

Graduate Council Minutes

Friday, March 8, 2013 @ 1:00 pm

Present: Drs. Lee, Sustich, Schmidt, Humphrey, Kemp, Kyriakos (Owen), Gilbert, Koizumi, Welsh, Milligan, Srivatsan, Bowman (Hill), Drake, McKay, McLean and Ms. Terrell and Tamanathan

1. Education

Program Change

CSPS-change of dept., course changes and online delivery **APPROVED**

New Courses

CSPS 6363 Development and Advancement in Higher Ed **APPROVED**

CSPS 6373 Multicultural Dynamics in Higher Education **APPROVED**

CSPS 6393 Assessment, Accreditation and Accountability **APPROVED**

Course Changes

COUN 6333 to CSPS 6333 Student Personnel Services in Higher Ed **APPROVED**

COUN 6343 to CSPS 6343 College Student Development **APPROVED**

COUN 6383 to CSPS 6383 Practicum in College Student Personnel **APPROVED**

2. Engineering

New Courses

CE 529V Special Topics in Civil Engineering **APPROVED**

EE 529V Special Topics in Electrical Engineering **APPROVED**

ENGR 629V Special Topics in Engineering **APPROVED**

ME 529V Special Topics in Mechanical Engineering **APPROVED**

3. Humanities and Social Sciences

New Course

HIST 5243 The Vikings **APPROVED**

4. 2013-2014 GA Distributions **APPROVED**

5. Tabled

Independent Study change proposal plus draft agreement **APPROVED**

Code #

Bulletin Change Transmittal Form

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

Bulletin Change

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

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

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

Dr. William R. Stripling, Arkansas State University, P.O. Box 189, State University, AR 72467, ricks@astate.edu, 870-972-2048

2. Proposed Change

- Change program from being housed in Department of Psychology and Counseling to Department of Educational Leadership.
- Removal of two tracks for the program including removal of all mention of both tracks.
- Removal of "Approval to Register for Practica and Internships" section.
- Removal of "Eligibility for Comprehensive Examination" section.
- Course requirements changed from 48 hours to 36 hours.
- CRN Change - COUN 6333 Student Personnel Services in Higher Education changed to CSPPS 6333
- CRN Change - COUN 6343 College Student Development changed to CSPPS 6343
- CRN Change - COUN 6383 Practicum in College Student Personnel Services changed to CSPPS 6383

3. Effective Date

Fall 2013

4. Justification

The College Student Personnel Services (CSPPS) graduate program was started in fall 2001 as a collaborative effort of the Department of Psychology and Counseling, the Division of Student Affairs, and the Department of Educational Leadership. The 48 hour program was developed with two specialty tracks, Professional Practice and College Counseling. Both tracks had a heavy emphasis on knowledge and skills in psychology and counseling domains and the College Counseling track provided a concentrated focus on counseling skills and interventions. Since the program's inception, enrollment numbers have been low and few students have chosen the College Counseling track. A decision was made to revamp the program in order to attract a greater market of students. After much research of other CSPPS programs, the program will now be offered online retaining the most commonly offered CSPPS courses, eliminating some courses and adding three new courses to the program. The CSPPS graduate program will now be housed under the Department of Educational Leadership instead of Psychology and Counseling.

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:

- Minimize this form.
- Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
- This will take you to a list of the bulletins by year, please open the most current bulletin.

Revised 9/25/2008

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

Graduate Bulletin, 2012-2013, page 124-128:

MASTER OF SCIENCE DEGREE WITH A MAJOR IN COLLEGE STUDENT PERSONNEL SERVICES

Purpose Of The Degree

The purpose of the M.S. degree in College Student Personnel Services is to train entry level professionals for a broad array of student services positions in higher education. ~~The program has a heavy emphasis on developing skills in the areas of psychology and counseling.~~

~~There are two program tracks:~~

- ~~• Professional Practice and College Counseling. The Professional Practice track provides specialty training in organizational and systems issues for students who aspire to administrative careers in student service areas of higher education.~~
- ~~• The College Counseling track provides specialty training for students who aspire to counseling careers working with students in higher education.~~

~~Both tracks are designed to produce professionals who can support the philosophy of the Student Learning Imperative by helping college students become actively involved in high quality educational experiences both in and out of the traditional classroom.~~

~~The program is 48 semester hours. This includes a 15-hour core in college student personnel services, a 15-hour core in counseling and psychology, and 3 hours in statistics and research. Each track includes an additional 15 hours to provide specialized training to students seeking to enter professional practice or college counseling careers in student affairs.~~

~~The program places a heavy emphasis on practical experience. Students in both tracks will complete a 100-clock-hour practicum in student affairs and a 600-clock-hour internship. Students in the College Counseling track will complete an additional 100-clock-hour counseling practicum. Passage of a written comprehensive examination is required for completion of the program.~~

The College Student Personnel Services program is housed within the ~~Department of Psychology and Counseling, but is a cooperative effort with the Division of Student Affairs and the~~ Department of Educational Leadership, Curriculum, and Special Education. The program is designed to be consistent with the ~~accreditation standards of the Council for Accreditation of Counseling and Related Programs (CACREP), and with the~~ curriculum and training guidelines developed by the American College Personnel Association and approved by the Council for the Advancement of Standards in Higher Education (CAS).

Program Admission Procedures

1. Contact the Graduate School for an application materials packet.
2. Submit to the Graduate School all application materials, including:
 - a. Completed Graduate School application form with specified application fee, proof of immunization for measles and rubella (if date of birth is January 1957 or later), selective service status form, and separate transcripts of all undergraduate and graduate work from all colleges and universities attended.
 - b. Official report of a score, obtained within the last five (5) years, on the

Graduate Record Examination (GRE).

c. A typed statement of the applicant's personal, educational, and career goals and aspirations; the factors motivating these goals and aspirations; and the applicant's personal view of the role and value of college student personnel services.

d. Three (3) appraisal/recommendation forms, with at least one completed by a faculty member in the applicant's most recent academic program of study. (If the applicant has not completed that program of study, an official statement of the applicant's status in that program is also required). Applicants who have not been enrolled in an academic program for more than two years may substitute a recommendation from a current or recent employer. The other two recommendations may be completed by anyone qualified to comment on the applicant's ability and/or character, except that they may not be completed by a relative of the applicant.

3. Application file is reviewed by the Graduate School and, if the applicant qualifies for admission to the Graduate School, the file (including all materials listed above) is forwarded to the College Student Personnel Services Program Coordinator. ~~in the Department of Psychology and Counseling.~~

4. Application file is reviewed by the College Student Personnel Services Program Committee on Admissions. This committee evaluates all materials in the file to determine the applicant's eligibility for the program, determines whether or not the applicant will be admitted, establishes conditions of admission if needed, and assigns an adviser to admitted students.

5. Application file is returned to the Graduate School for notification of the applicant. For applicants who are admitted, notification will include identification of the academic adviser and conditions of admission, if any.

Program Admission Requirements

To be considered for admission to the M.S. degree program in College Student Personnel Services, applicants must hold an earned bachelor's or master's degree from a regionally accredited institution of higher education, present evidence of personal qualities consistent with those required for effective practice in student affairs, and present evidence of the academic abilities needed to complete graduate level work successfully. The indicated grade point averages and standardized test scores reflect minimum criteria for consideration of an applicant. Because a variety of factors are considered in admitting students, simply meeting the minimum criteria does not guarantee acceptance.

The appraisal/recommendation letters and the written statement of the applicant will provide the primary information used by admission committee members in forming their judgments of the applicant's personal qualifications. All applicants admitted to the program are required to meet the same high standard in regard to these qualities. The burden of providing affirmative evidence of these qualities rests with the applicant.

Previous academic work and GRE scores will provide the primary information used by admissions committee members in forming their judgment of an applicant's academic ability. Other indicators, such as the quality of the written statement provided by the applicant, may also be used. Based upon past academic performance and GRE scores, applicants who are admitted can be admitted on either an unconditional or a conditional basis.

1. Unconditional Admission Status. Applicants who are admitted will be placed in the unconditional admission status if they meet one of the following:

- a. A minimum undergraduate cumulative grade point average of 2.75 (or 3.00 on the last 60 hours of undergraduate work), combined with a minimum score of 148 on the verbal section and a minimum score of 141 on the quantitative section of the GRE, or
- b. Unconditional admission to the Graduate School, a minimum score of 148 on the verbal section and a minimum score of 141 on the quantitative section of the GRE, and a minimum cumulative graduate grade point

average of 3.25 on 12 or more hours with no grade less than a "B".

2. Conditional Admission Status. Applicants who are admitted will be placed in the conditional admission status if they meet one of the following:

a. A minimum undergraduate cumulative grade point average of 2.50 (or 2.75 on the last 60 hours), and a minimum score of 144 on the verbal section and a minimum score of 140 on the quantitative section of the GRE, or

b. A minimum undergraduate cumulative grade point average of 3.00 on the last 60 hours of undergraduate work, or
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c. A minimum cumulative grade point average of at least 3.00 on at least 6 hours of previous graduate work with no more than one grade of "C" and no grade less than a "C", or

d. A minimum cumulative undergraduate grade point average of 2.70, continuous employment (full or part-time) for at least the previous 12 months in a student's affairs position at a regionally accredited institution of higher education, and submission of a letter from the Chief Student Affairs Officer of the employing institution attesting that the applicant has shown considerable promise for college student personnel work.

Eligibility To Continue In The College Student Personnel Services Program

To remove conditional status students must earn a cumulative grade point average of at least 3.00 on their next 12 hours of required courses, and must have no more than one course with a grade of "C." Students who fail to remove conditional status in this manner after their first 12 hours of required courses will be dropped from the program.

Retention checkpoints for students admitted to the College Student Personnel Services program include the following:

1. **Semi-Annual Review.** All students admitted to the program will be subject to semiannual reviews conducted by the degree program committee during the last three weeks of every fall and spring semester. The committee will assess current evidence of a student's relevant personal qualities and his or her academic progress. Any student having earned more than one grade of "C" will come under close scrutiny. As an outcome of the review, the committee will approve the student for continuation in the program without conditions, continuation in the program with specified conditions, suspension from the program with conditions for readmission, or removal from the program.

2. **Admission to Candidacy.** Students who attain Unconditional status and have completed 12 to 18 hours must file for candidacy status in compliance with Graduate School policy.

~~3. **Approval to Register for Practica and Internships.** Eligibility to enroll in practica and internships (i.e., COUN 6203, COUN 6213, COUN 6383, COUN 6393, & COUN 6493) is subject to approval by a screening committee. To obtain approval a student must submit a completed application form, have completed all prerequisites, and be deemed ready for the level of practice required in the particular practicum or internship.~~

~~4. **Eligibility for Comprehensive Examination.** Students who have earned an overall grade point average of 3.00 on all work in graduate school, a cumulative grade point average of 3.00 on courses in the College Student Personnel Services program, and are enrolled for their final period of study, will be eligible to sit for the comprehensive examination.~~

~~3.5. **Eligibility for Graduation.** Students who have completed all courses in the College Student Personnel Services program with a 3.00 cumulative grade point average, and have a cumulative grade point average of 3.00 on all graduate work, and have passed the comprehensive examination will be eligible for conferral of the degree.~~

Academic Credit

Credit will not be given for any course completed more than six years prior to completion of the degree. ~~In addition, students enrolling in COUN and PSY courses are expected to provide evidence that prerequisite knowledge is sufficiently current to support successful academic performance and/or clinical practice.~~ Students with dated courses may be required to repeat these courses or engage in other relevant experiences whether or not they have been used to fulfill requirements for another degree.

Consistent with the Graduate School residence requirement, students may transfer no more than nine (9) hours of course credit toward the M.S. in College Student Personnel Services. Without prior approval in writing from the program coordinator, ~~the practicum practica and internships (i.e., COUN 6203, COUN 6213, COUN 6383, COUN 6393, & COUN 6493)~~ must be completed through enrollment at Arkansas State University-Jonesboro. Such approval will be granted only when the program coordinator can verify that the quality of experience is comparable to that at Arkansas State University and that the student will be unable to complete his or her degree without the waiver. The burden of proof in providing these assurances rests with the student.

Core Course Requirements (27 hours)

~~Core Courses Required of all Candidates in College Student Personnel Services College Student Personnel Services (15 hours)~~

~~CSPS COUN 6333, Student Personnel Services in Higher Education~~

~~CSPS COUN 6343, College Student Development~~

~~ELAD 6333, Organization and Administration of College Student Personnel Services~~

~~COUN 6353, College and the Student~~

~~CSPS COUN 6383, Practicum in College Student Personnel Services~~

~~ELAD 6003, Legal Aspects of Higher Ed~~

~~ELAD 6053, Finance in Higher Education~~

~~CSPS 6373, Multicultural Dynamics in Higher Education~~

~~CSPS 6393, Assessment, Accreditation and Accountability in Higher Education~~

~~Statistics and Research (3 hours)~~

~~ELFN 6773, Introduction to Statistics and Research, or~~

~~PSY 6213, Statistics and Research Design in Psychology and Counseling Psychology and Counseling (15 hours)~~

~~COUN 6043, Career and Lifestyle Development~~

~~COUN 6123, Group Dynamics~~

~~PSY 6113, Theories and Techniques in Helping Relationships~~

~~PSY 6573, Psychological Testing~~

~~PSY 6613, Professional Consultation~~

Electives (Choose three courses-9 hours)

~~CSPS 6363, Development and Advancement in Higher Ed~~

~~ELAD 6103, Ethical Leadership~~

~~ELFN 6763, Philosophies of Education~~

~~CCED 7003, The Community College~~

~~ELAD 6323, Organization and Governance of Higher Education~~

~~Courses Required of Candidates in Professional Practice Track (15 hours)~~

~~COUN 6393, Internship in College Student Personnel Services~~

~~6 hours of electives approved by adviser~~

~~Courses Required of Candidates in College Counseling Track (15 hours)~~

~~COUN 6203, Counseling Prepracticum~~

~~COUN 6213, Counseling Practicum~~

~~COUN 6493, Internship in College Counseling~~

~~PSY 6543, Psycho-Social Aspects of Development~~

~~3-hour elective in Psychology or Counseling~~

Revised 9/25/2008

Minimum hours required for this program: 36 48

~~Note: Students graduating from the College Counseling track must pass the National Counselor Examination (NCE) to be licensed as a counselor in Arkansas, Missouri, and most other states.~~

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.) CSPA 6363
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). Development and Advancement in Higher Ed
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)? Pass/fail
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. This course is intended to provide a theoretical framework and practical application to educate students on development and advancement operations at an institution of higher education.
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). No prerequisites. Restricted to Masters in College Student Personnel Services.
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. William R. Stripling; P.O. Box 189, State University, AR 72467; ricks@astate.edu ; (870) 972-2048
11. Proposed Starting Term/Year Fall 2013
12. Is this course in support of a new program? If yes, what program? No
13. Does this course replace a course being deleted? No a) If yes, what course? b) Has this course number been used in the past? No
Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

<p>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No</p>
<p>15. Justification should include:</p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). Development and advancement operations are occupying an increasingly important and visible role in higher education institutions. Once the purview of private institutions, many public institutions have built sophisticated fundraising operations to cultivate private support in the wake of decreased public funding.</p> <p>While educated, talented and dedicated professionals occupy these roles, they enter the field from a variety of routes without a dedicated academic training. Given the emergence of the profession, research and literature have developed to provide a theoretical context. This course is an attempt to merge the academic with the experiential.</p> <p>As an interdisciplinary effort, development draws upon bodies of knowledge that cut across the humanities and social sciences, business and law. While some principles apply to the field of fundraising in general and typical aspects of the nonprofit sector, this course will specifically focus on development and advancement in higher education.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Students will gain an understanding of the role philanthropy has historically played in the development of higher education institutions in America. • Using this historical knowledge, students will learn to place current issues, challenges and trends—such as privatization of public supported institutions—in context. • Individual and organizational motivations, methods and related implications will be explored, as will relative ethical and legal considerations. In addition to studying this in a general sense, you will also be challenged to discover your own “philanthropic passion” and to understand the impact your resources (even if that’s not yet money but time) can have. • The organizational structure of development and advancement operations within universities will be analyzed. Students will be able to share their internship experiences and place their positions and offices within the bigger picture of serving the university and its various constituents. • Students will explore the basic literature for the theory and practice of fundraising in higher education and will determine implications for future research. <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive. The course is consistent with the mission of the college student personnel services program. The curriculum is designed to give students an understanding and working knowledge of development and advancement operations and to prepare them to implement their knowledge and skills in professional practice. The course is designed to be consistent with the curriculum and training guidelines developed by the American College Personnel Association and approved by the Council for the Advancement of Standards in Higher Education (CAS).</p> <p>C. Student population served. Graduate students pursuing a degree in College Student Personnel Services.</p> <p>D. Rationale for the level of the course (lower, upper, or graduate). Course is designed for College Student Personnel Services graduate program.</p>
<p>16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.) CLASS ONE - OVERVIEW & TOUR CLASS TWO - HISTORY OF PHILANTHROPY & HIGHER EDUCATION CLASS THREE - ORGANIZATIONAL PHILANTHROPY CLASS FOUR - ANNUAL GIVING & ALUMNI ASSOCIATIONS CLASS FIVE - MAJOR GIFTS: CYCLE OF A GIFT CLASS SIX - MAJOR GIFTS: DONOR-CENTERED DEVELOPMENT CLASS SEVEN - PLANNED GIVING & ENDOWMENTS: LEAVING A LEGACY CLASS EIGHT - CAPITAL CAMPAIGNS CLASS NINE - DONOR MOTIVATIONS & VOLUNTEERS CLASS TEN - FUNDRAISING AT PRIVATE INSTITUTIONS CLASS ELEVEN - FUNDRAISING WITH SMALL SHOPS CLASS TWELVE - ATHLETICS FUNDRAISING CLASS THIRTEEN - DEVELOPMENT AS A PROFESSION CLASS FOURTEEN - FINAL PRESENTATIONS CLASS FIFTEEN - FINAL PRESENTATIONS</p>
<p>17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) The class will be a pass/fail course. Students will assemble a course-pack of materials throughout the class as articles are distributed for review and discussion. The course will use a variety of assignments that will allow students to draw upon their experiences, to share those ideas with the class, to position them in a greater context, and thus to gain a broader understanding of the field. Class participation is essential.</p>
<p>18. Special features (e.g. labs, exhibits, site visitations, etc.) None</p>
<p>19. Required reading Appropriate reading materials to support course lectures, reading and research as required to assemble the final course packet.</p>
<p>20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) None required</p>
<p>21. What is the primary goal of this course? The primary goal of this course is to provide a theoretical framework and practical application to prepare students on development and advancement operations at an institution of higher education.</p>

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 gain an understanding of the role philanthropy plays in the development of higher education institutions.

Learning Activity: Readings, videos, interactive class discussions

Assessment Tool: Reflective course packet

Primary Goal Outcome #2: To develop philanthropic awareness through individual and organizational motivations, methods and related implications.

Learning Activity: Readings, video, case study analysis

Assessment Tool: Reflective course packet

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Graduate Bulletin, 2012-2013, page 128:

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~~Student Personnel Services (15 hours)~~

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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) CSPS 6373
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). Multicultural Dynamics in Higher 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. Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard letter
5. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. This course will help professionals effectively support students from increasingly diverse backgrounds. With changes occurring in the world's population demographics, the need for culturally-competent professionals is crucial. We will explore cognitive, affective, and behavioral considerations in supporting culturally diverse students.
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). No prerequisites. Restricted to Masters in College Student Personnel Services.
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
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15. Justification should include:**A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**

The learning objectives are linked to the Council for Accreditation of Counseling and Related Educational Programs [CACREP] 2009 standards (<http://www.ircep.org/doc/2009%20Standards%20with%20cover.pdf>)

Learning Objectives:

- multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (CACREP II.G.2.a)
- attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients (CACREP II.G.2.b)
- theories of multicultural counseling, identity development, and social justice (CACREP II.G.2.c)
- individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies justice (CACREP II.G.2.d)
- counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP II.G.2.e)
- counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP II.G.2.f)
- the effects of racism, discrimination, power, privilege, and oppression in one's own life and career and those of the client (CACREP III.E.2)

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 consistent with the mission of the college student personnel services program. The curriculum is designed to give students an understanding and working knowledge of theories of multicultural counseling and to prepare them to implement their knowledge and skills in professional practice. The course is designed to be consistent with the curriculum and training guidelines developed by the American College Personnel Association and approved by the Council for the Advancement of Standards in Higher Education (CAS).

C. Student population served.

Graduate students pursuing a degree in College Student Personnel Services.

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

Course is designed for College Student Personnel Services graduate 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 – Introduction and Course Expectations
 Week 2 – White Privilege
 Week 3 – Latino / Hispanic
 Week 4 – Native American
 Week 5 – African-American
 Week 6 – Mixed-Ethnicity
 Week 7 – Low-Income and 1st Generation
 Week 8 – Student-Athletes
 Week 9 - LGBTQIA
 Week 10 - Gender
 Week 11 – Middle Eastern Descent
 Week 12 – Spiritual Diversity
 Week 13 – People With Disabilities
 Week 14 – Military Veterans
 Week 15 – Asian American
 Week 16 – Multigenerational Workplace

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

This course will be facilitated entirely through Blackboard Learn. It is expected and essential that students participate in class discussions through video conferencing. Attendance during video conferences is paramount. The more students participate, the more they will grow, both professionally and interpersonally. Additional requirements include three reflection papers, one presentation, and a final project. Extra credit may be earned by attending and writing a reflection paper on instructor-approved multicultural events/activities/symposia during the term.

Since this class will discuss sensitive topics, it is expected that confidentiality be upheld. All assignments are to be completed with the type of analysis, discussion, and writing commensurate with graduate-level expectations.

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

None

19. Required reading

The required text for this course is "Developing Multicultural Counseling Competence: A Systems Approach" (2010) by Danica G. Hays and Bradley T. Erford. Students will also be responsible for other assigned materials (i.e. other readings, videos, etc.) as discussed in class or email.

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

One adjunct faculty will be hired. No additional supplies needed.

21. What is the primary goal of this course?

The primary goal of this course is to prepare culturally-competent professionals for successful careers in higher education.

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 understand their role in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Learning Activity: Readings, videos, interactive values clarification discussions

Assessment Tool: Reflective essays, presentation, term paper

Primary Goal Outcome #2: To understand theories of multicultural counseling, identity development, and social justice.

Learning Activity: Readings, video, case study analysis

Assessment Tool: Reflective essays, presentation, term paper

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

Graduate Bulletin, 2012-2013, page 128:

Core Course Requirements (27 hours)

~~Core Courses Required of all Candidates in College Student Personnel Services College~~

~~Student Personnel Services (15 hours)~~

~~CSPS COUN 6333, Student Personnel Services in Higher Education~~

~~CSPS COUN 6343, College Student Development~~

~~ELAD 6333, Organization and Administration of College Student Personnel Services~~

~~COUN 6353, College and the Student~~

~~CSPS COUN 6383, Practicum in College Student Personnel Services~~

~~ELAD 6003, Legal Aspects of Higher Ed~~

~~ELAD 6053, Finance in Higher Education~~

~~CSPS 6373, Multicultural Dynamics in Higher Education~~

~~CSPS 6393, Assessment, Accreditation and Accountability in Higher Education~~

~~Statistics and Research (3 hours)~~

~~ELFN 6773, Introduction to Statistics and Research, or~~

~~PSY 6213, Statistics and Research Design in Psychology and Counseling Psychology and Counseling (15 hours)~~

~~COUN 6043, Career and Lifestyle Development~~

~~COUN 6123, Group Dynamics~~

~~PSY 6113, Theories and Techniques in Helping Relationships~~

Revised 9/25/2008

~~PSY 6573, Psychological Testing~~

~~PSY 6613, Professional Consultation~~

Electives (Choose three courses-9 hours)

CSPS 6363, Development and Advancement in Higher Ed

ELAD 6103, Ethical Leadership

ELFN 6763, Philosophies of Education

CCED 7003, The Community College

ELAD 6323, Organization and Governance of Higher Education

~~Courses Required of Candidates in Professional Practice Track (15 hours)~~

~~COUN 6393, Internship in College Student Personnel Services~~

~~6 hours of electives approved by adviser~~

~~Courses Required of Candidates in College Counseling Track (15 hours)~~

~~COUN 6203, Counseling Prepracticum~~

~~COUN 6213, Counseling Practicum~~

~~COUN 6493, Internship in College Counseling~~

~~PSY 6543, Psycho-Social Aspects of Development~~

~~3-hour elective in Psychology or Counseling~~

Minimum hours required for this program: 36 48

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.) CSPS 6393
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). Assessment, Accreditation, and Accountability in Higher 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. Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard letter
5. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. Students examine and evaluate current polices in accreditation, performance-based funding, and federal compliance and analyze best practices in assessment of student learning in higher education. Students design curricular and co-curricular assessments at the course, program, and university levels.
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). No prerequisites. Restricted to Masters in College Student Personnel Services.
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. William R. Stripling; P.O. Box 189, State University, AR 72467; ricks@astate.edu ; (870) 972-2048
11. Proposed Starting Term/Year Fall 2013
12. Is this course in support of a new program? If yes, what program? No
13. Does this course replace a course being deleted? No a) If yes, what course? b) 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).

Graduates of the CSP program must be familiar with assessment and accreditation policies and know how to align the unique goals of an institution with student learning goals.

Learning Objectives:

- (1) Articulate and defend a position on performance-based funding
- (2) Create a course level, program level, and university level assessment plan
- (3) Communicate, in writing, a position on student retention and responsibility
- (4) Evaluate positions on general education and liberal arts in higher education
- (5) Present a position on the ethical use of standardized and locally developed tests
- (6) Propose an assessment plan that addresses faculty freedom, students' rights and responsibilities in testing, and federal compliance
- (7) Synthesize and articulate best practices in student learning
- (8) Synthesize and articulate best practices in assessment of student learning

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 consistent with the mission of the college student personnel services program. The curriculum is designed to give students an understanding and working knowledge of assessment and accreditation theory and to prepare them to implement their knowledge and skills in professional practice. The course is designed to be consistent with the curriculum and training guidelines developed by the American College Personnel Association and approved by the Council for the Advancement of Standards in Higher Education (CAS).

C. Student population served.

Graduate students pursuing a degree in College Student Personnel Services.

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

Course is designed for College Student Personnel Services graduate 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.)

Schedule

Week 1	History of the Accountability Movement in Higher Education
Week 2	The European Movements – Bologna, Tuning, DQP
Week 3	The American Movements – Spellings, NCLB, CCA
Week 4	Curricular Assessment, High-Impact Practices
Week 5-6	University Assessment – Mission and Strategic Plan, Liberal Arts
Week 7	Curricular Assessment – Program Level
Week 8	Curricular Assessment – Course Level
Week 9	Ethical Issues in Testing and Assessment
Week 10	Co-curricular Assessment, Best Practices
Week 11	Online Learning, Web-Assisted Courses, and MOOCs
Week 12	Accreditation – Professional and National
Week 13	Stakeholder involvement and dissemination of data

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

Three application papers, discussion boards, two exams, Blackboard collaborate, one oral presentation.

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

Final oral presentation of a university assessment plan

19. Required reading

Appropriate reading materials to support course lectures, reading and research as required to assemble the final course packet.

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

One adjunct faculty will be hired. No additional supplies needed.

21. What is the primary goal of this course?

The primary goal of this course is to equip students to create a university assessment plan that includes plans for retention and student success.

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

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

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

Primary Goal Outcome #1: Create a course level, program level, and university level assessment plan

Learning Activity: Lectures, readings, discussion boards, papers

Assessment Tool: Final oral presentation

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:

Revised 9/25/2008

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

Graduate Bulletin, 2012-2013, page 128:

Core Course Requirements (27 hours)

~~Core Courses Required of all Candidates in College Student Personnel Services College Student Personnel Services (15 hours)~~

~~CSPS COUN 6333, Student Personnel Services in Higher Education~~

~~CSPS COUN 6343, College Student Development~~

~~ELAD 6333, Organization and Administration of College Student Personnel Services~~

~~COUN 6353, College and the Student~~

~~CSPS COUN 6383, Practicum in College Student Personnel Services~~

~~ELAD 6003, Legal Aspects of Higher Ed~~

~~ELAD 6053, Finance in Higher Education~~

~~CSPS 6373, Multicultural Dynamics in Higher Education~~

CSPS 6393, Assessment, Accreditation and Accountability in Higher Education

~~Statistics and Research (3 hours)~~

~~ELFN 6773, Introduction to Statistics and Research, or~~

~~PSY 6213, Statistics and Research Design in Psychology and Counseling Psychology and Counseling (15 hours)~~

~~COUN 6043, Career and Lifestyle Development~~

~~COUN 6123, Group Dynamics~~

~~PSY 6113, Theories and Techniques in Helping Relationships~~

~~PSY 6573, Psychological Testing~~

~~PSY 6613, Professional Consultation~~

Electives (Choose three courses-9 hours)

CSPS 6363, Development and Advancement in Higher Ed

ELAD 6103, Ethical Leadership

ELFN 6763, Philosophies of Education

CCED 7003, The Community College

ELAD 6323, Organization and Governance of Higher Education

~~Courses Required of Candidates in Professional Practice Track (15 hours)~~

~~COUN 6393, Internship in College Student Personnel Services~~

~~6 hours of electives approved by adviser~~

~~Courses Required of Candidates in College Counseling Track (15 hours)~~

~~COUN 6203, Counseling Propracitium~~

~~COUN 6213, Counseling Practicum~~

~~COUN 6493, Internship in College Counseling~~

~~PSY 6543, Psycho-Social Aspects of Development~~

~~3-hour elective in Psychology or Counseling~~

Minimum hours required for this program: 36 48

Code #

Bulletin Change--Not deletion
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
 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. Program and/or Course Title, Prefix and Number COUN 6333 Student Personnel Services in Higher Education</p>
<p>2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. William R. Stripling, Arkansas State University, PO Box 189, State University, AR 72467, ricks@astate.edu, 870-972-2048</p>
<p>3. Last semester student can graduate with this degree and/or last semester course will be offered Summer 2013</p>
<p>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 initially designed for students enrolled in the College Student Personnel Services graduate program. The program will no longer be housed in the Department of Psychology and Counseling. It will now fall under the Department of Educational Leadership. The prefix change is to decrease student confusion when registering for courses.</p>
<p>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. Deleting this course will not affect the Department of Psychology and Counseling and/or the Department of Educational Leadership</p>
<p>6. (For courses only) Will another course be substituted? If yes, what course? The course prefix for this course will change from COUN6333 to CSPS6333. All other aspects of the course will remain the same.</p>

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

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

Graduate Bulletin, 2012-2013, page 128:

Core Course Requirements (27 hours)

~~Core Courses Required of all Candidates in College Student Personnel Services College Student Personnel Services (15 hours)~~

CSPS COUN 6333, Student Personnel Services in Higher Education

CSPS COUN 6343, College Student Development

ELAD 6333, Organization and Administration of College Student Personnel Services

~~COUN 6353, College and the Student~~

CSPS COUN 6383, Practicum in College Student Personnel Services

ELAD 6003, Legal Aspects of Higher Ed

ELAD 6053, Finance in Higher Education

CSPS 6373, Multicultural Dynamics in Higher Education

CSPS 6393, Assessment, Accreditation and Accountability in Higher Education

~~Statistics and Research (3 hours)~~

~~ELFN 6773, Introduction to Statistics and Research, or~~

~~PSY 6213, Statistics and Research Design in Psychology and Counseling Psychology and Counseling (15 hours)~~

~~COUN 6043, Career and Lifestyle Development~~

~~COUN 6123, Group Dynamics~~

~~PSY 6113, Theories and Techniques in Helping Relationships~~

~~PSY 6573, Psychological Testing~~

~~PSY 6613, Professional Consultation~~

Electives (Choose three courses-9 hours)

CSPS 6363, Development and Advancement in Higher Ed

ELAD 6103, Ethical Leadership

ELFN 6763, Philosophies of Education

CCED 7003, The Community College

ELAD 6323, Organization and Governance of Higher Education

~~Courses Required of Candidates in Professional Practice Track (15 hours)~~

~~COUN 6393, Internship in College Student Personnel Services~~

~~6 hours of electives approved by advisor~~

~~Courses Required of Candidates in College Counseling Track (15 hours)~~

~~COUN 6203, Counseling Prepracticum~~

~~COUN 6213, Counseling Practicum~~

~~COUN 6493, Internship in College Counseling~~

~~PSY 6543, Psycho-Social Aspects of Development~~

~~3-hour elective in Psychology or Counseling~~

Minimum hours required for this program: 36 48

Code #

Bulletin Change 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
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. Program and/or Course Title, Prefix and Number COUN 6343 College Student Development</p>
<p>2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. William R. Stripling, Arkansas State University, PO Box 189, State University, AR 72467, ricks@astate.edu, 870-972-2048</p>
<p>3. Last semester student can graduate with this degree and/or last semester course will be offered Summer 2013</p>
<p>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 initially designed for students enrolled in the College Student Personnel Services graduate program. The program will no longer be housed in the Department of Psychology and Counseling. It will now fall under the Department of Educational Leadership. The prefix change is to decrease student confusion when registering for courses.</p>
<p>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. Deleting this course will not affect the Department of Psychology and Counseling and/or the Department of Educational Leadership</p>
<p>6. (For courses only) Will another course be substituted? If yes, what course? The course prefix for this course will change from COUN6343 to CSPS6343. All other aspects of the course will remain the same.</p>

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

Graduate Bulletin, 2012-2013, page 128:

Core Course Requirements (27 hours)

~~Core Courses Required of all Candidates in College Student Personnel Services College Student Personnel Services (15 hours)~~

~~CSPS COUN 6333, Student Personnel Services in Higher Education~~

~~CSPS COUN 6343, College Student Development~~

~~ELAD 6333, Organization and Administration of College Student Personnel Services~~

~~COUN 6353, College and the Student~~

~~CSPS COUN 6383, Practicum in College Student Personnel Services~~

~~ELAD 6003, Legal Aspects of Higher Ed~~

~~ELAD 6053, Finance in Higher Education~~

~~CSPS 6373, Multicultural Dynamics in Higher Education~~

~~CSPS 6393, Assessment, Accreditation and Accountability in Higher Education~~

~~Statistics and Research (3 hours)~~

~~ELFN 6773, Introduction to Statistics and Research, or~~

~~PSY 6213, Statistics and Research Design in Psychology and Counseling Psychology and Counseling (15 hours)~~

~~COUN 6043, Career and Lifestyle Development~~

~~COUN 6123, Group Dynamics~~

~~PSY 6113, Theories and Techniques in Helping Relationships~~

~~PSY 6573, Psychological Testing~~

~~PSY 6613, Professional Consultation~~

Electives (Choose three courses-9 hours)

CSPS 6363, Development and Advancement in Higher Ed

ELAD 6103, Ethical Leadership

ELFN 6763, Philosophies of Education

CCED 7003, The Community College

ELAD 6323, Organization and Governance of Higher Education

~~Courses Required of Candidates in Professional Practice Track (15 hours)~~

~~COUN 6393, Internship in College Student Personnel Services~~

~~6 hours of electives approved by advisor~~

~~Courses Required of Candidates in College Counseling Track (15 hours)~~

~~COUN 6203, Counseling Prepracticum~~

~~COUN 6213, Counseling Practicum~~

~~COUN 6493, Internship in College Counseling~~

~~PSY 6543, Psycho-Social Aspects of Development~~

~~3-hour elective in Psychology or Counseling~~

Minimum hours required for this program: 36 48

Code #

Bulletin Change 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
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
COUN 6383 Practicum in College Student Personnel Services

2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
Dr. William R. Stripling, Arkansas State University, PO Box 189, State University, AR 72467, ricks@astate.edu, 870-972-2048

3. Last semester student can graduate with this degree and/or last semester course will be offered
Summer 2013

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 initially designed for students enrolled in the College Student Personnel Services graduate program. The program will no longer be housed in the Department of Psychology and Counseling. It will now fall under the Department of Educational Leadership. The prefix change is to decrease student confusion when registering for courses.

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.
Deleting this course will not affect the Department of Psychology and Counseling and/or the Department of Educational Leadership

6. (For courses only) Will another course be substituted? If yes, what course?
The course prefix for this course will change from COUN6383 to CSPS6383. All other aspects of the course will remain the same.

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

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

Graduate Bulletin, 2012-2013, page 128:

Core Course Requirements (27 hours)

~~Core Courses Required of all Candidates in College Student Personnel Services College Student Personnel Services (15 hours)~~

~~CSPS COUN 6333, Student Personnel Services in Higher Education~~

~~CSPS COUN 6343, College Student Development~~

~~ELAD 6333, Organization and Administration of College Student Personnel Services~~

~~COUN 6353, College and the Student~~

CSPS COUN 6383, Practicum in College Student Personnel Services

~~ELAD 6003, Legal Aspects of Higher Ed~~

~~ELAD 6053, Finance in Higher Education~~

~~CSPS 6373, Multicultural Dynamics in Higher Education~~

~~CSPS 6393, Assessment, Accreditation and Accountability in Higher Education~~

~~Statistics and Research (3 hours)~~

~~ELFN 6773, Introduction to Statistics and Research, or~~

~~PSY 6213, Statistics and Research Design in Psychology and Counseling Psychology and Counseling (15 hours)~~

~~COUN 6043, Career and Lifestyle Development~~

~~COUN 6123, Group Dynamics~~

~~PSY 6113, Theories and Techniques in Helping Relationships~~

~~PSY 6573, Psychological Testing~~

~~PSY 6613, Professional Consultation~~

Electives (Choose three courses-9 hours)

~~CSPS 6363, Development and Advancement in Higher Ed~~

~~ELAD 6103, Ethical Leadership~~

~~ELFN 6763, Philosophies of Education~~

~~CCED 7003, The Community College~~

~~ELAD 6323, Organization and Governance of Higher Education~~

~~Courses Required of Candidates in Professional Practice Track (15 hours)~~

~~COUN 6393, Internship in College Student Personnel Services~~

~~6 hours of electives approved by advisor~~

~~Courses Required of Candidates in College Counseling Track (15 hours)~~

~~COUN 6203, Counseling Prepracticum~~

~~COUN 6213, Counseling Practicum~~

~~COUN 6493, Internship in College Counseling~~

~~PSY 6543, Psycho-Social Aspects of Development~~

~~3-hour elective in Psychology or Counseling~~

Minimum hours required for this program: 36 48

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COLLEGE OF ENGINEERING GRADUATE COURSE DESCRIPTIONS

CE 5223. Transportation Engineering Principles of highway survey and locations, geometric design, highway materials, pavement design, highway drainage, and pavement management. A highway design project is required. Prerequisites, C or better in CE 3223, CE 4203, CE 4251 and CE 4253. Dual listed as CE 4223.

CE 5233. Foundation Engineering Prediction of soil variation, soil investigations, stress distribution and bearing capacity, dewatering analysis and procedures, and settlements. The design and analysis of retaining structures and lateral earth pressures, shallow foundations, pile foundations. Three foundation design projects are required. Prerequisite, C or better in CE 2202. Corequisite, CE 4253. Dual listed as CE 4233.

CE 5243. Reinforced Concrete Design Design of beams with bending, and shear stress, splicing design and deflection calculations, design columns. Prerequisites, C or better in CE 3213. Dual listed as CE 4243.

CE 5253. Soil Mechanics Physical properties of soils as used in design, specific gravity, grain size distribution, plasticity, shrinkage, permeability, compressibility, consolidation and shear strength. Foundation design for consolidation. Corequisites, ENGR 3473 and CE 4251. Dual listed as CE 4253.

CE 5263. Water and Waste Treatment Design of physical, chemical and biological unit processes for treatment of water, wastewater and sludges. Advanced wastewater treatment processes are presented. Student papers on selected waste treatment applications are required. Prerequisites, C or better in CE 3273. Dual listed as CE 4263.

CE 5283. Structural Steel Design Design of structural systems in steel. Design of tension and compression members, beams with bending and axial stresses, bolted and welded connections. Prerequisite, C or better in CE 3213. Dual listed as 4283.

CE 529V Special Topics in Civil Engineering

EE 5303. Engineering Field and Waves II Study of electromagnetic waves in free space, dielectrics, and conductors, transmission lines, polarization, reflection, refraction, diffraction, waveguides, resonators, antennas, and radiation. Prerequisites, MATH 4403 and C or better in EE 3343. Dual listed as EE 4303.

EE 5313. Control Systems Analysis and design of linear feedback systems. Transfer functions, state-space analysis, transient and steady state characterization, and stability determination. Closed loop analysis and design using root locus and frequency domain methods. Prerequisites, C or better in EE 3403. Corequisite, EE 3353. Dual listed as EE 4313.

EE 5323. Electrical Machinery Introduction to the analysis and design of electromechanical energy conversion systems, magnetic circuit theory, general transformer and machinery theory, and DC and AC motors and generators. Prerequisite, C or better in EE 3313 or ENGR 3473, and ENGR 3423. Dual listed as EE 4323.

EE 5333 Communications Theory Frequency spectra of time signals. Review of Fourier series and transforms. Signal mixing, modulation, and demodulation. AM and FM broadcasting techniques and bands. Pulsed and digital communication modes. Prerequisite, C or better in EE 3353 (Continuous and Analog Systems) and ENGR 3403 (Electronics 1). Dual listed as EE 4333.

EE 5344. Microprocessor and PLC Applications A microcomputer hardware

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Graduate Bulletin 2012-2013, Pg 180.

interfacing course for senior level engineers. A survey of small computers and their engineering functions including control, sensing, and computation. The concept of using assembly language and other languages as control programming languages are introduced. Prerequisites, C or better in EE 3333 and EE 3331. Dual listed as EE 4344.

EE 5353. Power Systems Generation, transmission, and distribution of large scale electrical power, associated energy losses and practical design problems and complications. Transmission line analysis. Three phase power networks. Load monitoring and control. Prerequisite, C or better in EE 3313 and ENGR 3423. Corequisite, MATH 4403. Dual listed as EE 4353.

EE 5373. Electronics II A continuation of EE 3403 with emphasis on the analysis, simulation, and design of feedback, operational amplifier systems, frequency response, integrated circuits and power and waveshaping circuits. Prerequisite, C or better in EE 3313, ENGR 3443, and EE 3403. Dual listed as EE 4373.

EE 5383. Digital Electronics II Continuation of the study of digital circuit design with emphasis on the design of larger systems and use of LSI components. Register transfer logic, computer interfacing and design, microcomputer based system design. Prerequisite, C or better in EE 3333. Dual listed as EE 4383.

EE 5393. Discrete and Digital Systems Analysis and application of discrete and digital systems including finite difference based recursion equations, ztransforms, delay elements and memory devices, discrete and digital simulation of continuous and analog systems, and digital filter applications. Prerequisite, C or better in EE 3353. Dual listed as EE 4393.

EE 5703. Signal and Information Processing Information processing theory and applications including discrete time signals, time domain systems, transform domain representation of discrete time signals, digital processing of continuous time signals, digital filter structure and design, propagation of signals and associated noise and distortion, and analysis of finite word length effects. Prerequisite, C or better in EE 3353. Dual listed as EE 4703.

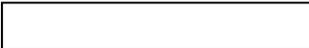
EE 5713. Semiconductor Materials and Devices II Continuation of EE 3363, including configuration and operation of advanced solid state junction devices. Large scale to ultra large scale integration and miniaturization of electronics into integrated circuits. Metallization and shaping technology and manufacturing aspects. Prerequisite, C or better in EE 3363. Dual listed as EE 4713.

EE 5723. Power Electronics and Control Electrical and electronic circuits for switching, relaying, shaping, and amplifying large current, voltage, and power signals, including relays, transformers, MOSFETs, diacs, triacs, SCRs, unijunction transistors, optorelays, optocouplers, rectifiers, and push, pull amplifiers. High voltage circuitry. Representative industrial applications and practical constraints and specifications. Prerequisites, C or better in EE 3333, EE 3403, and EE 3401. Dual listed as EE 4723.

EE 529V Special Topics in Electrical Engineering

EGRM 6003 Engineering Statistics Basic concepts and methods of descriptive and inferential statistics including graphical techniques, measures of central tendency and dispersion, interval estimation, hypothesis and goodness of fit tests, comparisons of two populations, and analysis of variance. Prerequisite MATH 2204 calculus I.

EGRM 6013 Quality control and Improvement A brief review of the evolution of quality control and improvement theory particularly as influenced by key pioneers such as Deming, Juran, and Taguchi. Extensive coverage of selected quality improvement techniques includes statistical process control, inspection sampling, and design of experiments. Prereq



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ENGR 6113. Materials Science and Engineering Principle concepts and advanced studies in materials science and engineering for graduate level students. Fundamental topics such as material properties in microstructures and modern solid state physics and quantum mechanics are introduced.

ENGR 6123. Engineering Optimization Formulation and modeling aspects of engineering problems using various optimization techniques to seek optimum value and design under specific requirements. Set-up numerical formulations and algorithms, introduction of design of experimental methods, and application to practical engineering problems included.

ENGR 6133 Engineering Electrodynamics Dynamic theory of material interactions with electricity, magnetism, and light based on conservation of energy and momentum. Examples include modern applications of optical manipulation such as optical tweezers and optical binding of matter. Prerequisite: ENGR 6023 Advanced Engineering Math and an undergraduate course in electromagnetics.

ENGR 6143 Advanced Heat and Mass Transfer Conservation laws, steady/unsteady conduction, mass diffusion, exact/numerical solutions of PDE, FDM, Fourier/Laplace transform in heat transfer, convection, heat transfer in Couette/Poiseuille/Falkner-Skan flows, heat transfer in laminar/turbulent boundary layer, natural convection and radiation. Prerequisite: Undergraduate coursework in fluid mechanics and heat transfer.

ENGR 6153 Advanced Fluid Mechanics Principal concepts and advanced topics in fluid mechanics including vector analysis, kinematics, control volume theorem, continuity, momentum, Navier-Stokes, Euler and Bernoulli equations, potential flow, circulation, vorticity, similarity, boundary layers approximation and turbulence. Prerequisite: Undergraduate course in fluid mechanics.

ENGR 629V Special Topics in Engineering

ENGR 689V Thesis Each special topic is selected on the basis of the needs of the graduate class.

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

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

ME 5543. Machine Design Analysis and design of mechanical system components using theoretical and empirical concepts coupled with computational modeling and numerical analysis. Prerequisites, C or better in ENGR 2413. Dual listed as ME 4543.

ME 5553. Heat Transfer Application of theories of heat transfer by conduction, convection, and radiation to manufacturing processes and industrial applications. Prerequisites, C or better in MATH 4403, ENGR 2423, ENGR 3443, and ENGR 3473. Dual listed as ME 4553.

ME 5583. Energy Conversion Combustion analysis of hydrocarbon fuels. Transmission of energy by mechanical, electrical, and hydraulic means. Selected topics in mass transfer and fluid mechanics. Prerequisite, C or better in ENGR 3443. Dual listed as ME 4583.

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

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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.) ME 529V (1-3)
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). Special Topics in Mechanical Engineering
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. Special topics may include lecture only, lab only, lecture and lab, or independent study.
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. Each special topic is selected on the basis of the needs of the graduate class.
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). a. Are there any prerequisites? No b. Why? Registration for special topics is subject only to approval of the course instructor.
9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Brandon A. Kemp, ASU College of Engineering, P. O. Box 1740, State University, AR, 72467 bkemp@astate.edu, 870.972.2088
11. Proposed Starting Term/Year Fall 2013
12. Is this course in support of a new program? If yes, what program? No.
13. Does this course replace a course being deleted? No

<p>a. If yes, what course?</p> <p>b. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>										
<p>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No</p>										
<p>15. Justification should include:</p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). Graduate level engineering students will learn about special topics in mechanical engineering directed by a graduate faculty in the college.</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive. The course allows students and faculty to develop topics specifically for individual student and research needs in mechanical engineering.</p> <p>C. Student population served. Graduate students in the MS Engr program.</p> <p>D. Rationale for the level of the course (lower, upper, or graduate). This course is for credit in the Master of Science in Engineering program.</p>										
<p>16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.) Special topics under the direction of graduate faculty in the College of Engineering.</p>										
<p>17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)</p>										
<p>18. Special features (e.g. labs, exhibits, site visitations, etc.)</p>										
<p>19. Required reading</p>										
<p>20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)</p>										
<p>21. What is the primary goal of this course? To engage students in guided study of special topics in mechanical engineering.</p>										
<p>22. If this proposal is for a general education course, please check the primary goal this course addresses:</p> <table border="0"> <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									
<p>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</u> or <u>be able to do</u> as a result of this course?</p> <p>This course addresses outcome number five in the M.S. Engr. program: An advanced, cross-disciplinary understanding of engineering sciences, and an ability to relate physical concepts from multiple engineering disciplines.</p>										

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

Graduate Bulletin 2012-2013, Pg 183.

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

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

ME 529V Special Topics in Mechanical Engineering

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

<p>1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)</p> <p>HIST 5243</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>The Vikings</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>Yes, with HIST 4243</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>The impact of the Viking phenomenon on Europe, and of Europe on Norse culture in the 7th-13th centuries. Fall odd.</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>a. Are there any prerequisites? No.</p>

b. Why? Students prepared to do graduate-level research and writing come from a variety of backgrounds.
9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses. N/A
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Phyllis E. Pobst, Dept. of History, PO Box 1690, State University, AR 72467-1690 ppobst@astate.edu 972-3046
11. Proposed Starting Term/Year Fall 2013
12. Is this course in support of a new program? If yes, what program? No.
13. Does this course replace a course being deleted? b. If yes, what course? No. c. Has this course number been used in the past? No.
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). Through the Viking raids, conquests and colonies, Norse culture had a formative impact of Europe, and at the same time European Christianity and political institutions were fundamental to the development of Scandinavia. Graduate students should have the opportunity to study this dynamic of cultural diffusion from a scholarly perspective, and place it within the multi-cultural framework of world history. 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 will help graduate students appreciate and analyze the Viking role in shaping the past and present, and polish their intellectual skills as historians and citizens (see Department of History web site). Four research papers in which they interpret and analyze primary and secondary sources from the period form the heart of the course. C. Student population served. Graduate students seeking the M.A., the M.S.E. or the S.C.C.T. degree. The course will also be offered to undergraduates of junior or senior standing. D. Rationale for the level of the course (lower, upper, or graduate). The course will require advanced intellectual skills in research, analysis and writing. It is appropriate for graduate students.
16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.) Week 1. Geography and prehistory of Scandinavia; challenges facing historians in the sources Week 2. Pre-Viking Scandinavian economy & connections with Europe Week 3. Denmark from Harald Bluetooth to Cnut the Great Week 4. Norway under the Fairhair dynasty; Sweden & the rise of Uppsala / Essay 1 Week 5. Norse social classes: Jarls, karls & thralls Week 6. Norse religion: mythology, runes, sacrifices & laws Week 7. Causes of the Viking expansion, economic & cultural / Essay 2 Week 8. Ship-building & navigation technologies / Midterm exam Week 9. Ireland, Scotland & the Northern Isles Week 10. Anglo-Saxon England & the Danelaw

Week 11. Raiding France & settling Normandy
Week 12. Iceland, Greenland & Thule / Essay 3
Week 13. Converting the Norse to Christianity
Week 14. Converting the jarls to kings / Essay 4
Week 15. Long-term consequences of "the Viking event"
Final exam

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

For graduate students, the course will require three research essays using both primary sources and secondary studies, as well as a midterm exam and the final exam.

3 research papers, 25% each.....75%
2 tests, 12.5% each25%

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

None.

19. Required reading

Ferguson, Robert. *The Vikings: a History*. New York: Penguin, 2010.

Primary sources provided on the Blackboard page, in this order:

Asser. "Life of King Alfred." In *Source Problems in English History*, translated by Albert Beebe White and Wallace Notestein, editors. New York: Harper and Brothers, 1915. Electronic text prepared by Seth Seyfried for the Internet Medieval Source Book, edited by Paul Halsall, 2007.

Abbo of Fleury. *Life of St. Edmund, King of East Anglia before 870*. In *Anglo-Saxon Primer*, 9th edition. edited by Henry Sweet and Norman Davis. Oxford: Oxford University Press 1961. Electronic text from the Internet Medieval Source Book, edited by Paul Halsall, 2007.

Annals of Ulster. Compiled by Marcos Balé and Emer Purcell. Published online by CELT: Corpus of Electronic Texts, a project of University College Cork, 2003.

Annals of St. Bertin. In *Monumenta Germaniae Historica Scriptores*. Edited by Silvia Maria Pertz Gonzalez. Vol. I, pp. 439-454. Hannover 1844.

Abbo's Wars of Count Odo with the Northmen in the Reign of Charles the Fat. Translated by Frederick Austin Ogg in *A Source Book of Mediæval History: Documents Illustrative of European Life from the German Invasions to the Renaissance*. New York: American Book Company, 1908.

Sturlusson, Snorri. "The Saga of Olaf Trygvasson," from *Heimskringlá*. Translated and edited by Samuel Laing. London, 1844. Online Medieval and Classical Library [<http://www.sacred-texts.com/new/heim/07olaftr.htm>.]

Thordhardson, Jon. "The Saga of Erik the Red," from *Flateyar-bok*. Translated by A. M. Reeves. In *American Historical Documents, 1000-1904 : with introductions and notes*. New York: P.F. Collier, 1910. Online in the Internet Modern History Sourcebook, edited by Paul Halsall, copyright 1998.

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

No additional resources, animate or inanimate, will be required.

21. What is the primary goal of this course?

To familiarize students with the history of the Vikings while improving their skills of analysis and interpretation of primary sources.

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

- Communicating effectively
- Using mathematics
- Developing a life-long appreciation of the arts and humanities
- Developing a strong foundation in the social sciences

Using science to accomplish common goals

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 become familiar with the history of the Vikings.

Learning Activity: Lectures and reading of secondary sources that provide a chronological framework and illuminate Viking history.

Assessment Tool: Students will write four research essays, demonstrating their understanding of selected primary sources *in their historical context*.

Primary Goal Outcome #2: Students will improve their skills of analysis and interpretation of primary sources.

Learning Activity: In-depth reading of primary sources, and discussion of how they are used by historians.

Assessment Tool: Students will write four research essays, analyzing and interpreting primary sources from an historical perspective.

Primary Goal Outcome #3:

Learning Activity

Assessment Tool

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

Graduate Bulletin, p. 186:

United States History

HIST 5413 Colonial North America Colonial development from Jamestown through the American Revolution.

HIST 5423 Foundations of the American Republic, 1783-1850 A study of the major political and social developments between the Revolution and the Civil War.

HIST 5453 United States Civil War and Reconstruction An intensive study of the Civil War period and the resulting problems of Reconstruction.

HIST 5463 U.S. Gilded Age/Progressive Era Explores the dramatic economic, social, and political upheavals of 1880-1917.

HIST 5473 U.S. Southern Women's History Examines the history and changing status of women in the U.S. South from the 1400s to the present.

HIST 5483 History of Sexuality in America Forces which have shaped American beliefs and practices concerning sexuality, and the roles played by gender, race and class.

HIST 6283 Special Topics in American History: (subtitle varies) (May be repeated for credit with different subtitle).

HIST 6333 Seminar in Arkansas Studies Intensive research seminar covering various aspects of Arkansas history.

HIST 6403 Studies in African-American History: (subtitle varies) This course will focus on the reading, analysis, and research of primary sources dealing with the African-American experience. (May be repeated for credit with different subtitle.)

HIST 6413 American Regional History: (subtitle varies) Studies in the history of select American regions. (May be repeated for credit with different subtitle.)

HIST 6423 American Political and Economic History: (subtitle varies) Studies in select political or economic topics in American history. (May be repeated for credit with different subtitle.)

HIST 6433 American Cultural and Social History: (subtitle varies) Studies in select cultural and social topics in American history. (May be repeated for credit with different subtitle.)

HIST 6443 American Groups in Conflict: (subtitle varies) Studies in the history of select American groups. (May be repeated for credit with different subtitle.)

HIST 6453 American Period Studies: (subtitle varies) Studies in select periods of American history. (May be repeated for credit with different subtitle.)

HIST 6833 The American Health Care System: Historical Perspectives The

Revised 10/19/12

development of scientific, professional medicine, nursing and other health care occupations. The interaction of various health issues and their effect on the social history of the United States. (NOTE: HIST 6833 and NURS 6833 are equivalent courses—credit may be received for only one of the courses.)

World History

HIST 4263/5263 Early Christianity Growth and influence of Christianity in Mediterranean and European lands, to 600 C.E.

HIST 5243. The Vikings WORLD AND EUROPEAN HISTORY. The impact of the Viking phenomenon on Europe, and of Europe on Norse culture in the 7th-13th centuries.

HIST 5113 Imperial Russia Russian history to the Revolution of 1917.

Graduate Assistant / Teaching Assistant Distribution AY 2012-13 vs. 2013-14

AY 2013-13 = Summer II, 2012 - Summer I, 2013
AY 2013-14 = Summer II, 2013 - Summer I, 2014

Note: Both years are shown here to show how we are transitioning from Department based distribution to college based, going forward only current year will be listed.

<u>2012-13 Distribution (by department):</u>			<u>2013-14 NEW Distribution (by college):</u>	
College/Department	Fall 2012 Use	Spring 2013 Use	College	Future Allocation
<u>11 Month GAs</u>			<u>11 Month GAs</u>	
College of Agriculture and Technology, Dean	1	0		
Agriculture	3	3		
Agriculture	4	3	Agriculture	4
College of Business, Dean	1	1		
Accounting & Law	3	3		
CIT	3	3		
Economics & Finance	3	3		
Business	10	10	Business	10
College of Communications, Dean	1	1		
Journalism	3	3		
Radio - TV	3	3		
Communication Studies	5	5		
Communications	12	12	Communications	12
College of Education, Dean	1	1		
HPESS	5	5		
Psych & Counseling	5	5		
Psych & Counseling Specialists	3	4		
Reading Ed.S	2	3		
Teacher Education	4	4		
Education	20	22	Education	21
College of Engineering, Dean	0	0		
Engineering Management	0	1		
Engineering	3	3		
Engineering	3	4	Engineering	6
College of Fine Arts, Dean	0	0		
Art	0	0		
Music (plus 4 positions 68% funded by Music)	3	3		
Fine Arts	3	3	Fine Arts	5
College of Humanities & Social Sciences, Dean	1	1		
CSG	4	4		
English	4	4		
History	4	4		
Political Science	4	4		
Humanities & Social Sciences	17	17	Humanities & Social Sciences	17
Military Science	1	1		
Military Science	1	1	Military Science	1
College of Nursing & Health Professions, Dean	1	1		
Health Sciences	2	1		
Nursing	1	2		
Communication Disorders	3	3		
Social Work	3	3		
Nursing & Health Professions	10	10	Nursing & Health Professions	11
College of Sciences & Math, Dean	1	1		
Biology	5	5		
Environmental Sciences	3	3		
Chemistry	3	3		
Computer Science	3	3		
Mathematics	3	3		
Sciences & Mathematics	18	18	Sciences & Mathematics	17
Total 11 Month GAs	98	100		104

<u>2012-13 Distribution (by department):</u>			<u>2013-14 NEW Distribution (by college):</u>	
<u>Department</u>	<u>Fall 2012 Use</u>	<u>Spring 2013 Use</u>	<u>College</u>	<u>Future Allocation</u>
<u>9 Month TA Pool</u>			<u>9 Month TA Pool</u>	
Agriculture & Technology	1	1	Agriculture	1
Communication Studies	1	1	Communications	1
HPESS	1	1	Education	4
Psychology & Counseling	3	3	Fine Arts	2
Music	2	2	Humanities & Social Sciences	9
CSG	2	2	Sciences & Mathematics	17
English	3	3		
History	2	2		
Political Science	2	2		
Biology	10	10		
Chemistry	2	2		
Computer Science	1	1		
Math	5	5		
Total 9 Month TAs	35	35		34
<u>Special Justifications</u>			<u>Special Justifications</u>	
SREB-Lisa Gilliard	1	0	N/A	0
<u>Non-Academic Departments (9 month)</u>			<u>Non-Academic Departments (9 month)</u>	
Learning Support Services	3	3	Learning Support Services	3
Total Non-Academic (9 month)	3	3	Total Non-Academic (9 month)	3
<u>Non-Academic Departments (11 month)</u>			<u>Non-Academic Departments (11 month)</u>	
Office of Diversity	1	1	Office of Diversity	1
Debate Team	1	1	Debate Team-moved to	0
SGOC/ITTC	1	0	Comm	0
Wellness	1	0	SGOC/ITTC	0
Registrar	1	1	Wellness	0
Rugby	1	0	Registrar	0
University College	1	1	Rugby	0
CECO	0	0	University College	1
Graduate Student Council			CECO	1
Coordinator	2	2	Graduate Student Council Coordinator	2
Graduate School	2	2	Graduate School	2
Total Non-Academic (11 month)	11	8	Total Non-Academic (11 month)	7
<u>Non-Academic Departments (12 month)</u>			<u>Non-Academic Departments (12 month)</u>	
SGOC	1	1	SGOC	1
Registrar	0	0	Registrar	2
ITTC	2	2	ITTC	2
Total Non-Academic (12 month)	3	3	Total Non-Academic (12 month)	5
<u>Summary of Postions</u>			<u>AY 12-13</u>	
11 Month GAs		99	AY 13-14	104
9 Month TA Pool		35		34
Special Justifications		1		0
Non Academic GAs - 9 Month		3		3
Non Academic GAs - 11 Month		10		7
Non Academic GAs - 12 Month		3		5
		151		153

Note: Both years are shown here to show how we are transitioning from Department based distribution to college based, going forward only current year will be listed.

Graduate Assistant / Teaching Assistant Distribution AY 2012-13 vs. 2013-14

AY 2013-13 = Summer II, 2012 - Summer I, 2013

AY 2013-14 = Summer II, 2013 - Summer I, 2014

GA / TA Distribution AY 2013-14 Summary Information

**Distributed by College*

Note: All positions will be funded at Masters level, college will need to supply funds needed to pay position difference for specialists students. Grad School will support any continuing students, but no new positions at the specialists level.

Totals by College (GA and TA)

College	GA	TA	Balance
Agriculture & Technology	4	1	\$ 44,096.00
Business	10	0	\$ 91,520.00
Communications	12	1	\$ 117,312.00
Education	21	4	\$ 222,144.00
Engineering	6	0	\$ 54,912.00
Fine Arts	5	2	\$ 60,736.00
Humanities & Social Sciences	17	9	\$ 222,976.00
Military Science	1	0	\$ 9,152.00
Nursing & Health Professions	11	0	\$ 100,672.00
Sciences & Mathematics	17	17	\$ 282,880.00
Total College Allocations	104	34	\$ 1,206,400.00

Summary of Postions	AY 13-14	Balance
11 Month GAs	104	\$ 951,808.00
9 Month TA Pool	34	\$ 254,592.00
Special Justifications	0	\$ -
Non Academic GAs - 9 Month	3	\$ 22,464.00
Non Academic GAs - 11 Month	7	\$ 64,064.00
Non Academic GAs - 12 Month	5	\$ 49,920.00
Total Allocations		\$ 1,342,848.00

2012-13 Budget	\$ 1,379,421.00
2013-14 Allocations	\$ 1,342,848.00
Surplus	\$ 36,573.00

	Cost per Postion	# of Possible Positions
Surplus used as 9 month	\$ 7,488.00	4.884
Surplus used as 11 month	\$ 9,152.00	3.996
Surplus used as 12 month	\$ 9,984.00	3.663

Code #

Bulletin Change Transmittal Form

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

Bulletin Change

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

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

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Erik Gilbert, ASU-J, Graduate School, egilbert@astate.edu 2137
2. Proposed Change Allow six credits of independent study rather than three to count toward a degree.
3. Effective Date August 15, 2013
4. Justification Many programs find that some students with specialized interests need training in areas that are not covered by regularly scheduled classes. Allowing programs that wish to permit students an additional three hours of independent study will give them greater flexibility in meeting those needs of those students.

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.

Graduate credit will be given only for courses described in this bulletin under the heading Graduate Course Descriptions. Master's degree candidates must complete a minimum of 18 semester hours in courses numbered at the 6000 level. For master's degrees requiring more than 30 hours, at least 50 percent of the credit hours must be completed at the 6000 level. A course completed at the 4000 level for undergraduate credit cannot be taken again at the 5000 level for graduate credit. No more than **three six** semester hours of credit earned through independent study may be applied toward a graduate degree.

Independent Study Agreement

Title of the Project:

College:

Department:

Course and section number:

Crn:

Participating student(s):

Instructor:

What will be expected of the student(s)?:

Role of the Instructor:

Work to be completed by (date)?

Student Signature and Date:

Faculty Signature and Date:

Department Chair Signature and Date:

LETTER OF NOTIFICATION – 13
EXISTING CERTIFICATE or DEGREE OFFERED via DISTANCE TECHNOLOGY

Institutions with at least one certificate or degree program approved for distance technology by the Arkansas Higher Education Coordinating Board must submit Letter of Notification-13 to request approval to offer additional existing (on-campus) certificates or degrees via distance technology. The institution must submit to ADHE a copy of the e-mail notification to the Higher Learning Commission (HLC) about the proposed distance technology program. If HLC requires a focused visit for the proposed distance technology program, please submit the scheduled review date.

Definitions

Distance technology (e-learning) – When technology is the primary mode of instruction for the course (50% of the course content is delivered electronically).

Distance instruction – When a course does not have any significant site attendance, but less than 50% of the course is delivered electronically, e.g., correspondence courses.

Distance program – When at least 50% of the major courses are delivered via distance technology.

1. Institution submitting request: Arkansas State University
2. Contact person/title: Dr. William R. Stripling (associate professor in ELCSE) & Dr. Lesile Wyatt (full professor in ELCSE) Co-Program Coordinator, Department of Educational Leadership
3. Telephone number/e-mail address: 870.972.2048, ricks@astate.edu (Lynita Cooksey, Provost, 870.972.2030
lcooksey@astate.edu)
4. Name of Existing Certificate or Degree: Master of Science in College Student Personnel Services
5. Proposed Effective Date for distance technology delivery: August 2013
6. CIP Code/Degree Code: 13.1102/5615

PROGRAM INFORMATION

7. Reason for offering program by distance technology:

The first class of the College Student Personnel Services (CSPS) graduate program was held in fall semester 2001. The program began as a collaborative effort of the Department of Psychology and Counseling, the Department of Educational Leadership and the Division of Student Affairs. It was a 48-hour program with two tracks - counseling and professional practice. In recent years, the graduate program has had a low enrollment of three to four graduates per year.

The Division of Student Affairs has provided an average of 12 graduate assistantships in Residence Life. These assistantships have been used to provide students practical experience in residence life as area coordinators, hall directors, etc. Presently, due to low CSPS enrollment some of these assistantship positions are filled by graduate students enrolled in other degree programs.

Although reasonably marketed, recruitment of CSPS students has been a challenge due to local market saturation. Based on focus groups and student contact, student opinion is the program is too lengthy compared to other programs and too heavy on counseling related courses. Additionally, numerous students have shown interest in an online degree in college student personnel services. After much research of other college student personnel programs, for this program to remain competitive in the current market the program will need to be offered as an online degree program. In doing so, some current course offerings (including all Counseling Track courses) would be deleted and three new courses would be developed for the program. The new program would not be part of any new online provider, i.e., Academic Partners. An in-state, regional and national marketing/communication plan will be developed for the program. The program would be housed in the Department of Educational Leadership.

8. Provide the list of courses (course number/title) in the certificate or degree listed above currently offered by distance technology. Indicate which existing distance technology courses are taught by adjunct faculty.

ELFN 6773, Introduction to Statistics and Research
ELAD 6103, Ethical Leadership (taught by adjunct faculty)
ELFN 6763, Philosophies of Education (taught by adjunct faculty)

9. List of new courses and course descriptions for distance technology courses for the degree listed above. Indicate which new distance technology courses will be taught by adjunct faculty.

CSPS 6363, Development and Advancement in Higher Education (Dr. Jason Penry, Ph.D, Chief of Staff (adjunct faculty)
This course is intended to provide a theoretical framework and practical application to educate students on development and advancement operations at an institution of higher education.

CSPS 6373, Multicultural Dynamics in Higher Education (Dr. Markel Quarles, Ph.D., Director of Career Management Center, (adjunct)
This course will help professionals effectively support students from increasing diverse backgrounds. With changes occurring in the world's population demographics, the need for culturally-competent professionals is crucial. We will explore cognitive, affective, and behavioral considerations in supporting culturally diverse students.

10. Provide the course syllabus for each distance technology course for the program listed above and indicate the maximum class size for each distance course. Indicate the course delivery mode(s) and class interaction mode(s) for each distance technology course.

Maximum class size will be 50 students.

See Appendix A for syllabi.

Course delivery modes: Online

Course delivery is via web using the BlackBoard Learn platform. Each course will have a standardized appearance for course materials and assignments. An electronic gradebook allows for students to view grades securely. Announcements to students will be posted on the platform as well as emailed to each student as appropriate.

Class interaction modes:

Announcements

Blackboard Collaborate (Live virtual class)
Blogs (class engagement)
Course Calendar
Discussion Board
Journals (both public and private) (class engagement)
Mashups (e.g. YouTube video)

Other interaction modes:

E-mail
Telephone
Fax

11. Discuss the provisions for instructor-student and student-student interaction that are included in the program design and the course syllabus.

Early Warning System – A Blackboard Learn system tool that provides the instructor the ability to pre- send students warnings if assignments are not completed by due dates. When course readings are not reviewed, the instructor may also “warn” students that readings be completed prior to assignments submitted. Additionally, the Performance Dashboard tool in Blackboard allows professors to quickly assess student progress (or lack thereof) and reply to grade or assignment student inquiries.

Essential communications provisions including the Blackboard Learn Course Tools mentioned in question 10 all support effective instructor-student and student-student interaction. These tools provide various communication modes according to the instructor’s communication modalities and preferences.

Email, phone, fax, Skype and chat are important technology tools utilized in the College Student Personnel Services online program. This program ensures students have multiple means to communicate with their colleagues as well as much needed channels required for successful professor-student interactions.

12. Provide a semester-by-semester degree plan/course schedule for student access to all courses necessary to complete the program.

See Appendix B.

13. Provide a list of services that will be supplied by consortia partners or outsourced to another organization (faculty/instructional support, course materials, course management and delivery, library-related services, bookstore services, services providing information to students, technical services, administrative services, online payment arrangements, student privacy consideration, services related to orientation, advising, counseling or tutoring, etc.) **Include the draft contract/Memorandum of Understanding (MOU) for each partner/organization offering faculty/instructional support for the program.** Submit final contract/MOU signed by partner institutions or organizations upon completion of ADHE proposal review.

Not applicable.

14. Estimate costs for the proposed distance technology program for the first 3 years. Include faculty release time costs for course/program planning and delivery.

Course development and conversion to online mode of delivery
Year 1 – \$15,000
Year 2 – no additional courses required
Year 3 – no additional courses required

Course delivery
Year 1 - \$8,000
Year 2 - \$8,000
Year 3 - \$8,000

Part time labor – Two graduate assistants to assist with marketing and promotion of new program
Year 1 - \$17,800
Year 2 - \$17,800
Year 3 - \$17,800

Marketing – Collateral materials, web marketing, and advertising with local, regional, and national organizations.

Year 1 – Done through ASU online marketing department
Year 2 – Done through ASU online marketing department
Year 3 – Done through ASU online marketing department

There will be no faculty release time for course planning or delivery.

15. Provide institutional curriculum committee review/approval date for proposed distance technology program.

Graduate Council approval pending week of March 4, 2013; ADHE will be notified of approval.

16. Provide documentation that proposed program has been reviewed/approved for distance technology delivery by licensure/certification board/agency, if required. [HLC review must follow ADHE review and AHECB program approval.]

Not applicable.

17. Provide additional program information if requested by ADHE staff.

INSTITUTIONAL APPROVAL

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date

CSPS Program Comparison

Last Edit: 9/17/12

	ASU	UCA	UALR	UofA	Arkansas Tech
Program Name	M.S. in College Student Personnel Services (Professional Practice Track)	M.S. in College Student Personnel Services and Administration	M.A. in College Student Affairs	M.Ed. In Higher Ed Leadership	M.S. in College Student Personnel (ONLINE)
Program Department	College of Education-Department of Psychology and Counseling	College of Education-Department of Leadership Studies	College of Education-Department of Educational Leadership	College of Education and Health Professions-Higher Education Program	College of Education-College Student Personnel Department
Length of Program	48 hours (42 Core, 6 Electives)	42 hours	36 hours (27 Core, 9 Electives)	33 hours (27 Core, 6 Electives)	36 hours (30 Core, 6 Electives)
Supervised Practice	2 semester-long experiences, a practicum and internship	2 semester-long experiences, a practicum and internship	1 or 2 semester-long practicum	1 semester-long practicum or internship if no prior full-time administrative experience	1 or 2 semester-long practicum
Courses Offered	Student Personnel Services in Higher Ed (3)	Principles and Practices	Intro to College SA	SA in Higher Ed	Intro to CSP Work
	Org and Admin of CSPS (3)	Leadership	Org & Leadership in College SA	Management of Higher Ed Institute	Administration in CSP
	College and the Student (3)	The College Student	American College Student	The Student in Higher Ed	American College Student
	Practicum (3)	Practicum	Practicum	Practicum (Elective)	Practicum 1
	Internship (3)	Internship		Internship	Practicum 2 (Elective)
	The Community College (3)		The Two Year College in America (Elective)	The Community-Junior College (Elective)	
	Professional Consultation (3)	Counseling Process & Skills	Models of Techniques for Counseling Interviews (Elective)		
	Theories and Techniques in Helping Rel. (3)	Counseling Theories	Theoretical Approaches to Counseling (Elective)		Counseling with College Students
	Statistics (3)		Basic Statistics (Elective)	Statistics	
		Research Methods	Intro to Research		Research Design & Analysis
		American Higher Ed	Higher Ed in the US: An Overview	Overview American Higher Ed	American Higher Ed in Transition (Elective)
		Assessment in SA	Assessment & Program Evaluation in SA		Assessment & Evaluation in Higher Ed
		Ethics & Law in Higher Ed	Legal Aspects of Higher Ed	Legal Aspects of Higher Ed	Legal Issues for Professionals in CSP
		Budgeting		Finance & Fiscal Management (Elective)	
	College Student Development (3)		Student Development Theory		Theory and Practice in CSP
	Group Dynamics (3)			Individual and Group Management Skills	Advising Student Groups
	Org and Governance of Higher Ed (3)			Governance & Policy Making in Higher Ed (Elective)	
			Org Behavior in Higher Ed (Elective)	Org Development & Change (Elective)	
			Capstone Experience (Selective)		CSP Capstone Seminar

CSPS Program Comparison

Last Edit: 9/17/12

			Cross Cultural Counseling (Elective)		
			Qualitative Research Methods (Elective)		
			College Instruction (Elective)		
					Ethical Leadership in Higher Ed (Elective)
					Special Problems Workshop in CSP
					Thesis in CSP
				History and Philosophy of Higher Ed	
				Independent Study (Elective)	
				Seminar: Various Topics (Elective)	
		Cultural Differentiation			
		Grant Writing			
	Career & Lifestyle Development (3)				
	Psychological Testing (3)				
	Electives (6 hours)				

CSPS Program Comparison

Last Edit: 9/17/12

	Southern Illinois University at Carbondale	University of Louisville	Bowling Green State University	Western Kentucky University
Program Name	M.S.Ed. In Higher Education	M.A. In Higher Education (ONLINE OPTION)	M.S. in College Student Personnel (ONLINE)	M.A.Ed. In Student Affairs
Program Department	College of Education and Human Services- Education Administration in Higher Education Department	College of Education and Human Development-Higher Education	College of Education-College Student Personnel Department	
Length of Program	42 hours (36-39 Core,3-6 Electives)	30 hours	42 hours (24 Core, 12 Electives, 6 Research and Stat)	48 hours
Supervised Practice	1 or 2 semester-long internship	1 semester-long internship	2 semester-long field experience and 2 year internship	1 semester-long practicum and 2 semester-long internships
Courses Offered			Foundations and Functions of CSP	Introduction to Student Affairs
	Org & Administration in Higher Education	Organization and Administration of Higher Ed Institutions		Leadership and Administration in Student Affairs
	College Students and College Cultures	The American College and University	Theory and Assessment of College Student Development	The College Student Experience
	Cognate (12-18 hours)		Supervised Field Experience in CSP (6 hours)	Practicum
	Internship (3-6 hours)	Internship	Internship (2 year)	Internship (two required)
				Counseling Concepts and Applications for Student Affairs Professionals
				Counseling Theories
			Statistics in Education	
	Research Paper		Research in Education	Research and Program Evaluation in Counseling
	Higher Education in the United States		Educational Outcomes of American Colleges and Universities	
	Evaluating Educational Research	Program Evaluation	Theory and Assessment of Educational Environments	Assessment and Accountability in Student Affairs and Higher Education
		Educational Resource Management in Postsecondary Education		
		Leadership, Training & Performance		Group Dynamics in Student Affairs and Higher Education
				Parameters of Law in Student Affairs and Higher Education
	Contrasting Philosophies of Education	Philosophy of Higher Education		
			Capstone Seminar	

CSPS Program Comparison

Last Edit: 9/17/12

	Thesis			
	Individual Studies			
			Multicultural Competence in Student Affairs	Social and Cultural Diversity in Counseling
				Career Counseling
				Testing and Assessment in Counseling
	Electives (3-6 hours)	Electives (9 hours)	Electives (12 hours)	

Market research for the new online graduate program in College Student Personnel Services (CSPS) consisted of:

- Research was conducted of current CSPS programs offered throughout the state and key programs at the national level. An excel spreadsheet (attached) was produced comparing the type, length, and courses offered of each program. This data was used to reconfigure the existing program to be more competitive in the current market of program offerings. Program length was set at 36 hours, which is between the typical current standard of 30-42 hours. The most common courses from researched programs were kept in the new program and three new courses were added to create additional appeal/demand for the new program.
- Informal focus groups were conducted over a period of nine months. The focus groups consisted of current students enrolled in the program, faculty and administrators directly connected to the program, Student Affairs professionals on campus, past graduates of the program, and graduates from other CSPS programs. Discussions consisted of the positive and negative aspects of the current program, key changes desired, program length, program course selection, program website features, and marketing of the new program at the local, state, regional, and national level.

Arkansas State University
Department of Psychology and Counseling
Course: COUN 6333-001, Student Personnel Services in Higher Education
CRN# 60096 Fall 2012

Instructor: Lonnie R. Williams, Ed.D.

Office: Administration Building 233 - Office of V C Student Affairs

Phone: (870) 972-2048

E-mail LonnieW@astate.edu

Office Hours: Contact office for appointment

Classroom: Education, Room 101

Day: Monday, 6:30pm – 9:20pm

Catalogue Description: An overview of higher education with emphasis on student personnel service components.

Course Description:

The course is designed to provide students with an introduction to: the historical, philosophical, ethical, and legal foundations of the student affairs practice; basic roles and functions of the student affairs practice; and basic organization and subdivisions of student affairs units. This class examines the changing context of student affairs professionals, and the ethics and philosophies guiding student affairs practice along with a historical reference.

Course Objectives:

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

1. Intelligently discuss the field of student affairs
2. Be able to design a student affairs organization for a specific size institution
3. Be apprised of current issues in the field of student affairs
4. Discuss the individual areas of student affairs at Arkansas State University from visits with directors of the various departments
5. Interact with other students around issues and present a group project
6. Assist in the planning of student affairs activities from their assistance with planning/attending activities
7. Have the fundamentals for writing a research paper

Course Structure:

The class is designed in the seminar style. Students will be assigned readings from the text each week with four to five quizzes over the semester over the material. Most classes will have guest lecturers from the division of student affairs discussing their office and their profession. Students will be expected to be engaged. In addition, students will have outside readings to be summarized (two pages or less) and emailed to the instructor each week pertaining to an assigned current issue in student affairs.

Readings

A. Primary Text

Schuh, J. H., Jones, S. R., Harper, S. R., and Assoc. (2011). Student Services: A handbook for the profession (5th ed.). San Francisco: Jossey-Bass.

B. Supplemental Readings

The Student Personnel Point of View (1949).

http://www.naspa.org/pubs/files/StudAff_1949.pdf

The Student Learning Imperative: Implications for Student Affairs (1996)

<http://www.acpa.nche.edu/sli/sli.htm>

American Psychological Association (1994). Publication manual of the American Psychological Association (4th ed. or higher). Washington, DC: Author.

American College Personnel Association & National Association of Student Personnel Administrators (1998). Principles for good practice for student affairs.

Washington, DC: Author. <http://www.myacpa.org/pgp/principle.htm>

Note: Students must cite literature from current professional journals in all writing required for this course. The specific articles cited will vary depending upon the topics selected by individual students.

Grading/Evaluation

Final paper	100 points
Current issues weekly	65 (5 points each)
Personal Philosophy paper	35
*Student Activity	30 (assisting with planning/attending events)
Attendance	30 (3 absences lowers your grade one letter)
Group presentation	40
Quizzes	<u>100</u>
	400

*Notification of activities scheduled by student affairs will be provided at various times during the semester. Each activity attended will be worth 5 points (maximum allowed 30 points).

Writing Assignments

All writing assignments will be written using APA style and are to be double-spaced typed with 12 font size, preferably Times Roman font. The weekly issue summaries should be no more than two pages double spaced typed. Points deducted for article summary being more than two pages and less than one page.

The personal philosophy paper should be no more than one page. The final paper should be a minimum of fifteen pages (including reference page).

Arkansas State University
Department of Educational Leadership, Curriculum & Special Education

I. COURSE: ELAD 6333, Organization and Administration of College Student Personnel Services

Instructor: Tammy L. Fowler
Office: RSSC 2099
Phone: (870) 972-3024
E-mail: tfowler@astate.edu
Office Hours: 8-5 M-F
Classroom: ED 102
Days: Wednesday 4:00 pm to 6:55 pm

II. READINGS:

A. Text:

Manning, K., Kinzie, J., & Schuh, J. (2006). *One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice*. New York: Routledge.

MacKinnon, F. & Associates (Eds.). (2004). *Rentz's Student Affairs Practice in Higher Education*. Springfield, IL: Charles C. Thomas.

B. American Psychological Association. (2009). *Publication manual of the American Psychological Association*. APA.

C. Assigned readings posted to Blackboard 8

III. PURPOSE FOR THE COURSE:

This course is designed to develop and enhance students' understanding of and competence in the organization and administration of college student affairs programs and services.

IV. MAJOR GOALS:

A. Course Goals:

Cognitive

1. Become familiar with various organizational, management, and leadership theories as they apply to college student affairs.
2. Become familiar with various management principles and administrative practices used within college student affairs settings, including planning, budgeting, selecting staff, and evaluating programs.

Affective

1. Appreciate the value of sound administrative practice within student affairs.
2. Become sensitive to the ethical responsibilities inherent in student affairs practice.

Behavioral

1. Continue to develop critical thinking skills of analysis, synthesis, evaluation, and application, and to demonstrate these skills both verbally and in writing.
2. Enhance the ability to connect theoretical concepts to college student affairs practice with regard to organizational and administrative principles being studied.
3. Take an active role in the learning process and in the learning of others.

V. COURSE OUTLINE:

- A. *August 25, 2010*
Introduction to Course
Syllabus review
Group assignments
Discussion order organized
- B. *September 1, 2010*
Organization theory, culture, and environments: Political and functional.
- C. *September 8, 2010*
Rentz: Chapter 1 "The Philosophical Heritage of Student Affairs"
Rentz: Chapter 2 "Student Affairs: An Historical Perspective"
Manning: Chapter 1 "Organizing Student Affairs: A Glance in the Rearview Mirror and a Look Ahead"
- D. *September 15, 2010*
Rentz: Chapter 3 "From Admissions to Enrollment Management"
Rentz: Chapter 9 "Orientation"
Manning: Chapter 2 "Student Engagement and Success: Relationships to Student Affairs Models and Practice"
REACTION PAPER #1 DUE
- E. *September 22, 2010*
Rentz: Chapter 10 "Residence Life"
Manning: Chapter 3 "Out-of-the-classroom-centered established models"
Higher Education Budgeting
- F. *September 29, 2010*
Rentz: Chapter 12 "Student Financial Aid"
Manning: Chapter 4 "Administrative-centered established models"
- G. *October 6, 2010*
Rentz: Chapter 11 "Student Activities"
Rentz: Chapter 8 "Multicultural Affairs"
REACTION PAPER #2 DUE
- H. *October 13, 2010*
Rentz: Chapter 13 "Student Health"
Rentz: Chapter 6 "Counseling Center"
Manning: Chapter 5 "Learning-centered models"
- I. *October 20, 2010*
Rentz: Chapter 5 "Career Services"
Rentz: Chapter 4 "Academic Advising"
Manning: Chapter 6 "Student-centered innovated models"
- J. *October 27, 2010*
Rentz: Chapter 7 "Discipline and Judicial Affairs"
Manning: Chapter 7 "Academic and collaboration innovative models"
REACTION PAPER #3 DUE

- K. *November 3, 2010*
 Rentz: Chapter 14 "Issues in Student Affairs"
 Manning: Chapter 7 "Academic and Collaboration Innovative models"
 Manning: Chapter 8 "Collaboration, student engagement, and the future of student affairs practice"
- L. *November 10, 2010*
 Research methods
- M. *November 17, 2010*
 Budget discussion and group budget project (in class)
RESEARCH PAPER and PRESENTATIONS DUE
- N. *November 24, 2010 No Class - Thanksgiving Break*
- O. *December 1, 2010*
SITE VISIT ANALYSIS PRESENTATIONS
REACTION PAPER #4 DUE

VI. COURSE REQUIREMENTS AND EVALUATION PROCEDURES

A. Course Requirements:

1. Attendance policy: 100% attendance is expected. In non-emergency situations, it is responsibility of the student to seek permission from the professor well in advance of the class to be missed. In any case of a missed class, emergency or non-emergency, the student is responsible for collecting notes, handouts, and assignments from classmates.
2. Promptness: Please demonstrate courtesy to the professor and to your peers by arriving to class on time, and by returning back from the designated break on time. In addition, all assignments have a specific due date, and must be posted to the Digital Drop-Box on Blackboard by the beginning of class. Failure to adhere to the established criteria on promptness may be reflected in the course grade.
3. Class participation: It is the responsibility of the student to be well prepared and to be actively involved in class discussions. Students must be aware that they share in the responsibility for other students' learning as well as their own.
4. Assignments:
 - 1) Class participation statement & evaluation: The class as a whole will establish a participation statement of guidelines for classroom behaviors. Standards will be developed and agreed upon by each class member. At the end of the semester, students will evaluate one another based on these standards.
 - 2) Class discussion facilitation. Each student will take one class period to serve as discussion leader. Discussion questions will be posted on Blackboard by midnight the Sunday before Wednesday's discussion. Students serving as leaders should post at least 5 discussion questions covering the materials to be discussed in class. The discussion should last approximately 60 minutes. Your final grade for the discussion facilitation will be an average of all your sessions' scores.
 - 3) Site visit analysis report (group). Each group will choose a college or university to visit, and will interview student affairs professionals. All institutions selected must be preapproved by the instructor. A presentation will be made by each group to the class analyzing the campus visit with relation to organizational theory.
 - 4) Reaction papers. Four 2 page papers will be written on a pre-designated reading.

- 5) Research paper. A 15 page research paper on a topic related to the administration of college student affairs will be written. Title, reference, tables, etc. do not contribute to the 15 page total.
- 6) Budget project. Areas to be assigned.

B. Evaluation

1. Class participation (statement and evaluation)	100
2. Class discussion facilitation	250
3. Site visit paper & presentation (group grade)	200
4. Reaction papers (4 @ 50 points)	200
5. Research Paper	250
6. Budget project	<u>100</u>
TOTAL	1,100

Grades will be assigned based on the following scale:

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

VII: CONCEPTUAL FRAMEWORK

EDAD6333, Organization and Administration of College Student Personnel Services is a required course for the Master of Science (MS) degree with a major in College Student Services.

Linkage with CACREP Standards

EDAD6333 provides exposure to curricular content in both the core and specialty areas. Specifically, it addresses Standard II.K.1.d, 1.g, and 1.h; Standard II.K.2.b, 2.c, and 2.f; Standard II.K.3.e; Standard II.K.4.i; Standard II.K.5.g; Standard II.K.6.b and g; Standard II.K.7.i; Standard II.K.8.f; College Counseling Specialty A.1, A2, A4 through A.6; B.3 through B.5, C.5 and C.7; and Student Affairs Specialty Standards A.1 through A.6, B.1 through B.5; and C.1 through C.3, C.5, C.6, C.9, and C.11.

VIII. SPECIAL FEATURES AND CONSIDERATIONS

A. Written assignments: All written work is to conform to requirements found in the Publication Manual (5th or 6th edition) of the American Psychological Association. A copy of the manual can be purchased in the university bookstore. You are reminded to avoid plagiarizing the work of other authors when writing. Appropriate citation of others' ideas (even when paraphrasing) is an important core value in high education.

B. Ethical expectations: As with all courses, the highest ethical standards of the profession and the graduate school of Arkansas State University is in place. Any questions or concerns regarding ethical behavior should be directed to the professor.

All acts of dishonest 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. **Any work that has been submitted to another class and received credit in that class will result in a zero for this assignment and no "make up" will be allowed. All required assignments must be turned in electronically to be screened for plagiarism. Any plagiarized materials will receive a zero and be turned in to Judicial Affairs.**

C. Technology in the classroom: The use of laptops, cellular phones, portable music devices,

PDA's, as well as any other electronic device is prohibited in the classroom. Students found communicating via electronic means during class will be asked to leave and uncompleted assignments will not be graded.

IX. PROCEDURES TO ACCOMMODATE STUDENTS WITH DISABILITIES

Aspects of this course will be modified as appropriate to accommodate students with disabilities. Students who have special needs related to disabilities that have been documented by the Office of Disability Services should inform the professor as early in the semester as possible to arrange appropriate modifications. Students who have not documented a disability with the Office of Disability Services must do so before requesting modifications.

X. REFERENCES

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Sagaria, M. (1988). Empowering Women: Leadership Development Strategies on Campus. San Francisco: Jossey-Bass.

Sandeen, A. (2000). Improving Leadership in Student Affairs Administration: A Case Approach. Springfield, IL: Charles C. Thomas Publishing.

Sandeen, A. and Barr, M. (2006) Critical Issues for Student Affairs: Challenges and opportunities. San Francisco: Jossey-Bass.

Stage, F.K. and Dannells, M. (Eds.) (2000). Linking Theory to Practice: Case Studies for Working With College Students. Bristol, PA: Accelerated Development.

Stage, F.K. (Ed.) (1999). Enhancing Student Learning: Setting the Campus Context. Washington, DC: American College Personnel Association.

Upcraft, M. (1988). Managing Student Affairs Effectively. San Francisco: Jossey-Bass.

Whitt, E. (Ed.) (1997). College Student Affairs Administration (ASHE Reader Series). Columbia, MO: ASHE and Ginn Press.

Whitt, E.J. (Ed.) (1999). Student Learning As Student Affairs Work: Responding to Our Imperative (NASPA Monograph Series, V. 23). Washington, DC: NASPA.

Winston, Jr., R.B. and Creamer, D.G. (1997). Improving Staffing Practices in Student Affairs. San Francisco: Jossey-Bass.

Woodward, D.B. (1995). Budgeting as a Tool for Policy in Student Affairs: New Directions for Student Services, No. 70. San Francisco: Jossey-Bass.

Arkansas State University
Department of Psychology and Counseling
Fall 2010

Course: COUN 6383, College Student Personnel Services (CSPS) Practicum, CRN#60097

Instructor: William R. Stripling, Ph.D.
Office: Administration Building- Office of V C Student Affairs
Phone: (870) 972-2048
E-mail ricks@astate.edu
Office Hours: Contact office for appointment

Course Description:

The course provides an opportunity for observation of student personnel administration and supervised learning experiences. The practicum provides the student with an opportunity to directly observe and/or participate in services that are part of a higher education or student affairs administration program. Students conducting the practicum will spend a minimum of 9 clock hours per week in each office assigned, for a total of 100 hours per semester. Forty (40) hours will include direct service with student clients.

Course Objectives:

During the practicum experience in college student affairs, the student will:

1. Become acquainted with the mission, goals, procedures and function of services to which assigned.
2. Gain knowledge of the service to which assigned and other services through readings, lectures, and discussions.
3. Become socialized into the profession of student personnel administration.
4. Become familiar with professional associations and literature affiliated with services assigned.

Course Requirements:

1. Students must complete several important steps in preparation for a meaningful practicum experience. These include the following:
 - a. Review the list of practicum opportunities (consult Vice Chancellor).
 - b. Complete the Practicum Application Form (see Appendix A of this Handbook). Student will identify up to five choices for practicum assignments and rank order these in terms of preference. Effort is made to ensure students are assigned their highest preferences consistent with the overall class needs and availability of on-site experiences.
2. Students will receive at least two assignments over 16 weeks. Each practicum site assignment will last a minimum of four weeks. Typically, the practicum will consist of two assignments with a maximum of 8 weeks in one area.
3. Students submit weekly progress reports to the instructor (see Appendix B).

Grading/Evaluation

Grades will be assigned based on completion of practicum hours, quality of weekly reports, and the site supervisor's evaluation of the student.

Course Handbook:

Full details of the CSPS internship can be found in the CSPS Internships Handbook.

Disability Services:

ASU is committed to providing equal educational opportunities for all students. Students with disabilities who require special accommodations should discuss their needs with the Office of Disability Services. If you have already registered with Disability Services, please see me the first week of school about special accommodations.

CRN 63389

ELFN 6773 Introduction to Statistics and Research



Revised 8/16/2012 1:25 p.m.

I. COURSE INFORMATION

A. ELFN 6773 Introduction to Statistics and Research

B. Professor Dr. Steve Bounds, Asst. Prof.
Educational Leadership
Smith Hall Room 445
870-972-2123
sbounds@astate.edu

Virtual Office Hours: Wednesday, 6:00-9:00 p.m.

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

II. TEXTBOOK(S) READINGS

A. Primary Texts

Caldwell, Sally (2010). Statistics Unplugged (3rd ed.) Thomson Wadsworth: Belmont, California. ISBN 0-495-60218-3. (Available locally, on the internet, or buy, rent, or buy eBook at <http://www.cengagebrain.com/shop/isbn/0495602183?cid=rdl>)

B. Supplemental Text:

None

C. Software:

Microsoft Office – required. Free to ASU students at <http://www2.astate.edu/a/finance-admin/its/services/software.dot>

III. PURPOSE AND GOALS OF THE COURSE

- A. An introductory course in methods and techniques of research, and the statistical treatment and interpretation of research data
- B. This course provides the student with:
 - 1. Knowledge of fundamental descriptive statistical concepts and procedures,
 - 2. The capability to apply statistical procedures to the analysis and graphical display of data sets,
 - 3. The ability to apply principles of measurement of human behavior and/or physical phenomena, and
 - 4. An understanding of rudimentary principles of applied research and program evaluation methods.

IV. STANDARDS LINKAGE

A. ELCC Standards (2011)

- 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
- 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.
- 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

B. Diversity Related ELCC Standards (2011)

- 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
- 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
- 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

- C. Strengthening and Enriching Learning Conceptual Framework
 - 1.2.a Demonstrates competence in applying knowledge of content and research in professional practice.
 - 3.1.a Knows content and concepts of the discipline at an advanced level.
 - 5.1.a Understands the relevance of research findings and performance data.
 - 5.2.a Collects and analyzes student assessment data and makes data-driven decisions to improve student learning.
 - 5.2.b Demonstrates ability to apply research methods and statistical techniques to improve professional practice.
 - 5.2.c Demonstrates ability to interpret and apply research findings from professional literature.

V. COURSE ASSESSMENT AND PERFORMANCE MEASURES

Note: Week is from Monday to Sunday

- A. Personal Introduction (due no later than 11:59 p.m. Sunday of Week 1)
Microsoft Office is available free to ASU students at <http://www2.astate.edu/a/finance-admin/its/services/software.dot>
- B. Research Project *
Students will respond to a given situation which includes research design, data collection, and data reporting methods. Students will complete a literature review of no fewer than five scholarly journal articles that relate to the research project required for the class. The analysis requires a full written report to demonstrate mastery of the principles of research design and statistical analysis. [ELCC Standards 1.2, 2.2, 2.4, 5.1, 5.2, 5.3, 6.3]

Note: For students enrolled in an MSE program that contains the course entitled *Supervised Internship*, "This assignment must be inserted in *Section 6 - Program Artifacts* of your portfolio in College Livetext. A cover sheet must be attached to this assignment that includes a description of the activity, the date the assignment was completed, ELCC standards addressed by the activity; and a personal reflection detailing the knowledge and/or skills acquired or challenges faced in completing this assignment."

C. Exams

Students will have exams to measure comprehension of the material. The exams will focus mostly on the use of statistical software, interpretation and application, not on manual statistical calculations. Students are permitted to have access to the text, class notes, and statistical software (Excel or SPSS) when taking exams. Statistical calculations should be performed using software. You will have at least two (2) hours in which to complete an exam once it is started. [ELCC Standards 1.2, 2.2, 2.4, 5.1, 5.2, 5.3,6.3]

D. Grading Method

Personal Introduction	5 points	(1.7%)
Research Paper *	55 points	(18.3%)
Exams	<u>240 points</u>	<u>(80.0%)</u>
Total:	300	100%

- A: 270+ points (90%)
- B: 240 - 269 points (80%)
- C: 210 – 239 points (70%)
- D: 180 – 209 points (60%)

*(Research Paper) Mastery Learning Assignment: In the event that the grade on a “Mastery Learning” assignment is lower than a B, a student, using feedback from the professor or teaching assistant, may make corrections and resubmit the assignment within *three* days after receiving feedback on the initial submission. No grade higher than a B will be possible on a resubmitted assignment. Exams or quizzes are not mastery learning assignments.

E. Late Submission Policy:

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

VI. COURSE OUTLINE

NOTE: Weeks begin on Monday and end at midnight Sunday (except for Week 5 which ends on Friday.

Week	Quiz	Lesson	Topic(s) Covered
1	1	1	Introduction; Preparing a Research Paper (<i>Mertler, ch 9</i>)
1	2	2	Descriptive Statistics (<i>Caldwell, ch 1-2</i>)
2	3	3	Distribution Shapes (<i>Caldwell, ch 3</i>)

2	3	4	The Normal Curve & Z Scores (<i>Caldwell, ch 4</i>)
2	4	5	Fundamental Concepts (<i>Caldwell, ch 5</i>)
2	4	6	Confidence intervals (<i>Caldwell, ch 6</i>)
3	5	7	Hypothesis testing & Single-sample t-test (<i>Caldwell, ch 7</i>)
3	6	8	Hypothesis testing & Two-sample t-tests (<i>Caldwell, ch 8</i>)
3	6	9	Alternative Hypothesis (<i>Caldwell, ch 9</i>)
4	7	10	Analysis of variance (<i>Caldwell, ch 10</i>)
5	8	11	Chi-Square tests (<i>Caldwell, ch 11</i>)
5	9	12	Correlation and Regression (<i>Caldwell, ch 12</i>)

SCHEDULE:

Quiz/Assignment	Lesson(s)	Date(s) Due
Personal Intro		11/18 midnight
Quiz 1	1	11/19
Quiz 2	2	11/19
Quiz 3	3 & 4	11/26
Quiz 4	5 & 6	11/26
Quiz 5	7	12/3
Quiz 6	8 & 9	12/3
Quiz 7	10	12/10
Quiz 8	11	12/14
Quiz 9	12	12/14
Research Paper		12/12

Note: Quizzes will be available at noon Friday before their due date, except during Week 5 when they will be available on Tuesday

VII. SPECIAL CONSIDERATIONS AND/OR FEATURES OF THIS COURSE

- A. Instructional methods will include cooperative learning, video lectures, class discussions/debates, journal reading, self-directed learning, and a data-based research or program evaluation project in order to increase learning and to accommodate a variety of learning styles.
- B. Students are required to access the LMS to check for announcements, engage in focused discussions of research topics, and review the class lectures, and submit class assignments.
- C. Students are required to use word processing to prepare the project. **Word processing files must be saved as Microsoft Word files or as rtf files.** Microsoft Office, which includes Word and Excel, is available free for ASU students. (<http://www2.astate.edu/a/finance-admin/its/services/software.dot>)

- D. Students are required to use Statistical Package for the Social Sciences (SPSS) or Microsoft Excel Data Analysis to analyze data for the project.
- E. Students must submit original work (not from other sources and not from other coursework) in order to complete the requirements for this class. All work must be submitted in electronic format.
- F. Students are expected to be in “attendance”. Class material will be available online through the LMS. Students are expected to complete all assignments during the specified time.
- G. 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.
- H. **INTERNSHIP:** Students seeking the MSE in Educational Leadership (Building Level Administrator or C&I) or Special Education/Gifted should begin or continue completing required 35 internship activities. See the Getting Started section for more details about the internship.

VIII. PROCEDURES TO ACCOMMODATE STUDENTS WITH DISABILITIES

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

IX. REFERENCES

- Chase, C. (1984). *Elementary statistical procedures* (3rd edition). New York: McGraw-Hill.
- Enger, J. & Howerton, D. (1992). *User friendly guide to descriptive statistics* (3rd ed.). Needham Heights, MA: Ginn.
- Ferguson, F. & Takane, Y. (1989). *Statistical analysis in psychology and education*. New York: McGraw-Hill.
- Hopkins, C. & Antes, R. (1990). *Educational research: A structure of Inquiry*. Columbus, Ohio: Charles E. Merrill.
- Neuman, W. (2004). *Basics of social research: Qualitative and quantitative approaches*. Boston, MA: Allyn & Bacon.
- O’Leary, Z. (2005). *Researching real-world problems: A guide to methods of inquiry*. Thousand Oaks, CA: Sage Publishers.

Pyrzczak, F. (2009). *Success at statistics* (4th ed.). Glendale, CA: Pyrczak Publishing.

Salkind, N. (2011). *Statistics for people who think they hate statistics* (4th ed.). Los Angeles, CA: Sage Publishers.

Thompson, B. (2006). *Foundations of behavioral statistics: An insight-based approach*. New York, NY: The Guilford Press.

Welkowitz, J., Ewen, R. & Cohen, J. (2000). *Introductory statistics for the behavioral sciences* (5th ed.). Fort Worth, TX: Harcourt Brace College Publishers.

Witte, R. (2001). *Statistics* (6th ed.). Fort Worth, TX: Harcourt Brace College Publishers.

Assessment, Accreditation, and Accountability in Higher Education
Summer II 2013

Instructor: Dr. Josie Welsh

jwelsh@astate.edu

Office: ABI 315

870-972-2989 (voice)

Virtual Office hours: 9:00 AM-10:00 PM Mon-Thur

Purpose of the Course

To familiarize students with policies, processes, and procedures for designing, implementing, and reporting assessment, accountability, and accreditation documentation for stakeholders in higher education.

Required Primary Readings, Government Documents, and Research Publications

The Spellings Commission Report – 2006

The Bologna Process Bucharest Communiqué’ – 2012

Degree Qualifications Profile, Edelman, C. - 2012

Performance-Based Funding of Higher Education – 2012

New Criteria for Accreditation – Higher Learning Commission of Northeast Arkansas- 2012

Department of Education Federal Compliance workbook for universities

Making Sense of MOOCs (Massive Online Open Courses)- Sir John Daniel - 2012

Committing to Quality: Guidelines for Assessment and Accountability in Higher Education – New Leadership Alliance for Student Learning and Accountability – 2012

Academically Adrift – Arum & Roksa 2011

A Culture of Teaching: Policy, Perception, and Practice in Higher Education. Cox, B.E., Kardian, L., Reason, R.D., Terenzini, P.T. Research in Higher Education (2011) 808-829.

High Impact Practices, Kuh, G. (2011). American Association of Colleges and Universities Articles from the Chronicle of Higher Education, Inside Higher Ed, Liberal Education, and Peer Review that debate the topics of general education, access, retention, funding, and academic freedom.

Student Learning Objectives – The successful student will:

1. Articulate and defend a position on performance-based funding
2. Create a course level, program level, and university level assessment plan
3. Communicate, in writing, a position on student retention and responsibility
4. Evaluate positions on general education and liberal arts in higher education
5. Present a position on the ethical use of standardized and locally developed tests
6. Propose an assessment plan that addresses faculty freedom, students’ rights and responsibilities in testing, and federal compliance
7. Synthesize and articulate best practices in student learning
8. Synthesize and articulate best practices in assessment of student learning

Course Requirements

- A. Application Papers (3) – SLOs 2, 7, 8

Reflective thinking assignments are 3-page papers in which students summarize articles read and respond with a position on the topic discussed in the reading. They are graded via a critical thinking rubric.

B. Discussion Boards – SLOs 1, 3

Discussion boards are designed to be interactive discussions and activities with the entire class. The purpose is to learn from one another. All participants can view entries. Students are required to post comments on other class members' entries in order to enhance learning from one another. Topics are chosen from course readings. Entries are graded for use of course reading, depth of coverage, and interaction with classmates.

C. Exams (2) SLOs 7, 8

Exams assess student comprehension of readings and lectures.

D. Bb Collaborate 4, 5

This activity enables students and instructor to engage in a live online chat session. Instructor will moderate the 1 hour discussion. Students will need to test their audio and video capabilities on their computer prior to the session.. The requirement for full points is to participate in the chat through analysis of material presented in primary readings.

E. Oral Presentations (1) – The final exam consists of a recorded oral presentation of the student's university assessment plan. – SLO 6

Application Papers	100
Discussion Boards	100
Bb Collaborate	100
Exams	100
Final Exam	100
Total	500 points

Notes:

All assignments must be submitted by 11:59 PM of due date. No credit is awarded for late submissions.

Grading

A=90-100%

B=80-89%,

C=70-79%,

D= 60-69%

F= 59 or below

Schedule

Week 1	History of the Accountability Movement in Higher Education
Week 2	The European Movements – Bologna, Tuning, DQP
Week 3	The American Movements – Spellings, NCLB, CCA
Week 4	Curricular Assessment, High-Impact Practices
Week 5-6	University Assessment – Mission and Strategic Plan, Liberal Arts
Week 7-8	Curricular Assessment – Program Level
Week 9	Curricular Assessment – Course Level
Week 10	Ethical Issues in Testing and Assessment
Week 11	Co-curricular Assessment, Best Practices
Week 12	Online Learning, Web-Assisted Courses, and MOOCs
Week 13	Accreditation – Professional and National
Week 14	Stakeholder involvement and dissemination of data

Attendance Policy

Attendance is evaluated by the Bb participation. If student has not first logged into the course in Bb during first 4 days, student may be administratively withdrawn from class.

Academic Integrity

All work submitted for this course must be your own and must be written exclusively for this course. The use of sources must be properly documented using APA style. Each student is expected to maintain the highest standards of academic honesty and integrity. I reserve the right to reduce a grade, fail any assignment or assign a failing grade for the entire course if any student is found guilty of academic dishonesty.

Additionally, if a student's submitted work is collaborated with another student, a failing grade will result for that assignment.

Plagiarism is considered academic dishonesty. Plagiarism is claiming credit for work done by others. It includes:

- Using someone else's ideas or work without acknowledging the source(s).
- Copying words of others without putting them in quotation marks and providing a reference.
- Copying answers from another person or text on a test or other assignment.

If a student's submitted work is collaborated with another student, a failing grade will result for that assignment.

Disabled Student Services

If you have any documented learning or physical disabilities in which appropriate accommodations are needed, please inform me immediately to make arrangements. Disabled student services should be contacted if not done so already.

READ ENTIRE SYLLABUS IN ORDER TO ACCURATELY FOLLOW INSTRUCTIONS FOR ALL ASSIGNMENTS

PLEASE NOTE:

- **All Assignments must be submitted in Blackboard Learn unless otherwise instructed. Only WORD documents (APA Style) will be accepted for credit. Credit for any assignment may not be awarded if not properly submitted or cannot access your document. Note: BB will only accept your assignment ONE time for each assignment.**

- **This course will be using Blackboard Learn. Submit assignments as attachments in “Assignments” section of BB. Follow each assignment’s requirements completely.**

Computer Preparation:

You should have access to a computer that is capable of running the latest versions of Microsoft Office and a web browser (such as Internet Explorer, Safari, or Firefox). For best results, you should work from a wired, high-speed internet connection. Visit the Students section of the ASU website for information on free software, computer labs, and more. *I RECOMMEND USING FIREFOX.*

To properly access all materials in this online class, you'll need an updated web browser and the following free software:

Microsoft Office (*For Word, PowerPoint, and Excel documents*)

<http://apps.astate.edu/campusagree/download/>

Adobe Reader (*For viewing PDFs*) <http://www.adobe.com/products/acrobat/readstep2.html>

Windows Media Player (*For watching screen recordings*)

<http://www.microsoft.com/windows/windowsmedia/download/>

Respondus Lockdown Browser (*For taking Tests & Quizzes*)

<http://its.astate.edu/content/respondus/>

DISCLAIMERS:

Students are responsible for adhering to ASU’s guidelines for the following:

Academic Honesty/Code of Conduct/Attendance Policy

<http://studentconduct.astate.edu/codeofconduct.html>

<http://studentconduct.astate.edu/studenthandbook.html>

<http://www.csm.astate.edu/~rpsmith/ASU%20Policies/ASU%20Class%20Attendance%20Policy.htm>

SUPPORT SERVICES

Students needing assistance due to physical or learning disabilities should contact the Disabilities Services Office at 870.972.3964 or <http://disability.astate.edu/>

Peer tutoring is available (free of charge) to all students enrolled in ASU-Jonesboro courses in the **Learning Support Center** (LSC) located in the Dean B. Ellis Library, Room 100. Visit the LSC website for more information:

<http://www2.astate.edu/a/university-college/learning-support-services/learning-support-center/>.

Students are responsible for compliance with all university standards.

ACADEMIC HONESTY

PR3003 adheres to the academic honesty policy of Arkansas State University, which can be found at: <http://studentlife.astate.edu/academicintegrity.html>

“Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the ASU academic community. Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties.”

Because of the importance of intellectual property rights and ethics in mass communications, suspicion of academic honesty in this course may result in dismissal from this course and possibly the college. Enrollment in courses, the college, and the university is voluntary, and students should review the Code of Conduct (available from the Student Services Office) to see that they are aware of and in sympathy with ASU policies.

Additional Policies: Any policies not explicitly outlined in the course syllabus will be subject to the ASU Bulletin, available on the ASU webpage. Students are encouraged to obtain a copy of the bulletin and refer to it for all matters of their educational experience.

<http://www.collegesource.org/displayinfo/catalink.asp>

ARKANSAS STATE UNIVERSITY
Department of Educational Leadership, Curriculum and Special Education

I. Course: ELAD 6273 - Legal Aspects of Higher Education, CRN 12424

Professor: Dr. George Foldesy and Dr. Deidra Hudson
Office: Eugene Smith Hall, Room 404A
Phone: 870-972-3943
Email: gfoldesy@astate.edu
Office Hours: M - F; 10:00AM - 5:00PM and by appointment
Time: Monday, 4:00PM -6:50PM
Place: ESmith 204
No class on: 1/21 (Martin Luther King Day)
3/18 (Spring Break)

II. Readings:

Primary Text: Higher Education Law: Policy and Perspectives, Alexander and Alexander, Routledge, 2011

- Journals:
1. [*Journal of College and University Law*](#) (official publication of the National Association of College and University Attorneys, published from the University of Notre Dame). [Current Issue](#).
 2. [*Journal of Law and Education*](#) (official publication of the University of South Carolina). Available [LexisNexis](#).
 3. [*Higher Education Law Research Guide*](#) (list of websites/links at the University of Miami, Florida).
 4. [*National Conference on Law and Higher Education*](#). Stetson University School of Law Collection of past issues from 1993-2008.
 5. [*Education Law Consortium*](#) (from the University of Georgia, all articles are free to download).

Web sites: <http://www.lexisnexis.com>
c-span.org / supremecourt

<http://courts.state.ar.us>
Education law (in Library)

Additional resources are identified at the end of each chapter in the textbook.

III. PURPOSE OF THE COURSE:

The course will consider constitutional and statutory provisions with the major emphases on case law related to higher education. Course content will focus on Governance of Higher Education, Faculty and Students Rights.

IV. THE MAJOR COURSE GOALS are as follows:

To provide a knowledge of the structure and function of the American Court System.

To provide an understanding of how the statutory and case law impacts institutions of higher education.

To provide a knowledge of statutory and case law which can be applied to case studies that corresponds to course topics.

Student Outcome: The successful student will be able to identify and apply appropriate principles of law to a series of case studies that result in a final decision supported by policy, statutory and case law. Evidence of knowledge and application will be acquired through the use of two written examinations and concise written responses to each case study.

V. COURSE OUTLINE:

1. The Application of the Law to Higher Education. Chapters 1-2. Pp. 1-58.
2. Religion. Chapter 3. Pp. 59-101.
3. Contractual Relationship Between the Student and the University. Chapter 7. Pp. 155-171.
4. Students and Due Process of Law. Chapter 8. Pp. 172-194.
5. Substantive Due Process for Students. Chapter 9. Pp. 195-220.
6. Student Speech, Expression and Association. Chapter 10. Pp. 221-258.
7. Free Speech and Electronic Communication. Chapter 11. Pp. 259-271.
8. Student Press. Chapter 12. Pp. 272-300.
9. Search and Seizure. Chapter 13. Pp. 301-323.
10. Academic Freedom. Chapter 20. Pp. 505-536.
11. Faculty Contracts, Tenure and Collective Bargaining. Chapter 22. Pp. 564-601.
12. Faculty and Due Process of Law. Chapter 23. Pp. 602-639.
13. Speech in Public Institutions. Chapter 24. Pp. 640-671.

VI. Course Requirements and Evaluation Procedures:

A. Course Requirements

Two examinations will be given during the semester. The first test will be given on or about 3/4 and the second on 5/6. Responses to the case studies must be well developed and documented with the appropriate case law and/or principles of law. Each test will be worth 100 points.

Final grades will be assigned on the basis of total points earned as follows:

180 - 200	A
160 - 179	B
140 - 159	C
120 - 139	D
119 and below	F

VII. Special Considerations:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Out of consideration for your colleagues, please refrain from texting, use of cell phone and inappropriate use of the laptop.

VIII. Teaching Method:

A series of case studies and simulations will be utilized in which students will apply the appropriate legal standards in rendering a decision applicable to a specific case. Following a discussion on each case, a short lecture will be given which will include the final decision and the legal standard used.

Attendance is expected. Please be on time as a courtesy to everyone else.

"Nothing is worse than active ignorance." - Johann Wolfgang von Goethe

Multicultural Dynamics in Higher Education

Quarter

Winter 2012
Mondays, 4:10pm – 7:00pm

Class Location

Bldg. 2, Rm. 126

Instructor

Dr. Markel Quarles
Office: Bldg. 124, Rm. 103
(805) 756-5971
mquarles@calpoly.edu

Office Hours

By appointment

Course Description

This course is designed to help counselors augment their own awareness and knowledge in an effort to effectively counsel and advise clients from increasingly diverse demographics. With the changes occurring in the demographics of the United States, and in California in particular, the need for competently trained counselors is crucial. An exploration of cognitive, affective, and behavioral considerations of counseling culturally diverse client groups will be covered.

Multicultural competencies (awareness, knowledge, and skills) in counseling will be emphasized.

Awareness is centered on understanding the multiple value systems and worldviews that shape a complex and multi-faceted cultural identity. Particular emphasis is placed on insight gained into one's own cultural socialization and inherent biases. **Knowledge** focuses on acquiring accurate understanding of the various cultural groups within our society. **Skills** relate to the ability to develop culturally appropriate relationships with clients and to provide counseling services that are culturally relevant and free of oppressive or biased counseling theories and techniques.

Learning Objectives

The learning objectives are linked to the Council for Accreditation of Counseling and Related Educational Programs [CACREP] 2009 standards (<http://www.ircep.org/doc/2009%20Standards%20with%20cover.pdf>)

This course is designed to help students understand:

- multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (CACREP II.G.2.a)
- attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients (CACREP II.G.2.b)
- theories of multicultural counseling, identity development, and social justice (CACREP II.G.2.c)
- individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies justice (CACREP II.G.2.d)
- counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP II.G.2.e)

- counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP II.G.2.f)
- the effects of racism, discrimination, power, privilege, and oppression in one's own life and career and those of the client (CACREP III.E.2)

Texts and Materials

The required text for this course is entitled: "Developing Multicultural Counseling Competence: A Systems Approach" (2010) by Danica G. Hays and Bradley T. Erford. You will also be responsible for other assigned materials (i.e. other readings, videos, etc.) as discussed in class, PolyLearn, or email.

Requirements

It is expected and essential that you participate in class discussions. Thus, attendance is paramount. The more you participate, the more you will grow: both professionally and interpersonally.

Since we will be discussing sensitive topics, it is expected that confidentiality be upheld.

All assignments are to be completed with the type of analysis, discussion, and writing commensurate with graduate-level expectations. Written assignments need to adhere to APA 5th Ed. (2001) or 6th Ed. (2010) guidelines.

Course Grading

Attendance and Participation	40
Reflection Papers (3)	60
Class Presentation	50
Final Project	100
<hr/>	
Total Points	250

Grading Percentage Scale

The letter grade you receive will correspond with the following grading percentage scale:

94 +	A	73 – 76	C
90 – 93	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	60 – 62	D-
77 – 79	C+	< 59	F

Assignments

All assignments should be emailed to the instructor.

Class Participation

As discussed earlier, class participation is an important feature of this course. You will be expected to contribute in class discussions. **(40 points)**

Class Presentation

Each student will be responsible for educating the class and facilitating discussion on an assigned topic. You will be considered the 'expert' on your topic. Class presentations should be 30 minutes and include handouts, activities, and discussion. If using Powerpoint, please email your presentation to the instructor prior to your presentation. **(50 points)**

Reflection Papers

Each student will be expected to complete a total of 3 reflection papers during the quarter. You can choose the topic areas as long as we have already discussed them in class. The purpose of the reflection papers is for you to have the opportunity to process your thoughts and experiences with the course content. Each reflection paper should well-written and organized, demonstrate knowledge of the subject matter, and be supported by in-depth analysis. **(20 points each) – All Reflection Papers are due by 4pm on March 12.**

Reflection Paper Grading Rubric

Organization	1	2	3	4
Subject Knowledge	1	2	3	4
Depth of Analysis	1	2	3	4
Readability/Grammar	1	2	3	4
Overall Paper	1	2	3	4

Key

4 = Very Good
3 = Satisfactory
2 = Below Average
1 = Very Limited or No understanding

Final Project

Each student will be expected to interview a counseling/student services/administration professional in a Higher Education setting that serves at least one of the multicultural populations discussed in the course. Write a paper **no more than 10 pages** on the interview and the experience, with particular attention paid to key learnings, their relevance to course readings and discussions, and the implications you foresee this experience having on your professional career.

Your paper should include the following elements:

- Table of Contents
- Interview protocols/questions (list in appendices)
- Background of the person interviewed
- Justification of why you chose to interview that person
- What you learned
- Implications this experience will have on your professional career
- References (minimum of 4 using APA guidelines)

(100 points) – Due by 4pm on March 12

Extra Credit

You may earn extra credit by attending and writing a reflection paper on instructor-approved multicultural events/activities/symposia during the quarter. A maximum of 10 extra credit points will be awarded for each.

***Class Schedule**

* Subject to change with prior notice

<u>Dates</u>	<u>Topic and Assignment</u>
Week 1	<p>Read chapters 1, 2, and 3 in Hays & Erford text</p> <p>Introduction and course expectations</p> <p>Choose class presentation dates</p>
Week 2	<p>NO CLASS – Martin Luther King Jr.’s Birthday Observed</p>
Week 3	<p>White Privilege</p> <p>Watch movie: “Crash” starring Sandra Bullock and Don Cheadle Trailer at: http://www.youtube.com/watch?v=RqJvWsOlix4</p> <p>Watch Tim Wise video clip: http://www.youtube.com/watch?v=J3Xe1kX7Wsc</p> <p>Read chapters 4 and 14 in Hays & Erford text</p> <p>Read Jones (2005) article: “The right hand of privilege”</p> <p>Read Helms (1995) “Helms White Racial Identity Development Model” at http://edweb.csus.edu/edc/class_downloads/borunda/edc171_white_id.pdf</p> <p>Read Jensen article: “White people need to acknowledge benefits of unearned privilege” at http://www.dickshovel.com/priv.html</p>
Week 4 -5	<p>Latino and Native American Populations</p> <p>Read chapters 12 and 13 in Hays & Erford text</p> <p>Read “Torres’s Model of Hispanic Identity Development” (2011) at http://collegestudentdeveltheory.blogspot.com/2010/11/torress-model-of-hispanic-identity.html</p> <p>Read Gallegos & Ferdman (2007) article: “Identity Orientations of Latinos...” at http://bernardoferdman.org/Articles/GallegosFerdmanIdentityOrientationsBJHR2007.pdf</p> <p>Read Rayle, et. al (2006) article: “Honoring their way...”</p> <p>Read Kelly (1992) article: “Traditional Native American values...” at http://findarticles.com/p/articles/mi_m0825/is_n2_v58/ai_12874897/pg_1?tag=artBody;col1</p>

Week 6-7

African-American and Mixed Ethnicity Populations

Read chapter 9 in Hays & Erford text

Watch “A Girl Like Me” video clip at

<http://www.youtube.com/watch?v=YWyl77Yh1Gg>

Read Sue, et. al. (2008) article: “Racial microaggressions...”

Read about Stereotype Threat at <http://reducingstereotypethreat.org>

Read Renn (2008) article: “Research on biracial and multiracial...” at

<https://www.msu.edu/~renn/RennNewDirectionsMR2008.pdf>

Read Glanton (2010) article: “Bigotry takes on a different shade”

Read Franklin-Barbajosa (2009) article: “Walking a fine line...” at:

<http://www.usariseup.com/riseup/cover-story/115-walking-a-fine-linebeing-biracial-is-sometimes-a-delicate-balancing-act.html>

Week 8

Low-Income, 1st-Generation Students, and Student-Athletes

Read chapter 7 in Hays & Erford text

Read Purnell (2004) article: “Opening doors...”

Read National Center on Education Statistics (2005) article: “First-Generation students in postsecondary education...”

Watch “ESPN 30 for 30: Pony Excess” clip at

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

Read “What the Hell Has Happened to College Sports...” (2011) commentaries at

<http://chronicle.com/article/What-the-Hell-Has-Happened-to/130071/>

Week 9

LGBTQIA Populations and Gender

Read chapters 5 and 6 in Hays & Erford text

Read CASS Model of Homosexual Identity Development

Read Talbot and Viento (2005) article: “Incorporating LGBT issues...”

Read Hermann and Herlihy (2006) article: “Legal & ethical issues...”

Read “Ten Things Educators Can Do...” (2002) handout

Read Carli article: “Gender issues in workplace groups...”

Week 10

People of Middle Eastern Descent and Spiritual Diversity

Read chapters 10 and 15 in Hays & Erford text

Read Abdus Sattar Ghazali (2008) article at

<http://www.opednews.com/articles/Arab-Americans-continue-to-by-Abdus-Sattar-Ghaza-081205-935.html>

Watch “What Would You Do” clip:

<http://www.youtube.com/watch?v=g3jZjm8xMwg&feature=related>

Read Dalton & Crosby (2007) article: “Let’s talk about religious differences”

Read Magolda (2010) article: “An unholy alliance...”

People with Disabilities and Military Veterans

Week 11-12

Read chapter 8 in Hays & Erford text

Read Erickson Cornish, et. al (2008) article: “Perspectives on ethical...”

Read Smart & Smart (2006) article: “Models of disability...”

Watch clip on San Diego State University’s Veterans Housing at:

<http://www.youtube.com/watch?v=nDsdpYEjpSM&feature=channel>

Read Veterans Best Practices in Higher Education article

Read Hoshmand & Hoshmand (2007) article: “Support for military...”

Asian American Population and New Looks at Education and the Workplace

Week 13

Read chapter 11 in Hays & Erford text

Read Li, et. al. (2007) article: “An analogue study of the effects of Asian...”

Read Rhee (2003) article: “Acculturation, communication...”

Watch “A Vision of Students Today” clip at:

<http://www.youtube.com/watch?v=dGCJ46vyR9o&feature=relmfu>

Read Cal Poly Strategic Imperatives at <http://www.academicaffairs.calpoly.edu/StrategicPlan/>

Read Bartlett, et. al. (2011) article: “Little-Known colleges exploit...”

Read Scott (2009) article: “Managing talent in today’s...”

Read “Generational Differences in the Workplace” handout

Week 14

NO CLASS MEETING

Final Project, Reflection Papers, and Extra Credit Due

Higher Education Finance

ELAD 6313 001

CRN: 13505

Spring 2013 Syllabus

Mondays: 7:00pm to 9:50pm

Smith Center Room 204

Instructor:

Russ Hannah, Ed.D (ABD), CPA, CGMA, CGFM

Associate Vice Chancellor for Finance

Arkansas State University – Jonesboro

Work: 870-972-2024

Cell: 870-897-5005

rhannah@astate.edu

Note: email is the best way to contact me. If we need to schedule a time to meet, I will generally arrive at class approximately thirty minutes early or we can make an appointment during normal working hours as needed (8:00 to 5:00 Monday thru Friday).

Course Description:

An examination of the economic principles and fundamental operational financial procedures which affect the American colleges and universities.

3.000 Credit hours

3.000 Lecture hours

Learning Objectives:

- Develop an appreciation of the role of the college and university chief financial officer
- Develop an understanding of the budgeting process in colleges and universities
- Develop an understanding of the traditional areas of responsibility reporting to the finance function
- Consider selected contemporary topics and issues in higher education finance

Approach to Course:

The learning objectives will be met through a combination of (1) team teaching assignments to cover the text, (2) guest presentations to address the major finance areas of responsibility, (3) reaction papers to consider and address contemporary topics and issues, and (4) a capstone project to further investigate and reflect on the role of the chief financial officer.

Text:A Guide to College & University Budgeting

Larry Goldstein. (2005). *A guide to college & university budgeting: Foundations for institutional effectiveness*. (4th ed.). National Association of College and University Business Officers

http://www.nacubo.org/Products/Publications/Finance/A_Guide_to_College_and_University_Budgeting_Foundations_for_Institutional_Effectiveness_4th_ed.html

Point Opportunities:

- | | |
|--------------------------------------|-----|
| • Class Attendance and Participation | 200 |
| • First Reaction Paper | 100 |
| • Team Teaching Assignment | 100 |
| • Second Reaction Paper | 200 |
| • Third Reaction Paper | 100 |
| • Capstone CFO Project | 300 |
- Standard Graduate-Level Grading Scale will apply.

Instructor Expectations:

A significant element of this course consists of guest presentations by topical experts. You are expected to attend all class meetings and demonstrate courtesy and respect to the presenters, your fellow students, and the instructor. Interaction and rigorous inquiry are encouraged.

If you are not able to attend class due to professional obligations, personal circumstances, illness, or other reasons you should notify me as soon as possible. Class attendance is a significant element of your grade and attendance records will be maintained including documentation of absences.

Published class hours are 7:00 to 10:00 PM. We will begin promptly at 7:00 and will conclude most evenings by 9:00. Occasionally, we will finish earlier, and sometimes may go a little beyond 9:00 should circumstances warrant. Plan accordingly.

You are graduate students and my expectation is your work and conduct will reflect this standing.

Additional Information:

Cell Phone/Lap Top Computer Policy:

Exercise discretion; severely limit or curtail any personal use. Step out of class to handle any required, personal conversations.

Make Ups:

Generally speaking, no make ups for any missed work will be given, however, documented, extenuating circumstances (illness, injury, family emergency etc.) will certainly be given serious consideration. In such cases, special out-of-class work will be agreed upon for grade fulfillment.

Writing Skills:

According to University directives this course is 'writing intensive'. Good writing skills are expected and will be reflected in assignment grades.

Class Projects:

Individual or group presentations on approved subject matter are a major component of the class.

Class Schedule:

Accessible under COURSE INFORMATION tab in Blackboard.

Inclement Weather Policy:

Generally, University policy and statements will be followed. I recognize some of you travel some distance so please exercise proper caution and discretion. In the event class is not cancelled, but, you choose not to attend due to weather conditions, please notify me via email.

Flexibility Clause:

The aforementioned requirements, assignments, and policies are subject to change. In such case, students enrolled in the class will be fully notified. Students needs and experiences will be considered in modifying this course syllabus. The instructor reserves the right to make changes as deemed necessary.

Accommodation of Students with Disabilities Statement:

Full cooperation and assistance will be given to any student who may be physically challenged in some way or have validated special needs. If you need course adaptation or accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible.

University Policies:

All university policies regarding attendance, completion of work, cheating, plagiarism, FERPA (and any not mentioned in this statement) are in force for the duration of the class.

Arkansas State University
Department of Psychology and Counseling
Spring 2012

I. Course: COUN6343-001, College Student Development

II. Instructor: Dr. Craig H. Jones

Office: 321 Education

Office hours: 10-11 MWF and by appointment

Phone: (870) 972-3064

E-mail: cjones@astate.edu

III. Readings

Evans, N. J., Forney, D. S., & Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, Research, and practice* (2nd ed.). San Francisco: Jossey-Bass.

IV. Purpose for the Course

The purpose for the course is to provide students with an understanding of the basic theories of college student development and the application of these theories to college student personnel services.

V. Accreditation and Approval Standards Addressed

1. CAS

COUN6343 addresses content related to:

5a Foundational Studies

the historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice

5b Professional Studies

5b.1 Student Development Theory

5b.3 Individual and Group Interventions

5b.5 Assessment, Evaluation, and Research

2. CACREP

COUN6343 the following Core Curriculum standards (Section II.G):

1.j ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

- 2.a multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally
- 2.c theories of multicultural counseling, identity development, and social justice
- 3.a theories of individual and family development and transition across the lifespan
- 3.f human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
- 3.h theories for facilitating optimal development and wellness over the lifespan
- 7.d reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)
- 7.e validity (i.e. evidence of validity, types of validity, and the relationship between reliability and validity)
- 8.a the importance of research in advancing the counseling profession
- 8.e the use of research to inform evidence-based practice

COUN6353 addresses Student Affairs and College Counseling specialty standards:

- A.1 Understands the history, philosophy, and trends in student affairs and college counseling
- A.6 Understands student development theories, including holistic wellness and research relevant to student learning and personal development
- B.6 Participates in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that affect participants
- C.1 Identifies the specific factors related to personal, social, educational, and career planning and development appropriate for students in postsecondary education
- E.1 Understands postsecondary student development in a multicultural society, including characteristics such as immigrant status, disability, extreme ability or talent, cultural background, spirituality, and family situation.
- E.4 Understands the effect of discrimination and oppression in postsecondary education.
- E.6 Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.
- F.2 Analyzes postsecondary student needs for appropriate learning and developmental opportunities
- H.2 Analyzes and uses multiple data sources, including institutional data, to make decisions about improving differentiated student programs
- I.1 Understands how to critically evaluate research relevant to the practice of student affairs and college counseling.
- J.2 Develops measurable outcomes for college counseling and student development activities

VI. Course Goals

1. To provide students with an understanding of student development theory as a field of study.
2. To provide students with an understanding of the major theories of college students' development.
3. To provide students with an understanding of how to develop developmental programming using college student development theories.

VII. Relation to MS-CSPS Program Objectives

COUN 6353 contributes to the accomplishment of the following MS-CSPS program objectives:

1. The masters level college student personnel professional demonstrates a knowledge of the history, philosophy, and current trends in the student affairs and college counseling professions.
10. The masters level college student personnel professional demonstrates an understanding of multicultural and pluralistic trends in society, and understands the implications of sociocultural, demographic, and lifestyle diversity for student affairs and college counseling practice.
12. The masters level college student personnel professional demonstrates an understanding of theories of individual development and transitions across the lifespan, including the influence of social institutions on individual development.
14. The masters level college student personnel professional demonstrates an understanding of the way in which physical, psychological, environmental, and sociological factors affect human behavior, including both normal and abnormal aspects of behavior.
21. The masters level college student personnel professional demonstrates an understanding of the psychometric characteristics of psychological tests and assessment instruments, including validity, reliability, and statistics related to score interpretation.
25. The masters level college student personnel professional knows how to design, implement, and evaluate programming to foster the holistic development of college students (including personal, interpersonal, and intellectual development); and can adapt programming in developmentally appropriate ways to meet the needs of diverse populations.

VIII. Course Objectives

1. Describe student development as a field of study including the history of the student development movement in higher education and the questions that should be answered by theories of student development.
2. Describe the Person X Environment approach to programming and use this approach to plan developmental programs for college students.

3. Describe how student development theories can be used in student affairs practice and counseling including major functions of formal theories, criteria for evaluating formal theories, and the problems and limitations of the applying developmental theories to student affairs practice.
4. Describe the concepts of reliability and validity as they apply to assessment in student affairs practice.
5. Describe the major ecological approaches to college student development?
6. Describe components of Schlossberg's transition theory, and the implications of this theory for student affairs practice
7. Describe the vectors in Chickering's theory of college student development, the major environmental influences on students' development on these vectors, and the implications of this theory for student affairs practice.
5. Describe the components of the major theories of psychosocial identity development, and the implications of these theories for student affairs practice.
7. Describe the components of the Perry's theory of intellectual and ethical development, and the implications of this theory for student affairs practice.
8. Describe the components of the major theories of moral development, and the implications of this theory for student affairs practice.
9. Describe the components of Kolb's theory of experiential learning theory, and the implications of this theory for student affairs practice.
10. Describe how student development is affected by racism, the components of the Racial and Cultural Identity Model, and the implications of racial identity development for student affairs practice.
11. Describe the elements of sexual identity, the components of the Sexual Orientation Identity Formation Model, the factors that affect GLB students' identity formation, and the implications of this theory for student affairs practice.

IX. Course Outline

- A. Definitions and Historical Roots of Student Development
 1. Definitions of Student Development
 2. History of the Student Development Movement
 3. Paradigms and Theories
 4. Person X Environment Approach
- B. Using Student Development Theory
 1. Informal vs. Formal theory
 2. Uses of Formal Theory
 3. Evaluating Formal Theory
 4. Current Status of Student Development Theory
 5. Interactionist Approach
 6. Key Environmental Characteristics
 - a. Astin's Student Involvement Theory
 - b. Schlossberg's Marginality and Mattering
 - c. Rendón's Validation Theory
 7. Cautions in Using Theory
 8. Psychometric Concepts

- a. Reliability
 - b. Validity
- C. Chickering's Theory of Identity Development
- D. Ecological Approaches to College Student Development
 - 1. Human Ecology
 - 2. Developmental Ecology/Bronfenbrenner
 - 3. Campus Ecology
 - a. Barker
 - b. Walsh
 - c. Holland
 - d. Moos
 - e. Pervin
 - f. Strange and Banning
 - g. Cube Model/Morrill, Oetting, and Hurst
- E. Schlossberg's Transition Theory
- F. Psychosocial Identity Development
 - 1. Erikson
 - 2. Marcia
 - 3. Josselson
- G. Perry's Theory of Intellectual and Ethical Development
- H. Moral Development Theory
 - 1. Kohlberg
 - 2. Rest
 - 3. Gilligan
- I. Kolb's Theory of Experiential Learning
- J. Racial Identity Development
 - 1. Racial Identity/Multiracial Identity
 - 2. Critical Race Theory
 - 3. Types of Racism
 - 4. Conflicts of Minority Youth
 - 5. Racial and Cultural Identity Model
 - 6. Negrescence
 - 7. White Racial Identity
 - 8. Latino Identity
 - 9. Asian Identity
 - 10. Native American Identity
- K. Sexual Identity Development
 - 1. Aspects of Sexual Identity
 - 2. Case's Stage Theory
 - 3. Coming Out Process
 - 4. Factors Affecting GLBT Identity Development
 - 5. Criticisms of GLBT Theory

X. Methods of Instruction

1. Lecture/Discussion
2. Group Project
 - a. Planning Matrix
 - b. Paper
 - c. Class Presentation

XI. Course Assessment And Performance Measures

1. Methods of Student Evaluation
Examinations
Homework on Planning Matrix
Theory-To-Practice Paper
Class Presentation
2. Grades
 1. Course grades
 - a. Four Examinations 70% (17.5% each)
 - b. Theory-To-Practice Project 30%
 2. The Theory-To-Practice Project has four parts that will be weighted as follows:
 - a. Planning Matrix 10% (i.e., 3% of course grade)
 - b. Class Presentation 10% (i.e., 3% of course grade)
 - c. Preliminary Draft 10% (i.e., 3% of course grade)
 - d. Final Draft 70% (i.e., 21% of course grade)
3. Grading Scale
Grades are assigned on the following scale:
90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, and 0-59% = F.
4. Make-up Tests
The first three exams can be made up for full credit with an appropriate medical or professional excuse, otherwise grades on make ups will be reduced by 10%. The first and second exam must be made up prior to the next exam unless an extension is granted for an extended illness. The third exam must be made up by 5 p. m. Study Day unless the student qualifies for an incomplete. Documentation of excuses may be required at the discretion of the professor.

The fourth exam is a final exam. Final exams are covered by ASU policy. Students are expected to take the exam at the time listed in the official final exam schedule. Students may never take a final early and can take it late only for emergencies or other compelling circumstances over which the student has no control. Exceptions must be approved by the dean of the College of Education.
5. Homework and Paper Deadlines
Failure to submit a homework assignment will result in a 1 point reduction on the assignment for each day the assignment is late up to a maximum of 10 points per

assignment. Deadline extensions, if needed, must be arranged with the professor in advance of deadline. Extensions will be granted solely at the discretion of the professor and only for unexpected circumstances that are beyond a student's control.

Failure to submit the Progress Draft of the TTP paper on time will result in a 1 point deduction on the Progress Draft for each day the paper is late up to a 10 point maximum. Papers more than 10 days late will receive a zero. Deadline extensions, if needed, must be arranged with the professor in advance of the deadline. Extensions will be granted solely at the discretion of the professor and only for unexpected circumstances that are beyond a student's control.

TTP papers will not be accepted after the deadline unless the student qualifies for an incomplete. Papers not submitted by that time receive a zero.

XII. Blackboard Accounts

The instructor maintains a Blackboard Learn site for the course. Students can obtain an official syllabus, assignments, study questions, and help with study skills from this site.

XIII. Procedures to Accommodate Students with Disabilities

Students seeking modifications under Section 504 or the ADA must inform the instructor of requested modifications as soon as possible. Delay may result in an inability to make modifications in a timely fashion. When requesting modifications students must show an ID card verifying that their disability has been documented by the Office of Disability Services. Students who have not documented their disability should contact the Office of Disability Services in Room 2181 of the Student Union (870-972-3964).

Aspects of the course will be modified as appropriate under the law. Appropriate means that the modification must be related to the disability, and must be required to allow the student to demonstrate mastery of the course material. Modifications that are not related to the disability or that evade course requirements are not appropriate under the law.

XIX. Diversity

The current college student population is the most diverse in history and this diversity will increase for the foreseeable future. Thus, the course will be focused on helping students understanding how to develop programs and services to serve this diverse population.

XV. Additional Course Policies

Academic Honesty

Students are expected to follow all the provisions of the Academic Integrity Policy in the Student Handbook. With regard to Section B4 of this policy, students are not authorized

to record or to disseminate in any fashion the contents of the quizzes and examinations given in this course, and all copies of the of the quizzes and examinations must be returned to the professor as a student has completed a test. Any use of unauthorized materials by a student is also a violation of the Academic Integrity Policy.

Notification of Grades

Due to the Federal Educational Rights and Privacy Act no information regarding grades will be provided by telephone or email.

Flexibility Clause: Conditions for Change

Occasionally events will occur during the course of a semester that require modifications of the syllabus. The professor reserves the right to make such changes when he believes they are necessary. Any modifications that are made will apply to the entire class. No modifications in the syllabus will be made for an individual student.

Contact Information

Students who email the professor should either use their official ASU email account or include the course name in the subject line. Email with unusual user names or without a subject line may not pass various spam filters and, thus, have a high probability of being deleted without being read. Students trying to contact the professor by phone should keep calling. The professor does not play phone tag.

Electronic Devices

Use of laptop computers in class is prohibited unless such use constitutes a necessary modification under the disability policy.

Students who need to have their cell phones turned on so that they can be contacted by a school, babysitter, or other caregiver should leave their cell phones turned on (set to vibrate if possible). Other students should turn their cell phones off . Any use of cell phones during pretests and examinations is prohibited without permission of the instructor. The instructor reserves the right to answer when a student's cell phone rings.

Students are not allowed to wear headphones, ear buds, or similar devices in class unless such use constitutes a necessary modification under the disability policy.

1/11/2012

DEVELOPMENT & ADVANCEMENT IN HIGHER EDUCATION

Course Syllabus

*Topics, readings and guest speakers are subject to change throughout the semester.
An email will be sent to confirm details at least 48 hours prior to the next scheduled class.*

Classes held in _____

Jason Penry, Ph.D.
Post Office Box 600
State University, Arkansas 72467
Office: 870-972-3030
Cell: 870-243-8425
E-mail: jpenry@astate.edu

Course Description:

This seminar will cover the field of development in higher education. We will explore why it is important, applied methods, trends, and job skills necessary to succeed in this field.

Overview:

As financial resources become increasingly scarce in higher education, many institutions have invested or will invest in securing private funds from individuals, businesses and others.

Course Objectives:

This course will build upon the internship experience in several ways:

1. Students will learn the historical context of philanthropy within higher education, our country and the world.
2. Students will learn of professional development and employment opportunities within the ASU System, our state, region and nationally.
3. Students will learn theories and strategies to identify and secure funding sources.
4. Students will be prepared for entry into the field of university advancement.

Course Structure:

This course will employ an assortment of methods including lecture, guest lecturers, group discussions, individual/group projects and written assignments to determine an understanding of the subject.

Grading, Assignments and Readings:

The class will be graded as follows:

90-100	A
80-89	B
70-79	C
0-69	F

Class participation is expected as a courtesy to our guest lecturers and for absorption of the course material.

Required Text: Fundraising Rules of the Road to Success, 2009, Jerry Smith.

Weekly Topics, Presenters, Readings & Assignments:

CLASS ONE - OVERVIEW & TOUR

CLASS TWO - HISTORY OF PHILANTHROPY & HIGHER EDUCATION

CLASS THREE - ORGANIZATIONAL STRUCTURES

CLASS FOUR - ANNUAL GIVING & ALUMNI ASSOCIATIONS

CLASS FIVE - MAJOR GIFTS: CYCLE OF A GIFT

CLASS SIX - MAJOR GIFTS: DONOR-CENTERED DEVELOPMENT

CLASS SEVEN - PLANNED GIVING & ENDOWMENTS: LEAVING A LEGACY

CLASS EIGHT - CAPITAL CAMPAIGNS

CLASS NINE - DONOR MOTIVATIONS & VOLUNTEERS

CLASS TEN - FUNDRAISING AT PRIVATE INSTITUTIONS

CLASS ELEVEN - FUNDRAISING AT LESS MATURE INSTITUTIONS

CLASS TWELVE - ATHLETICS FUNDRAISING

CLASS THIRTEEN - DEVELOPMENT AS A PROFESSION

CLASS FOURTEEN - FINAL PRESENTATIONS



ELAD 6103 Ethical Leadership

Department of Educational Leadership, Curriculum, and Special Education

I. Course Information

ELAD 6103 – Ethical Leadership

Instructor: Dr. Kima Stewart

Office: 320 Smith Center

Phone: (870) 972-3062

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Virtual Office Hours: Mondays, 7:00 p.m.-9:00 p.m.

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

II. Textbook(s) Readings

A. Primary Text: None

B. Supplemental Text: None

III. Purpose and Goals of the Course

A. This course presents an overview of educational administration within the context of ethical and professional behavior.

B. The course objectives are as follows:

1. To apply the Effective School Correlates in assessing the organizational health of a school
2. To examine personal and professional values
3. To consider the impact of administrative practices on others
4. To develop understanding about various ethical frameworks and perspectives on ethics
5. To subordinate one's own interests to the good of the school community
6. To develop and share a vision of learning

IV. Standards Linkage

A. ELCC Standards

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.

1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

B. Diversity Related ELCC Standards

5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

C. Strengthening and Enriching Learning Conceptual Framework (SELCF)

1.2.b Promotes and applies ethical and legal standards in decision-making.

3.2.d Reflects to enhance professional practice.

4.3.b Appreciates the uniqueness and worth of each student while recognizing the necessity for interdependent functioning and fairness to promote living together with the common society.

5.3.a Appreciates the importance of evidence-based practice.

V. Course Assessment and Performance Measures

A. Vision PowerPoint (100 Points)

Each student will develop a Power Point presentation that articulates his/her "vision of learning for a school that promotes the success of all students." [ELCC 1.1, 1.2, 1.4] *This Power Point MUST be posted to [Section 3 of the LiveText portfolio.](#)* A

reflective summary detailing the knowledge and/or skills acquired or challenges faced in planning and implementing this activity must also be submitted.

B. Apply the Ethical Reasoning Model to the Designated Case Study (200 Points)

[ELCC Standards 5.1, 5.2, 5.3, 5.4, 5.5; SELCF 1.2.b, 3.2.d, 4.3.b]

- Applying the Ethical Reasoning Model, Part 1 (80 Points)*
- Applying the Ethical Reasoning Model, Part 2 (120 Points)*

These papers must be posted to [Section 6](#) of your LiveText portfolio. A reflective summary MUST be attached to this assignment that includes a description of the activity, the date the assignment was completed, ELCC standards addressed by the activity; and a personal reflection detailing the knowledge and/or skills acquired or challenges faced in completing this assignment.

C. Construct a Report on the Results of Administering the “Effective Schools Survey”

(100 Points)* [ELCC 1.2, 2.2; SELCF 5.3.a] This assignment must be inserted in [Section](#)

5 Internship Artifacts of your LiveText portfolio. A reflective summary MUST be attached to this assignment that includes a description of the activity, the date the assignment was completed, ELCC standards addressed by the activity; and a personal reflection detailing the knowledge and/or skills acquired or challenges faced in completing this assignment.

D. Overview of Ethics: (19 Points) [ELCC 5.4] This assignment, along with a reflective summary, MAY be inserted in [Section 6](#) Internship Artifacts of your LiveText portfolio.

(1) Identify four ethical expectations that are found in all the professional codes of ethics provided in the readings and (2) describe three situations/actions in which you were involved, and note the ethical ramifications inherent in each scenario. The purpose of the assignment is to help you realize that every day the situations in which you are involved or that you witness have ethical implications.

E. Complete the two Discussion Board Assignments (0 Points)

F. Grading Scale: 419 Points Total

A = 90 – 100% 376 - 419 points

B = 80 – 89% 334 - 375 points

C = 70 – 79% 293 - 333 points

D = 60 – 69% 251 - 292 points

F = Below 60% 0 - 250 points

All assignments/assessments must be completed to receive credit for this course.

***Mastery Learning Assignments:** In the event that the grade on a “Mastery Learning” assignment is lower than a B, a student, using feedback from the professor or teaching assistant, may make corrections and resubmit the assignment within *three* days after receiving feedback on the initial submission. No grade higher than a B will be possible on a resubmitted assignment.

G. Late Submission Policy:

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

VI. Course Outline

Week 1 Professional Ethics

Videos

- Am I My Brother’s Keeper?
- A Framework for Moral Decisions (Parts 1-3)
- Code of Ethics for Arkansas Educators: Training Video

Readings

- *Markkula Center for Applied Ethics: Ethical Decision Making*
- *National Education Association: Code of Ethics*
- *Association of American Educators: Code of Ethics*
- *American Federation of Teachers: Code of Ethics – A Bill of Rights and Responsibilities for Learning: Standards of Conduct, Standards for Achievement*
- *American Association of School Administrators: Code of Ethics – AASA's Statement of Ethics for Educational Leaders*
- Exploring Your State’s Code of Ethics (Various Sources)
- Exploring Your School District’s Code of Professional Ethics (Various Sources)

Discussions

- Class Section Discussion Board Assignment: Standards of Conduct versus Preferences
- Posting of Personal Introductory Material

Assignments

- Exploring Ethics
- Effective Schools Assessment: Effective Schools Survey

All Week 1 activities due by Sunday midnight.

Week 2 Ethical Reasoning

Videos

- A Help in Times of Bewilderment, Part 1
- Ethical Reasoning: A Panel's Application, Part 1
- Defining Moments: A Framework for Moral Decisions

Readings

- *Ethics Operationalized*
- *The Principals' Vision to Action*, p. 346 and pp. 349 – 350
- Turnabout's Fair Play
- Valley View Case

Assignment

- Applying the Ethical Reasoning Model, Part 1 (This paper must be posted to Section 3 of the LiveText portfolio.)

All Week 2 activities due by Sunday midnight.

Week 3 Ethical Reasoning, Continued

Videos

- A Help in Times of Bewilderment, Part 2
- Ethical Reasoning: A Panel's Application, Part 2

Readings

- *Ethics Operationalized*
- *The Principalsip: Vision to Action*, p. 347 and p. 349

Assignment

- Applying the Ethical Reasoning Model, Part 2 (This paper must be posted to Section 3 of the LiveText portfolio.)

All Week 3 activities due by Sunday midnight.

Week 4 Assessing the Health of the School

Video

- Effective Schools Correlates: Assessing a School's Health

Readings

- Correlates of Effective Schools: The First and Second Generation
- A Primer of the Correlates for Effective Schools
- *The Principalsip: Vision to Action*, pp. 102 – 107
- Arkansas Scholastic Audit Indicators: Standards and Indicators for School Improvement

Assignment

- Effective Schools Survey: Candidate Version
- Effective School Survey Findings

All Week 4 activities due by Sunday midnight.

Week 5 Creating a Vision of Schooling

Videos

- Vision: Troy Donahue and Proverbs
- Vision Building: Perspectives from Practitioners

Readings

- *The Principalsip: Building a Learning Community: Common Vision*, pp. 117 – 122
- *The Principalsip: Building a Learning Community: Facilitation of Curriculum, Instruction, and Assessment*, pp. 130 – 142
- Martin Luther King: I Have a Dream

Assignment

- School Purpose Survey
- Clinical Supervision Survey
- Vision PowerPoint (This Power Point must be posted to Section 6 of the LiveText portfolio.)

All Week 5 activities due by Friday midnight.

VII. Special Considerations and/or Features of the Class

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

B. Students are required to use word processing and *APA Publication Manual, 5th Edition* to prepare the course papers. (See rubrics in course documents for details on grading criteria.)

C. Students are required to utilize LiveText for portfolio construction.

D. **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.

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

VIII. Procedures to Accommodate Students with Disabilities

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

IX. References

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- Schimmel, D., Stellman, L.R., & Fischer, L. (2011). *Teachers and the law* (8th edition). Boston: Pearson.
- Senge, P. (2000). *Schools that learn*. New York: Doubleday.
- Short, P.M., & Greer, J.T. (2002). *Leadership in empowered schools* (2nd ed.). Upper Saddle River, NJ: Merrill/ Prentice Hall.
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- Ubben, G. C., Hughes, L. W., & Norris, C. J. (2007). *The Principal: Creative leadership for excellence in schools* (6th ed.). Boston: Pearson.
- Wiles, J. & Bondi, J. (2000). *Supervision: A guide to practice* (5th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.



ELFN 6763 Philosophies of Education

Department of Educational Leadership, Curriculum, and Special Education

I. Course Information

ELFN 6763: Philosophies of Education

Dr. Joe Nichols

Office: 451 Smith Center

Phone: (870) 972-3631

FAX: (870) 680-8130

EMAIL: jnichols@astate.edu

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

For use as Arkansas professional development hours, access the following website:

<http://arkansased.org/pd/index.html>

II. Readings

A. Primary Text:

Gutek, G.L. (2004). *Philosophical and ideological voices in education*.
Needingham Heights, MA: Allyn and Bacon.

Please check with publisher for text availability in e-book format.

B. Supplemental Text: None

III. Purpose and Goals of the Course

A. The purpose of this course is to explore presuppositions of various philosophies with emphasis on the implications of these presuppositions on educational theory and practice.

B. The course goals are as follows:

1. To determine the substance and relevance of philosophies by completing an exegetic analyses of each;
2. To construct a personal philosophy of education;
3. To take a cultural philosophy and relate its importance to an individual personal philosophy.

IV. Standards Linkage

A. ELCC Standards

- 2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.
- 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.
- 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.
- 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.
- 5. 2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.
- 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.
- 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.
- 5.5: Candidates understand and can promote social justice within the district to ensure individual students needs inform all aspects of schooling.
- 6.1: Candidates understand and can advocate for district students, families, and caregivers.
- 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

B. CEC Standards 1 and 9

C. Diversity Related ELCC Standards

- 5.2.a Candidates demonstrate the ability to combine impartially, sensitivity to student diversity, and ethical considerations in their interactions with others.
- 5.3.a Candidates make and explain decisions based upon ethical and legal principles

D. Strengthening and Enriching Learning Conceptual Framework

- 2.1.a Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning
- 2.2.b Promotes and applies ethical and legal standards in decision making
- 4.2.1 Demonstrates a high level of skill in identifying the human, material and

technological resources necessary to be effective within their professional role

V. Course Assessment and Performance

A. Chapter Analyses (160 Points)

Each student will summarize chapters from the text by discussing the following as they relate to the philosophy detailed in the chapter:

1. Description of the Philosophy
2. Human Nature
3. Role of the School
4. Role of the Teacher
5. Teacher – Student Relationship
6. How Students Should Learn

The student will submit the chapter analyses in a written narrative. A heading should precede each of the 6 items addressed. ELCC Standards 2.1, 3.5, 4.2, 4.4, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2

B. Vignettes (80 Points)

Each student will react to a vignette in regard to each of the nine philosophies being studied. ELCC Standards 2.1, 3.5, 4.2, 4.4, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2

C. Personal Philosophy Paper (50 Points)

The student will prepare and submit an educational platform that addresses the following issues through subheadings:

1. Human Nature
2. Role of the School
3. Role of the Teacher
4. Teacher – Student Relationship
5. How Students Learn
6. Curriculum Emphasis

The areas discussed should contain information that sufficiently explains what the student believes with a rationale for why he/she believes it. ELCC Standards 5.5, 6.1, 6.2

D. Impact Statement (30 Points)

Each student will write an impact statement to the class which defines his/her philosophy of education. This statement should be based on quote from an outside source. The quote and source should be the initial aspect of the presentation. After stating the quote, its personal importance should be discussed. ELCC Standard 5.5, 6.1, 6.2

E. Course Paper (Optional for 50 Points extra credit)

Students may complete a course paper for extra credit on the topic of an educational strategy, educational philosophy, or educational theory. The paper's contents must include the following:

1. Introduction of the topic;
2. Literature review from at least eight (8) independent sources who have researched your topic (professional journals or textbooks only);
3. At least one paragraph stating how (in your opinion) the topic impacts the following:
 - a. Human Nature

- b. Role of the School
 - c. Role of the Teacher
 - d. Teacher – Student Relationship
 - e. How Students Should Learn
 - f. Curriculum Emphasis
4. The paper must contain no more than three errors in grammar, punctuation, spelling, and style format (APA 5th Edition). A scoring rubric is available on Blackboard. The paper’s topic must be approved by the professor. ELCC Standard 3.5

F. Late Submission Policy

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

G. Grading

A. Chapter Analyses (8)	160 Points
B. Vignettes (8)	40 Points
D. Personal Philosophy Paper	50 Points
E. Impact Statement	30 Points
Total Points Possible	280 Points
Optional Course Paper	50 Points (Available for extra credit)

Grading Scale

A = 252-330	90-100%
B = 224-251	80-89%
C = 196-223	70-79%
D = 168-195	60-69%
F = 0-167	Below 60%

VI. Course Outline

Week 1

- Chapter Analyses of Idealism; Realism
- Vignettes for Idealism, Realism
- Course assignments are due by Sunday midnight

Week 2

- Chapter Analyses of Theistic Realism; Pragmatism
- Vignettes of Theistic Realism; Pragmatism
- Course assignments are due by Sunday midnight

Week 3

- Chapter Analyses of Existentialism; Conservatism
- Vignettes of Existentialism; Conservatism
- Course assignments are due by Sunday midnight

Week 4

- Chapter Analyses of Marxism; Essentialism
- Vignettes of Marxism; Essentialism
- Course assignments are due by Sunday midnight

Week 5

- Impact Statement
- Personal Philosophy
- Optional Course Paper
- Course assignments are due by Sunday midnight unless otherwise noted

VII. Special Considerations and/or Features of the Course

- A. Instructional Methods: Lectures and vignettes are employed to increase learning and accommodate a variety of learning styles.
- B. Students are required to utilize Live-Text for portfolio construction.
- C. 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.
- D. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

VIII. Procedures to Accommodate Students with Disabilities

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

IX. References

- Barrett, W. (1990). *Irrational man: A study of existentialist philosophy*. New York, NY: Anchor Books.
- Bennett, W. (1992). *The de-valuing of America: The fight for our culture and our children*. New York, NY: Simon and Schuster.
- Butler, J. (1996). *Idealism in education*. New York, NY: Harper and Rowe.

- Callahan, D. (1997). *Unwinnable wars: American power and ethnic conflict*. New York, NY: Hill and Wang.
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Fall 2012

Arkansas State University
College of Education
Department of Educational Leadership, Curriculum, and Special Education
Community College Education Program

I. COURSE

CCED 7003, The Community College

The purpose of the course is to study the history, philosophy, and functions of the American community college. The course is intended to assist current or prospective community college educators in developing an appreciation of what community colleges are all about with special emphasis on their vision as “learning colleges.”

II. PROFESSOR AND PROGRAM COORDINATOR

David W. Cox
449 Smith Hall
(870) 972-3621 Work
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Email: dwcox@astate.edu
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Blackboard Learn login page <http://bblearn.astate.edu>

III. COURSE THEME

Unique role of community colleges in higher education

IV. INTENDED LEARNING OUTCOMES

1a. If you already work in a community college, an intended outcome is to enhance your enjoyment of and pride in the special environment in which you work and to increase your commitment and collaborative contributions to learning-centered education.

1b. If you do not work in a community college, an intended outcome is to give you an advantage in securing a community college position, if you so desire, by grounding you in a thorough understanding of the roots of the community college movement and its core values of access, opportunity, learning, and service.

As a result of this course, I hope you will:

2. Uncover assumptions you may hold about “junior/community/two-year colleges,” check the accuracy and validity of your assumptions, explore alternative perspectives, and plan for taking more informed action.
3. Advocate for the special role community colleges play in improving the quality of life for individuals and communities.
4. Reaffirm a decision to continue working at the community college level or seriously consider applying for a position at a community college.
5. Pass on genuine enthusiasm about community colleges to others.
6. Inject learning-centered principles into appropriate conversations when opportunities arise in the months and years ahead.

V. ASSESSMENT TASKS

1. Discussion Preparation and Leadership: Face-to-Face and on Blackboard (50 percent)

A. Discussion Preparation

Complete all reading assignments. Be prepared to discuss concepts and issues and to provide leadership for class discussion – face-to-face and on Blackboard. Be a proactive learner by taking responsibility for your learning.

Face-to-face: Each chapter in our text ends with “questions for discussion.” Prepare for F2F class discussion by bringing to class a typed response to one of the discussion questions (your choice). This one page is your “ticket” to class. “I forgot” = no entrance.

During one of your group’s face-to-face sessions, you will be asked to conduct a community college web tour for the class. This in-class web tour will be for a community college of your choosing. Find a community college with interesting photos and/or video tours. Links to all of the community colleges in the country are in the External Links section of Blackboard.

Blackboard: Prepare for discussion by posting a response to one of the discussion questions at the end of each chapter. Post by Wed night or early Thur morning. Post "Interesting Discoveries" for any scheduled web site visit in a separate forum. This post is also Wed night or early Thur morning.

B. Discussion Leadership

Face-to-face: When you get to class, be a proactive learner by taking responsibility for your learning. Exercise your curiosity and become engaged. If you are not curious about a particular topic, fake it. You will make me a better teacher. We will use the questions at the end of the chapter, and your responses, to guide our discussion.

If you are an extrovert, practice monitoring your personal air time. Slow down and invite others into the conversation. Practice becoming curious about others' viewpoints. Forget the notion "If I talk a lot, people will think I'm wise." No we won't.

If you are an introvert, take a mini-risk in a safe environment. When extroverts take a breath, jump in. Practice offering your observations and insights to the group. Stick your neck out a little and assert your ideas into the learning conversation. Your thoughts are too important to hold conversations in the privacy of your own mind. Forget the notion "If I'm quiet, people will think I'm wise." No we won't.

"Leadership" in discussion means several things

- Initiating
- Contributing
- Keeping the flow on track
- Inviting dissenting voices and deep thinkers into the conversation
- Asking questions
- Summarizing and interpreting what has just happened

Blackboard: Discussion on Blackboard will involve a 48 hr window from noon on Wed to noon on Friday. Please do your initial post(s) Wed night or Thur morning. Then use Thursday and/or Thursday night to interact (i.e., discuss) with one another's posts. Focus on the discussion questions at the end of our text chapters.

"A" performance calls for four to five timely and substantive posts per forum. Make your last post a summary of or closing comment on the discussion stating what you have learned.

2. Final Reflective Essay (50 percent)

Through the act of writing, please clarify, organize, and think through what you have learned this term about community colleges. Look back at the intended learning outcomes.

What meaningful concepts, principles, beliefs, issues, and personal positions are you taking away from the course?

Engage in some outside reading on some aspect of community colleges of special interest to you. Incorporate the outside reading into your final essay. If you are relying on articles, a guideline is 10 to 12, give or take a couple, references. If you are at a loss for a topic, consider the “learning college” or “learning-centered education.”

Prepare a typed, double-spaced 10-12 page essay. (For the sake of clarity, a “10 to 12” page paper means to me: standard margins, standard 12 point font, and page numbers which exclude title page and reference page.) Please number the pages starting with the page after the title page. No fancy covers. A staple in the left corner will do nicely.

VI. COURSE CONTENT

Concepts

Student diversity

Faculty passion for teaching

Paradigm shift from teaching to learning (Learning College)

Innovation

Access and open admissions philosophy (Open Door College)

Curricular functions

Developmental, remedial, compensatory education

Career, vocational-tech education

Transfer, collegiate, university parallel education

Community service

Continuing education

General education (core curriculum)

Workforce training/education

Associate Degrees (AA, AS, and AAS)

Mission/role of the community college

Articulation agreements

Dual enrollment

Criticisms of community colleges

Junior vs. community vs. technical institute vs. two-year terminology
Bottom line: Easy access and low cost
Distance education
Lifelong learning
Reverse transfer
Faculty development, evaluation, burnout, satisfaction
Joliet Junior College (Illinois) 1901
The boom, expansion, growth years (“One a week”)
Transfer rates and placement rates
Transfer shock
Structure: administration, governance, departments, divisions, multi
campus districts/systems
Special role of student services

Issues

The mix of full-time vs. part-time faculty
Confusion over transfer vs. terminal education
Are they “easier”? But what might that really mean?
Academic vs. Vocational-Tech class struggle
How do we define a “drop out”?
Do community colleges enhance or retard progress (upward mobility) for
baccalaureate-seeking students?
Remedial education: How many times are we going to pay for education?
The dilemma of tracking: Are community colleges a form of tracking?
What are the pros and cons of affiliating with a university?
Trying to be all things to all people

Skills

Give ten reasons why I like working in a community college or why I
would like to work in a community college.
Articulate a community college philosophy.
Articulate the roots of the community college movement.
Work on writing skills.
Work on listening skills.

VII. LEARNING RESOURCES

Levin, J. S. and Kater, S. (Editors, 2013). *Understanding community colleges*. London:
Routledge and Taylor and Francis Group.

The following publications are excellent sources of articles: *Community College Journal*, *Community College Review*, *New Directions for Community Colleges*, *Community College Journal of Research and Practice*, *Community College Frontiers*, and *Community College Week*.

Blackboard External Links

VIII. ASSESSMENT AND GRADING

Task 1, Discussion Prep & Leadership	50 percent
Task 2, Final Reflective Essay	50 percent

An "A" for the course will call for "A" performance on both 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)

IX. LEARNING ACTIVITIES (COURSE OUTLINE)

Aug 23	F2F. Syllabus overview, set up Groups A and B, set up web tours With a blended course, attendance is more important than ever
Aug 30	Online. Preface and Chapters 1 and 2
Sept 6	Group A F2F; Group B Online Chapter 3 and Joliet Junior College
Sept 13	Group A Online; Group B F2F Chapters 4 and 5
Sept 20	Online. Chapter 6 and American Association of Community Colleges
Sept 27	Group A F2F; Group B Online Chapters 7 and 8

- Oct 4 Group A Online; Group B F2F
Chapter 9 and Community College News
- Oct 11 Online. Chapter 10 and Com College Survey of Student Engagement
- Oct 18 Group A F2F; Group B Online
Chapter 11 and Achieving the Dream
- Oct 25 Group A Online; Group B F2F
Chapter 12 and Academic Quality Improvement Program
- Nov 1 Online. Chapter 13 and Arkansas Association of Two-Year Colleges
- Nov 8 Group A F2F; Group B Online
Chapter 14 and Valencia College
- Nov 15 Group A Online; Group B F2F
Chapter 15 and Miami Dade College
- Nov 22 No Class
- Nov 29 F2F. Reflective Essay due

X. THE LEARNING JOURNEY

Here are my five core values as a university professor. I strive to use these values to make decisions to impact your learning.

- **Beliefs** – This is where the action is. I hope you will examine your belief system throughout the term. What you believe about the world “out there” determines everything you do “in here.” *What* do you believe about (what we are studying), but, more importantly, *why* do you believe the way you do? *Where* did your beliefs come from? *How* do your beliefs impact others? And, are you open to modifying your beliefs?

- **Curiosity** – All learning pretty much starts and stops with this one fundamental quality. You had it as a kid? Still got it? Can you become curious about the quiet person across the room or about someone who disagrees with you?
- **Risk Taking & Vulnerability** – I don't think much learning can take place unless you are willing to let others see the real you – with all of your human warts and blemishes. I know this is risky and can be downright scary. I will do all I can to make this a safe holding environment for risk taking. The final step into the land of the unknown will be up to you.
- **Suspend Judgment** – I hope you will withhold first impressions and knee jerk decision making until the end of the term. Give learning (and me) a chance to mess with your mind.
- **Authenticity** – The classroom is a lab to practice being you versus playing the role of student or whatever your job title is. Will you put your "Self" on the line? Will you share your version of the truth? Will you say it if you think it? Will you offer your "Self" to the group? Will you ask it if you wonder about it?

When a particular class meeting "clicks," here's what happens (inspired by the work of Roger Schwarz):

We are transparent about our intentions and reasoning. There is very little, if any, manipulation or game playing. We connect on a human to human level. We have compassion for the human condition and suspend judgment toward ourselves and others. When beliefs and ideas are tossed out, they are advocated with a sense of humility and an explanation of reasoning. They are received as questions rather than as answers. Curiosity and inquiry reign supreme, "That's interesting, tell me more. Why do you believe that?" Data and information are put on the table so an informed choice can be made about personal beliefs. Curiosity also triggers an interest in learning from all voices in the room. Each has something important to teach others and learn from others. There is no dependency on the professor to "police" the discussion. We are accountable to one another for the flow of the learning progress. If we are moving in circles and falling into a rut, we commit to take responsibility to speak up to restore the spirit of learning.

Personal mission statement – to change the world by sending out reflective, learning-centered teachers and leaders.

XI. CLASSROOM NORMS AND END NOTES

1. You are expected to attend *all* class sessions and participate fully in class discussions and Blackboard activities. Please be in class on time as a courtesy to everyone. Your attendance record and Blackboard postings are important engagement/commitment variables. Perfect attendance will greatly impress your professor. With two or more absences (regardless of the reason), you will have to go to university jail (plus earn a grade of B or less).
2. The room is full of neighborhoods. Please do not engage in side conversations. They are distracting and make it extremely difficult to concentrate on listening to whatever is the central conversation at the moment.
3. Please eat and drink responsibly. Try to minimize the impact on others. And, please clean up after yourself.
4. Please leave during class for emergencies only. If you have to leave during class, please try to minimize the disruption. If you must arrive late or leave early, please let me know in advance.
5. Please put away all electronic devices during class. The practice of deep listening is much more important than personal note taking. Each person in the class is singing a song to us. Can you hear the “song beneath the words”?
6. Please turn off your cell phone and put it away. If there is an extraordinary reason why you must keep your phone on (e.g., you are awaiting critical medical news), please place it on silent mode and let me know in advance that you may receive a call. Please leave class to conduct your conversation.
7. I expect that all work you produce for the course will be your own. You can build upon other peoples’ ideas as long as they are credited for their ideas/writings. Plagiarism, taking ideas and/or writings from another and passing them off as one’s own, is a major breach of ethical behavior for scholars in higher education. Any violations of academic integrity can lead to extremely serious consequences – including failure of the entire course and potential dismissal from the program – no exceptions and no second chances.
8. For the writing assignment, please use APA’s author surname and reference list system. No need for abstract or running heads.

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10. Circumstances may arise which 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 change that occurs prior to any due dates.

11. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

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13. At the end of the course, please give me a stamped, self-addressed manila envelope for returning materials. Or at least put your mailing address on the title page. Please, no fancy covers. A staple in the upper left corner will do nicely. Always save a copy of everything you turn in.

Summer 2012

Arkansas State University
College of Education
Department of Educational Leadership, Curriculum, and Special Education

I. COURSE

ELAD 6323 Organization and Governance of Higher Education

The overall purpose of the course is to familiarize higher education personnel with some of the nuances of organization and governance concepts, issues, and dynamics.

II. PROFESSOR

David W. Cox
449 Smith Hall
(870) 972-3621 Work
(870) 972-3945 Fax
P.O. Box 2781, State University, AR 72467
Email address: dwcox@astate.edu
Home page: <http://myweb.astate.edu/dwcox>
Blackboard Learn login page: <http://bblearn.astate.edu>

III. COURSE THEMES

- Building Campus Community

Any college worthy of the name will have a spiritual life of its own which makes of it more than an assemblage of teachers, students, and buildings. At best it will have an atmosphere which is felt to be different from other environments the moment one steps into it and which acts as a powerful developing force upon all who live within it. Such an atmosphere will be like *mist* in the sense that one cannot put one's finger on it, but no one should be able to stay in it long without being thoroughly soaked.

Huston Smith, *Purposes of Higher Education*, 1955

- Insights into Higher Education Organization, Governance, Leadership, Culture

IV. INTENDED LEARNING OUTCOMES

As a result of this course, I hope you will:

1. *Contribute to “building community”* in your specific work setting and on your campus at large.
2. *Interact more skillfully* with the “game playing” (politics) in higher education.
3. *Behave as a wiser, shrewder contributing member* of a higher education community when it comes to helping the organization achieve its goals.
4. *Find and exercise* your leadership voice.
5. *See patterns* (where others might see chaos) and think in more complex, penetrating, sensitive, and analytical ways.
6. *Arrive at thoughtful positions* on key issues in higher education.

V. ASSESSMENT TASKS

1. Discussion Preparation (25 percent) and Participation (25 percent)

A. Discussion Preparation

Complete all reading assignments and be prepared to discuss them in class. Be on the lookout for *concepts and issues* in the reading material. Bring to each class two assignments:

- A typed, one or two paragraph identification of author assumptions for each chapter that challenge or confirm your own, and any new perspectives gained
- At least two open ended discussion questions on a separate page (not stapled) from the above (I don't mean two questions per chapter; I mean two questions per discussion session)

In preparing good discussion questions, try to generate five or six starters. Then see if you can improve the wording realizing that the construction and phrasing of a question shapes the kind of information you can expect to receive. Then prioritize down to two questions based on your interest and helpfulness to our discussion. Special note: one of your questions could be a professional case consultation if it is connected to the reading.

In preparation for a class near the end of the term, I'm going to ask half of the class to interview an administrator and the other half to interview a faculty or staff member. The focus of the interview is twofold: the meaning of "shared governance" and "building community" status and ideas.

B. Class Participation

When you get to class, be a proactive learner by taking responsibility for your learning. Exercise your curiosity and become engaged. If you are not curious about a particular topic, fake it. You will make me a better teacher.

If you are an extrovert, practice monitoring your personal air time. Slow down and invite others into the conversation. Practice becoming curious about others' viewpoints. (Extroverts – can you really hear me on this point? You often need to speak first in order to hear what you think. That's a good quality up to a point. You have natural advocacy skills. Can you now work on developing inquiry skills to balance your repertoire?)

If you are an introvert, take a mini-risk in a safe environment. When extroverts take a breath, jump in. Practice offering your observations and insights to the group. Stick your neck out a little and assert your ideas into the learning conversation. (Introverts – can you really hear me on this point? You have natural listening skills. You think before you speak. That's a good quality up to a point. Can you now work on developing advocacy skills to share your insights with others? This stuff is too important to hold conversations in the privacy of your own mind.)

2. Application Essay (50 percent)

Through the act of writing, please clarify, organize, and think through your plans for *applying* what you learned this term. Develop a typed, 10-12 page application essay. (For the sake of clarity, a "10 to 12" page paper means to me: standard margins, standard 12 point font, and page numbers which exclude title page and reference page.)

The paper could be

- Option 1: An executive coach white paper for advising a new dept chair
- Option 2: Your Administrative Philosophy/Core Values
- Option 3: Collection of reflections from class discussion – what you learned, how you can use, and what you now know or feel differently about
- Option 4: A Professional Development Plan for Becoming a "Servant Leader"
- Option 5: Synthesis of Weekly Readings

- Option 6: Comprehensive Summary Analysis of Beliefs, Principles, Commitments, and Assumptions
- Option 7: A set of insights and principles for guiding your behavior as a member of an academic community
- Option 8: A plan for increasing collaboration in your work setting and on your campus
- Option 9: An analysis of trust/respect builders and trust/respect killers in university governance
- Option 10: ?

These are just examples. Feel free to be creative and write the definitive essay that will have lasting meaning for YOU. But, whatever you write, please connect it to this term's readings.

Recommendation: Start drafting your essay as you read along during the course and as we discuss topics either on Blackboard or in class. Reflect on each discussion session to see what you might want to include in your application essay. By the time we reach the end of the term, you will have a strong draft of the essay.

The essay will be graded using the rubric in Documents on Blackboard. If an "A" is of special importance to you, give special attention to the rubric.

VI. COURSE CONTENT

Concepts

- Campus community
- Academic culture/climate
- Organizational structures
- Leadership in place
- Tenure and academic freedom
- Trust/Respect
- Accountability
- Faculty development and morale
- Shared governance
- Ernest Boyer's Six Principles for "Community" at a College or University

- An educationally *purposeful place* where learning is the focus
- An *open place* where people feel free to speak their minds and where civility is affirmed
- A *just place* where individuality and diversity are honored, and where people are treated fairly
- A *disciplined place* where group obligations guide behavior
- A *caring place* where individuals are supported, service is

- encouraged, and people care about the whole
- A *celebrative place* where traditions and appreciation are shared

Issues

Shared Governance

Faculty-administrator relations (We-They mindsets)
 Collaborative decision making
 Role of various constituencies
 Administrative authority and power
 Centralization vs. decentralization
 Community building
 Trust/respect building

Surface and Deep Learning

College material vs. student material
 Retention and grade inflation
 Rewarded for minimal effort
 Sleepwalking
 Not as challenging as I expected
 Overreliance on lecture and minimal teacher training
 Failure to differentiate between information and learning
 Unspoken agreement between faculty and students
 Espoused theory vs. theory in use

Higher Education as Big Business

Efficiency
 Student as customer
 Attraction of using adjuncts (also advantage for governance)
 Marketing, branding, image
 Arms race, the cool factor
 Buying students
 Honors residence hall
 Failure to differentiate between quality and prestige
 With better students we won't have to change

Research and Teaching

Publish or perish
 Complementary or isolated
 Three publications in six years
 No time for essay questions
 No incentives for strong teaching

Athletics and Academics

- Role of the governing board
- Most programs lose money
- Student-athlete vs. athlete-student
- One and done in basketball
- Role of athletics in higher education

Students Affairs and Academic Affairs

- Cognitive vs. whole student
- Teammates or competitors
- Department silos
- Fragmentation of knowledge

Passing on Cost and Lack of Accountability

- Social contract has broken down (shift from we pay to you pay)
- Public and parents are in the dark about what goes on
- Grants to loans
- Student debt
- Getting harder and harder to go
- Need a college education to maintain status quo

Skills

- Practice the leadership skill of getting and holding attention
- Listening, writing, and question-asking
- Preparing great discussion questions
- Connected contributions to discussion
- Critical thinking
- Systems thinking
- Analytical thinking
- Oral communication
- Written communication

VII. LEARNING RESOURCES

Gunsalus, C. K. (2006). *The college administrator's survival guide*. Cambridge, MA: Harvard University Press

Weingartner, R. H. (2011). *Fitting form to function: A primer on the organization of academic institutions* (2nd edition). Lanham, Maryland: Rowman & Littlefield.

Inside Higher Ed subscription <http://www.insidehighered.com/newsletter/signup>

Major Higher Education Journals

<i>Academe</i>	<i>Change</i>
<i>AAUP Bulletin</i>	<i>Community College Review</i>
<i>College and University Business</i>	<i>Educational Record</i>
<i>College and University</i>	<i>Harvard Educational Review</i>
<i>College Management</i>	<i>Journal of Higher Education</i>
<i>College Student Journal</i>	<i>Phi Delta Kappan</i>
<i>Community & Junior College Journal</i>	<i>The Chronicle of Higher Education</i>

VIII. ASSESSMENT AND GRADING

Task 1a, Discussion Preparation	25 percent
Task 1b, Class Participation	25 percent Attendance is important!
Task 2, Application Essay	50 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)

IX. LEARNING ACTIVITIES (COURSE OUTLINE)

Mon, July 2	Syllabus Overview Higher Ed: Declining by Degrees on You Tube
<u>Mon, July 9</u>	Discuss <u>online</u> Wed readings in your small group. Prepare "best questions" for face to face discussion on Wed Conclude You Tube video on your own
Wed, July 11	Weingartner 1, 2, 3, 4, and 5; Gunsalus Intro, 1, and 2
<u>Mon, July 16</u>	Discuss <u>online</u> Wed readings in your small group. Prepare "best questions" for face to face discussion on Wed
Wed, July 18	Weingartner 6 and 7; Gunsalus 3, 4, 5, and 6
<u>Mon, July 23</u>	Discuss <u>online</u> Wed readings in your small group. Prepare "best questions" for face to face discussion on Wed
Wed, July 25	Weingartner 8, 9, and 10; Gunsalus 7 and 8 Guest: Chancellor Tim Hudson

Mon, July 30	Application Essay Due Guest: Dean Thilla Sivakumaran Knotty Problem(s) Roundtable(s)
Wed, Aug 1	Guest: President Charles L. Welch Interview findings

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interesting, tell me more. Why do you believe that?" Questions are asked because people really want to know (vs. playing the game of school). Data and information are put on the table so an informed choice can be made about personal beliefs. Curiosity also triggers an interest in learning from all voices in the room. Each has something important to teach others and learn from others. There is no dependency on the professor to "police" the discussion. We are accountable to one another for the flow of the learning progress. If we are moving in circles and falling into a rut, we commit to take responsibility to speak up to restore the spirit of learning.

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**College Student Personnel Services Graduate Program
Recommended Course Sequence**

Fall Semester Year I (9 hours)

ELAD 6333 Organization and Administration of Higher Education (faculty-Wyatt)
CSPS 6333 Student Personnel Services in Higher Education (faculty-new hire from existing line in COE)
CSPS 6343 College Student Development (faculty-new hire from existing line in COE)

Spring Semester Year I (12 hours)

ELAD 6273 Legal Aspects of Higher Education (faculty-Foldesy)
ELAD 6313 Higher Education Finance (adjunct-Hannah)
CSPS 6393 Assessment, Accreditation and Accountability in Higher Education (faculty-Welsh)
ELFN 6773 Introduction to Statistics and Research (faculty-Bounds)

Summer 1 Year I (3 hours)

ELAD 6763 Philosophies of Education (faculty-Nichols)

Summer 2 Year I (3 hours)

CSPS 6363 Development and Advancement in Higher Education (adjunct-Penry) or CCED 7003 The Community College (faculty-Cox)

Fall Semester Year II (9 hours)

CSPS 6763 Practicum (faculty-Stripling)
CSPS 6373 Multicultural Dynamics in Higher Education (adjunct-Quarles)
ELAD 6103 Ethical Leadership (faculty-Holifield)

CSPS Program Total Graduate Student Tuition/Fees (based on Spring 2013 data)

GR Resident Tuition	230.00 per credit hour
GR Fees	<u>81.00 per credit hour</u>
.	311. x 36 hours = \$11,196 Total

**College Student Personnel Services Graduate Program
Course Rotation**

First Fall

ELAD 6333 Organization and Administration of CSPS (faculty-Wyatt)
CSPS 6333 Student Personnel Services in Higher Education (faculty-new hire from existing line in COE)
CSPS 6373 Multicultural Dynamics in Higher Education (adjunct-Quarles)
CSPS 6343 College Student Development (faculty-new hire from existing line in COE)
CSPS 6383 Practicum (faculty-Stripling)

Electives:

ELAD 6103 Ethical Leadership (faculty-Holifield)
ELFN 6763 Philosophies of Education (faculty-Nichols)

First Spring

ELFN 6773 Intro to Stat and Research (faculty-Bounds)
ELAD 6273 Legal Aspects of Higher Education (faculty-Foldesy)
ELAD 6313 Higher Education Finance (adjunct-Hannah)
CSPS 6383 Practicum (faculty-Stripling)
CSPS 6393 Assessment, Accreditation and Accountability in Higher Education (faculty-Welsh)

Electives:

CCED 7003 The Community College (faculty-Cox)

First Summer I

ELAD 6103 Ethical Leadership (faculty-Holifield)
ELAD 6763 Philosophies of Education (faculty-Nichols)
CSPS 6383 Practicum (faculty-Stripling)

First Summer II

ELFN 6773 Intro to Stat and Research (faculty-Bounds)
ELAD 6323 Organization and Governance of Higher Education (faculty-Cox)
CSPS 6363 Development and Advancement in Higher Education (adjunct-Perry)

Second Fall

ELAD 6333 Organization and Administration of CSPS (faculty-Wyatt)
CSPS 6333 Student Personnel Services in Higher Education (faculty-new hire from existing line in COE)
CSPS 6373 Multicultural Dynamics in Higher Education (adjunct-Quarles)
CSPS 6343 College Student Development (faculty-new hire from existing line in COE)
CSPS 6383 Practicum (faculty-Stripling)

Electives:

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ELAD 6103 Ethical Leadership (faculty-Holifield)
ELFN 6763 Philosophies of Education (faculty-Nichols)

Second Spring

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ELAD 6313 Higher Education Finance (adjunct-Hannah)
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Second Summer I

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