lin, L., & Hoge, J. D. (2007). *Establishing the need for cross cultural and global issues research*. International Education Journal, 8 (1), 139-150.

102810

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 8411</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>Succeeding in the PhD Program</p>
<p>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</p> <p>Lecture</p>
<p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</p> <p>Standard Letter</p>
<p>5. Is this course dual listed (undergraduate/graduate)?</p> <p>NO</p>
<p>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</p> <p>NO</p>
<p>7. Brief course description (40 words or less) as it should appear in the bulletin.</p> <p>Emphasis on tasks and roles students in PhD programs must master to maximize their opportunity for success.</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>Entry into the Center for Excellence in Education PhD program.</p>

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

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

**Dr. David Holman, Center for Excellence in Education (CEE). PO Box 1270 State University, AR
dholman@astate.edu 870 972 3943**

11. **Proposed Starting Term/Year**

Fall 2011

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

Yes: Center for Excellence in Education PhD in educational leadership.

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).**

A research intensive doctoral degree requires entry level skills and expectations that are often unfamiliar to students. The purpose of this course is to orient students to the PhD degree and outline expectations leading to success, with specific emphasis upon writing.

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 CEE is to provide support to students which will maximize student opportunities for success. This course provides the background knowledge necessary to become oriented to doctoral quality work.

C. **Student population served.**

Students who have begun their coursework in the CEE PhD program.

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

Graduate level to fit the expectations related to a PhD program.

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: Policies and procedures impacting PhD students

Guest speakers: prior doctoral students

Week 2: Professional writing: assembling reasons and evidence, crafting arguments and warrants

Week 3: Literature reviews: how they differ from other types of writing; components of a dissertation

Week 4: Dissertations, plagiarism and appropriate use of professional materials, APA writing manual

Week 5: Human Subjects IRB: history, certification requirements and processes

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

1. Short paper on topics of interest for research

2. Editing exercises: APA

3. Be certified through the Human Subjects IRB.

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

19. **Required reading**

Handbook of the Center for Excellence in Education (CEE), (2009). Jonesboro: Arkansas State University
Publication manual of the American Psychological Association (6th ed.)(2010). Washington: American Psychological Association.
Booth, W., Colomb, G., & Williams, J. (2008). The craft of research (3rd ed.). The University of Chicago Press.

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

One new faculty member will be hired by CEE.

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

The primary goal is to orient students to doing doctoral quality work and to explore the issues that prevent students from completing or being successful.

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

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

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

Primary Goal Outcome #1:

Students should understand the differences between professional writing and everyday writing.

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

Writing editing activity; examples from dissertation proposals will be presented for students to edit and correct according to APA and the Booth, Colomb and Williams text.

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

Students will be given segments of texts from proposals and other sources to be edited by the students according to American Psychological Association, 6th edition (APA) standards.

Primary Goal Outcome #2:

Students should understand the role of the IRB in protecting subjects.

Learning Activity:

Review of Federal IRB guidelines; Review of ASU process and guidelines.

Assessment Tool:

Students will complete the IRB training and be certified at ASU for doing human subjects research.

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.

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See REVISED page # 125 of the 2009-2010 Graduate Handbook BELOW

ELAD 8313 Doctoral Seminar: Educational Leadership Practices I A study of the professional applications of theoretical and empirically-based leadership practices with specific application to administration of educational institutions Prerequisite: Admission to doctoral program and permission of the professor

ELAD 8323 Doctoral Seminar: Educational Leadership Practices II An examination of the nature of the decision-making process and a consideration of those organizational and individual factors affecting decisions in the educational setting Prerequisite: Admission to doctoral program and completion of ELAD 8313

ELAD 8333 Organization Development in Education Application of research and practice to problems of change and innovation in education Assessment and intervention strategies for school improvement efforts will be examined Prerequisite: Admission to doctoral program

ELAD 8411 Succeeding in the PhD Program Course emphasis on tasks and roles students in PhD programs must master to maximize their opportunity for success.

ELAD 8891-12 Dissertation

Doctoral Module 1
ELAD 8411 Succeeding in the PhD Program
2011-2012

1. Course Information

Professor: Dr. David Holman
Phone: 870 972-3943 Office: Smith Hall 431

2. Purpose of the course

The modules are intended to be part of an extended support structure for PhD students. Each module is targeted toward a specific set of knowledge and skills. The emphasis of ELAD 8211 is upon expectations for doctoral work, professional writing and the dissertation process.

3. Texts

Handbook of the Center for Excellence in Education (2009). Jonesboro: Arkansas State University.

Publication manual of the American Psychological Association (6th ed.) (2010). Washington: American Psychological Association.

Booth, W., Colomb, G. & Williams, J. (2008). *The craft of research (3rd ed.)*. Chicago: The University of Chicago Press.

4. Topic Outline

Week 1: Policies and procedures impacting PhD students

Guest speakers: prior doctoral students

Week 2: Professional writing: assembling reasons and evidence, crafting arguments ,and warrants

Week 3: Literature reviews: how they differ from other types of writing; components of a dissertation

Week 4: Dissertations, plagiarism and appropriate use of professional materials, APA writing manual

Week 5: Human Subjects IRB: history, certification requirements and processes

5. Assignments

Five page paper outlining a potential dissertation topic with a short literature review.

Editing Exercise: Students will edit a paper for APA formatting.

Students will review the Human Subjects IRB guidelines and complete the training module for certification.

6. Procedures to accommodate students with disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements, please notify the professor ASAP.

Bibliography

Bryant, M. (2004). *The portable dissertation advisor*. Thousand Oaks: Corwin Press.

Chapter 8: Summary of Recommendations for Improving Doctoral Completion (2010). Council of Graduate Schools. Retrieved from, <http://www.cgsnet.org/Default.aspx?tabid=379>.

Kluever, R. C., & Green, K. E. (1998). *The responsibility scale: A research note on dissertation completion*. *Educational & Psychological Measurement*, 58(3), 520-531.

Ph.D. completion project (2010). *Council of Graduate Schools*. Retrieved from, <http://www.phdcompletion.org>.

Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Thousand Oaks: Corwin.

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

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

ELAD 8421

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).**

Designing Surveys

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

Lecture

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

Standard

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

No

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

No

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

Emphasis on constructing survey instruments, survey research methods, and an introduction to scaling methods.

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).**

**ELAD 8411 Succeeding in a Doctoral Program
Course is open only to students in the CEE PhD program.**

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

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

Dr. David Holman, CEE box 1270, State University; dholman@astate.edu 870 972 3943

11. **Proposed Starting Term/Year**

Spring 2012

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

Yes: PhD in Educational Leadership

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).**

Survey research is a common research method in educational leadership. This course provides specific emphasis on how to construct and design survey instruments, how to conduct survey research and introductory knowledge of scaling methods.

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.**

Contributes to the emphasis on research related to the PhD designation.

C. **Student population served.**

Students enrolled in the CEE PhD program.

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

Graduate level to fit the PhD designation.

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

Week 1: Overview of survey research: Planning and designing the survey

Week 2: Developing survey instruments

Week 3: Collecting and processing data

Week 4: Interpreting and reporting results

Week 5: Introduction to scaling

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

Students will design a survey protocol and do a pilot survey.

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

19. **Required reading**

Alreck, P., & Settle, R. (2004). *The survey research handbook (3rd ed)*. Boston: McGraw-Hill.

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

One new faculty will be added to CEE.

21. What is the primary goal of this course?

Give students the knowledge and skills to create survey instruments and to conduct a survey.

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

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

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

Primary Goal Outcome #1:

Students will be able to design a survey questionnaire

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

Students will be expected to design and pilot a questionnaire.

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

The final instrument with reactions to the piloting process.

Primary Goal #2:

Students will be able to conduct survey research and analyze survey data.

Learning Activity

Students will be expected to pilot their instrument and complete a preliminary analysis of their results.

Assessment Tool:

The final complete project with instrument and analysis.

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.

See REVISED Page # 125 of the 2009-2010 Graduate Handbook BELOW

ELAD 8313 Doctoral Seminar: Educational Leadership Practices I A study of the professional applications of theoretical and empirically-based leadership practices with specific application to administration of educational institutions Prerequisite: Admission to doctoral program and permission of the professor

ELAD 8323 Doctoral Seminar: Educational Leadership Practices II An examination of the nature of the decision-making process and a consideration of those organizational and individual factors affecting decisions in the educational setting Prerequisite: Admission to doctoral program and completion of ELAD 8313

ELAD 8333 Organization Development in Education Application of research and practice to problems of change and innovation in education Assessment and intervention strategies for school improvement efforts will be examined Prerequisite: Admission to doctoral program

ELAD 8421 Designing Surveys
Emphasis on constructing survey instruments, survey research methods, and an introduction to scaling methods.

ELAD 8891-12 Dissertation

Doctoral Module 2
ELAD 8421 Designing Surveys
2011-2012

1. Course Information

Professor: Dr. David Holman
Phone: 870 972-3943 Office: Smith Hall 431

2. Purpose of the course

The modules are intended to be part of an extended support structure for PhD students. Each module is targeted toward a specific set of knowledge and skills. Survey research is perhaps the most common research method utilized in educational leadership research. The purpose of ELAD 8221 is to provide students with specific knowledge and skills related to designing survey instruments and implementing a survey research design.

3. Text

Alreck, P., & Settle, R. (2004). *The survey research handbook (3rd ed)*. Boston: McGraw-Hill.

Supplementary Text

Dunn-Rankin, P., Knezek, G. A., Wallace, S., & Zhang, S. (2004). *Scaling methods(2nd ed.)*. Mahwah, NJ: Lawrence Erlbaum Associates.

4. Topic Outline

Week 1: Overview of survey research: Planning and designing the survey
Week 2: Developing survey instruments
Week 3: Collecting and processing data
Week 4: Interpreting and reporting results
Week 5: Introduction to scaling

5. Assignments

Students will be expected to design a survey protocol related to a topic of personal interest to the student.
Students will be expected to pilot their protocol and conduct a preliminary analysis of the data.

6. Procedures to accommodate students with disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements, please notify the professor ASAP.

Bibliography

- Creative Research Systems (2010). *Sample size calculator*. Retrieved September 5, 2010, from <http://www.surveysystem.com/sscalc.htm>
- Fink, A., & Kosecoff, J. (2008). *How to conduct surveys: A step-by-step guide*. Thousand Oaks: Sage Publications.
- Fink, A. (Ed.). (1995). *The survey kit*. Thousand Oaks: Sage Publications.
- Groves, R. A., & Fowler, F. J. (2009). *Survey methodology*. Hoboken, NJ: John Wiley & Sons.
- Kent, R. A. (2001). *Data construction and data analysis for survey research*. Thousand Oaks: Sage Publications.
- Orcher, L. T. (2006). *Conducting a survey: Techniques for a term project*. Glendale: Pyrczak Publishing.

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 8431</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>Experimental Research Design</p>
<p>3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.</p> <p>Lecture</p>
<p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?</p> <p>Standard</p>
<p>5. Is this course dual listed (undergraduate/graduate)?</p> <p>No</p>
<p>6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)</p> <p>No</p>
<p>7. Brief course description (40 words or less) as it should appear in the bulletin.</p> <p>Emphasis on designing and conducting Experimental and Quasi-experimental research.</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>ELAD 8411 Succeeding in a Doctoral Program ELAD 8421 Designing and constructing surveys</p> <p>Course is open only to students in the Center for Excellence in Education PhD program.</p>

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

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

Dr. David Holman, CEE ,box 1270, State University; dholman@astate.edu 870 972 3943

11. **Proposed Starting Term/Year**

Fall 2012

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

Yes: CEE PhD in educational leadership.

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).**

Increasing academic rigor of educational research has been discussed for years. One definition of rigor has been Experimental research. Experimental studies tend not to be common in educational leadership studies. The purpose of this course is to improve student understanding of Experimental designs and to provide skills in designing experimental studies.

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 PhD degree traditionally emphasizes the ability to consume and do research.

C. **Student population served.**

Students in the CEE PhD program

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

Graduate level to fit the PhD designation.

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: Research designs overview; Use of Experimental and Quasi-experimental designs in education

Week 2: Experimental designs; Quasi-experimental designs

Week 3: Internal and External Validity/Reliability

Week 4: Probability Sampling

Week 5: Data Analysis

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

Students will be expected to locate and critique relevant research utilizing the designs covered in this module. Students will be expected to design a hypothetical experimental study.

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

N/A

19. Required reading

Gall, M. D., Gall, J. P., & Borg, W. R. (2006). *Educational research: An introduction (8th ed.)*. Boston: Allyn and Bacon

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

One new faculty will be added to CEE.

21. What is the primary goal of this course?

Provide students with a working knowledge of experimental designs and the skills to create a study appropriate for the educational setting.

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

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

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

Primary Goal Outcome #1:

Students will understand how Experimental designs may be utilized in education.

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

Students will be expected to read and critique exemplar studies.

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

Student critiques will be scored on student ability to apply research design elements to studies.

Primary Goal #2:

Students will be able to apply course content to designing a study.

Learning Activity

Students will be expected to pilot design a hypothetical Experimental study that fits appropriate design elements.

Assessment Tool:

Hypothetical study will be compared to expectations fitting an Experimental design.

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.

See REVISED Page # 125 of the 2009-2010 Graduate Handbook BELOW

ELAD 8313 Doctoral Seminar: Educational Leadership Practices I A study of the professional applications of theoretical and empirically-based leadership practices with specific application to administration of educational institutions Prerequisite: Admission to doctoral program and permission of the professor

ELAD 8323 Doctoral Seminar: Educational Leadership Practices II An examination of the nature of the decision-making process and a consideration of those organizational and individual factors affecting decisions in the educational setting Prerequisite: Admission to doctoral program and completion of ELAD 8313

ELAD 8333 Organization Development in Education Application of research and practice to problems of change and innovation in education Assessment and intervention strategies for school improvement efforts will be examined Prerequisite: Admission to doctoral program

ELAD 8431 Experimental Research Design Emphasis on designing and conducting Experimental and Quasi-experimental research.

ELAD 8891-12 Dissertation

Doctoral Module 3
ELAD 8431 Experimental Research Design
2011-2012

1. Course Information

Professor: Dr. David Holman
Phone: 870 972-3943 Office: Smith Hall 431

2. Purpose of the course

The modules are intended to be part of an extended support structure for PhD students. Each module is targeted toward a specific set of knowledge and skills. The call for research methods with a control and random assignment has increased over the last years. The purpose of this course is to specifically focus upon experimental and quasi-experimental research designs and their application to educational research.

3. Text

Gall, M. D., Gall, J. P., & Borg, W. R. (2006). *Educational research: An introduction (8th ed.)*. Boston: Allyn and Bacon.

4. Topic Outline

Week 1: Research design review; Use of Experimental and Quasi-experimental designs in education.

Week 2: Internal and External Validity/Reliability

Week 3: Experimental Designs; Quasi-experimental Designs

Week 4: Probability Sampling; power and design sensitivity

Week 5: Data Analysis

5. Assignments

Students will be expected to locate and critique relevant research utilizing the designs covered in this module.

Students will be expected to design a hypothetical experimental study.

6. Procedures to accommodate students with disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements, please notify the professor ASAP.

Bibliography

- Bennett, D. J. (1999). *Randomness*. Cambridge, MA: Harvard University Press.
- Glass, G. V. (1965). Evaluating testing, maturation, and treatment effects in a pretest-posttest Quasi-Experimental Design. *American Educational Research Journal*. 2(2), 83-87.
- Grissom, R. J. & Kim, J. J. (2005). *Effect sizes for research: A broad practical approach*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kinney, P. R., & Gray, C. D. (2010). *PASW statistics 17 made simple*. New York: Psychology Press.
- Krathwohl, D. R. (2009). *Methods of educational and social science research (3rd ed.)*. Long Grove: Waveland Press.
- Lipsey, M. W. (1990). *Design sensitivity: Statistical power for experimental research*. Newbury Park: Sage Publications.

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

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

ELFN 8753

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).**

MULTIVARIATE ANALYSIS

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

LECTURE

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

STANDARD LETTER GRADE

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

NO

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

NO

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

A study of statistical analyses involving multiple dependent and independent variables.

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).**

ELFN 6773 Introduction of Research and Statistics or equivalent

ELFN 7773 Advanced Educational Research or equivalent

ELFN 7783 Advanced Educational Statistics or equivalent

This course is limited to those students in the Center for Excellence in Education PhD program.

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

Note: not applicable to graduate courses!

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

**Dr. David Holman, PhD; Associate Professor dholman@astate.edu Phone: 870 972-3943
P.O. Box 1270, State University, AR 72467**

11. **Proposed Starting Term/Year**

Summer 2011

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

PhD in Educational Leadership

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

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 PhD degree is associated with original research and production of research. This course covers statistical skills necessary to create and analysis research data.

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 PhD is a research degree and this course adds to student statistical knowledge appropriate to the PhD.

C. **Student population served.**

Students who have been admitted into the Center for Excellence in Education PhD program.

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

By definition PhD programs are graduate level. This course builds upon research and statistics courses in the Education Specialist degree which are 7000 level courses.

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: Introductions, Course outline review, Project Review, Update on SPSS and review of SPSS

Week 2: Review: Relationships (Correlations, Regression), Group Differences, One-way ANOVA, ANCOVA, One-way MANOVA, One-way MANCOVA

Week 3: Screening data

Week 4: Multivariate Analysis of Variance (MANOVA)

Week 5: Multivariate Analysis of Covariance (MANCOVA)

Week 6: Repeated Measures

Week 7: Repeated Measures

Week 8: Discriminate Analysis

Week 9: Discriminate Analysis

Week 10: Logistic Regression

Week 11: Logistic Regression

Week 12: Logistic Regression

Week 13: Factor Analysis

Week 14: Factor Analysis

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

Semester Research Project: the semester project will emphasize integrating statistics into research and/or evaluation efforts by students.

At the completion of each learning unit an assessment in the form of a statistics problem with questions and data will be provided to students. Students will be expected to analyze data and write an appropriate response to the question(s).

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

All content will be linked to using the Statistical Package for Social Science (SPSS) in the statistics lab at the CEE.

19. **Required reading**

Mertler C., & Vannatta, R. (2009). *Advanced and multivariate statistical methods: Practical application and interpretation* (4th). Glendale, CA: Pyrczak Publishing.

Supplementary Readings: Blackboard

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

One new faculty position is to be filled in the CEE.

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

The primary goal of this course is to build functional statistical skills that will support complex data analysis for research and evaluation purposes.

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

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

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

Primary Goal Outcome #1:

Students will be able to deconstruct a statistical problem and apply a logical statistical protocol to the problem.

Learning Activity:

At the completion of each learning unit a problem with data will be provided for students to practice analytic approach.

Assessment Tool:

Both the unit problems and the semester project will require students to analyze/create research questions and perform appropriate analyses

Primary Goal Outcome #2 :

Students will learn SPSS statistical package and be able to use SPSS to modify and analyze data.

Learning Activity:

SPSS will be used at every class period to practice analyses.

Assessment Tool:

Students will be given a problem and data at the end of each learning unit and expected to make appropriate modifications to the data and to perform the correct analysis using SPSS.

24.

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.

102810

See REVISED page # 126 of the 2009-2010 Graduate Handbook BELOW

Educational Foundations

ELFN 6763 Philosophies of Education Presuppositions of various philosophies with emphasis on the implications of these presuppositions on educational theory and practice

ELFN 6773 Introduction to Statistics and Research An introductory course in methods and techniques of research, and the statistical treatment and interpretation of research data

ELFN 7583 Evaluation of Educational Programs and Systems This course examines various techniques of program analysis and evaluation for individual schools and for the total school system

ELFN 7773 Advanced Educational Research An advanced study of the methodology of research including quantitative and non-quantitative procedures

ELFN 7783 Advanced Educational Statistics A study of inferential statistics utilizing parametric and nonparametric procedures Prerequisite: ELFN 6773 or equivalent

ELFN8753 Multivariate Analysis Focus on multivariate analysis. Prerequisites: ELFN 6773 Introduction of Research and Statistics or equivalent; ELFN 7773 Advanced Educational Research or equivalent: ELFN 7783 Advanced Educational Statistics or equivalent: This course is open only to students enrolled in the PhD program.

ELFN 8763 Doctoral Seminar: Socio-Cultural Foundations of Education This course examines educational ideas, concepts, and issues as it describes the social, political and economic issues and trends related to schools in a pluralistic society Prerequisite: admission to doctoral program

Revised 9/25/2008

ELFN 8773 Doctoral Seminar: Educational Research and Evaluation A study of research designs and statistical techniques to provide students with the opportunity to relate, integrate, and synthesize evaluation processes Study will focus on theories and practices of curriculum and environmental and educative roles of instruction Prerequisites: ELFN 7773, ELFN 7783, and admission to doctoral program

ELFN 8783 Qualitative Research and Evaluation Study of the theoretical, conceptual and methodological aspects of research and evaluation methods derived from traditions of ethnographic and ethnomethodological inquiry Prerequisites: ELFN 6773, ELFN 7773 and

Arkansas State University
Center of Excellence in Education

I. COURSE INFORMATION

- A. ELFN 8753 Multivariate Analysis
- B. Professor: David Holman
dholman@astate.edu
Office: 431 Smith Hall
Phone: 870 972-3943
Fax: 870 972-3945
Address: ASU-CEE
 Box 1270
 State University, AR 72467

II. READINGS

- A. Primary Text:
Mertler, C., & Vanetta, R. (2009). *Advanced and multivariate statistical methods (4th ed.)*.
Glendale, CA: Pyrczak Publishing.
- B. Secondary Texts:
Grimm, L., & Yarnold, P. (2008). *Reading and understanding multivariate statistics*.
Washington, DC: American Psychological Association.
- Kinnear, P., & Gray, C. (2010). *PASW 17 Statistics made simple*. New York: Psychology Press.
- Tabachnick, B., & Fidell, L. (2007). *Using multivariate statistics (5th ed.)*. Boston: Pearson.

III. PURPOSE OF THE COURSE

This course is to be an extension of the Advanced Educational Statistics and will emphasize multivariate analysis techniques appropriate for educational leadership students.

IV. COURSE OBJECTIVES

- A. To understand and apply multivariate techniques when solving statistics problems.
B. To use appropriate software in the analysis of complex statistical questions.

V. COURSE ASSESSMENT AND PERFORMANCE MEASURES

- A. Multiple quizzes in the form of mini projects at the end of each learning unit will monitor student progress.
B. Each student will be expected to complete a semester research project appropriate to the level of the course.

VI. COURSE OUTLINE

Week 1:	Introductions, Course outline, SPSS review, Projects review.
Week 2:	Review: Relationships, Factor differences (One-way ANOVA, ANCOVA, One-way MANOVA, One-Way MANCOVA)
Week 3:	Screening Data
Week 4:	Multivariate Analysis of Variance (MANOVA)
Week 5:	Multivariate Analysis of Covariance (MANCOVA)
Week 6:	Repeated measures
Week 7:	Repeated measures
Week 8:	Discriminate Analysis
Week 9:	Discriminate Analysis
Week 10:	Logistic Regression
Week 11:	Logistic Regression
Week 12:	Logistic Regression
Week 13:	Factor Analysis
Week 14:	Factor Analysis

VII. SPECIAL CONSIDERATIONS/COURSE FEATURES

- A. Each week is a set of activities set within a context that requires students to use SPSS to solve statistical problems (miniprojects).
- B. A semester project will ask students to integrate their knowledge into an actual research project.
- C. Blackboard is used to facilitate instruction and to provide supplemental information and exercises.

VIII. PROCEDURES TO ACCOMMODATE STUDENTS WITH DISABILITIES

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements, please notify the professor ASAP.

IX. REFERENCE LIST

Cohen, J., Cohen, P., West, S. G., & Aiken, L. (2003). *Applied multiple regression/correlation analysis for the behavioral sciences (3rd ed.)*. Mahwah, NJ: Lawrence Erlbaum Associates.

Grisson, R., & Kim, J. (2005). *Effect sizes for research: A broad practical approach*. Mahwah, NJ: Lawrence Erlbaum Associates.

Huck, S. W. (2009). *Statistical Misconceptions*. New York: Psychology Press.

Hunter, J. & Schmidt, F. (1990). *Methods of meta-analysis: Correcting error and bias in research findings*. Newbury Park: Sage Publications.

- Johnson, R., & Wichern, D. (2008). *Applied multivariate statistical analysis*. Boston: Prentice Hall.
- Lipsey, M. W. (1990). *Design sensitivity: Statistical power for experimental research*. Newbury Park: Sage Publications.
- Nichol, A., & Pexman, P. (2003). *Displaying your findings: A practical guide for creating figures, posters, and presentations*. Washington: American Psychological Association.
- Nichol, A., & Pexman, P. (1999). *Presenting your findings: A practical guide for creating tables*. Washington: American Psychological Association.
- Tacq, J. (1997). *Multivariate analysis techniques in social science research: From problem to analysis*. London: Sage Publications.

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

<p>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) MKTG 6523</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). Sourcing and Procurement</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. Lecture only</p>
<p>4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard letter</p>
<p>5. Is this course dual listed (undergraduate/graduate)? 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.) No</p>
<p>7. Brief course description (40 words or less) as it should appear in the bulletin. This course addresses the strategic and operational aspects of purchasing functions in private and public organizations. Emphasis will be placed on the development and evaluation of suppliers.</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). None</p>
<p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Course to be offered bi-yearly in the summer semester.</p>
<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) John E. Mello, Ph.D., Arkansas State University, P.O. Box 59, Department of Management and Marketing, Arkansas State University, AR 72467. jmello@astate.edu. Tel.: (870) 972-3515</p>
<p>11. Proposed Starting Term/Year Summer 2011</p>

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

Yes. This course is in support of the new logistics concentration in the MBA program.

13. Does this course replace a course being deleted?

No

b. If yes, what course?

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

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

No

15. Justification should include:

- A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**
1. To provide the student with exposure and understanding of the effect of transaction/relationship management decisions on manufacturing, service, and public organizations.
 2. The student will understand the key decision parameters of supplier and customer selection decisions and negotiation processes used to facilitate those transactions and relationships.
 3. The student will understand the strategic dimensions of sourcing 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 fills a gap in the MBA logistics curriculum regarding the supply side of supply chain management. Students concentrating in logistics should be knowledgeable of purchasing techniques due to the likelihood that they will be involved in sourcing and procurement of goods and services in their business or organizational career.
- C. Student population served.**
- This course will primarily serve MBA business students, but could also serve students from other curriculum in which students may be involved in organizational purchasing activities during their careers.
- D. Rationale for the level of the course (lower, upper, or graduate).**
- This course is offered to graduate status students due to the need for a supply-side course within the MBA logistics concentration.

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.)
The course will be divided into four different modules, each covering a different aspect of strategic sourcing issues. The modules are as follows:

Module One: Strategic Purchasing Foundations
 Module Two: Developing Supplier Relationships
 Module Three: Managing Supplier Relationships
 Module Four: Purchasing Changes and Trends

Module One will focus on the foundations of the strategic purchasing concept. As such, discussions during this module will highlight the theoretical underpinnings of the purchasing discipline, how the discipline has evolved, and the fundamentals of strategic sourcing in a global supply chain environment.

Module Two is designed to highlight the essence of supplier relationship development. During this module, course discussions will focus on the core components of the strategic sourcing process, to include communicating with potential suppliers, soliciting and evaluation of supplier proposals, negotiations with potential suppliers, supplier selection criteria, and legal/ethical boundaries that govern these processes.

Module Three will focus on issues associated with managing relationships with suppliers after the core strategic sourcing process is complete. Topics covered in this module will include supplier performance measurement and evaluation, inbound inventory and transportation, supplier development and integration, and reevaluation of supplier relationships.

Module Four will highlight the current state of the purchasing discipline by focusing on the recent trends and changes in the field of strategic sourcing. During this module, student group projects will be used to inform the course on several "hot topics". Particular areas of consideration will be the impact of technology, economic developments, heightened security, and globalization on the nature of issues discussed during Modules One, Two and Three.

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

The course will require a purchasing negotiation exercise, term paper, and final exam.

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

None

19. Required reading <i>Purchasing and Supply Chain Management</i> (4rd Edition), Monckza, Trent and Handfield, Mason, OH: Thomson South-Western, 2009.										
20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) No additional resources.										
21. What is the primary goal of this course? To prepare students to be able to design a strategic sourcing plan within an organization.										
22. If this proposal is for a general education course, please check the primary goal this course addresses: <table><tr><td><input type="checkbox"/> Communicating effectively</td><td><input type="checkbox"/> Thinking Critically</td></tr><tr><td><input type="checkbox"/> Using mathematics</td><td><input type="checkbox"/> Using Technology</td></tr><tr><td><input type="checkbox"/> Understanding global issues</td><td><input type="checkbox"/> Understanding interdependence</td></tr><tr><td><input type="checkbox"/> Developing a life-long appreciation of the arts and humanities</td><td><input type="checkbox"/> Developing a strong foundation in the social sciences</td></tr><tr><td><input type="checkbox"/> Using science to accomplish common goals</td><td><input type="checkbox"/> Providing foundations necessary to achieve health and wellness</td></tr></table>	<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
<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 <u>up to three outcomes</u> that you expect of students after completion of this course. For example, what will students who meet this goal <u>know or be able to do</u> as a result of this course? Primary Goal Outcome #1: Student should be able to design a strategic sourcing plan within an organization. Learning Activity: Lectures will be designed to focus on the linkage between corporate strategic objectives and strategic sourcing objectives in order to align the corporate objectives with the sourcing function's objectives. Assessment Tool: Students will prepare a seven step strategic sourcing project plan for the purposes of demonstrating knowledge of how to properly plan and execute strategic sourcing in order to align with corporate strategic objectives. (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.

of transportation services, and logistics personnel management.

MKTG 6523 Sourcing and Procurement. This course addresses the strategic and operational aspects of purchasing functions in private and public organizations. Emphasis will be placed on the development and evaluation of suppliers.

MKTG 6703-6 Marketing Internship Provides practical marketing experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship.

Quantitative Management

QM 5613 Production Management Advanced procedures, techniques, and their application to problems related to Production Management. Emphasis is placed on the design of operations planning and control, quality control, inventory, maintenance, and product planning systems within the firm. Prerequisite: QM 3523 or permission of professor.

ECON 6313, Managerial Economics
FIN 6723, Advanced Management of Finance
IBS 6593, Global Strategic Initiatives
MIS 6413, Management Information Systems
MGMT 6403, Seminar in Organizational Behavior and Leadership
MGMT 6423, Strategic Management
MKTG 6223, Strategic Marketing
MIS 6543, Business Analytics

In addition, students will complete the following 9 hours of concentration courses:

MKTG 6253, Seminar in Logistics Management
MKTG 6283 Global Supply Chain Management

MKTG 6523 Sourcing and Procurement

FDST 6213, Food Security and Safety Assurance

Three hours of electives to be selected from the following:

AGEC 5023, International Commodity Marketing
AGEC 6013, Advanced Agricultural Price Analysis

Twelve hours of these courses would represent the difference between the existing MBA program and the proposed curriculum in Logistics.

Total Program Coursework: 39 hours

MASTER OF SCIENCE EDUCATION MAJOR IN BUSINESS TECHNOLOGY DEGREE

The M.S.E. in Business Technology is designed to enable students to extend, reinforce, and advance their technology and educational skills for the purpose of enhancing their educational careers.

ADMISSION REQUIREMENTS

Students seeking admission into the M.S.E. in Business Technology must meet the admission requirements of the Graduate School and the specific program requirements. In addition, a student may be admitted by either completing the requirements for a valid teaching license or by completing the MSE Degree in Business Technology Disclaimer form, available in Dr. Ralph Ruby, Jr.'s office.

For unconditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

1. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) and a raw score of at least 30 on the Miller Analogies Test (MAT) or a minimum score of 790 on the combined verbal and quantitative sections of the Graduate Record Examination (GRE).
2. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and a raw score of at least 35 on the MAT or a minimum score of 820 on the combined verbal and quantitative sections of the GRE.

For conditional admission, academic proficiency must be established through satisfaction of either of the following admission selection criteria:

1. The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by 10 and then multiplied by the MAT score the total is at least 600.
2. The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by the GRE score the total is at least 1850.

Program of Study

Courses required of all candidates:

Core of Professional Education Courses

Nine hours of Professional Education for Secondary Teaching Fields

ELFN 6773, Introduction to Statistics and Research (3 hours)

Course Syllabus – MKTG 6523 Sourcing and Procurement

COURSE DESCRIPTION

This course addresses the strategic and operational aspects of purchasing functions in private and public organizations. Emphasis will be placed on the development and evaluation of suppliers in global supply chain environment.

COURSE OBJECTIVES

1. To provide the student with exposure and understanding of the effect of transaction/relationship management decisions on manufacturing and service organizations.
2. The student will understand the key decision parameters of supplier and customer selection decisions and negotiation processes used to facilitate those transactions and relationships.
3. The student will understand the strategic dimensions of sourcing decisions.

COURSE MATERIALS

Purchasing and Supply Chain Management (4th Edition)
Monckza, Trent and Handfield (OH: Thomson South-Western), 2000.

COURSE OVERVIEW

Requirements:

Each student is responsible for contributing to an effective learning environment. Since this course is offered on the web, the student is advised to closely follow the schedule of assignments for each date.

The examination for this course will consist of questions based on lectures, readings, and other class activities. The exam will be designed to objectively evaluate students' understanding and application of the issues covered during course sessions, instead of simple content recollection. This issue further highlights the importance of completing all assigned reading in a timely manner. The exam will be delivered to the student via Blackboard, and must be posted back to the Blackboard digital drop-box within two hours of its posting. The student can use whatever materials he/she wants to take the exam.

A term project will be used to assess students' ability to research and clearly present a "hot topic" in the purchasing discipline.

A Negotiation Assignment will be used to assess the student's understanding of the process of preparing for negotiating with sellers from other organizations. This will be a written assignment covering the request for proposal, establishment of goals and negotiating positions, and the tactics that could be used to bring a negotiation to a satisfactory conclusion.

Grading:

Final grades for the course will be determined as follows:

- One (1) Exam @ 40%
- One (1) Term Project @ 30%
- One (1) Negotiation Assignment @ 30%

The scale used to compute grades for this course is as follows:

A = 90 – 100
B+ = 88 – 89
B = 80 – 87
C+ = 78 – 79
C = 70 – 77
D = 60 – 69
F = Below 60

PLEASE NOTE THAT THE ABOVE SCALE IS NON-NEGOTIABLE!

COURSE CONTENT

The course will be divided into four different modules, each covering a different aspect of strategic sourcing issues. The modules are as follows:

Module One: Strategic Purchasing Foundations
Module Two: Developing Supplier Relationships
Module Three: Managing Supplier Relationships
Module Four: Purchasing Changes and Trends

Module One will focus on the foundations of the strategic purchasing concept. As such, discussions during this module will highlight the theoretical underpinnings of the purchasing discipline, how the discipline has evolved, and the fundamentals of strategic sourcing in a global supply chain environment.

Module Two is designed to highlight the essence of supplier relationship development. During this module, course discussions will focus on the core components of the strategic sourcing process, to include communicating with potential suppliers, soliciting and evaluation supplier proposals, negotiations with potential suppliers, supplier selection criteria and legal/ethical boundaries that govern these processes.

Module Three will focus on issues associated with managing relationships with suppliers, after the core strategic sourcing process is complete. Topics covered in this module will include supplier performance measurement and evaluation, inbound inventory and transportation, supplier development and integration, and reevaluation of supplier relationships.

Module Four will be short, but will highlight the current state of the purchasing discipline by focusing on the recent trends and changes in the field of strategic sourcing. During this module, student group projects will be used to inform the course on several “hot topics”. Particular areas of consideration will be the impact of technology, economic developments, heightened security, and globalization on the nature of issues discussed during Modules One, Two and Three.

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

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

Program and/or Course Deletion

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

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

1. Program and/or Course Title, Prefix and Number Advanced Plant Taxonomy (BIO 6501) and Laboratory for Advanced Plant Taxonomy (BIO 6502)
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Travis Marsico, Arkansas State University, Jonesboro, PO Box 599, tmarsico@astate.edu , 870-680-8191
3. Last semester student can graduate with this degree and/or last semester course will be offered Last offered spring 2009 (but being replaced with BIO 5704)
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? This course was originally created for botany graduate students. A dual listed course with one additional credit hour is replacing this one at a 5000-level.
5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects. The deletion of Advanced Plant Taxonomy and Laboratory for Advanced Plant Taxonomy will have no impact on the department because another, similar course BIO 5704 (Plant Systematics) is replacing it. This does not impact other departments.
6. (For courses only) Will another course be substituted? If yes, what course? Yes. Plant Systematics (BIO 5704)

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11. providing
12. training on ethical behavior in sciences.
13. **Botany**
14. **BIO 5511 Laboratory for Plant Physiology** Three hours per week. To be taken
15. concurrently with BIO 5513. (Course fee, \$20)
16. **BIO 5513 Plant Physiology** General principles of conduction, cellular reactions,
17. respiration, growth, photosynthesis, movement, hormones, and metabolism in plants. Lecture
18. three hours per week. Prerequisites: BIO 1501, 1503; CHEM 3103, CHEM 3101.
19. **BIO 5521 Laboratory for Wetlands Plant Ecology** Two hours per week. To be
20. taken concurrently with BIO 5522. (Course fee, \$20)
21. **BIO 5522 Wetlands Plant Ecology** A study of plant responses to environmental
22. factors during germination, growth, reproduction, and dormancy. Lecture two hours per week.
23. Prerequisites: BIO 3123 or permission of professor or chair.
24. **BIO 5531 Aquatic Plants** A systematic study of the structure, classification,
25. and ecology of freshwater algae and freshwater aquatic vascular plants. Lecture one hour
26. per week. Prerequisites: BIO 1501, 1503.
27. **BIO 5532 Laboratory for Aquatic Plants** Four hours per week. To be taken concurrently
28. with BIO 5531. (Course fee, \$20)
29. **BIO 5541 Laboratory for Mycology** Two hours per week. To be taken concurrently
30. with BIO 5542. (Course fee, \$20)
31. **BIO 5542 Mycology** Morphology, cytology, genetics, and physiology of fungi.
32. Lecture two hours per week. Prerequisites: BIO ; CHEM 3103, CHEM 3101.
33. **BIO 5551 Laboratory for Medical Mycology** Two hours per week. To be taken
34. concurrently with BIO 5552. (Course fee, \$20)
35. **BIO 5552 Medical Mycology** A study of cutaneous, systemic, and opportunistic
36. fungus diseases (mucosae) of man and other animals. Lecture two hours per week. Prerequisites:
37. BOT 1501, 1503.
38. **BIO 6503 Mechanisms of Speciation** A study of genetic, environmental and
39. historical factors which modify all species with emphasis on the effects of mutation, selection,
40. and ploidy upon plant genetic systems. Lecture three hours per week. Prerequisite: BIO 3013.
41. ~~**BIO 6501 Advanced Plant Taxonomy** A phylogenetic study of flowering plants~~
42. ~~with emphasis on principal orders and families and problems in nomenclature, speciation, and~~
43. ~~literature survey. Lecture one hour per week. Prerequisites: BOT 3531, 3532 or permission~~
44. ~~of professor or chair.~~
45. ~~**BIO 6502 Laboratory for Advanced Plant Taxonomy** Four hours per week. To~~
46. ~~be taken concurrently with BOT 6501. (Course fee, \$20)~~
47. **Entomology**
48. **BIO 5301 Aquatic Entomology** Identification, life histories, ecology of aquatic
49. arthropods, with emphasis on freshwater insects. For students in wildlife management, fisheries
50. management, aquatic biology, and advanced entomology. Lecture one hour per week.
51. Prerequisites: BIO 3301, 3303; BIO 3023 OR BIO 4371 AND 4373.
52. **BIO 5302 Laboratory for Aquatic Entomology** Four hours per week. To be
53. taken concurrently with BIO 5301. (Course fee, \$5)
54. 226

Code #

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

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

Program and/or Course Deletion
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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. Program and/or Course Title, Prefix and Number
ELAD 8323 Educational Leadership II

2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
Amany Saleh, Ph. D.
Arkansas State University
P O Box 1450, State University, AR 72467
asaleh@astate.edu
(870) 972-2894

3. Last semester student can graduate with this degree and/or last semester course will be offered
Spring 2011

4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?
The course was developed for students in the educational leadership doctoral program.
The deletion will not affect the students in this program.

5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.
The change will not affect the department or any other department.

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

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102810

See REVISED page #89 of the 2009-2010 Graduate Bulletin below.

ELAD 8333 Organizational Development in Education
~~ELAD 8323 Doc Sem: Educational Leadership Practices II~~
ELAD 8323 Comparative Education
ELAD 8211 Integrative Seminar I
ELAD 8221 Integrative Seminar II
ELAD 8231 Integrative Seminar III
ELAD 8891-12 Dissertation

Research Foundations (9 hrs)

ELFN 6773 Introduction to Statistics and Research
ELFN 7773 Advanced Educational Research
ELFN 7783 Advanced Educational Statistics

Socio-Cultural Foundations (choose one [3 hrs])

ELFN 6763 Philosophies of Education
SOC 6213 Sociology of Education
HIST 5623 American Educational History

Psycho-Behavioral Foundations (choose one [3 hrs])

PSY 6513 Advanced Educational Psychology
PSY 7563 Theories of Learning
ELCI 6533 Theories of Instruction
ELAD 8243 Epistemology, Learning and Pedagogy

Leadership Foundations (18 hrs)

School Administration OR

ELAD 6073 School Law
ELAD 6053 Planning and Resource Allocation
ELAD 6103 Ethical Leadership
ELAD 6033 Administration & Supervision
of Special Education

choose two below...

ELCI 6083 Supervision & Evaluation of Teaching
ELAD 6063 Curriculum Management
ELAD 6003 School & Comm. Relations
ELAD 6326 Elementary Curriculum
ELCI 6423 Middle School Curriculum
ELCI 6523 Sec. School Curriculum

College Administration

ELAD 6273 Legal Aspects of Higher Education
ELAD 6313 Higher Education Finance
CCED 7003 The Community College
CCED 7013 Comm College Curriculum

CCED 7033 Spec Prob Comm Coll Teaching
ELAD 6323 Org & Governance of H.E.

Cognate/Electives (21 hrs)

ELAD 7063 Educational Facilities
ELAD 7103 School District Admin.
ELAD 6423 Special Education Law
ELAD 6593 Supervised Internship

ELAD 7013 School Personnel Administration
ELAD 7023 School Business Management
ELAD 7033 Contemporary Issues
ELCI 6583 Evaluation of Programs/Systems
ELCI 7523 Curriculum Theory/Practice

Minimum hours required for this program: 99

SPECIALIST IN COMMUNITY COLLEGE TEACHING

PURPOSE OF THE DEGREE

The Specialist in Community College Teaching Program provides a sixth-year intermediate degree to prepare teachers and administrators for the Community College. Because the enrollee in a community college tends to be somewhat different from typical college, university, or trade school students, specialized personnel are needed to ensure that the investments made by students and institutions are maximally and mutually beneficial.

The teaching emphasis program of study will focus mainly upon the major field of specialization with adequate opportunities for breadth of preparation in the specialty area and cognate areas, and a background in research methods. Major fields of specialization are presented under degrees offered in the General Information section of the Bulletin. The

Code #

Bulletin Change Transmittal Form

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Bulletin Change

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

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College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<p>1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) John E. Mello, Ph.D., Arkansas State University, P.O. Box 59, Department of Management and Marketing, Arkansas State University, AR 72467. jmello@astate.edu. Tel.: (870) 972-3515</p>
<p>2. Proposed Change The changes reflect two areas: 1) The changes to the MBA core curriculum previously approved, and 2) changes to the logistics concentration in the MBA program. Regarding the logistics concentration, the FDST 6213, Food Security and Safety Assurance is being deleted and a new course, MKTG 6523, Sourcing and Procurement is replacing it. Additionally, the two food related courses are being deleted as electives.</p>
<p>3. Effective Date 1/1/2011</p>
<p>4. Justification Originally the logistics concentration was supposed to have courses offered in the agriculture department. The student base for a food logistics concentration failed to materialize. Therefore, two new courses are being added: MKTG 6513, Logistics Operations and MKTG 6523, Sourcing and Procurement.</p>

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MASTER OF BUSINESS ADMINISTRATION CONCENTRATION IN LOGISTICS

The MBA with a Concentration in Logistics is designed to allow students to complement their studies in business administration with in-depth coverage of the core components of the logistics functions of business as they relate to firms operating in a dynamic global business environment. Students will complete the 27 hours of the MBA core and 12 additional hours of graduate level courses in logistics.

ADMISSION REQUIREMENTS

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

Program of Study

Each student within the program will complete the following 27 hours within the MBA core:

ACCT 6003, Accounting for Planning and Control

ECON 6313, Managerial Economics

~~FIN 6723, Advanced Management of Finance~~ Corporate Financial Management

~~IBS 6593 Global Strategic Initiatives (Global Competitiveness)~~

MIS 6413, Management Information Systems

MGMT 6403, Seminar in Organizational Behavior and Leadership

MGMT 6423, Strategic Management

MKTG 6223, Strategic Marketing

MIS 6543, Business Analytics

In addition, students will complete the following ~~9~~ 12 hours of concentration courses:

MKTG 6253, Seminar in Logistics Management

MKTG 6283 Global Supply Chain Management

~~FDST 6213, Food Security and Safety Assurance~~

~~MKTG 6513- Logistics Operations~~

~~MKTG 6523- Sourcing and Procurement~~

~~Three hours of electives to be selected from the following:~~

~~AGEC 5023, International Commodity Marketing~~

~~AGEC 6013, Advanced Agricultural Price Analysis~~

Twelve hours from these courses would represent the difference between the existing MBA program and the ~~proposed~~ curriculum in Logistics.

Total Program Coursework: ~~33~~ 39 hours